



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

## **Exemplar for Internal Achievement Standard History Level 2**

This exemplar supports assessment against:

**Achievement Standard 91229**

**Carry out an inquiry of an historical event or place that is of  
significance to New Zealanders**

An annotated exemplar is a sample of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade.

New Zealand Qualifications Authority

To support internal assessment

Grade: Achieved

For Achieved, the standard requires students to carry out an inquiry of an historical event or place that is of significance to New Zealanders.

This involves preparing to carry out an inquiry by identifying the topic (usually a 2-3 sentence paragraph), developing a focusing question(s), and undertaking preliminary reading to identify potentially useful sources of evidence. Students must select evidence from a variety of sources to answer their focus question(s), organise and annotate this evidence, and record the source details. Finally, the standard requires an evaluation of the inquiry.

The student has identified the topic 'The Battle of Long Tan' and provided a short contextual paragraph on the battle and its significance to New Zealand. They identified 6 specific possible sources (3 of which have been exemplified in this partial exemplar) and have given a generic indication of how each source might be useful to the inquiry. They have formulated an appropriate question for level 7 of the curriculum.

Evidence has been selected from a variety of sources. While only 4 sources have been exemplified here, 8 different sources were used. This included primary evidence (archived footage, personal accounts, and photographs) and secondary sources taken from the internet. These were adequately referenced. The evidence has been organised using subheadings and templates.

Annotations are provided for each source. Most of these annotations are a general explanation of the nature of the source, its relevance to the focus question, and how it is useful. Some evaluative annotations are also provided which provide a basic comment about the reliability of the source and begin to discuss why caution may be needed. Attempts are made to cross reference evidence between sources.

Some strengths of the inquiry are identified and discussed at a depth that reflects expectations at curriculum level 7. An issue (the difficulty in finding a book as a source) is identified, and possible solutions to this issue are offered. The student shows an awareness of how the inquiry could be improved (for example, the use of sources that give personal accounts from soldiers who experienced the battle). Some general reasons are offered for why source 6 was the most useful source, with a description of how the reliability issue of source 6 has been countered.

For Merit, the standard requires detailed annotations and a coherent evaluation of the inquiry. This would involve further specificity when making annotations. This might include providing examples of the specific ideas that have been corroborated and more clearly referring to the sources in which this corroboration occurred. Or, expanding further on what motives the person taking the footage of the Battle of Long Tan may have had for being selective in what they chose to capture, and how this was evident in the footage.

# The Vietnam War

## EVENT/TOPIC: The Battle of Long Tan

**Focus Question 1:** What was it like to be in the battle of Long Tan?

**Research Proposal: What is your chosen topic (brief summary) and why it is of significance to New Zealanders?** The Battle of Long Tan is part of the Vietnam war and one of the battles in Vietnam that New Zealanders were a part of. This was a surprise attack on Australians and New Zealanders as they were scouting to find the Viet Cong that attack their base the night before. This is significant to New Zealand as New Zealanders were part of the battle of Long Tan.

Evidence that I expect to use	HOW THIS MIGHT BE USEFUL TO MY INVESTIGATION
Battle of Long Tan Documentary - Vietnam War - Narrated by Sam Worthington  <a href="https://youtu.be/8gUSq7pxux4">https://youtu.be/8gUSq7pxux4</a>	This Documentary is a good source for showing what happened in Long Tan and is an award winning and critically acclaimed documentary which could help me answer my focus question about what was it like.
Long Tan   VietnamWar.govt.nz, New Zealand and the Vietnam War  <a href="https://vietnamwar.govt.nz/memory/long-tan">https://vietnamwar.govt.nz/memory/long-tan</a>	This is a good overview of what happen during Long Tan. This could be useful for my focus questions as it has some important details of what happened during the battle. It mostly talks about what happened.
Little Pattie Col Joye Vietnam 18 Aug 1966 - The Battle of Long Tan  <a href="https://battleoflongtan.com/little-pattie-col-joye-vietnam-18-aug-1966/?msckid=a455289cb45711ecaefba542">https://battleoflongtan.com/little-pattie-col-joye-vietnam-18-aug-1966/?msckid=a455289cb45711ecaefba542</a>	This is some real life footage before long tan it could be useful for showing where and what it was like and it could show stuff that words cannot.
[6 specific possible sources were identified. With a general comment about how they could be useful.]	

## What was it like to be in the battle of Long Tan?

### FQ1 Source 1

# Long Tan

<https://vietnamwar.govt.nz/memory/long-tan>



Ceremony at Long Tan Memorial

On 18 August 1966, D Company of 6RAR set out on a sweep through an area from which VC forces had bombarded the 1ATF base at Nui Dat two days before. In the Long Tan rubber plantation five kilometres east of Nui Dat they encountered a combined NVA and VC force estimated at 1500-2000 strong.

During the ensuing battle D Company managed to hold off repeated attacks with artillery support from 161 Battery and the other three batteries at Nui Dat (two Australian, one United States). Amongst the troops pinned down in the rubber plantation, a New Zealand artillery FO party – Captain Maurice Stanley, Lance-Bombardier Murray Broomhall and Signaller Willie Walker – worked efficiently to bring down devastating artillery fire on the enemy forces. Their task was made more difficult by the extraordinary storm that began early in the engagement.

From their position at Nui Dat, the guns of 161 Battery fired more than 180 shells in two and half hours. All of the Battery's manpower – including clerks and drivers – were called into action to keep the guns supplied with ammunition. With the help of this continuous artillery support, D Company repelled repeated enemy assaults until an armoured relief force arrived. The accuracy of the artillery fire provided by the New Zealand, Australian and American batteries was revealed next day, with some 245 enemy bodies discovered on or near the battlefield.

For their part in the Battle of Long Tan, Captain Stanley was made an MBE and Signaller Corporal Willie Walker was Mentioned in Dispatches.

## FQ1 Source 1 Annotation

Source/Evidence reference:	Long Tan <a href="https://vietnamwar.govt.nz/memory/long-tan">https://vietnamwar.govt.nz/memory/long-tan</a> , accessed 11/4/2024
Type of Source:	Secondary  Website
<b>Relevance</b>  <i>Explain links between the evidence and the FQ(s) e.g. weigh the importance of the evidence to the FQ(s)</i>	The information from this source is good for an overview, but it doesn't give you much detailed information on the battle of Long Tan. But it helps by getting the main information on the battle of Long Tan. It tells us the number of people they fought to survive and it talks about the 161 battery and the other 3 batteries. This source is good at setting the scene in the most simple way possible, but the source would be more useful if it had slightly more information that could be used to answer the question in more detail.
<b>Reliability</b>  <i>Explain how trustworthy the evidence/source is/is not i.e. reliable or unreliable; include comments on cross-referencing</i>	This source is pretty reliable. First thing is that the source is a government website which means that it is more likely to be true than some of the other sources that do not come from a government website. Secondly, it has information that cross-referenced with some of the other sources that I have gathered. Because almost all the source I have, have this information which is good for making this source reliable.

## FQ1 Source 2

*A very close thing indeed*

<https://www.awm.gov.au/wartime/55/long-tan>

Author

**Ashley Ekins**

The battle of Long Tan was Australia's most costly battle in Vietnam.

Australian soldiers fought in scores of fierce actions during the war in Vietnam. Few were as intense or dramatic as the action in the Long Tan rubber plantation on 18 August 1966. An isolated infantry company of 108 men, cut off and outnumbered by at least ten to one, withstood massed Viet Cong attacks for three hours. They suffered the heaviest Australian casualties in a single engagement in Vietnam, but prevailed against the odds. Their valiant stand became a defining action of the war.

In the early hours of 17 August, the 1st Australian Task Force base at Nui Dat was shaken without warning by enemy mortar and recoilless rifle fire. The bombardment lasted just 22 minutes but it left 24 soldiers wounded and raised fears that it could be a prelude to a full-scale enemy attack on the base, established in the heart of Phuoc Tuy province just two months earlier.



AUSTRALIAN WAR MEMORIAL

ART40758

### Accession Number: ART40758

[...] Official war artist Bruce Fletcher compressed some aspects in time and embellished others: the ammunition re-supply was free-dropped from helicopters, not delivered by slung load; and the armoured personnel carriers did not use their headlights in the initial assault. Long Tan action, Vietnam, 18 August 1966, oil on canvas, 152 x 175 cm, 1970 No attack followed. At dawn, rifle companies of 6th Battalion, the Royal Australian Regiment (6RAR) were sent out to search for the enemy. Soldiers of B Company located the mortar base plate positions and followed several enemy tracks, but they encountered no Viet Cong. The search continued, although the threat now seemed to have passed. Companies harboured overnight in their search areas and the next day B Company sent 48 men, who were due for leave, back to the base where a visiting Australian concert party with Col Joye and Little Pattie was due to perform.

D Company was next ordered out to search and left the base at 11 am on 18 August. Company commander Major Harry Smith recalled that he and his men were "not real happy at missing the concert as they pushed through tall grass to the sound of the music from the base (as reported in Wartime Issue 35). The enemy, estimated to be a heavy weapons platoon of the local D445 Battalion, numbering some 30 to 40 men, was by now "thought long gone". D Company relieved B Company at about 1pm at the edge of the Long Tan rubber plantation, 2,500 metres east of Nui Dat. After inspecting the area and a quick meal of combat rations, D Company entered the rubber plantation at about 3 pm to search eastwards. "We did not expect action," Smith recalled, "but nevertheless, we set off in two-up formation, widely dispersed, alert, watching for the enemy."

What Smith and his soldiers did not know was that the task force headquarters signals intelligence unit, 547 Signal Troop, had been monitoring the transmissions of a radio set belonging to the Viet Cong 275 Regiment. This highly classified signals intelligence was restricted to operations and intelligence officers and the task force commander. For the past two weeks, tracking by radio direction-finding had indicated that the radio—and with it presumably the enemy main force formation—was approaching Nui Dat from the east, advancing a kilometre every day. The transmissions had apparently ceased on 14 August, when the radio was near the Nui Dat 2 hill feature, 5,000 metres east of the task force base. Earlier patrols sent out to investigate had found no signs of the enemy in the region. Now D Company was patrolling towards the same area.

At around 3.40 pm rifle platoons had their first fleeting contacts with scattered groups of enemy. The enemy uniforms, equipment and weapons, including AK47 assault rifles, should have warned the Australians they were enemy main force soldiers, not local guerrillas, but at first "the penny didn't drop", Smith said.

Contacts increased rapidly and it was soon obvious that the Australians were facing a large enemy main force regiment. The Australians were used to short, sharp enemy actions in which local guerrillas quickly struck, then slipped away. But the enemy were standing and fighting, not avoiding contact, and they were



the collection of the wounded, encouraged soldiers and even joked with them on occasion. At one stage, when the enemy attempted to set up a heavy machine-gun post only 50 metres from the company perimeter, Kirby moved out and personally silenced the weapon by killing the crew. The enemy continued to press their attack and soldiers began to wonder if the promised relief force would arrive in time. For over two hours they had been fighting a ferocious battle against overwhelming odds and they were now virtually surrounded by a determined and well-equipped combined Viet Cong and North Vietnamese Army force estimated at over 2,000 men. At 6.20 pm, as daylight was fading, D Company radioed to the base: "Enemy could be reorganising to attack. Two platoons are about 75 per cent effective. One platoon has been almost completely destroyed. [We] are reorganising for all-round defence."

Annihilation seemed imminent. Then, just before 7 pm, as the enemy were apparently forming up for a final assault, the relief company of infantry, mounted in armoured personnel carriers, broke through the enemy lines and drove them off.

The battle ended and the monsoonal storm abated, as suddenly as both began. "All firing ceased as though the tap was turned off," Major Smith recalled. Under cover of darkness, the Australian units withdrew and regrouped while the dead and wounded were evacuated by helicopters. Soldiers spent a restless night as artillery and air strikes continued to pound the battle site and likely enemy withdrawal routes.

The next morning, a combined force of infantry and armoured personnel carriers went back into the battlefield to conduct a thorough clearance. For the men of D Company this was a harrowing experience. The rubber plantation was a scene of utter devastation and carnage. The bodies of the soldiers of 11 Platoon were found lying in their firing positions, still facing towards the enemy and eerily washed clean by overnight rain. Amid the sombre scene, soldiers were elated to find two of their mates earlier reported missing in action. The two men had been wounded but survived on the battlefield overnight. Soldiers also found three enemy wounded who were treated and evacuated.

[...]

### FQ1 Source 2 Annotation

<p>Source/Evidence reference:</p>	<p><b>A very close thing indeed</b>  <a href="https://www.awm.gov.au/wartime/55/long-tan">https://www.awm.gov.au/wartime/55/long-tan</a>, accessed on 30/3/2024</p>
<p>Type of Source:</p>	<p>Secondary  Website</p>
<p><b>Relevance</b>  <i>Explain links between the evidence and the FQ(s) e.g. weigh the importance of the evidence to the FQ(s)</i></p>	<p>This source is another source that gives a detailed look into the events that happened during the battle of Long Tan. This helps answer the focus question as it gives information that helps us understand what happened during the battle. This source also gives us even more of a look at the people who were caught in the battle and what it looked like at the time. These reasons make this source relevant to the question and make this source very valuable to my research into the battle of Long Tan. The detail of the source makes it more useful than my first source which was rather general. In saying this, the information in both sources does support each other.</p>
<p><b>Reliability</b>  <i>Explain how trustworthy the evidence/source is/is not i.e. reliable or unreliable; include comments on cross-referencing</i></p>	<p>This source is reliable as it is another one of the government sources. This means that the source is backed by the government which is a sign that the information that is shown in this source is likely to be true. Also, the information that is shown can be backed up by other sources to strengthen the reliability of the source. All the photos come from an Australian war memorial which strengthens the reliability of the photos shown in the source.</p>



## FQ1 Source 3



## FQ1 Source 3 Annotation

Source/Evidence reference:	Little Pattie and Col Joye Concert at Nui Dat Vietnam War - 18 Aug 1966 <a href="https://youtu.be/qAEQCEQb804">https://youtu.be/qAEQCEQb804</a> , accessed on 30/3/2024
Type of Source:	Primary  Video
<b>Relevance and reliability</b>	<p>Because this is real footage of the base, this gives us more details than text could ever give. This gives us a look into the lives of the soldiers before the Battle and gives us a look at what they were missing out on while out searching for the Viet Cong. This gives us more about what the soldiers were doing while they were out fighting for their lives/searching for the Viet Cong and therefore is helpful to my focus question.</p> <p>Photos from the time are great, but nothing can beat a video from the time as it gives you more context than a photo or even text could. I do need to be cautious though as I do not know why someone took this footage, what their motive was and whether they therefore only chose to show certain aspects of the event.</p>

Exemplar for Internal Achievement Standard 91229 History Level 2

Evaluation

<p><b>STRENGTHS/ SUCCESSES of my inquiry process</b></p> <p><i>Describe and give reasons</i></p>	<p>During my time doing this research project, my strengths/successes were the following. I found government sources that were good for the research project as they made the reliability of the sources easy as government sources are more reliable than others and the information is mostly not going to be faked. Now that the government has addressed some of the lingering issues associated with the war, such as compensation for Agent Orange, the Apology and the Memorandum of understanding, it is unlikely they have reason to lie about what happened in Vietnam and therefore are likely to accurately tell the events. I also had a range of sources such as photographs, YouTube, websites and newspaper articles. Most of the sources contained, or were, primary evidence. This made my answer to the question more trustworthy as I had firsthand information on the battle.</p>
<p><b>WEAKNESSES/ DIFFICULTIES of my inquiry process</b></p>	<p>The weaknesses/difficulties that came to light during my time on this research project was that during the end of finding my sources I could not find any more good sources that I could use for my focus questions. This meant that I spent more time finding sources than I wanted to. Because of the time, it took to find good sources I spent less time doing my annotation of the sources. A difficulty that I had was trying to find a book for one of my sources. As this battle is very small compared to the whole of the Vietnam war, there are not many books talking about it. I looked through the XXXXX school and XXX town library online to try and find a book that would answer my focus question. Next time I think I should do a greater depth of preliminary reading to make sure I have access to quality sources and more detail to allow for better coverage of my question.</p>
<p><b>COMPARE THE USEFULNESS OF SOURCES</b></p> <p><i>Describe and give reasons</i></p>	<p>Most of the sources that I did gather were useful, but towards the end of the research, found the sources were becoming less useful. One of the best sources I had for usefulness was source 6 (<a href="https://battleoflongtan.com/timeline/">https://battleoflongtan.com/timeline/</a>). This source was a big timeline of the whole battle. It was the biggest source I had for my research. It might not have been the most reliable out of the other sources as most of my other sources were government websites. But it was still pretty reliable and its depth of information and the details it provided of the battle was what made it the most useful to me.</p>
<p><b>RELIABILITY of SOURCES/EVIDENCE</b></p>	<p>Almost all of the sources I had were government websites so their reliability was quite high. But there were a few that were not as reliable as the others I had. The way I did my reliability is I found where the source came from and what other information is on the site if it was a site. That's why I have a lot of government websites. Also, I would cross-reference the sources I had with the government websites as I already knew that they were reliable.</p>
<p><b>ISSUES THAT AFFECTED THE INQUIRY PROCESS</b></p> <p><i>Describe and give reasons</i> <i>e.g. decisions you would change, did you have to alter questions, where else could you have looked for sources, how would this additional information have been useful</i></p>	<p>I found that there would be no perfect source that would answer the question, which means that I had to read between the lines. Things I would change would be that I should have gotten more accounts from soldiers in the war because even though their memory may not be so good because of the traumatic experiences I think their voice is crucial and would make a difference to my research project. Also, time management could have been better as I was rushed to get this done on time, so the annotations were rushed. But this is because the finding of the sources took longer than expected.</p>

Grade: Merit

For Merit, the standard requires students to carry out, in-depth, an inquiry of an historical event or place that is of significance to New Zealanders.

In addition to the Achieved requirements, this involves making detailed annotations and providing a coherent evaluation of the inquiry.

The student has identified the topic 'Chinese miners' and provided a short contextual paragraph on the focus of the topic (the discrimination of Chinese miners in New Zealand). They have identified 5 specific possible sources and given a generic indication of how each source might be useful to the inquiry. Slightly more specificity in these comments could have been beneficial. They have formulated an appropriate question for level 7 of the curriculum.

Evidence has been selected from a variety of sources. While only 4 sources have been exemplified here, 8 were used. There was strong use of primary evidence (cartoon, newspaper articles from the time, and photographs) and secondary evidence (reputable websites and an academic article). The nature of the sources reflects the quality of source evidence that students should be engaging with at curriculum level 7. Full source details were provided. The evidence has been effectively organised.

Detailed annotations are provided for each source. The annotations in the right-hand column of the templates tend to provide a detailed explanation of the content of the source and its relevance to the focus question. At the bottom of each template are evaluative annotations that consider the usefulness, reliability, perspective, and bias of a source, as well as the need for caution and whether any limitations of the source can be mitigated.

A coherent evaluation is provided that clearly develops the ideas and provides specific examples. The strengths and weaknesses are evaluated in terms of the impact they had on the inquiry. When discussing the most and least useful sources, comments are valid and specific. The student discusses a reliability issue present in the inquiry (the strong bias found in many of the sources), but considers how this would naturally arise from the nature of the question and also what conclusions can be drawn from this about how representative this bias is.

For Excellence, both the annotations and evaluation need to be perceptive.

A perceptive annotation may acknowledge that very few political sources are neutral, and therefore the student could identify and discuss some of the potential reasons why caution might be required when engaged with the Crown Apology as a source.

A perceptive evaluation might, for example, note the benefits of having sources written years after the event. These benefits include a greater degree of transparency, depth, and accessibility to evidence that often emerges over time, especially in contexts where a group of people have been marginalised or the government has been slow to acknowledge their own role in the grievances.

**TOPIC:** Chinese Miners**EXPLAIN why you chose this topic/why it is worthy of study:**

I have chosen to study this topic because I believe it to be a significant part of New Zealand history and would like to find out more about it. It was a time of major discrimination and yet there is little awareness around the extent to which racist attitudes against Chinese Miners existed during the late 19<sup>th</sup> century.


**IDENTIFYING POSSIBLE SOURCES**

Name of source	Type of information that appears to be useful in the source
"The Yellow Peril" published in the "New Zealand Truth" on the 16th of February 1907.	I would want to use this source because it has information that would be useful relating to how the miners faced discrimination. This is a primary source. It shows racial stereotypes that existed against the Chinese.
<a href="https://nzhistory.govt.nz/anti-Chinese-hysteria-dunedin">https://nzhistory.govt.nz/anti-Chinese-hysteria-dunedin</a>	This site contains key information about why the miners came to Otago and also ways they were discriminated against.
<a href="https://www.beehive.govt.nz/speech/address-Chinese-new-year-celebrations">https://www.beehive.govt.nz/speech/address-Chinese-new-year-celebrations</a>	This source is the apology to the Chinese miners by Helen Clark. She describes some of the ways they were discriminated.
Dr James Beattie - an article about the environmental impact of the <a href="#">miners</a> ,	This pdf contains information that will be useful when answering my focus question as it is basically as walkthrough of the story of the Chinese miners.
Clutha Leader, Rōrahi XI, Putanga 556, 13 Poutūterangi 1885, Page 5	Shows the way in which European-New Zealanders wrote about the Chinese miners.

**FOCUSSING QUESTION**

To what extent were the Chinese Miners discriminated against?

1. Source details: "The Yellow Peril" published in the "New Zealand Truth" on the 16th of February 1907.

Evidence - Extracts of text/images/notes etc.	Annotations
 <p style="text-align: center;"><b>THE YELLOW PERIL.</b></p>	<p>In this source we can see some of the discriminatory attitude shown towards the Chinese. In this image we can see that the Chinese man is perceived as a sort of monster that is here to snatch away New Zealand's women. More specifically in the image we can see that the 'monster' has its tentacles wrapped around a Māori woman and is trying to take her from her homelands. There is racist connotation that can be found in the title as the image is titled "The Yellow Peril", the 'yellow' in the title is made as reference to the skin colour of the Chinese miners which is discriminatory. Also on the creature we can see that its tentacles have traits which the miners were believed by New Zealanders to carry. Things such as 'opium traffic', 'greed' and 'evil habits' can be seen on the tentacles of the creature. These are all negative stereotypes that the Chinese would have had to deal with whilst living in Otago.</p>

**Overall comment on source:**

This source overall is helpful and useful when it comes to answering my focusing question relating to the how the Chinese miners faced discrimination not only in revealing the discriminatory attitudes, but for this to be published in a newspaper suggests the discrimination was generally widespread and supported. I had to be careful and use caution when using this source as it is likely to contain some bias because it is written from a New Zealanders perspective who was not happy with Chinese coming over. However, this racism was a common theme across my primary sources, and therefore it is likely to be true.

**2. Source details:** This source is from an article called "Anti-Chinese hysteria in Dunedin". <https://nzhistory.govt.nz/anti-Chinese-hysteria-dunedin>

Evidence - Extracts of text/images/notes etc.	Annotations
<p>A meeting in Dunedin presided over by the mayor unanimously called for a ban on further Chinese immigrants.</p>	<p>This first sentence again helps to show ways that the Chinese miners faced discrimination and helps to answer my second focus question. as it talk about how a meeting in Dunedin were the mayor called for</p>

New Zealand in the 19th century strived to be a 'Britain of the South Seas' and Pākehā saw non-white immigrants as undesirable. The discovery of gold in California, Canada, Australia and later New Zealand attracted many Chinese men wanting to make their fortunes before returning home. In the 1860s the Dunedin Chamber of Commerce sought to replace European miners who had left Otago for the new West Coast fields. Chinese were seen as hard-working and law-abiding, and they were also willing to rework abandoned claims. The first 12 men arrived from Victoria in 1866; 2000 more had followed by late 1869. Chinese women seldom migrated to New Zealand. In 1881 there were only nine women to 4995 men, raising fears that white women were at risk from Chinese men. As work on the goldfields became harder to find, anti-Chinese prejudice resurfaced. Some spoke of a conspiracy to overrun the colony with 'Coolies' who were 'ignorant, slavish, and treacherous'. Canada and Australia had imposed entry taxes on Chinese immigrants and New Zealand followed suit via the Chinese Immigrants Act of 1881. A poll tax of £10 (equivalent to nearly \$1800 today) was introduced, and ships arriving in New Zealand were restricted to one Chinese passenger per 10 tons of cargo. In 1896 this ratio was reduced to one passenger per 200 tons of cargo, and the poll tax was raised to £100 (\$20,000). In the late 19th and early 20th centuries organisations such as the Anti-Chinese Association, the Anti-Chinese League, the Anti-Asiatic League and the White New Zealand League emerged to oppose Chinese immigration. From 1907 all arriving Chinese were required to sit an English reading test, and from 1908 Chinese who wished to leave the country temporarily needed re-entry permits, which were thumb-printed. Permanent residency was denied from 1926 and Chinese did not become eligible for the old-age pension until 1936. Although other changes made the poll tax largely irrelevant from the 1920s, the legislation enabling it was not repealed until 1944.

a ban on Chinese immigrants.

This yellow section here tells us more information that would be helpful in answering focus question 2 as it talks about how there were fears that white women were in danger being around Chinese men.

Here is more information regarding question 2 as it tells us that as the work on the gold fields became hard to find Chinese prejudice resurfaced.

The poll tax was one of the most notorious forms of discrimination imposed on the Chinese from the Europeans. This tax was a payment the Chinese had to make to come to New Zealand. There was also a limit as it would be one Chinese man to a certain number of tonnes of cargo. This again helps to answer the second focusing question.

This information here tells us about some forms of discrimination the Chinese faced but it also tells us how they were rectified and therefore this also shows some significance.

**Overall comment on source:**

Overall I believe this source to be useful as it has high reliability. It is on the nzhistory site which is run by the Ministry of Culture and heritage and is contributed to by experts and historians. I do have to have some caution as it might be careful not to portray the government in too bad a light, but I don't believe this has occurred as it has included reference to the racist Acts introduced and the impact of them.

**3. Source details:** Clutha Leader, Rōrahi XI, Putanga 556, 13 Poutūterangi 1885, Page 5

<b>Evidence</b> - Extracts of text/images/notes etc.	<b>Annotations</b>
<p>The Lake County Press thus tells the state of affairs at the Chinese Camp, Arrowtown :—For the past week, Arrowtown has been the centre of attraction for about 200 Chinese, who have made night hideous with their exploding crackers, and their disgusting presence felt in more ways than one. On Sunday night last, even Europeans, and we believe females at that, were to be seen playing “fantan,” while every night for a week, the Chinese stores have been scenes of indescribable vice, and repulsive practices. The opium pipe, too we hear, was passed between more than Chinese lips, while drink, we know, has been freely dispensed even to little boys. Several people were seen under the influence of brandy, and altogether the Chinese Camp has been a sink of iniquity for days and nights past. It seems strange that Europeans should so far forget themselves as to mingle freely with these almond-eyed, leperousy-tainted, filthy Chinamen ; but there the fact is, disgusting and lamentable as it may appear.</p>	<p>In this source we can find even more evidence of discrimination against the Chinese miners in Otago. In the extract the miners presence is described as 'disgusting'. The fact that the Chinese were also celebrating with fireworks as well as playing 'fantail' with the European women also displeases the author of the extract. About halfway through the extract we can also see some stereotypes of the Chinese. As the author states that 'the opium pipe was passed between more than Chinese lips'. Opium usage and distribution was a common stereotype that the Chinese had to put up with due to opium being a very large export from China. The author then goes on to talk about how it is weird for Europeans to forget themselves and that they should stop mingling with these "Almond-eyed, leprosy-tainted, filthy Chinamen". In that quoted sentence the author mentions the Chinese being almond-eyed which is a stab at their facial appearance.</p>

**Overall comment on source:**

In conclusion this source was very useful when it came to showing the forms of discrimination the Chinese faced. This source was good as it was a primary source. When using this source I had to take into account that it was written by a European New Zealander, is their perspective, and therefore contained a lot of biases towards the Chinese. I believe this along with my other two image sources are the most reliable for answering my focus question. It would be interesting to know how widely these attitudes are held but when used with my other sources, it seems reasonable to conclude this was not a unique perspective among New Zealanders at the time.

**4. Source details:** This is an extract of an apology issued to the Chinese miners and their ancestors by New Zealand Prime Minister at the time Helen Clark. This was published on the 12th of February 2002.

Evidence - Extracts of text/images/notes etc.	Annotations
<p>There was of course a time when New Zealand was fearful of cultural diversity and distinctly unwelcoming to migrants of Chinese descent in particular. That was so despite Chinese people being among the earliest migrants to New Zealand. Chinese came to the goldfields in the 1860s, around the same time as my great, great grandparents did. The open air museum at Arrowtown today tells us something of the lives they lived and the hardships they endured.</p> <p>In the late nineteenth century, the New Zealand Parliament passed discriminatory laws against Chinese seeking to enter New Zealand. The Chinese Immigrants Act of 1881 imposed a poll tax of ten pounds per Chinese person and restricted the numbers able to enter the country to one person per ten tonnes of ship cargo. In 1896 the tax was lifted to one hundred pounds per person and there were further restrictions on the numbers of Chinese able to enter New Zealand.</p> <p>No other ethnic group was subjected to such restrictions or to a poll tax. Other legislative initiatives also singled out the Chinese.</p> <p>·In 1908, Chinese people had to put a thumbprint on their Certificates of Registration before leaving the country – no other ethnic group had to leave thumbprints.</p> <p>·Chinese people were deprived of their right to naturalisation in 1908 and this was not rescinded until 1951. No other ethnic group was deprived of this right.</p> <p>·A reading test in English was introduced – other immigrants had only a writing test in their own language.</p> <p>·Even in 1935 when entry permits were introduced after a suspension of 15 years for reunification of family and partners of Chinese people, they were severely restricted.</p> <p>There were those who spoke against the passing of the poll tax legislation. They included journalists, members of the House of Representatives, and members of the Legislative Council. Quotes from</p>	<p>This is another example of discrimination that helps me answer question 2 as it talks about how New Zealanders were fearful of Chinese culture.</p> <p>In this section we continue to see a lot of useful information about the many forms and the extent of discrimination faced by the Chinese miners. Helen Clark mentions discriminatory acts that were introduced in the late nineteenth century such as the poll tax, and no other ethnic groups received the same treatment. She also talks about how in 1908 it was made that all Chinese would have to leave a thumbprint on a certificate of registration before leaving the country, again no other groups were subjected to this.</p> <p>Also in 1908 Chinese people were also deprived of the right to naturalisation and this was not abolished until 1951. Possibly one of the most notable forms of discrimination faced by the Chinese was the fact that they had to take an English reading test whereas other groups only had to do a writing test and in their own native language.</p> <p>In this sentence we are told that entry permits were introduced for visits to reunify with family and partners of the Chinese people; however, these permits</p>



these people are on the displays here tonight. Chinese people organised petitions against the poll tax, and one backed by the great majority of Chinese residents was sent to the King via the Governor-General.

Many Chinese suffered the indignity of the poll tax and the other restrictions. Arrivals in the port of Wellington between 1888 to 1930 numbered around 2100 people. In total, the estimated number who paid the poll tax between 1882 and 1930 was 4,500. The tax was not abolished until 1944. At that time, the Minister of Finance, Walter Nash referred to the "removing of the blot on our legislation" and affirmed that the government would not in future countenance any discrimination against Chinese people in New Zealand.

were heavily restricted.

In this final paragraph we are told that discriminatory acts such as the poll tax were paid by around 4,500 people and that it wasn't abolished until 1944.

All of the examples above are useful in providing information to answer my focus question.

**Overall comment on source:**

Overall I would say that this source was very useful as it contained information on the way Chinese were discriminated which is being openly acknowledged by the Government in the 21<sup>st</sup> century. I believe this source to be reliable as a government apology is highly significant and a team of researchers and writers would have contributed to the Prime Ministers address, with accuracy being of key concern. It comes from the perspective of the NZ government, is made on behalf of the Crown, and aims to address the wrongs that occurred in the 19<sup>th</sup> century.

[The student provided 8 sources. These were similar in nature, quality and engagement as the ones provided in this partial exemplar]

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## Evaluation

Throughout the process of my research I had a few difficulties and some successes. Throughout my research process I struggled with finding a good amount of primary sources to use as evidence. As a result I ended up with more secondary sources than primary as 3 out of my 8 total sources were secondary. I would say that this had a negative impact on my research as I was not able to gather that much reliable information on the topics from the time and had to rely more on evidence that had been written or depicted years after that actual events had taken place. Even though there were some difficulties throughout the research process there were also some success that came with my research. I managed to find three good primary sources that helped me answer my focusing question relating to the extent the Chinese miners faced discrimination. These strongly corroborated with each other

helping to paint a picture of the prejudice that Chinese miners faced. Overall this improved the quality and validity of my answer to the focus question.

I think my most useful source that I used for this research was my source titled “Yellow Peril”, this was a useful source because it contained a lot of information on how the Chinese miners were depicted in the minds of New Zealanders. This source helped show how the Chinese were being portrayed and the several reasons why New Zealanders formed negative opinions on them. Including their perceived drug habits, lawlessness and threat to women.

I think another source that was useful to my research was the source <https://nzhistory.govt.nz/anti-Chinese-hysteria-dunedin>. This was a good source because it contained a lot of useful information in more detail and was collated by Historians that would have thoroughly researched the topic and chosen the information. They supported their points with statistics and specific historical evidence.

However whilst some of my sources were very helpful and useful there was my source that was an article written by Dr James Battie. The reason why I found this source not as useful as my other sources is because I found it hard to follow and the academic language made it difficult for me to comprehend. In comparison many of the visual sources I could easily interpret.

Overall there were a few things that I had to consider when I was choosing and evaluating my sources. One of these things was taking into account if there was bias or not when looking at the source. For example when I was using both of my main image sources they were both written from the point of view of a non-Chinese person. This obviously had resulted in bias as it would have been the racist and stereotypical representation of the Chinese miners. Therefore this made this source useful in answering my focus question but also slightly difficult to trust as it was written from a biased perspective on the issue. I also had to be careful that this bias was representative of the “majority” and therefore that I could draw some clear conclusions about how Chinese people were discriminated. I did this by looking to see if the same general ideas were captured across my sources including those written long after the event. I also believe that some sources did not have these issues. For example my source which is Helen Clarks apology to the Chinese miners. I believe that this source was trustworthy and reliable and didn’t cause bias as she wasn’t reporting on the event but merely addressing it.

If I was to do this research process again some sources I would like to include things such as more primary sources such as book extracts and newspaper articles from the time. I would like to include these sources because I think it would give me more insight as to what was happening at the time of the event and from multiple perspectives. I would also spend more time looking for something like videos in a documentary format that good help explain to what happened from the perspective of the Chinese miners family told through the form of potential ancestors.

Grade: Excellence

For Excellence, the standard requires students to comprehensively carry out an inquiry of an historical event or place that is of significance to New Zealanders.

In addition to the Achieved and Merit requirements, this involves making perceptive annotations and providing a perceptive evaluation of the inquiry.

The student has identified the topic 'NZ Medics in the Vietnam War' and provided a concise precis-paragraph further explaining the topic. They identified 6 specific possible sources (3 of which are included in this partial exemplar) and have given a specific indication of how each source might be useful to the inquiry. Two appropriate focus questions have been developed. The full inquiry proposal demonstrates meaningful preliminary reading has occurred, and helps to satisfy the overall Excellence requirement for a 'comprehensive' inquiry.

Evidence has been selected from a variety of sources. While only 4 sources have been exemplified here, 8 were used. There was a good balance between the use of both primary and secondary evidence. The nature of the sources reflects the quality of source evidence that students should be engaging with at curriculum level 7. Full source details were provided.

Each source contains an annotation that is both explanatory and evaluative. The first portion of the annotation explains, in detail, the main ideas of the source and its relevance to the focus questions. At times, perceptive comments are made about the 'insights' gained from the evidence, such as how the tone of voice or use of words reveals the challenges and personal turmoil the medics faced. The 'reliability' portion of the annotations is evaluative and at times perceptive. For example, the assessment of reliability of Source 1 and 4. The length of the annotations well exceeds the volume of evidence expected for Excellence.

A perceptive evaluation is provided that clearly shows the student approaching the inquiry with an awareness of how a historian would do so. The student discusses the process of selecting sources that were most reliable, capturing a range of perspectives and experiences in the selected sources, and the way the sources worked together to ensure 'sufficient' coverage of the questions. The comments made in the evaluation about reliability also show a deep understanding (at curriculum level 7) of the types of aspects a historian may consider when assessing the validity of a source (corroboration, intent, authorship, primacy).

**EVENT/TOPIC:** NZ Medics in the Vietnam War

**Focus Question 1:** What involvement did NZ Medics have in Vietnam, and what challenges did they face while there?

**Focus Question 2:** What was the significance of NZ medic involvement?

**Research Proposal: What is your chosen topic (brief summary) and why it is of significance to New Zealanders?** My chosen topic is the Medics that were sent by New Zealand to serve in the Vietnam War, assisting America and its allies, treating civilian casualties of war, and training Vietnam nursing staff. This topic is of significance to New Zealanders, because they were members of our population who went and served overseas, yet still in a highly controversial war. This aspect of the significance intrigued me to choose it as my research topic and therefore look into it further, by wondering truly how much of an impact the New Zealand Medical team had on the war and people involved in it as a whole.

Evidence that I expect to use	How this might be useful to my investigation
<p>Surgical and medical support - (VietnamWar.govt.nz)</p> <p><a href="https://vietnamwar.govt.nz/nz-vietnam-war/surgical-and-medical-support">https://vietnamwar.govt.nz/nz-vietnam-war/surgical-and-medical-support</a></p>	<p>This is a website that is reliable, as it is a government website (.govt.nz). This source looks at the different aspects of New Zealand Medics time in Vietnam. The Civilian surgical team, who focused on treating civilian casualties and accidents, and helped train Vietnam Medics. And the Services medical team, which were supported by military (NZSMT, 1<sup>st</sup> New Zealand Services Medical Team. Made up of army navy, and air force personnel, with all of them serving as medical officers or medics.)</p>
<p><b>I was there!</b></p> <p>Dramatic first-hand accounts from New Zealand's history. Edited by Bob Brockie.</p>	<p>This is a primary source, as it is a first-hand account of the topic in written form. It is from the perspective of a Doctor at Qui Nhon hospital in Vietnam. He talks about his actions, and what exactly he did there, how he volunteered. How he was treated as a New Zealand Doctor, and military involvement.</p>
<p><b>New Zealand Medical Staff -</b> (Vietnam.govt.nz)</p> <p><a href="https://vietnamwar.govt.nz/video/new-zealand-medical-staff-qui-nhon-film">https://vietnamwar.govt.nz/video/new-zealand-medical-staff-qui-nhon-film</a></p>	<p>A primary source, because it's a video from the time that NZ medics were in Vietnam. It shows the extent of the injuries they treated, and the how badly the citizens of Vietnam were being impacted by the war, and how New Zealand was helping.</p>
<p>3 further specific possible sources were identified with details on how they may be useful.</p>	

## Source 1: Website, Secondary

Surgical and medical support - (VietnamWar.govt.nz)

<https://vietnamwar.govt.nz/nz-vietnam-war/surgical-and-medical-support>

Date published: 2010

Access Date: 6<sup>th</sup> April 2022

Author: Ian McGibbon

### Surgical and medical support

Initial assistance to Vietnam was a civilian surgical team based at the Binh Dinh Provincial Hospital, Qui Nhon. Part of New Zealand's aid programme – and our hesitant support for the war – the first team deployed in 1963, two years before New Zealand's combat commitment – and was the last agency to withdraw in 1975. From 1967, the 1st New Zealand Services Medical Team was based 100 kilometres away at Bong Son, treating civilian casualties of war and accident cases, and training Vietnamese nursing staff. The team was withdrawn in 1971, and its hospital destroyed soon after by North Vietnamese forces during reunification. Nine New Zealand Army nurses in all served at the 1st Australian Field Hospital, Vung Tau. They treated soldiers with illnesses related to the climate and conditions, and were on standby for helicopters bearing soldiers wounded in firefights. New Zealand infantry companies also had army medics, who provided preventative healthcare to soldiers around base – inoculations and treatment for minor ailments – and accompanied troops on operations to care for those wounded in action and awaiting medical evacuation. Two New Zealand Red Cross field workers were also based at Vung Tau.

### **Civilian surgical team**

A six-strong civilian medical team arrived in April 1963 as part of New Zealand's initial assistance programme to Vietnam under the Colombo Scheme. Based at the Binh Dinh Provincial Hospital, the team treated civilian war and accident casualties from the surrounding area, and trained Vietnamese medics and nurses in modern hospital medicine, and later in maternity, paediatrics, and public health promotion. Dunedin physician Dr Michael Shackleton – accompanied by his wife and five children – was first team leader on the scene in Qui Nhon, and had the difficult task of establishing a base for his crew in the face of staunch resistance from Vietnamese counterparts, inadequate facilities, and little practical support from New Zealand bureaucrats. In 1966, the team grew to 14 – comprising three surgeons, a physician, an anaesthetist, an administrator, a laboratory technician, six nurses, and a maintenance officer. The team was evacuated in March 1975, just before the fall of South Vietnam. However, its work continues today under the auspices of the New Zealand Viet Nam Health Trust (NZVHT), an enduring restorative contribution to war-torn Vietnam. In 1991, a coalition of 12 agencies including Volunteer Services Abroad (VSA), the Red Cross, and NZVHT revived key relationships forged by New Zealand medics and public health practitioners between 1962 and 1975. This collaboration continued until the government withdrew aid funding in 2002.

### **Services medical team**

In early 1967, New Zealand's medical efforts in Binh Dinh province were bolstered by the formation of a 16-man military medical team. The first joint unit ever created by our armed forces, 1st New Zealand Services Medical Team (1NZSMT) was a tri-services unit made up of army, navy, and air force personnel. Ostensibly controlled by NZ V Force, the team was directed day-to-day by USAID. [1] Led by Second World War veteran Albert Green, the team

comprised six army, five air force, and five navy personnel. All regulars, within the team these men served as medical officers (3), medics (12), and an administration officer. The team inherited the work started by an American Military Public Health Assistance Programme (MILPHAP). Initially spread between Bong Son and dispensaries in nearby villages, safety concerns and staffing problems forced the team to consolidate its efforts around the provincial hospital. The Viet Cong were active in the Binh Dinh province, and the threat of violence became a reality when an enemy explosive device – believed to be a command-detonated mine – killed team medic and father of two Gordon Watt in March 1970, the RNZAF's sole fatality of the war. [2]

[...]

### **Annotations:**

This source is about the different teams and ways in which New Zealand medics had involvement in Vietnam. It discusses the Civilian Surgical team, which was located at Binh Dinh Provincial Hospital, and who focused on treating civilians injured as a consequence of war. It also discusses a new topic, which wasn't mentioned in source 6, the services medical team. Explaining more about how the New Zealand Army Medics operated in Vietnam and what they treated and more inner workings of the team.

This source clearly speaks about the danger waiting at every corner that the NZ medic team must be ready for, and work through. The reality of this danger shown when Gordon Watt was killed by an explosive device despite working with the NZ medical team. This helps to answer question 1 by showing the consequences of the challenges faced by the teams in Vietnam.

The source also talks about the significance of NZ medic involvement that it continues independently from the war, still having a positive effect on the country. It shows that New Zealand's involvement (at least from the medical teams that were sent over) worked and still are working towards helping Vietnam heal, shown by the fact that it is still active today, although under a different name.

The reliability of this source is quite good. It was written in 2010 by Ian McGibbon, who is a New Zealand Historian that focuses on military and political history and is renowned for his work. Because it is an excerpt from his book "New Zealand's Vietnam War", there is no way for it to be updated if needed. But despite this, the source itself is posted on a website produced by the New Zealand Ministry for Culture and Heritage. Given that this has been written after the New Zealand government has addressed some of the outstanding controversial aspects of the war (such as veteran compensation) there would be very little for them to gain from misleading the NZ public on the events and involvement we had over there. As such there doesn't appear to be a bias present in the source, as it is mainly comprised of facts and statistics from the NZ medic team's time in Vietnam. But it doesn't show a range of views, sticking to only that of the NZ Medical teams, both civilian and service.

Source 2: Photo, Primary

New Zealand medics start work in South Vietnam - (New Zealand History) 25<sup>th</sup> April 1963

<https://nzhistory.govt.nz/page/new-zealand-medics-start-work-south-vietnam#:~:text=The%20team%20based%20at%20Qui,paediatrics%20and%20public%20health%20promotion.>

Photographer: None mentioned

Date published: 8<sup>th</sup> October 2021

Access date: 13<sup>th</sup> April 2022



New Zealand surgical team doctors in Qui Nhon (VietnamWar.govt.nz)

This source is a picture from Qui Nhon, at the hospital that the New Zealand surgical team was operating. It was taken on the 25<sup>th</sup> of April, in 1963. It shows a Vietnamese patient lying on a stretcher-type bed with a sheet over them as a group of medics from the New Zealand surgical team stand beside her. Three of the doctors are dressed very clearly in surgical gear.

The source holds a lot of important information to the focus question 1. This is because it is a primary source and shows exactly what the New Zealand surgical team looked like in action. It shows direct proof of their involvement, as there is now evidence of them treating a patient in South Vietnam, shown by the doctors dressed in surgical gear, the hospital environment, and the patient on the 'bed'. It also assists in question 1 by showing the conditions of South Vietnam medical care through something other than words. By observing the photo, it can be seen that there is not the most advanced equipment available, even for 1963. This shows a challenge that the New Zealand surgical team would've had to overcome and work through. Doing their best with the resources they had to save as many lives as possible while in Qui Nhon.

Seeing as this source is a photo that was taken on the 25<sup>th</sup> of April in 1963, it is a primary source. This immediately makes it quite reliable. I took this source from the website [nzhistory.govt.nz](http://nzhistory.govt.nz), which shows that it is a website supported by the New Zealand Government. While [nzhistory](http://nzhistory.govt.nz) does not credit a photographer, I do not think that it takes away from the reliability of the source, as it still would've been taken by someone in Qui Nhon hospital in 1963 regardless of who. There is no bias present in the source, however some caution is needed as it was not uncommon for "war photographers" to be sent to warzones to document a country's 'success' and involvement.

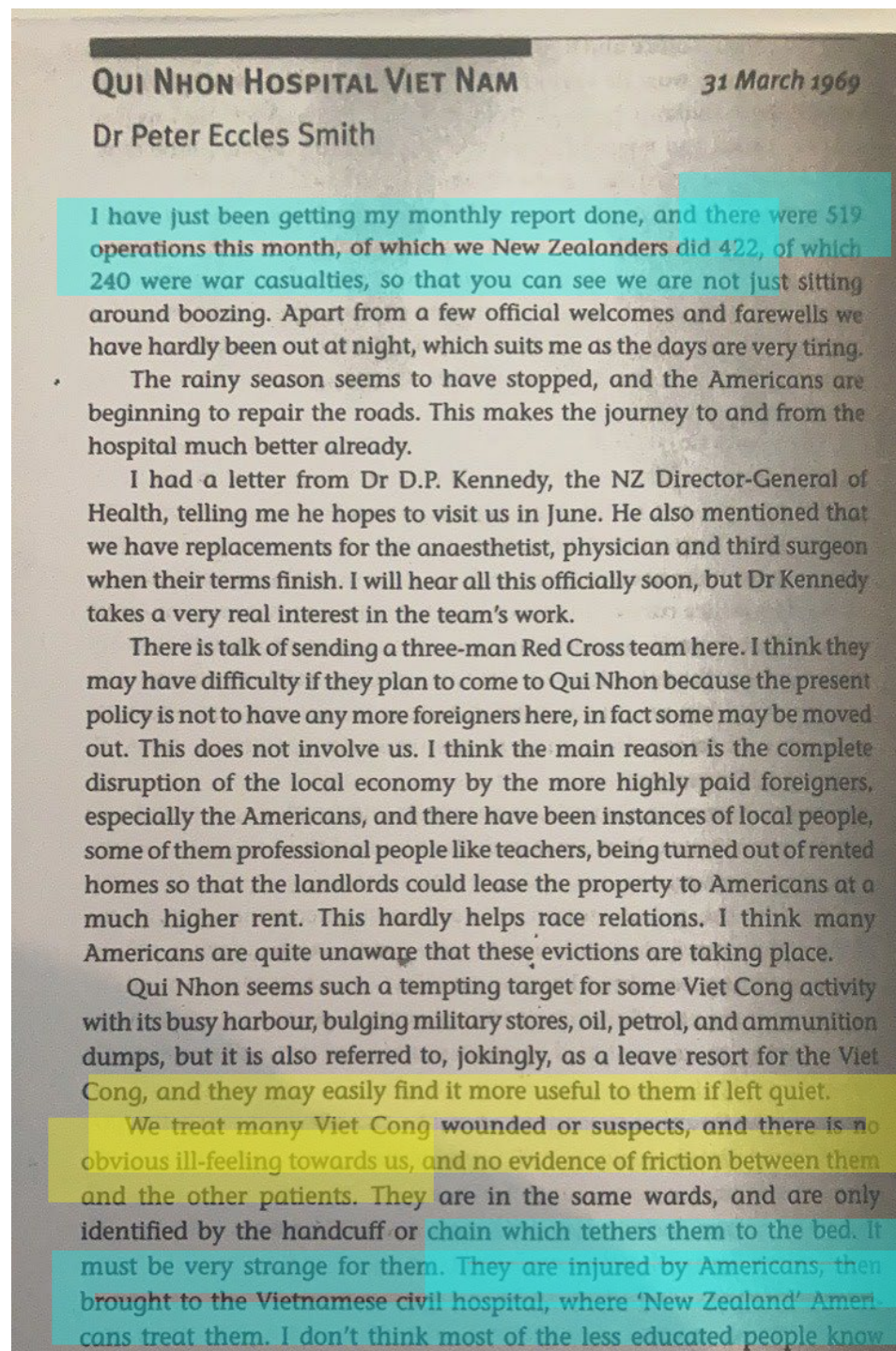
### Source 3: 'Letter', Primary

i was there!

Dramatic first-hand accounts from New Zealand's history.

Author: Edited by Bob Brockie.

Date published: 2010





that there is any difference between us and the Americans. I think some of them look on us rather as they look on American Negroes, that is, as Americans who are different from the other, more common white Americans . . . I have met many Americans by now, mainly USAID men, most of whom are very sincere and dedicated. Some are as concerned as I am with the slaughter of innocent civilians, and as concerned with the future. Active military operations continue north of here, with the endless casualties and refugees. It is estimated that the An Lau valley action will create 40 000 refugees. Had a three-year-old die on me today. She came in with her guts torn apart by a grenade. Her mother, just a girl really, was with the child all the time, helping us to try and save her, and it was not until the child had died that we realised that the mother too had several wounds herself. The terrible sight of the dying child in the arms of the injured mother was most upsetting. It is horrible to think that our own troops will be inflicting the same sorts of wounds on the same sort of people. It is a blessing that they are not in this province. It would be awful to get this sort of thing inflicted by our own people.

*Dr Smith, for many years the Medical Superintendent of Dannevirke hospital, served voluntarily for 12 months as leader of the New Zealand civil surgical team in South Vietnam. The team won an international reputation for the success of its humanitarian efforts. Dr Smith reports here to his family back home.*

This source is from the book "I was there" and it is a letter from Dr Peter Eccles Smith, who was the leader of the New Zealand civil surgical team and served in South Vietnam. In this letter that he's written, he is writing to his family back home in New Zealand. It's a very informational letter, as Dr Smith includes a lot of current events that were going on at the time. He talks about the American soldiers he worked along-side, plans of sending more Red Cross aid over to Vietnam. He also talks about a recent patient of his, and how he feels about the situation in Vietnam and how he is impacting it.

This source has a lot of relevant information that connects to my focus questions and is helped by the fact that it's written by someone who experiences being a NZ medic in Vietnam. Dr Smith mentions in his letter that they treat many Viet Cong patients, and the only difference between them and any other patient is a handcuff to the bed. This gives more insight into NZ medics involvement, and what they did while in Vietnam. It also introduces a new challenge that the NZ medics would've had to face, trying to treat Viet Cong patients when it was New Zealand's own allies and maybe even New Zealand soldiers who caused the injuries. His tone of writing is clearly upset as he talks about the three-year-old who came in with a grenade wound that he couldn't save. While terribly upsetting, this information that he mentioned gives more insight that relates to question 1 as well. It shows that as part

of the involvement by the NZ medics, they work hard to save anyone affected by war injuries.

There is also a lot of evidence in this source that relates to focus question 2, about the significance of New Zealand's involvement. It is, at least in Dr Smith's eyes, a positive thing. He and his team are working to save people, which has a positive impact on the population and lives of those living in war-torn Vietnam. When talking about the wounds inflicted on the people he treats by the Americans, he also laments about the fact that it could be New Zealanders, from his own country, doing the same thing. While he considers his own involvement to be of great importance and being helpful, this causes him to regard what the NZ army would be doing with a sense of dread, as it's everything he works to fix. At the beginning of the letter he states that there were 519 operations that month alone, and that 422 were by Kiwis. This shows that without New Zealand medic involvement, almost all the operations wouldn't have been performed and would have resulted in a far harsher loss of life. This is all relevant to the significance of NZ medic involvement.

This is a primary source, as it's a letter from a doctor who was on the NZ surgical team. It is written by him to his family back home. It was found in the book "I was there", which was edited by Bob Brockie. Because it is such a personal source however, there is a possibility of bias to be in this source. The fact that Dr Smith would most likely not have written anything to make him or the NZ medic team to be painted in a bad light to his family.

**Source 4: News recording, primary**

**New Zealand Medical Staff - (Vietnam.govt.nz)**

<https://vietnamwar.govt.nz/video/new-zealand-medical-staff-qui-nhon-film>

**Author: Editorial team**

**Date published: 22<sup>nd</sup> May 2008, updated 5<sup>th</sup> September 2014**

**Access date: 3<sup>rd</sup> May 2022**



New Zealand medical staff in Qui Nhon - Film

News coverage of Qui Nhon Hospital in 1965. Badly injured Vietnamese patients, including blinded children, are attended by New Zealand medical staff.

## **Transcript**

The sun shines brightly on a hospital, but for some the dawn will be a long time in coming. And here, New Zealanders are involved too. Sir Stephen Weir moves through the overcrowded wards with the medical team. Lying three to a bed, 90% of these people are war casualties. Dr Jack Enwright, an Auckland surgeon, and the New Zealand medical team operate on 200 cases a month.

For many there's no place on a bed. Even under these appalling conditions, Sister Gladys Taylor and Sister Rae Thomas still have a smile for the patients. For Dr Ian Hutchinson, examining a four year old child blinded by shrapnel is a tragic but everyday occurrence. For a lot of these innocent sufferers, life will be a long, pain-filled darkness.

This is the face of South East Asia today. Her agony is that of hunger and disease, and of bitter and bloody war. There is no simple cure – maybe there's no cure at all, but there is hope. And towards this New Zealand is making a small but worthwhile contribution.

## **Annotations:**

This source is News Coverage from New Zealand of the Qui Nhon hospital in 1965, where the New Zealand medical team is located. It describes and shows in the video the conditions of which the hospitals are operating. It shows us how New Zealand views their own involvement, by examining what their contribution is really doing to assist Vietnam.

The news clip describes the hospital as “overcrowded wards”. This explains that there are simply too many patients for the hospital to keep up with. That even with the extra resources brought over by the New Zealanders, they are still struggling. The recording even says there is no place on a bed, which is seen visually as well.

It also has information that links to question two. “And towards this New Zealand is making a small but worthwhile contribution.” This shows how New Zealand regards the significance of the involvement of their own medics in Vietnam.

The fact that it is a news clip originating from the time of the NZ medical team being in Vietnam means it should be reliable as a primary source, it means that there is most likely a large amount of bias present in this source. This is due to it being from New Zealand news, which has a very high chance of twisting the truth to be in their favour. Its intended audience are all the New Zealand civilians back at home, wanting to hear about the good that the NZ medical team is doing. While sources have corroborated that they have indeed been doing just that, it does mean that it's less likely for the negative things to be reported, at least in this source. I still consider this to be a fairly reliable source. But the fact of the bias it holds should be considered when using it, and not be taken as the independent truth.

**Evaluation:**

<b>STRENGTHS/ SUCESSSES of my inquiry process</b>	I enjoyed this assessment, as I found the process of gathering sources and extracting information from them to be very interesting. I feel as though I have done well in my source reliability statements. This is because I often found myself going a step further into doing background research on the source, such as seeing how qualified the author was, and what other articles they'd written. I believe this helped me in progressing on my assessment, as not only was it a requirement to assess the reliability of our chosen sources, but it also helped me eliminate and better chose which sources I should use in my research. I also believe that I chose a range of different perspectives that will help me in my research, such as primary sources from the many different NZ medical teams that were sent to Vietnam, or volunteered. I know this was one of my strengths due to how easily I was able to relate their information back to my focus questions, how they compared against each other, and that I was able to find a sufficient amount to consider myself successful.
<b>WEAKNESSES/ DIFFICULTIES of my inquiry process</b>	Despite my enjoyment of this assessment, I did find multiple parts of it quite challenging, something that really revealed where my weaknesses were. I particularly found the process of writing about what the source showed me before getting in to my annotations awkward and difficult. I struggled wit trying not to seem as if I was just recapping the source.
<b>COMPARE THE USEFULNESS OF SOURCES</b>	Despite the fact that the sources I used were chosen specifically due to the fact that I knew they held information relevant to answering my focus questions, there were certainly some sources that were more useful than others, something which is made clear when comparing them. I consider my most useful source to be source 1. Source 1 is the article "Surgical and medical support" written on the website Vietnamwar.govt.nz. This one of my best and most useful sources because it covers a wide range of all the different ways NZ provided medical aid, such as though army medics, civilian surgical teams, and volunteers and supplies sent through Red Cross. This is very useful as it shows, in one source, many of the ways NZ medic involvement happened, and also discusses part of the significance of it. It's useful due to all this information being in the same source, as normally it would be spread out over multiple. As opposed to my supposedly least useful source, source 5. This source primarily focused on one nurse from the Red Cross serving in Vietnam. While it was useful to get a different perspective, the source wasn't written by her or with any input from her, and was also very short. This meant that it didn't include the same level of information as my other sources, and was probably my weakest and least useful source.

<p><b>RELIABILITY of SOURCES/EVIDENCE</b></p>	<p>I took great care into researching the reliability of all my sources, and as a result, I think that most of them I would consider quite reliable. As I mentioned above in my strengths, I did this reliability research by looking into the background of the authors that I could find, to see how truly qualified they were to be talking on such a topic. I searched further into who was running the websites I found them on and why, and I took bias into consideration. I corroborated all my sources to ensure that all the information they mentioned lined up, and that nothing was out of place. I looked into who each source was intended for, and if that would have an impact on its reliability. Because of all the measures I took to check that my sources were reliable, I can confidently say that my most reliable source is source 1. Although it isn't a primary source, this means that there is no need to read between the lines, as is often needed with primary sources. Source 2 comes from a proven, reliable website, Vietnamwar.govt.nz, a website set up by the New Zealand Ministry for culture and heritage, as a way to collect all the information about New Zealand's involvement in the Vietnam war, after there was so little positive recognition for their return home. The source itself is written by Ian McGibbon, who is a well-known New Zealand historian, who focused on military and political history. I believe this, and many other aspects mentioned in the sources reliability assessment make it one of my most reliable sources. Whereas I consider source 5 to be my least reliable. This is due to the lack of information I found on her and about the website. It was last updated in 2008, and has very bad design with not much needed information to properly gauge its reliability to the full extent. It doesn't credit an author, and also is not a New Zealand government website. While it is a non-profit website and matches up with corroboration, in my opinion this still isn't enough to get it out of the position of my least reliable source.</p>
<p><b>ISSUES THAT AFFECTED THE INQUIRY PROCESS</b></p>	<p>Due to the length of time in which this assessment took place, it's natural that quite a few issues affected the process. Halfway through collecting and annotating my sources, I decided to slightly change one of my questions. While it wasn't a drastic change, this still affected the inquiry process as I had to backtrack on my work, and make sure that everything I had lined up with the new variations of the questions. Another issue that affected the inquiry process was how difficult it was to find primary sources. Because of the drastic number difference in Vietnam army veterans and Vietnam medic veterans, a lot of the sources that kept showing up to my searches. This wasted a lot of my time when I was collecting sources. I overcame this issue my learning how to tweak my searches slightly so that the relevant information that I needed showed up instead. Knowing this in advance would've helped to save me a lot of time and I helped me achieve higher quality sources faster.</p>