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| Task Name: Historical Analysis | Unit: Conflict in Indochina |
| Task Distributed: 8 th May 2025 | Task Due: 13 th June 2025 (Friday Week 7) |
| Task Type: Research Essay and Annotated Bibliography. | Syllabus Outcomes: MH12-2, MH12-3, MH12-4, MH12-7, MH12-8 and MH12-9. |
| Task Weighting: 30% | Task number for Course: 3 |

Task Description:

Part A: Essay (20 Marks)

Students are required to create and answer their own essay question and write an essay of approximately **900 words**. The question must be related to the involvement of the United States of America in the Vietnam War. The question must be approved by your teacher and drawn from a topic from the following list:

- US foreign policy towards Vietnam
- US strategy and tactics in the Vietnam War
- US anti-war protests
- US withdrawal from the Vietnam War

The question must be formed in conjunction with an historical thinking concept from the following list:

- Significance
- Cause and effect
- Empathetic understanding
- Contestability
- Perspectives

Once you have selected a topic and historical concept, you are required to generate a specific question for your essay that enables you to develop a reasoned argument, supported by a range of historical evidence.

Some examples of high-quality questions for this task are:

- *Evaluate the view that an inability to separate nationalism from communism dominated US policy towards Indochina in the period 1954–1968.*
- *To what extent was US involvement responsible for the ongoing conflict in Indochina in the period 1954–1979?*
- *Discuss the view that US intervention was primarily responsible for the suffering of villagers in South Vietnam and Cambodia.*
- *To what extent were the anti-war movements in the United States responsible for communist victory in the Second Indochina War?*

Part B: Annotated Bibliography

In this part of the task you are required to produce a bibliography of **at least six (6) sources** that you used to construct your argument in the essay. All sources used must **be Harvard referenced**. These references should demonstrate a wide breadth of research.

- **Three (3) of the resources** in this bibliography must be **published works** such as books or journal articles.
- **At least two (2)** should be **primary sources**.
- Any other sources can be resources of your choosing such as documentaries, podcasts or academic websites.

Select THREE (3) of the sources in your bibliography and write a 100-word explanation of the value of the resource to your investigation. You should consider perspective, value and limitations in your annotations.

You are advised to select three sources that clearly differ (e.g they present different perspectives on your chosen topic, a mix of primary and secondary sources) to allow you to demonstrate wide research and engagement with different kinds of material.

NESA Glossary of Key Words

- **Assess:** Make a judgement of value, quality, outcomes, results or size
- **Evaluate:** Make a judgement based on value
- **Discuss:** Identify issues and provide points for and/or against.
- Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.
- Check the NESA Glossary of Key Words
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission:

Part A and B must be submitted as a single document in your Modern History Google Classroom by 5 p.m. on 13th June 2025. Ensure your chosen question is clearly identified on the document.

Assessment Procedures

All students should be fully aware of the school assessment procedures. Students should access their 2025 Assessment Guide for more information.

Feedback provided

- The task will be typically returned to students within two school weeks of the submission date.
- At this time feedback including information on how to improve will be delivered through mechanisms such as marking criteria, and/or written comments.
- Students can clarify or seek further feedback by arranging to meet with their teacher.

Self-Reflection Component

Students will be required to complete a self-reflection worksheet at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of your performance, as well as areas that have been identified to strengthen in future tasks.

What Areas of Learning will this Assessment Task Report On?

In this task you will be assessed on your ability to:

- Use of a range of historical evidence to support a reasoned conclusion in response to a precise question.
- Communicate a logical, structured and cohesive response, using a variety of key concepts and terms.
- Demonstrate thorough knowledge and understanding of your chosen topic and historical concept.

Marking Criteria:

Part A: Essay

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none">Provides a clear judgement with a sophisticated and sustained argument which demonstrates a comprehensive understanding of the issue(s) raised in the question.Supports the argument with extensive and accurate historical knowledge including relevant evidence and interpretation.Inquiry question reflects a sophisticated understanding of historiography.Presents a well -structured, logical and cohesive response using appropriate historical terms and concepts. | 17-20 |
| <ul style="list-style-type: none">Provides a judgement with a coherent argument which demonstrates a sound understanding of the issue(s) raised in the question.Supports the response with detailed and accurate historical knowledge including relevant evidence and interpretation.Inquiry question reflects a very good understanding of historiography.Presents a well -structured response using appropriate historical terms and concepts. | 13-16 |
| <ul style="list-style-type: none">Provides a relevant but largely narrative or descriptive response which may contain an implied judgement or understanding of the issue(s) raised in the question.Uses sound historical knowledge and understanding including some relevant evidence.Inquiry question reflects some understanding of historiography.Presents a structured response using some appropriate historical terms and concepts. | 9-12 |
| <ul style="list-style-type: none">Presents a generalised, mostly relevant or descriptive response.Uses some historical knowledge.An inquiry question has been formulated.Communicates using some historical terms AND/OR concepts. | 5-8 |
| <ul style="list-style-type: none">Makes general statement(s) in relation to the question.Limited or no reference to sources.No inquiry question has been formulated.May use some historical terms AND/OR concepts | 1-4 |

Part B: Annotated Bibliography

| Criteria: | Marks: |
|---|--------|
| <ul style="list-style-type: none">Provides a properly referenced bibliography that clearly demonstrates evidence of wide and relevant research.Provides clear insightful explanations of the value of THREE sources from the bibliography. | 9-10 |
| <ul style="list-style-type: none">Provides a referenced bibliography that demonstrates evidence of relevant research (may have some problems with structure, breadth or quality/number of resources).Provides explanations of the value of THREE sources from the bibliography | 7-8 |
| <ul style="list-style-type: none">Provides a bibliography that demonstrates evidence of some research (may have serious problems with structure or quality/number of the resources).Provides some comment on sources in the bibliography. <p>OR</p> <ul style="list-style-type: none">May provide an excellent bibliography with little/no evaluation of sources. | 4-6 |
| <ul style="list-style-type: none">Provides basic evidence of researchOffers little/no comment on the source material | 1-3 |