

# S

93403Q



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

## Scholarship 2013 History

9.30 am Saturday 16 November 2013  
Time allowed: Three hours  
Total marks: 40

### QUESTION BOOKLET

Choose ONE question to answer, using the sources provided in this booklet and your own knowledge.

Write your answer in Answer Booklet 93403A.

Check that this booklet has pages 2–11 in the correct order and that none of these pages is blank.

**YOU MAY KEEP THIS BOOKLET AT THE END OF THE EXAMINATION.**

**Your performance will be evaluated using the following historical skills:**

- Skill 1** Analyse and think critically about key ideas relevant to the historical context(s) and setting(s).
- Skill 2** Communicate a substantiated argument within an effective written format.
- Skill 3** Use highly developed knowledge, historical ideas and skills to develop an argument that demonstrates an understanding of a complex historical context(s) and setting(s).
- Skill 4** Evaluate historical relationships such as cause and effect, continuity and change, past and present, specific and general, patterns and trends.
- Skill 5** Judge the reliability and usefulness of historical evidence and evaluate the strengths and limitations of historians' narratives.

**Each skill will be assigned a mark out of 8.**

You have three hours to complete this examination.

## **CONTEXT: THE IMPORTANCE OF HISTORIANS' DIFFERENT INTERPRETATIONS OF HISTORICAL EVENTS**

### **INSTRUCTIONS**

Write an article for a history journal in response to ONE of the following questions.

You must use your own knowledge of one or more topics you have studied, AND use at least SIX of the sources provided in this booklet.

In your article, you should:

- analyse and think critically about key ideas relevant to the historical context(s) and setting(s)
- communicate your argument within an effective written format including an introduction, conclusion, and structured paragraphs that are organised around a focused argument, a detailed knowledge of chronology, and accurate supporting evidence to the context(s) and setting(s)
- use highly developed knowledge, historical ideas and skills to develop and communicate a substantiated and balanced argument that demonstrates an understanding of a complex historical context(s) and setting(s)
- evaluate historical relationships such as cause and effect, continuity and change, past and present, specific and general, patterns and trends
- judge the reliability and usefulness of historical evidence and evaluate the strengths and limitations of historians' narratives.

Space for planning has been provided on pages 2 and 3 of the answer booklet. These pages will not be marked.

### **QUESTIONS**

#### ***EITHER: QUESTION ONE***

*If truth is difficult to prove in history, does it follow that all versions are equally acceptable?*

Analyse and evaluate the extent to which the question above applies to one or more topics you have studied.

#### ***OR: QUESTION TWO***

*Is it possible for historians to show objectively what actually happened in the past?*

Analyse and evaluate the extent to which the question above applies to one or more topics you have studied.

**SOURCE A****The landscape of history**

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A young man stands hatless in a black coat on a high rocky point. ... Barring the invention of a time machine, though, we can never go back there to see for sure.

Source (image): Caspar David Friedrich, *The Wanderer above the Sea of Fog*, 1818. [http://en.wikipedia.org/wiki/File:Caspar\\_David\\_Friedrich\\_032\\_\(The\\_wanderer\\_above\\_the\\_sea\\_of\\_fog\).jpg](http://en.wikipedia.org/wiki/File:Caspar_David_Friedrich_032_(The_wanderer_above_the_sea_of_fog).jpg)

Source (text): John Lewis Gaddis, *The Landscape of History: How Historians Map the Past* (New York: Oxford University Press, 2002), pp 1–3.

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## SOURCE B

### Moral judgements

There is one other thing, though, that biographers – and historians generally – can't escape doing that natural scientists never have to do: it's to make moral judgments. ... The idea that the historian can or should stand aloof from moral judgments unrealistically denies that fact.

Source: John Lewis Gaddis, *The Landscape of History: How Historians Map the Past* (New York: Oxford University Press, 2002), pp 122–125.

## SOURCE C

### The purpose of history

Most people want to know 'what the past was like' or they want to know 'what actually happened'. ... The purpose of history is to reveal human nature and behavior, not to attempt to judge it.

Source: Ian Mortimer, 'The historian as time traveller', *History Today*, October 2008, pp 70–71.

## SOURCE D

### Doing history

Traditionally, the past is something we look at from afar. ... Few people can come to terms with humanity in another age and not see themselves in a new – and sometimes quite disturbing – light.

Source: Ian Mortimer, 'Hold your noses, it's the Elizabethans', *BBC History Magazine*, March 2012, pp 29–34.

## SOURCE E

### What is history?

In the first place, the facts of history never come to us 'pure', since they do not and cannot exist in a pure form: they are always refracted through the mind of the recorder. ... History means interpretation ...

Source: E. H. Carr, *What is History?* (London: Penguin, 1961), pp 22, 23–26.

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## SOURCE F

### **The facts of history**

Facts are artificial constructions. ... Whichever we pursue, the other is almost immediately lost below the horizon of our interest.

Source: Peter Munz, *The Historical Narrative* (Routledge: History Study Centre, 1997), accessed 9 March 2013, <http://www.historystudycenter.com>

## SOURCE G

### **The end of history?**

#### **G1: One historical interpretation**

The question of whether there is such a thing as a Universal History of mankind that takes into account the experiences of all times and all peoples is not new; it is in fact a very old one which recent events compel us to raise anew. ... At the end of the twentieth century, it makes sense for us to shake off our acquired pessimism and reconsider once again whether it is possible to write a Universal History of mankind.

Source: Francis Fukuyama, *The End of History and the Last Man* (New York: Macmillan, 1992), p 51.

#### **G2: Another historical interpretation**

The end of the Cold War removed the props which had held up the international structure and, to an extent not yet appreciated, the structures of the world's domestic political systems. ... while everyone could see that the old had ended, there was utter uncertainty about the nature and prospects of the new.

Source (adapted): Eric Hobsbawm, *Interesting Times* extract, cited in *The Guardian Weekly*, 12 October 2012, p 29.

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## SOURCE H

### What nations leave out of their history lessons

#### H1: Interpretations within Russia

President Dmitry Medvedev recently announced the setting up of a commission to counter the falsification of history. ... Any attempt to tarnish the glory of that triumph is seen as a deliberate attempt to make Russia look bad. Russia's past haunts its present.

Source: James Rodgers, 'Russia acts against "false" history', *BBC News*, Moscow, 24 July 2009, accessed 12 February 2013, <http://news.bbc.co.uk/2/hi/europe/8166020.stm>

#### H2: Interpretations within Japan

Japanese people often fail to understand why neighbouring countries harbour a grudge over events that happened in the 1930s and 1940s. ... His first textbook, which won government approval in 2001, made a brief reference to the death of Chinese soldiers and civilians in Nanjing, but he plans to tone it down further in his next book.

Source: Mariko Oi, 'What Japanese History lessons leave out', *BBC News*, Tokyo, 14 March 2013, accessed 15 March 2013, <http://www.bbc.co.uk/news/magazine-21226068>

## SOURCE I

### Intriguing Anne Boleyn

This brings me to the royal bodies with whom I have been most concerned recently, those of Anne Boleyn and Henry VIII. ... But in the end she was valued for her body parts, not her intellect or her soul; it was her womb that was central to her story ...

Source: Hilary Mantel, 'Royal Bodies' (*London Review of Books* Winter Lectures, 21 February 2013), accessed 24 February 2013, <http://www.lrb.co.uk/v35/n04/hilary-mantel/royal-bodies>

## SOURCE J

### Anne Boleyn and historical evidence

Anne Boleyn remains an intriguing figure, even after nearly 500 years. ... He cites the poem as if it were an independent corroboration of this story, but as Carle never names the woman making the charge and we already know that he is only repeating what he has heard from unnamed others, it loses much of its value.

Source: Susan Walters Schmidt, 'Henry VIII and Anne Boleyn', *History Review*, 2011, accessed 16 March 2013, <http://www.historytoday.com/susan-walters-schmid/henry-viii-and-anne-boleyn-0>

**SOURCE K**

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### **Why women are hidden from history**

#### **K1: Women's private role**

For all the new works that one can cite, it remains striking that studies of women and gender roles in world history have developed so slowly and that their development has been restricted to a small number of themes. ... The lives of most women involve all three types of work, but not usually at one time ...

Source: Patrick Manning, *Navigating World History* (London: Palgrave Macmillan, 2003), pp 210–211.

#### **K2: Feminist view**

A women's history, then, must hope to explain as well as narrate, seeking the answer to two key questions: How did men succeed in enforcing the subordination of women? ... Traditionalist arguments of masculine supremacy have been remarkably resilient over time – all democratic experiments, all revolutions, all demands for equality have so far stopped short of sexual equality – and women, seen as biologically determined, continue to be denied the human right of full self-determination.

Source: Rosalind Miles, *The Women's History of the World* (New York: Harper & Row, 1989), p xiii.

#### **K3: Correcting the bias**

It must be stressed that women have been left out of history not because of the evil intent of male historians, but because we have considered history only in male-centred terms. ... As historians are uncovering the record of women's activities and correcting the bias in the interpretation of the past, which has assumed that man is the measure of all that is significant, we are laying the foundation for a new synthesis.

Source: Gerda Lerner, 'The Necessity of History', 1982 Presidential Address to the Organization of American Historians, reprinted in *Why History Matters: Life and Thought* (New York: Oxford University Press, 1997), pp 119–120.

#### **K4: A writer's view**

And I turned to Professor Trevelyan again to see what history meant to him. ... I have no model in my mind to turn about this way and that.

Source: Virginia Woolf, *A Room of One's Own* (Orlando: Harcourt, Inc., 1929), pp 42–45.

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## SOURCE L

### Questions from a worker who reads

Who built Thebes of the seven gates?  
 In the books you will find the names of kings.  
 Did the kings haul up the lumps of rock?

...

So many reports.  
 So many questions.

*Bertolt Brecht (1935)*

Source: Bertolt Brecht, 'Questions from a worker who reads', accessed 17 March 2013, <http://www.poemhunter.com/poem/questions-from-a-worker-who-reads>

## SOURCE M

### The 'war' over Richard III

The image above shows the complete skeleton of Richard III, found under a Leicester carpark in 2011 ... Now, if we could compare his DNA to those of the bones found in the Tower ... and see if they are those of his nephews – the princes – then we might enter 'a whole new era'.

*Suzanne Lipscomb – Tudor historian*

Source (image): 'The remains of King Richard III found buried deep beneath a Leicester car park', University of Leicester / Rex Features, accessed 12 March 2012, <http://www.telegraph.co.uk/science/science-news/9846693/Richard-III-skeleton-is-the-king.html>

Source (text): Mark Ormrod, 'What does the find mean for history?' *BBC History Magazine*, March 2013, pp 38–39.

## SOURCE N

### Lincoln and the rewriting of history

#### N1: The 'true' Lincoln

We don't outright invent history, but often it is made by the questions we ask. ... But the revival of attention to primary sources has also peeled back the layers on Lincoln and produced a fresh round of portraits of his life and times.

Source: Joshua Wolf Shenk, 'The True Lincoln', *Time Magazine*, 4 July 2005, pp 32–34.

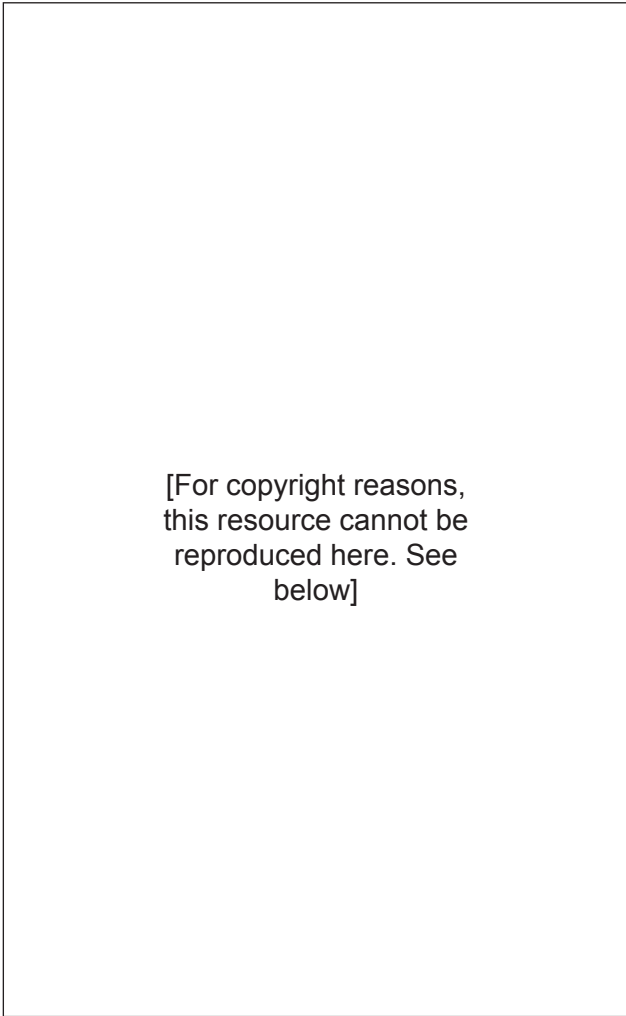


**SOURCE N** (continued)**N2: President Lincoln brought to life?**

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*Team of Rivals: The Political Genius of Abraham Lincoln*, written by Doris Kearns Goodwin, was a book originally published in 2005. It was re-issued to tie in with the release of the movie *Lincoln* in 2012. On the cover, Daniel Day-Lewis appears as President Lincoln.

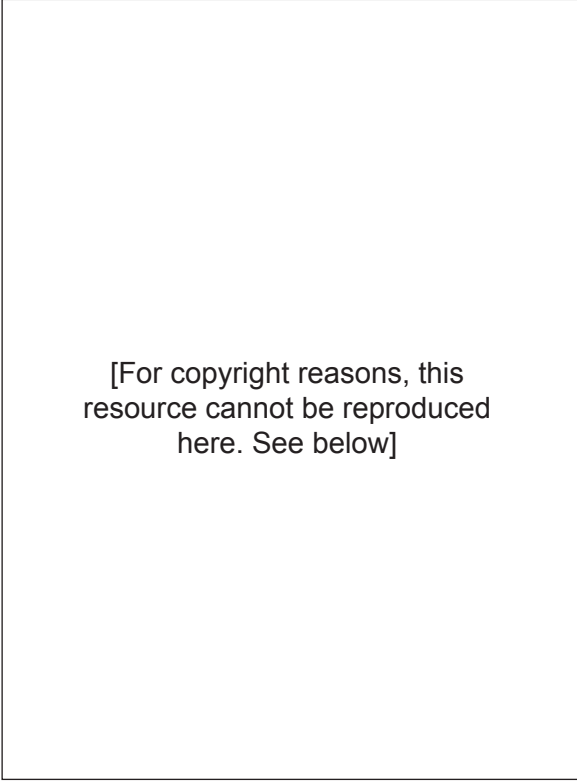
Source (image): Cover of *Team of Rivals: The Political Genius of Abraham Lincoln*, accessed 17 March 2013, <http://nz.bing.com/images/search?q=team+of+rivals+cover&q=ds&form=QBIR#view=detail&id=A10CE20E5CA7BE9FEECE73945E3BD40F98B72315&selectedIndex=6>

**SOURCE O****O1: How history can be recorded**

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This is a photograph of Ngātau Omahuru, the son of Hinewai and Te Karere Omahuru of Ngā Ruahine in Taranaki, who was captured by colonial forces in 1868 during the New Zealand Wars, at the age of 6. The photo was taken by William James Harding sometime after this. After spending three years in a hostel, the boy was informally adopted by the Premier, William Fox, and renamed William Fox. Trained in law, 'William Fox' went to Taranaki in 1878 on legal business and was reunited with his family and later settled there.

Source: Photograph by William James Harding, (date unknown), Alexander Turnbull Library, reference PA2-2494, cited in <http://www.teara.govt.nz/en/photograph/26045/ngatau-omahuru-the-fox-boy>, accessed 9 March 2013.

**SOURCE O** (continued)**O2: 'Last of the full-blood Tasmanian Aboriginals'**

[For copyright reasons, this resource cannot be reproduced here. See below]

This photo is of 'Truganini', one of the most famous names in Tasmanian women's history. Her life epitomises the story of European colonisation of Australia, and she has become the symbol of the struggle and survival of Tasmanian Aboriginals for both Aboriginal and white Tasmanians. By the time she was 17, she had experienced the violent deaths of her mother, her intended partner, an uncle, and her sister. By 1830, fighting between Aboriginals and the colonizers was so widespread that colonial authorities appointed G. A. Robinson to 'Christianise and Europeanise' the surviving aboriginals in a farming community on Flinders Island. The island became a prison, and many became sick and died. She and 45 others returned to their traditional tribal grounds where she died. Despite her dying wish to be buried behind the mountains, her body was exhumed and her skeleton displayed in the Tasmanian Museum until 1947 with the title, 'Last of the full-blood Tasmanian Aboriginals'. In 1976, her ashes were scattered in waters near her homeland. The title of the photo is greatly misleading as her descendants continued to live away from their tribal lands on the islands to the north of Tasmania.

Source: Lallah Rookh, or Truganini (1812–1876), photograph by C. A. Wolley, 1886, National Library of Australia, nla.pic-an23378504, accessed 9 March 2013, <http://adb.anu.edu.au/biography/trugernanner-truganini-4752>

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