



Shape of ACT Senior Secondary Curriculum

Politics A/T/M

March 2022

Table of Contents

1.	PURPOSE	3
2.	INTRODUCTION.....	3
3.	BACKGROUND.....	3
4.	THE CONTEXT OF THE ACT.....	5
5.	AIMS OF THE POLITICS CURRICULUM.....	6
6.	STRUCTURE OF THE POLITICS CURRICULUM.....	8
7.	CONSIDERATIONS	10
8.	PEDAGOGY AND ASSESSMENT	12
9.	CONCLUSION	13
10.	CURRICULUM DOCUMENTS	13
11.	REFERENCES.....	14

1. PURPOSE

- 1.1 The *Shape of ACT Senior Secondary Curriculum: Politics* will guide the writing of the *Politics A/T/M* course. This will replace the course *Australian and Global Politics*. The new title will better reflect the discipline and disciplinary pathway and minimise duplication with History courses and Global Studies.
- 1.2 This paper has been prepared in consultation with Associate Professor Mary Walsh and Dr Michael de Percy of the University of Canberra and the deliberations of the Politics Shape Paper writing panel.
- 1.3 The paper should be read in conjunction with The Shape of the ACT Senior Secondary Curriculum located at:
http://www.bsss.act.edu.au/curriculum/bsss_course_development_consultation

2. INTRODUCTION

- 2.1 The *Politics* Course will be the basis of planning, teaching, learning and assessment in ACT senior secondary schools.

3. BACKGROUND

- 3.1 The ACT Board of Senior Secondary Studies is reviewing the Politics curriculum in the five-year course development cycle of improvement and renewal.
- 3.2 All courses under development are required to meet Board design specifications and to align with Board requirements for senior secondary curriculum. These specifications align with ACARA course design specifications and provide teachers with flexibility to plan, teach and assess according to the needs and interests of their students.
- 3.3 The *Politics* course is to be developed under the *Humanities and Social Science Framework* located on the BSSS Website:

The rationale for this framework describes Humanities and Social Sciences:

Humanities and Social Sciences is the study of how people process and document the human experience and their place in it. It seeks to empower students to better understand humankind, society, and culture, and communicate ideas for the future. Humanities and Social Sciences examine what it means to be human and to ask questions about society and its institutions.

By analysing how people have tried to make moral, spiritual, and intellectual sense of the world, it promotes empathy and understanding. It also requires students to deal critically and logically with what can be subjective, complex, and imperfect information.

Humanities and Social Sciences courses provide a context for the contemporary world and a framework for students to assess possible, probable, and preferred futures critically and creatively for themselves, and the world in which they live. It empowers students to make informed and reasoned decisions for the public good as citizens of a culturally diverse and complex and interdependent world.

The study of Humanities and Social Sciences promotes well-rounded, thinking, analytical young citizens equipped for the demands of the 21st century globalised world.

Courses written under this framework focus on concepts from a discipline or draw ideas from a number of disciplines. The analytical, critical and communication skills taught in the Humanities and Social Sciences will be valuable for future study, work, or profession (p.5).

Therefore, *Politics* is to be developed under the *Humanities and Social Science Framework* (HASS) due to the domains studied, the methods used and the epistemological commonalities with other HASS subjects. According to La Trobe University (2021), Politics is the study of "how power shapes politics, governments and life in Australia and around the world" by investigating "the institutions,

processes beliefs, and culture that societies have developed for settling conflict, ordering priorities, and distributing wealth". Those goals align well with the HASS Goals of asking "*questions about society and its institutions*".

While political scientists use empirical methods to observe and analyse phenomena and data, the data in HASS subjects is often "*subjective, complex, and imperfect information*"(p. 4), so it is understood by the application of a wide variety of contestable theories with different paradigmatic assumptions and modes of analysis to interpret results. These theoreticians attempt to describe reality as they see it while also competing for legitimacy and influence but cannot make claims to consistent and absolute laws or paradigms that provide absolute and consistent results. Further, political scientists cannot subject phenomena to experimentation, only observation. The active and conscious observational subject, observational nature, and lack of a unified paradigm are features characteristic of the Humanities and Social Sciences. Nevertheless, that is not to devalue *Politics*. Argumentation and conclusion in *Politics* are highly significant and arguments insightful and useful for understanding and making decisions in our complicated world. Moving the subject to the *Humanities and Social Sciences Framework* is a recognition of the epistemological basis of its academic practice based on empirical observation and critical analysis similar to subjects such as *Religion*, *Global Studies*, and *History*.

3.4 All courses based on this framework 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.

3.5 Concepts from the *Humanities and Social Sciences Framework* (p. 6) build on ACARA's F-10 Humanities and Social Sciences curriculum:

- identity
- society
- change
- culture
- environment
- relationships
- empathy
- responsibility
- values.

3.6 All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. The Australian Curriculum General Capabilities comprise an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum. While developing all capabilities, in particular, the *Politics* course will engage with the capabilities of Creative and Critical Thinking, Intercultural Understanding, and Ethical Understanding.

The General Capability of Critical and Creative Thinking will be developed by *Politics* through the critical examination of theories, perspectives, texts, and arguments and their applications to observed and contemporary case studies.

In the Australian Curriculum, 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. Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours, and dispositions such as reason, logic, resourcefulness, imagination, and innovation in all learning areas at school and in their lives beyond school.

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/critical-and-creative-thinking/>

The General Capability of Intercultural Understanding will be developed by their engagement with diverse perspectives, the meaning and function of ideologies, and views on individuals, societies and institutions, critical examinations of conflict and collaboration between political units, and reflecting on their own place within a dynamic and changing world.

Students develop intercultural understanding as they learn to simultaneously deconstruct and value their own cultures, languages, and beliefs, and those of others. They come to understand how personal, group and national beliefs and identities are shaped and reshaped over time, and thus 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.

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/intercultural-understanding/>

Students in *Politics* will engage with the General Capability of Ethical Understanding by engaging with significant ethical questions that divide and unite people and impact on their world locally, nationally, regionally, and globally.

In the Australian Curriculum, students develop ethical understanding as they identify and investigate the nature of ethical concepts, values, and character traits, and understand how reasoning can assist ethical judgement. 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... As students engage with the elements of Ethical Understanding in an integrated way, they learn to recognise the complexity of many ethical issues. They develop a capacity to make reasoned ethical judgements through the investigation of a range of questions drawn from varied contexts in the curriculum.

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/ethical-understanding/>

4. THE CONTEXT OF THE ACT

4.1 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.

4.2 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, establishes a rich learning environment, and generates relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

4.3 In consideration of the ACT context, and in response to contemporary research and literature, a *Politics* course should include:

- a student-centred pedagogical approach
- a grounding in current political science research and analytical methodologies
- the educational needs of young people with respect to understanding individuals, societies, issues, systems, structures, and processes
- the Humanities and Social Sciences Framework and Achievement Standards
- opportunities for a variety of approaches to teaching politics
- diverse perspectives, ideologies, and theories, including an awareness of their strengths and limitations
- the contestability of cause and effects of political issues
- an awareness of power and its exercise by individuals, groups, and institutions
- the role of the student, other individuals, and communities in politics
- the possible political solutions to local, national, and global issues of concern to students.

5. AIMS OF THE POLITICS CURRICULUM

Politics is a subject that allows students to engage broadly with the world and develop an understanding of "who gets what, when and how" (Laswell, 1936). It is "a discipline that studies the power-authority interaction among people, and is then distinguished from the other social sciences, such as economics or history" (Tyrell, 2009, p. 1). Indeed, the course aims to make students aware that "there are "big questions" of norms and values that underlie even the most "objective" quantitative analysis" (Ackelsberg, 2014, p. 118). To build that engagement with the big questions, students will begin their engagement with the "great conversation" in their discipline, by engaging with key texts and propositions that make up that conversation (Hutchins, 1952). Further, *Politics* is rooted firmly in the study and application of ideas to the present, in contrast to *History*, but uses historical examples to make informed decisions about the present and future and better understand the nature of politics.

In *The Politics*, Aristotle (1981) studied the nature and origin of the polis, communal life and to explore different ideas about how a political community can be structured to bring about the general good and virtuous behaviour in citizens, and how they might seek *eudaimonia* (or happiness). The aims of a politics course should remain similar, as a student in *Politics* seeks to understand how things are and yet also how they might be. However, as Hansford, et al. (2008) argue, politics is also a "borrowing discipline". Indeed, the study of politics continues to evolve and consists of "variety and complexity" of traditions and emerging approaches that draw on other disciplines including economics, sociology, history, and geography (Stoker, 1995, pp. 1-2).

This course aims to analyse a wide range of types of power, institutions, and experiences of politics from the position of Smith's (1759, p. 542) "impartial spectator" also drawing on various and diverse perspectives. As Cassees, Bos and Duncan (1991, p. 53) note, the "Wahlke Report recommended that the character and implications of *ethnic, gender, and cultural diversity and the international and transnational dimensions* of particular problems and policies be addressed in all relevant courses - "mainstreamed" in the pedagogical vernacular - not treated as a separate and unique problem to be dealt with in a particular course or two or by a particular faculty member" (emphasis in original). Similarly, Higgs (2016) argues against teaching only within the "established hegemony of western thought" and against the "shame and vulgarity at espousing modes of development that build on the silencing of all other views and perceptions of reality". In exploring theory and political systems, a politics course should investigate a wide range of political perspectives and ideologies.

Politics is a course that aims to build students' sense of their own agency and to better understand the opportunities and challenges of citizenship. Smith and Graham (2014, p. 703) argue that: "citizenship is taught most effectively by engagement in the 'real world', with students completing projects that take them step by step through the policy-change process". The OECD (2022, pp. 13-14) in their report *Big Picture Thinking* similarly noted that while students may know about the world's challenges, they do not always have opportunities to take action or learn how to take action and thus engage with the world more hopefully. This *Politics* course therefore proposes to engage with politics in the present and with local and national contexts to give students opportunities to clarify thinking around and participate in immediately relevant debates, and to gain confidence and optimism from their own sense of agency.

Politics draws upon textual analysis, quantitative and qualitative methods used by social scientists. Further student will understand the research methods used by particular political perspectives. They will interrogate problems from the initial development of the research question to the particular theories deployed, and finally to the evaluation of the conclusions that can be drawn (Acklesberg, 2014, p. 118). An understanding of research design, the varying methodological approaches to investigating political phenomenon, and most importantly the strengths and limitations within each methodological choice in the research design process, are key elements in this politics course.

In being guided to engage in serious and respectful discussion of ideas and events of great importance to people's lives, this course aims to develop students' capacity to communicate orally, and to listen carefully and engage in constructive political dialogues, a key facet of successful democracies. As such, it develops vital skills for the future. Further in refining the capacity to develop well-informed and nuanced written argument, students develop key critical thinking, logic and communication skills that have utility for any pathway in work, study, and life (Breuning, et al., 2001, p. 661).

This course, in aiming towards respectful political discussion, encourages reflexive practice regarding political ideas and the big debates facing people in the world today. The course aims to support students in reflecting on their learning and how they learn which will support their future learning and work and refine their skills as life-long learners.

To maintain distinctiveness from other courses under *HASS*, in particular *Global Studies A/T/M*, this course will be focused on the disciplinary distinctiveness of politics/political science/government. As such it is logical to change the name of the course to *Politics*, which reflects this course's distinctiveness, common language and understanding, and corresponding tertiary pathways.

The *Politics* course aims to:

- develop an understanding of the nature of politics in a range of forms and contexts
- develop an understanding of the nature of human nature, political legitimacy, political power, and political authority and how it is gained and lost
- develop an understanding of the exercise of political power individually and collectively through ideas, relationships, institutions, policies, and actions
- develop an understanding of significant political ideologies, theories, concepts, and texts

- develop an understanding of the political systems and regimes at work in the contemporary world
- develop an understanding of contemporary Australian politics
- develop skills in source analysis and textual analysis
- develop quantitative and qualitative research methods and the methods particular to particular theoretical positions
- develop skills in data analysis
- develop skills in communicating data, ideas, arguments, and conclusions clearly and coherently with academic integrity
- develop skills in political participation and communication

6. STRUCTURE OF THE POLITICS CURRICULUM

With a focus on developing an understanding of the world around them, students will be empowered to pursue their own lines of inquiry in *Politics* and be able to ask and begin to answer questions of interest to them.

While the previous course had a prescribed selection of electives, under the Board endorsed design specifications, in this course, teachers will develop Programs of Learning that focus the concepts of the unit. Their program of learning will be developed in response to contemporary developments, student interest, school context, and teacher expertise. Teachers are responsible for ensuring that there is not significant duplication across units.

RATIONALE

Politics empowers students to develop an understanding of the distribution and exercise of power and how that power is constituted. In doing so, they develop an understanding of their own role as members of the community and the potential they hold for promoting change.

Students critically analyse and deploy, theories, concepts and methods that variously attempt to explain and understand political ideology and political change, and causes, processes, and consequences of political phenomena.

Students develop analytical and critical thinking skills and learn to question and challenge assumptions about the world around them. Students develop thinking, literacy, communication, and numeracy skills that allow them to evaluate and apply political arguments. Students learn to develop research questions and methodologies. Furthermore, they develop skills to communicate effectively and present logical and coherent arguments whilst critically analysing the strengths and limitations of the arguments that ground their own thinking.

Politics skills, knowledge and understanding empowers students to become engaged, active, and reflexive citizens. In understanding a wide range of political and social phenomena, students develop intercultural understanding and cultural competence.

The study of *Politics* provides knowledge, skills and understanding to interpret the world, which can be utilised in a wide range of tertiary and industry pathways.

UNITS

The units have been drafted for discussion as follows:

Political Theory

Students investigate a range of theories developed to explain the nature and use of political power in the world. They evaluate claims about human nature, the nature of political units and political actions using case studies and examples. Students critically analyse theories, world views and events arising from theory and ideology. They reflect on and develop their own views on politics. Students will develop the research and communication skills relevant to the study of political theories.

Political Systems

Students investigate a range of political systems in the contemporary world, including in Asia. They critically analyse a range of evidence to evaluate the nature and success of those systems in practice, and the theoretical perspectives and historical contexts from which they derive. Students clarify their own thinking about the nature of contemporary governmental systems. Students will develop the research and communication skills relevant to the study of political systems.

Australia in the World

Students investigate the nature of politics in Australia and its political and economic relationship with the world. They examine political structures and practices of national and international politics in Australia. Students examine theory and practice of national security and sovereignty. They evaluate the legitimacy and relative power of different structures, institutions, groups and individuals and their relationship to Australian politics. Students will develop the research and communication skills relevant to the study of Australian politics and diplomacy.

Activism and Protest

Students investigate politics at the local and provincial, and national level. Students study pressure group politics in institutions. They investigate the political attitudes and beliefs that lead people to be active in politics in their community. Students evaluate the role of media, social media and technology in the nature and practice of politics, and their own role in that system. They evaluate themselves and local institutions for the potential to bring about change they would like to see. Students will develop the research and communication skills relevant to the study of grass roots politics, activism, and protest.

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.

Students must have studied at least **THREE** standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Independent Study units are only available to individual students in Year 12. Principal approval is also required for a student in Year 12 to enrol concurrently in an Independent Study unit and the third 1.0 unit in a course of study.

7. CONSIDERATIONS

7.1 Incorporating a futures orientation

To equip students to engage in the world in which they live, they need to understand the multiple ways people experience and perceive of the contemporary world. They analyse exercises of power, the functions and effects of institutions, and political structures in the lives of people.

The Alice Springs Mparntwe Education Declaration has called for students to be “active and informed members of the community who:

- act with moral and ethical integrity
- have empathy for the circumstances of others and work for the common good, in particular sustaining and improving natural and social environments
- appreciate and respect Australia’s rich social, cultural, religious, and linguistic diversity and embrace opportunities to communicate and share knowledge and experiences
- have an understanding of Australia’s system of government, its histories, religions and culture
- are committed to national values of democracy, equity, and justice, and participate in Australia’s civic life by connecting with their community and contributing to local and national conversations
- understand, acknowledge, and celebrate the diversity and richness of Aboriginal and Torres Strait Islander histories and cultures
- possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians
- are informed and responsible global and local members of the community who value and celebrate cultural and linguistic differences, and engage in the global community, particularly with our neighbours in the Indo-Pacific region.

It is significant that a politics course engages with all these aims and makes the nature of politics, culture, society, conflict, understanding and effective communication the centre of its research and studies. Students undertaking *Politics* focus on a course of study that enables them to engage with and understand the operation of power and authority.

Politics has a broad and comprehensive foundation from which the implications for Australia can be grasped. With such a foundation, the longevity and richness of Indigenous cultures will be appreciated; the dimensions of our migrant experience and cultural diversity will be intelligible; relations with the Asian region comprehended; and the distinctive as well as the shared nature of our contemporary experiences of world understood.

7.2 Politics curriculum

Politics retains an important place in the ACT senior secondary curriculum. The curriculum fosters higher order thinking and the skills of critical and intercultural understanding that equips students to take an active part in democratic discussion of the individuals, various communities’, and Australia’s place and role in the world. They will better understand the nature, scope, and personal connection to local, national, and therefore, global issues.

Politics provides a pathway to tertiary education by developing discipline specific concepts, content, knowledge, and skills. It also develops the capacity for active citizenship that empowers students to become engaged with the broader community. It also develops skills in communication and analysis valuable to a wide range of academic and professional contexts.

The *Politics* course, in developing student capacity to undertake and understand research methodologies, is consistent with calls from the *OECD Learning Framework 2030* (OECD, 2018) that students must take agency in their learning:

Learning requires the activity and initiative of the learner – it requires the learner’s agency. Active learning implies a shift from being a passive recipient of knowledge to being an active agent in the learning process. (OECD, 2018, p.2)

In this course students will have the opportunity to engage in meaningful learning on topics of significance to them. Students, in developing knowledge and agency to learn about questions of importance to them, will take the first step in “being the change they want to see in the world”.

Therefore, “[h]ow schools respond to growing economic interdependence, cultural divides, new digital opportunities and calls for sustainability will have a significant impact on the well-being of all members of the communities they serve” (OECD, 2018, p. 38). Assisting students to engage actively and critically in their world is then a vital element in preparing them for their future lives and well-being. The *Politics* senior secondary course is thus well placed to provide students with opportunities to explore critical issues and develop their ethical and conceptual framework for living in a complex, interconnected and changing world.

7.3 Equity and opportunity

The *Politics* course provides flexibility and choice for teachers and students. The factors that influence this choice include school and community contexts, local community learning opportunities, contemporary and local issues, and available learning resources.

The *Politics* course provides opportunities for students to develop an understanding of aspects of Australia’s Aboriginal and Torres Strait Islander peoples. The course offers the opportunity to view the globe and its systems and processes from an indigenous perspective and using indigenous theory (Chen, 2012). They include opportunities to analyse and reflect on the commonalities and differences of Australia’s experiences of colonisation, resistance to colonisation, the global networks of indigenous campaigning, and adaptation to contemporary global systems.

7.4 Connections to other learning areas

Politics is an interdisciplinary course. The learning acquired by students in *Politics* is interdependent with learning in other areas such as *Economics*, *Philosophy*, *Global Studies*, *History*, *Legal Studies*, *Sociology*, *Geography*, *the Arts*, and *English*, as *Politics* makes use of texts and data from a range of disciplines as objects of study. The connections arise naturally out of the *Politics* curriculum.

7.5 Role of digital technologies

Students and teachers integrate a growing range of online information, tools and applications of diverse origins and perspectives. These include digitised online materials such as databases, online news sources, reference works and indexes to library holdings.

Further, digital platforms are also a primary means of exercising political power in the contemporary world and the analysis of digital communities, digital cultures, and digital networks of action, should be a significant topic of study in any program of study.

7.6 Clarity of curriculum

The curriculum is substantial and flexible. It is sufficiently rich and descriptive to guide teachers with limited experience but avoid excessive prescription that would hamper experienced teachers from exercising their skills. The curriculum document is expressed clearly in terms that are accessible to a new teacher, while allowing all teachers to enhance it with their interests and expertise.

7.7 Breadth and depth of study

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.

A program of learning is what a college provides to implement the course for a subject meeting students' needs and interests. It is at the discretion of the teacher to emphasize some content descriptions over others. The teacher may teach additional (not listed) content if it meets the specific unit goals providing that it does not duplicate content in other units.

7.8 The nature of the learner

The courses address the needs of diverse learners and cater for Tertiary (T), Accredited (A) and Modified (M) levels of study.

7.9 General capabilities

Skills and understanding related to personal and social capability, literacy, numeracy, and ICT are further developed and used in *Politics*, as are thinking skills and creativity. In addition, capabilities such as self-management, teamwork, intercultural understanding, ethical awareness, and social competence are represented in the courses in ways appropriate to that area.

7.10 Cross curriculum perspectives

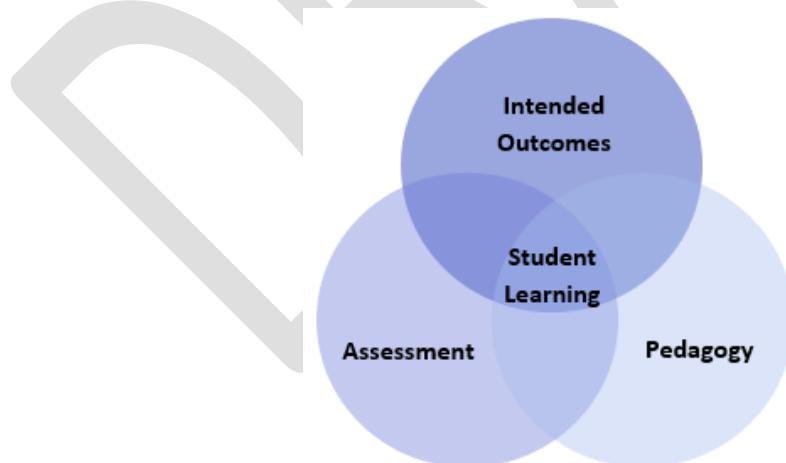
Each of these perspectives, Aboriginal and Torres Strait Islander cultures, sustainability, and Australia's links with Asia, are represented in the courses in ways appropriate to that area. Curriculum documents are explicit as to how the perspectives are dealt with in each course and how links can be made between learning areas. These perspectives mitigate against the tendency for eurocentrism in *Politics* (Alvares, 2011).

8. PEDAGOGY AND ASSESSMENT

The underpinning beliefs and learning principles for the development of the ACT Board of Senior Secondary School curriculum are as follows:

8.1 Underpinning beliefs

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



8.2 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).

9. CONCLUSION

The *Politics* course is to be developed under the *Humanities and Social Sciences Framework*. The study of Humanities and Social Sciences promotes critical and creative thinking and intercultural understanding, equipping young citizens for the demands, challenges, and distinct opportunities of the 21st century. The *Politics* course equips students to analyse the structures, relationship dynamics and socio-cultural networks that connect them to personal, local, national, and global issues and the problems and opportunities that face the contemporary world.

10. CURRICULUM DOCUMENTS

ACARA, "Intercultural Understandings- General Capabilities", Australian Curriculum, ACARA.

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/intercultural-understanding/>

ACARA, *The Shape of the Australian Curriculum Version 4.0*, ACARA, October 2012.

https://docs.acara.edu.au/resources/The_Shape_of_the_Australian_Curriculum_v4.pdf,

http://docs.acara.edu.au/resources/Australian_Curriculum_-_History.pdf

ACT Board of Senior Secondary Studies, *Humanities and Social Sciences Framework*, 2018.

http://www.bsss.act.edu.au/_data/assets/pdf_file/0017/437300/Humanities_and_Social_Sciences_Framework.pdf

Education Services Australia, *Global Perspectives; A Framework for Global Education in Australian Schools*, Commonwealth of Australia, 2008.

Ministerial Council on Education, Employment, Training and Youth Affairs. *Melbourne Declaration on Educational Goals for Young Australians*, December 2008.

http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf

Ministerial Council on Education, Employment, Training and Youth Affairs, *Alice Springs (Mparntwe) Education Declaration*, Commonwealth Department of Education Skills and Employment.

<https://docs.education.gov.au/documents/alice-springs-mparntwe-education-declaration>, 2019

11. REFERENCES

- Ackelsberg, Martha (2014). (Feminist) Political Science as an Interdisciplinary Exploration. *Polity*, 46(1), pp. 115- 121.
- Alvares, Claude (2011). A Critique of Eurocentric Social Science and the Question of Alternatives, *Economic and Political Weekly*, 46(22), pp. 72-81.
- Aristotle (1981). *The Politics*. T. A. Sinclair, Trans. London: Penguin Classics.
- Breuning, Marijke, Parke Paul R., Ishiyama, John T. (2001). The Last Laugh: Skill Building through a Liberal Arts Political Science Curriculum. *PS: Political Science and Politics*, 34(3), pp. 657- 661.
- Chen, Ching-Chang, (2012). The Im/Possibility of Building Indigenous Theories in a Hegemonic Discipline: The Case of Japanese International Relations. *Asian Perspective*, 36(3), pp. 463-492.
- Hansford, Thomas G. and Nicholson, Stephen P. (2008). When t = 1 and N = 2: Creating a Political Science Program at a New Research University. *PS: Political Science and Politics*, 41(2), pp. 371- 374.
- Higgs, Phillip (2016). The African Renaissance and the decolonisation of the curriculum. In Vuyisile Msila and Mishack T. Gumbo (Eds.) *Africanising the Curriculum: Indigenous Perspectives and Theories*. Cape Town: African Sun Press.
- Lasswell, Harold Dwight (1936). *Politics: Who Gets What, When, How*. New York: Whittlesey House.
- Mansilla, Veronica Boix and Schleicher, Andreas (2021). *Big Picture Thinking; how to educate the whole person for an interconnected world, principles and practices*, Paris: OECD Publishing. Retrieved from: <https://issuu.com/oecd.publishing/docs/big-picture-thinking-educating-global-competence>.
- McCartney, Alison Rios Millett, Bennion, Elizabeth A., and Simpson, Dick (Eds.) (2013). *Teaching Civic Engagement: From Student to Active Citizen*. Washington, DC: American Political Science Association.
- Organisation for Economic Cooperation and Development (OECD). (2018). *Preparing our Youth for an Inclusive and Sustainable World: The OECD PISA global competence framework*. Paris: OECD Publishing. Retrieved from: <https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf>.
- Organisation for Economic Cooperation and Development (OECD). (2018). *Learning Framework 2030*. Retrieved from: <https://www.oecd.org/education/2030/learning-framework-2030.htm/>.
- Smith, Michael and Graham, Bob (2014). *Teaching Active Citizenship: A Companion to the Traditional Political Science Curriculum*. PS: Political Science and Politics, 47(3), pp. 703- 710.
- Stoker, Gerry (1995). Introduction. In David Marsh and Gerry Stoker (Eds.) *Theory and Methods in Political Science*. London: Macmillan.
- Tyrell, George, *Longman A-Level Study Guide: Government and Politics*, Pearson Education, London, 2009.