

# 9671/01 NEW ZEALAND HISTORY (1800-1900)

GCE Advanced Subsidiary Level

New Zealand Based Course

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**This course document applies from 2008**

## **NOTE**

This course has been approved for use by centres that are members of the Association of Cambridge Schools in New Zealand Inc. A fee is payable to ACSNZ for candidates to be examined in this course. Membership enquiries, advice about fees and other information can be obtained from:

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See web page for further information [www.acsnz.org.nz](http://www.acsnz.org.nz)

# INTRODUCTION

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In a rapidly changing world, AS History gives students the opportunity not only of studying aspects of the past, but also of developing an understanding of the complexity of human societies and of acquiring a range of skills which are useful in everyday life.

The study of History should produce greater understanding of the present, not because events repeat themselves, but because all political, social, cultural and economic developments have their roots in the past, and cannot be explained without reference to these roots.

This syllabus requires candidates to study one area and period of History. It includes source-based studies through which candidates will develop their skills of interpreting and evaluating evidence.

AS History encourages students to use independent study skills, to read widely, write fluently and to develop the capacity to formulate and justify their own ideas about the past. It recognises the growing maturity of students and requires them to explore issues with more historical insight than at earlier levels. They will deal with more demanding historical problems and be expected to develop more extended, informed and convincing arguments.

They will be expected to develop the skills of analysis and evaluation of source materials, which include different historical interpretations as well as primary sources. The course demands a higher level of reading, writing and thinking skills than is required in previous courses.

# AIMS

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The aims of the syllabus are the same for all students. These are set out below and describe the educational purposes of a course in AS History. They are not listed in order of priority.

The aims are to:

- develop an interest in the past and an appreciation of human endeavour;
- acquire an understanding and a sound knowledge of selected periods or themes;
- gain an awareness of historical concepts such as change and continuity, cause and effect;
- appreciate the nature and diversity of historical sources and methods used by historians;
- grasp a variety of approaches to aspects and periods of History and differing interpretations of particular historical issues;
- think independently and make informed judgements of issues;
- cultivate empathy with people living in diverse places and at different times.

# ASSESSMENT OBJECTIVES

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Candidates will be expected to:

1. demonstrate understanding of the complexity of issues and themes within a historical period;
2. distinguish and assess different approaches to, interpretations of, and opinions about the past;
3. express an awareness of historical concepts such as change and continuity, cause and effect in the past;
4. present a clear, concise, logical and relevant argument;
5. evaluate and interpret source material as historical evidence and demonstrate facility in their use.

Objectives 1 – 4 will be tested in essay questions. No attempt will be made to allocate mark weightings separately to test these four objectives. Objective 5 will be tested in source-based questions.

## ASSESSMENT

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Candidates sit one paper of 3 hours' duration. Candidates answer a compulsory source-based question ( Section A ) and three essay questions from a choice of seven questions ( Section B ).

### Source-Based Questions

The source-based topic for Section A of the paper is **The Treaty of Waitangi 1830-1843**.

Candidates are expected to have a sound knowledge of the topic, and an acquaintance with the kinds of sources available, and the uses to which they can be put. Questions will be based on sources that might be used by historians in building up an account of the period or topic. Candidates will be expected to have an understanding of the ways in which sources may be evaluated.

A maximum of five sources including primary and secondary material will be set in each source-based question. Differing accounts of the same situation or accounts from the same source may be set. These accounts may show different views, either as time progresses or in communicating to different recipients.

A variety of sources may be used: for example, documentary, statistical, visual, maps. The sources set will total no more than 800 words ( or their equivalent where non-written sources are used). The source-based question will have a weighting of 25 marks and will consist of one sub-question. This will present candidates with an assertion that they need to test against given sources and their background knowledge of the issue.

## Essay Questions

Seven questions will be set. One question will be set on each theme except for Theme 2 where candidates will be given an either/or option. These two questions will be different in nature: one will be set on one of the specific aspects identified in the theme statement, the other will be a more general question requiring candidates to survey Maori-Pakeha relations over an extended period of time.

Candidates are expected to answer three essay questions.

Candidates' answers should be focused on the question, and show a depth of historical understanding and evidence of reading. In addition answers should demonstrate a high level of conceptual understanding and/or an evaluation of the assumptions implied in the question.

Each essay question will have a weighting of 25 marks. Where candidates are expected to answer in continuous prose, the quality of the language used will be taken into account in marking. Essay questions will not be set on subject matter selected for source-based study.

## Specification Grid

	SECTION A	SECTION B
	Compulsory source-based question	3 essays from choice of 7
Objectives 1 – 4		75 marks (3 x 25)
Objective 5	25 marks	

# CURRICULUM CONTENT

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## Paper 1: New Zealand History, 1800-1900

This paper focuses on the key developments that shaped New Zealand history in the nineteenth century.

These key developments will be studied in the light of the following themes:

- Maori and Pakeha Relations
- Economic Development
- Government and Politics
- Migration and Demographic Change
- Social Organization and Issues

## Source-Based Study: The Treaty of Waitangi 1830-1843

In this study students will develop an understanding of growing official British involvement in New Zealand, how conditions and events in New Zealand in the period 1830 – 1840 led to the signing of the Treaty of Waitangi and differing Maori and Pakeha perspectives of the Treaty at the time. They will also consider immediate responses of Maori and Pakeha to the signing of the Treaty to 1843. Students should also have a sound understanding of different historical interpretations of the Treaty.

## Essay Topics

Seven essay questions will be set. Candidates are expected to answer three essay questions. There will be one question on every theme except Maori-Pakeha Relations, on which there will be two.

Candidates will only be permitted to answer one of the two questions on Topic 2: Maori-Pakeha Relations. These two questions will be different in nature: one will be set on one of the specific aspects identified in the theme statement, the other will be a more general question requiring candidates to survey Maori-Pakeha relations over an extended period of time.

### 1 **European contact and Maori Response 1800-1840**

The nature of early contact between Maori and explorers, whalers and sealers, traders, missionaries and officials. The responses to contact and interaction with Europeans. The impact of contact on Maori society: social, economic, religious, political.

### 2 **Maori-Pakeha Relations 1843-1900.**

Competing assertions of sovereignty: land and conflict 1843-1860. The origins, nature and outcomes of the New Zealand Wars 1860-72: Taranaki, Waikato, Bay of Plenty, continuing warfare 1864-72. Social, economic and political consequences for Maori. The Maori response: rangatiratanga, political and religious movements.

- 3 The Development of the New Zealand economy 1800-1900**  
The contribution of key industries and economic activities to the New Zealand economy – iwi, local, regional, national and international aspects. The role of government in the economy. Issues of a dependent economy.
- 4 Political Evolution 1840-1900**  
The changing nature of government and political participation 1840-1900: Crown Colony; the 1852 Constitution and self-government; provincialism versus centralism; the expansion of the franchise; the rise of party politics.
- 5 Migration and Demographic Change in Nineteenth Century New Zealand**  
Migration to New Zealand: motives and means. Migration and settlement patterns within New Zealand. Changes in the number and composition of the New Zealand population.
- 6 Settler Society and Social Issues**  
The changing nature of settler society and life, expectations and experience. Major social issues of the nineteenth century such as the roles of men and women, the world of work, welfare, education, religion and temperance.

# ASSESSMENT GUIDELINES

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Answers will be marked using generic marking bands. These describe the qualities which define answers at given mark levels. There will be marking bands for both essay questions and for source-based questions. The marking bands given below are content free. In any given examination the mark within the band will take into account the range and detail of accurate supporting knowledge.

## MARKING BANDS FOR SOURCE-BASED QUESTION (Question 1)

<b>Level 1</b>	Writes about the hypothesis; no use of sources <i>Use of sources involves identification of a source by letter or a direct quote in order to test the hypothesis. Merely writing about issues covered by the sources is not source use.</i>	1 – 5
<b>Level 2</b>	Uses information taken from sources to challenge <i>or</i> support the hypothesis.	6 – 8
<b>Level 3</b>	Uses information taken from the sources to challenge <b>and</b> support the hypothesis.	9 – 13
<b>Level 4</b>	By interpreting/evaluating sources in context, finds evidence to challenge <i>or</i> support the hypothesis.	14 – 16
<b>Level 5</b>	By interpreting/evaluating sources in context, finds evidence to challenge <i>and</i> support the hypothesis	17 – 21
<b>Level 6</b>	As for Level 5, and: <i>Either</i> explains why evidence to challenge or to support is better/preferred (ie a comparative judgment on why some evidence is better and other evidence worse <i>Or</i> reconciles/explains problems in the evidence to show that neither challenge nor support is to be preferred.	22 – 25

**Note:** In Levels 2 – 5 the mark awarded will reflect the number of sources used at that level. Attempts at evaluation which rely on comments about source type and make no use of source content will not achieve Levels 4 – 6.

## MARKING BANDS FOR ESSAY QUESTIONS (Questions 2 – 8)

Marks awarded will be based on which marking band best reflects the quality of the answer. It is not expected that answers will show all the qualities included within the band description. The choice of mark within the band will depend on the quality of the analysis and the amount of supporting information.

Essays in Bands 1 – 3 will clearly be question-focused, whereas answers in lower bands will show a primary concern with the topic rather than with the specific question asked. However, a question focus is not sufficient in itself to place an essay in Bands 1 – 3. This must also be accompanied by sufficient accurate, relevant supporting material.

<b>Band</b>	<b>Marks</b>	<b>Quality of answer</b>
1	21 –25	The approach will be consistently analytical or explanatory rather than descriptive or narrative. Essays will be fully relevant. The argument will be structured coherently and supported by appropriate factual material. The writing will be accurate. At the lower end of the band, there may be some weaker sections to the answer, but the overall quality will show that the candidate is in control of the argument. The best answers should achieve 25 marks.
2	18 – 20	Essays will be focussed clearly on the demands of the question but there will be some unevenness. The approach will be mostly analytical or explanatory rather than descriptive or narrative. The answer will mostly be relevant. Most of the argument will be structured coherently and supported by largely accurate factual material. The impression will be that a good solid answer has been provided. The writing will be mostly accurate.
3	16 – 17	Essays will reflect a clear understanding of the question, and constitute a fair attempt to provide an argument and factual knowledge to answer it. The approach will contain analysis or explanation, but there may be some highly narrative or descriptive passages. The answer will be largely relevant. Essays will not achieve a genuine argument but may lack balance or depth of historical knowledge. Most of the answer will be structured satisfactorily but some parts may lack full coherence. The writing will be generally accurate.
4	14 – 15	Essays will indicate attempts to argue relevantly, though often only implicitly. The approach will depend more on some heavily descriptive or narrative passages than on analysis or explanation, which may be limited to introductions and conclusions. Factual material, sometimes very full, will be used to impart information or describe events rather than to address directly the requirements of the question. The structure of the arguments could be organized more effectively. The writing will usually be accurate.
5	11 – 13	Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the demands of the question. The approach will lack analysis and the quality of the description or narrative, although sufficiently accurate and relevant to the topic if not the particular question, will not be linked effectively to the argument. The structure will show weaknesses and treatment of topics within the answer will be unbalanced. The writing may show some accuracy but there will also be frequent errors.
6	8 – 10	Essays will not be properly focused on the requirements of the question. There may be unsupported assertions and commentaries which lack sufficient factual support. The argument may be of limited relevance to the topic and there may be confusion about the implications of the question. The writing will show significant weaknesses.
7	0 – 7	essays will be characterized by significant irrelevance or arguments

which do not begin to make the significant points. The answers may be largely fragmentary and incoherent. The writing will show very significant weakness. Marks at the bottom of this band will be given very rarely because even the most wayward and fragmentary answers usually make at least a few valid points.