

**UNIT OUTLINE  
SEMESTER 1 2019**

<b>Course Title</b>	<b>Global Studies T</b>	<b>Course Code</b>	6188
<b>Semester Unit</b>	<b>International Relations Global Perspectives</b>	<b>Unit Value &amp; code</b>	1.00

**Specific Unit Goals**

By the end of this unit, students (T):

<ul style="list-style-type: none"> <li>understand concepts relating to nationhood and political systems and ideologies</li> </ul>
<ul style="list-style-type: none"> <li>understand the ways in which governance structures from other countries are similar to or differ from democracy in Australia</li> </ul>
<ul style="list-style-type: none"> <li>understand the interrelations of nation states and global bodies</li> </ul>
<ul style="list-style-type: none"> <li>understand various geo-political, strategic, economic, social and cultural forces and trends</li> </ul>
<ul style="list-style-type: none"> <li>appraise ideas and positions and consider ways of acting to affect change</li> </ul>
<ul style="list-style-type: none"> <li>examine their own priorities with respect to global issues</li> </ul>
<ul style="list-style-type: none"> <li>exchange, defend, amend and adapt ideas and priorities</li> </ul>
<ul style="list-style-type: none"> <li>develop intercultural understandings and empathy, respecting the diverse cultures in Australia, its region and the world, and knowing about themselves as cultural beings</li> </ul>

**CONTENT SUMMARY:**

Teachers will select from the dot points, depending on the interests and composition of the class.

- International relations: theories, definitions and explanations
- Political systems and ideologies and how they influence international relations
  - anarchy, democracy, socialism, communism, capitalism
- Nations working with and against each other
  - multilateralism, free trade, espionage and intelligence, treaties, NATO
- Intergovernmental and non-government organizations
  - United nations, World Bank, IMF, G8/G20, European and African Unions
- Current global trends
- Globalisations, transnationalism, mass communication and social media

**ASSESSMENT**

TASK	DUE DATE	WEIGHTING
Inclass Essay	Week 7 (in double lesson)	25%
Research Essay	Week 11	25%
Team Project/Oral Presentation	Week 15-16	25%
Written Exam	Cross Line Testing Week	25%

**Specific Entry & Exit Requirements for Term Units**

This is a Semester Unit, students are unable to enter or exit at the end of Term 1. Students wishing to enter or exit after Term 1 must have the change approved by the International Studies Academy School Leader C and may be required to complete alternate assessment.

## **ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT**

The following assessment criteria are a focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

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

### **Investigation**

- depth and range of research
- synthesis and evaluation of information

### **Analysis /Application**

- understanding of issues and/or concepts
- application of research to construct an effective argument/response
- comparing and contrasting perspectives

### **Communication**

- fluency and clarity of language
- appropriate structure and format
- effective use of appropriate mediums

**Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame**

## **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 be awarded a V grade. This means that 4 unexplained absences in a term or 8 unexplained absences in a semester could mean that a V grade may be awarded. However, the Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

## **LATE SUBMISSION OF WORK TERTIARY COURSES**

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. Submission of work on a weekend or public holiday is not acceptable. 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 the Notional Zero. Calculation of a Notional Zero is based on genuine scores, (items submitted on time or with an extension). The Notional Zero will be a score that lies between 0.1 of the standard deviation below the lowest genuine score for that item and zero. If the lowest genuine score is zero, then the notional score is 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.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit will be considered to be unassessable and will receive a V grade. 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.

### **MODERATION**

Throughout the semester, moderation in the form of common marking schemes, cross marking and joint marking occurs across all units in the Moderation Group to ensure comparability of standards. Moderation is a process whereby student's work is compared so that student performance can be graded fairly and consistently. Moderation takes some time, and so students may not receive their work back until ACT wide moderation of grades across all colleges has occurred. Small Group Moderation is carried out in courses with small class sizes.

### **UNIT SCORES**

- Raw scores are calculated by adding Z scores according to the weightings in the assessment table.
- All raw unit scores are then combined into two rank order lists, one for each cohort Year 11 and 12. Each list is reviewed by the Executive Teachers concerned to identify any anomalies.
- Each of the rank order lists is then standardised for each semester using historical parameters or backscaling.

### **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 Programs for further advice on the 'appeal process'

**Executive Teacher: Danielle Banks**

**Class Teacher: Danielle Banks**

**Date: 21 February 2019**

Unit Grade Descriptors for T Course					
	<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>
<b>Investigation</b> Depth and range of research Synthesis and evaluation of information	<ul style="list-style-type: none"> <li>shows breadth and depth of research through a wide range of appropriate sources</li> </ul>	<ul style="list-style-type: none"> <li>shows breadth and depth of research through a range of appropriate sources</li> </ul>	<ul style="list-style-type: none"> <li>shows sufficient research through a limited range of appropriate sources</li> </ul>	<ul style="list-style-type: none"> <li>shows limited research using some appropriate sources</li> </ul>	<ul style="list-style-type: none"> <li>shows insufficient research of appropriate sources</li> </ul>
	<ul style="list-style-type: none"> <li>shows sophistication in distinguishing valid and reliable source material with thorough awareness of bias</li> </ul>	<ul style="list-style-type: none"> <li>shows the ability to distinguish valid and reliable source material with an awareness of bias</li> </ul>	<ul style="list-style-type: none"> <li>uses some valid and reliable source material with a limited awareness of bias</li> </ul>	<ul style="list-style-type: none"> <li>uses some source material with a limited awareness of bias</li> </ul>	<ul style="list-style-type: none"> <li>uses little or no source material with a limited awareness of bias</li> </ul>
	<ul style="list-style-type: none"> <li>shows thorough and accurate recording and referencing of source material</li> </ul>	<ul style="list-style-type: none"> <li>shows accurate recording and referencing of source material</li> </ul>	<ul style="list-style-type: none"> <li>shows satisfactory recording and referencing of source material</li> </ul>	<ul style="list-style-type: none"> <li>shows partial recording and referencing of source material</li> </ul>	<ul style="list-style-type: none"> <li>has little or no recording and referencing of source material</li> </ul>
<b>Analysis /Application</b> Understanding of issues and/or concepts Application of research to construct an effective argument/response Comparing and contrasting perspectives	<ul style="list-style-type: none"> <li>demonstrate deep understanding and comprehension of issues and concepts</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate thorough understanding and comprehension of issues and concepts</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate understanding and comprehension of issues and concepts</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate limited understanding of issues and concepts</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate little or no understanding of issues and concepts</li> </ul>
	<ul style="list-style-type: none"> <li>applies and interprets key ideas and/or issues in a sophisticated and convincing manner drawing together an informed and insightful response</li> </ul>	<ul style="list-style-type: none"> <li>applies and interprets key ideas and/or issues successfully to draw together an informed response</li> </ul>	<ul style="list-style-type: none"> <li>applies and interprets key ideas and/or issues to draw together an appropriate response</li> </ul>	<ul style="list-style-type: none"> <li>address key ideas and/or issues in a response</li> </ul>	<ul style="list-style-type: none"> <li>shows few ideas in a response</li> </ul>
	<ul style="list-style-type: none"> <li>demonstrates critical thinking by assessing, comparing and contrasting perspectives to develop a sophisticated and logical argument/response</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates critical thinking by assessing and comparing perspectives to construct a sound argument/response</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some awareness of different perspectives to construct an argument/response</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates little awareness of different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates little or no awareness of different perspectives</li> </ul>
<b>Communication</b> Fluency and clarity of language Appropriate structure and format Effective use of appropriate mediums	<ul style="list-style-type: none"> <li>communicates ideas using highly developed language with clarity, coherence and logic</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas using language with clarity, coherence, and logic</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas using appropriate language with some logic</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas using appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas ineffectively</li> </ul>
	<ul style="list-style-type: none"> <li>makes well-structured responses, using the appropriate format effectively</li> </ul>	<ul style="list-style-type: none"> <li>makes structured responses, using the appropriate format</li> </ul>	<ul style="list-style-type: none"> <li>makes a partially structured response</li> </ul>	<ul style="list-style-type: none"> <li>makes responses with limited structure</li> </ul>	<ul style="list-style-type: none"> <li>makes unstructured responses</li> </ul>
	<ul style="list-style-type: none"> <li>makes creative, skilful and stimulating use of the appropriate medium for the particular audience</li> </ul>	<ul style="list-style-type: none"> <li>makes skilful and effective use of the appropriate medium for the particular audience</li> </ul>	<ul style="list-style-type: none"> <li>makes use of the appropriate medium for the particular audience</li> </ul>	<ul style="list-style-type: none"> <li>makes partial use of the appropriate medium for the particular audience</li> </ul>	<ul style="list-style-type: none"> <li>gives limited consideration of medium or audience</li> </ul>