



Global Studies

A / T / M

Front 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 scores across courses 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 nominees from colleges, professional bodies, universities, industry, parent/carer 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:

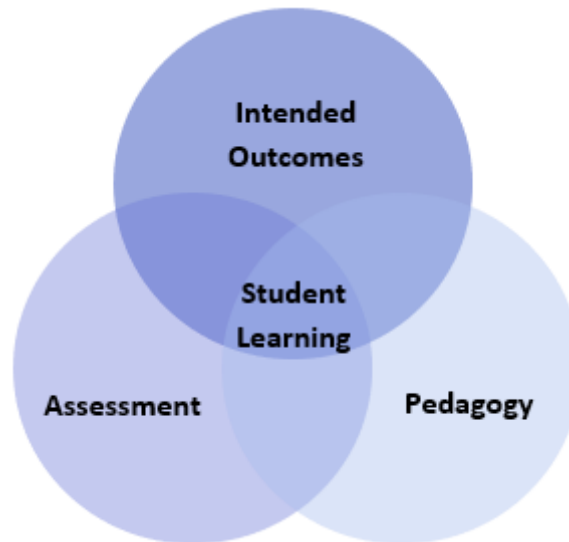
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in 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 understanding
- 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

In Global Studies, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for listening, engaging in collaborate practice, and expressing their research and conclusions about a range of global issues, and consider how that aids their effectively participating in society. Literacy in Global Studies involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts

Numeracy

In Global Studies, students become numerate as they develop the knowledge and skills to use Mathematics confidently to create and interpret data as they research and communicate their findings on a range of global issues. They become aware of the contingency and malleability of data produced using mathematical methods. Numeracy in Global Studies encompasses the knowledge, skills, behaviours and dispositions that students need to use Mathematics in a wide range of situations. It involves students recognising and understanding the role of Mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

Information and Communication Technology (ICT) Capability

In Global Studies, students develop Information and Communication Technology (ICT) capability as, in examining global issues, they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively. They consider the role and culpability of ICT in creating and in addressing a range of global challenges and opportunities. ICT capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of studying and being, as technologies evolve and understanding the risks to themselves and others in a digital environment.

Critical and Creative Thinking

In Global Studies, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems in relation to global issues. They engage in thinking critically about global issues and the ways different theories highlight and obscure global actors, global processes, global challenges and global opportunities. They think creatively about solutions to challenges in the global community. Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation.

Personal and Social Capability

In Global Studies, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively by examining and accounting for global issues and the needs and practices of communities and individuals worldwide. They develop the skills to engage in respectful and thoughtful discussion and investigation of significant and controversial issues. As they investigate global issues, they build personal and social capability through a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively, and developing leadership skills. These will be further developed by gaining knowledge about, and empathy with, the many communities that make up the global system.

Ethical Understanding

In Global Studies, students develop ethical understanding, as they identify and investigate the nature of ethical concepts and values and understand how reasoning can assist ethical judgement. Further, they problematise ethical knowledge by examining and accounting for different ethical frameworks around the world. Ethical understanding involves students building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others through the exploration of their personal and political engagement in global issues.

Intercultural Understanding

In Global Studies, students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. Intercultural understanding involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The experience of indigenous people in the global system is a key theme in Global Studies. The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunities 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 provided in Global Studies 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

Global Studies critically analyses the global system, including in relation to Asia and Australia's engagement with Asia, and provides the opportunity for students to assess the social, cultural, political and economic links that connect Australia with Asia. This priority in Global Studies 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 in a global context. 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

Global Studies provides many insights into the challenges and opportunities of global, regional, national and local issues around 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.

Global Studies

A / T / M

Rationale

By undertaking Global Studies, students come to appreciate the nature of global politics. They examine what can be achieved, and why there is a plurality of views on decisions about progress and reform. Students explore how its key participants respond to global challenges and collectively create opportunities for the betterment of the world. A focus of analysis is the choice between pursuing self-interest and the collective good.

Students come to understand that global politics has numerous and evolving processes for managing conflict and enhancing co-operation. As another distinct feature of this discipline students will examine the use of multiple, and often contradictory, theories and/or perspectives to see and interpret world systems. This course draws on data from a range of Humanities and Social Sciences disciplines, including but not limited to: History, Politics, Legal Studies, Economics, Geography, Sociology, as well the Arts and Sciences.

Global Studies promotes intercultural understanding by respectfully addressing sensitive issues arising from diversity of viewpoints, and the rights and responsibilities of individuals. The course provides the opportunity for intercultural dialogue to foster greater social cohesion. By developing skills of critical evaluation and reflection, it builds an understanding of different perspectives and ways of life. Students learn to engage meaningfully with different ideas and challenge their own conclusions. Thus equipped, students become better informed, reflective, critical global citizens, and change agents.

Global Studies students engage in research and data collection from a wide range of sources. Using case studies, they enquire into the nature, role and purpose of global politics. Students critique the actions and motivations of key figures and present their findings in coherent written, spoken and digital texts. They work collaboratively and engage in dialogue to enhance their own understanding of the diversity of worldviews.

In an increasingly globalised world, this course serves as a basis for further education, employment and active citizenship. Knowledge and skills developed in this course will contribute to further studies in courses, such as: International Security Studies, International Relations, History, Human development, International Business, Political Science, Economics, Law, and Communications.

Goals

This course should enable students to:

- compare and contrast theories, concepts, and principles
- critically analyse concepts, principles, ideas and change
- synthesise different interpretations, representations and perspectives
- evaluate significance of information, processes and concepts
- apply critical and creative thinking skills
- reflect on own thinking and learning
- communicate creatively and critically in a range of modes for a variety of purposes.

Unit Titles

- Global Actors
- Global Processes
- Global Challenges
- Global Opportunities
- Independent Study

Organisation of Content

Global Actors

Students critically analyse the distinctive nature and origin of actors within contemporary global politics. They use theories to question and analyse hierarchies and taxonomies of actors and power. Students assess the relative merits of diverse theories to evaluate actors' claims to sovereignty, hegemony, and legitimacy and why some groups are excluded from exercising agency. They reflect on their role as citizens giving legitimacy to global actors through their decisions and beliefs. The choice of actors for study must include a range of actors from different locations and spheres of influence.

Global Processes

Students critically analyse the purpose, nature, and origins of global processes in the international order, and how these facilitate or impede relationships among global actors in many communities. They critically analyse and evaluate different processes for negotiating between actors within global anarchy. Students evaluate the processes by which global systems operate and their potential for reform. They critique processes from different International Relations (IR) perspectives. Students reflect on their place, and their communities' role, in global processes in working towards the common good. The choice of processes for study must include those involving a range of communities and locations.

Global Challenges

Students critically analyse significant contemporary issues that pose challenges to global actors and processes, and to individuals around the world, as a result of processes employed by global actors to address issues and critique the resulting balance of power. They also question whether the mechanisms that regulate global behaviour effectively manage the tension between self-interest and collectivism. They analyse the challenges faced by actors and processes with the emergence of new powers and value systems. Students use theory to formulate questions and anticipate future challenges. They reflect on their connection to current global challenges and how they will respond to that realisation. The choice of challenges for study must include those impacting on a range of communities and locations.

Global Opportunities

Students analyse what progress and change can be achieved by global political action. They examine how the global system is perceived and used to improve lives for individuals and communities. Students evaluate possible pathways for progress and consider to whom current reform processes bring benefits. The nature of international declarations and agreements are considered in terms of their universality and contingency. Students consider their preferred future, the actions necessary to achieve it, and why it would be better. The choice of opportunities for study must include those available to a range of communities and locations.

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 or fourth 1.0 unit in this course of study.

Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides 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

Suggested tasks:

- interview based report
- commentary
- annotated bibliography
- in-class essay
- debate
- portfolio
- field work
- viva voce
- document/source analysis
- report
- role play
- research and design report
- test/exam
- oral (seminar)
- empathetic response
- writing task
- response to stimulus
- exposition
- extended response
- essay
- website
- multimodal presentation
- creative response
- interview
- discussion forum
- practical project
- workshop

Weightings in A/T/M 1.0 and 0.5 Units:

No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit.

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.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students must 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.

Assessment is the responsibility of the college. Student tasks are assessed using rubrics or marking schemes devised by the college. An achievement standard cannot be used as a rubric for an individual assessment task. 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 Global Studies 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 histories, environments, systems, data and cultures analyses the significance of issues/events analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture analyses concepts in personal, cultural, social and/or historical contexts | <ul style="list-style-type: none"> explains histories, environments, systems, data and cultures explains the significance of issues/events explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture explains concepts and principles in personal, cultural, social and/or historical contexts | <ul style="list-style-type: none"> describes histories, environments, systems, data and cultures describes the significance of issues/events describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture describes concepts and principles in personal, cultural, social and/or historical contexts | <ul style="list-style-type: none"> describes some histories, environments, systems, data and cultures identifies issues/events and their significance describes some aspects of the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture describes some concepts and principles in personal, cultural, social and/or historical contexts | <ul style="list-style-type: none"> identifies histories, environments, systems, data and cultures identifies issues/events with little to no reference to their significance recognises nil or minimal different interpretations, representations and perspectives related to individuals/institutions/society/culture identifies concepts and principles in personal, cultural, social and/or historical contexts |
| Skills | <ul style="list-style-type: none"> undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on evaluation of credible sources applies critical and/or creative thinking skills and appropriate methodologies to investigate a need, problem or challenge analyse different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates complex ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing reflects with insight on own thinking and learning, and into the significance of the Humanities and Social Sciences in shaping values and attitudes | <ul style="list-style-type: none"> undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on analysis of credible sources applies critical thinking skills and appropriate methodologies to investigate a need, problem or change explains different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing reflects with some insight on own thinking and learning and the significance of the Humanities and Social Sciences in shaping values and attitudes | <ul style="list-style-type: none"> undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on credible sources applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge describes different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates ideas and arguments appropriately using relevant evidence, appropriate language and accurate referencing reflects on own thinking and learning and the significance of the Humanities and Social Sciences | <ul style="list-style-type: none"> undertakes an inquiry, with some self-managing of elements of the process, selecting and using relevant evidence based on credible sources applies few critical thinking skills and appropriate methodologies to investigate a need, problem or challenge uses different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates ideas and arguments using some evidence, appropriate language and referencing reflects on own learning with some reference to the significance of the Humanities and Social Sciences | <ul style="list-style-type: none"> undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence and sources applies minimal or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge identifies minimal different disciplines' theories, concepts and principles to inform decision making to solve a problem communicates basic ideas and arguments using minimal evidence, language and referencing reflects on own learning with little or no reference to the significance of Humanities and Social Sciences |

Achievement Standards Global Studies 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"> evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour evaluates the significance of issues/events with the use of evidence critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture critically analyses processes of change to understand our world and our place in the world critically analyses concepts and principles, ideas, movements and developments and evaluates their significance in personal, cultural, social and/or historical context | <ul style="list-style-type: none"> analyses histories, environments, systems, data and cultures to understand individual and collective behaviour analyses the significance of issues/events with the use of evidence analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture analyses processes of change to understand our world and our place in the world analyses concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical context | <ul style="list-style-type: none"> explains histories, environments, systems, data and cultures to understand individual and collective behaviour explains the significance of issues/events with the use of evidence explains the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture explains processes of change to understand our world and our place in the world explains concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical context | <ul style="list-style-type: none"> describes histories, environments, systems, data and cultures demonstrating some understanding individual and collective behaviour describes issues/events and identifies its significance with some use of evidence describes the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture describes processes of change to understand our world and our place in the world describes concepts and principles, ideas, movements and developments with some reference to their significance in personal, cultural, social and/or historical context | <ul style="list-style-type: none"> describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour identifies issues/events with little to no reference to its significance and minimal use of evidence identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture identifies processes of change with little to no reference our world and our place in the world identifies concepts and principles, ideas, movement and developments with little to no reference to their significance in personal, cultural, social and/or historical context |
| Skills | <ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem or challenge selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect synthesises theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates complex ideas and coherent and sustained arguments using relevant evidence, appropriate language and accurate referencing reflects with insight on own thinking and learning in HASS, evaluating the potential for HASS to generate knowledge in the public good | <ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources applies critical thinking skills and appropriate methodologies to investigate a complex need, problem or challenge selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect analyses theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing reflects thoughtfully on own thinking and learning in Humanities and Social Sciences, analysing the potential for HASS to generate knowledge in the public good | <ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on an explanation of credible sources applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect explains theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and arguments applicably using relevant evidence, appropriate language and accurate referencing reflects with some thought on own thinking and learning in Humanities and Social Sciences, explaining the potential for HASS to generate knowledge in the public good | <ul style="list-style-type: none"> undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some analysis of sources applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations and identifies some patterns, trends, interconnections, and relationships such as cause and effect describes theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and arguments using some evidence, appropriate language and accurate referencing reflects with minimal thought on own thinking and learning in Humanities and Social Sciences and describes the potential for HASS to generate knowledge in the public good | <ul style="list-style-type: none"> undertakes an inquiry, demonstrating with little to no self-management of the process, using minimal evidence applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations and identifies little or no patterns, trends, interconnections, and relationships such as cause and effect identifies some theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates basic ideas and arguments using minimal evidence, language and accurate referencing reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the potential for HASS to generate knowledge in the public good |

Achievement Standards Global Studies 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 histories, environments, systems, data and cultures to understand individual and collective behaviour analyses the significance of issues/events with the use of evidence and analyses impacts to predict possible futures analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and their relationship to a fair, secure, resilient society analyses concepts and principles and evaluates the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts analyses and evaluates processes of change to understand our world and our place in the world | <ul style="list-style-type: none"> explains histories, environments, systems, data and cultures to understand individual and collective behaviour explains the significance of issues/events with the use of evidence and explains impacts to predict possible futures explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and explains the relationship to a fair, secure, resilient society explains concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts analyses processes of change to understand our world and our place in the world | <ul style="list-style-type: none"> describes histories, environments, systems, data and cultures to understand individual and collective behaviour describes the significance of issues/events with the use of evidence and describes impacts to predict possible futures describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and describes the relationship to a fair, secure, resilient society describes concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts explains processes of change to understand our world and our place in the world | <ul style="list-style-type: none"> describes histories, environments, systems, data and cultures demonstrating some understanding of individual and collective behaviour describes issues/events and identifies their significance and impacts with some use of evidence identifies the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture with some reference to its relationship with a fair, secure, resilient society describes concepts and principles with some reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts describes processes of change to understand our world and our place in the world | <ul style="list-style-type: none"> describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour identifies issues/events with little to no reference to their significance and impact with minimal use of evidence identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationship with a fair, secure, resilient society identifies concepts and principles with little to no reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts identifies processes of change with little to no reference to our world and our place in the world |
| Skills | <ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources applies critical and creative thinking skills and appropriate methodologies to coherently investigate a need, problem or challenge selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections and relationships such as cause and effect reflects insight on own thinking and learning and the significance of the Humanities and Social Sciences analyses different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making communicates complex ideas and coherent and sustained arguments in a variety of modes using relevant evidence, appropriate language and accurate referencing | <ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources applies critical and creative thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect reflects thoughtfully on own thinking and learning with some insight into the significance of the Humanities and Social Sciences explains different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making communicates ideas and coherent arguments in a range of modes using relevant evidence, appropriate language and accurate referencing | <ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on credible sources applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations to describe patterns, trends, interconnections and relationships such as cause and effect reflects on own thinking and learning with some thought into the significance of the Humanities and Social Sciences describes different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making communicates applicable ideas and arguments in modes using relevant evidence, appropriate language and accurate referencing | <ul style="list-style-type: none"> undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations and identifies some patterns, trends, interconnections and relationships such as cause and effect reflects on own learning with minimal thought into the significance of the Humanities and Social Sciences uses different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making communicates ideas and arguments in modes using some evidence, appropriate language and referencing | <ul style="list-style-type: none"> undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence applies minimal critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations and identifies few or no patterns, trends, interconnections and relationships such as cause and effect reflects with little or no thought on own learning or the significance of Humanities and Social Sciences identifies minimal or no different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making communicates basic ideas and arguments in modes using minimal evidence, language or referencing |

Achievement Standards Global Studies 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"> evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour evaluates the significance of issues/events with the use of evidence and analyses impacts to predict possible futures critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and evaluates their relationships to a fair, secure, resilient society critically analyses processes of change to understand our world and our place in the world and evaluates the role of influences such as technologies and innovation critically analyses concepts and principles, ideas, movements and developments and evaluates their significance in personal, cultural, social and/or historical contexts | <ul style="list-style-type: none"> analyses histories, environments, systems, data and cultures to understand individual and collective behaviour analyses the significance of issues/events with the use of evidence and explains impacts to predict possible futures analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and explains their relationships to a fair, secure, resilient society analyses processes of change to understand our world and our place in the world and explains the role of influences such as technologies and innovation analyses concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts | <ul style="list-style-type: none"> explains histories, environments, systems, data and cultures to understand individual and collective behaviour explains the significance of issues/events with the use of evidence and describes impacts to predict possible futures explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and describes their relationships to a fair, secure, resilient society explains processes of change to understand our world and our place in the world and describes the role of influences such as technologies and innovation explains concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts | <ul style="list-style-type: none"> describes histories, environments, systems, data and cultures demonstrating some understanding of individual and collective behaviour describes issues/events and identifies their significance and impact with some use of evidence describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture with some reference to their relationships with a fair, secure, resilient society describes processes of change to understand our world and our place in the world with some reference to the role of influences such as technologies and innovation describes concepts and principles, ideas, movements and developments with some reference to their significance in personal, cultural, social and or historical contexts | <ul style="list-style-type: none"> describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour identifies issues/events with little to no reference to their significance and impact with minimal use of evidence identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationships with a fair, secure, resilient society identifies processes of change with little to no reference to our world, our place in the world and influences such as the role of technologies and innovation identifies concepts and principles, ideas, movement and developments with little to no reference to their significance in personal, cultural, social and or historical contexts |
| Skills | <ul style="list-style-type: none"> applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem or challenge undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections and relationships such as cause and effect reflects with insight on own thinking and learning in Humanities and Social Sciences, evaluating the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good synthesises theories, concepts and principles from a range of disciplines to propose plausible and creative solutions to problems and inform decision making communicates complex ideas and coherent and sustained arguments in a range of modes using relevant evidence, appropriate language and accurate referencing | <ul style="list-style-type: none"> applies critical thinking skills and appropriate methodologies to investigate a complex need, problem or challenge undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect reflects on own thinking and learning in Humanities and Social Sciences, analysing the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good analyses theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and coherent arguments in a variety of modes using relevant evidence, appropriate language and accurate referencing | <ul style="list-style-type: none"> applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on an explanation of credible sources selects, constructs and uses appropriate representations to describe patterns, trends, interconnections and relationships such as cause and effect reflects on own thinking and learning in Humanities and Social Sciences, explaining the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good explains theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and arguments appropriately in modes using relevant evidence, appropriate language and accurate referencing | <ul style="list-style-type: none"> applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources selects, constructs and uses appropriate representations to identify some patterns, trends, interconnections and relationships such as cause and effect reflects on own thinking and learning in Humanities and Social Sciences and describes impact on values and attitudes, and potential to generate knowledge in the public good describes theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas in modes and arguments using some evidence, appropriate language and referencing | <ul style="list-style-type: none"> applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence selects, constructs and uses appropriate representations to identify few or no patterns, trends, interconnections and relationships such as cause and effect reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the impact on values and attitudes, and potential to generate knowledge in the public good identifies some theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates basic ideas in modes and arguments using minimal evidence, language and referencing |

Achievement Standards Global Studies 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 a significant issue/event with independence describes different perspectives and interpretations of an issue/event with independence | <ul style="list-style-type: none"> describes a significant issue/event with some independence describes different perspectives and interpretations of an issue/event with some independence | <ul style="list-style-type: none"> describes a significant issue/event with assistance describes different perspectives and interpretations of an issue/event with assistance | <ul style="list-style-type: none"> describes a significant issue/event with repeated cueing describes different perspectives and interpretations of an issue/event with repeated cueing | <ul style="list-style-type: none"> describes a significant issue/event with direct instruction describes different perspectives and interpretations of an issue/event with direct instruction |
| Skills | <ul style="list-style-type: none"> undertakes an inquiry, self-managing the process with independence applies appropriate methodology to investigate a need, problem or challenge with independence describes relationships such as cause and effect with independence draws ideas from different disciplines to propose a solution to a problem with independence communicates ideas using appropriate language with independence | <ul style="list-style-type: none"> undertakes an inquiry, self-managing the process with some independence applies appropriate methodology to investigate a need, problem or challenge with some independence describes relationships such as cause and effect with some independence draws ideas from different disciplines to propose a solution to a problem with some independence communicates ideas using appropriate language with some independence | <ul style="list-style-type: none"> undertakes an inquiry, self-managing the process with assistance applies appropriate methodology to investigate a need, problem or challenge with assistance describes relationships such as cause and effect with assistance draws ideas from different disciplines to propose a solution to a problem with assistance communicates ideas using appropriate language with assistance | <ul style="list-style-type: none"> undertakes an inquiry, self-managing the process with repeated cueing applies appropriate methodology to investigate a need, problem or challenge with repeated cueing describes relationships such as cause and effect with repeated cueing draws ideas from different disciplines to propose a solution to a problem with repeated cueing communicates ideas using appropriate language with repeated cueing | <ul style="list-style-type: none"> undertakes an inquiry with direct instruction applies appropriate methodology to investigate a need, problem or challenge with direct instruction describes relationships such as cause and effect with direct instruction draws ideas from different disciplines to propose a solution to a problem with direct instruction communicates ideas using appropriate language with direct instruction |

Global Actors

Value: 1.0

Global Actors a

Value 0.5

Global Actors b

Value 0.5

Unit Description

Students critically analyse the distinctive nature and origin of actors within contemporary global politics. They use theories to question and analyse hierarchies and taxonomies of actors and power. Students assess the relative merits of diverse theories to evaluate actors’ claims to sovereignty, hegemony, and legitimacy and why some groups are excluded from exercising agency. They reflect on their role as citizens giving legitimacy to global actors through their decisions and beliefs. The choice of actors for study must include a range of actors from different locations and spheres of influence.

Specific Unit Goals

This unit should enable students to:

| A Course | T Course | M Course |
|---|---|--|
| <ul style="list-style-type: none"> analyse global actors using different theoretical understandings of global politics investigate different actors claims to legitimacy and power examine the relative merits of different theories to create their own questions about global issues to inform their own decisions | <ul style="list-style-type: none"> critically analyse global actors using different theoretical understandings of global politics evaluate different actors’ claims to legitimacy and power, and the reciprocity of power between citizens and actors evaluate the relative merits of different theories to create their own questions of significance about global issues to inform their own decisions | <ul style="list-style-type: none"> describe Global actors and perspectives on global actors investigate and actor and their power in the world system, and their own role and power in the world system examine different theories about the world system |

Content Descriptions

All content descriptions below must be delivered:

| A | T | M |
|---|---|--|
| Concepts and Ideas | | |
| <ul style="list-style-type: none"> analyse the nature and function of a range of contemporary global actors, e.g. ASEAN analyse the origins and agency of a range of global actors, e.g. states, transnational corporations, indigenous communities | <ul style="list-style-type: none"> critically analyse the nature and function of a range of contemporary global actors, e.g. ASEAN critically analyse the origins and intended purpose of a range of global actors, e.g. states, transnational corporations, indigenous communities | <ul style="list-style-type: none"> describe the roles of global actors describe the differences between government and non-government organisations, e.g. states and Red Cross |

| A Course | T Course | M Course |
|---|--|---|
| <ul style="list-style-type: none"> • explain the nominal and actual roles and interactions of government and non-government organisations, e.g. UNHCR and the Red Cross • analyse different levels and types of power within the global system, e.g. China and Tibet, soft power and hard power • analyse actors' claims to sovereignty, hegemony, and legitimacy, e.g. states negotiating with terrorist groups, indigenous land claims | <ul style="list-style-type: none"> • assess the nominal and actual roles and interactions of government and non-government organisations, e.g. UNHCR and the Red Cross • critique and apply theories to develop an understanding of hierarchies and taxonomies of actors and power, e.g. Realism or Marxism in analysing China and Tibet • evaluate actors' claims to sovereignty, hegemony, and legitimacy, e.g. states negotiating with terrorist groups, indigenous land claims | <ul style="list-style-type: none"> • identify types of power in the global system, e.g. military and economic power |
| Contexts | | |
| <ul style="list-style-type: none"> • analyse the concept of a global anarchy that underpins the theoretical understanding of the context of global actors • examine the relationship between the actors' agendas and the notion of global anarchy, e.g. status of international law • analyse the effects of context on perspectives on the global system, e.g. geopolitical, spatial, economic, social, gender, cultural, and/or legal • examine the capacity of a range of global actors to exercise power to achieve their objectives, , e.g. Greenpeace, influencers, terrorist groups • analyse the relationship between individuals in different communities and global actors, e.g. asylum seekers and state policies, and climate agreements | <ul style="list-style-type: none"> • evaluate the notion of global anarchy underpinning theoretical understandings of global actors • investigate the relationship between the actors' agendas and the notion of global anarchy, e.g. status of international law • evaluate the effects of context on perspectives on the global system, e.g. geopolitical, spatial, economic, social, gender, cultural, and/or legal • evaluates the capacity of a range of global actors to exercise power and agency to achieve their objectives, e.g. Greenpeace, influencers, terrorist groups • critically analyse the relationship between individuals in different communities and global actors, e.g. asylum seekers and state policies, and climate agreements | <ul style="list-style-type: none"> • describe global anarchy • describe different opinions about the global system • identify an important individual in global politics |

| A | T | M |
|---|--|---|
| Communication | | |
| <ul style="list-style-type: none"> • communicate ideas and coherent and sustained arguments in a range of modes, incorporating metalanguage • communicate their understanding of global actors using accurate referencing and relevant evidence from a variety of perspectives • engage in dialogue to acknowledge diverse world views, common understandings and points of difference to enhance intercultural understanding • analyse theories, concepts and principles to articulate a response to global actors' authority, legitimacy, and actions | <ul style="list-style-type: none"> • communicate complex ideas and coherent and sustained arguments in a range of modes, incorporating metalanguage • communicate their understanding of global actors using accurate referencing and relevant evidence from a variety of perspectives • engage in dialogue to acknowledge diverse world views, common understandings and points of difference to enhance intercultural understanding • synthesise theories, concepts and principles to articulate a response to global actors' authority, legitimacy, and actions | <ul style="list-style-type: none"> • communicate understanding in different modes • share views with others and listen respectfully to their views |
| Reflection | | |
| <ul style="list-style-type: none"> • reflect on how Global Studies challenges ethical and intercultural understanding in their own thinking and learning • reflect on their global citizenship and how it affects their dialogue, interactions and decision-making • demonstrate an awareness of the influence of global actors on student's beliefs, values, attitudes and behaviours | <ul style="list-style-type: none"> • reflect on how Global Studies challenges ethical and intercultural understanding in their own thinking and learning • reflect on their global citizenship and how it affects their dialogue, interactions and decision-making • demonstrate an awareness of the influence of global actors on student's beliefs, values, attitudes and behaviours | <ul style="list-style-type: none"> • describe their place in the world • identify positive actions to improve the world • describe the influence of global actors on beliefs, values, attitudes and behaviours |

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 9-11.

Global Processes

Value: 1.0

Global Processes a

Value 0.5

Global Processes b

Value 0.5

Unit Description

Students critically analyse the purpose, nature, and origins of global processes in the international order, and how these facilitate or impede relationships among global actors in many communities. They critically analyse different processes for negotiating between actors within global anarchy. Students evaluate the processes by which global systems operate and their potential for reform. They critique processes from different International Relations (IR) perspectives. Students reflect on their place, and their communities' role, in global processes in working towards the common good. The choice of processes for study must include those involving a range of communities and locations.

Specific Unit Goals

This unit should enable students to:

| A Course | T Course | M Course |
|---|--|---|
| <ul style="list-style-type: none"> analyse global processes using different theoretical understandings of global politics analyse the interactions between global processes in producing the world order, and their place in the global system analyse the capacity of global processes to achieve their goals and evolve, and assess barriers to progress | <ul style="list-style-type: none"> critically analyse global processes using different theoretical understandings of global politics critically analyse the interactions between global processes in producing the world order, and their place in the global system evaluate the capacity of global processes to achieve their goals and evolve, and assess barriers to progress | <ul style="list-style-type: none"> describe global processes and perspectives on processes investigate attempts to improve the global system and bring peace describe ways to participate in the global processes to improve the world |

Content Descriptions

All content descriptions below must be delivered:

| A Course | T Course | M Course |
|---|---|--|
| Concepts and Ideas | | |
| <ul style="list-style-type: none"> analyse the nature and origins of global processes in the world order, e.g. processes of regional and global bodies analyse the purpose and effectiveness of global processes in the world order, e.g. aid, soft power diplomacy, liberal imperatives and the United Nations | <ul style="list-style-type: none"> critically analyse the nature and origins of global processes in the world order, e.g. processes of regional and global bodies critically analyse the purpose and effectiveness of global processes in the world order, e.g. aid, soft power diplomacy, liberal imperatives and the United Nations | <ul style="list-style-type: none"> describe global processes and their goals describe successful and unsuccessful global processes |

| A Course | T Course | M Course |
|--|--|--|
| <ul style="list-style-type: none"> • explain how global processes evolve, facilitate or impede relationships among global actors, e.g. World Bank financing, micro-financing • analyse the theoretical basis and models for negotiating global anarchy using global processes, e.g. Realist critiques of assumptions and systems of the Law of the Sea • hypothesise how global processes could be improved, e.g. refugees and migration, First Nations claims to sovereignty | <ul style="list-style-type: none"> • assess how global processes evolve, facilitate or impede relationships among global actors, e.g. World Bank financing, micro-financing • critique the theoretical basis and models for negotiating global anarchy using global processes, e.g. Realist critiques of assumptions and systems of the Law of the Sea • hypothesise how global processes could be improved, e.g. refugees and migration, First Nations claims to sovereignty | |
| Contexts | | |
| <ul style="list-style-type: none"> • analyse the impact of global processes on international, national, regional, and local levels, e.g. WHO actions and pandemics, regional security agreements • analyse the nature of the interactions between global processes, e.g. trade and trading blocs' mechanisms • analyse the role of existing global power structures and institutions in the existence of injustice, exclusions and inequality, e.g. privileges and actions of permanent members of the UN Security Council, IMF bail outs • analyses the utility of a range of processes of global institutions to achieve their objectives, e.g. IPCC, CITES • analyse their personal, and their nation's, current engagement with global processes, e.g. consumer choices | <ul style="list-style-type: none"> • evaluate the impact of global processes on international, national, regional, and local levels, e.g. WHO actions and pandemics, regional security agreements • evaluate the nature of the interactions between global processes, e.g. trade and trading blocs' mechanisms • evaluate the culpability of existing global power structures and institutions in the existence of injustice, exclusions and inequality, e.g. the privileges and actions of permanent members of the UN Security Council, IMF bail outs • evaluates the utility of a range of processes of global institutions to achieve their objectives, e.g. IPCC, CITES • critique their personal, and their nation's, current engagement with global processes, e.g. consumer choices | <ul style="list-style-type: none"> • describe global processes in their local world • describe interactions between global processes |

| A Course | T Course | M Course |
|--|---|--|
| Communication | | |
| <ul style="list-style-type: none"> • communicate ideas and coherent and sustained arguments in a range of modes, incorporating metalanguage • communicate their understanding of global processes using accurate referencing and relevant evidence from a variety of perspectives • engage in dialogue to acknowledge diverse world views, common understandings and points of difference to enhance intercultural understanding • analyse theories, concepts and principles to articulate a response to the effectiveness, selectivity and legitimacy of global processes | <ul style="list-style-type: none"> • communicate complex ideas and coherent and sustained arguments in a range of modes, incorporating metalanguage • communicate their understanding of global processes using accurate referencing and relevant evidence from a variety of perspectives • engage in dialogue to acknowledge diverse world views, common understandings and points of difference to enhance intercultural understanding • synthesise theories, concepts and principles to articulate a response to the effectiveness, selectivity and legitimacy of global processes | <ul style="list-style-type: none"> • communicate understanding in different modes • share views with others and listen respectfully to their views |
| Reflection | | |
| <ul style="list-style-type: none"> • reflect on how Global Studies challenges ethical and intercultural understanding in their own thinking and learning • reflect on their global citizenship and how it affects their dialogue, interactions and decision-making • demonstrate an awareness of the influence of global processes on student’s beliefs, values, attitudes and behaviours | <ul style="list-style-type: none"> • reflect on how Global Studies challenges ethical and intercultural understanding in their own thinking and learning • reflect on their global citizenship and how it affects their dialogue, interactions and decision-making • demonstrate an awareness of the influence of global processes on student’s beliefs, values, attitudes and behaviours | <ul style="list-style-type: none"> • describe their place in the global processes in their local community • identify positive actions to improve the world through processes in their local community • describe the influence of global actors on beliefs, values, attitudes and behaviours |

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 9-11.

Global Challenges

Value: 1.0

Global Challenges a

Value 0.5

Global Challenges b

Value 0.5

Unit Description

Students critically analyse significant contemporary issues that pose challenges around the world, as a result of processes employed by global actors to address issues and critique the resulting balance of power. They also question whether the mechanisms that regulate global behaviour effectively manage the tension between self-interest and collectivism. They analyse the challenges faced by actors and processes with the emergence of new powers and value systems. Students use theory to formulate questions and anticipate future challenges. They reflect on their connection to current global challenges and how they will respond to that realisation. The choice of challenges for study must include those impacting on a range of communities and locations.

Specific Unit Goals

This unit should enable students to:

| A Course | T Course | M Course |
|--|---|---|
| <ul style="list-style-type: none"> analyse global challenges using different theoretical understandings of global politics analyse whether the mechanisms that regulate global behaviour effectively manage the tension between self-interest and collectivism analyse how challenges intersect and compound, and their own capacity to take action | <ul style="list-style-type: none"> critically analyse global challenges using different theoretical understandings of global politics evaluate whether the mechanisms that regulate global behaviour effectively manage the tension between self-interest and collectivism evaluate how challenges intersect and compound, and their own capacity to take action | <ul style="list-style-type: none"> describe some global challenges and perspectives on global challenges describe the problems of self-interest versus working together describe how they contribute to global challenges and what actions they can take to change |

Content Descriptions

All content descriptions below must be delivered:

| A Course | T Course | M Course |
|--|---|--|
| Concepts and Ideas | | |
| <ul style="list-style-type: none"> analyse significant contemporary issues that pose challenges to global actors and processes, e.g. territorial disputes, armed conflict | <ul style="list-style-type: none"> critically analyse significant contemporary issues that pose challenges to global actors and processes, e.g. territorial disputes, armed conflict | <ul style="list-style-type: none"> describe issues that challenge communities globally and the reasons for those issues |

| A Course | T Course | M Course |
|---|---|---|
| <ul style="list-style-type: none"> • analyse processes employed by global actors to address issues and account for the existing balance of power, e.g. resource competition, climate change • explain the global mechanisms that regulate the tension between self-interest and collectivism, e.g. tragedy of the commons, the black economy • analyse the challenges faced by actors and processes with the emergence of new powers and value systems, e.g. terrorism and/or freedom fighters, digital communities • hypothesise future challenges and use theory to formulate questions about global scenarios, e.g. artificial intelligence, automation, ecological collapse | <ul style="list-style-type: none"> • critically analyse processes employed by global actors to address issues and critique the resulting balance of power, e.g. resource competition, climate change • assess whether the mechanisms that regulate global behaviour effectively manage the tension between self-interest and collectivism, e.g. tragedy of the commons, the black economy • evaluate the challenges faced by actors and processes with the emergence of new powers and value systems, e.g. terrorism and/or freedom fighters, digital communities • hypothesise future challenges and use theory to formulate questions about global scenarios, e.g. artificial intelligence, automation, ecological collapse | <ul style="list-style-type: none"> • describe ways communities are successfully and unsuccessfully addressing challenges • describe challenges posed by new technology |
| Contexts | | |
| <ul style="list-style-type: none"> • analyse the impact of global challenges on international, national, regional and local scales, e.g. desertification, rising sea levels, preserving languages and culture • analyse how challenges intersect and compound, e.g. wealth inequality, multi-polarity, cybersecurity • analyse how key actors and processes create and or exacerbate current global challenges, e.g. e-waste, neo-colonialism, climate change | <ul style="list-style-type: none"> • evaluate the impact of global challenges on international, national, regional and local scales, e.g. desertification, rising sea levels, preserving languages and culture • evaluate how challenges intersect and compound, e.g. wealth inequality, multi-polarity, cybersecurity • evaluate the culpability of key actors and processes in creating and or exacerbating current global challenges, e.g. e-waste, neo-colonialism, climate change | <ul style="list-style-type: none"> • describe challenges in their local community • describe people who face more challenges than others • describe the causes of challenges |

| A Course | T Course | M Course |
|--|---|--|
| <ul style="list-style-type: none"> analyse the capacity of challenges to disrupt and disorder the global system, e.g. pandemics, United Nations, separatism or isolationism, natural disasters analyse their connection and contribution to current global challenges, e.g. e-waste, neo-colonialism, cyber-activism | <ul style="list-style-type: none"> evaluate the capacity of challenges to disrupt and disorder the global system, e.g. pandemics, separatism or isolationism, natural disasters evaluate their connection and contribution to current global challenges, e.g. e-waste, neo-colonialism, cyber-activism | |
| Communication | | |
| <ul style="list-style-type: none"> communicate ideas and coherent and sustained arguments in a range of modes, incorporating metalanguage communicate their understanding of global challenges using accurate referencing and relevant evidence from a variety of perspectives engage in dialogue to acknowledge diverse world views, common understandings and points of difference to enhance intercultural understanding analyse theories, concepts and principles to articulate a response to current proposals for managing global challenges | <ul style="list-style-type: none"> communicate complex ideas and coherent and sustained arguments in a range of modes, incorporating metalanguage communicate their understanding of global challenges using accurate referencing and relevant evidence from a variety of perspectives engage in dialogue to acknowledge diverse world views, common understandings and points of difference to enhance intercultural understanding synthesise theories, concepts and principles to articulate a response to current proposals for managing global challenges | <ul style="list-style-type: none"> communicate understanding in different modes share views with others and listen respectfully to their views |
| Reflection | | |
| <ul style="list-style-type: none"> reflect on how Global Studies challenges ethical and intercultural understanding in their own thinking and learning reflect on their global citizenship and how it affects their dialogue, interactions and choices demonstrate an awareness of the influence of global challenges on student's beliefs, values, attitudes and behaviours | <ul style="list-style-type: none"> reflect on how Global Studies challenges ethical and intercultural understanding in their own thinking and learning reflect on their global citizenship and how it affects their dialogue, interactions and choices demonstrate an awareness of the influence of global challenges on student's beliefs, values, attitudes and behaviours | <ul style="list-style-type: none"> reflect on their role in creating challenges reflect on ways to improve their community describe the influence of beliefs, values, attitudes and behaviours on global challenges |

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 9-11.

Global Opportunities

Value: 1.0

Global Opportunities a

Value 0.5

Global Opportunities b

Value 0.5

Unit Description

Students analyse what progress and change can be achieved by global political action. They examine how the global system is perceived and used to improve lives for individuals and communities. Students evaluate possible pathways for progress and consider to whom current reform processes bring benefits. The nature of international declarations and agreements are considered in terms of their universality and contingency. Students consider their preferred future, the actions necessary to achieve it, and why it would be better. The choice of opportunities for study must include those available to a range of communities and locations.

Specific Unit Goals

This unit should enable students to:

| A Course | T Course | M Course |
|--|---|--|
| <ul style="list-style-type: none"> analyse global opportunities using different theoretical understandings of global politics analyse what progress and change individuals, communities, and actors can achieve analyse arguments about the universality or contingency of international declarations and agreements, and their own capacity to affect change | <ul style="list-style-type: none"> critically analyse global opportunities using different theoretical understandings of global politics critically analyse what progress and change individuals, communities, and actors can achieve evaluate arguments about the universality or contingency of international declarations and agreements, and their own capacity to affect change | <ul style="list-style-type: none"> describe global opportunities describe successful projects to improve the world in other communities describe the United Nations Declaration of Human Rights, or another significant ethical document, and the role it plays in their life |

Content Descriptions

All content descriptions below must be delivered:

| A Course | T Course | M Course |
|--|--|---|
| Concepts and Ideas | | |
| <ul style="list-style-type: none"> analyse how the global system is perceived, and explain proposals about what can be achieved by global political action, e.g. Sustainable Development Goals, UN General Assembly | <ul style="list-style-type: none"> critically analyse how the global system is perceived, and assess proposals about what can be achieved by global political action, e.g. Sustainable Development Goals, UN General Assembly | <ul style="list-style-type: none"> describe global opportunities and what goals we might make for the future |

| A Course | T Course | M Course |
|--|--|---|
| <ul style="list-style-type: none"> • analyse possible pathways for progress and consider to whom global disruptors and/or current reform processes bring benefits, e.g. Glocalism, technological innovation, corporate activism • assess arguments about the universality, or contingency, of international declarations and agreements, e.g. UNDHR, climate accords • analyse the emergence of new values, attitudes and technologies to provide opportunities for global action, and their potential limitations, e.g. artificial intelligence, youth climate action • hypothesise preferred futures, the actions necessary to achieve them, and their justification, e.g. global institutions, environmental activism, Positive Peace | <ul style="list-style-type: none"> • evaluate possible pathways for progress and consider to whom global disruptors and/or current reform processes bring benefits, e.g. Glocalism, technological innovation, corporate activism • critically analyse arguments about the universality, or contingency, of international declarations and agreements, e.g. UNDHR, climate accords • evaluate the emergence of new values, attitudes and technologies to provide opportunities for global action, and their potential limitations, e.g. artificial intelligence, youth climate action • hypothesise preferred futures, the actions necessary to achieve them, and their justification, e.g. global institutions, environmental activism, Positive Peace | <ul style="list-style-type: none"> • describe successful projects to improve the world in other communities |
| Contexts | | |
| <ul style="list-style-type: none"> • analyse the taxonomic assumptions of 'international, national, regional and local' • analyse the potential for opportunities to create a multiplier effect, e.g. UN Declaration on the Rights of Indigenous Peoples, community gardens, Women in Development • account for the accessibility of opportunities for human development for different communities and individuals, e.g. microfinancing, eco-tourism, community gardens | <ul style="list-style-type: none"> • evaluate the taxonomic assumptions of 'international, national, regional and local' • evaluate the potential for opportunities to create a multiplier effect, e.g. UN Declaration on the Rights of Indigenous Peoples, community gardens, Women in Development • evaluate the accessibility of opportunities for human development for different communities and individuals, e.g. microfinancing, eco-tourism, community gardens | <ul style="list-style-type: none"> • describe the United Nations Declaration of Human Rights, or another significant ethical document, and the role it plays in their life • investigate new technologies that provide opportunities to improve the world |

| A Course | T Course | M Course |
|--|---|--|
| <ul style="list-style-type: none"> analyse arguments for and against the different approaches to improve the well-being of individuals, communities, nations, regions and the globe, e.g. Sustainable Development Goals, Wellbeing Frameworks, Free Trade Agreements analyse their own capacity to enact change for the betterment of the globe and how they will respond to that realisation | <ul style="list-style-type: none"> evaluate different approaches to improve the well-being of individuals, communities, nations, regions and the globe, e.g. Sustainable Development Goals, Wellbeing Frameworks, Free Trade Agreements evaluate their own capacity to enact change for the betterment of the globe and how they will respond to that realisation | |
| Communication | | |
| <ul style="list-style-type: none"> communicate ideas and coherent and sustained arguments in a range of modes, incorporating metalanguage communicate their understanding of global opportunities using accurate referencing and relevant evidence from a variety of perspectives engage in dialogue to acknowledge diverse world views, common understandings and points of difference to enhance intercultural understanding analyse theories, concepts and principles to articulate a response to global opportunities for enacting change and progress | <ul style="list-style-type: none"> communicate complex ideas and coherent and sustained arguments in a range of modes, incorporating metalanguage communicate their understanding of global opportunities using accurate referencing and relevant evidence from a variety of perspectives engage in dialogue to acknowledge diverse world views, common understandings and points of difference to enhance intercultural understanding synthesise theories, concepts and principles to articulate a response to global opportunities for enacting change and progress | <ul style="list-style-type: none"> communicate understanding in different modes share views with others and listen respectfully to their views |
| Reflection | | |
| <ul style="list-style-type: none"> reflect on how Global Studies challenges ethical and intercultural understanding in their own thinking and learning | <ul style="list-style-type: none"> reflect on how Global Studies challenges ethical and intercultural understanding in their own thinking and learning | <ul style="list-style-type: none"> reflect on their role in creating opportunities to improve the community |

| A Course | T Course | M Course |
|---|---|--|
| <ul style="list-style-type: none"> • reflect on their global citizenship and how it affects their dialogue, interactions and actions • demonstrate an awareness of the influence of global opportunities on student’s beliefs, values, attitudes and behaviours | <ul style="list-style-type: none"> • reflect on their global citizenship and how it affects their dialogue, interactions and actions • demonstrate an awareness of the influence of global opportunities on student’s beliefs, values, attitudes and behaviours | <ul style="list-style-type: none"> • reflect on how their own beliefs, values, attitudes and behaviours can affect opportunities for global improvement |

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 9-11.

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 or fourth 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.

Specific Unit Goals

This unit should enable students to:

| A Course | T Course | M Course |
|---|--|---|
| <ul style="list-style-type: none"> analyse contemporary global case studies using different theoretical understandings of global politics examine global case studies, and communicate research findings analyse their own place and role in the global system | <ul style="list-style-type: none"> critically analyse contemporary global case studies using different theoretical understandings of global politics investigate, synthesise and critique global case studies, and communicate research findings evaluate their own place and role in the global system | <ul style="list-style-type: none"> describe a global case study conduct research describe their role in the case study |

Content Descriptions

All content descriptions below must be delivered:

| A Course | T Course | M Course |
|---|--|--|
| Concepts and Ideas | | |
| <ul style="list-style-type: none"> analyse significant contemporary global issue analyse different interpretations and theoretical frameworks in relation to an area of study | <ul style="list-style-type: none"> critically analyse significant contemporary global issues critically analyse different interpretations and theoretical frameworks in relation to an area of study | <ul style="list-style-type: none"> describe a global case study |

| A Course | T Course | M Course |
|---|--|--|
| <ul style="list-style-type: none"> account for the role of the global systems and actors in relation to an area of study analyse arguments for and against approaches for individual and/or collective action in relation to an area of study | <ul style="list-style-type: none"> assess the role of the global systems and actors in relation to an area of study evaluate approaches for individual and/or collective action in relation to an area of study | |
| Contexts | | |
| <ul style="list-style-type: none"> analyse alternative perspectives and approaches stemming from different contexts analyse the culpability of actors and/or processes in relation to an area of study analyse challenges and opportunities for a range of actors and/or processes that arise from an area of study | <ul style="list-style-type: none"> evaluate alternative perspectives and approaches stemming from different contexts evaluate the culpability of actors and/or processes in relation to an area of study evaluate challenges and opportunities for a range of actors and/or processes that arise from an area of study | <ul style="list-style-type: none"> describe the impact of the global case study on the local community |
| Communication | | |
| <ul style="list-style-type: none"> communicate ideas and coherent and sustained arguments in a range of modes, incorporating metalanguage communicate their understanding of global issues using accurate referencing and relevant evidence from a variety of perspectives engage in dialogue to acknowledge diverse world views, common understandings and points of difference to enhance intercultural understanding analyse theories, concepts and principles to articulate a response to global issues | <ul style="list-style-type: none"> communicate complex ideas and coherent and sustained arguments in a range of modes, incorporating metalanguage communicate their understanding of global issues using accurate referencing and relevant evidence from a variety of perspectives engage in dialogue to acknowledge diverse world views, common understandings and points of difference to enhance intercultural understanding synthesise theories, concepts and principles to articulate a response to global issues | <ul style="list-style-type: none"> communicate in different modes share views with others and listen respectfully to their views |

| A Course | T Course | M Course |
|--|--|---|
| Reflection | | |
| <ul style="list-style-type: none"> • reflect on how Global Studies challenges ethical and intercultural understanding in their own thinking and learning • reflect on their global citizenship and how it affects their dialogue, interactions and decision-making • demonstrate an awareness of the influence of global opportunities on student’s beliefs, values, attitudes and behaviours | <ul style="list-style-type: none"> • reflect on how Global Studies challenges ethical and intercultural understanding in their own thinking and learning • reflect on their global citizenship and how it affects their dialogue, interactions and decision-making • demonstrate an awareness of the influence of global opportunities on student’s beliefs, values, attitudes and behaviours | <ul style="list-style-type: none"> • reflect on actions they can take in response to the global case study |

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 9-11.

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 or major.

| 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.

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 or fourth 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 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 |
|-------------------|--------------------------------|
| Dr Matthew Davies | Australian National University |
| Kirk Zwangobani | Dickson College |
| Nicholas Moss | Radford College |
| Jason Paris | St John Paul II 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 Years 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: | Global Studies |
| Classification/s: | A T M |
| Accredited from: | 2021 |
| Framework: | Humanities and Social Science Framework 2019 |