**Stage 2 Politics, Power and People**

Summative Task: Source Analysis

Theme: Politics of the minority: making Aboriginal voices heard

Weighting: 5%

**Task: Comparative Source Analysis**

Students will be required to select 2-3 sources that compare the political experiences of Aboriginal and Torres Strait Islanders with those of indigenous groups/First Nations people in other countries (for example Canada, the USA or New Zealand). The teacher will provide students a range of different sources that students may choose to analyse, including (but not limited to) news articles, news reports, podcasts, illustrations, cartoons or journalistic opinion pieces, however students may choose their own sources to analyse.

Students will be required to analyse and compare the political experiences of international groups (either in similarity or differences) to those political experiences of Aboriginal and Torres Strait Islanders in Australia, whilst also considering how, why, and if, their chosen sources are appropriate to the final presentation they will give in week 10.

**Conditions of assessment**

Assessment Style: Source Analysis

Word Count: Maximum of 1000 words

Allocated class time: 12 hours (students required to work on task outside of class)

Final due date (submitted via Moodle, in ‘Summative Task submission’ tab): Friday September 24 by 2pm.

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

**Marking Criteria**

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

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

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

**RA2: Analysis and evaluation of political concepts using primary and secondary sources**

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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. |

***Please feel free to use the available resource to complete your source analyses. You will need to copy and paste the table if you wish to use this resource to complete all your analyses. You could also write it in paragraph form, using the headings as starting points.***

**Source Analysis Table**

|  |  |
| --- | --- |
| **Source type** (e.g. book, website, interview) |  |
| **Title of the source, date produced/published and author** |  |
| **Summary** (what useful information it contains) |  |
| **How does this source help you understand the experiences of international minorities and how they compare to the experiences of Aboriginal Australians and Torres Strait Islanders?** |  |
| **Usefulness** (how you will use the source in your project) |  |
| **Any detectable bias** (is it promoting a product or a particular point of view about something?) |  |
| **Limitations** (ways in which the source is lacking/not useful) |  |
| **Evaluation** (how useful is the source overall?) |  |
| **Any detectable ethical concerns** |  |