

**Year 10 History – Migration Studies (Indigenous focus)  
Summative Assessment Task Part A – Source Analysis**

**Statement of inquiry**

The global sharing of resources has the power to create both peace and conflict between cultures

**Task Description:**

**Step 1 (300 words)**

**Complete one source analysis about one of the following articles (available on Daymap):**

**Source 1.** [Should indigenous artefacts be sent home?](#)

**Source 2.** [British Museum's offer to 'loan' Aboriginal artefact to Australia 'disgusts' family](#)

**Source 3.** [Museums are returning indigenous human remains but progress on repatriating objects is slow](#)

**Follow the ADAMANT format**

**Author**

- Who created the source? Journalist name/publication
- What can we find out about the creator?
- What does this information tell you about the source and any bias it may contain?

**Date**

- When was the source produced?
- How does the time period influence the type of source and how it was created?

**Audience**

- For whom was the source created?
- How does the source address the viewer?
- Are there any people the source is not aimed at? How can you tell?

**Message**

- What is the author trying to convey in the source/what are the key ideas?
- What, if any, information does the author not communicate in the source?

**Agenda**

- Why did the author produce this source?
- What is the author's view? How can you tell?
- How does the author try to influence the intended audience?

**Nature**

- What type of source has the author created (article, website, photo etc.)?
- How does the type of source influence the content?

**Techniques**

- How does the language used by the author communicate their point of view?
- Are images used? How do images influence the audiences' interpretation of the issue?

**Step 2 (200 words)**

**Answer the following questions using full sentences. Use quotes where relevant.**

1. What are two examples of artefacts or objects that Australia is trying to repatriate? Who are their owners (according to the articles)?
2. What are some of the ways the Australian Government is attempting to repatriate Indigenous artifacts back to communities?
3. What are some of the ways museums are trying to reconcile tension between themselves and Indigenous groups?
4. What two conclusions can be identified about why museums refuse to return objects and artifacts to Indigenous groups?

**Step 3 (200 words/one paragraph)**

**Choose two of the sources and explain what they have in common. Use quotes where relevant.**

1. Topic sentence- eg. *Source 1 supports the information in Source 2 to a large extent.*
2. Discuss the similarities between the two- eg. *Source 1 discusses what impact repatriation has on cultural groups. Source 2 similarly...*
3. Discuss the differences between the two- eg. *Source 1 discusses how repatriation is important and gives a first hand account of how it changes the lives of people. Source 2 only says that repatriation is important, but not something museums should do.*
4. A linking sentence restating the findings- eg. *Therefore, Source 1 does support Source 2 to a large extent.*

**Assessment Conditions:**

Assessment Task Due: Tuesday Week 8, via Daymap ++++++ NO EXTENSIONS ++++++

Assessment expectations:

- Draft is edited by self or a buddy before submission
- Word count: 700-1000 words

**Literacy and Numeracy directions:**

**Literacy**

Interpreting information; using the ADAMANT format, comparing and contrasting information

**Numeracy**

Dates; facts; statistics; references in bibliography

### Assessment Task Rubrics

Criterion D: Thinking Critically		
	Level descriptors	Task-specific clarification
<b>0</b>	The student does not reach a standard described by any of the descriptors below.	
<b>1-2</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>▪ Analyses concepts, issues, models, visual representation and theories to a limited extent</li> <li>▪ Summarizes information to a limited extent to make arguments</li> <li>▪ Describes a limited number of sources/data in terms of origin and purpose and recognizes few values and limitation</li> <li>▪ Identifies different perspectives and minimal implications.</li> </ul>	<ul style="list-style-type: none"> <li>▪ You analyse concepts, issues, visual representation and theories to a limited extent</li> <li>▪ You summarise the information to form limited arguments.</li> <li>▪ You make limited evaluations about the relevance of your information sources in your research plan.</li> <li>▪ You interpret the author and who some of the relevant stakeholders are and their implications</li> </ul>
<b>3-4</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>▪ Analyses concepts, issues, models, visual representation and theories</li> <li>▪ Summarizes information to make arguments</li> <li>▪ Analyses and/or evaluates sources/data in terms of origin and purpose, recognizing some values and limitations</li> <li>▪ Interprets different perspectives and some of their implications.</li> </ul>	<ul style="list-style-type: none"> <li>▪ You analyse concepts, issues, visual representation and theories to a satisfactory extent</li> <li>▪ You summarise the information to form arguments.</li> <li>▪ You evaluate the relevance of your information sources in your research plan, recognizing some values and limitations.</li> <li>▪ You interpret who the author and relevant stakeholders are and their implications</li> </ul>
<b>5-6</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>▪ Discusses concepts, issues, models, visual representation and theories</li> <li>▪ Synthesizes information to make valid arguments</li> <li>▪ Effectively analyses and evaluates a range of sources/data in terms of origin and purpose, recognizing values and limitations</li> <li>▪ Interprets different perspectives and their implications.</li> </ul>	<ul style="list-style-type: none"> <li>▪ You effectively analyse concepts, issues, visual representation and theories to a good extent</li> <li>▪ You synthesize information to make valid arguments.</li> <li>▪ You effectively evaluate the relevance of your information sources in your research plan, recognizing values and limitations.</li> <li>▪ You effectively interpret who the author and relevant stakeholders are and their implications</li> </ul>
<b>7-8</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>▪ Completes a detailed discussion of concepts, issues, models, visual representation and theories</li> <li>▪ Synthesizes information to make valid, well-supported arguments</li> <li>▪ Effectively analyses and evaluates a wide range of sources/data in terms of origin and purpose, recognizing values and limitations</li> <li>▪ Thoroughly interprets a range of different perspectives and their implications.</li> </ul>	<ul style="list-style-type: none"> <li>▪ You comprehensively analyse concepts, issues, visual representation and theories to an excellent extent</li> <li>▪ You synthesize information to make valid, well-supported arguments.</li> <li>▪ You thoroughly evaluate the relevance of a wide-range of information sources, recognizing values and limitations.</li> <li>▪ You thoroughly interpret who the author and relevant stakeholders are and their implications</li> </ul>