

Option Two: New Zealand in the Nineteenth Century

Question	Evidence Contributing to Achievement	Evidence Contributing to Merit	Evidence Contributing to Excellence
Understanding of historical ideas and points of view			
	<i>Demonstrate an understanding of historical ideas and/or differences in points of view indicated by the evidence</i>	<i>Demonstrate an informed understanding of historical ideas and/or differences in points of view indicated by the evidence</i>	<i>Demonstrate an informed and perceptive understanding of historical ideas and/or differences in points of view indicated by the evidence</i>
One (a)	<p>Response could include:</p> <ul style="list-style-type: none"> the English believed they were superior to other races, therefore the Chinese were unwelcome in New Zealand the Chinese were seen as a threat to the European identity and the future of NZ. many British feared intermarriage between Māori and Chinese and Europeans and Chinese. the belief that the Chinese were taking what was rightfully Europeans also encouraged European prejudice as they believed that the Chinese benefited from Europeans' hard work Bassett believed the Chinese were not welcome in NZ as Europeans did not want a multi cultural country, thus they placed limits upon the numbers of Chinese settlers entering NZ many believed that the Chinese were taking what was rightfully the Europeans', as the Chinese were exceptionally hard workers and flourished in NZ there were many reasons for European hostility towards the Chinese. These are clearly depicted in Source A with many people believing that the Chinese were a danger to the other races residing in NZ and were stripping the future generations of their birthright. The fear of intermarriage was another reason for hostility as the British believed that they were the superior race which had more to offer the Māori, through assimilation, than the Chinese. 		
One (b)	<p>Response could include:</p> <ul style="list-style-type: none"> there were more Europeans in NZ than Māori at any given point of time on this table, eg 1874 341 860 Europeans vs 45 470 Māori/Māori numbers slumped between 1874 and 1896; decline of 5616 in the Māori population / European numbers are increasing significantly NZ was predominantly a European country with approximately 18 times more Europeans than Māori / government-assisted immigration schemes and also immigration policies of Vogel working to bring in more migrants; approximately 159 050 migrants entered NZ on these schemes between 1871 and 1881 / divisive society with half-castes being included in the figures, thus people had to declare their lineage Māori were vulnerable to disease, measles and whooping cough epidemics in the period 1875–1880 which could account for the significant drop in Māori population between 1874 and 1878 / more half-castes preferred to live as Māori, according to the figures available from 1886. This could be due to racism/discrimination encountered in a predominantly European society. 		
One (c)	<p>Response could include:</p> <ul style="list-style-type: none"> Morgan's view is an attempt to discredit Grey by labelling suggesting that the colony is in disarray, 'the Māori are neglecting cultivation' and 'the settlers are very unsettled' with every aspect of the colony being affected by Grey's perceived lack of control and order. Sinclair's view is that Grey was good for the colony although he didn't have very good people skills, often proving 'too masterful to achieve good relations with his assistants.' However he was still one of the 'most famous and successful governors of his day' something that can be seen with hindsight and would not have been obvious to people alive at the time. 		
One (d)	<p>Response could include:</p> <ul style="list-style-type: none"> according to the visual the British were stronger than Māori Māori resistance met with fierce retaliation / resistance not going to be tolerated British have superior fire power / British not afraid of putting down resistance strongly / Māori succumb to superior fire power immigrants have no need to fear violence from the Māori as this will be dealt with. 		

Question	Evidence Contributing to Achievement	Evidence Contributing to Merit	Evidence Contributing to Excellence
Historical Relationships			
	<i>Analyse historical relationships indicated by the evidence provided</i>	<i>Provide an informed analysis of historical relationships indicated by the evidence provided</i>	<i>Provide an informed and perceptive analysis of historical relationships indicated by the evidence provided</i>
Two (a)	<p>Response could include:</p> <ul style="list-style-type: none"> there were many reasons for people to migrate to New Zealand. These included unemployment in Britain, the inability to provide for their families, which often resulted in children being poorly clothed and malnourished. The benefits of emigrating to New Zealand were numerous. These included more opportunities, the ability to provide for their children. reasons – poor living conditions, dirty towns, don't appear to have a home benefits – better living standards, well nourished children, food on the table, able to give food to others (Māori at window), living in a house, ability to have a dog as a pet, stores of food. 		
Two (b)	<p>Responses for how Māori lost their land could include:</p> <ul style="list-style-type: none"> the Land Court and minority owners selling land sometimes illegally sold as useless predators destroyed game and birds government buying land sold land clandestinely. <p>Consequences could include:</p> <ul style="list-style-type: none"> Māori tribes lost millions of acres of land with majority owners often knowing nothing about the sale of the land land not suitable for agriculture leasing land to Pākehā money squandered by Māori land holdings reduced to 7 million acres by 1911. 		
Question	Evidence Contributing to Achievement	Evidence Contributing to Merit	Evidence Contributing to Excellence
Usefulness and/or Reliability of Evidence			
	<i>Make valid judgement(s) about the usefulness and/or reliability of the evidence</i>	<i>Make valid judgement(s) about the usefulness and/or reliability of the evidence</i>	<i>Make valid and perceptive judgement(s) about the usefulness and/or reliability of the evidence</i>
Three (a)	<p>Response could include:</p> <ul style="list-style-type: none"> the usefulness of a visual depends upon a number of things; whether or not it is primary or secondary evidence, when it was painted and who by. Once this is established the historian needs to further consider the point of view of the artist, if it was painted at the time did s/he have any bias as this could lead to positive/negative bias in the art work. If it is painted by an artist using accounts of the period then the information used would need to be examined to determine bias. In this painting it is possible for the observer to gain an understanding of why Dunedin was a desirable place to live at the time. However nowhere in the visual are Māori to be found, so this would need to be queried by the historian. 		

Three (b)	<p>Response could include:</p> <ul style="list-style-type: none"> • an historian would need to be careful when using the information generated by this source. The accounts are from the time and come from only one perspective. Thus they can create problems for the historian as they are unaware of the attitudes and prejudices of the time. In order to balance these views the employer's view is needed or the statement of an independent witness as this would allow the reader to see any bias exhibited by the employees.
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Judgement Statement

Excellence – at least one response is of excellence standard for each question

Merit – at least one response is of merit standard or better for each question

Achievement – at least one response is of achievement standard or better for each question