



Australian and Global Politics

A / T / M

Cover Art provided by Canberra College student Aidan Giddings

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The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all Year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student course scores across subjects and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment and certification. The Board consists of representatives from colleges, universities, industry, parent organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

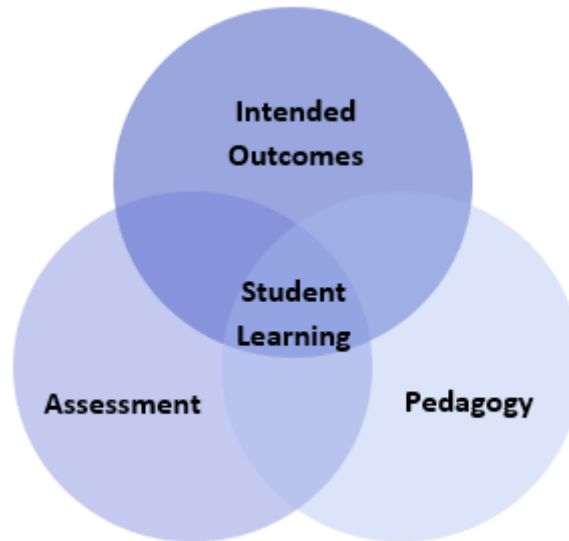
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



Learning Principles

1. Learning builds on existing knowledge, understandings and skills.
(Prior knowledge)
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
(Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
(Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
(Self-concept)
5. Learning needs to take place in a context of high expectations.
(High expectations)
6. Learners learn in different ways and at different rates.
(Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
(Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
(Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
(Explicit expectations and feedback)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical behaviour
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

Students develop literacy capability as they learn how to build knowledge in relation to Australian and Global Political Studies information, concepts and ideas. Students progressively learn to use a wide range of informational, persuasive and imaginative texts in multiple modes. These texts include stories, narrative recounts, reports, explanations, arguments, debates, timelines, maps, tables, graphs, images, often supported by references from primary and secondary sources.

Students learn to make increasingly sophisticated language and text choices, understanding that language varies according to context, including the nature and stages of their inquiry. They learn to use language features and text structures to comprehend and compose cohesive texts about places, people, events, processes, systems and perspectives of the past, present and future. These include topic-specific vocabulary; appropriate tense verbs; and complex sentences that describe sequential, cause-and-effect and comparative relationships. They recognise how language and images can be used to make and manipulate meaning and evaluate texts for shades of meaning and opinion. Students also participate in debates and discussions, and develop a considered point of view when communicating conclusions and ideas to a range of audiences.

Numeracy

Students develop numeracy capability as they apply numeracy skills in relation to political inquiries. Students count and measure data and information, construct and interpret tables and graphs, and calculate and interpret statistics in their investigations. Students learn to use scaled timelines, including those involving negative and positive numbers, as well as calendars and dates, to recall information on topics of historical significance and to illustrate the passing of time. They interpret maps, models, diagrams and images, working with numerical concepts of, distance, area and projections.

Students learn to analyse numerical data to make meaning; to test relationships in patterns and between variables, such as the effects of location and distance; and to draw conclusions. They make predictions and forecast outcomes based on civic, economic data and environmental and historical information and represent their findings in numerical and graphical form. They appreciate the ways numeracy knowledge and skills are used in society and apply these to hypothetical and/or real-life experiences.

Information and Communication Technology (ICT) Capability

Students develop ICT capability when they locate, process, analyse, evaluate and communicate information using digital technologies. Students access and use digital technologies, including spatial technologies, as an investigative and creative tool. They seek a range of digital sources of information to resolve inquiry questions or challenges of political historical, geographic, civic and economic relevance, being aware of intellectual property. They critically analyse evidence and trends and critique source reliability. Using digital technologies, students present and represent their learning; and collaborate, discuss and debate to co-construct their knowledge. They plan, organise, create, display and communicate data and information digitally using multimodal elements for a variety of reasons and audiences.

Students enhance their understanding of ICT by exploring the increasing use of technology and the effects of technologies on people, places and political activity over time and place. They learn about and have opportunities to use social media to collaborate, communicate, and share information, and build consensus on issues of social, civic, economic and environmental significance, whilst using an awareness of personal security protocols and ethical responsibilities.

Critical and Creative Thinking

Students develop critical and creative thinking as they investigate political concepts and ideas through inquiry-based learning. Students develop critical thinking by learning to develop and clarify investigative questions, and to question sources and assess reliability when selecting information from sources. Students learn discipline-specific ways of thinking, including interpreting the past from incomplete documentation, developing an argument using evidence, interpreting and analysing data and/or information, and systems thinking to inform predictions and propose solutions. They learn to think logically when evaluating and using evidence, testing explanations, analysing arguments and making decisions, and when thinking deeply about questions that do not have straightforward answers.

Students learn the value and process of developing creative questions and the importance of speculation. They apply concepts and skills to new contexts and learn to develop new interpretations to explain aspects of the past and present that are contested or not well understood. They are encouraged to be curious and imaginative in investigations and fieldwork, and to consider multiple perspectives about issues and events. They imagine alternative futures in response to political, social, environmental, civic and economic challenges that require problem solving and innovative solutions, proposing appropriate and alternative courses of action and considering the effects on their own lives and the lives of others. In so doing, students develop enterprising behaviours and capabilities and learn to apply decision-making processes including negotiation and conflict-resolution.

Personal and Social Capability

Students' personal and social capability is enhanced as they gain understanding about political ideas, people, places, processes and phenomena. Through inquiry, collaboration and reflective practice, students develop an appreciation of the insights and perspectives of others, past and present; and an understanding of what informs their personal identity and sense of belonging, including place and their cultural and national heritage. Inquiry-based learning assists students to develop their capacity for self-management, directing their own learning and providing opportunities to express and reflect on their opinions, beliefs, values and questions appropriately.

As students work independently and collaboratively, they are encouraged to develop personal and interpersonal skills, behaviours and dispositions that enable communication, empathy, teamwork, negotiation and conflict resolution to maintain positive relationships. They learn and apply enterprising behaviours and capabilities such as leadership, resilience, goal-setting and advocacy skills and informed, responsible decision-making. In turn, students develop the capacity to achieve desired outcomes peacefully and to make a contribution to their communities and society more broadly.

Ethical Understanding

Students' capacity for ethical understanding is enhanced by the unique contexts offered through political inquiry. Students investigate the ways that diverse values and principles have influenced human activity and recognise that examining the nature of evidence deepens their understanding of ethical issues. Students learn about ethical procedures for investigating and working with people and places, including Aboriginal and Torres Strait Islander Peoples. Students critically explore ethical behaviour of people of different times and places that may be the result of differing standards and expectations and changing societal attitudes. They evaluate their findings about political choices, and about current issues against the criteria of environmental protection, economic prosperity and social advancement, raising ethical questions about human rights and citizenship. Students discuss and apply ethical concepts such as equality, respect and fairness, and examine shared beliefs and values which support Australian democracy and citizenship.

As students develop informed, ethical values and attitudes as they explore different perspectives, ambiguities and ethical considerations related to political, social and environmental issues, they become aware of their own roles, rights and responsibilities as participants in their political world. They consider the consequences of personal and civic decisions, for individuals, society and other forms of life that share the environment.

Intercultural Understanding

Students develop intercultural understanding as they learn about the diversity of the world's places, peoples and their lives, cultural practices, values, beliefs and politics. Students learn the importance of understanding their own and others' histories, recognising the significance of Aboriginal and Torres Strait Islander peoples' histories and cultures and the contribution of Australian migrants. They have opportunities to learn about the historic benefits and challenges of interacting with other countries and cultural groups over time, and come to understand the nature, causes and consequences of cultural interdependence, dispossession and conflict. They learn of Australia's political relationship with other countries and the role of intercultural understanding for the present and future.

As students investigate the interconnections between people and the significance that places hold, they learn how various cultural identities, including their own, are shaped. Students come to see the critical role of shared beliefs and values in an evolving Australian identity. They reflect on their own intercultural experiences and explore how people interact across cultural boundaries, considering how factors such as political actions, group membership, traditions, customs and religious and cultural practices impact on civic life. They recognise similarities as well as differences within and across cultural groups, recognising the importance of practising empathy and learning to challenge stereotypical or prejudiced representations of social and cultural groups where they exist. They demonstrate respect for cultural diversity and the human rights of all people and learn to facilitate dialogue to understand different perspectives.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for all young Australians to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge traditions and holistic world views. This knowledge and understanding will enrich all learners' ability to participate positively in the ongoing development of Australia through a deepening knowledge and connection with the world's oldest continuous living cultures.

Asia and Australia's Engagement with Asia

The Asia and Australia's engagement with Asia priority provides the opportunity for students to celebrate the social, cultural, political and economic links that connect Australia with Asia.

This priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

Sustainability

The Sustainability priority provides the opportunity for students to develop an appreciation of the necessity of acting for a more sustainable future and so address the ongoing capacity of Earth to maintain all life and meet the needs of the present without compromising the needs of future generations.

Australian and Global Politics

A/T/M

Rationale

Australian and Global Politics is the study of power, influence, authority, legitimacy, conflict and political systems at both national and global level. Through this study, students explore concepts institutions, processes and practices in a political context in order to investigate, question, critically analyse and evaluate their personal view of national and global political issues, problems, movements, events and the forces that shape these and responses to them. By analysing power and political systems, students become informed active citizens who are empowered to engage in shaping society's collective future.

Students develop their knowledge and understanding about how political systems impact on the lives of citizens. Students appreciate the complex and interconnected nature of many political issues and develop the capacity to interpret competing and contestable claims regarding those issues.

Australian and Global Politics provides students with the opportunity to develop their skills in research, analysis and evaluation of information. Through the use of logical and coherent arguments, students will explore the implications and consequences of decisions made by individuals, organisations and governments. As students critically analyse the use and application of contemporary power, they recognise that political ideals can be problematic to achieve in practice when considered in the context of resistance, revolutions, international relations and domestic and global order constraints.

Students develop an appreciation of the diversity of human attitudes and beliefs within and across cultures, and gain understanding about the significance of politics and governance. This course may lead to further study in Politics and a range of other areas.

Goals

This course should enable students to:

- analyse political concepts, principles, processes, structures, assumptions arguments and ideas
- understand the influence of historical, political and cultural contexts on politics
- analyse values and attitudes that underpin politics
- evaluate the interrelationship between political systems and society and the use of power
- reflect on the influence of political systems on the lives of individuals and society
- apply knowledge and skills to become active and informed citizens that can affect change
- communicate in a range of modes and mediums for specific purposes and audiences.

Unit Titles

- Power, Politics and Political Thought
- Comparative Politics - Democracies
- Oligarchy and Authoritarianism
- International Relations
- Independent Study

Organisation of Content

Power, Politics and Political Thought

This unit introduces students to the key concepts of power, authority and legitimacy that underpin the way decisions are made by States, Nation States, groups and individuals. The unit is designed to enable students to explore and develop an understanding of the historical philosophical ideas, values and ideologies behind democracy which underpin politics in modern and contemporary contexts. In this unit students will consider questions about the nature of politics, democracy and the impacts of ideas and ideologies on political structures, institutions, processes and practices. The unit will look at the reasons why people seek political power, the characteristics of successful political activists, leaders and movements and how these ideas inform changing perceptions about social issues and engage broader political participation in social movements to effect change.

Comparative Politics - Democracies

This unit will enable students to explore the concepts and practices underpinning modern, established national and global democratic states. Students will interpret the principles and historical factors that lead to development of liberal and social democracy as well as investigate the nature and structures and institutions of the political systems in countries such as Australia, the United States, India or Japan. Students will examine federalism, protection of rights and freedoms, doctrine of responsible government, liquid democracy, a free and fair electoral system, political participation in elections, the provision of a legitimate mandate to govern, doctrine of state sovereignty, the party system (big and small government) and the influence of pressure and lobby groups. Students will also examine and interpret commentary on current political issues both within Australian and globally.

Dictatorship, Oligarchy and Authoritarianism

This unit will enable students to explore the ideas and practices underpinning modern political systems throughout the world, the significance of changing political systems in a range of contexts; from monarchical, dictatorial and authoritarian forms as well as emerging democracies. The difference between democratic and other forms of government, both legitimate or illegitimate, and their relative influences on social, cultural, moral, political and economic systems. Students will interpret the principles and historical factors that lead to development of the ideologies, which underpinned the need for change and revolutionary action as well as investigate the nature, structures and institutions of the political systems choosing from electives that cover political ideas and or case studies of different systems such as; Russia, China or other countries. Students examine the conflict between authoritarian government and democratic aspirations. Students will examine and interpret commentary on current political issues.

International Relations

This unit explores the key concepts of sovereignty, nation, and international order through a study of actors, institutions and systems in international relations. Students are able to investigate these concepts in the context of foundational ideas, Australia's Role on the World Stage, the quest for peace through global governance, conflict and threats in global security, and the interconnectedness of the economy in global politics.

Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

Assessment

The identification of criteria within the achievement standards and assessment tasks types and weightings provide a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

Assessment Task Types

Task types	Test	Research, investigation and analysis
	A test may include the following: <ul style="list-style-type: none"> • document study • case study • multiple choice • short answer response • interview • extended response • in-class essay/report 	Suggested tasks: <ul style="list-style-type: none"> • research assignment • e.g. written report, essay • oral presentation • seminar • digital presentation • moot • mock trial • interview response • case study • dispute resolution • creative response • scenario/situation
Weighting in A/T 1.0 units	40 - 60%	40 - 60%
Weighting in A/T 0.5 units	40 - 60%	40 - 60%
Weighting in M 1.0 and 0.5 units	10 - 90%	10 - 90%

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Suggested length for written tasks - A: 500-800 words, T: 1000-1500 words, M: at the discretion of the teacher. However, in the Independent Study unit T: 1500-2000 words.
- Suggested length for an oral presentation - A: 5-8 minutes, T: 8–10 minutes, M: at the discretion of the teacher.
- For the Independent Study unit, the research task must be validated. A research task may be validated by an interview.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

Achievement Standards

Years 11 and 12 achievement standards are written for A/T courses. A single achievement standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Achievement Standards for Australian and Global Politics A Course - Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> analyses the structures, institutions, processes and practices of political systems analyses political concepts and principles compares viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to political systems 	<ul style="list-style-type: none"> explains the structures, institutions, processes and practices of political systems explains political concepts and principles explains viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to political systems 	<ul style="list-style-type: none"> describes the structures, institutions, processes and practices of political systems describes political concepts and principles describes viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to political systems 	<ul style="list-style-type: none"> identifies the structures, institutions, processes and practices of political systems identifies political concepts and principles identifies viewpoints, ideas and decisions and makes some reference how individuals and groups can influence the stability of, and changes to political systems 	<ul style="list-style-type: none"> identifies the structures, institutions, processes and practices of political systems identifies political concepts and principles identifies viewpoints and ideas with little or no reference how individuals and groups can influence the stability of, and changes to political systems
Skills	<ul style="list-style-type: none"> analyses information to draw evidence based conclusions to solve problems constructs logical, reasoned and convincing arguments to thoroughly justify valid conclusions, decisions judgments and recommendations develops focus questions to frame an inquiry and conducts comprehensive research using a wide range of sources and methods communicates complex ideas with coherent and sustained arguments with analysis of evidence, detailed annotations, using appropriate language and accurate referencing 	<ul style="list-style-type: none"> interprets information to draw evidence based conclusions to solve problems constructs convincing arguments to justify valid conclusions, decisions judgments and recommendations develops focus questions to frame an inquiry and conducts research using a range of sources and methods communicates complex ideas and coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> interprets information to draw conclusions to solve problems constructs arguments to justify conclusions, decisions judgments and recommendations develops focus questions for an inquiry and conducts research using sources and methods communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> interprets information with some relationship to the problem being addressed constructs arguments with some reference to conclusions, decisions judgments and recommendations uses inquiry questions to conduct research derived from sources communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> describes information with little or no relationship to the problem being addressed constructs arguments with little or no reference to conclusions, decisions judgments and recommendations uses inquiry questions to conduct research communicates limited ideas and information with minimal referencing

Achievement Standards for Australian and Global Politics T Course - Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> critically analyses the structures, institutions, processes and practices of political systems and evaluates the interrelationship between the political systems and society critically analyses political concepts and principles and evaluates their significance locally, nationally and globally critically analyses the nature and purpose of politics/law and evaluates the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and discusses values and attitudes synthesises and analyses a variety of viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to political systems 	<ul style="list-style-type: none"> analyses the structures, institutions, processes and practices of political systems and explains the interrelationship between the political systems and society analyses political concepts and principles and explains their significance locally, nationally and globally analyses the nature and purpose of politics/law and explains the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and describes values and attitudes compares and analyses viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to political systems 	<ul style="list-style-type: none"> explains the structures, institutions, processes and practices of political systems and describes the interrelationship between the political systems and society explains political concepts and principles and describes their significance locally, nationally and globally explains the nature and purpose of politics/law and describes the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and outlines values and attitudes compares and explains viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to political systems 	<ul style="list-style-type: none"> describes the structures, institutions, processes and practices of political systems with some reference to the interrelationship between the political systems and society describes political concepts and principles with some reference to their significance locally, nationally and globally describes the nature and purpose of politics/law with some reference to the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts describes viewpoints, ideas and decisions and makes some reference to how individuals and groups can influence the stability of, and changes to political systems 	<ul style="list-style-type: none"> identifies the structures, institutions, processes and practices of political systems with some little or no reference to the interrelationship between the political systems and society identifies political concepts and principles with little or no reference to their significance locally, nationally and globally identifies the nature and purpose of politics/law with little or no reference to the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts identifies viewpoints and ideas with little or no reference to how individuals and groups can influence the stability of, and changes to political systems
Skills	<ul style="list-style-type: none"> evaluates information to draw evidence based conclusions to solve problems constructs logical, reasoned and convincing arguments to thoroughly justify valid conclusions, decisions judgments and recommendations develops focus questions to frame an inquiry and conducts comprehensive research using a wide range of sources and methods communicates complex ideas with coherent and sustained arguments with analysis of evidence, detailed annotations, using appropriate language and accurate referencing 	<ul style="list-style-type: none"> analyses information to draw evidence based conclusions to solve problems constructs convincing arguments to justify valid conclusions, decisions judgments and recommendations develops focus questions to frame an inquiry and conducts research using a range of sources and methods communicates complex ideas and coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> interprets information to draw evidence based conclusions to solve problems constructs arguments to justify conclusions, decisions judgments and recommendations develops focus questions for an inquiry and conducts research using sources and methods communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> interprets information with some relationship to the problem being addressed constructs arguments with some reference to conclusions, decisions judgments and recommendations uses inquiry questions to conduct research derived from sources communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> describes information with little or no relationship to the problem being addressed constructs arguments with little or no reference to conclusions, decisions judgments and recommendations uses inquiry questions to conduct research communicates limited ideas and information with minimal referencing

Achievement Standards for Australian and Global Politics A Course - Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> analyses the structures, institutions, processes and practices of political systems and explains the interrelationship between the political system and society analyses political concepts and principles and explains their significance locally, nationally and globally compares viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to political systems 	<ul style="list-style-type: none"> explains the structures, institutions, processes and practices of political systems and describes the interrelationship between the political system and society explains political concepts and principles and describes their significance locally, nationally and globally explains viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to political systems 	<ul style="list-style-type: none"> describes the structures, institutions, processes and practices of political systems and outlines the interrelationship between the political system and society describes political concepts and principles and outlines their significance locally, nationally and globally describes viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to political systems 	<ul style="list-style-type: none"> identifies the structures, institutions, processes and practices of political systems with some reference to the interrelationship between the political system and society identifies political concepts and principles with some reference to their significance locally, nationally and globally identifies viewpoints, ideas and decisions and makes some reference how individuals and groups can influence the stability of, and changes to political systems 	<ul style="list-style-type: none"> identifies the structures, institutions, processes and practices of political systems with little or no reference to the interrelationship between the political system and society identifies political concepts and principles with little or no reference to their significance locally, nationally and globally identifies viewpoints and ideas with little or no reference how individuals and groups can influence the stability of, and changes to political systems
Skills	<ul style="list-style-type: none"> analyses information to draw evidence based conclusions to solve problems constructs logical, reasoned and convincing arguments to thoroughly justify valid conclusions, decisions judgments and recommendations develops focus questions to frame an inquiry and conducts comprehensive research using a wide range of sources and methods communicates complex ideas with coherent and sustained arguments with analysis of evidence, detailed annotations, using appropriate language and accurate referencing 	<ul style="list-style-type: none"> interprets information to draw evidence based conclusions to solve problems constructs convincing arguments to justify valid conclusions, decisions judgments and recommendations develops focus questions to frame an inquiry and conducts research using a range of sources and methods communicates complex ideas and coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> interprets information to draw conclusions to solve problems constructs arguments to justify conclusions, decisions judgments and recommendations develops focus questions for an inquiry and conducts research using sources and methods communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> interprets information with some relationship to the problem being addressed constructs arguments with some reference to conclusions, decisions judgments and recommendations uses inquiry questions to conduct research derived from sources communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> describes information with little or no relationship to the problem being addressed constructs arguments with little or no reference to conclusions, decisions judgments and recommendations uses inquiry questions to conduct research communicates limited ideas and information with minimal referencing

Achievement Standards for Australian and Global Politics T Course - Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> critically analyses the structures, institutions, processes and practices of political systems and evaluates the interrelationship between the political systems and society critically analyses political concepts and principles and evaluates their significance locally, nationally and globally critically analyses the nature and purpose of politics/law and evaluates the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and discusses values and attitudes critically analyses types and forms of power as used by individuals, groups or countries and evaluates representations and interpretations to explain political issues synthesises and analyses a variety of viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to political systems 	<ul style="list-style-type: none"> analyses the structures, institutions, processes and practices of political systems and explains the interrelationship between the political systems and society analyses political concepts and principles and explains their significance locally, nationally and globally analyses the nature and purpose of politics/law and explains the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and describes values and attitudes analyses types and forms of power as used by individuals, groups or countries and explains representations and interpretations to explain political issues compares and analyses viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to political systems 	<ul style="list-style-type: none"> explains the structures, institutions, processes and practices of political systems and describes the interrelationship between the political systems and society explains political concepts and principles and describes their significance locally, nationally and globally explains the nature and purpose of politics/law and describes the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and outlines values and attitudes explains types and forms of power as used by individuals, groups or countries and describes representations and interpretations of political issues compares and explains viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to political systems 	<ul style="list-style-type: none"> describes the structures, institutions, processes and practices of political systems with some reference to the interrelationship between the political systems and society describes political concepts and principles with some reference to their significance locally, nationally and globally describes the nature and purpose of politics/law with some reference to the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts describes types and forms of power as used by individuals, groups or countries and describes representations and interpretations of political issues describes viewpoints, ideas and decisions and makes some reference to how individuals and groups can influence the stability of, and changes to political systems 	<ul style="list-style-type: none"> identifies the structures, institutions, processes and practices of political systems with some little or no reference to the interrelationship between the political systems and society identifies political concepts and principles with little or no reference to their significance locally, nationally and globally identifies the nature and purpose of politics/law with little or no reference to the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts identifies types and forms of power as used by individuals, groups or countries with little or no reference to representations and interpretations of political issues identifies viewpoints and ideas with little or no reference to how individuals and groups can influence the stability of, and changes to political systems
Skills	<ul style="list-style-type: none"> evaluates information to draw evidence based conclusions to solve problems constructs logical, reasoned and convincing arguments to thoroughly justify valid conclusions, decisions judgments and recommendations analyses and reflects with insight on ethical, social and environmental implications and consequences of political practices in different contexts develops focus questions to frame an inquiry and conducts comprehensive research using a wide range of sources and methods communicates complex ideas with coherent and sustained arguments in a variety of forms and mediums with analysis of evidence, detailed annotations, using appropriate language and accurate referencing 	<ul style="list-style-type: none"> analyses information to draw evidence based conclusions to solve problems constructs convincing arguments to justify valid conclusions, decisions judgments and recommendations analyses with insight on social, and environmental implications and consequences of political practices in different contexts develops focus questions to frame an inquiry and conducts research using a range of sources and methods communicates complex ideas and coherent arguments in a variety of forms and mediums using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> interprets information to draw evidence based conclusions to solve problems constructs arguments to justify conclusions, decisions judgments and recommendations explains social, and environmental implications and consequences of political practices in different contexts develops focus questions for an inquiry and conducts research using sources and methods communicates ideas and arguments in a limited range of forms and mediums using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> describes information with some relationship to the problem being addressed constructs arguments with some reference to conclusions, decisions judgments and recommendations describes some social, and environmental consequences and implications of political practices in familiar contexts uses inquiry questions to conduct research derived from sources communicates ideas and arguments in a limited range of forms and mediums with referencing 	<ul style="list-style-type: none"> describes information with little or no relationship to the problem being addressed constructs arguments with little or no reference to conclusions, decisions judgments and recommendations identifies minimal social, and environmental consequences of political practices in familiar contexts uses inquiry questions to conduct research communicates limited ideas and information with minimal referencing

Achievement Standards for Australian and Global Politics M Course – Years 11 and 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> describes structures, processes and practices of political systems with independence describes basic political concepts and principles with independence 	<ul style="list-style-type: none"> describes structures, processes and practices of political systems with some assistance describes basic political concepts and principles with assistance 	<ul style="list-style-type: none"> recounts basic structures, processes and practices of political systems with occasional assistance recounts basic political concepts and principles with occasional assistance 	<ul style="list-style-type: none"> identifies basic structures, processes and practices of political systems with continuous assistance identifies basic political concepts and principles with continuous assistance 	<ul style="list-style-type: none"> identifies basic structures, processes and practices of political systems with direct instruction identifies basic political concepts and principles with direct instruction
Skills	<ul style="list-style-type: none"> plans and undertakes independent political inquiries with independence applies concepts and principles for decision making and problem-solving with independence communicates ideas and arguments using appropriate evidence, language and accurate referencing with independence 	<ul style="list-style-type: none"> plans and undertakes independent political inquiries with assistance applies concepts and practices for decision making and problem-solving with assistance communicates ideas and arguments using appropriate evidence, language and accurate referencing with assistance 	<ul style="list-style-type: none"> undertakes guided political inquiries with occasional assistance applies concepts and principles for decision making and problem-solving with occasional assistance communicates ideas and arguments using appropriate evidence, language and accurate referencing with occasional assistance 	<ul style="list-style-type: none"> undertakes guided political inquiries with continuous guidance applies concepts and principles for decision making and problem-solving with continuous guidance communicates ideas and arguments using appropriate evidence, language and accurate referencing with continuous guidance 	<ul style="list-style-type: none"> undertakes simple research on a topic with direct instruction applies concepts and models with direct instruction communicates ideas and arguments using appropriate evidence, language and accurate referencing with direct instruction

Power, Politics and Political Thought

Value: 1.0

Power, Politics and Political Thought a

Value: 0.5

Power, Politics and Political Thought b

Value: 0.5

Unit Description

This unit introduces students to the key concepts of power, authority and legitimacy that underpin the way decisions are made by States, Nation States, groups and individuals. The unit is designed to enable students to explore and develop an understanding of the historical philosophical ideas, values and ideologies behind democracy which underpin politics in modern and contemporary contexts. In this unit students will consider questions about the nature of politics, democracy and the impacts of ideas and ideologies on political structures, institutions, processes and practices. The unit will look at the reasons why people seek political power, the characteristics of successful political activists, leaders and movements and how these ideas inform changing perceptions about social issues and engage broader political participation in social movements to effect change.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> understand the political system and the significance of the rule of law investigate, analyse and communicate key political concepts and issues 	<ul style="list-style-type: none"> understand the political system and the significance of the rule of law investigate, evaluate, analyse and communicate key political concepts and issues 	<ul style="list-style-type: none"> understand the political system investigate, and communicate political concepts and issues

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Structures, institutions, processes and practices		
<ul style="list-style-type: none"> analyse the effectiveness of political structures, institutions, processes and practices understand the impact of ideologies and the exercise of power on political structures, institutions, processes and practices 	<ul style="list-style-type: none"> evaluates the effectiveness of political structures, institutions, processes and practices critically analyse the impact of ideologies and the exercise of power on political structures, institutions, processes and practices 	<ul style="list-style-type: none"> describes political structures, institutions, processes and practices

A Course	T Course	M Course
<ul style="list-style-type: none"> recognise similarities and differences in political systems and processes analyse processes and practices and their impact on individuals, groups and the community 	<ul style="list-style-type: none"> critically analyse similarities and differences in political systems and processes critically analyse how values and attitudes influence political behaviour evaluate processes and practices and their impact on individuals, groups and the community 	<ul style="list-style-type: none"> describes political concepts and principles
Political concepts and principles		
<ul style="list-style-type: none"> evaluate the concepts of power, authority and legitimacy evaluate the nature and operational aspects of political systems 	<ul style="list-style-type: none"> evaluate the concepts of power, authority and legitimacy evaluate the nature and operational aspects of political systems and their ethical, social, economic and legal implications 	<ul style="list-style-type: none"> describe the nature and operational aspects of political systems
Nature and purpose of politics		
<ul style="list-style-type: none"> understand ways in which the political system responds to and impacts on individuals and diverse groups in the community understand the significance of ideas, events and developments in determining change and political outcomes 	<ul style="list-style-type: none"> understand ways in which the political system responds to and impacts on individuals and diverse groups in the community understand the significance of ideas, events and developments in determining change and political outcomes 	
Types and forms of power		
<ul style="list-style-type: none"> analyse the ways and forms in which power is exercised (explicitly and/or implicitly) within different political system understand the skills and practices of citizenship that allow individuals and groups to participate in and influence the political system 	<ul style="list-style-type: none"> critically analyse the ways and forms in which power is exercised (explicitly and/or implicitly) within different political system understand the skills and practices of citizenship that allow individuals and groups to participate in and influence the political system 	<ul style="list-style-type: none"> understand that individuals and groups can participate in and influence the political system

A Course	T Course	M Course
Viewpoints, ideas and decisions		
<ul style="list-style-type: none"> analyse different perspectives and interpretations of political information analyse stakeholders' response to political issues, including marginalisation of individuals or groups on the basis of gender, ethnicity, culture, religion and disability analyse how individuals and groups can influence the stability of, and changes to the political system 	<ul style="list-style-type: none"> critically analyse different perspectives, interpretations and dissemination of political information, including bias and distortion of information synthesise and critique stakeholders' response to political issues, including marginalisation of individuals or groups on the basis of gender, ethnicity, culture, religion and disability critically analyse how individuals and groups can influence the stability of, and changes to the political system 	
Inquiry and research		
<ul style="list-style-type: none"> locates, selects, organises, and analyses political information, issues and problems from a variety of sources use appropriate modes, forms, and styles of communication within a variety of conditions, situations and contexts 	<ul style="list-style-type: none"> locates, selects, organises, synthesises and analyses political information, issues and problems from a variety of sources use appropriate modes, forms, and styles of communication within a variety of conditions, situations and contexts apply both empirical and theoretical considerations to a problem to reach a justifiable conclusion 	<ul style="list-style-type: none"> investigates political issues and problems use appropriate modes, forms, and styles of communication within a variety of conditions, situations and contexts
Communication		
<ul style="list-style-type: none"> communicates contemporary political issues and debates, using political terminology and appropriate acknowledgment of sources 	<ul style="list-style-type: none"> communicates contemporary political issues and debates, using political terminology and appropriate acknowledgment of sources 	<ul style="list-style-type: none"> communicates contemporary political issues and debates, using political terminology and appropriate acknowledgment of sources

Electives

For a standard 1.0 unit, a student must study a minimum of TWO electives from those listed .

For a half-standard 0.5 unit, a student must study a minimum of ONE elective from the table below.

Political Fundamentals

Concepts and principles of political fundamentals such as power, authority and legitimacy that underpin political ideas and practice. For example, what is politics, what are the basic principles of power, order and justice, the ideas of the State, and development of the Nation- State, sovereignty, borders, culture and national identity. Students examine the multidimensional nature of power such as political and legal power, military power both in and outside the Nation State, social or cultural power, psychological power and economic power along with the focus on power, and conflict over the use of it, to distinguish politics from other disciplines such as history, economics, philosophy, and sociology.

Institutions of political fundamentals and systems, their origins and development. For example, democracy and models of representation as a compromise of ideals and pragmatism, L historical developments - ancient Greece and the Polis- Pericles Funeral Oration, the Roman Republic and the power of orators such as Cicero, the historic and ongoing political significance of the Magna Carta and the development of Parliament in Britain, the rule of law, the failure of the League and Nations, the United Nations, examination of the legitimacy of power, democracy and ideas and forms explored through examination of constitutions, republics, a bill of rights, responsible or accountable government, separation of powers, the free, frequent and fair elections and the right to vote, due process, and natural justice, social media as the “fourth” arm of Government.

Nature and purpose of power, democracy and government by civil means and authority as legitimised power, the difference between democratic and other forms of government (both legitimate or illegitimate) and their relative influences on social, cultural, moral, political and economic systems. How and why do virtually all governments, however tyrannical, try to give the appearance of constitutionalism and strong democratic credentials and therefore have legitimacy, martial law and the suspension of the normal operation of the rule of law, and actual and potential military power, the tension between the pursuit of public good and the rights of the individual, along with political ideas about citizenship, responsibilities and rights, and distribution of resources.

Processes and practices of politics to address individual and/or group issues, consideration of the way decisions about conflict and tension are made by the State and for what purpose, participation and the exploration of different modes of participation, elections and voting, political parties, interest groups and lobbying - both altruistic and self-interested, polls, petitions, and activism.

Significance of power and non-formal uses of power and its ability to control, influence or affect the behaviour of society as a whole or the individual, exploration of the democratic political system in a range of contexts, for example, liberal democracy and social democracy and the ideas and ideals underpinning interpretations of democracy and democratic theory, the contract theory of democracy, political theorists and the notion of implied consent, political involvement, revolutions, and social movements, power in religion, power in traditional media and proliferation of non-traditional forms of the media, such as social networking, blogs, Twitter and WikiLeaks, and power in sport.

How values and attitudes in political fundamentals, have shifted in the past, for example the movement in the social hierarchy from autocratic to democratic lines of power, authority, power and authority in relationships the battle for civil rights, social equality, and social justice, the human rights movements and the Universal Declaration of Human Rights, the decolonisation of Africa and Asia, the civil rights movements and the end of apartheid, women’s movement, indigenous peoples

the environmental movement, the refugee advocacy movement, the social “safety net” movement and income support for the poor, disadvantaged or disabled.

Representations and interpretations of political systems and the ideas underpinning structures and processes, including academic analysis, news, commentary and opinion in the media including new media and social media.

Political Thought

Concepts and principles of political thought or political philosophy and ideologies which have developed for example Plato and Aristotle and the polis (the city state) or political community, the work of John Locke, Niccolò Machiavelli, and Thomas Hobbes and the exploration of the modern State and constitutional government, Jean-Jacques Rousseau, Alexis de Tocqueville, Karl Marx, and Friedrich Engels and democracy and the critique of liberal ideology as an ideology of the rich, Liberalism, the ideologies of the Right, Conservatism, Nationalism, Fascism and Nazism and the ideologies of the Left, Socialism, Communism and Anarchism. Examination of how political thought expresses concepts of what the world should be like politically, economically and socially and how to achieve that ideal, power, justice, rights, law, and other issues pertaining to governance and how such concepts have come about and to what effect.

Institutions of political systems proposed by founding leaders, writers and philosophers and how they should be implemented and to what end, serving the public good or the needs of the state, what form government should take and why, what duties citizens owe to a legitimate government, if any, and when it may be legitimately overthrown, if ever.

Nature and purpose of political thought ideas developed through time about humans in society, according to these ideologies, and what comprises the public good. The difference between each of these ideologies in their view of human nature and the kind of society that can be created to serve the public good or serve the needs of the state and their relative influences on the social, cultural, moral, political and economic systems.

Processes and practices to address individual and/or group issues, including political parties, trade unions, pressure groups including the media, community-based organisations, charitable and issues based organisations, para-military groups and terrorist organisations.

Significance of the political systems and ideologies in a range of contexts, such as capitalism, communism, socialism, fascism, interpretations and implementation of ideology in different cultures, such as Russia and China of Marxist theory or the differences between the US and Europe over what constitutes liberalism and conservatism and policies like universal health care, single issue “isms” such as gay rights activism and feminism.

How values and attitudes in political thought and ideological conflict have shifted in the past, for example the Cold War and its impact on both domestic and international politics, attitudes to dissent and attitudes to those seeking independence from colonial powers, and the political change brought about by the anger of the forgotten working class, the modern government and the pragmatic use of power.

Representations and interpretations of political ideologies, including academic analysis, news, commentary and opinion in the media including new media and social media.

The Australian Political System

Concepts and principles of the Australian political system, such as, the Australian Constitution, conventions (unwritten rules), Australia as a constitutional monarchy, Australian federalism, the three arms of government, the Westminster system, the legislature, ministerial responsibility, forming government, minority government, the executive, Cabinet, the bureaucracy, policy-making, the judiciary, other key aspects of Australian democracy, citizen activism, secret ballot, compulsory voting and the electoral system.

Institutions of the Australian political system, both constitutional and based in convention, such as the Parliament of Australia, state and territory parliaments, the House of Representatives, the Senate, the federal Executive, Cabinet, the Commonwealth Public Service, the High Court, the Australian Electoral Commission, the electoral process, the origins and guiding principles of the major and minor political parties, and the role of each of these institutions in Australia's democracy.

Nature and purpose of the Australian political system, such as, representative government, representative democracy, direct democracy, referendums, plebiscites, the role of political parties and candidates, compulsory voting, civic participation, the role of government in society, and the effect of social, cultural, moral, and economic ideas on the political system.

Processes and practices of the Australian political system, such as, Constitutional processes, the effect of conventions, law and policy-making, the operation of political parties, the impact of special interest groups (including trade unions, pressure groups, industry groups and social movements, charitable organisations), the different electoral systems in Australia, the role and influence of minor parties, and other types of participation in Australian democracy.

Significance of the Australian political system in a range of contexts, such as, key referendums (for example, the 1967 Referendum, the Republican debate and the 1999 Referendum), the Constitution and the "Dismissal" and its implications for democracy, the reforming federalism debate, social/attitudinal change about the role of government in relation to issues such as the environment, marriage equality, refugees and asylum seekers and meeting international obligations in these areas, the role of government in protecting minority rights, the impact of three or four year terms, the relationship between the government and the High Court (for example, in areas such as Aboriginal Land Rights and Immigration policy), and the role of the Public Service.

How values and attitudes in the Australian political system have changed, for example, Indigenous rights, women's rights, White Australia policy, economic policy, social welfare, education policy, environment policy, multiculturalism, asylum seekers, the growing strength of party politics, the changing demographics supporting the major parties, the movement of the major parties on the economic and social policy political spectrum, the rise and fall of minor parties, the decline in trust in politics and political institutions in Australia, the appropriate role and purpose of the Senate, the inequality of different types of political participation and the impact on democracy, and the attitude to compulsory voting.

Representations and interpretations of the Australian political system, such as, through the media (including news, via the press gallery, in political commentary, current affairs in print, on TV, radio social media and cartoons), the impact of the 24 hour news cycle, and the effect of popularity ratings and polling data.

Exercising and Challenging Power

Concepts and principles underpinning the exercise and challenge of power through political activism as explored through a range of political movements and participation, which have been and continue to be important in bringing about not just political change but also social, economic and environmental change. How and why people become involved in politics, their motivations for political involvement and active citizenship.

Institutions of political organisations which have developed to advocate and actively bring about change in society, including the formal political structures such as political parties or parliaments or the non-formal structures such as interest groups, the media, music and entertainment industries, the various styles of leadership, hierarchy, participation and membership, communication and tactics, civil disobedience, strikes, making submissions or petitions, interest groups, using media coverage, protests and lobbying.

Nature and purpose of political activism and movements and relative influences on the social, cultural, moral, political and economic systems, motivations that drive individuals to seek political power and influence, the characteristics of political activists, politicians and leaders The difference between different organisations within movements in terms of aims, tactics and support.

Processes and practices to address individual and/or group issues, including leadership styles including populist, persuasive, pragmatic, authoritarian, consultative and charismatic, organisational structures, leadership, gathering support and representing their interests, strategies and tactics, evaluating success and future goals.

Significance of the political activism and movements, how they can change political systems, for example, women's rights, civil rights movements in both the US and Australia, human rights movement, the Labour movement and trade unions, de-colonisation and independence movements, anti-war movements, environmental movements, gay rights movement, anti-globalisation movement, the refugee advocacy movement, the animal rights movement, the anti-Apartheid movement in South Africa or the Suffragettes in Britain or Australia.

How values and attitudes in politics have shifted in the past because of political movements, for example, indigenous rights, women's rights and feminism, the end of Apartheid in South Africa, refugee rights, gay rights or environmentalism such as the impact of the environmentalists in saving the Franklin River.

Representations and interpretations of the political system, including academic analysis, news, commentary and opinion in the media including new media and social media.

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Comparative Politics - Democracies

Value: 1.0

Comparative Politics – Democracies a

Value: 0.5

Comparative Politics – Democracies b

Value: 0.5

Unit Description

This unit will enable students to explore the concepts and practices underpinning modern, established national and global democratic states. Students will interpret the principles and historical factors that lead to development of liberal and social democracy as well as investigate the nature and structures and institutions of the political systems in countries such as Australia, the United States, India or Japan. Students will examine federalism, protection of rights and freedoms, doctrine of responsible government, liquid democracy, a free and fair electoral system, political participation in elections, the provision of a legitimate mandate to govern, doctrine of state sovereignty, the party system (big and small government) and the influence of pressure and lobby groups. Students will also examine and interpret commentary on current political issues both within Australia and globally.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> understand democratic political systems and the significance of the rule of law investigate, analyse and communicate political concepts and issues 	<ul style="list-style-type: none"> evaluate democratic political systems and the significance of the rule of law investigate, evaluate, analyse and communicate political concepts and issues 	<ul style="list-style-type: none"> understand democratic political systems may be different investigate, and communicate information and issues

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Structures, institutions, processes and practices		
<ul style="list-style-type: none"> analyse the effectiveness of political structures, institutions, processes and practices understand the impact of ideologies and the exercise of power on political structures, institutions, processes and practices recognise similarities and differences in political systems and processes 	<ul style="list-style-type: none"> evaluate the effectiveness of political structures, institutions, processes and practices critically analyse the impact of ideologies and the exercise of power on political structures, institutions, processes and practices critically analyse similarities and differences in political systems and processes 	<ul style="list-style-type: none"> describes political structures, institutions, processes and practices

A Course	T Course	M Course
Political concepts and principles		
<ul style="list-style-type: none"> analyse processes and practices and their impact on individuals, groups and the community analyse concepts such as democracy, public good and collective action 	<ul style="list-style-type: none"> critically analyse how values and attitudes influence political behaviour evaluate processes and practices and their impact on individuals, groups and the community evaluate concepts such as democracy, public good and collective action 	<ul style="list-style-type: none"> describes political concepts and principles
Nature and purpose of politics		
<ul style="list-style-type: none"> evaluate the nature and operational aspects of political systems understand ways in which the political system responds to and impacts on individuals and diverse groups in the community understand the significance of ideas, events and developments in determining change and political outcomes 	<ul style="list-style-type: none"> evaluate the nature and operational aspects of political systems and their ethical, social, economic and legal implications understand ways in which the political system responds to and impacts on individuals and diverse groups in the community understand the significance of ideas, events and developments in determining change and political outcomes 	<ul style="list-style-type: none"> describe the nature and operational aspects of political systems
Types and forms of power		
<ul style="list-style-type: none"> analyse the ways and forms in which power is exercised (explicitly and/or implicitly) within different political system 	<ul style="list-style-type: none"> critically analyse the ways and forms in which power is exercised (explicitly and/or implicitly) within different political system 	

A Course	T Course	M Course
<ul style="list-style-type: none"> understand the skills and practices of citizenship that allow individuals and groups to participate in and influence the political system 	<ul style="list-style-type: none"> understand the skills and practices of citizenship that allow individuals and groups to participate in and influence the political system 	<ul style="list-style-type: none"> understand that individuals and groups can participate in and influence the political system
Viewpoints, ideas and decisions		
<ul style="list-style-type: none"> analyse different perspectives and interpretations of political information 	<ul style="list-style-type: none"> critically analyse different perspectives, interpretations and dissemination of political information, including bias and distortion of information 	
A Course	T Course	M Course
<ul style="list-style-type: none"> analyse stakeholders' response to political issues, including marginalisation of individuals or groups on the basis of gender, ethnicity, culture, religion and disability analyse how individuals and groups can influence the stability of, and changes to the political system 	<ul style="list-style-type: none"> synthesise and critique stakeholders' response to political issues, including marginalisation of individuals or groups on the basis of gender, ethnicity, culture, religion and disability critically analyse how individuals and groups can influence the stability of, and changes to the political system 	
Inquiry and research		
<ul style="list-style-type: none"> locates, selects, organises, and analyses political information, issues and problems from a variety of sources use appropriate modes, forms, and styles of communication within a variety of conditions, situations and contexts 	<ul style="list-style-type: none"> locates, selects, organises, synthesises and analyses political information, issues and problems from a variety of sources use appropriate modes, forms, and styles of communication within a variety of conditions, situations and contexts apply both empirical and theoretical considerations to a problem to reach a justifiable conclusion 	<ul style="list-style-type: none"> investigates political issues and problems use appropriate modes, forms, and styles of communication within a variety of conditions, situations and contexts

A Course	T Course	M Course
Communication		
<ul style="list-style-type: none"> communicates contemporary political issues and debates, using political terminology and appropriate acknowledgment of sources 	<ul style="list-style-type: none"> communicates contemporary political issues and debates, using political terminology and appropriate acknowledgment of sources 	<ul style="list-style-type: none"> communicates contemporary political issues and debates, using political terminology and appropriate acknowledgment of sources

Electives

For a standard 1.0 unit, a student must study a minimum of TWO electives not previously studied from those listed in this unit.

For a half-standard 0.5 unit, a student must study a minimum of ONE elective not previously studied, from those listed in this unit.

Political Fundamentals

Concepts and principles of political fundamentals such as power, authority and legitimacy that underpin political ideas and practice. For example, what is politics, what are the basic principles of power, order and justice, the ideas of the State, and development of the Nation State, sovereignty, borders, culture and national identity. Students examine the multidimensional nature of power such as political and legal power, military power both in and outside the Nation State, social or cultural power, psychological power and economic power along with the focus on power, and conflict over the use of it, to distinguish politics from other disciplines such as history, economics, philosophy, and sociology.

Institutions of political fundamentals and systems, their origins and development. For example, democracy and models of representation as a compromise of ideals and pragmatism, L historical developments - ancient Greece and the Polis-Pericles Funeral Oration, the Roman Republic and the power of orators such as Cicero, the historic and ongoing political significance of the Magna Carta and the development of Parliament in Britain, the rule of law, the failure of the League and Nations, the United Nations, examination of the legitimacy of power, democracy and ideas and forms explored through examination of constitutions, republics, a bill of rights, responsible or accountable government, separation of powers, the free, frequent and fair elections and the right to vote, due process, and natural justice, social media as the “fourth” arm of Government.

Nature and purpose of power, democracy and government by civil means and authority as legitimised power, the difference between democratic and other forms of government (both legitimate or illegitimate) and their relative influences on social, cultural, moral, political and economic systems. How and why do virtually all governments, however tyrannical, try to give the appearance of constitutionalism and strong democratic credentials and therefore have legitimacy, martial law and the suspension of the normal operation of the rule of law, and actual and potential military power, the tension between the pursuit of public good and the rights of the individual, along with political ideas about citizenship, responsibilities and rights, and distribution of resources.

Processes and practices of politics to address individual and/or group issues, consideration of the way decisions about conflict and tension are made by the State and for what purpose, participation and the exploration of different modes of participation, elections and voting, political parties, interest groups and lobbying - both altruistic and self-interested, polls, petitions, and activism.

Significance of power and non-formal uses of power and its ability to control, influence or affect the behaviour of society as a whole or the individual, exploration of the democratic political system in a range of contexts, for example, liberal democracy and social democracy and the ideas and ideals underpinning interpretations of democracy and democratic theory, the contract theory of democracy, political theorists and the notion of implied consent, political involvement, revolutions, and social movements, power in religion, power in traditional media and proliferation of non-traditional forms of the media such as social networking, blogs, Twitter and WikiLeaks, and power in sport.

How values and attitudes in political fundamentals, have shifted in the past, for example the movement in the social hierarchy from autocratic to democratic lines of power, authority, power and authority in relationships the battle for civil rights, social equality, and social justice, the human rights movements and the Universal Declaration of Human Rights, the decolonisation of Africa and Asia, the civil rights movements and the end of apartheid, women's movement, indigenous peoples the environmental movement, the refugee advocacy movement, the social "safety net" movement and income support for the poor, disadvantaged or disabled.

Representations and interpretations of political systems and the ideas underpinning structures and processes, including academic analysis, news, commentary and opinion in the media including new media and social media.

Political Thought

Concepts and principles of political thought or political philosophy and ideologies which have developed for example Plato and Aristotle and the polis (the city state) or political community, the work of John Locke, Niccolò Machiavelli, and Thomas Hobbes and the exploration of the modern State and constitutional government, Jean-Jacques Rousseau, Alexis de Tocqueville, Karl Marx, and Friedrich Engels and democracy and the critique of liberal ideology as an ideology of the rich, Liberalism, the ideologies of the Right, Conservatism, Nationalism, Fascism and Nazism and the ideologies of the Left, Socialism, Communism and Anarchism. Examination of how political thought expresses concepts of what the world should be like politically, economically and socially and how to achieve that ideal, power, justice, rights, law, and other issues pertaining to governance and how such concepts have come about and to what effect.

Institutions of political systems proposed by founding leaders, writers and philosophers and how they should be implemented and to what end, serving the public good or the needs of the state, what form government should take and why, what duties citizens owe to a legitimate government, if any, and when it may be legitimately overthrown, if ever.

Nature and purpose of political thought ideas developed through time about humans in society, according to these ideologies, and what comprises the public good. The difference between each of these ideologies in their view of human nature and the kind of society that can be created to serve the public good or serve the needs of the state and their relative influences on the social, cultural, moral, political and economic systems.

Processes and practices to address individual and/or group issues, including political parties, trade unions, pressure groups including the media, community-based organisations, charitable and issues based organisations, para-military groups and terrorist organisations.

Significance of the political systems and ideologies in a range of contexts, such as capitalism, communism, socialism, fascism, interpretations and implementation of ideology in different cultures, such as Russia and China of Marxist theory or the differences between the US and Europe over what constitutes liberalism and conservatism and policies like universal health care, single issue "isms" such as gay rights activism and feminism.

How values and attitudes in political thought and ideological conflict have shifted in the past, for example the Cold War and its impact on both domestic and international politics, attitudes to dissent and attitudes to those seeking independence from colonial powers, and the political change brought about by the anger of the forgotten working class, the modern government and the pragmatic use of power.

Representations and interpretations of political ideologies, including academic analysis, news, commentary and opinion in the media including new media and social media.

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Institutions of political systems proposed by founding leaders, writers and philosophers and how they should be implemented and to what end, serving the public good or the needs of the state, what form government should take and why, what duties citizens owe to a legitimate government, if any, and when it may be legitimately overthrown, if ever.

Nature and purpose of political thought ideas developed through time about humans in society, according to these ideologies, and what comprises the public good. The difference between each of these ideologies in their view of human nature and the kind of society that can be created to serve the public good or serve the needs of the state and their relative influences on the social, cultural, moral, political and economic systems.

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Significance of the political systems and ideologies in a range of contexts, such as capitalism, communism, socialism, fascism, interpretations and implementation of ideology in different cultures, such as Russia and China of Marxist theory or the differences between the US and Europe over what constitutes liberalism and conservatism and policies like universal health care, single issue "isms" such as gay rights activism and feminism.

How values and attitudes in political thought and ideological conflict have shifted in the past, for example the Cold War and its impact on both domestic and international politics, attitudes to dissent and attitudes to those seeking independence from colonial powers, and the political change brought about by the anger of the forgotten working class, the modern government and the pragmatic use of power.

Representations and interpretations of political ideologies, including academic analysis, news, commentary and opinion in the media including new media and social media.

The Australian Political System

Concepts and principles underpinning the origins and continued development of the Australian political system and the constitution; its institutions and structures, for example ideas of Liberal Democracy and Social Democracy. The Constitutional monarchy and the role of the Governor General, federalism and the separation of powers, how power, authority and legitimacy is shared among the three branches of government and the various levels of government.

Institutions of the Australian political system, both constitutional and based in convention, including the federal and state parliaments, the executive branch, including the Prime Minister, cabinet and the public service and the judiciary. Methods of participation in Australia such as enrolling to vote, joining a political party, running for office, joining an interest group, blogging, tweeting or joining a lobby or protest group, and the role and power of the media.

Nature and purpose of the Australian political system, for example the rule of law, the doctrine of accountable and responsible government, political parties, and their origins, platforms and policies and relative influences on the social, cultural, moral, political and economic systems in Australia. The differences between the two major parties, the minor and micro parties, majority versus minority interests, party politics and crossing the floor.

Processes and practices to address individual and/or group issues, including political parties, special interest groups, trade unions, pressure groups and charitable organisations. Australians and government; participation in various modes, the contradiction between the individual and reliance on the state, the role of the Royal Commission.

Significance of the Australian political system in a range of contexts, for example, the Magna Carta, federation, the High Court and interpretation of the Constitution, the role of parliamentary privilege, the conscription debates, 1967 Referendum, the Republican debate, 1975 dismissal and its implications for democracy, social/attitudinal change concerning issues such as the environment, marriage equality, refugees and asylum seekers and meeting our international obligations in these areas.

How values and attitudes in the Australian political system politics have shifted in the past, for example, religious institutions and power, sport and power, the declining trust of the people in political institutions, Indigenous Rights, Women's Rights, White Australia policy, social welfare, multiculturalism, asylum seekers, party affiliation and changes to demographics and aspirations influencing the traditional parties and newer minor parties.

Representations and interpretations of the Australian political system, for example/including, through the media, news, via the press gallery, political commentary, current affairs in print, on TV, radio and new media and opinion pieces and cartoons. The impact of the 24 hour news cycle on politics.

The United States Political System

Concepts and principles of the United States Political System, such as, American Constitution, liberal democracy, America as a federal republic, American federalism, the three arms of government, separation of powers, the legislature (Congress), the executive, the President, policy-making, the bureaucracy, law making, the electoral system, the electoral college, franchise, voting, civic activism, judiciary, judicial politics, American exceptionalism, US capitalism and other key aspects of America's political system.

Institutions of the United States Political System, such as, Congress, state parliaments, the House of Representatives, the Senate, the office of the President, the federal executive (bureaucracy), the Supreme Court, conducting elections, particularly presidential and congressional, in America, the origin and guiding principles of the major and minor political parties, and the role of each of these institutions in America's democracy.

Nature and purpose of the United States Political System, such as, representative government, representative democracy, the role of political parties and candidates (for example, their origins, platforms and policies), the similarities and differences between the two major political parties, voting and non-voting, civic participation, the role of government in society, and the effect of social, cultural, moral and economic ideas on the political system.

Processes and practices of the United States Political System, such as, Constitutional processes, law and policy-making, the operation of political parties and factions, the impact of lobbyists, special interest groups, trade unions, pressure groups, religious groups and charitable organisations, the different electoral systems in America, electoral funding, the role and influence of minor parties, relationship between Congress and the President, and other types of participation in American democracy.

Significance of the United States Political System in a range of contexts, such as, the effect of religion, race, economics, culture and power on American democracy, case studies related to the Constitutional rights and freedoms, historic case studies (for example, the anti-communist hysteria of the Cold War period, the Civil Rights Movement, combating organised crime), the disparity between wealth and income, case studies related to financial crises (for example, the Great Depression, 1970s and emergence of neo-liberalism, and the GFC), electoral fraud, the war on terrorism, the impact of security measures on rights and freedoms, and the relationship between domestic politics and American foreign policy.

How values and attitudes in the United States Political System have changed, and continue to change and impact on the political system, for example, indigenous Rights, Women's Rights, African-American Rights, civil and political rights, human rights, violence and gun laws, influence of religion, immigration and illegal migrant workers, the disparity between rich and poor, environmental concerns, marriage equality, universal health care, role of government, the role of the political-economy, and America's place in the world.

Representations and interpretations of the United States Political System, such as, through the media (such as news, political commentary, current affairs in print, on TV, radio, social media, opinion pieces and cartoons), the role of media moguls and media channels influencing both public opinion and policy, the impact of the 24 hour news cycle on politics, and the effect of popularity ratings and polling data.

Other Established Democracies

Concepts and principles underpinning the origins and continued development of the political system and the constitution; its institutions and structures, for example ideas of Liberal Democracy. The concepts of the separation of power in your chosen country and how and why power is shared among the various branches and levels of government. For example, India or France as republics and Japan or the UK as constitutional monarchies. Both India and Japan, having both adopted a western style of parliamentary democracy with few roots in their traditions appear to be successful and established post-WW2 democracies.

Institutions of the political system, both constitutional or those based in convention, parliaments, the executive branch, and the judiciary. The purpose and process and problems of conducting elections.

Nature and purpose of political parties, for example, their origins, platforms and policies and relative influences on the social, cultural, moral, political and economic systems.

Processes and practices to address individual and/or group issues, including political parties, special interest groups, trade unions, pressure groups and charitable organisations.

Significance of the political system in a range of contexts, for example, the Partition in India and ongoing conflicts with Pakistan, post-war reconstruction in Japan. Both countries demonstrate the adaptability of democratic processes.

How values and attitudes in politics have shifted in the past, for example, in India, Women's Rights, ethnic and religious conflict, the rise of extremism and nationalism, extreme poverty, illiteracy contrasting to the economic rise of the middle class and the alienation of the working poor. For example, the push to rearm and engage in armed service overseas in Japan, the position of women in Japanese society, the culture of "reflexive obedience", the falling birth rate and aging population and patron-client politics, and the alienation of the working poor in South Africa.

Representations and interpretations of the political system, for example/including, through the media, news, via the press gallery, political commentary, current affairs in print, on TV, radio and new media and opinion pieces and cartoons.

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Oligarchy and Authoritarianism

Value: 1.0

Oligarchy and Authoritarianism a

Value: 0.5

Oligarchy and Authoritarianism b

Value: 0.5

Unit Description

This unit will enable students to explore the ideas and practices underpinning modern political systems throughout the world, the significance of changing political systems in a range of contexts; from monarchical, dictatorial and authoritarian forms as well as emerging democracies. The difference between democratic and other forms of government, both legitimate or illegitimate, and their relative influences on social, cultural, moral, political and economic systems. Students will interpret the principles and historical factors that lead to development of the ideologies, which underpinned the need for change and revolutionary action as well as investigate the nature, structures and institutions of the political systems choosing from electives that cover political ideas and or case studies of different systems such as; Russia, China or other countries. Students examine the conflict between authoritarian government and democratic aspirations. Students will examine and interpret commentary on current political issues.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> understand the political system and the significance of the rule of law investigate, analyse and communicate relevant information and issues 	<ul style="list-style-type: none"> understand the political system and the significance of the rule of law investigate, evaluate, analyse and communicate relevant information and issues 	<ul style="list-style-type: none"> understand the political system investigate, and communicate information and issues

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Structures, institutions, processes and practices		
<ul style="list-style-type: none"> analyse the effectiveness of political structures, institutions, processes and practices understand the impact of ideologies and the exercise of power on political structures, institutions, processes and practices 	<ul style="list-style-type: none"> evaluates the effectiveness of political structures, institutions, processes and practices critically analyse the impact of ideologies and the exercise of power on political structures, institutions, processes and practices 	<ul style="list-style-type: none"> describes political structures, institutions, processes and practices

A Course	T Course	M Course
<ul style="list-style-type: none"> recognise similarities and differences in political systems and processes 	<ul style="list-style-type: none"> critically analyse similarities and differences in political systems and processes 	
Political concepts and principles		
<ul style="list-style-type: none"> analyse processes and practices and their impact on individuals, groups and the community 	<ul style="list-style-type: none"> evaluate processes and practices and their impact on individuals, groups and the community critically analyse how values and attitudes influence political behaviour 	<ul style="list-style-type: none"> describes political concepts and principles
Nature and purpose of politics		
<ul style="list-style-type: none"> evaluate the nature and operational aspects of political systems understand ways in which the political system responds to and impacts on individuals and diverse groups in the community understand the significance of ideas, events and developments in determining change and political outcomes 	<ul style="list-style-type: none"> evaluate the nature and operational aspects of political systems and their ethical, social, economic and legal implications understand ways in which the political system responds to and impacts on individuals and diverse groups in the community understand the significance of ideas, events and developments in determining change and political outcomes 	<ul style="list-style-type: none"> describe the nature and operational aspects of political systems
Types and forms of power		
<ul style="list-style-type: none"> analyse the ways and forms in which power is exercised (explicitly and/or implicitly) within different political system understand the skills and practices of citizenship that allow individuals and groups to participate in and influence the political system 	<ul style="list-style-type: none"> critically analyse the ways and forms in which power is exercised (explicitly and/or implicitly) within different political system understand the skills and practices of citizenship that allow individuals and groups to participate in and influence the political system 	<ul style="list-style-type: none"> understand that individuals and groups can participate in and influence the political system

A Course	T Course	M Course
Viewpoints, ideas and decisions		
<ul style="list-style-type: none"> analyse different perspectives and interpretations of political information analyse stakeholders' response to political issues, including marginalisation of individuals or groups on the basis of gender, ethnicity, culture, religion and disability analyse how individuals and groups can influence the stability of, and changes to the political system 	<ul style="list-style-type: none"> critically analyse different perspectives, interpretations and dissemination of political information, including bias and distortion of information synthesise and critique stakeholders' response to political issues, including marginalisation of individuals or groups on the basis of gender, ethnicity, culture, religion and disability critically analyse how individuals and groups can influence the stability of, and changes to the political system 	
Inquiry and research		
<ul style="list-style-type: none"> locates, selects, organises, and analyses political information, issues and problems from a variety of sources use appropriate modes, forms, and styles of communication within a variety of conditions, situations and contexts 	<ul style="list-style-type: none"> locates, selects, organises, synthesises and analyses political information, issues and problems from a variety of sources use appropriate modes, forms, and styles of communication within a variety of conditions, situations and contexts apply both empirical and theoretical considerations to a problem to reach a justifiable conclusion 	<ul style="list-style-type: none"> investigates political issues and problems use appropriate modes, forms, and styles of communication within a variety of conditions, situations and contexts
Communication		
<ul style="list-style-type: none"> communicates contemporary political issues and debates, using political terminology and appropriate acknowledgment of sources 	<ul style="list-style-type: none"> communicates contemporary political issues and debates, using political terminology and appropriate acknowledgment of sources 	<ul style="list-style-type: none"> communicates contemporary political issues and debates, using political terminology and appropriate acknowledgment of sources

Electives

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Institutions of political fundamentals and systems, their origins and development. For example, democracy and models of representation as a compromise of ideals and pragmatism, L historical developments - ancient Greece and the Polis-Pericles Funeral Oration, the Roman Republic and the power of orators such as Cicero, the historic and ongoing political significance of the Magna Carta and the development of Parliament in Britain, the rule of law, the failure of the League and Nations, the United Nations, examination of the legitimacy of power, democracy and ideas and forms explored through examination of constitutions, republics, a bill of rights, responsible or accountable government, separation of powers, the free, frequent and fair elections and the right to vote, due process, and natural justice, social media as the “fourth” arm of Government.

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Significance of power and non-formal uses of power and its ability to control, influence or affect the behaviour of society as a whole or the individual, exploration of the democratic political system in a range of contexts, for example, liberal democracy and social democracy and the ideas and ideals underpinning interpretations of democracy and democratic theory, the contract theory of democracy, political theorists and the notion of implied consent, political involvement, revolutions, and social movements, power in religion, power in traditional media and proliferation of non-traditional forms of the media, such as social networking, blogs, Twitter and WikiLeaks, and power in sport.

How values and attitudes in political fundamentals, have shifted in the past, for example the movement in the social hierarchy from autocratic to democratic lines of power, authority, power and authority in relationships the battle for civil rights, social equality, and social justice, the human rights movements and the Universal Declaration of Human Rights, the decolonisation of Africa and Asia, the civil rights movements and the end of apartheid, women’s movement, indigenous peoples

the environmental movement, the refugee advocacy movement, the social “safety net” movement and income support for the poor, disadvantaged or disabled.

Representations and interpretations of political systems and the ideas underpinning structures and processes, including academic analysis, news, commentary and opinion in the media including new media and social media.

Political Thought

Concepts and principles of political thought or political philosophy and ideologies which have developed for example Plato and Aristotle and the polis (the city state) or political community, the work of John Locke, Niccolò Machiavelli, and Thomas Hobbes and the exploration of the modern State and constitutional government, Jean-Jacques Rousseau, Alexis de Tocqueville, Karl Marx, and Friedrich Engels and democracy and the critique of liberal ideology as an ideology of the rich, Liberalism, the ideologies of the Right, Conservatism, Nationalism, Fascism and Nazism and the ideologies of the Left, Socialism, Communism and Anarchism. Examination of how political thought expresses concepts of what the world should be like politically, economically and socially and how to achieve that ideal, power, justice, rights, law, and other issues pertaining to governance and how such concepts have come about and to what effect.

Institutions of political systems proposed by founding leaders, writers and philosophers and how they should be implemented and to what end, serving the public good or the needs of the state, what form government should take and why, what duties citizens owe to a legitimate government, if any, and when it may be legitimately overthrown, if ever.

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Processes and practices to address individual and/or group issues, including political parties, trade unions, pressure groups including the media, community-based organisations, charitable and issues based organisations, para-military groups and terrorist organisations.

Significance of the political systems and ideologies in a range of contexts, such as capitalism, communism, socialism, fascism, interpretations and implementation of ideology in different cultures, such as Russia and China of Marxist theory or the differences between the US and Europe over what constitutes liberalism and conservatism and policies like universal health care, single issue “isms” such as gay rights activism and feminism.

How values and attitudes in political thought and ideological conflict have shifted in the past, for example the Cold War and its impact on both domestic and international politics, attitudes to dissent and attitudes to those seeking independence from colonial powers, and the political change brought about by the anger of the forgotten working class, the modern government and the pragmatic use of power.

Representations and interpretations of political ideologies, including academic analysis, news, commentary and opinion in the media including new media and social media.

Politics in Russia

Concepts and principles underpinning the changes to the political system in Russia, from Tsarism to the first communist state, from Stalinist dictatorship to Putin’s authoritarian “sovereign democracy”. Include the ideas of absolute monarchy, socialism and communism, liberal and social democracy. Why was there a communist revolution in Russia and why did the system eventually collapse and what kind of system has emerged since 1990?

Institutions of the political system established by Lenin and the Bolsheviks and further changed by Stalin and how they reflected the Russian interpretation of Marx. Institutions of the political system adopted in 1993, framed by the Constitution, including the federal, state and local governments; the legislature, the executive branch, the Federation Council and the judiciary. The purpose and process of conducting elections in Russia in Soviet and post-Soviet times. The conflict between authoritarian government and democratic aspirations since the end of communism. The veneer of constitutional legitimacy and Putin's continued rule as president and Prime Minister and president again!

Nature and purpose of political organisations and parties, for example, their origins, platforms and policies and relative influences on the social, cultural, moral, political and economic systems. The Communist Party and the differences between the soviet system and the period since 1993. Role of parties and the role of leaders, Gorbachev, Yeltsin, the Oligarchs, Putin, as well as institutions such as the police, courts and church.

Processes and practices to address individual and/or group issues, including the historical and contemporary treatment of political opposition, dissenters and political prisoners in an authoritarian state.

Significance of the changing political system in a range of contexts, for example, the 5 year plans and the industrialisation of the USSR, the war against Fascism, the Cold War, the crisis of the 1980s that lead to the collapse of communism, the Rise of the Oligarchs, secessionist and religious conflicts, Putin and a resurgent Russia, Russia's revitalised economic power and natural resources.

How values and attitudes in politics have shifted in the past, for example opposition to Tsarism, loyalty and the communist state, discontent, disengagement and disbelief in the later period of the Soviet regime. In what ways hopes for democracy and a fair society that emerged with Gorbachev's reforms have been dashed since the collapse of communism. Putin meeting the Russian nostalgia for a strong leader like Stalin or Ivan the Terrible.

Representations and interpretations of the political system, including Russian state and independent as well as foreign media. Assess the role of the media as a tool of the state, whether state owned or on friendly terms with the Kremlin or as an independent and critical observer at risk of harassment.

Politics in China

Concepts and principles underpinning the changes to the political system in China, from the failing Manchu dynasty, to revolution, republic and warlords, Japanese invaders and the communist victory of 1949. The rule of Mao and the party and the impact of the campaigns, to the reforms of Deng and the enormous economic and social changes to China since 1989, without the freeing up of the political system despite pro-democracy movements. Capitalism in a police state.

Institutions of the political system established by the communist party, include the role of the Party and its close association with the Red Army, Congress, state and local, the 1983 Constitution.

Nature and purpose of the Communist Party, for example, origins, changes in policies and relative influences on the social, cultural, moral, political and economic systems. The difference between the Chinese interpretation of Marx, compared to Soviet leaders. How has the party managed to stay in power and direct China's emergence as a world power?

Processes and practices to address individual and/or group issues, including the treatment of political opposition, dissenters, political prisoners in a totalitarian or police state. Chinese enjoy greater personal freedoms but political and religious repression continues and appears to be worsening, from the Democracy Wall and crackdown in 1978-9, the Tiananmen Square massacre of 1989 to present day harassment and incarceration of artists, writers and political activists. Censorship.

Significance of the political system in a range of contexts, for example, the campaigns and engineering change, especially the Cultural Revolution, Deng's reforms and modernising China, pro-democracy movements and Tiananmen Square, political corruption scandals and the push for change, media and the control of information, serious environmental problems, the growing divide between rich and poor, ethnic independence movements and foreign policy and disputes with its neighbours.

How values and attitudes in politics have shifted in the past, for example from the sometimes bizarre utopian obsessions of Mao to the pragmatic view of Deng and his successors, that economic growth not class struggle or the moral purification of revolution, was the main measure of success of the party and the state.

Representations and interpretations of the political system, for example/including the role of the media as a tool of the state. Censorship of the media including the internet- "the Great Firewall of China" and news is tightly controlled.

Politics in Other Countries

Concepts and principles of Politics in Other Countries underpinning changes to the political systems from colonial times to the present as well as political systems within non-democratic nations such as Cuba, North Korea, Thailand, Saudi Arabia and Iran. These include decolonisation, communism and socialism, the religious state, military rule, the authoritarian state and the emerging democratic state.

Institutions of Politics in Other Countries, including courts and police, the secret police, the national and regional governments, the legislature, the president and executive branch and the judiciary and the military.

Nature and purpose of Politics in Other Countries, for example, the origins of existing and emerging political parties, platforms and policies and relative influences on the social, cultural, moral, political and economic systems. Processes and practices of Politics in Other Countries to address individual and/or group issues including political parties, religious organisations, grass-roots movements, special interest groups, lobby groups and charitable organisations.

Significance of Politics in Other Countries in a range of contexts, for example, the long and short term effects of a non-democratic state, role of women, decolonisation, the Cold War, the power of the military, and growing religious extremism.

How values and attitudes in Politics in Other Countries have shifted in the past, for example from acceptance of strong authoritarian government to aspirations for a democratic system of government, the emergence (and suppression) of human rights issues, the role of religion, the King, the president and chief of the military.

Representations and interpretations of the Politics in Other Countries, including the role and level of state and independent as well as foreign media, the level of censorship of books and films and political thought.

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

International Relations

Value: 1.0

International Relations a

Value: 0.5

International Relations b

Value: 0.5

Unit Description

In this unit, students will explore global politics and the relationship of international relations to domestic politics. The five electives provide an opportunity to understand the key concepts of anarchy, nation and international order through learning about the actors, institutions and ideas of world politics. Students may examine Australia's Role on the World Stage (including Australia's foreign policy) in more depth. Students may also explore and critically analyse the systems, institutions and organisations designed to bring greater security and peace to world, such as international law, the United Nations, the International Courts and Tribunals and non-government and inter-governmental organisations. Students may also examine the role of international relations in terms of conflict and resolution and the struggle for power between states. Finally, students may learn about the effect of the new international political economy of the globalised world.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> understand the political system and the significance of the rule of law investigate, analyse and communicate political and international relations concepts and issues 	<ul style="list-style-type: none"> understand the political system and the significance of the rule of law investigate, evaluate, analyse and communicate political and international relations concepts and issues 	<ul style="list-style-type: none"> understand the political system investigate, and communicate concepts and issues

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Structures, institutions, processes and practices		
<ul style="list-style-type: none"> analyse the effectiveness of political structures, institutions, processes and practices understand the impact of ideologies and the exercise of power on political structures, institutions, processes and practices recognise similarities and differences in political systems and processes 	<ul style="list-style-type: none"> evaluates the effectiveness of political structures, institutions, processes and practices critically analyse the impact of ideologies and the exercise of power on political structures, institutions, processes and practices critically analyse similarities and differences in political systems and processes 	<ul style="list-style-type: none"> describes political structures, institutions, processes and practices

A Course	T Course	M Course
Political concepts and principles		
<ul style="list-style-type: none"> analyse processes and practices and their impact on individuals, groups and the community analyse concepts such as sovereignty, nation, international order 	<ul style="list-style-type: none"> critically analyse how values and attitudes influence political behaviour evaluate processes and practices and their impact on individuals, groups and the community evaluate concepts such as sovereignty, nation, international order 	<ul style="list-style-type: none"> describes political concepts and principles
Nature and purpose of politics		
<ul style="list-style-type: none"> evaluate the nature and operational aspects of political systems understand ways in which the political system responds to and impacts on individuals and diverse groups in the community understand the significance of ideas, events and developments in determining change and political outcomes 	<ul style="list-style-type: none"> evaluate the nature and operational aspects of political systems and their ethical, social, economic and legal implications understand ways in which the political system responds to and impacts on individuals and diverse groups in the community understand the significance of ideas, events and developments in determining change and political outcomes 	<ul style="list-style-type: none"> describe the nature and operational aspects of political systems
Types and forms of power		
<ul style="list-style-type: none"> analyse the ways and forms in which power is exercised (explicitly and/or implicitly) within different political system understand the skills and practices of citizenship that allow individuals and groups to participate in and influence the political system 	<ul style="list-style-type: none"> critically analyse the ways and forms in which power is exercised (explicitly and/or implicitly) within different political system understand the skills and practices of citizenship that allow individuals and groups to participate in and influence the political system 	<ul style="list-style-type: none"> understand that individuals and groups can participate in and influence the political system

A Course	T Course	M Course
Viewpoints, ideas and decisions		
<ul style="list-style-type: none"> analyse different perspectives and interpretations of political information analyse stakeholders' response to political issues, including marginalisation of individuals or groups on the basis of gender, ethnicity, culture, religion and disability analyse how individuals and groups can influence the stability of, and changes to the political system 	<ul style="list-style-type: none"> critically analyse different perspectives, interpretations and dissemination of political information, including bias and distortion of information synthesise and critique stakeholders' response to political issues, including marginalisation of individuals or groups on the basis of gender, ethnicity, culture, religion and disability critically analyse how individuals and groups can influence the stability of, and changes to the political system 	
Inquiry and research		
<ul style="list-style-type: none"> locates, selects, organises, and analyses political information, issues and problems from a variety of sources use appropriate modes, forms, and styles of communication within a variety of conditions, situations and contexts 	<ul style="list-style-type: none"> locates, selects, organises, synthesises and analyses political information, issues and problems from a variety of sources use appropriate modes, forms, and styles of communication within a variety of conditions, situations and contexts apply both empirical and theoretical considerations to a problem to reach a justifiable conclusion 	<ul style="list-style-type: none"> investigates political issues and problems use appropriate modes, forms, and styles of communication within a variety of conditions, situations and contexts
Communication		
<ul style="list-style-type: none"> communicates contemporary political issues and debates, using political terminology and appropriate acknowledgment of sources 	<ul style="list-style-type: none"> communicates contemporary political issues and debates, using political terminology and appropriate acknowledgment of sources 	<ul style="list-style-type: none"> communicates contemporary political issues and debates, using political terminology and appropriate acknowledgment of sources

Electives

For a standard 1.0 unit, a student must study a minimum of TWO electives from the table below.

For a half-standard 0.5 unit, a student must study a minimum of ONE elective from the table below.

International Relations Fundamentals

Concepts and principles of International Relations Fundamentals such as sovereignty, nation, international order and stability, peace, security, anarchy, the state, failed state, citizens, non-state actors, international institutions, power, legitimacy, diplomacy, international politics, order and justice, human rights, humanitarian intervention, trade liberalisation, nuclear proliferation, war, terrorism, global inequality, climate change, movement of people, the ideal of the nation- state, borders, culture, identity, nationalism, decolonisation, Treaty of Westphalia, globalisation, treaties, international customary law, Global North, Global South, realism, liberalism, and critical theories.

Institutions of International Relations Fundamentals, such as, the League of Nations, the United Nations, the UN Security Council, state actors, non-state actors, NGOs, regional bodies (such as, the EU, NATO, ASEAN, African Union), Bretton Woods institutions (IMF, World Bank, WTO), state leaders, citizens, and multi-national corporations.

Nature and purpose of International Relations Fundamentals, such as, the birth of International Relations as a discipline, the quest for peace and security, importance of the economy and trade, periods of hot and cold wars, process of globalisation, spread of capitalism, transformation of communication, modernity (ideas, movements and revolutions), changing expectations of the international community in relation to human rights, climate change, movement of people, public health epidemics, human security and state security.

Processes and practices of International Relations Fundamentals, such as, diplomacy, war, terrorism, UN General Assembly resolutions, UN Security Council resolutions, treaties, declarations, legitimate force, involvement of state actors (such as, NATO), humanitarian intervention, R2P, peacekeeping forces, and non-intervention.

Significance of International Relations Fundamentals in a range of contexts, for example, the periods of war and between wars (for example, the interwar period, post-war period, Cold War, post-Cold War period, the war on terror, post 9/11 period), globalisation, economic liberalisation, neo-liberalism, spread of capitalism and liberal democracy, rise of China, perceptions of the United Nations, the influence of the IMF, World Bank and WTO, the Global Financial Crisis, the impact of telecommunications and access to information (for example WikiLeaks), global inequality, global issues, and the tension between human rights and state sovereignty.

How values and attitudes in International Relations Fundamentals have changed, such as, the process and impact of decolonisation, the effect of environmental issues, globalisation vs the State, culture and globalisation, rethinking the modern state and the international community, development of human rights (first generation, second generation and third generation), changing threats to peace and security, developing role of the United Nations, the changing impact of non-state actors, and the broadening of what is meant by security in a global context.

Representations and interpretations of International Relations Fundamentals, such as, through the media (including news, in political commentary, current affairs in print, on TV, radio social media and cartoons), academic analysis and the words and actions of state and non-state actors.

Australia's Role on the World Stage

Concepts and principles of Australia's Role on the World Stage, such as, theories of foreign-policy decision-making, Australia's national identity, interests, role of personalities, role of bureaucracy, influence of the domestic political system, security concerns, prosperity, climate change, human rights, foreign aid, asylum seekers, trade and economic globalisation, protectionism, isolationism, arms control, regional engagement and alliances, trade alliances, free trade deals, the effect of culture and religion, peacekeeping, conflict, and diplomacy.

Institutions relevant to Australia's Role on the World Stage, such as, the United Nations and its organisations, ANZUS, APEC, SEATO, ASEAN and Pacific Island Forums, free trade relationships, Antarctica, G20, International Monetary Fund, World Trade Organisation, and non-state actors such as human rights and environmental organisations.

Nature and purpose of Australia's Role on the World Stage, such as, security and national self-interest, trade and economic issues, strategic alliances based on security vs economic prosperity, role as a regional power, Australia/US alliance, multilateral relationships, citizenship responsibilities within the global community.

Processes and practices of Australia's Role on the World Stage, such as, the role of Executive Government and leadership, formation of domestic law and government policy, ratifying of international treaties, declarations and protocols, role of bureaucracy, embassies and consulates, extent of bipartisan support, lobby and activist groups such as Greenpeace and Amnesty International, and Australia's participation in international institutions, processes and practices.

Significance Australia's Role on the World Stage, such as, participation in strategic agreements, decisions about how to meet Australia's international obligations, regional participation, foreign aid, strategic diplomatic and consular relationships, participation in conflicts and exercise of military power including troop deployments and militarisation, promotion of Australia's economic and trade interests, involvement in peacekeeping operations, the rise of China, Australia's US alliance, whaling, climate change, and refugees.

How values and attitudes in relation to Australia's Role on the World Stage have changed, such as, the elements of national interest and the rise of so called "soft" national interests such as the environment and resource and human security including legal and government policy towards refugees and asylum seekers, climate change and environmental issues and our obligations as a good global citizen, the relationship with the US and China, the "trade not aid" debate, Australia's involvement on the World Stage under different domestic governments.

Representations and interpretations of Australia's Role on the World Stage, such as, through the media (including news, in political commentary, current affairs in print, on TV, radio social media and cartoons), academic analysis, the words and actions of state and non-state actors.

Global Governance: the search for peace

Concepts and principles of Global Governance, such as, the role of state, non-state and transnational actors in global governance and world order, nation vs state, international diplomacy, international law, treaties, policing and enforcement, regionalism and globalisation, ethnic conflict, identity politics, geopolitical fragmentation, decolonisation, sovereignty, human rights, norm of non-intervention, global civil society, social movements, globalisation, regionalisation/regional integration, failed states, West and Non-West divide, global inequality, and movement of people.

Institutions related to Global Governance, such as, Peace of Westphalia, Congress of Vienna, the League of Nations, United Nations (and its various programs, funds and agencies), non-state institutions (such as, Greenpeace, Amnesty International), INGOs and IGOs, multi-national corporations, terrorist movements and organised crime syndicates, social movements, the World Social Forum, International Criminal Court and the International Court of Justice.

Nature and purpose of Global Governance, such as, quest for order and stability in a system of states, the quest for world peace and avoiding world war, the changing relationship between powerful states, the post-Cold War period of a multipolar system (as opposed to bi-polar system) of world order, the pressures from above (states) and below (geopolitical fragmentation) on world order, the tension between order and justice (human rights).

Processes and practices related to Global Governance, such as, the operation of the doctrine of state sovereignty, the operation of the UN Security Council, humanitarian intervention, protection of human rights issues involving gender, ethnicity, and cultural diversity in international political environments, cultural and identity conflicts, regionalisation, operation of various UN programs, funds and agencies (for example, WHO, UNESCO, ILO, UNICEF etc).

Significance of Global Governance in a range of contexts, such as, adherence to the Universal Declaration of Human Rights 1948, Geneva Conventions 1860-1980, Refugee Convention 1948 and other human rights conventions, formation of the European Union and challenges (such as, Brexit), other case studies in regionalisation (such as, the USSR), impact of decolonisation, anti-globalisation protests, the impact of state actors and policies (such as US foreign policy and its different approaches), effect of the West and Non-West divide, various social movements (such as, the Jasmine Revolution, the anti-globalisation movement etc), how global governance has changed over time in Cold War period, post-Cold War period, after the war on terror etc, and the decline in world order or stability.

How values and attitudes in relation to Global Governance have changed, such as, the changing nature of international diplomacy, the challenges facing state sovereignty (for example, in relation to humanitarian intervention), increasing influence of non-state and transnational actors, the increasing recognition of the relationship between domestic and international politics, changing nature of global responsibility, and the strengthening of a global civil society.

Representations and interpretations of Global Governance, such as, through the media (including news, in political commentary, current affairs in print, on TV, radio, social media and cartoons), academic analysis and the words and actions of state and non-state actors.

Four: Global Security

Concepts and principles of Global Security, such as, collective security, human security, military defence, strategy, war, realism, liberalism, constructivism, critical theory, democratic peace theory, the struggle for power, security dilemma, causes of conflict, religion, nationalism, state aggression, assumptions about human nature,, scarcity of resources, will to power by individuals, theorists (such as, Homer, Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Hegel, Nietzsche, Kant, Woodrow Wilson, Mussolini, Hitler, Freud, Marx and Lenin), interstate conflict, intra-state conflict, irregular warfare, civil, revolutionary, guerrilla warfare, low-intensity conflicts, international terrorism, rogue states, humanitarian intervention, environmental security, bipolarity, multipolarity, hegemony, and international cooperation.

Institutions related to Global Security, such as, the League of Nations, the United Nation, the UN Security Council, NATO, African Union, ASEAN, ASEAN Regional Forum, OSCE, peace treaties, UN peacekeeping force, peace-building, legitimacy, military intervention, terrorism by both state and non-state actors, role of human rights organisations, International Criminal Court, and the International Court of Justice.

Nature and purpose of Global Security, such as, role of the state in securing the state, role of the state in protecting its people, protection of trade and economic goals, role of the UN Security Council in determining the legitimacy of force, humanitarian intervention, R2P, and human security (for example, economic, food, health, environmental, personal, community and political security).

Processes and practices related to Global Security, such as, the operation of the doctrine of state sovereignty, humanitarian intervention, organisations involved in pursuing different types of human security, state and non-state actors.

Significance of Global Security in a range of contexts, such as, the rise of international terrorism and counter-terrorism measures, the changing nature of warfare (such as irregular warfare and counter-insurgency), nuclear proliferation and counter-proliferation strategies, the role of Global Security institutions and various interventions case studies (such as, Iraq, Syria, Libya, Bosnia, Rwanda etc), regional security case studies (such as, China and the South China Sea), human security case studies (such as, resource scarcity, climate change and pandemics such as HIV/AIDS, earthquakes, tsunamis, floods and the various responses of the global community.

How values and attitudes in relation to Global Security have changed, such as, shift of focus from the state to people as the focus for security studies (human security vs state security), rise and fall of major powers, Cold War, rise of China, Western hegemony, changing way in which conflict is resolved or prevented, increased importance placed on human rights and humanitarian intervention, development of the R2P doctrine, impact of technology on security issues, increased prominence of environmental security as an issue, and war and terror in the 21st century.

Representations and interpretations of Global Security, such as, through the media (including news, in political commentary, current affairs in print, on TV, radio, social media and cartoons), academic analysis and the words and actions of state and non-state actors, and the relationship between the international political system and domestic political systems.

The International Political Economy

Concepts and principles of the International Political Economy, such as, states, markets, power, political economy, capitalism, mercantilism, liberalism, Marxism, the IMF, the World Bank, the WTO, OECD, G-8, G-20, wealth distribution (global and domestic), Great Depression, Global Financial Crisis (GFC), neoliberalism, GDP, economic growth, free-market system, communism, democracy, Global North and Global South, human development index, foreign aid, trade, structural adjustment programs, and globalisation.

Institutions of the International Political Economy, such as, the Bretton Woods system (the IMF, the World Bank, the WTO), OECD, G-8, G-20, OPEC, Asian Development Bank, regional economic pacts, and the institutions of states and markets.

Nature and purpose of the International Political Economy, such as, intervention and regulation of the world economy to avoid a global economic depression, the relationship between the economy, politics and society and power, the benefits and criticisms of neoliberalism and other types of economic theory, the effect of neoliberalism on democracy, and the effect of these things on Australia's policies.

Processes and practices of the International Political Economy, such as, regulation of markets, domestic economic and financial market policy and its impact on global markets, GDP vs Human Development Index, globalisation of markets and the impact on state sovereignty and state security.

Significance of the International Political Economy in a range of contexts, such as, the benefits and criticisms of capitalism, the impact of the Great Depression and GFC, case studies illustrating the benefits and criticisms of neoliberal policies, case studies on the debt crises in the developing and developed world and the response of the Bretton Wood order (such as, Latin America, East Asia, GFC, within the EU), the effect of these on Australian policy and institutions.

How values and attitudes in relation to the International Political Economy have changed, such as, the proper relationship between states and markets, the regulation of markets by states, the growing interconnection between politics, economics and society, the decisions of states based on economic concerns, and reflections on the system after the GFC.

Representations and interpretations of the International Political Economy, such as, through the media (including news, in political commentary, current affairs in print, on TV, radio, social media and cartoons), academic analysis and the words and actions of state and non-state actors.

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Independent Study

Value: 1.0

Independent Study a

Value: 0.5

Independent Study b

Value: 0.5

Prerequisites

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal’s written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

Unit Description

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Duplication of Content

Students must not duplicate topics, case studies or issues studied in this course.

Specific Unit Goals

This unit should enable students to:

A Course	T Course
<ul style="list-style-type: none"> understand the political system and the significance of the rule of law investigate, analyse and communicate political and or international relations concepts and issues 	<ul style="list-style-type: none"> understand the political system and the significance of the rule of law investigate, evaluate, analyse and communicate political and or international relations concepts and issues

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course
Structures, institutions, processes and practices	
<ul style="list-style-type: none"> analyse the effectiveness of political structures, institutions, processes and practices understand the impact of ideologies and the exercise of power on political structures, institutions, processes and practices 	<ul style="list-style-type: none"> evaluates the effectiveness of political structures, institutions, processes and practices analyse the impact of ideologies and the exercise of power on political structures, institutions, processes and practices

A Course	T Course
<ul style="list-style-type: none"> recognise similarities and differences in political systems and processes analyse processes and practices and their impact on individuals, groups and the community analyse concepts in political science and international relations 	<ul style="list-style-type: none"> analyse similarities and differences in political systems and processes analyse how values and attitudes influence political behaviour evaluate processes and practices and their impact on individuals, groups and the community evaluate concepts in political science and international relations
Nature and purpose of politics	
<ul style="list-style-type: none"> evaluate the nature and operational aspects of political systems understand ways in which the political system responds to and impacts on individuals and diverse groups in the community understand the significance of ideas, events and developments in determining change and political outcomes 	<ul style="list-style-type: none"> evaluate the nature and operational aspects of political systems and their ethical, social, economic and legal implications understand ways in which the political system responds to and impacts on individuals and diverse groups in the community understand the significance of ideas, events and developments in determining change and political outcomes
Types and forms of power	
<ul style="list-style-type: none"> analyse the ways and forms in which power is exercised (explicitly and/or implicitly) within different political system understand the skills and practices of citizenship that allow individuals and groups to participate in and influence the political system 	<ul style="list-style-type: none"> analyse the ways and forms in which power is exercised (explicitly and/or implicitly) within different political system understand the skills and practices of citizenship that allow individuals and groups to participate in and influence the political system
Viewpoints, ideas and decisions	
<ul style="list-style-type: none"> analyse different perspectives and interpretations of political information analyse stakeholders' response to political issues, including marginalisation of individuals or groups on the basis of gender, ethnicity, culture, religion and disability analyse how individuals and groups can influence the stability of, and changes to the political system 	<ul style="list-style-type: none"> analyse different perspectives, interpretations and dissemination of political information, including bias and distortion of information synthesise and critique stakeholders' response to political issues, including marginalisation of individuals or groups on the basis of gender, ethnicity, culture, religion and disability analyse how individuals and groups can influence the stability of, and changes to the political system

A Course	T course
Inquiry and research	
<ul style="list-style-type: none"> • locates, selects, organises, and analyses political information, issues and problems from a variety of sources • use appropriate modes, forms, and styles of communication within a variety of conditions, situations and contexts 	<ul style="list-style-type: none"> • locates, selects, organises, synthesises and analyses political information, issues and problems from a variety of sources • use appropriate modes, forms, and styles of communication within a variety of conditions, situations and contexts • apply both empirical and theoretical considerations to a problem to reach a justifiable conclusion
Communication	
<ul style="list-style-type: none"> • communicates contemporary political issues and debates, using political terminology and appropriate acknowledgment of sources 	<ul style="list-style-type: none"> • communicates contemporary political issues and debates, using political terminology and appropriate acknowledgment of sources

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

The following table outlines the standard 1.0 units and electives in each unit.

	Electives		Electives
Power, Politics and Political Thought	<ol style="list-style-type: none"> 1. Political Fundamentals 2. Political Thought 3. The Australian Political System 4. Exercising and Challenging Power 	International Relations (IR)	<ol style="list-style-type: none"> 1. IR Fundamentals 2. Australia's Role on the World Stage 3. Global Governance: The Search for Peace 4. Global Security 5. The International Political Economy
Comparative Politics: Democracies	<ol style="list-style-type: none"> 1. Political Fundamentals 2. Political Thought 3. The Australian Political System 4. The United States 5. Other Established Democracies 	Independent Study	May be any two electives not previously studied or a negotiated focus
Oligarchy and Authoritarianism	<ol style="list-style-type: none"> 1. Political Fundamentals 2. Political Thought 3. Politics in Russia 4. Politics in China 5. Political Systems in Other Countries 		

It is recommended that students study the following elective: *Political Fundamentals*

Prerequisites for the course or units within the course:

Students must have studied at least three standard 1.0 units from this course in order to access the Independent Study unit. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

Visual evidence for judgements made about practical performances

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Name	College
Lindsay Reid	Daramalan College
Carol Green	Narrabundah College
Karen Gregory	Radford College

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
investigate	issues, problems	
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Critically analyse	Analysis that engages with criticism and existing debate on the issue
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent Study units can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Course Adoption

Conditions of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to bssscertification@ed.act.edu.au. A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

College:	
Course Title:	Australian and Global Politics
Classification/s:	A T M
Accredited from:	2018
Framework:	Politics and Law 2015