

HISTORY OF NEW ZEALAND

Paper 9671/01

New Zealand History 1800-1900

General comments

Almost all candidates were able to answer four questions, demonstrating sound knowledge and understanding of the factual material. On those occasions when a question was not answered well, the cause was usually a misunderstanding of what the particular question required, rather than a lack of knowledge. The source-based question again proved the most challenging aspect of the examination. Most answers simply used the sources at face value, rather than evaluating the reliability of the content of the sources, which is a requirement of the top marking levels.

Comments on specific questions

Section A

Question 1

Although most candidates knew that they were supposed to challenge the validity of the sources as evidence in relation to the hypothesis, few knew how to do this effectively. Most relied on assertions based on the provenance of the sources. Many appeared to think that cross-reference is simply noting when sources say similar or different things, rather than using it as a technique on which to base an analysis of the reliability of a source. Most answers were, then, a summary of whether or not the content of the sources matched the hypothesis, though even here there was lack of precision, with many answers giving insufficient attention to key words in the hypothesis such as 'deliberate' and 'strategy'. These words implied a degree of conscious forward planning, rather than just a generalised willingness to expand.

Section B

Question 2

Candidates needed to make a comparative assessment of the various groups of Europeans who made contact with Maori, and to evaluate the degree of impact. Weaker answers ignored this evaluative requirement, and gave instead a narrative of contact, or a general description of the various groups who sought 'objects of desire'. While the best answers should have looked at all the types of Europeans, good marks could still be earned with a more detailed focus on one group, as long as the analysis was sound and a comparative approach not ignored.

Question 3

Candidates could have contested the hypothesis of 'an extraordinary story of indigenous survival'. Disease, war, resulting population disruption and decline, and the impact of 'legal' measures to relieve Maori of their land led to the later nineteenth-century view that Maori were a dying race. The task of white settlers was simply to 'smooth the pillow'. Better answers considered this view but then proceeded to question it and analyse the series of positive moves by Maori in support of the assertion in the question. Most answers made the point that Maori society bent but did not break under European impact.

Question 4

This was a very popular question, and produced many answers of high quality. Most answers had a clear idea of the different types of conflict in New Zealand between 1860 and 1872, whilst the best emphasised the complexity of the conflicts and the ways in which they defied simple categorisation. Few answers strayed outside the timeframe of the question.

Question 5

Most answers displayed a basic knowledge of the ways in which government, provincial and national, promoted and regulated economic development. However, in some, the key features of the Vogel Plan assumed a disproportionate influence. Intervention by the Liberals to promote economic development was often ignored altogether. Very few answers detailed the importance of individual entrepreneurial activities such as the development of refrigeration. The words 'extent' and 'development' were sometimes ignored in the rush to describe central government intervention. Good answers were able to explore the link between the Vogel infrastructure and the ways in which entrepreneurs were able to take advantage of it to promote development.

There were too few answers to **Questions 6, 7 and 8** to make worthwhile comments possible.