

Erindale College

Assessment Period:	2021 S2
Course:	GLOBAL STUDIES
Unit:	Global Processes (1.0)
Accreditation:	T
Year:	11

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 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"> evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour evaluates the significance of issues/events with the use of evidence critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture critically analyses processes of change to understand our world and our place in the world critically analyses concepts and principles, ideas, movements and developments and evaluates their significance in personal, cultural, social and/or historical context 	<ul style="list-style-type: none"> analyses histories, environments, systems, data and cultures to understand individual and collective behaviour analyses the significance of issues/events with the use of evidence analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture analyses processes of change to understand our world and our place in the world analyses concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical context 	<ul style="list-style-type: none"> explains histories, environments, systems, data and cultures to understand individual and collective behaviour explains the significance of issues/events with the use of evidence explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture explains processes of change to understand our world and our place in the world explains concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical context 	<ul style="list-style-type: none"> describes histories, environments, systems, data and cultures demonstrating some understanding individual and collective behaviour describes issues/events and identifies its significance with some use of evidence describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture describes processes of change to understand our world and our place in the world describes concepts and principles, ideas, movements and developments with some reference to their significance in personal, cultural, social and/or historical context 	<ul style="list-style-type: none"> 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 its significance and minimal use of evidence identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture identifies processes of change with little to no reference our world and our place in the world identifies concepts and principles, ideas, movement and developments with little to no reference to their significance in personal, cultural, social and/or historical context
Skills	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on critical evaluation of credible sources applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem or challenge selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect synthesises theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates complex ideas and coherent and sustained arguments using relevant evidence, appropriate language and accurate referencing reflects with insight on own thinking and learning in HASS, evaluating the potential for HASS to generate knowledge in the public good 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on critical analysis of credible sources applies critical thinking skills and appropriate methodologies to investigate a complex need, problem or challenge selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect 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 using relevant evidence, appropriate language and accurate referencing reflects thoughtfully on own thinking and learning in Humanities and Social Sciences, analysing the potential for HASS to generate knowledge in the public good 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing 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 selects, constructs and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect explains theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and arguments applicably using relevant evidence, appropriate language and accurate referencing reflects with some thought on own thinking and learning in Humanities and Social Sciences, explaining the potential for HASS to generate knowledge in the public good 	<ul style="list-style-type: none"> undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based some analysis of sources applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations and identifies some patterns, trends, interconnections, and relationships such as cause and effect describes theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and arguments using some evidence, appropriate language and accurate referencing reflects with minimal thought on own thinking and learning in Humanities and Social Sciences and describes the potential to generate knowledge in the public good 	<ul style="list-style-type: none"> undertakes an inquiry, demonstrating with little to no self-management of the process, using minimal evidence applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge selects, constructs and uses appropriate representations and identifies little or no patterns, trends, interconnections, and relationships such as cause and effect identifies some theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates basic ideas and arguments using minimal evidence, language and accurate referencing reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the potential to generate knowledge in the public good