AT2 Sample 3 – Annotations & Rubric

Performance Standards for Stage 2 Modern History

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| **Understanding and Exploration** | | **Application and Evaluation** | **Analysis** |
| **A+** | In-depth understanding and exploration of historical concepts  The student has demonstrated an in-depth understanding of the historical concept of genocide in relation to the Boer War concentration camps.  They clearly define genocide according to the United Nations Genocide Convention Act of 1948 and explores differing perspectives on whether the British authorities intended to commit genocide against the Boer population.  Importantly the student explores the complexity of historical interpretation, presenting arguments from both sides and thus shows critical understanding of the concept of genocide in the context of the Boer War.  Comprehensive understanding and insightful exploration of the role of ideas, people, and events in history.  The multimodal presentation provides a comprehensive understanding of the key figures, such as Field Marshal Lord Roberts and Field Marshal Lord Kitchener, and their roles in implementing policies like the scorched earth strategy.  It insightfully explores how these policies impacted the Boer population and contributed to the conditions in the concentration camps.  The inclusion of several historians' perspectives from different perspectives, such as Thomas Pakenham and Elira Vessels, as well as the inclusion of primary sources like memoirs and interviews, added depth to the exploration of these historical figures and events. | Perceptive application of the skills of historical inquiry to critically examine and evaluate sources and interpretations.  The student has shown evidence of perceptive application of historical inquiry by critically examining multiple sources, interpretations and perspectives regarding the conditions and intentions behind the concentration camps.  The scrutinisation of the reliability of eyewitness accounts about ground glass in food and evaluation of the politicisation of historical narratives by figures like Afrikaner nationalists in the 1930s is evidence of critical examination and evaluation of sources.  This critical evaluation of sources also demonstrates a sophisticated understanding of the complexities of historical evidence and perspective.  Insightful interpretation and synthesis of relevant evidence to support arguments and draw highly relevant conclusions.  The presentation effectively synthesises evidence from a variety of sources to support its arguments about the nature of the Boer War concentration camps.  It draws on statistics, personal accounts, and scholarly interpretations to make the highly relevant conclusion that that the camps were not systematically intended for genocide, instead suggesting negligence and poor management as contributing factors to the high death rates.  Communication of well-reasoned, coherent, and insightful historical arguments, with appropriate  acknowledgment of sources.  The presentation communicates its arguments coherently and insightfully, with a clear structure that guides the reader, through visual evidence, through the topic's complexities.  It systematically presents and counters various viewpoints, using well-reasoned arguments supported by evidence. All sources are appropriately acknowledged, demonstrating academic integrity and a thorough understanding of the historical debate. | Critical analysis of ways in which the development of the modern world has been shaped by both internal and external forces and challenges.  Insightful and critical analysis of interactions and relationships in the modern world and their short-term and long-term impacts on national, regional, and/or international development.  The presentation provides an insightful analysis of the interactions between the British and Boer populations and their long-term impacts on South African national identity and British colonial policy.  It critically analyses how the concentration camps have been remembered and politicised over time, impacting both historical scholarship and public memory.  The insightful and critical analysis of the role of figures like Emily Hobhouse in influencing public opinion and policy demonstrates an advanced understanding of the broader international implications. |
| **B** | Some complexity in understanding and exploration of historical concepts.  Some depth of understanding and thoughtful exploration of the role of ideas, people, and events in history. | Well-considered application of the skills of historical inquiry to examine and evaluate sources and interpretations.  Some depth in interpretation and synthesis of mostly relevant evidence to support arguments and draw mostly relevant conclusions.  Communication of reasoned and coherent historical arguments, with some insights, and with appropriate  acknowledgment of sources. | Some depth in analysis of ways in which the development of the modern world has been shaped by both internal and external forces and challenges.  Well-considered analysis of interactions and relationships in the modern world and their short-term and long-term impacts on national, regional, and/or international development. |
| **C** | Understanding and exploration of historical concepts.  Understanding and considered exploration of the role of ideas, people, and events in history. | Application of the skills of historical inquiry to examine sources and interpretations, with some evaluation.  Some interpretation and synthesis of generally relevant evidence to support arguments, and draw some relevant conclusions.  Communication of generally reasoned and coherent historical arguments, with appropriate  acknowledgment of sources. | Description, with some analysis, of ways in which the development of the modern world has been shaped by both internal and external forces and challenges.  Description, with some analysis, of interactions and relationships in the modern world and their short-term and long-term impacts on national, regional, and/or international development. |
| **D** | Some recognition of historical concepts.  Recognition and basic understanding, with some exploration, of the role of ideas, people, and events in history. | Basic application of some skills of historical inquiry to select and use sources.  Use of some information, with partial relevance to support an argument or interpretation, and draw basic conclusions.  Communication of partial development of a historical argument, with attempted  acknowledgment of sources. | Description of one or more ways in which the development of the modern world has been shaped by internal and/or external forces and/or challenges.  Superficial description of one or more interactions or relationships in the modern world. |
| **E** | Attempted engagement with one or more historical concepts.  Awareness of one or more idea, person, or event in history. | Attempted application of the skills of historical inquiry to select and use one or more sources.  Attempted use of information of limited relevance.  Attempted description of a historical event, with limited acknowledgment of sources. | Attempted description of a way in which the modern world has been shaped by an internal or external force or challenge.  Attempted description of an interaction or relationship in the modern world. |

This Historical Study shows an in-depth understanding and exploration of historical concepts (UE1) by thoroughly examining the concept of genocide and its application to the events surrounding the Boer War. It provides a comprehensive and insightful exploration of the role of ideas, people, and events in history (UE2), effectively detailing the policies, key figures, and their impacts, such as the scorched earth strategy implemented by Field Marshals Lord Roberts and Lord Kitchener.

The student has showcased a perceptive application of the skills of historical inquiry to critically examine and evaluate sources and interpretations (AE1). They thoroughly, and accurately, assesses the reliability of sources and interpretations, such as firsthand accounts and scholarly analyses, highlighting the complexities and biases involved in historical narratives. The student also offers an insightful interpretation and synthesis of relevant evidence to support arguments and draw highly relevant conclusions (AE2), effectively synthesising diverse pieces of evidence to argue that the camps were not systematically intended for genocide, but rather were a product of negligence and poor management. The study is very strong in the mode of communication and has presented well-reasoned, coherent, and insightful historical arguments, with appropriate acknowledgment of sources (AE3). The student has presented a logical and well-structured argument, supported by a variety of evidence, from different perspectives, and properly credits all sources.

The student has shown strong evidence of (A2) by critically analysing both the short-term and long-term impacts of the interactions between the British and Boer populations during the Boer War. They examine the immediate humanitarian crisis caused by the British concentration camps, highlighting the widespread suffering and death among the Boer civilians as a direct short-term consequence of British policies. The student also explores the long-term impacts on South African national identity, particularly how the traumatic experiences in the camps fostered a narrative of victimisation that fuelled Afrikaner nationalism and shaped historical memory. Insightfully, the essay also addresses the broader international repercussions by analysing how the response over British actions influenced colonial policies and perceptions worldwide. This thorough analysis of the complex relationships and their significance in both immediate and extended contexts demonstrates a critical analysis of the topic.