

# Erindale College

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| <b>Assessment Period:</b> | 2022 S1                 |
| <b>Course:</b>            | GLOBAL STUDIES          |
| <b>Unit:</b>              | Global Challenges (1.0) |
| <b>Accreditation:</b>     | T                       |
| <b>Year:</b>              | 12                      |

## Specific Unit Goals

This unit should enable students to:

- 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

## Content Descriptions

### Concepts and Ideas

- critically analyse significant contemporary issues that pose challenges to global actors and processes, e.g. territorial disputes, armed conflict
- 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

### Contexts

- 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
- 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

- 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 |
|----------------------------|--------------------------------------------------------------------------|-----------|
| Task 1: Group Presentation | Week 7: Presentations begin. Week 8: Reflection due: 15 March - 25 March | 25%       |
| Task 2: In Class Task      | Week 9: cross-line testing: 28 March - 1 April                           | 25%       |
| Task 3: Research Task      | Week 16: 31 May - 31 May                                                 | 25%       |
| Task 4: Exam               | Exam Week: 15 June - 17 June                                             | 25%       |

## 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

|                                    | <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Knowledge and Understanding</b> | <ul style="list-style-type: none"> <li>evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour</li> <li>evaluates the significance and impact of ideas, events, texts, or people with the critical use of evidence to draw justified conclusions, or predict possible futures</li> <li>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</li> <li>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</li> <li>critically analyses concepts and principles, ideas, movements and developments and evaluates their significance in personal, cultural, social and/or historical contexts</li> </ul> | <ul style="list-style-type: none"> <li>analyses histories, environments, systems, data and cultures to understand individual and collective behaviour</li> <li>analyses the significance and impact of ideas, events, texts, or people with the use of a range of evidence to draw logical conclusions, or predict possible futures</li> <li>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</li> <li>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</li> <li>analyses concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts</li> </ul> | <ul style="list-style-type: none"> <li>explains histories, environments, systems, data and cultures to understand individual and collective behaviour</li> <li>explains the significance and impact of ideas, events, texts, or people with the use of evidence to draw conclusions or predict possible futures</li> <li>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</li> <li>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</li> <li>explains concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts</li> </ul> | <ul style="list-style-type: none"> <li>describes histories, environments, systems, data and cultures demonstrating some understanding of individual and collective behaviour</li> <li>describes ideas, events, texts, or people and identifies their significance and impact with some use of evidence</li> <li>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</li> <li>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</li> <li>describes concepts and principles, ideas, movements and developments with some reference to their significance in personal, cultural, social and or historical contexts</li> </ul> | <ul style="list-style-type: none"> <li>describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour</li> <li>identifies ideas, events, texts, or people with minimal use of evidence and reference to their significance and impact</li> <li>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</li> <li>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</li> <li>identifies concepts and principles, ideas, movement and developments with little to no reference to their significance in personal, cultural, social and or historical contexts</li> </ul> |

|               | <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Skills</b> | <ul style="list-style-type: none"> <li>• applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem or challenge</li> <li>• undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources</li> <li>• selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections and relationships such as cause and effect</li> <li>• 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</li> <li>• synthesises theories, concepts and principles from a range of disciplines to propose plausible and creative solutions to problems and inform decision making</li> <li>• communicates complex ideas and coherent and sustained arguments in a range of modes using relevant evidence, appropriate language and accurate referencing</li> </ul> | <ul style="list-style-type: none"> <li>• applies critical thinking skills and appropriate methodologies to investigate a complex need, problem or challenge</li> <li>• undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources</li> <li>• selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect</li> <li>• 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</li> <li>• analyses theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>• communicates ideas and coherent arguments in a variety of modes using relevant evidence, appropriate language and accurate referencing</li> </ul> | <ul style="list-style-type: none"> <li>• applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</li> <li>• undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on credible sources</li> <li>• selects, constructs and uses appropriate representations to describe patterns, trends, interconnections and relationships such as cause and effect</li> <li>• 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</li> <li>• explains theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>• communicates ideas and arguments appropriately in modes using relevant evidence, appropriate language and accurate referencing</li> </ul> | <ul style="list-style-type: none"> <li>• applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</li> <li>• undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources</li> <li>• selects, constructs and uses appropriate representations to identify some patterns, trends, interconnections and relationships such as cause and effect</li> <li>• 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</li> <li>• describes theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>• communicates ideas in modes and arguments using some evidence, appropriate language and referencing</li> </ul> | <ul style="list-style-type: none"> <li>• applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</li> <li>• undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence</li> <li>• selects, constructs and uses appropriate representations to identify few or no patterns, trends, interconnections and relationships such as cause and effect</li> <li>• 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</li> <li>• identifies some theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>• communicates basic ideas in modes and arguments using minimal evidence, language and referencing</li> </ul> |