Erindale College

Assessment Period:	2021 S2
Course:	GLOBAL STUDIES
Unit:	Global Processes (1.0)
Accreditation:	T
Year:	12

Unit Goals

- 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

Content Description

Concepts and Ideas

- 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
- 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

- 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

Communication

- 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

Reflection
- 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

Assessment Tasks

Name	Due Date	Weighting
Research Essay	16 August	30%
Oral Presentation	DURING CROSS LINE TESTING: 10 September	30%
Unit Exam	EXAM WEEK: 19 November	40%

School Assessment Information

For penalties for late and non-submission of work
See BSSS Policy and Procedure Manual 4.3.10 for further information.

For academic integrity
See BSSS Policy and Procedure Manual 4.3.12 for further information.

For appeals processes
See BSSS Policy and Procedure Manual 7.2 for further information.

For moderation procedures (internal and external)
See BSSS Policy and Procedure Manual 5 for further information.

For meshing procedures
See BSSS Policy and Procedure Manual 5.4.1 for further information.

For method of unit score calculation
See BSSS Policy and Procedure Manual 4.3.6.2 for further information.

For procedures for calculating course scores
See BSSS Policy and Procedure Manual 4.3.13.2 for further information.

Achievement Standards for GLOBAL STUDIES T - Year 12

	A student who achieves an A grade typically	*A student who achieves a B grade typically*	*A student who achieves a C grade typically*	*A student who achieves a D grade typically*	*A student who achieves an E grade typically*
Knowledge and Understanding	● 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	● 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	● 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	● 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	● 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

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Skills	● 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	● 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	● 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 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	● 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	● 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