

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
in collaboration with  
ASSOCIATION OF CAMBRIDGE SCHOOLS IN NEW ZEALAND  
Advanced Subsidiary Level and A Level

**HISTORY (School-based Assessment)**

**9671/01**

Paper 1: New Zealand History, 1800 - 1900

October/November 2008

100 marks

**3 hours**

Additional Materials: Answer Booklet/Paper

**READ THESE INSTRUCTIONS FIRST**

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.  
Write your Centre number, index number and name on all the work you hand in.  
Write in dark blue or black pen on both sides of the paper.  
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **FOUR** questions.

You must answer **Question 1** (Section A) and **THREE** questions from Section B.

All questions in this paper carry equal marks.

At the end of the examination, fasten all your work securely together.

You are reminded of the need for good English and clear presentation in your answers.

This document consists of **4** printed pages.



## SECTION A: THE TREATY OF WAITANGI, 1830-1843

You **must** answer Question 1.

### **Sir James Stephen, Permanent Colonial Under-Secretary, and the Treaty of Waitangi, 1840**

1 Read the sources below and then answer the question.

#### **Source A**

It was Stephen's evangelically-based belief that ultimately all recognised 'British subjects' should be given the opportunity to live in a society where they 'would be capable of the same civil rights and duties.' It was this belief that to a large part inspired his twenty-year campaign for slave emancipation. There is evidence that it was the same belief that inspired the approach he took to developing Colonial Office 'native policy' after 1833, and also the key role he later played in attempting to develop more adequate means of safeguarding the legal rights of indigenous peoples in the legal systems being set into place in nineteenth-century British settler colonies. This later chapter in his life still begs to be written.

*A Canadian Sociology professor outlining, in 2005, James Stephen's colonial policies within the British Empire.*

#### **Source B**

It certainly appears that James Stephen personally drafted the despatches which contained the directions for the first Government of New Zealand, but it is too often forgotten that these documents were signed or approved by the minister himself, and that by this adoption and confirmation of the contents they became Ministerial directions or decisions. James Stephen was merely the highly trained and specialised instrument whereby the policy of the Government of the day was placed on record in respect to particular colonies. Consequently it is the policy and not the individual which should be criticised. In any case how could individual Ministers following one another in office with kaleidoscopic rapidity be expected to grasp the policies of dozens of different colonial territories? Stephen referred to them as his 'bird of passage masters.'

*A New Zealand legal historian in 1940 assessing James Stephen's career for a Centennial booklet.*

#### **Source C**

All dealings with the natives for their lands must be conducted on the same principles of sincerity, justice and good faith as must govern your transactions with them for the recognition of Her Majesty's sovereignty in the Islands. Nor is that all: they must not be permitted to enter into any contracts in which they might be ignorant and unintentional authors of injuries to themselves. You will not, for example, purchase from them any territory the retention of which by them would be essential or highly conducive to their own comfort, safety, or subsistence. To secure the observance of this - will be one of the first duties of their Official Protector.

*Secretary of State for Colonies, Lord Normanby's written instructions given to Hobson on 14 August 1839 in England.*

## Source D

Since April 1827, ten different Secretaries of State have held the seals of the Colonial Department. Every Secretary of State is obliged to rely on the aid of some better informed member of his office. That person must be one of the permanent members of the office. It may be, as a great many persons think, the permanent Under-Secretary. This great officer, Mr. MOTHERCOUNTRY, holds the most constantly shifting position on the shifting scene of official life. The power of Mr. MOTHERCOUNTRY goes on increasing from Secretary to Secretary, and from month to month of each Secretary's tenure of office; and the more difficult the government of the Colonies becomes, the more entirely it falls into the hands of the only man in the public service who really knows anything about Colonial affairs. But the system of entrusting absolute power to one wholly irresponsible [permanent official] is obviously most faulty.

*A document written in 1840 attacking James Stephen's allegedly excessive influence on British colonial policy.*

## Source E

Clause Two:

Her Majesty the Queen of England confirms and guarantees to the Chiefs and Tribes of New Zealand and to the respective families and individuals thereof the full, exclusive and undisturbed possession of their Lands and Estates, Forests, Fisheries and other properties which they may collectively or individually possess so long as it is their wish and desire to retain the same in their possession; but the Chiefs of the United Tribes and the individual Chiefs yield to Her Majesty the exclusive right of Preemption over such lands as the proprietors thereof may be disposed to alienate at such prices as may be agreed upon between the respective Proprietors and persons appointed by Her Majesty to treat with them in that behalf.

Clause Three:

In consideration thereof Her Majesty the Queen of England extends to the Natives of New Zealand Her royal protection and imparts to them all the Rights and Privileges of British Subjects.

*Articles Two and Three from the English version of the Treaty of Waitangi, 1840.*

Now answer the following question.

*'The humanitarian ideals of James Stephen, Under-Secretary for the Colonies, strongly influenced the clauses of the Treaty of Waitangi.'* Use sources A – E to show how far the evidence supports this view.

**[Turn over**

## SECTION B

You must answer **three** questions from this Section.

You must not answer **both** Question 3 and Question 4.

- 2 'The burning of the *Boyd* in 1809 was an incendiary explosion lighting up the little world of European settlement in New Zealand'. How typical was the fate of the *Boyd* as a reflection of Maori-Pakeha relations in the period to 1840?
- 3 'Two suns, two competing sovereignties, cannot exist in the same sky'. Assess the accuracy of this comment on the causes of the conflicts that occurred in New Zealand between 1860 and 1872.

**OR**

- 4 'Smoothing the pillow of a defeated and dying race'. Assess the accuracy of this description of government policy, as applied to Maori, between 1860 and 1900.
- 5 To what extent was economic development in New Zealand between 1800 and 1900 characterised by a dependence on the exploitation of non-renewable resources for a European industrial revolution?
- 6 To what extent was Julius Vogel responsible for creating 'a functioning nation' in New Zealand between 1870 and the early 1880s?
- 7 'Migration was not a flight from starvation to exile but a short road to abundance and affluence.' Assess the accuracy of this comment in describing the motives which brought various groups of migrants to New Zealand between 1800 and 1900.
- 8 Assess the extent to which the Liberal Government had achieved the ideal of creating a 'Better Britain' in New Zealand by 1900.