**Stage 1 Modern History**

**Assessment Type 1: Historical Skills**

## *Topic 2: Decolonisation – Vietnam*

**Task – Sources**

**Due Date:**

**Drafts Due:**

**Word Limit:** 800 words

**Assessment Conditions:** 2 weeks of class time and homework time

**Assessment Context:**

We have been studying decolonisation in Vietnam and the impacts this had on the society. This task will ask you to consider the social, political and economic consequences of imperialism in Vietnam.

**Learning Requirements:**

**4:** analyse ways in which societies in the modern world have been shaped by both internal and external forces and challenges

**5:** apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments

**6:** draw conclusions and communicate reasoned historical arguments.

**Instructions**

Your task is to create a sources analysis, based on the social, political **or** economic consequences of imperialism in Vietnam. You will choose the sources, develop the questions and write the answers!

1. You must find 4 sources that represent a particular aspect of your topic. Before you start looking for your sources decide on an overall **theme** for your sources analysis – e.g. French colonialism, Western impact on Vietnamese culture, rise of revolutionary or opposition groups…
* Your sources must all connect with each other and must include:
* An image
* at least **one** primary source
* at least **one** secondary source.

You can take these images from the Internet as well as from books, but **all** sources must be referenced correctly.

* Your sources must be presented as a **broadsheet** and will be copied to A3 size.
* Your sources analysis should be able to be completed in **1 hour + 10 minutes reading time.** Keep this in mind when choosing sources – they must not be too long or too short, too complicated or too easy ☺
1. Once you have your sources you will be ready to write your questions. You must have **6** questions that follow this order and pattern:
* A comprehension question
* A question that asks students to draw one or two conclusions about one of the sources
* A question that asks students to evaluate the meaning behind one of the sources or to consider the nature of a source
* A question that asks students to compare and contrast 2 of the sources
* a question on the uses and limitations of 2 of the sources
* a question that asks students to compose an extended response and that utilises all the sources.

It is important that your questions are structured so as to help students answer the final question. Your questions must have purpose and must be related to the topic you have chosen.

* Please see the attached sources analysis as an example as how to set out your sources analysis. No sources from this example can be used for your work
* note that there are points allocated for each question. Use this as a guide as to how many points students should write in their answers.
1. The next part of this task is to answer your own questions. You should write no more than **800** words for this section of the task.

**Note**

* Your questions and answers must be edited carefully and be free from error
* All sources must be correctly referenced on the broadsheet

**Tip**

* When creating the broadsheet do this as an **A4 document**. Print it and then enlarge it to A3 size. You must hand up the **A3 copy**.

**Assessment design criteria:**

*The assessment design criteria that will be assessed in this task are below (in bold)*

|  |  |  |
| --- | --- | --- |
| **Understanding and Exploration** | **Application and Evaluation** | **Analysis** |
| *The specific features are as follows:*UE1 Understanding and exploration of historical concepts UE2 Understanding and exploration of the role of ideas, people, and events in history | *The specific features are as follows:*AE1 Application of the skills of historical inquiry to examine and evaluate sources and interpretations AE2 Use of evidence to support arguments and draw conclusions AE3 Communication of reasoned historical arguments, with acknowledgment of sources  | *The specific feature is as follows:*A1 Analysis of short-term and long-term impacts of developments and/or movements in the modern worldA2 Analysis of ways in which societies in the modern world have been shaped by both internal and external forces and challenges |

**Checklist:**

*In order to meet these criteria you should aim to do the following in your responses – check these off before you hand up the task!*

|  |  |
| --- | --- |
| **Assessment design criteria** | **✓** |
| **Understanding and Exploration*** Construct clear questions that show an understanding of the topic
* In your responses show a clear understanding of the sources
 |  |
| **Application and Evaluation*** Choose relevant and connected sources to illustrate your chosen topic
* Use relevant evidence from the sources to support your answers
* Show an understanding of the use and limitations of sources
 |  |
| **Analysis*** Where appropriate consider both the long term and short term impacts in your answers
 |  |

**Stage 1 Modern History**

## *Decolonisation – Vietnam*

**Assessment Sheet**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **UNDERSTANDING AND EXPLORATION** | **APPLICATION AND EVALUATION** | **ANALYSIS** |
| **A**  | In-depth understanding and exploration of historical concepts. Comprehensive understanding and insightful exploration of the role of ideas, people, and events in history.  | Perceptive application of the skills of historical inquiry to critically examine and evaluate sources and interpretations. Discerning use of relevant evidence to support arguments and draw insightful and relevant conclusions. Communication of well-reasoned, coherent, and insightful historical arguments, with appropriate acknowledgment of sources.  | Critical analysis of short- and long-term impacts of developments and/or movements in the modern world. Insightful and critical analysis of ways in which societies in the modern world have been shaped by both internal and external forces and challenges.  |
| **B**  | Some depth in understanding and exploration of historical concepts. Some depth of understanding and thoughtful exploration of the role of ideas, people, and events in history.  | Thoughtful application of the skills of historical inquiry to examine and evaluate sources and interpretations. Well-considered use 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 short- and long-term impacts developments and/or movements in the modern world. Well-considered analysis of ways in which societies in the modern world have been shaped by both internal and external forces and challenges.  |
| **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. Use of generally relevant evidence to support arguments, and draw some relevant conclusions. Communication of generally reasoned and coherent historical arguments, with acknowledgment of sources.  | Description, with some analysis, of short- and long-term impacts of developments and/or movements in the modern world. Description, with some analysis, of ways in which societies in the modern world have been shaped by both internal and external forces and challenges.  |
| **D**  | Some recognition of historical concepts. Recognition and basic understanding 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, and draw basic conclusions. Partial communication of a historical argument, with attempted acknowledgment of sources.  | Description of basic short- and/or long-term impacts of a development and/or movement in the modern world. Superficial description of one or more ways in which societies in the modern world have been shaped by an internal or external force or challenge.  |
| **E**  | Attempted engagement with one or more historical concepts. Awareness of one or more ideas, people, or events 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 or no acknowledgment of sources.  | Attempted description of a short- or long-term impact of a development or movement in the modern world. Attempted description of one way in which a society in the modern world has been shaped by an internal or external force.  |