



93403R



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

## Scholarship 2015 History

2.00 p.m. Tuesday 24 November 2015

### RESOURCE BOOKLET

Refer to this booklet to answer your chosen question for Scholarship History 93403.

Check that this booklet has pages 2–31 in the correct order and that none of these pages is blank.

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

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(Instructions repeated from the Examination Booklet)

## **CONTEXT: THE RELEVANCE / SIGNIFICANCE / IMPORTANCE OF YOUR STUDY OF HISTORY**

### **INSTRUCTIONS**

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

In your article you will:

- integrate **your own knowledge** with evidence from **at least SIX of the twelve sources, A–L**, provided in the resource booklet
- analyse and think critically about key ideas relevant to the historical 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, and patterns and trends
- judge the reliability and usefulness of historical evidence, and evaluate the strengths and limitations of historians' narratives

Your article should be communicated within an effective written format and include:

- an introduction, conclusion, and structured paragraphs that are organised around a focused argument
- a detailed knowledge of chronology
- accurate supporting evidence relevant to the context(s) and setting(s).

Space for planning is provided on pages 3 and 4. Your plan will not be marked.

Begin your answer on page 5.

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

“The story and study of the past, both recent and distant, will not reveal the future, but it flashes beacon lights along the way and it is a useful remedy against despair.”

*Barbara Tuchman, Pulitzer Prize-winning American historian*

Analyse and evaluate the extent to which you think Tuchman's statement applies to one or more topics you have studied.

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

“The charm of history and its enigmatic lesson consists in the fact that, from age to age, nothing changes and yet everything is completely different.”

*Aldous Huxley, British novelist and social commentator*

Analyse and evaluate the extent to which you think Huxley's statement applies to one or more topics you have studied.

**SOURCE A****Why does history matter?**

Why does history matter? A better man might be able to answer with far more questions than answers.

...

(Source A *continued*)

...

History is memory; we have to remember what it is like to be a Roman, or a Jacobite or a Chartist or even – if we dare, and we should dare – a Nazi. History is not abstraction, it is the enemy of abstraction.

\* *Wagnerite* a lover of the German composer Richard Wagner's music

Source: Stephen Fry, 'The Future's in the Past', *Observer*, Sunday 9 July 2006. <http://www.theguardian.com/theobserver/2006/jul/09/featuresreview.review>

**SOURCE B****Is history a guide to the future?**

The commonest question asked of historians by laymen is whether history serves a purpose. Is it useful? Can we learn from the lessons of history?

...

In the absence of dependable recurring circumstance, too much confidence cannot be placed on the lessons of history ...

Source: Barbara Tuchman, from 'Practising History' (1991) reprinted in Nicholas Alchin, *Theory of Knowledge* (London: Hodder Murray, 2006), pp. 202–203.

**SOURCE C****C1: Journalism or history?**

*Jason Burke is a war correspondent with the Guardian and the Observer newspapers.*

On every one of the dozens of times I have travelled over the Khyber, I had noticed the broken concrete teeth placed in 1979 to stop the Soviet Red Army crossing into Pakistan.

...

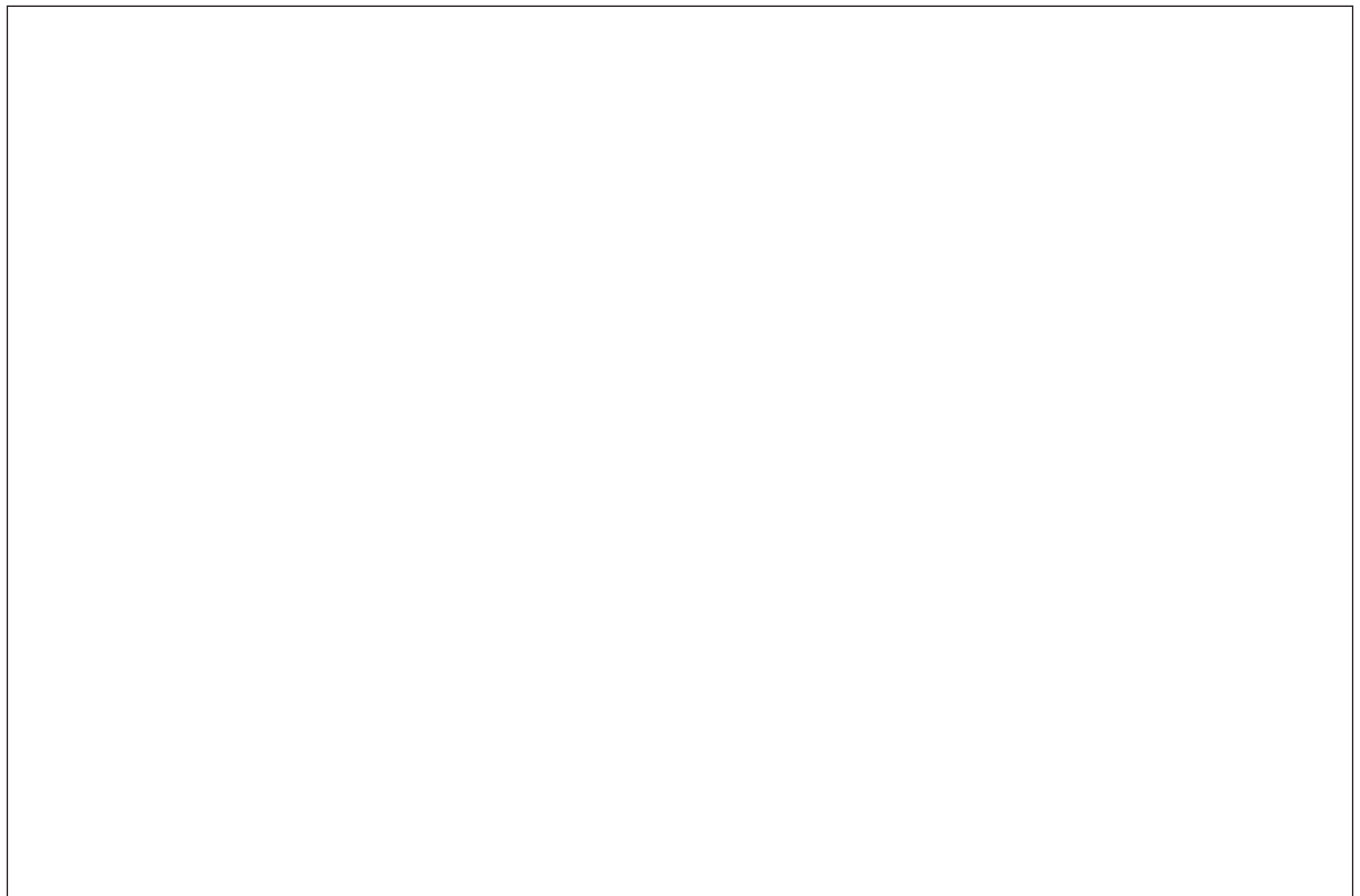
(Source C1 *continued*)

...

So I hope that some unknown researcher in a century's time will read what I have written in the last decade or so and say that, despite the undoubted errors and the misjudgements and the lacunae, for a first draft of history, it is not all that bad.

Source: Jason Burke, 'The first draft', *History Today*, vol. 58, issue 2, 2008, pp. 42–43.

## C2: History Repeats



Source: *Spectator*, 21 February 2015, <http://www.spectator.co.uk/features/9447782/how-vladimir-putin-is-waging-war-on-the-west-and-winning/>

### **C3: Can history teach political lessons?**

Many politicians believe that one can learn from history, and make decisions accordingly.

...

Now, this inevitably requires scholarly objectivity – one might say in the Rankean manner – but, unlike many followers of Ranke, the historian should consider the needs of his own times and own society.

Source: John Warren, *History and the Historians* (Oxford: Hodder Education, 1999), pp. 144–146.



**SOURCE D****D1: Historical opportunities**

Our meeting here in the Crimea has reaffirmed our common determination to maintain and strengthen in the peace to come

...

will provide the greatest opportunity in all history to create in the years to come the essential conditions of such a peace.

Signed: WINSTON S. CHURCHILL,  
FRANKLIN D. ROOSEVELT,  
J. STALIN

Source: Franklin D. Roosevelt, "Joint Statement with Churchill and Stalin on the Yalta Conference," 11 February 1945.  
<http://www.presidency.ucsb.edu/ws/?pid=16587>

**D2: The importance of past events**

Holocaust Memorial Day on 27 January is an occasion for myriad acts of commemoration – most especially this year because January 2015 also marks the 70th anniversary of the liberation of Auschwitz

...

(Source D2 *continued*)

...

And, if repressive regimes remain in place, sometimes this worldwide consensus can never happen at all.

Source: Lawrence Rees, 'Forgotten Voices of the Holocaust', *BBC History Magazine*, January 2015, pp. 35–39.

**D3: Remembering significant events**

*German President Joachim Gauck's words at the 70th anniversary commemoration of the liberation of Auschwitz.*

“For as long as I live, the fact that the German nation, despite its admirable culture, was capable of the most horrific crimes against humanity will cause me suffering.

...

The community in which we all want to live will only flourish if we respect the dignity of the individual and if we live in solidarity.”

Source: Matthew Weaver, ‘World leaders pay tribute at Auschwitz anniversary ceremony’, *Guardian*, 27 January 2015, <http://www.theguardian.com/world/2015/jan/27/-sp-watch-the-auschwitz-70th-anniversary-ceremony-unfold>

**SOURCE E****E1: Significance in the past**

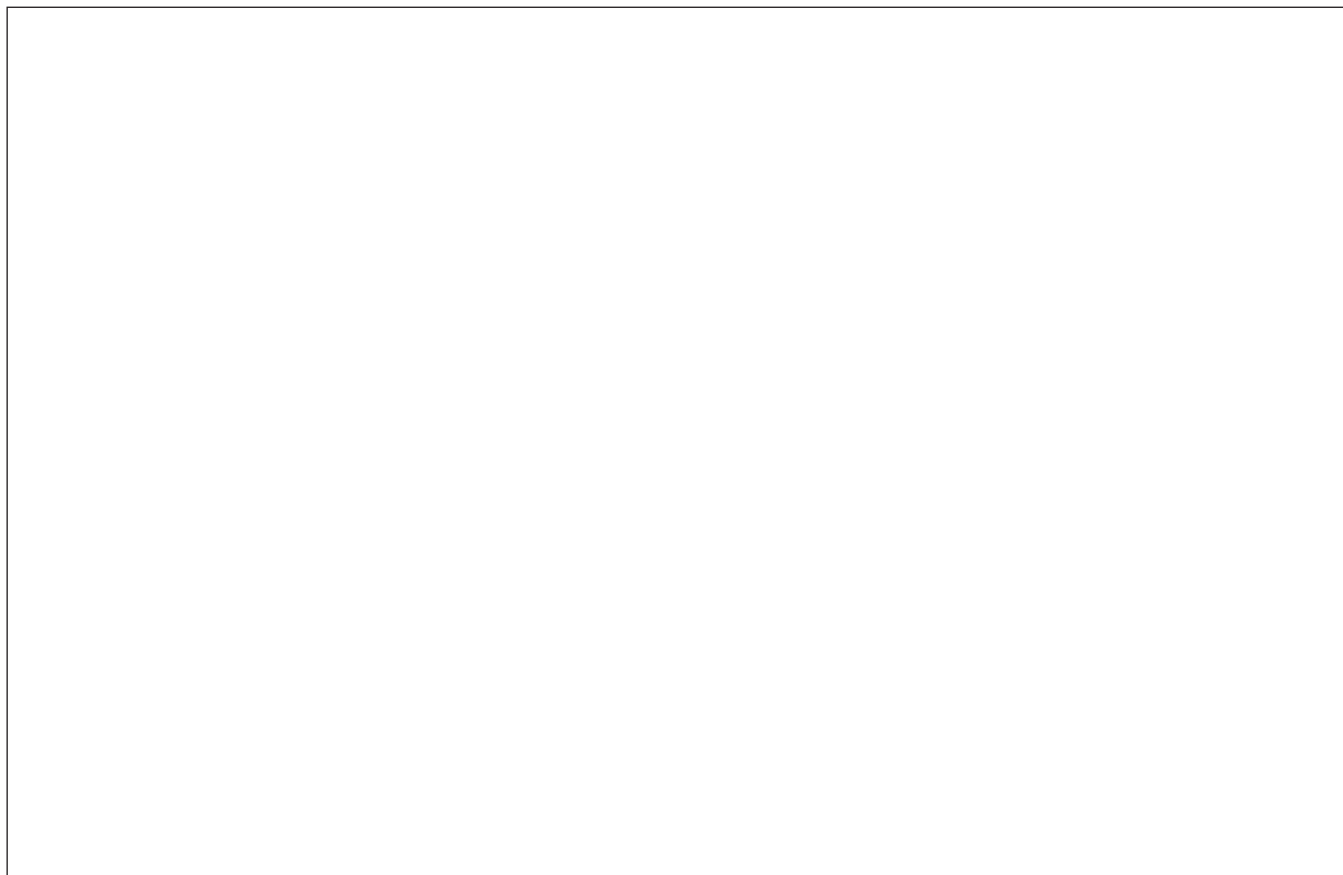
The ceremony in connection with the unveiling of the Marsden Cross at Rangihoua, Bay of Islands, was performed by His Excellency the Governor on Tuesday afternoon, in the presence of a large and representative gathering of Europeans and natives.

...

He said that he felt it a great privilege to be permitted to take part in doing honour to the memory of so honourable a Christian, and so brave a man as the late Samuel Marsden, and one who had done so much for New Zealand ... (Applause)

Source: 'The Marsden Cross', *Marlborough Express*, Volume XLI, Issue 66, 19 March 1907, p. 6.  
<http://paperspast.natlib.govt.nz>

**E2: His Excellency the Governor, Lord Plunket, unveiling the Marsden Cross  
at Rangihoua, Bay of Islands, 1907**



Source: [http://www.aucklandcity.govt.nz/dbtw-wpd/HeritageImages/images/photos/AWNf/1907/AWNS\\_19070321\\_p012\\_i004\\_x.jpg](http://www.aucklandcity.govt.nz/dbtw-wpd/HeritageImages/images/photos/AWNf/1907/AWNS_19070321_p012_i004_x.jpg)

### **E3: Landmarks**

*Work begins on a heritage project that will mark the birth of New Zealand, and commemorate the arrival of the gospel to these shores.*

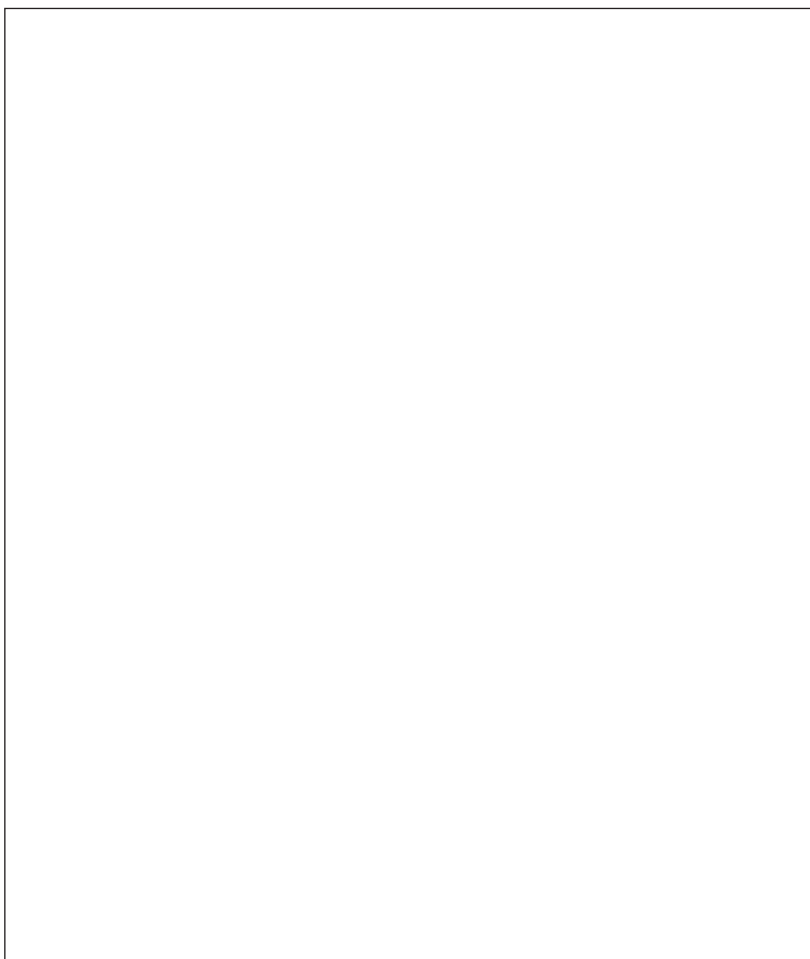
“Sam: why don’t you come over to my place this Christmas – and tell your story?”

That, more or less, is how New Zealand got started.

...

“If there exists a parallel (to this project), it is to be found on the far side of the world. [It is] ANZAC Cove at Gallipoli, a place where, each year, tens of thousands of New Zealanders and Australians, young and old, visit to pay homage to their tipuna / ancestors and reinforce their personal and group identity.”

Source: Lloyd Ashton, ‘At last, a fitting landmark’, *Anglican Taonga*, News, 25 January 2013. <http://anglicantaonga.org.nz/News/Our-heritage/Landmark>

**E4: Visualising the Past**

Source: Jack Morgan, *Oihi Bay [Rangihoua], Christmas Day 1814; Samuel Marsden preaching the first sermon to the Maoris.* [*Auckland Weekly News*, 1964]. Ref: B-077-002. Alexander Turnbull Library, Wellington, New Zealand.  
<http://natlib.govt.nz/records/23113825>

**SOURCE F****F1: Remembering Gallipoli**

There was no avoiding war when I was at primary school. Every morning, we entered the playground through ornate memorial gates, on either side of which were brass plaques bearing the names of old boys who had fought in World War 1.

...

That sense of personal as well as communal continuity is a form of spiritual solace all too rare in our otherwise material and secular culture ...

Source: Finlay Macdonald, 'Remembering Gallipoli', *New Zealand Geographic*, March / April 2015, pp. 36–39.



## F2: Constructing Gallipoli

“Mateship”: An Australian carries a wounded comrade on his shoulders along Walkers Ridge and down to a medical aid post.

Source: <http://anzaccentenary.vic.gov.au/wwi-pictures-26/>

The process of evacuation of guns and personnel from Suvla Point on rafts, December 1915.

Source: The Gallipoli Campaign. <http://www.iwm.org.uk/history/20-remarkable-photos-from-gallipoli>

### **F3: Commemorating Gallipoli**

Anzac Day ... was first celebrated in 1916 with a memorial service, and games and sports among the men of the Expeditionary Force.

...

Although the veterans remained in many ways a race apart, living for something they saw in their past, part of their experience eventually flowed through and was shared by New Zealand at large.

Source: Christopher Pugsley, *Gallipoli: The New Zealand Story* (Auckland: Penguin Group, 2008), pp. 354–356.

**SOURCE G****G1: We came of age on battlefields of New Zealand**

The decision of the Maori TV channel to devote extensive coverage to Anzac Day celebrations is really bizarre.

...

New Zealand did not come of age on the beaches of Gallipoli; it came of age on our own battlefields, like Rangiriri. The war that mattered – that forged the nation we are today – was fought on our own soil.

Source: Dr Danny Keenan, 'We came of age on battlefields of New Zealand', *New Zealand Herald*, 24 April 2006, [http://www.nzherald.co.nz/nz/news/article.cfm?c\\_id=1&objectid=1037863](http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=1037863)

**G2: The spirit of his fathers, December 1915**

This cartoon appeared in the Christmas issue of the *New Zealand Observer* in 1915. The cartoon shows the admiration of the New Zealand public for the fighting prowess of the Native Contingent at Gallipoli and represents the Māori belief that tīpuna (ancestors) help shape the actions of their descendants.

Source: William Blomfield, *The spirit of his fathers*. *New Zealand Observer*, Christmas issue, December 1915. Various artists: Collection of newspaper clippings, photocopies and bromides of cartoons by W. Blomfield (A-312-1 and A-312-6), Angus (A-312-2), Paynter (A-312-3), Tom Scott (A-312-4), W. A. Bowring (A-312-5), Waite (A-312-7) and Ashley Hunter (A-312-8). Ref: A-312-1-088. Alexander Turnbull Library, Wellington, New Zealand. <http://natlib.govt.nz/records/22888949>

**SOURCE H****H1: Continuing relevance of the Treaty of Waitangi**

Historians and prophets, by the nature of the vocations, tend to look in opposite directions. But if what's past is prologue, then historical developments can give us clues as to how the future might unfold.

...

Some of the groundwork for this has already been laid, and co-management of Crown assets by hapu and iwi, coupled with these groups exercising greater autonomy in the areas of health, justice, and education are the likely fruits of this development.

Source: Paul Moon, 'A post-Treaty era likely to bear lasting fruits', *New Zealand Herald*, 3 February 2015.  
[http://www.nzherald.co.nz/nz/news/article.cfm?c\\_id=1&objectid=11395472](http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11395472)

**Source H2: Great moments**

Source: Tom Scott, Great moments in New Zealand History No. 1. 'Well done Hobson. With a bit of luck we'll never hear about fishing rights or land claims ever again.' *Evening Post*, 28 September 1988. Ref: J-065-038. Alexander Turnbull Library, Wellington, New Zealand. <http://natlib.govt.nz/records/22731226>

### **H3: Behind**

There's a hill behind the house,  
a mountain above,

...

the bony glitter of the wind  
while there is still time.

Source: Brian Turner, 'Behind', in *Taking Off* (Wellington: Victoria University Press, 2001), p. 14.

**SOURCE I****I1: Forgotten in history?**

Modern history begins when more and more people emerge into social and political consciousness, become aware of their respective groups as historical entities having a past and a future, and enter fully into history.

...

This is a revolution in our conception of history.

Source: E. H. Carr, *What is History?* (London: Penguin Books, 1961), p. 149.

**I2: Reflections on the forgotten**

Times have ... changed: we read the book [*What is History?*] in a different world from that in which it was written ...

This kind of work is something much more than a work of rescue or retrieval: enquiry through memory and oral tradition, enquiry into relations between the sexes in the past can change our whole conception of the social order and social change.

Source: Tim Mason, 'What is History? The Great Debate', *History Today*, vol. 34, issue 5, May 1984, pp. 14–15.



### I3: Remembering the ordinary people

By 'history' in this context, Carr meant what he called 'the expansion of reason' and the march of progress.

...

However humble or powerless, however illiterate or uneducated, almost every group of people in the past has now been rescued from what E. P. Thompson called, in a phrase which struck a resounding blow against the arrogance of the political historians, 'the enormous condescension of posterity'.

Source: Richard J. Evans, *In Defence of History* (London: Granta Publications, 2000) pp. 164–165.

**SOURCE J****J1: Gender history**

I know exactly how this book began ... It was the day a neighbor gave me a copy of Alfred, Lord Tennyson's 'The Princess'.

...

Or all suffragettes be considered shrill and strident, desperate for martyrdom and glory? ... It does seem a little unfair.

Source: Jane Robinson, *Pandora's Daughters: The Secret History of Enterprising Women* (London: Constable & Robinson Ltd, 2002), pp. xiii-xvii.

**J2: Anne Boleyn was “much more than a seductive voice on a pillow”!**

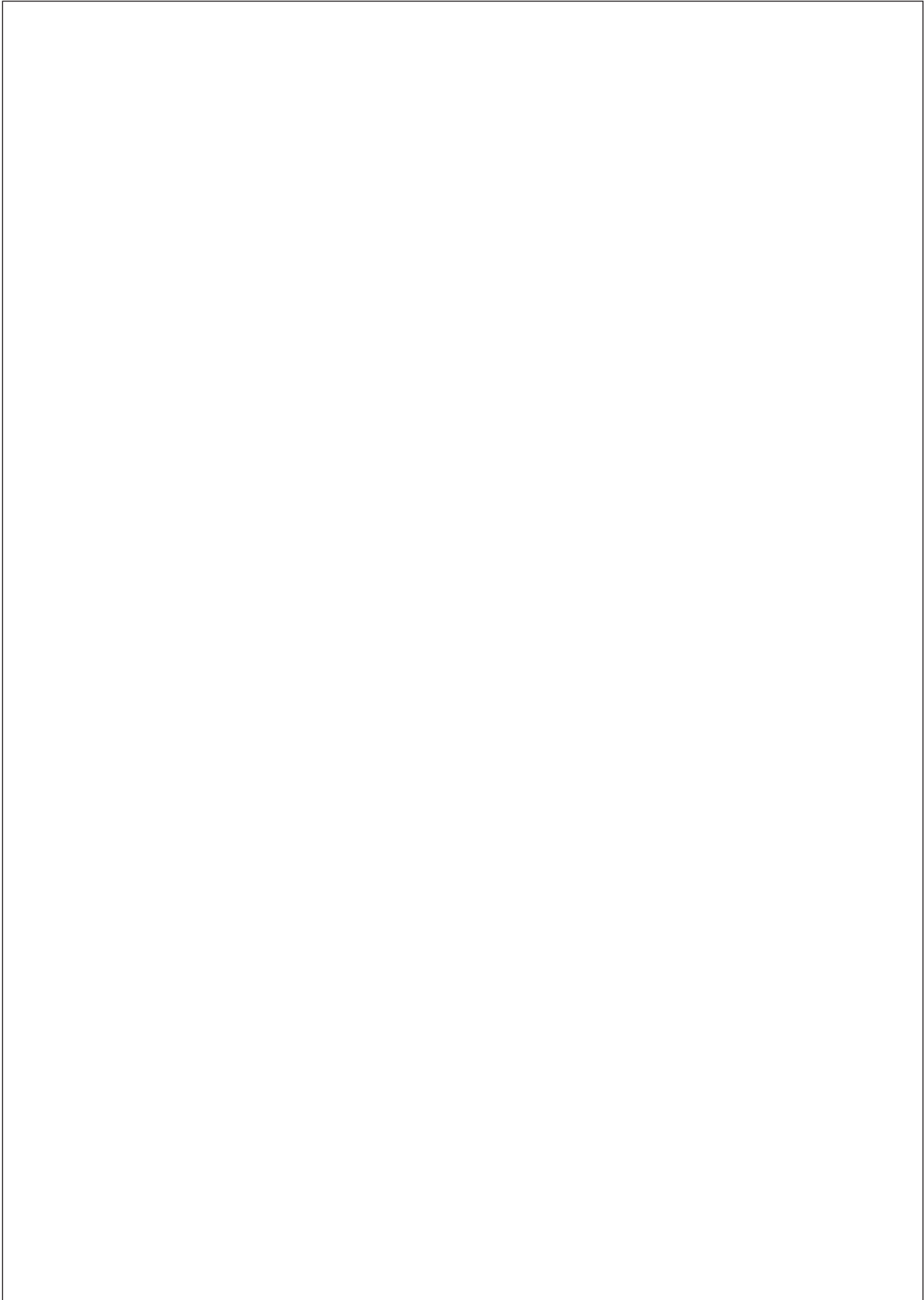
She has been a remarkable woman. She would remain a remarkable woman even in a century which produced many of great note.

Perhaps, in the end, it is Thomas Cromwell’s assessment that comes nearest: intelligence, spirit and courage.

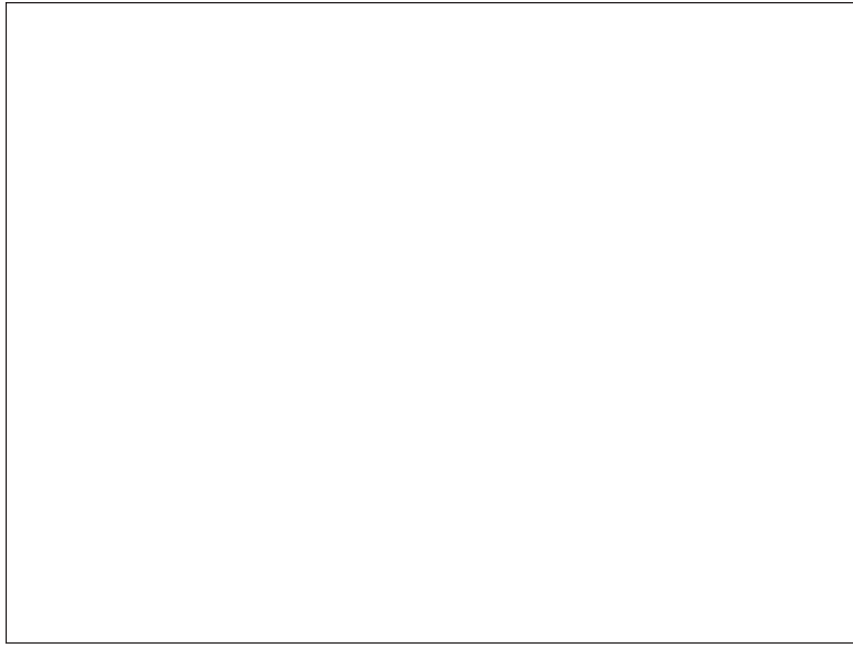
Source: Eric Ives, *The Life and Death of Anne Boleyn* (Oxford: Blackwell, 2004) p. 359.

**SOURCE K**

**K1: Progress?**



## K2: A light on history



In the week prior to the election 'cross now' pedestrian lights will be swapped out from a green man to a picture of Kate Sheppard on eight Wellington intersections near Parliament.

...

This is a quintessentially quirky Wellington way to celebrate a unique and important part of our history."

Source: Wellington City Council, 11 September 2014. <http://wellington.govt.nz/your-council/news/2014/09/light-shed-on-kate-sheppard>

**SOURCE L****L1: Recreating history through film**

**Miriam Bale:** The controversy about [the film *Selma*'s] supposed distorted portrayal of President Johnson has been surprising.

...

A part of this whole idea is inclusion and representation, and everyone's voice mattering. Everyone's opinion is valid, including the people who think *Selma* is hogwash ...

Source: Miriam Bale interviewing Ava DuVernay, director of the film *Selma*. 'Walk with me', *Sight & Sound*, March 2015, pp. 20–23.

**L2: Whose story?**

Source: *Selma* film poster, <http://www.impawards.com/intl/uk/2014/selma.html>

### **L3: President Obama's speech at Selma 2015**

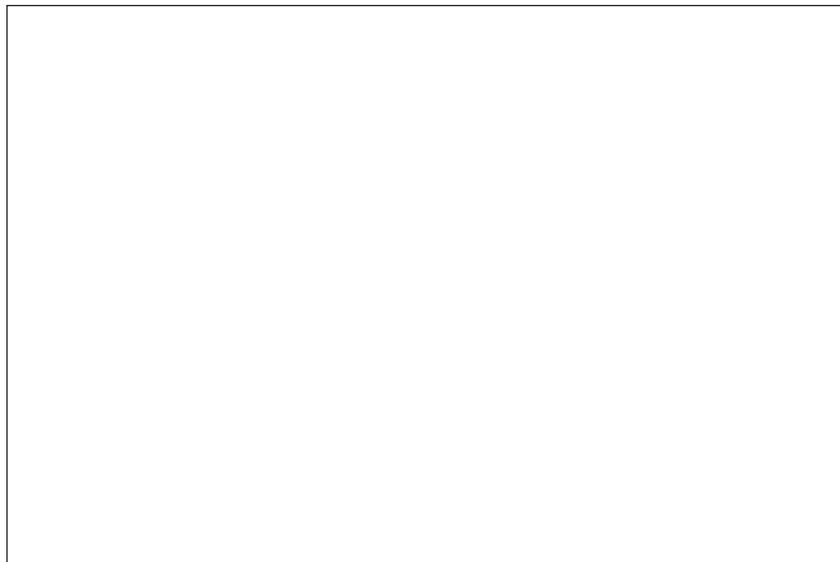
There are places, and moments in America where this nation's destiny has been decided. Selma is such a place.

We know the march is not yet over, the race is not yet won, and that reaching that blessed destination where we are judged by the content of our character — requires admitting as much.

Source: President Obama's speech at Selma marking the 'Bloody Sunday' anniversary.

[http://www.washingtonpost.com/politics/transcript-obamas-speech-at-selma-marking-bloody-sunday-anniversary/2015/03/07/411d8eac-c4fc-11e4-ad5c-3b8ce89f1b89\\_story.html](http://www.washingtonpost.com/politics/transcript-obamas-speech-at-selma-marking-bloody-sunday-anniversary/2015/03/07/411d8eac-c4fc-11e4-ad5c-3b8ce89f1b89_story.html)

### **L4: 50 years later**



President Obama and activists from the 1965 Selma march.

Source: CNN, 10 March 2015, <http://edition.cnn.com/2015/03/10/us/selma-beyond-the-headlines/>

