**Stage 2 Politics, Power and People**

**Assessment Type 2 – Sources Analysis**

**SACE Number:**

**Option Theme 1**: The United States and the world: Managing challenges

Choice Inquiry question focus:

1. Is the United States the undisputed global hegemonic power?

2. Is global harmony the sole aim of the United States foreign policy?

3. Has the United States overcome external and internal challenges?

4. Does Australia benefit from its relationships with the United States?

***Task Description***

You are to choose a current American political challengeto form the basis of your source analysis. This issue can relate to, but is not limited to, one of the following:

* The changing dimension of current international challenges and alliances
* International threats – real and perceived
* Domestic social issues
* Issues interfering with the international cooperation of other countries in achieving America’s international agenda
* Congress as an enabler of internal progress

Under the guidance of your teacher, you are to select **3-5** different types of sources, which explore the issue from different perspectives.

***Constructing the Source Analysis***

You are to perform an analysis of the sources. You could consider some (you do not need to address all) of the following in your analysis:

**Analysing sources**

* Context: When did it happen? Where did it happen? Who was involved?
* Purpose: Why was the source created? What was the purpose of creating the source?
* Language: How is the nature and tone of language used to influence the reader?
* Ideas: What ideas(s) are conveyed?
* Cultural messages: What cultural norms are derived, constructed, reinforced, or challenged in the source?
* Inferences: What can be inferred from the source?
* Comparison: How are differences and similarities represented within one or more sources?
* Selectivity: What has been left out or left unsaid? Who is not present? Whose views are not represented?
* Constructs of power: How are power relationships constructed in the source?
* Reflection: What can you learn from examining the source? What more do you want to know? How can you find out?

**Comparing sources**

* The origins of the sources: What do the authors, dates, forms, tone and purpose of the sources have in common and how do they differ?
* Content: Do the political ideas presented in the sources conflict or concur?
* Biases: Are biased statements and total inaccuracies evident?
* Interpretation: How is the same political event portrayed in different sources?
* New evidence: How does new evidence change how we view a political event?

**Assessing usefulness**

* Propagandist or balance: How does the source guide the audience to understand a political activity or event? Natural or unintentional bias: Does understanding that the source is primary or secondary affect its perceived usefulness?
* Source or evidence: How can the source help form an opinion, explain a point of view, or develop an argument?
* Facts or opinion: Whose opinions are represented? Whose opinions are not? Does the source convey an inclusive representation of opinion?
* Distortion: How does the source silence some opinions while privileging others?
* Selection or omission: How useful is the source in developing the reader knowledge of the event or issue?

**Evaluating sources**

* The origin of source: Who created, published or promoted it? Where was it created, published or promoted? Is it published by a credible and reliable source? Is the information supported by evidence? Is the tone balanced?
* Author’s credentials: Is the author qualified to write on the subject? Is the author affiliated with a recognised research institution?
* Purpose: Why has this work been produced? Who is the audience?
* Bias: How does the evidence of bias in a source affect its usefulness? When and why is bias in politics deliberate? Can other literature verify the information on the same topic?
* Chronology: Why might the source be considered reliable at another point in time yet biased at another?

***Assessment Conditions***

6 minutes multimodal form or equivalent in 1000 written form. Student are encouraged to incorporate video evidence of up to 2 minutes about the sources. This will not count towards presentation time.

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|  | Critical and Creative Thinking | Communication and Collaboration | Understanding and Ethical Reasoning | Research and Analysis |
| A | Proposes insightful solutions, makes reflective judgements 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 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. | 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, thoughtful judgements 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 to build on the ideas of others, solve political problems or improve solutions. | Thoughtful understanding of political concepts and interconnectedness of Australian politics and the world.  Clear explanation of the political and ethical nature of the issues. | 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 judgements and composes arguments that relate to political issues.  Analyses and evaluates political concepts. | Competent communication of political idea, opinions and arguments.  Collaboration that builds on ideas of others and attempts to solve problems or improve political solutions. | Informed understanding of political concepts and interconnectedness of Australian politics and the world.  Sound explanation of the political and ethical nature of the issues. | 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 that attempts 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. |

***Performance Standards for Stage 2 Politics, Power and People***