

Erindale College

Assessment Period:	2022 S1
Course:	GLOBAL STUDIES
Unit:	Global Challenges (1.0)
Accreditation:	A
Year:	11

Specific Unit Goals

This unit should enable students to:

- analyse global challenges using different theoretical understandings of global politics
- analyse whether the mechanisms that regulate global behaviour effectively manage the tension between self-interest and collectivism
- analyse how challenges intersect and compound, and their own capacity to take action

Content Descriptions

Concepts and Ideas

- analyse significant contemporary issues that pose challenges to global actors and processes, e.g. territorial disputes, armed conflict
- analyse processes employed by global actors to address issues and account for the existing balance of power, e.g. resource competition, climate change
- explain the global mechanisms that regulate the tension between self-interest and collectivism, e.g. tragedy of the commons, the black economy
- analyse 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

- analyse the impact of global challenges on international, national, regional and local scales, e.g. desertification, rising sea levels, preserving languages and culture
- analyse how challenges intersect and compound, e.g. wealth inequality, multi-polarity, cybersecurity
- analyse how key actors and processes create and or exacerbate current global challenges, e.g. e-waste, neo-colonialism, climate change
- analyse the capacity of challenges to disrupt and disorder the global system, e.g. pandemics, United Nations, separatism or isolationism, natural disasters
- analyse their connection and contribution to current global challenges, e.g. e-waste, neo-colonialism, cyber-activism

Communication

- communicate 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
-

analyse 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
Assessment task 1	Week 7:Presentations begin. Week 8: Reflection due:: 15 March - 25 March	25%
Assessment task 2	Week 9 Cross line testing: 28 March - 1 April	25%
Assessment task 3	Week 16: 31 May - 31 May	25%
Assessment task 4	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.

Achievement Standards for GLOBAL STUDIES A - Year 11

	<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>
Knowledge and Understanding	<ul style="list-style-type: none"> analyses histories, environments, systems, data and cultures analyses the significance of ideas, events, texts, or people with a range of evidence analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/ society/culture analyses concepts in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> explains histories, environments, systems, data and cultures explains the significance of ideas, events, texts, or people with evidence explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/ society/culture explains concepts and principles in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures describes the significance of ideas, events, texts, or people with evidence describes the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture describes concepts and principles in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> describes some histories, environments, systems, data and cultures identifies ideas, events, texts, or people with some evidence and reference to significance describes some aspects of the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture describes some concepts and principles in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> identifies histories, environments, systems, data and cultures identifies ideas, events, texts, or people with little to no reference to evidence recognises nil or minimal different interpretations, representations and perspectives related to individuals/institutions/ society/culture identifies concepts and principles in personal, cultural, social and/or historical contexts
Skills	<ul style="list-style-type: none"> undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on evaluation of credible sources applies critical and/or creative thinking skills and appropriate methodologies to investigate a need, problem or challenge analyse different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates complex ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing reflects with insight on own thinking and learning with insight and the significance of the Humanities and Social Sciences in shaping values and attitudes 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on analysis of credible sources applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge explains different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing reflects with some insight on own thinking and learning and the significance of the Humanities and Social Sciences in shaping values and attitudes 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on credible sources applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge describes different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates ideas and arguments appropriately using relevant evidence, appropriate language and accurate referencing reflects on own thinking and learning and the significance of the Humanities and Social Science 	<ul style="list-style-type: none"> undertakes an inquiry, with some self-managing of elements of the process, selecting and using relevant evidence based on credible sources applies few critical thinking skills and appropriate methodologies to investigate a need, problem or challenge uses different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates ideas and arguments using some evidence, appropriate language and referencing reflects on own learning with some reference to the significance of the Humanities and Social Sciences 	<ul style="list-style-type: none"> undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence and sources applies minimal or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge identifies minimal different disciplines' theories, concepts and principles to inform decision making to solve a problem communicates basic ideas and arguments using minimal evidence, language and referencing reflects on own learning with little or no reference to the significance of Humanities and Social Sciences