



Erindale College

International Studies Academy – Cambridge Program

UNIT OUTLINE

SEMESTER 1 2019

Course	Global Perspectives 0457
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AIMS OF THE COURSE

The aims are to enable learners to:

- become independent and empowered to take their place in an ever-changing, information-heavy, interconnected world
- develop an analytical, evaluative grasp of global issues and their causes, consequences and possible courses of action
- enquire into, and reflect on, issues independently and in collaboration with others from different cultural perspectives
- work independently as well as part of a team, directing much of their own learning with the teacher as an active facilitator
- consider important issues from personal, local and/or national and global perspectives and understand the links between these
- critically assess the information available to them and support judgements with lines of reasoning
- communicate and empathise with the needs and rights of others.

CONTENT

Students will study the following topics in class this semester:

- Demographic change
- Education for all
- Employment
- Fuel and energy

ASSESSMENT CONTENT

Students will complete research projects on the following topics:

Individual Report

- Belief systems
- Biodiversity and ecosystem loss

- Changing communities
- Digital world
- Family
- Humans and other species
- Sustainable living
- Trade and aid

Team Project

- Conflict and peace
- Disease and health
- Human rights
- Language and communication
- Poverty and inequality
- Sport and recreation
- Tradition, culture and identity
- Water, food and agriculture

CONTENT SUMMARY

In the context of the topic-based global issue studied, candidates develop and apply a range of skills that are assessed through their Individual Research, the Group Project and the Written Paper.

Students will develop skills in setting their own enquiry path to analyse and evaluate their own and others perspectives on current global issues.

ASSESSMENT

TASK	DUE DATE	WEIGHTING
Individual Research Project	Week 6	35%
Exam	Week 9	15%
Group Project Component	Week 16	35%
Exam	Week 18	15%

ASSESSMENT OBJECTIVES

- Research, understand and present global issues from different perspectives, including personal, local/national and global, as well as cross-cultural perspectives.
- Analyse and evaluate issues and sources. Explore the current situation, the causes and effects, and suggest possible consequences and courses of action.
- Explore and reflect on personal perspectives and on the perspectives of others on a variety of global issues. Develop a line of reasoning to support a view, decision or course of action.
- Collaborate with others to plan and carry out a project leading to a clear outcome. Evaluate the project, personal contributions to the project and learning from the project.

ACHIEVEMENT STANDARDS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade A

The candidate is likely to be able to:

- research global issues and identify, analyse and evaluate a range of different perspectives, arguments and sources of evidence
- evaluate evidence and reasoning used, with their own comments fully developed
- show clear understanding with some insight of how the perspectives and conclusions of others have influenced own views, attitudes and personal learning
- develop a convincing line of reasoning, using evidence to support an argument, perspective, course of action or outcome
- collaborate effectively to clearly communicate different cultural perspectives, remaining active and committed throughout the process.

Grade C

The candidate is likely to be able to:

- research global issues and identify, analyse and evaluate several different perspectives, arguments and sources of evidence
- evaluate evidence and reasoning used, with their own comments partially supported
- show clear understanding of how the perspectives and conclusions of others have influenced own views, attitudes and personal learning
- develop a line of reasoning, using evidence to support an argument, perspective, course of action or outcome
- collaborate soundly to communicate different cultural perspectives, remaining active and committed most of the time.

Grade F

The candidate is likely to be able to:

- research global issues and identify and attempt to analyse one or two different perspectives, arguments or evidence, and may attempt evaluation
- describe evidence or reasoning used, with their own comments asserted and/or lacking relevance at times
- show a limited understanding of how the perspectives and attitudes of others have influenced own views, attitudes and personal learning
- attempt a line of reasoning, often relying on assertion rather than evidence to support an argument, perspective, course of action or outcome
- collaborate in an attempt to communicate different cultural perspectives, and is active and committed some of the time.

ATTENDANCE AND PARTICIPATION

Students are expected to submit all assessment items and attend all classes, participate in a positive manner and seek support whenever it is required. Excursions, simulations and presentations by visitors (including lunchtime) may form part of classwork. It is your responsibility to catch up on missed work when absent from class.

Any student whose attendance falls below the 90% of the scheduled classes/contact time and has not provided substantial documentary evidence to cover the absence will fail the unit. However, the Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

LATE SUBMISSION OF WORK

Students are encouraged to submit work on time as it is a valuable organisational skill. Students are also encouraged to complete work even if it is late, as there are educational benefits in doing so.

Late work will receive a penalty of 5% (of possible marks) per calendar day late, unless an extension is granted by the class teacher prior to the deadline. This means that 5% is taken off the possible marks that could have been achieved eg. If a student achieved a score of 75/100, and the item is one day late, then five marks (5% of 100) would be taken from 75, which leaves the score as 70/100. 'Per calendar day late' means each day late whether it be a weekend or public holiday. Items due on any date must be submitted to the class teacher, faculty staff room, or front office at the college by 3.30pm on that day. After 3.30pm, the item will attract the late penalty. If you do not submit your work to your class teacher, make sure that it is signed and dated by either another member of staff in the faculty staffroom, or a member of the front office staff.

After 7 days, late work will be awarded zero. No work will be accepted after marked work has been returned, or accepted after the unit has completed. Computer and/or printer failure will not be accepted as a valid reason for late work. Make sure you backup, keep hard copies and rough notes.

Any student who fails to submit **ALL** assessment tasks for the unit will fail the unit. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation is supplied.

CHEATING AND DISHONEST PRACTICE

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Any departure from such standards will be viewed very seriously." Accordingly:

- Plagiarism - claiming authorship of someone else's work (intentionally or otherwise) - is a serious misdemeanour, and attracts severe penalties.
- Students are required to acknowledge the source of all material that is incorporated into their own work.
- Students may not submit the same item for assessment in more than one unit, unless specific agreement has been reached with the class teacher.

RIGHT TO APPEAL

You can appeal against your assessment if you feel that the result you obtained is not fair. You should first talk to your class teacher, and if you are not satisfied with the explanation you must discuss the situation with the Executive Teacher of the faculty concerned. If you still do not feel that your result is fair you should talk to the Deputy Principal for further advice on the 'appeal process'.

Executive Teacher: Danielle Banks

Class Teacher: Danielle Banks

Date: February 2019