

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</i> involves:</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</i> involves:</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</i> involves:</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 differ.</p> <p>Uses some relevant 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 differ.</p> <p>Uses relevant evidence to fully 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 differ.</p> <p>Refers to the wider historical context.</p> <p>Uses some relevant 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 differ.</p> <p>Refers to the wider historical context in detail.</p> <p>Uses relevant evidence throughout to fully 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.</p> <p>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; OR identifies and describes the perspective of ONE individual or group from the chosen historical context.</p> <p>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)
The candidate identifies a historical context. Context: The Little Rock Crisis	
(a)	<p>Identifies an individual or group from the chosen historical context and their perspective.</p> <p>Individual (1): Dwight D. Eisenhower, US President</p> <p>Perspective: Eisenhower's perspective was largely shaped by one of his many beliefs, which was to uphold federal authority and to maintain law and order. As president, he recognised the importance of enforcing the Supreme Court decision in <i>Brown v. Board of Education</i> (1954). Eisenhower's decision to intervene in the Little Rock Crisis was, in part, a response to this international pressure.</p> <p><u>In addition, Eisenhower was concerned with ensuring that the states did not defy federal mandates. He saw his role as upholding the Constitution.</u></p> <p><i>Eisenhower believed that by allowing racial conflict to dominate news headlines globally, for example videos and images of the violence of the desegregation, America's moral authority and image would be damaged, strengthening Soviet propaganda.</i></p> <p><i>The United States had positioned itself as a global leader of democracy and Eisenhower deeply valued upholding America's global image. He was concerned about how the racial violence of the Little Rock Crisis would have a negative influence on America's image around the world and the future of the country, especially during the Cold War era.</i></p>
(b)	<p>How at least ONE action taken by the individual or group in (a) demonstrates their perspective.</p> <p>A key action that Eisenhower took was deploying the 101st Airborne Division troops to escort the Little Rock Nine into Little Rock Central High School each day. Eisenhower also reacted publicly to the crisis with televised addresses emphasising the importance of the rule of law and the necessity of federal intervention. His speeches were crafted to explain to the American public that the federal government had a duty to uphold the constitution.</p> <p><u>This decisive action was not just about ensuring the students safety, it was also a clear message that the federal government was committed to enforcing the Supreme Court's desegregation mandate. This illustrated Eisenhower's commitment to federal authority and reassured the public that the federal government was taking the necessary steps to protect civil rights and maintain order during the desegregation.</u></p> <p><i>Eisenhower's televised addresses show his belief in the importance of upholding America's global image during a significant period of social unrest.</i></p>

(c)	<p>Identifies a different individual or group from the chosen historical context and their perspective, and how it differs from the perspective in (a).</p> <p>Individual (2): Orval Faubus, Governor of Arkansas</p> <p>Perspective: Faubus held a bold perspective as a staunch opponent of desegregation and publicly valued maintaining the status quo of racial segregation in state public schools and the wider community. Faubus also believed in political survival and certainly wanted political gain in Arkansas.</p> <p><u>Faubus's perspective was shaped by his viewpoint that desegregation of schools would lead to widespread violence, social unrest, and a breakdown of the established order. He presented himself as a protector of public safety, using segregation as a means of preserving social harmony, and leveraging his political power to resist federal efforts at desegregation – evident in his overwhelming victory in the 1958 Arkansas gubernatorial election after the Little Rock Crisis.</u></p> <p><u>It is evident that Faubus and Eisenhower held opposing views regarding federal authority and the desegregation of public schools during the Little Rock Crisis. Faubus championed state sovereignty and resisted federal mandates. His actions were framed as a necessary defence of Southern values. By contrast, Eisenhower emphasised the supremacy of federal law and, as president, the importance of upholding the constitution of the United States of America.</u></p> <p><i>The Little Rock Crisis was not an isolated event and was part of the Civil Rights Movement that sought to end racial discrimination and secure equal rights for African Americans. The movement gained momentum through the 1950s and was fuelled by grass roots activism, legal changes, and national attention to racial justice.</i></p> <p><i>Eisenhower's beliefs and actions set a precedent for future federal actions against segregation, while Faubus held the view to maintain segregation. Faubus viewed federal mandates as threats to both social order and Arkansas, and calculated that taking a stand against desegregation would boost his popularity among White voters who opposed integration.</i></p>
(d)	<p>How at least ONE action taken by the individual or group in (c) demonstrates their perspective, and how it differs from the action(s) in (b).</p> <p>One of Faubus's most significant actions during the Little Rock Crisis was his decision to deploy the Arkansas National Guard on 4 September 1957, in an attempt to block the Little Rock Nine from entering Little Rock Central High School. Faubus's action was positioned as necessary to the defence of order, and evoked sympathy and understanding from many Arkansans.</p> <p><u>The National Guard formed a perimeter around the school and refused to let the African American students pass. Faubus stated that preventing the Little Rock Nine from entering Little Rock Central High School was a protective measure for the students.</u></p> <p><i>Faubus's action directly links to his beliefs about preserving segregation, as part of a long-held southern tradition and maintaining the status quo of racial segregation. Faubus also successfully leveraged his political power to resist federal efforts at desegregation – evident in his overwhelming victory in the 1958 Arkansas gubernatorial election after the Little Rock Crisis.</i></p>