

Task Name: Historical Analysis	Unit: Conflict in Indochina
Task Distributed: 21 st May 2026	Task Due: 18 th June 2025 (Thursday Week 9A)
Task Type: Historical Analysis	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: Research and Annotated Bibliography (10 marks)

Research

Students are required to research a topic from the list provided below to create a question and plan an essay of approximately **700-900 words**. You should plan to be able to write this essay in 45 mins, timed conditions, in an exam setting. 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 a 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. Your question must start with a higher order NESA verb. You are encouraged to use **quotes** from at **least 3 primary sources** from different authors.

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?*

Submit (hand in component)

In this part of the task you are required to produce a bibliography of **at least eight (8) sources** that you used to construct your argument in the essay. All sources used must be **Havard 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 three (3)** 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 source 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.

Part B: In Class Essay (20 marks)

You will come into class and write the essay you have researched in Part A in timed exam conditions.

You will have 45 minutes to write your essay.

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 (Annotated Bibliography) must be submitted as a single document on your Modern History Google Classroom by 8:40am on 18th June 2026. Ensure your chosen question is clearly identified on the document.

Part B (In class essay) will be completed in exam conditions in period 4 on Thursday 18th June 2026.

Assessment Procedures

All students should be fully aware of the school assessment procedures. Students should access their 2026 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: Annotated Bibliography

Criteria:	Marks
<ul style="list-style-type: none">• Correctly references sources using Harvard format and includes a bibliography with at least 8 sources of evidence, including at least 3 primary sources, demonstrating broad research using multiple types of sources.• Provides clear and insightful explanations of the value of THREE sources from the bibliography, considering perspective, value and limitations, within the allocated word count.	9-10
<ul style="list-style-type: none">• Correctly references sources using Harvard format and includes a bibliography with at least 6 sources of evidence, including at least 1 primary source, demonstrating some broad research, may use multiple types of sources.• Provides clear explanations of the value of THREE sources from the bibliography, considering perspective, value and limitations, within the allocated word count.	7-8
<ul style="list-style-type: none">• Referenced bibliography with at least 4 sources of evidence, may demonstrate some broad research, may use multiple types of sources.• Provides some explanations of the perspective and/or value and/or limitations of at least TWO sources from the bibliography. OR• May provide an excellent bibliography with little/no evaluation of sources.	4-6
<ul style="list-style-type: none">• May include an attempt at a bibliography with some sources of evidence.• May provide basic explanations of the perspective and/or value and/or limitations of at least ONE source from the bibliography.	0-3

Comment:

Part B: 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 questionSupports the argument with extensive and accurate historical knowledge including relevant evidence and interpretationQuotes from at least 3 primary sources of different authors to support the argument.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 questionSupports the response with detailed and accurate historical knowledge including relevant evidence and interpretation.Quotes from at least 2 primary sources of different authors to support the argument.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 questionUses sound historical knowledge and understanding including some relevant evidenceQuotes from at least 1 primary source to support the argument.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 responseUses some historical knowledgeMay quote from 1 primary sourceAn 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 questionLimited or no reference to sources.No inquiry question has been formulated.May use some historical terms AND/OR concepts	1-4

Comment:
