

90656R



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Level 3 History, 2004

90656 Analyse and evaluate evidence in historical sources

Credits: Five

2.00 pm Thursday 18 November 2004

RESOURCE BOOKLET

Refer to this booklet to answer the questions for History 90656.

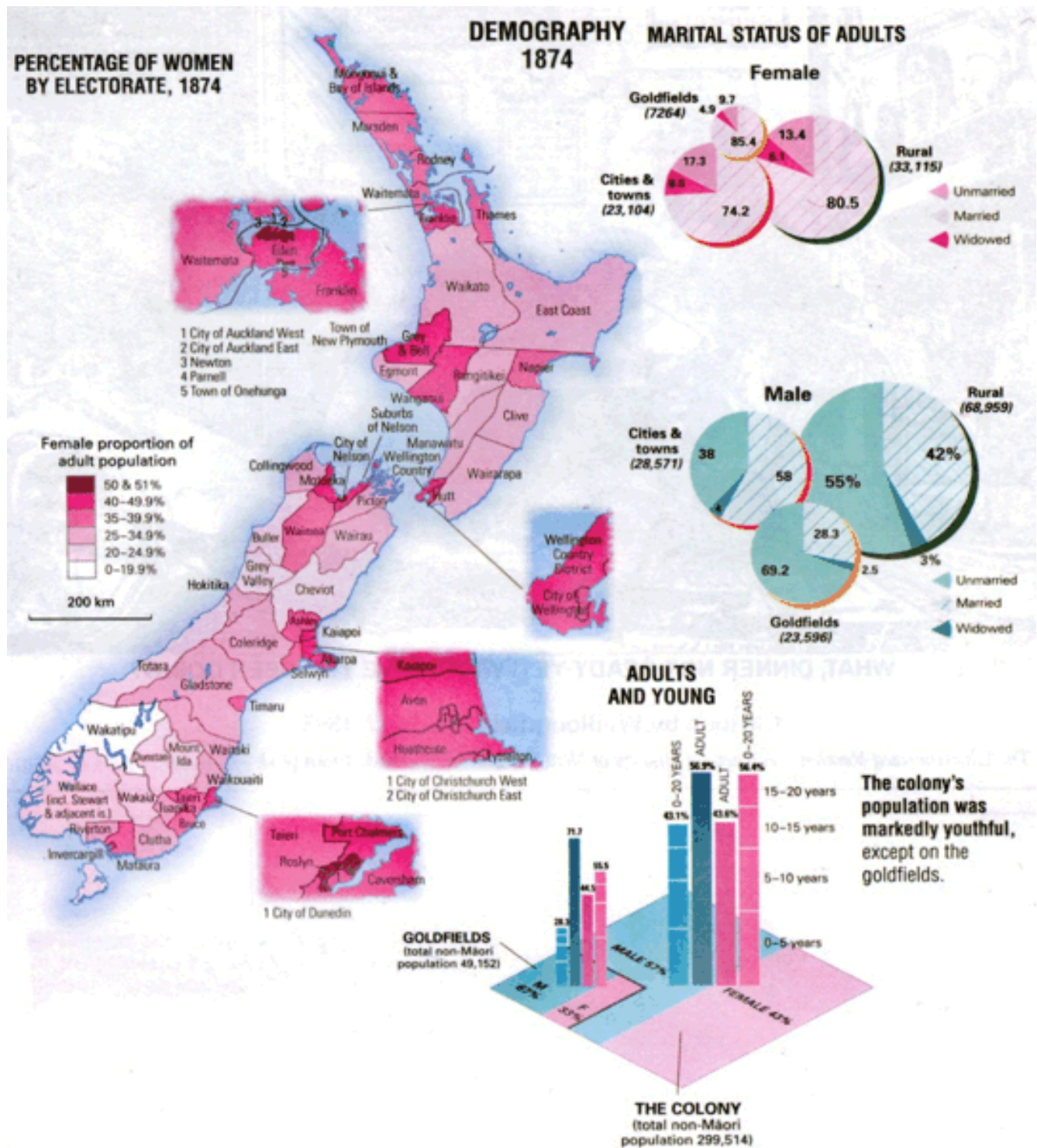
Check that this booklet has pages 2–13 in the correct order and that none of these pages is blank.

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

TOPIC TWO: NEW ZEALAND IN THE NINETEENTH CENTURY

SOURCE A

New Zealand's non-Māori population statistics - 1874 Census



SOURCE B

Cartoon one



Cartoon by W. Bloomfield, NZ Mail, 1893.

Ian Grant, *The Unauthorized Version – A Cartoon History of New Zealand*, (Auckland: 1980) p 64.

Cartoon two



"PURIFICATION."
New Zealand Graphic, 1893

Jock Phillips, *A Man's Country? The Image of the Pakeha Male – A History*, (Penguin, Auckland: 1987) p 53.

SOURCE C

Excerpts from the Native Schools Code

As a rule the Government will appoint a married couple [to run the school], the husband to act as master of the school, and the wife as sewing mistress. The master will be expected to teach the native children to read and write the English language, and to speak it. He will, further, instruct them in the rudiments of arithmetic and of geography, and, generally, endeavour to give them such culture as may fit them to become good citizens.

It is not intended that the duties of the teacher should be confined to the mere school instruction of the Māori children. On the contrary, it is expected that the teachers will by their kindness, their diligence, and their probity, exercise a beneficial influence on all the natives in their district.

In all cases English is to be used by the teacher when he is instructing the senior classes. In the junior classes the Māori language may be used for the purpose of making the children acquainted with the meanings of English words and sentences. The aim of the teacher, however, should be to dispense with the use of Māori as soon as possible.

In every Native School there shall be a timetable used. This document is to be hung up in a conspicuous position in the schoolroom, and its directions are to be always strictly followed. Every item of schoolwork shall begin and end exactly at the time indicated in the timetable. If the teacher finds that he cannot work by the table, he should alter it, and continue to do so until the precepts of the document and the actual work done are in thorough accord.

Judith Simon (ed) *Nga Kura Maori – The Native Schools System 1867–1969*, (AUP, Auckland: 1998) p 15

SOURCE D

Extracts from the Deed of Settlement between the Crown and Ngāti Tama (2003)

Historical Background to the Claims by Ngāti Tama

From the late 1840s, as pressure mounted to accommodate settlers on land, opposition from Taranaki Māori to sales north and south of New Plymouth became more evident. Despite this, the Crown continued to attempt to purchase land. Resistance to the survey of the Pekapeka block at Waitara in the 1860s by opponents of the sale was deemed an act of rebellion by the Crown, and the Crown commenced hostilities in the province. During the course of these campaigns, which continued in Taranaki until 1865, the Crown established military redoubts on Ngāti Tama waahi tapu at Pukearuhe Pa and Waiiti.

In 1865 the Crown declared three confiscation districts in Taranaki under the New Zealand Settlements Act of 1863. Despite the fact that the fighting had not extended into the rohe of Ngāti Tama, 74 000 acres (29 970 hectares) was taken from the southern portion of their ancestral lands. Confiscations were indiscriminate with land being taken from 'rebels' and 'loyals' alike...

...Ngāti Tama people suffered further in 1882 when the Native Land Court ruled that Ngāti Tama did not retain an interest in two large blocks of land north of the confiscation line. This ancestral land was lost to Ngāti Tama.

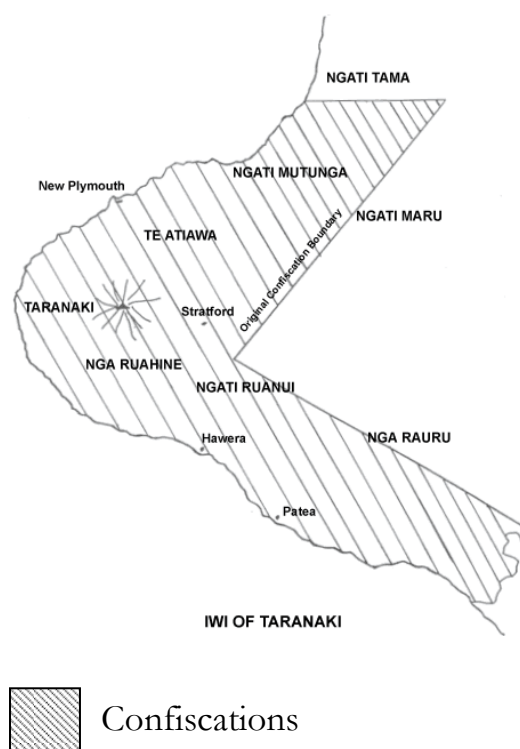
Deed of Settlement - Ngāti Tama

The Ngāti Tama Deed of Settlement is a package that includes:

1. An agreed historical account which forms the basis for a Crown Apology to Ngāti Tama
2. Cultural Redress
3. Financial and Commercial Redress

No private land is involved in the redress, only Crown assets.

The benefits of the settlement will be available to all members of the iwi wherever they live.



SOURCE E

Evidence about a Māori response to missionary Christianity from a missionary's letter

In some districts, the word of God is received with gladness. In others, it is rejected and opposed. Some new doctrine has recently appeared amongst the people, at least new in name, for they borrow no less a one than 'Nakahi', the native name for the Serpent...Also Papahurihia, who relates wonders. They observe a Sabbath, but not with us, as it is on the Saturday. They have services and baptism and profess to know the scriptures. I have not yet been able to meet with any of these leading men, tho I have frequently been challenged, but Papahurihia has invariably been out of the way. The new doctrine has been brought forward by some, who after residing awhile with us and obtained a superficial knowledge, have gone forth two-fold more the child of the Devil than they were before.

Alexander Turnbull Library, micro. coil. 4, reel 60/CMS Archives; C/N 094, Henry Williams to CMS, Paihia, 17 June 1834.) in Allan Davidson and Peter Lineham, *Transplanted Christianity - Documents Illustrating Aspects of New Zealand Church History* (College Communications: 1987) p 42

SOURCE F

Evidence about the development of pastoralism in Canterbury from a novel

I reached my destination in one of the last months of 1868, but I dare not mention the season, lest the reader should gather in which hemisphere I was. The colony was one which had not been opened up even to the most adventurous settlers for more than eight or nine years, having been previously uninhabited, save by a few tribes of savages who frequented the seaboard... It may be readily understood that when once Europeans set foot upon this territory they were not slow to take advantage of its capabilities. Sheep and cattle were introduced and bred with extreme rapidity; men took up their 50,000 or 100,000 acres of country, going inland one behind the other, till in a few years there was not an acre between the sea and the front ranges which was not taken up, and stations either for sheep or cattle were spotted at intervals of some twenty or thirty miles over the whole country. The front ranges stopped the tide of squatters for some little time; it was thought that there was too much snow upon them for too many months in the year - that the sheep would get lost, the ground being too difficult for shepherding, - that the expense of getting wool down to the ship's side would eat up the farmers' profits - and that the grass was too rough and sour for sheep to thrive upon; but one after another they were determined to try the experiment, and it was wonderful how successfully it turned out. Men pushed farther and farther into the mountains, and found a very considerable tract inside the front range, between it and another which was loftier still, though even this was not the highest, the great snowy one which could be seen from out upon the plains. This second range, however, seemed to mark the extreme limits of pastoral country; and it was here, at a small and newly founded station, that I was received as a cadet, and soon regularly employed. I was then just twenty-two years old.

Samuel Butler, *Erewhon*, (first published 1872) (Golden Press, Auckland: 1973) pp 18-19

Introductory note to the 1973 Golden Press edition of *Erewhon*

An unconventional novel, 'Erewhon' tells of its hero's travels in the imaginary land of 'nowhere'. Set in New Zealand, Biggs' journey through the mountains and rivers of Canterbury to the mysterious land beckoning in the distance is vividly described. In telling of the loneliness of the explorer and colonist, Samuel Butler draws heavily on his own experiences during the 1860s.