**Stage 2 Politics, Power and People**

Summative Task: Collaborative Presentation

Theme: Politics of the minority: making Aboriginal voices heard

Weighting: 20%

**Task: Collaborative presentation and reflection**

*Collaborative presentation*

Working in teams of 3, students will be required to choose **one** of the following inquiry questions to design a presentation that answers the question. This presentation may be given to audiences such as the class, the school or other members of the community (audience to be negotiated with the teacher).

**1. How can improved political representation of Aboriginal and Torres Strait Islander people be achieved?**

**2. How far can Aboriginal and Torres Strait Islander perspectives be influential in political outcomes?**

**3. To what extent have Aboriginal communities achieved self-determination?**

Students will be expected to use case studies (such as the Aboriginal and Torres Strait Islanders political organisations, Aboriginal and Torres Strait Islander politicians, or areas such as the APY Lands) to demonstrate their knowledge of their chosen inquiry question. Through the presentation, students will be assessed on their arguments and judgements, their communication and collaboration skills, and their explanation and evaluation of political issues. In creating this presentation, students will demonstrate their understanding of issues faced by Aboriginal and Torres Strait Islanders in the Australian political system.

*Reflection*

Students will also be required to complete a reflection relating to their presentation. Using examples from their presentation, students will be required to reflect on knowledge gained regarding Aboriginal and Torres Strait Islanders and their political representation. Questions to be reflected on may include (but are not limited to):

1. What have you learnt about your topic which has surprised you?
2. What difficulties have you faced collecting information for your presentation and how have you overcome these?
3. How could your presentation be beneficial for other audiences?

This reflection will allow students the opportunity to evaluate their presentation and assist them in future presentations.

**Conditions of assessment**

Assessment Style: Collaborative presentation and reflection

Presentation

Maximum 6-minute presentation to their chosen audience

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.

Allocated time: 12 hours of class time (outside work will be required)

**Presentation: Friday September 24 (during class time) (any presentation resources to be uploaded to Moodle in the ‘Summative Task submission’ tab). Only one member of the group needs to upload the presentation.**

**Reflection: Final due date (submitted via Moodle, in ‘Summative Task submission’ tab): Friday September 24 by 2pm. Each member of the group needs to upload an individual reflection.**

File name: **yourSACEnumber-2PPP20-AT1-yourlastnameReflection**

**Marking criteria**

**CCT1: Develops solutions, makes judgements, and composes arguments that relate to political issues**

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

**CC2: Collaboration with others to solve political problems or improve solutions**

**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. |