**Stage 2 Politics, Power and People**

**Summative Task 3: Collaborative presentation of sources**

**Theme: Mediatisation of politics**

**Weighting: 15%**

**Task**

Students work collaboratively in teams of 2 to address inquiry question 3 ***does the media set the political agenda and influence public opinion.***

Within their teams, students will together select a minimum 2, or up to a maximum of 5, sources to analyse and present to the class. These sources require teacher approval to ensure they are appropriate for the task. Sources may include (but are not limited to) news articles, news reports, podcasts, cartoons, social media posts or journalistic opinion pieces.

Students will be required to compare their chosen sources, analyse the language used and evaluate the level of explicit or implicit bias in their chosen sources. Sources should be chosen from various organisations (for example: News Corporation, Nine Media, ABC News Australia, BBC, CNN, Fox News) to enable the student an opportunity to compare and evaluate the difference in sources. The chosen political issue must come from no earlier than January [Year], and can be of either a state, national, or international political focus.

The following questions must be addressed during the presentation:

1. What political issue are you presenting on?
2. What type of source/s are you analysing?
3. How does the source influence public opinion?
4. How does the source compare to other like sources in its influence?
5. What type of bias is evident in the source?
6. How does the source demonstrate that the media does/does not set a political agenda?

Upon completion of the task, students will be required to complete a reflection piece on their collaborative analysis, focusing on the collaborative skills they have developed whilst completing the task. Students must address the following questions in their reflection:

1. Explain your role within your group.
2. What were the benefits of working collaboratively?
3. What were the disadvantages of working collaboratively?
4. If you were to do this task again, how could you improve the collaborative process between yourself and your partner?

**Conditions of assessment**

Assessment Style: Collaborative presentation of sources

**Presentation**

5-minute maximum (will not include presentation of source clips)

**Reflection**

A written reflection piece of approximately 500 words focusing on skills and knowledge gained from the presentation.

Or

An oral discussion of 3 minutes with the teacher focusing on skills and knowledge gained from the presentation.

**Allocation of class time**

Total: 11 hours of class time (4 lessons to prepare, final lesson of the term will be to present and complete reflection piece)

**Presentation Date: XXX**

**Reflection due: XXX**

File name: **yourSACEnumber-2PPP20-AT2-yourlastnameCPOS**

**\* Both students will be required to submit their collaborative presentation, as well as their individual reflection.**

**Marking Criteria**

**CCT1: Proposes solutions, make judgements, and composes arguments that relate to political issues**

**CCT2: Analysis and evaluation of political concepts**

**CC1: Communication of political ideas, opinions, and arguments**

**CC2: Collaboration in order to build on the ideas of others, solve political problems, or improve solutions.**

**UER2: Explanation of the political and ethical nature of the issues.**

**RA1: Application of inquiry skills to research political issues and perspectives**

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Performance standards for Politics, Power, and People  
(Stage 2)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| - | Critical and Creative Thinking | Communication and Collaboration | Understanding and Ethical Reasoning | Research and Analysis |
| A | Proposes insightful solutions, makes reflective judgments, and composes arguments that relate to political issues.  Comprehensively and thoughtfully analyses and evaluates political concepts. | Highly organised and fluent communication of political ideas, opinions, and arguments.  Insightful and constructive collaboration in order to build on the ideas of others, solve political problems, or improve solutions. | Perceptive and well-informed understanding of political concepts and the interconnectedness of Australian politics and the world.  Insightful and coherent explanation of the political and ethical nature of the issues. | Uses comprehensive and discerning inquiry skills to research political issues and perspectives, using a variety of relevant and current literature.  Critical analysis and evaluation of political issues using primary and secondary sources. |
| B | Proposes balanced solutions, makes thoughtful judgments, and composes arguments that relate to political issues.  Competently analyses and evaluates political concepts. | Logical and clear communication of political ideas, opinions, and arguments.  Thoughtful collaboration in order to build on the ideas of others, solve political problems, or improve solutions. | Thoughtful understanding of political concepts and the interconnectedness of Australian politics and the world.  Clear explanation of the political and ethical nature of the issues. | Uses in-depth inquiry skills to research political issues and perspectives, using relevant and current literature.  Purposeful analysis and evaluation of political issues using primary and secondary sources. |
| C | Proposes solutions, makes judgments, and composes arguments that relate to political issues.  Analyses and evaluates political concepts. | Competent communication of political ideas, opinions, and arguments.  Collaboration in order to build on the ideas of others, attempt to solve problems, or improve political solutions. | Informed understanding of political concepts and the interconnectedness of Australian politics and the world.  Sound explanation of the political and ethical nature of the issues. | Uses sound inquiry skills to research political issues and perspectives, using relevant literature.  A sound analysis and evaluation of the political issues using primary and secondary sources. |
| D | Refers to solutions and recounts information related to political issues.  Explains a political concept. | Communication of ideas and opinions.  Some collaboration in order to attempt to solve problems. | Some understanding of political concepts.  Some recognition of the political nature of issues. | Limited inquiry using some relevant literature.  Limited analysis of the political issues using some sources. |
| E | Identification of a simplistic solution.  Identification of a political concept. | Basic communication of ideas.  Limited evidence of contributions. | Minimal understanding political concepts.  Limited recognition of the basic political ideas. | Minimal inquiry using a source.  Superficial recognition of political issues. |