

Sample Assessment Schedule – 2025

History: Demonstrate understanding of perspectives on a historical context (92027)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrate understanding of perspectives on a historical context involves:</i></p> <ul style="list-style-type: none"> identifying and describing perspectives on a historical context including relevant evidence in the description. 	<p><i>Explain perspectives on a historical context involves:</i></p> <ul style="list-style-type: none"> explaining perspectives on a historical context and how these may differ using historical evidence to support the explanation. 	<p><i>Examine perspectives on a historical context involves:</i></p> <ul style="list-style-type: none"> discussing perspectives on a historical context and how these may differ, with reference to the wider historical context using historical evidence to develop the discussion.

Evidence

A3	A4	M5	M6	E7	E8
<p>Describes the ways in which the perspectives of TWO individuals or groups from the chosen historical context inform their actions.</p> <p>Includes some relevant evidence in the description.</p>	<p>Describes in detail the ways in which the perspectives of TWO individuals or groups from the chosen historical context inform their actions.</p> <p>Includes relevant evidence in the description.</p>	<p>Explains the ways in which the perspectives of TWO individuals or groups from the chosen historical context inform their actions, and how these may differ.</p> <p>Uses some evidence to support the explanation.</p>	<p>Explains in detail the ways in which the perspectives of TWO individuals or groups from the chosen historical context inform their actions, and how these may differ.</p> <p>Uses evidence to support the explanation.</p>	<p>Discusses the ways in which the perspectives of TWO individuals or groups from the chosen historical context inform their actions, and how these may differ.</p> <p>Uses some evidence throughout to develop the explanation.</p>	<p>Discusses comprehensively the ways in which the perspectives of TWO individuals or groups from the chosen historical context inform their actions, and how these may differ.</p> <p>Uses evidence throughout to develop the explanation.</p>
<p>See Appendix for sample evidence.</p> <p>N2 = Attempts to identify and describe the ways in which the perspectives of TWO individuals or groups from the chosen historical context inform their actions, with limited or inaccurate evidence. N1 = Attempts to identify and describe the ways in which the perspectives of TWO individuals or groups from the chosen historical context inform their actions, with no evidence. N0 = No response; no relevant evidence.</p>					

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 2	3 – 4	5 – 6	7 – 8

Appendix – Sample Evidence

Note: Plain text denotes Achievement evidence; underlined text is for Merit; and *italics* is for Excellence.

Question	Expected Coverage (not limited to these examples)
<p>(a)</p>	<p>Identifies an individual or group from the chosen historical context and their perspective.</p> <p>One perspective held about the 1981 Springbok tour was that the tour should not go ahead. This perspective was held by Halt All Racist Tours (HART), a group established in 1969 to oppose sporting contacts, especially rugby tours between New Zealand and South Africa, due to the apartheid regime in South Africa. HART's perspective was firmly anti-apartheid.</p> <p><u>Trevor Richards, Tom Newnham, John Minto, Dave Wickham, and others formed HART in 1969 to halt the proposed New Zealand rugby tour of South Africa in 1970. HART's name was coined by Tama Poata. Members believed that allowing tours to go ahead tarnished the international reputation of New Zealand. HART argued that sports should not be a vehicle for legitimising oppressive regimes.</u></p> <p><i>While some supported the rugby tour for its sporting aspects, many others, particularly Māori and Pasifika communities, aligned with HART's perspective, citing the historical injustices they faced. This demonstrated a broader social context where HART's messages resonated with many. HART's activism played a significant role in mobilising public opinion against the tour and highlighted the broader struggle against racial injustice both in South Africa and worldwide.</i></p>
<p>(b)</p>	<p>How at least ONE action taken by the individual or group in (a) demonstrates their perspective.</p> <p>Members of HART organised protests and campaigns to raise awareness about the implications of hosting the Springbok rugby team, arguing that sports should not be used to legitimise or support oppressive systems. An action HART took to show that they did not want the tour to go ahead was to storm the pitch at the Hamilton game on 25 July 1981. They were hoping that they could stop the game and that the government would call the rest of the tour off.</p> <p><u>Protesters gathered outside the stadium and tensions escalated as they aimed to disrupt the event and draw attention to the injustices of apartheid. A ground invasion by around 350 anti-tour protesters and the fact that a light aircraft stolen from Taupō was rumoured to be headed for Rugby Park caused the game to be cancelled. HART's actions at the Hamilton game highlighted their commitment to opposing the tour and galvanised public sentiment against the apartheid regime.</u></p> <p><i>The protests received widespread media coverage, amplifying the message of HART and contributing to the larger movement against the tour, which was met with both support and significant backlash across New Zealand.</i></p>
<p>(c)</p>	<p>Identifies a different individual or group from the chosen historical context and their perspective.</p> <p>A different perspective held during the 1981 Springbok Tour came from Robert Muldoon. Muldoon was the New Zealand Prime Minister during the tour and was a staunch supporter, believing it was important for New Zealand's sporting and diplomatic relations. He viewed rugby as a significant aspect of New Zealand's identity and felt that the Springbok team should be allowed to play.</p> <p><u>The Gleneagles Agreement, signed in 1977, established by the Commonwealth nations, urged member countries to discourage sporting contacts with South Africa in response to its apartheid policies. Muldoon had agreed to the Gleneagles Agreement, which stated that countries who signed it agreed to avoid sporting contact with South Africa. Muldoon allowing the tour to go ahead made it seem like New Zealand did not abide by agreements it made internationally.</u></p> <p><i>Muldoon argued that the agreement did not explicitly prohibit the tour; rather, he interpreted it as allowing nations to make their own decisions regarding sporting ties. Muldoon's perspective was based on his political views and beliefs about the separation of politics and sport.</i></p>

<p>(d)</p>	<p>How at least ONE action taken by the individual or group in (c) demonstrates their perspective.</p> <p>One specific action taken by Robert Muldoon that demonstrated his support for the 1981 Springbok Tour was his decision to deploy a significant police presence to manage protests, such as at the Hamilton game. As the protests escalated, particularly during the Hamilton game, Muldoon's Government authorised the mobilisation of more than 500 police officers in Hamilton, including the use of riot police and police cordons to contain demonstrators.</p> <p><u>The heavy-handed response was intended to ensure that the games could proceed without disruption, reflecting Muldoon's commitment to the tour and his belief in maintaining order. This action not only highlighted his support for the Springbok Tour but also his determination to counteract the anti-apartheid protests, which he often characterised as a threat to public order and national pride.</u></p> <p><i>For Muldoon, the decision to cancel the Hamilton game was a tactical response to an immediate threat, but it did not change his overall perspective on the tour proceeding. The actions at the Hamilton game remain a key symbol of the turmoil and conflict that characterised the 1981 Springbok Tour.</i></p>
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