English, Humanities & Languages Academy
Unit Outline

Year: 12
Accreditation: T
Timetable Period: Semester 1 2021

Course Title	Global Studies	Course Code:	6650
Semester Unit	Global Actors	Unit Value/Code:	1.0 / 66987
Term Unit (a)	Global Actors a	Unit Value/Code:	0.5 / 66988
Term Unit (b)	Global Actors b	Unit Value/Code:	0.5 / 66989
Teacher/s	Linda Edstrom	Google Classroom Code and Line	Line 3: gpuhahm
Executive Teachers	Andraya Stapp-Gaunt & Jane Watson		

Unit Description

Students critically analyse the distinctive nature and origin of actors within contemporary global politics. They use theories to question and analyse hierarchies and taxonomies of actors and power. Students assess the relative merits of diverse theories to evaluate actors' claims to sovereignty, hegemony, and legitimacy and why some groups are excluded from exercising agency. They reflect on their role as citizens giving legitimacy to global actors through their decisions and beliefs. The actors for study will include a range of actors from different locations and spheres of influence.

Specific Unit Goals
By the end of this unit, students:

- critically analyse global actors using different theoretical understandings of global politics

- evaluate different actors' claims to legitimacy and power, and the reciprocity of power between citizens and actors
- evaluate the relative merits of different theories to create their own questions of significance about global issues to inform their own decisions

Content Descriptions

- critically analyse the nature and function of a range of contemporary global actors, e.g. ASEAN
- critically analyse the origins and intended purpose of a range of global actors, e.g. states, transnational corporations, indigenous communities
- assess the nominal and actual roles and interactions of government and non-government organisations, e.g. UNHCR and the Red Cross
- critique and apply theories to develop an understanding of hierarchies and taxonomies of actors and power, e.g. Realism or Marxism in analysing China and Tibet
- evaluate actors' claims to sovereignty, hegemony, and legitimacy, e.g. states negotiating with terrorist groups, indigenous land claims
- evaluate the notion of global anarchy underpinning theoretical understandings of global actors
- investigate the relationship between the actors' agendas and the notion of global anarchy, e.g. status of international law
- evaluate the effects of context on perspectives on the global system, e.g. geopolitical, spatial, economic, social, gender, cultural, and/or legal
- evaluates the capacity of a range of global actors to exercise power and agency to achieve their objectives, e.g. Greenpeace, influencers, terrorist groups
- critically analyse the relationship between individuals in different communities and global actors, e.g. asylum seekers and state policies, and climate agreements
- communicate complex ideas and coherent and sustained arguments in a range of modes, incorporating metalanguage
- communicate their understanding of global actors 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 global actors' authority, legitimacy, and actions
- 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 actors on student's beliefs, values, attitudes, and behaviours

Assessment

Task	Due Date	Weighting
Annotated Bibliography	Week 5	25%
Essay	Week 9	25%
Document Analysis	Week 15	25%

Exam	Exam Week	25%

BSSS Policies

SPECIFIC ENTRY & EXIT REQUIREMENTS FOR TERM UNITS:

This is a Semester Unit, students wishing to enter or exit after the end of term must have the change approved by the Academy Executive Leader and need to complete 50% of the assessment

ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT

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

- knowledge and understanding
- skills.

Attendance and Participation

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

Completion of Assessment Items

Students are expected to substantially complete and submit all assessment items. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence. In order to meet the minimum assessment requirements of a unit, a student must substantially complete and submit at least 70% of the total assessment. However, the principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied.

Late Submission of Assessment Items

Students are encouraged to submit work on time as this is a valuable organisational skill and a key tenet of assessment condition standardisation. Students are also encouraged to complete work, even if it is late, as soon as possible after the due date. The following policy is to ensure equity for all students:

• All assessment tasks are expected to be submitted by the specified due time and date. Unless otherwise stipulated, the due time is 4.00pm for the physical submission of assessment and 11:59pm for the digital submission of assessment, on the due date.

• Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission.

• Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a penalty of 35% or the notional zero is reached. If an item is more than 7 days late, it receives the notional zero score (Refer to 4.3.11 Notional Zeros). Submission on weekends or public holidays may not be acceptable if a physical submission is required. This should be clearly stipulated to students.

• Where marks are not awarded, and a grade only is given for an assessment task, teachers will take into account the extent to which students have demonstrated their ability to complete and submit the task by the due date (taking into account any extensions granted) in awarding the grade.

• It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students. Work not submitted by the time marked work is returned to other students may be declared as 'Not submitted'. Students should be made aware in writing if this will be less than 7 days after the due date and any granted extensions.

Notional Zeros

Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero. Note: if the lowest genuine score is zero, the notional zero is zero.

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. Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work. Examples of plagiarism could include, but are not limited to:
 • submitting all or part of another person's work with/without that person's knowledge
 • submitting all or part of a paper from a source text without proper acknowledgement
 • copying part of another person's work from a source text, supplying proper documentation, but leaving out quotation marks
 • submitting materials which paraphrase or summarise another person's work or ideas without appropriate documentation • submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

Right to Appeal

The ACT system operates a hierarchy of reviews and appeals:
 • Student seeks review from teacher regarding assessment task mark/grade, unit score, unit grade, course score
 • Student seeks review from head of department, if required following review by teacher
 • Student appeals to her/his college principal for a review of college assessment relating to assessment task grade/mark, unit grade, unit score, course score, penalty imposed for breach of discipline in relation to assessment
 • Student, who has been through the college appeal process, may appeal to the Board against the college procedures by which the appeal decision was reached.

Further information on relevant BSSS policies can be found here:

http://www.bsss.act.edu.au/__data/assets/pdf_file/0004/479803/_P_and_P_Manual_2021_v3.pdf

Unit Schedule Semester 1 2021: 11 T English Unit 1 – Communication of Meaning

Week	Dates	Content	General Info	Assessment	Weight	T E R M 1
1	1/2	**Getting to know you** **Introduction to the unit** **Terminology**				
2	8/2	Context Reflection of their own sense of agency: this will be included throughout this unit.				
3	15/2	Definition of the concept of Nation-State State Sovereignty and its origin				
4	22/2	How to write an annotated bibliography				
5	1/3	Global Anarchy – theories and perspectives	Moderation Day 2/3	Annotated bibliography	25%	
6	8/3	Nation-States as global actors USA as a global actor and theories to reflect on its actions. Examples of the USA as a global actor in international relations and in dealing with internal issues.	Canberra Day 8/3			
7	15/3	China as a global actor in international relations as well as within its claims of sovereign borders (Tibet and Hong Kong)				
8	23/3					

9	29/3	Australia as a global actor, including spheres of influence and addressing internal issues.	Good Friday 2/4	Essay	25%	
		Holidays 5 April – 18 April				
10	19/4	Non Government Organisations (NGO)				
11	26/4	Examples of different NGOs, their origin, actions and ability to effect change. Different perspectives on their success and purpose, including how this may intersect with issues of state sovereignty.	26/4 Anzac Day Holiday			**T E R M 2**
12	3/5	Indigenous Actors				
13	10/5	Global context and overview, including the UN declaration. Examples of claims of sovereignty and origins of issues such as access to land.				
14	17/5	Citizenship Perspectives on the extent and limitations on the ability of different groups to exercise agency, including refugees, migrants, stateless people etc.				
15	24/5	Terrorist Organisations Overview and origin within a global context. Examples of organisations and their origin and actions. Links will be drawn to other actors studied in this unit and how they interact on a global scale.		Document Study	25%	
16	31/5		31/5 Reconciliation Day			
17	7/6	Self reflection Individuals as global actors, examples and analysis of the origin of their sense of agency and ability to act. Students reflect on their own role and sense of agency within the context of the rest of this unit. Revision for exam.				
18	14/6		Exam Week 14/6 Queen's Birthday			
19	21/6					
End of Term 2						

Achievement Standards Global Studies T Course 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
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