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93403



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SCHOLARSHIP EXEMPLAR



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Scholarship 2025 History

Time allowed: Three hours
Total score: 24

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

Answer all THREE questions in this booklet.

Pull out Resource Booklet 93403R from the centre of this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–24 in the correct order and that none of these pages is blank.

Do not write in the margins (XXXX). This area will be cut off when the booklet is marked.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Page 1

Make sure you have the paper Resource Booklet 93403R.

INSTRUCTIONS

The materials in the resource booklet contain a variety of historical sources based on a theme: **the role of the individual in shaping historical events**.

Your answers to ALL three questions must incorporate:

- carefully selected information and ideas from the resource booklet
- your own knowledge of the theme
- your own understanding of historical skills.

Each question has specific sources related to it. However, these sources can also be used to support a response to the other questions.

QUESTION ONE: Historical narratives

To what extent do the historical narratives in **Sources A–H** enable historians to understand the importance of individuals in shaping historical events?

Your answer must include:

- a convincing argument substantiated by a combination of material from the resource booklet, and your own knowledge of the theme: the role of the individual in shaping historical events
- a critical evaluation of differing historical narratives
- a valid judgement about the nature of historical evidence, establishing its reliability and / or its usefulness and / or its limitations.

PLANNING

Role of the individual - The Great Man Theory by Thomas Carlyle
Rebutting the Great Man theory - revisionist history (new sources), postcolonial theory, post modern theory etc...

ANSWER

Type your answer to **Question One** in the space below.

B I U     

The idea that history is shaped by the individual has been a central force leading to the construction of biased narratives stemming from a pre-modern era filled with patriarchal ideas, and the belief that "Great Men" made pivotal decision that rippled across the world. Originally an idea presented by Thomas Carlyle, the Great Man theory has affected the way history was portrayed throughout time. A result of many factors in the past, such as the presence of largely supported gender stereotypes where men received a formal education and acted as the "breadwinner" for a household, while the women were expected to stay home and raise the children. Inevitably, the crafting of past historical narratives held bias as it was only constructed through the perspectives of rich, well-educated men that were predominantly white, while the historical narratives of other great individuals were excluded or forgotten about all together. Therefore, to a small extent, sources A-H highlight the importance of individuals in shaping historical events.

With the advent of revisionist history, the Great Man Theory - a belief that key individuals were destined to be great from the moment of birth - has been widely dismissed by contemporary historians today. Source B1 highlights the inherent bias historians can present when analysing a source: "the job of historians to study whatever part of the past they chose to examine in the context both of what came before and after it..." From this quote by Evans, he highlights that narrative retelling of a story is inherently biased as historians view only one "part of the past" they personally chose to study, without examining the wider forces at play. Similarly, source B2 underscore that "we can view the past, and achieve our understanding of the past, only through the eyes of the present." Here, source B2 highlights a major factor that disproves the "Great Man theory" which is the emergence of revisionist history. Author Carr highlights the inherent unintended bias involved with the formation of historical narratives, being that the historians at the time were influenced by their own upbringings that shaped their ideas - impacting the way they presented a narrative to fit their ideals. Hence, Carr emphasises that it is important for historians to "neither love the past nor to emancipate himself from the past, but to master the key of understanding the present." Carr's encouragement for present historians to neither trust the "past" too intimately nor completely dismiss it demonstrates its reliability as a source. Its usefulness stems from a revisionist lens, where he examines the role of historians today in not simply 'retelling the past' but to create their own perspective with caution, makes it a useful source for historians analysing the extent to which the "Great Man theory" is true, albeit indirectly.

Source D1 again disproves the Great Man theory by emphasising the inherent bias in an era of predominantly educated, wealthy, white men that crafted historical narratives in the past. "The 'Great Man' idea of history incorporates at least three concepts: that history is made by individuals; that those individuals are mostly men; and that they are to be regarded as great." Here, author Lang demonstrates a post-modern lens debunking the "Great Man theory". He highlights one of the main critiques of Carlyle's idea, which is that it is inherently sexist. The removal of other narrative re-tellings from women because of societal norms with 'submissiveness' resulted in many women not receiving a formal education, a sentiment reinforced by Christianities and its teachings of 'motherhood' and how women were expected to stay at home. Likewise, historical narratives in the past also lacked perspectives from non-white individuals as they were often prisoners of war and lacked the ability to publish, or even write their stories in the past. Ultimately, these factors of the absence of feminist and indigenous views leads to a core problem with the "Great Man Theory" which is the fact that "One can lie outright about the past" as stated in source F2. Source F2 goes on further to illustrate that one can also "omit facts which might lead to unacceptable conclusions". A notable example being Winston Churchill who was praised at the time for being an example of a great man that acted as an iron fist, stopping the policy of appeasement that aided in Hitler's ultimate defeat nearing the end of World War II. Yet today, revisionist history has revealed the Churchill as not as 'great' as he was written. Instead, it was his manifestation of unfavourable circumstances of his time that made him great leader - his stubborn nature and unwillingness to accept defeat, but once the war was finished, Churchill was replaced shortly after because the economic and social environment no longer needed him. This is echoed through source F1: "the power of the people on top, depends on the obedience of the people below", underscoring that without the support of the overall public, a key figure, like Churchill would have never been able to ascend to power. Sources F1 and F2 are both transcripts written by Zinn in the early 2000's making him an example of revisionist history. His sources are useful for understanding contemporary perspectives, warning future historians not to overtly believe everything about the past, due to the unintended bias they may contain, as well as a historians unprecedented power like "omitting facts which might lead to unacceptable historians". It is also reliable because Zinn not only warns about historians about unintended bias, but also explains the wider forces at play involved with key individuals, dismissing the "Great Man theory".

Nonetheless, source A2 highlight the extent to which the "Great Man theory" is partially true, as key individual's often possess innate qualities that have allowed them to usurp power and to rule. This is demonstrated through the given example of Churchill in source A2 where Churchill is quoted: "We should get no worse terms", he told his colleagues, "if we went on fighting, even if we were beaten, than were open to us now." Churchill has been described as historians in the past as a 'charismatic' speaker, and undoubtedly he is gifted in igniting the spirits of people of Britain. This supports Carlyle's theory as in a way, innate qualities people are born with, such as presenting compelling speeches, will give them the opportunity to become great. Without these talents, it can be argued that those people will unlikely be able to become key individuals.

Through evaluating the sources through a post-modern and feminist lens, we can see that the extent to which important individuals shape historical narratives is minor. As Zinn reiterates, "the power of the people on top, depends on the obedience of the people below." Without loyal subjects, key individuals could never ascend to power, even if they had qualities such as Hitler's charismatic speaking skills if the times were unfavourable for the individual eg. the German population's perceived injustice by the Treaty of Versailles. In a New Zealand context, source H presents a contemporary revisionist view that the arrival of pakeha brought "different social, economic, and political world views..." that "required hapu and their rangatira to change and adapt their way of life." Originally, Maori leadership was conveyed through the word "rangatira" referring to the collective nature of leadership. Again, underscoring how great men needed the support of "those below them" as echoed in source F1 in order for them to rule and ascend to power. Ultimately, the extent to which important individuals shape historical events is low due to the narrative construction at the time. Such as the fact that past sources "can too frequently dismiss whole groups of people as last causes, or as merely irrelevant." Without these other views of the narrative history of an event, narrative construction will be skewed in favour of one side which makes them unreliable history, but that does not inherently make the source not useful. As biased sources can present a new point of view that can help future historians understand the bias involved with the past historians. Thus, although great men can influence history to a degree, the bias involved in its narrative construction can mislead future historians into misunderstanding the extent to which they actually affected an event. A result of historians wishing to reify individuals such as Churchill in order to foster nationalism in a turbulent time filled with the impending feeling of doom involved with war and strife.

In conclusion, although Thomas Carlyle's "Great Man theory" is correct to an extent - such as how crucial individuals generally possess outstanding traits that make them candidates for leadership roles that can shape history. The unintended or intended bias exposed by revisionist and feminist history underscore the unreliable nature in which these reified key historical figures were portrayed. Effectively diminishing how crucial these 'great men' really were for that time. Hence, important individuals do not shape history as much as the wider forces at play.

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QUESTION TWO: Historical relationships

To what extent do the historical relationships in **Sources I–S** enable historians to assess whether Margaret Thatcher was the key force in shaping events during her time as British Prime Minister, rather than broader historical factors?

Your answer must include:

- a convincing argument substantiated by a combination of material from the resource booklet, and your own knowledge of the theme: the role of the individual in shaping historical events
- a critical evaluation of a range of historical relationships, such as cause and effect, continuity and change, past and present, general and specific, patterns and trends, and differing perspectives.

PLANNING

Change: first female Prime Minister.

Praised. But also hated, particularly by miners. Analyse through feminist lens. Post modern lens

ANSWER

Type your answer to **Question Two** in the space below.

B I U     

Margaret Thatcher, as one of Britain's first female prime ministers can in some ways exemplify Thomas Carlyle's theory of the "Great Man". Stemming from a notion based of views that a crucial person in the flow of history is destined to be great not matter the circumstances, Thatcher, who broke the societal norms present in the 19th century regarding a 'women's role on society', demonstrated that women could be great too. Thus, she acted as a catalyst for feminist in the future, despite her conservative stance, by proving that women could be great too. Through sources I-S, Margaret Thatcher's legacy both negative and positive is exemplified.

Source I begins by demonstrating the societal gender stereotypes at the time, demonstrating the past. Ever since Thatcher's appointment as secretary for state education, the saying of "Thatcher, milk snatcher" emerged due to her abolition of the "universal free school milk scheme." Though one can assume that the saying was solely a result of her actions against the "milk scheme", it may also demonstrate some the ingrained view that women were easier to target. This is emphasised further in Source I where Thatcher herself acknowledged that "I don't think there will be a woman prime minister in my lifetime". However, ultimately she was elected as prime minister with a "comfortable majority" due to circumstances as referenced in Source L. Despite Thatcher's initial disapproval by the general public, even being labelled as a "right wing fanaticism" - source J - by luck, the situations at time allowed Thatcher to ascend to power. During an interview on television when she was confronted with her thoughts about the possible failure of the British war with Argentina she proclaimed "Failure?... Failure - the possibilities do not exist." By luck, due to the fact that they "Argentine leaders were weak and divided" plus the "troops being poorly equipped" the British won the war. Consequently, "her overall approval ratings stood at 51 percent, over twice as high as six months earlier." Through source L, the limitations of a key historical figure in shaping events during their time is revealed. Thatcher, despite possessing limited military knowledge since she was more involved with education, most likely proclaimed her famous quote about the Argentinian war on a whim, which proved to be correct. Indirectly leading to more approval from the general British public as they believed she was a capable leader, with her predictions about the war also redirecting the British public's attention away from her negative actions regarding the "free milk scheme" in schools. Her increase in approval from the general public is emphasised how "she became our Maggie", proof that Britain still mattered and hat it was dangerous to pull the lion's tail." Thus, in a way, Thatcher as a historical figure re-ignited British nationalism which has been squashed by the economic losses involved with World War II. However, broader historical factors undoubtedly played a role in her ascension to power, as her lucky guess with the outcome of the Argentinian war indirectly bolstered support from the British public for her.

Thatcher's significance as a key historical figure is again portrayed in source N, demonstrating her extent as a crucial person that reignited British nationalism and indirectly encouraged feminism. Source N illustrates Thatcher standing in the centre of many soldiers that had secured the "Falkland Island", echoing the image of her being a powerful individual demonstrated in source L. Her bright clothing, in contrast to the dark military male officers around her, makes her stand out, indirectly encouraging feminism - a change - as she demonstrates how women can also be 'great men'. However, source O demonstrates continuity through how Thatcher is portrayed as an officer sweeping the decks, critiquing her as a poor leader that could not more dire problems at hand, such as the United Nations peace plan. Thatcher presented as a janitor may also be used as an indirect form of mockery encouraging her go back to her gender roots of being a 'housekeeper', not the British prime minister. In this way, continuity is demonstrated through how women are still perceived by the general public as 'housekeepers' that did not belong in a man's world. But change is highlighted through how Thatcher was still elected as the first female British prime minister despite her own belief in source I that "there won't be a female British Prime Minister in my lifetime."

Source P reinforces the idea that Margaret Thatcher was a key force in shaping events during her time as prime minster through her speeches. She remarked in 1982: "What has indeed happened is that now once again Britain is not prepared to be pushed around. We have ceased to be a nation in retreat." This quote underscores how Thatcher acted as a key driving force in igniting Britain's patriotism, which had been diminished due to World War II and its dependence of America for economic and military support. Source Q echoes Thatcher's significance as an individual by praising her as "the first woman elected to lead a major Western power; the longest serving British prime minister for 150 years". It goes on further to exemplify how "her perception of economics, society, and Britain's place int he world continue to shape British politics." As a contemporary article written by Perckins in 2013, source Q highlights how Thatcher's run in office continues to echo within Britain today, supporting her notion of being an example of a "great man". Nonetheless, source R is another contemporary view written by Wright in 2013 that highlights how Thatcher "destroyed our community, our villages, and our people" - commenting on how she dismantled the miner's union power to stabilise the economy. As an example of revisionist history, both sources R and Q present continuity and change in regards to Thatcher's perception by the public. While some people praise her eg. source Q about her "belief in the moral authority of the individual", source R highlights the negative lingering effects of Thatcher's rule, with people stating that "she absolutely hated working people, and I have got very bitter memories of what she did." Underscoring the resentment, a product of change and revisionist history, that was revealed later in contemporary views after Thatcher's death allowed for future historians to examine her economic policies.

In evaluating sources I-S, Margaret Thatcher is revealed to be a key historical figure in shaping events under her time as prime minister. Continuity is portrayed by in source R, where revisionist history revealed how Thatcher dismantled worker's unions that although aided in economic stability, consequently resulted in dissatisfaction with some members of the public. But undoubtedly, Thatcher as one of Britain's first female prime ministers had an indirect encouragement for the rise of feminism and gender equality in Britain today, as she her ascension into power proved that women could achieve great things too. Nonetheless, Thatcher's success in shaping events during her time was also a result of wider forces at play, such as her lucky guess in source L about the result of the Argentinian war, that made her seem like a capable leader. In addition, "England was in a time of economic and political turmoil, with the government nearly bankrupt" - Source I, hence the general British public wanted a fierce, conservative leader like Margaret Thatcher that could crush labour unions and help stabilise the economy.

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QUESTION THREE: Significant historical events in Aotearoa New Zealand

Using **Sources T–Z**, to what extent did the governors of Aotearoa New Zealand shape historical events in the years 1852 to 1873?

Your answer must include:

- a convincing argument substantiated by a combination of material from the resource booklet and your own knowledge of events and issues in Aotearoa New Zealand, in the years 1852 to 1873
- an insightful and detailed understanding of this period.

PLANNING

To what extent: Maori power vs Pakeha governor power

ANSWER

Type your answer to **Question Three** in the space below.

B I U     

Throughout 1852 to 1873 marked the emergence of the Waikato Wars as well as the presence of key historical figures such as Governor George Gray, Wiremu Tamihana and Tawhiao, first born son the first Maori King. The extent to which the governors Brown and Gray had in shaping Aotearoa New Zealand is revealed through sources T to Z, underscoring how despite the immense power of the governors backed by the British Crown, Maori forces were also powerful in influencing the New Zealand environment.

Source T begins by highlighting how the governors initially had a low amount of power compared to the Maori iwi in shaping the direction of New Zealand. In the early 1850's, the Maori population far exceeded the pakeha population, with the pakeha population mostly occupying Auckland, a piece of land Maori gifted the pakeha after The Treaty of Waitangi. Pakeha immigration only skyrocketed during the later 1850's under governor Gray's second term, after governor Brown was removed from his position partly due to his inability to gain more land promised to the British settlers as demonstrated in source V2. Source V2 illustrates a poster, exclaiming that by emigrating to New Zealand, settlers would gain a "Free gift of a 40 Acre Farm". Ultimately, this was propaganda for European immigration into New Zealand, as many British individual's sort for a better life in New Zealand that appeared to be 'a land filled with opportunity.' Hence initially, as presented in source T, "governors attempted to court the chief's favour with flattery and money, trying to encourage rather than coerce Maori compliance with the law and the machinery of the state." Thus, this quote demonstrates that during the early 1850's, the Maori rangatira possessed more power than the governors of New Zealand in shaping historical events.

However, the advent of surging Pakeha immigration, particularly towards the late 1850's where Pakeha population skyrocketed to 60000 individuals, roughly a quarter of the Maori population at the time, presents a shift in the power of the governor in shaping historical events in New Zealand. In spite of the growing pakeha population, the "idea of pupuri whenua, withholding land from sale as a means of controlling and slowing down settlement" emerged, as remarked in source V1. Land symbolically has ties with the Maori's sense of national identity. The deliberate pakeha decision to usurp land, was interpreted by many Maori of an act of assimilation, despite the Maori intent to acculturate themselves, instead of assimilating. By the late to mid 1850's, post colonial theory spurred by the Enlightenment and the banning of slavery in England resulted in Maori being regarded as 'noble savages', instead of a race that needed to be ethnically cleansed and liberated, such as the aboriginals in Australia. Source W2 continues with historian Vincent O'Malley commenting on the extent to which governor Gray had in shaping the history of New Zealand. "Grey's old flour and sugar policies from the 1840s weren't going to cut it anymore." A reference how the Kingitanga movement, established by Wiremu Tamihana, led to a surge in Maori nationalism that fostered unity under a single Maori King. But Maori were still divided and not all the Maori rangatira joined the kingitanga movements since "Each chief had his own mana and whose prevail was something beyond their knowledge". Nonetheless, Gray perceived the Kingitanga movement as a direct threat to the Crown's authority, which led to him writing letters to the Crown remarking the Kingitanga movement were planning to attack Auckland. However, this was a deliberate ploy set up by Governor Gray to destroy the Kingitanga movement - a troublesome factor that would have diminished his control and power over New Zealand. Source W3 highlights how "it was the British Army that attacked first, not the Kingitanga." Underscoring governor Gray's perceived worry about the Kingitanga movement dampening his control over decisions in New Zealand. In response, the Crown sent 10,000 British troops to New Zealand. Thus, with the arrival of new British troops, the extent of the governor's power in shaping historical events in New Zealand increased substantially - especially from a militaristic perspective as more mobile soldiers allowed Gray to make critical decisions eg. the Waikato Wars, without having to appease the larger Maori population at the time.

Nonetheless, Maori still held significant power in shaping historical events in New Zealand, indirectly diminishing the Governor's power. This is exemplified in source X, which highlights that although the government possessed "two thirds of the land in the South Island", the Maori still "held approximately three-quarters of the land" in the North. In addition, Maori were still a crucial part of Pakeha society, especially in fighting off the Pai Marire faith, a result of a Maori self-proclaimed prophet - Te Ua Haumene claiming that he saw visions of God choosing the Maori people as the chosen ones of the land, thus he acted as a catalyst for Maori nationalism, solidifying Maori unity in some iwi's, but was also met with discontent by other Maori tribes. Source Y1 highlights how governor Gray also had the power to shape historical narratives in New Zealand from some loyal Maori subjects that battled the "Pai Marire movement at Moutoa Island."

Thus, by analysing sources T to Z we can see the extent to which the governor could influence key historical events increase overtime. Initially, governor Brown had little influence due to the low pakeha population at the time as well as the settler population being discontent with how he was unable to provide the promised "40 acres of land" highlighted in source V2. However, with the ascension of Governor Gray into power and his false testimonies regarding the Kingitanga planning to attack Auckland, compounded by increasing European immigration, the power of the governor in altering historical events in Aotearoa increased. Source V3 exemplifies the shift of governor Gray gaining more power portrayed through graphs of Maori land shares in New Zealand, with the general trend of European settlers gaining more land overtime. And it can be assumed that the possession of more land equated to more power for the governor as settler support increased as more Maori land was seized.

In conclusion, sources T-Z highlight how the governors of Aotearoa demonstrate to a large extent that they had the power to shape historical events in the time period of 1852 to 1873. Although the governor was initially not that powerful, due to Maori iwi populations far outnumbering pakeha immigrants in the early 1850's, the power dynamic shifted towards the early 1860's and beyond. Increasing pakeha population and more soldiers from the Crown gave the governor power to make decisions on their own, through force and less through peaceful methods which would have required cooperation with the Maori iwi's.

Scholarship

Subject: History

Standard: 93403

Total score: 16

Q	Score	Marker commentary
1	6	The candidate responded to the question in a clear and concise manner, constructing an argument supported by the source material supplied and their own knowledge. They also successfully demonstrated an awareness of other historical narratives, adding a degree of complexity to their answer. The narratives selected by this candidate were well chosen and clearly addressed the relative impact of individuals in comparison to wider historical forces. Historical arguments of a range of historians, i.e. Carlyle, Carr, and Zinn were clearly critiqued throughout the response. Contextual material provided by the candidate was relevant and used appropriately.
2	5	The candidate identified a range of historical relationships in the source material supplied for this question and, in most parts of their answer, developed an argument as to how these historical relationships assisted historians in evaluating Margaret Thatcher as Prime Minister, relative to broader historical forces. While the historical relationships of differing perspectives and of change and continuity were both present in the response, more overt references needed to be made for a higher grade to be awarded for this question. (This was a common characteristic of many responses to Question Two.)
3	5	The candidate was able to provide a clear and concise argument as to the nature of the gubernatorial period of 1852–1873 in Aotearoa New Zealand. The candidate's prior knowledge of the topic was evident in the way in which their argument was developed. The candidate was also able to make sound use of selected source material to develop a Scholarship level response to this question. Their grade was limited by too much focus on Governor Grey in the response.