

# Stage 1 Modern History

## Assessment Type 1: Historical Skills

### Learning Requirements

1. understand and explore historical concepts
2. understand and explore the role of ideas, people, and events in history
3. analyse developments and/or movements in the modern world, and their short- and long-term impacts
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.

### ASSESSMENT OBJECTIVE

- **The social, political, and economic legacy of imperialism and independence. Examples include transition to alternate forms of government; social and cultural legacy; language; social costs; foreign policies and trade.**
  - To demonstrate your ability to understand, interpret and critique primary and secondary sources
  - To show your knowledge of the Geneva Peace Accords, and political tensions between the North and South
  - To be able to analyse bias, reliability, credibility and support this analysis with evidence

### TASK

- Response to a series of questions in structured responses.
- Please take into account the written requirements for each question;
  1. According to Source 1, what conclusions can be drawn from Ho Chi Minh on why Vietnam deserves to be independent? (1 sentence)
  2. What conclusions can be drawn from Source 2, about the reasons for US involvement in Vietnam? (1-2 sentences)
  3. Considering Source 5, what are two limitations for historians using this sort of evidence? (2 sentences)
  4. To what extent do statements made in Source 3, support those in Source 6? (2 sentences)
  5. Examine Sources 4 & 6. With reference to the nature of the sources, assess the strengths and weaknesses of each source for a historian investigating Vietnamese independence. (1 paragraph)
  6. With reference to all the sources, discuss the idea that the Geneva Peace Accords had little impact on the Vietnamese independence movement. (2 paragraphs)

### ASSESSMENT CONDITIONS

This is a timed task – you will have 60 minutes + 10 minutes reading time to complete

**Source 1: Ho Chi Minh's Declaration of Vietnamese Independence, September 2<sup>nd</sup>, 1945**

"The French have fled, the Japanese have capitulated, Emperor Bao Dai has abdicated. Our people have broken the chains which for nearly a century have fettered them and have won independence for the fatherland. Our people at the same time have overthrown the monarchical regime that has reigned supreme for dozens of centuries. In its place has been established the present Democratic Republic. A people who have courageously opposed French domination for more than eighty years, a people who have fought side by side with the Allies against the Fascists during these years, such a people must be free and independent. For these reasons, we solemnly declare to the world that Vietnam has the right to be a free and independent country."

**Source 2: US Vice President Richard Nixon, speaking in December 1953**

"Let us turn now to another area of the world: Indochina. And many of you ask this question: Why is the United States spending hundreds of millions of dollars supporting the forces of the French Union in the fight against communism in Indochina? If Indochina falls, Thailand is put in an almost impossible position. The same is true of Malaya, with its rubber and tin. The same is true of Indonesia. If this whole part of south-east Asia goes under communist domination or communist influence, Japan, who trade and must trade with this area in order to exist, must inevitably be oriented towards the communist regime. That indicates to you and to all of us why it is vitally important that Indochina not go behind the Iron Curtain."

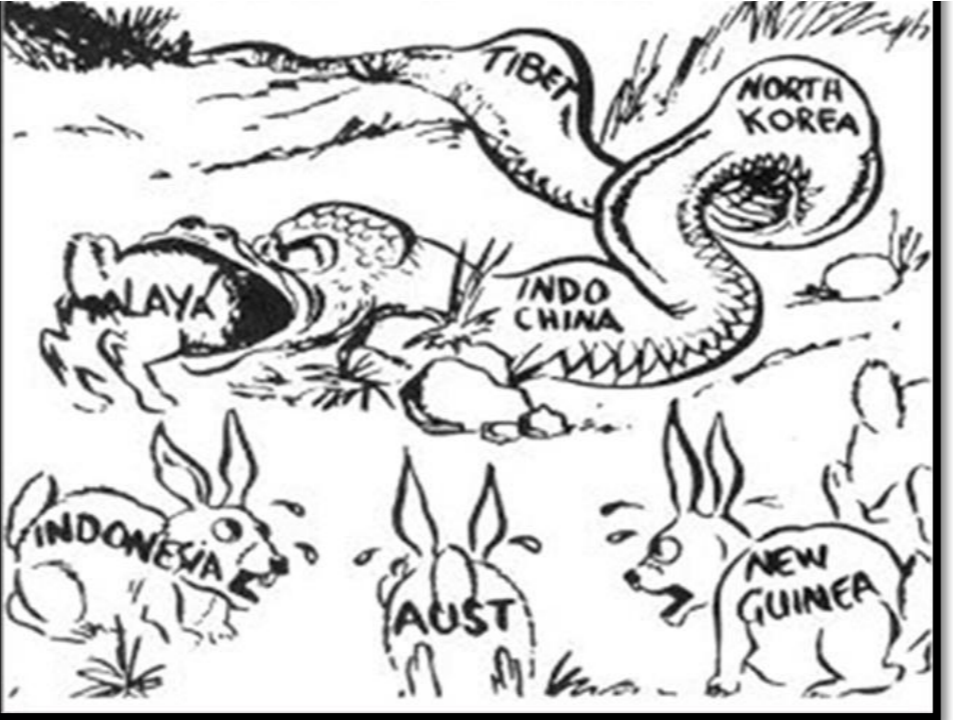
**Source 3: The Final Declaration of the Geneva Peace Conference, 1954**

"The Conference takes note of the clauses in the agreement on the cessation of hostilities in Viet-Nam to the effect that no military base at the disposition of a foreign state may be established in the regrouping zones of the two parties, the latter having the obligation to see that the zones allotted to them shall not constitute part of any military alliance and shall not be utilised for the resumption of hostilities or in the service of an aggressive policy... The Conference declares that, so far as Viet-Nam is concerned, the settlement of political problems, effected on the basis of respect for the principles of independence, unity, and territorial integrity, shall permit the Vietnamese people to enjoy the fundamental freedoms, guaranteed by democratic institutions established as a result of free general elections by secret ballot. In order to insure that sufficient progress in the restoration of peace has been made, and that all the necessary conditions obtain for free expression of the national will, general elections shall be held in July 1956, under the supervision of an international commission composed of representatives of the member states of the International Supervisory Commission referred to in the agreement on the cessation of hostilities. Consultations will be held on this subject between the competent representative authorities of the two zones from April 20th 1955 onwards."

**Source 4: 'How about sending them a flag?', 1954, American Editorial cartoon by artists Herbert L. Block**



**Source 5: An Australian cartoon from 1954, depicting fears of communist expansion**



**Source 6: Pham Van Dong and Ho Chi Minh to Bao Dai and Ngo Dinh Diem, July 19, 1955**

"Our compatriots from the south to the north, irrespective of classes, creeds and political affiliations have deeply at heart the reunification of the country, and are looking forward to the early convening of the consultative conference and to its good outcome. All the countries responsible for the guarantee of the implementation of the Geneva Agreements and in general all the peace-loving countries in the world are anxious to see that the consultative conference will be held and yield good results"

## STAGE 1 MODERN HISTORY PERFORMANCE STANDARDS

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