

# Australian and Global Politics

Victorian Certificate of Education Study Design

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Latoya BARTON  
*The sunset* (detail)  
from a series of twenty-four  
9.0 x 9.0 cm each, oil on board



Tarkan ERTURK  
*Visage* (detail)  
201.0 x 170.0 cm  
synthetic polymer paint, on cotton duck



Liana RASCHILLA  
*Teapot* from the *Crazy Alice* set  
19.0 x 22.0 x 22.0 cm  
earthenware, clear glaze, lustres



Nigel BROWN  
*Untitled physics* (detail)  
90.0 x 440.0 x 70.0 cm  
composition board, steel, loudspeakers,  
CD player, amplifier, glass



Kate WOOLLEY  
*Sarah* (detail)  
76.0 x 101.5 cm, oil on canvas



Chris ELLIS  
*Tranquility* (detail)  
35.0 x 22.5 cm  
gelatin silver photograph



Christian HART  
*Within without* (detail)  
digital film, 6 minutes



Kristian LUCAS  
*Me, myself, I and you* (detail)  
56.0 x 102.0 cm  
oil on canvas



Merryn ALLEN  
*Japanese illusions* (detail)  
centre back: 74.0 cm, waist (flat): 42.0 cm  
polyester cotton



Ping (Irene) VINCENT  
*Boxes* (detail)  
colour photograph



James ATKINS  
*Light cascades* (detail)  
three works, 32.0 x 32.0 x 5.0 cm each  
glass, fluorescent light, metal



Tim JOINER  
*14 seconds* (detail)  
digital film, 1.30 minutes



Lucy McNAMARA  
*Precariously* (detail)  
156.0 x 61.0 x 61.0 cm  
painted wood, oil paint, egg shells, glue, stainless steel wire

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# Contents

<b>5</b>	<b>Important information</b>
<b>7</b>	<b>Introduction</b>
	Scope of study
	Rationale
<b>8</b>	Aims
	Structure
	Entry
<b>9</b>	Duration
	Changes to the study design
	Monitoring for quality
	Safety
	Use of information and communications technology
	Employability skills
	Legislative compliance
<b>10</b>	<b>Assessment and reporting</b>
	Satisfactory completion
	Authentication
	Levels of achievement
<b>12</b>	<b>Unit 1: The national citizen</b>
	Areas of study and Outcomes
<b>15</b>	Assessment
<b>17</b>	<b>Unit 2: The global citizen</b>
	Areas of study and Outcomes
<b>20</b>	Assessment
<b>21</b>	<b>Units 3 and 4: Australian Politics</b>
<b>22</b>	<b>Unit 3: Evaluating Australian democracy</b>
	Areas of study and Outcomes
<b>26</b>	Assessment
<b>28</b>	<b>Unit 4: Australian public policy</b>
	Areas of study and Outcomes
<b>31</b>	Assessment

<b>33</b>	<b>Units 3 and 4: Global Politics</b>
<b>34</b>	<b>Unit 3: global actors</b>
	Areas of study and Outcomes
38	Assessment
<b>40</b>	<b>Unit 4: Global challenges</b>
	Areas of study and Outcomes
43	Assessment
<b>46</b>	<b>Advice for teachers</b>
	Victorian Essential Learning Standards (VELS)
47	Employability skills
48	Developing a course
50	Glossary
54	Suitable resources
	Learning activities

## **IMPORTANT INFORMATION**

### **Accreditation period**

Units 1–4: 2012–2016

The accreditation period commences on 1 January 2012.

### **Other sources of information**

The *VCAA Bulletin VCE, VCAL and VET* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin VCE, VCAL and VET*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin VCE, VCAL and VET*. The *VCAA Bulletin VCE, VCAL and VET* is sent in hard copy to all VCE providers. It is also available as an e-newsletter via free subscription on the Victorian Curriculum and Assessment Authority's website at: <[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)>.

To assist teachers in assessing School-assessed Coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes online an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The companion document to the assessment handbook 'Administrative Procedures for Assessment in VCE Studies' is available on the Victorian Curriculum and Assessment Authority's website at: <[www.vcaa.vic.edu.au/vce/generaladvice/index.html](http://www.vcaa.vic.edu.au/vce/generaladvice/index.html)>.

The current *VCE and VCAL Administrative Handbook* contains essential information on assessment processes and other procedures.

### **VCE providers**

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

### **Photocopying**

VCE schools only may photocopy parts of this study design for use by teachers.



# Introduction

## **SCOPE OF STUDY**

VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain and evaluate national and global political issues, problems and events, the forces that shape these and responses to them.

Australian Politics is the study of how power is gained and exercised. It considers the significant features of the way politics is practised in Australia and the opportunities for young Australians to participate. It evaluates Australian democratic practices against particular ideas and principles that include representation, respect for rights, tolerance of diversity and freedom of speech. Australian Politics compares Australian democracy with other democratic systems. It examines the ways that national governments use their power to make and implement public policy, and the national stakeholders and international challenges that influence that policy.

Global Politics is the study of the political, social, cultural and economic forces that shape interactions between state and non-state actors in the twenty-first century. It examines the interconnectedness of twenty-first century global citizens and the impact of globalisation on culture, language, human rights and the environment. It examines the nature and effectiveness of key global actors in the twenty-first century and global challenges, including human rights, people movements, development issues and weapons proliferation. It explores the nature of global crises such as environmental degradation, war and terrorism, and the effectiveness of responses and proposed solutions by key global actors.

## **RATIONALE**

VCE Australian and Global Politics offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities.

Australian Politics increases awareness of the nature of power and its influence. It allows students to become informed observers of, and active participants in, their political system. As students begin to think critically, they recognise that democratic ideals are often difficult to achieve in practice.

Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and contemporary global issues. In doing so, students are provided with the means to meet the opportunities and challenges posed by contemporary international life and the understanding, awareness and critical thinking skills which underpin active citizenship.

Australian and Global Politics provides knowledge and skills that prepare students for formal study at the tertiary level or in vocational education and training settings. It also leads to opportunities in a range of careers, including academia, management, and government. Students may also pursue occupations in corporate and private enterprises in fields such as journalism, law, research and politics.

### **AIMS**

This study enables students to:

- understand and use fundamental political concepts
- understand the nature of contemporary politics and power in national and global contexts
- critically examine the characteristics and features of Australian democracy
- analyse factors which shape the formulation and implementation of domestic and foreign policy
- analyse global issues and challenges and the key actors which influence these
- evaluate the effectiveness of responses to global crises
- develop skills of logical and rational analysis, synthesis and argument.

### **STRUCTURE**

The study is made up of six units.

Unit 1: The national citizen

Unit 2: The global citizen

#### **Units 3 and 4: Australian Politics**

Unit 3: Evaluating Australian democracy

Unit 4: Australian public policy

#### **Units 3 and 4: Global Politics**

Unit 3: Global actors

Unit 4: Global challenges

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

### **ENTRY**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## **DURATION**

Each unit involves at least 50 hours of scheduled classroom instruction.

## **CHANGES TO THE STUDY DESIGN**

During its period of accreditation minor changes to the study will be announced in the *VCAA Bulletin VCE, VCAL and VET*. The *VCAA Bulletin VCE, VCAL and VET* is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCAA Bulletin VCE, VCAL and VET*.

## **MONITORING FOR QUALITY**

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of VCE Australian and Global Politics to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE and VCAL Administrative Handbook*. Schools will be notified if they are required to submit material to be audited.

## **SAFETY**

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study.

## **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**

In designing courses for this study teachers should incorporate information and communications technology (ICT) where appropriate and applicable to the teaching and learning activities.

## **EMPLOYABILITY SKILLS**

This study offers a number of opportunities for students to develop employability skills. The ‘Advice for teachers’ section provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

## **LEGISLATIVE COMPLIANCE**

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Information Privacy Act 2000* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

# Assessment and reporting

## **SATISFACTORY COMPLETION**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes online an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the 'Advice for teachers' section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

## **AUTHENTICATION**

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current *VCE and VCAL Administrative Handbook* for authentication procedures.

## **LEVELS OF ACHIEVEMENT**

### **Units 1 and 2**

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

### Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In VCE Australian and Global Politics students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination. The Victorian Curriculum and Assessment Authority will report students' level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Australian and Global Politics are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

# Unit 1: The national citizen

In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The ways in which political power is exercised and how that power is challenged and resisted by others is explored. Students also examine the role and influence of social and political movements as methods of organising political ideas and action.

VCE Australian Politics is contemporary in focus. While the focus of this study is the twenty-first century and current events, historical events, examples and illustrations may provide students with contextual understanding and may provide unique examples of the workings of the Australian political system.

## AREA OF STUDY 1

### **Power, politics and democracy**

What is politics? In what ways do individuals and groups gain and exercise political power? What are the most significant features of the way politics is practised in Australia? What opportunities exist for younger Australians to participate in the Australian political system?

This area of study focuses on the nature and purpose of politics in Australia. Students are introduced to politics in its broad sense as the exercise of power as defined by the ability to make decisions and exert influence over individuals and groups. Students explore political power in both formal and non-formal contexts – that is, operating outside the structures and institutions of government and law making. Consideration is given to the main types of political power, and the range of ways in which power can be exercised.

In a democratic political system, political power is exercised by citizens or members of the society. Students analyse the philosophical ideals underpinning democracy within the context of contemporary Australian politics. They examine the concepts of representative and liberal democracy and the ways in which these models support democratic ideals.

Through analysing contemporary issues and events, students consider the Australian system of government and politics, and how political power is gained, exercised, and challenged in Australia. They also explore the ways in which young people can become more actively involved in Australian politics.

**Outcome 1**

On completion of this unit the student should be able to describe and analyse the nature and purpose of politics and power in a broad sense and in the context of contemporary Australian democracy.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

*Key knowledge*

- the nature and purpose of power and influence:
  - the exercise of power in formal and non-formal contexts
  - the main sources and types of power such as force, coercion, authority, inducement, persuasion, and manipulation
  - how power is exercised in non-formal settings such as peer groups, schools, families, religious organisations and workplaces
  - how power is exercised by the executive, the legislature, the judiciary and political parties and other formal political institutions
  - ways of challenging power such as revolution, military coups, strikes, protests, lobbying, conscientious objection, civil disobedience, joining political parties and interest groups, making submissions or petitions, using media coverage
- the nature of democracy and democratic principles and ideas:
  - direct and representative democracy
  - popular sovereignty, majority rule, minority rights
  - citizenship and political participation
  - legitimacy of the government and constraints on its power
  - political and legal equality of citizens
  - the rule of law
  - contentious aspects of democracy such as the tyranny of the majority, populism, demagoguery
  - non-democratic political systems such as dictatorship, one-party states and theocracies
- the important features of democratic government:
  - respect for human and minority rights
  - the separation of the legislative, executive and judicial branches of government
  - accountability by the government to the citizens
  - free and fair elections
  - freedom of the media, speech, religion and assembly
- the characteristics of Australian democracy:
  - compulsory participation in the electoral process
  - regular elections
  - non-fixed parliamentary terms at federal level
  - dominance of two major parties, and ways this can affect political attitudes
  - a written Constitution
  - an appointed head of state
  - the nature of political power in a federal form of government
  - the Westminster principle of responsible government and the role of the executive
  - the changing roles of the Prime Minister and Premiers

- the opportunities for younger Australians to be involved in Australian politics:
  - enrolment and voting in elections
  - joining a political party or interest group
  - running for elected office
  - use of the media and online political activism.

#### *Key skills*

- define and use key terms and concepts related to the nature of democracy and political power
- describe and analyse the purpose of political power
- define and describe principles and features of democracy
- describe and critically analyse characteristics of Australian democracy
- access, interpret and draw conclusions from information gathered from a variety of sources.

## **AREA OF STUDY 2**

### **Exercising and challenging power**

Why do individuals get involved in politics? Do political leaders have similar characteristics and share similar aims? What are the major political ideologies? What are the ideas and aims of the most significant political movements in Australia?

In this area of study students consider how and why people, both as individual citizens and in groups, become involved in politics. Students examine the motivations for political involvement and active citizenship. They analyse the factors that drive individuals to seek political power and influence, and the characteristics of political activists, politicians and leaders. These individuals may operate within formal political structures such as political parties or parliaments, or in non-formal structures such as interest groups, the media, music and entertainment industries.

Political involvement is motivated by a range of aims, ideas and values. Students are introduced to a range of political ideologies and values which often underpin political involvement, including conservatism, liberalism, social democracy, socialism and fundamentalism.

Social and political movements form an important focus of study in this area of study; for example, the environmental movement provides the means for many people to express and act upon their concerns about the natural environment.

### **Outcome 2**

On completion of this unit the student should be able to explain why people seek political power, and the major political ideologies that influence political involvement and political movements.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

#### *Key knowledge*

- motivations for political involvement:
  - the challenge of achieving political power
  - a desire to improve society and work for the community
  - a desire to represent the views of a section of society such as the business community, the labour movement, the environmental movement and regional Australia

- a desire to advance personal values, ideas and goals
- personal ambition and a desire to establish a career in politics
- a desire to present and advance political ideas and views, and to challenge the political views of others
- leadership styles including populist, persuasive, charismatic, pragmatic, authoritarian, consultative
- political ideologies including conservatism, liberalism, social democracy, socialism, labourism, religious fundamentalism
- political movements such as environmentalism, animal rights, refugee rights, gay rights, feminism, Indigenous rights.

#### *Key skills*

- define and use key terms and concepts related to political power
- analyse motivations for political involvement and active citizenship
- describe and analyse styles of political leadership
- describe, compare and contrast political ideologies
- research, analyse and report on a contemporary political movement
- access, interpret and draw conclusions from information gathered from a variety of sources.

## **ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and key skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and key skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

For this unit students are required to demonstrate achievement of two outcomes. As a set these outcomes encompass both areas of study.

Demonstration of achievement of Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Assessment tasks for this unit are selected from the following:

- an analysis of visual materials, for example cartoons, websites, posters, films, plays, artwork
- an audiovisual presentation
- an oral presentation
- a written research report
- a web-based presentation
- a case study
- a debate

- an essay
- a test
- an interactive presentation
- a campaign
- role-plays, for example meetings, conferences, interviews.

## Unit 2: The global citizen

This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. In Area of Study 1 they explore the myriad ways their lives have been affected by the increased interconnectedness – the global threads – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability.

This unit is concerned with contemporary issues and events. While these may have antecedents in issues and events before the twenty-first century that students need to understand to contextualise contemporary global situations, focus needs to be on the twenty-first century when choosing particular examples and case studies.

### AREA OF STUDY 1

#### Global threads

How do citizens in the twenty-first century interact? How have our lives been affected by globalisation? Do citizens have global responsibilities? Does the global citizen really exist?

In this area of study students consider how citizens in the twenty-first century interact and connect with the world. Almost every facet of human life in the western world has been transformed by recent and rapid technological changes. As a result, increased global interconnectedness has transformed lives and created global threads, and in so doing, raised the debate over whether or not citizens’ responsibilities exist beyond national borders.

Students investigate the nature of these global threads, which take many forms. Political threads are illustrated by the increased role of international non-government organisations (NGOs) and the prominence of global political movements, such as Make Poverty History and WikiLeaks. Social threads – the way we communicate, network and travel – have been transformed by Facebook, Twitter and Skype, and the growth in aviation. Economic threads have changed the way in which commerce, trade and investment occur as seen through the rise of e-buy and online shopping, and have facilitated the growing impact and power of transnational corporations (TNCs) in shaping global trading patterns and political agendas, as seen through the global reach of corporations such as BHP Billiton, Toyota and BAE Systems. Students examine the impact of these global threads on human rights, culture and the global environment. They assess these impacts through examining the notion of a common humanity, in which there are shared responsibilities and rights that transcend national boundaries.

Students investigate the work and role of international organisations, such as Amnesty International, Greenpeace and Avaaz, in the context of the debate over whether or not citizens have civic, social and political global responsibilities as ‘global citizens’.

### **Outcome 1**

On completion of this unit the student should be able to identify the ways in which the lives of citizens in the twenty-first century are interconnected globally.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

#### *Key knowledge*

- the key terms: citizenship, human rights, globalisation, environmentalism, democratisation, multilateralism
- the political impact of globalisation, such as global political movements, the work of international NGOs, and global political issues
- the social impact of globalisation, such as its effect on communication, networking and international travel
- the economic impact of globalisation, such as the increasing power of TNCs and their effects on commerce, trade and investment
- the notion of global citizenship responsibility
- the impact of global interconnectedness on human rights, culture and the environment.

#### *Key skills*

- describe and analyse the extent to which globalisation has had an impact upon the lives of twenty-first century citizens
- investigate situations in which international organisations have had an impact on the lives of twenty-first century citizens
- recognise situations in which citizens assume global responsibilities
- accurately define and use key terms
- access, interpret and draw conclusions from information gathered from a range of sources.

## **AREA OF STUDY 2**

### **Global cooperation and conflict**

What do we understand by the term ‘international community’? How does this community work in the twenty-first century and what are its responsibilities? How effective is the international community in managing cooperation, conflict and instability? What challenges do key global actors such as the United Nations and NGOs, face in resolving issues such as war, conflict, environmental challenges and people movement?

In this area of study students investigate and reflect on the concept of an ‘international community’. This term suggests a common humanity and a shared vision of goals, beyond cultural, social, political and ethnic divides, through which global actors work to achieve common aims. The international community is composed of citizens, their states, international organisations, NGOs and TNCs. Students question the extent to which this notion of an international community is cohesive, and whether it can effectively manage cooperation, conflict and instability.

To develop knowledge and understanding of the effectiveness of the international community students investigate at least TWO examples of contemporary global cooperation and at least TWO examples of contemporary global conflict. Case studies of contemporary international cooperation include: the environment such as the Cancun Agreement, Copenhagen Accord and the Kyoto Protocol, animal welfare, efforts to counter rainforest destruction, action on natural and human-made disasters; health as seen through the role of the World Health Organization, the fight against HIV/AIDS and positive responses to pandemics; refugees and asylum seekers such as the role of the United Nations High Commission for Refugees and other approaches to managing people movement; disarmament such as the ban on landmines and the nuclear non-proliferation treaty; human rights such as the rights of the child, issues of child labour, ‘blood minerals’, aid for natural and human-made disasters. Case studies of contemporary global conflict and instability include war such as the wars in Afghanistan, Somalia and Iraq; genocide such as the crisis in Darfur; the separatist movement in Tibet; terrorism such as al-Qaeda, ETA, Lashka-e-Toiba; border disputes such as Palestine–Israel, Kashmir, Kurdistan and the Balkans; organised crime such as drug cartels.

### **Outcome 2**

On completion of this unit the student should be able to describe and analyse the extent to which the international community is cohesive, and whether it can effectively manage cooperation, conflict and instability in relation to selected case studies.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

#### *Key knowledge*

- the key terms international community, security, national interest, multilateralism, unilateralism
- two case studies of contemporary international cooperation from:
  - the environment
  - health
  - refugees
  - disarmament
  - human rights
- two case studies of international conflict from:
  - war
  - genocide
  - terrorism
  - border disputes
  - organised crime
- key global actors within selected international examples of cooperation and conflict
- responses to selected international examples of cooperation and conflict
- challenges to effective responses to selected international examples of cooperation and conflict
- proposed solutions to selected international examples of cooperation and conflict.

#### *Key skills*

- accurately define and use key terms
- examine and evaluate the effectiveness of the main actors in the international community in managing global cooperation, and resolving conflict and instability

- describe and explain case studies of contemporary international cooperation and conflict
- access, interpret and draw conclusions from information gathered from a range of sources.

## ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and key skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and key skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

For this unit students are required to demonstrate achievement of two outcomes. As a set these outcomes encompass both areas of study.

Demonstration of achievement of Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Assessment tasks for this unit are selected from the following:

- an analysis of visual materials, for example cartoons, websites, posters, films, plays, artwork
- an audiovisual presentation
- an oral presentation
- a written research report
- a web-based presentation
- a case study
- a debate
- an essay
- a test
- an interactive presentation
- a campaign
- role-plays, for example meetings, conferences, interviews.

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## **Units 3 and 4: Australian Politics**

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## Unit 3: Evaluating Australian democracy

This unit provides an overview of the operation of Australian democracy. Area of Study 1 focuses on democratic theory and practice. It compares the practice of Australian politics and government with democratic ideals. The major elements of representative and liberal democracy are introduced and significant aspects of the Australian system are evaluated in terms of their democratic strengths and weaknesses.

Having evaluated the democratic merits of the Australian political system, in Area of Study 2 students compare the Australian political system with one other contemporary democratic nation. Students analyse key aspects of the selected political system, including the electoral process, the operation of the legislative branch and the protection of rights and freedoms. They then consider an aspect of the selected political system that Australia might adopt to strengthen its democracy.

VCE Australian Politics is contemporary in focus. While the focus of this study is the twenty-first century and current events, historical events, examples and illustrations may provide students with contextual understanding and may provide unique examples of the workings of the Australian political system.

### AREA OF STUDY 1

#### **Australian democracy**

What is democracy? What are its most significant values and principles? How closely does the operation of the contemporary Australian political system reflect key democratic values and principles? What are the strengths and weaknesses of the Australian political system?

In this area of study students are introduced to the most important values and principles that underpin democracy. These include popular sovereignty, majority rule, respect for minority rights, the rule of law, the legitimacy of the government, constraints on government power, and political and legal equality of citizens. Students recognise that while a political system may advocate these principles, in practice it may fall short of achieving them. There may be a gap between the theory and practice of democracy.

Students examine the merits and shortcomings of the Australian political system in relation to democratic values and principles. They consider the system of voting and elections and analyse ongoing debates, including the pre-selection of candidates, and the operation of the preferential voting system. Students explore the effectiveness of the Commonwealth Parliament as a legislative and representative body, as well as the role of the parliament holding the executive government accountable for its actions and policies. They also consider the role of the Australian political system in protecting the basic democratic rights and freedoms of individuals and groups.

**Outcome 1**

On completion of this unit the student should be able to describe and analyse key aspects of democratic theory and practice, and evaluate the strengths and weaknesses of the Australian democratic system.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

*Key knowledge*

- the major values and principles of democracy:
  - popular sovereignty
  - majority rule and respect for minorities
  - government accountability and constraints
  - political and legal equality of citizens
  - protection of democratic rights and freedoms
  - freedom of the media, speech, religion and assembly
  - the rule of law
  - direct and representative democracy
  - tolerance of diverse political views, political dissent and activism
- the major institutional features of democracy in practice:
  - the separation of government powers
  - an independent judiciary
  - a free and fair electoral system
  - a legislative branch able to hold the government accountable
- the purpose and operation of the Australian electoral system:
  - the role and functions of the Australian Electoral Commission
  - the arguments for and against compulsory voting
  - the functions of elections
  - the aims and effectiveness of preferential voting
  - the aims and effectiveness of proportional representation
  - the effects of party pre-selection, electoral funding, political advertising and campaign techniques
  - the merits and shortcomings of the Australian electoral system
- the role and effectiveness of the Commonwealth Parliament:
  - the representative function of parliament and the ways in which it represents and reflects the views of contemporary Australian society
  - the law-making function of parliament
  - the formation of government and accountability functions of parliament
  - the role of the opposition, backbenchers, minor parties and independents, Question Time, the Speaker and the President of the Senate, parliamentary committees, the Senate as a house of review
  - the Westminster principles of responsible government, collective responsibility and individual ministerial responsibility
  - the significance of party discipline
  - the role and powers of the Prime Minister, and constraints on prime ministerial power

- the protection of the democratic rights and freedoms of Australians
  - the effectiveness of the Australian Constitution in protecting rights; expressed rights and implied rights
  - arguments surrounding an Australian Bill or Charter of rights and freedoms
  - Section 128 of the Australian Constitution and efforts to change rights and freedoms in the Constitution through the referendum process
  - the role of the High Court and the effect of judicial independence on rights and freedoms
  - constitutional powers of the Governor General
- the challenges facing democracy in Australia
  - population size and difficulties in reaching consensus in large groups
  - disproportionate degrees of power exercised by some individuals and groups through access to finances, the media, the law, and the executive
  - civic apathy, disengagement and disillusionment
  - political understanding of citizens.

#### *Key skills*

- define and use key concepts relating to democratic theory and practice
- describe the values and principles of democracy
- recognise and explain the differences between democratic values and principles, and democratic practices
- analyse and evaluate the operation of electoral systems
- analyse and evaluate the operation of the legislature
- describe and evaluate the protection of democratic rights and freedoms
- evaluate the extent to which democratic values are upheld
- evaluate the strengths and weaknesses of the Australian political system
- access, interpret and draw conclusions from information gathered from a range of sources.

## **AREA OF STUDY 2**

### **Australian democracy in perspective**

How does Australian democracy compare with other democracies? Does the Australian system of voting better reflect key democratic principles than the system used in other democratic countries? Is the Commonwealth Parliament more representative of Australian society than the legislative branches of comparable democracies are of their societies?

In this area of study students undertake a comparison of the Australian political system with the political system of one of the following: the United States of America, the United Kingdom, the Federal Republic of Germany or India. Students critically examine one of these systems in terms of their similarities to and differences from the Australian system, in terms of democratic values and principles including political equality, the fairness of the electoral system and the accountability of the government. Students also select and evaluate an aspect from the selected political system that Australia might adopt to strengthen its system of democracy.

By undertaking this comparison students develop an understanding that the concept of democracy is interpreted and applied in different ways in different settings. They learn that while modern democracies share some important elements, there are some significant differences between them.

**Outcome 2**

On completion of this unit the student should be able to critically compare the political system of Australia with one other democracy, and evaluate an aspect of the selected political system that Australia might adopt to strengthen its democracy.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Students select from one of the following democracies: the United States of America or the United Kingdom or the Federal Republic of Germany or India.

*Key knowledge*

- the major features of the electoral system of a selected political system:
  - voting methods
  - voter turnout and the degree to which universal franchise is achieved
  - the role of political parties in the election process
  - consistency with the democratic principles and values of political equality (one person one vote, one vote one value), a free and fair electoral system, and provision of a legitimate mandate to govern
- the operation of the legislative branch of a selected political system:
  - the composition of the legislative branch, and how closely it reflects the society it represents
  - the effectiveness of the legislative branch in holding the executive accountable and responsible
  - the role of committees within the legislative branch
  - the role of political parties within the legislative branch
  - the role and powers of the presiding officers within the legislative branch
- the protection of democratic rights and freedoms in a selected political system:
  - the rule of law and judicial independence
  - the effectiveness of a constitution as a protector of democratic rights and freedoms
- political leadership in a selected political system:
  - the role and powers of the head of government and the head of state
  - constraints on the power of political leaders
  - methods of appointing and dismissing political leaders
- political parties in a selected political system:
  - the structure of the party system and the extent of domination by major parties
  - the section of society represented by the major political parties
  - the size of party membership
  - the level of party representation in the legislative and executive branches of government
  - methods of selection of candidates for election
- comparison of major features of the electoral system, legislative branch, protection of democratic rights and freedoms, political leadership and political parties of a selected political system with the Australian political system
- an aspect of a selected political system Australia might adopt to strengthen its democracy.

*Key skills*

- define and use key concepts relating to political systems
- critically examine and evaluate the strengths and weaknesses of the Australian democratic system and one other democratic system
- evaluate an aspect of the selected political system Australia might adopt to strengthen its democracy
- access, interpret and draw conclusions from information gathered from a range of sources.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes online an assessment handbook for this study that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and key skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and key skills should not be assessed separately.

**Assessment of levels of achievement**

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework and an end-of-year examination.

*Contribution to final assessment*

School-assessed Coursework for Unit 3 will contribute 25 per cent.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

**School-assessed Coursework**

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with the assessment handbook published online by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Where teachers provide a range of options for the same assessment task, they should ensure that the options are of comparable scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
<p><b>Outcome 1</b> Describe and analyse key aspects of democratic theory and practice, and evaluate the strengths and weaknesses of the Australian democratic system.</p>	50	<p>For each outcome select one or more of the following:</p> <ul style="list-style-type: none"> <li>• a multimedia presentation</li> <li>• a visual representation</li> <li>• a case study</li> <li>• an essay</li> <li>• a report</li> <li>• a test</li> </ul>
<p><b>Outcome 2</b> Critically compare the political system of Australia with one other democracy, and evaluate an aspect of the selected political system that Australia might adopt to strengthen its democracy.</p>	50	<ul style="list-style-type: none"> <li>• structured questions</li> <li>• short-answer questions</li> <li>• an extended response.</li> </ul>
<b>Total marks</b>	<b>100</b>	

\*School-assessed Coursework for Unit 3 contributes 25 per cent.

## Unit 4: Australian public policy

This unit focuses on Australian federal public policy formulation and implementation. During the formulation stage of many public policies, the government is subject to pressures from competing stakeholders and interests. As the government responds to these influences and pressures, policy proposals are often subject to change and compromise. Students investigate the complexities the government faces in putting public policy into operation.

Area of Study 1 examines domestic policy, that which is largely concerned with Australian society and affecting people living in Australia. Students investigate a contemporary Australian domestic policy issue and consider the policy response of the Australian government to that issue. They analyse the major influences on the formulation of the policy and the factors affecting the success of its implementation.

In Area of Study 2, students consider contemporary Australian foreign policy. As it deals with Australia's broad national interests, foreign policy may be less subject to the pressures and interests of competing stakeholders. Students examine the major objectives and instruments of contemporary Australian foreign policy and the key challenges facing contemporary Australian foreign policy.

VCE Australian Politics is contemporary in focus. While the focus of this study is the twenty-first century and current events, historical events, examples and illustrations may provide students with contextual understanding and may provide unique examples of the workings of the Australian political system.

### AREA OF STUDY 1

#### Domestic policy

What influences the policy decisions and actions of the Commonwealth Government? What opportunities exist for individuals and groups to participate in the decisions of government?

In this area of study students investigate the formulation and implementation of domestic public policy. If the government has a strong electoral mandate, or there is a clear and immediate need for a policy response such as a national emergency, the formulation of public policy can be relatively straightforward. However, in other situations, policy making is subject to the input and influence of numerous factors, and can be a difficult, a lengthy and an uncertain process. Increasingly, these factors are global, as the Australian government is influenced by the policy responses of other nations in areas such as health, education and the environment.

Students analyse the contribution of numerous factors to domestic policy formulation. They examine the opportunities for stakeholders to participate in the formulation of domestic policy. Students learn that while such participation is a fundamental democratic principle, in practice the government is unable to respond to many, often competing, interests, which seek to influence the contents of domestic policy.

Students analyse a specific contemporary Australian domestic policy issue. Important areas of domestic policy include education, health, the environment, immigration and the economy. They examine the nature and context of the issue and the government's responses to it. Once a policy is put into operation, the government is often required to amend some aspects of it, re-formulate important aspects of it or, in some cases, acknowledge the policy has failed to achieve its purpose and abandon it. Students consider these constraints on government in putting domestic policy into effect.

### **Outcome 1**

On completion of this unit the student should be able to explain how Australian federal domestic public policy is formulated and implemented, analyse the factors which affect these processes, and critically evaluate a selected contemporary domestic policy issue.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

#### *Key knowledge*

- the role of government institutions in public policy formulation and implementation:
  - the executive, the Prime Minister, the cabinet and the ministry
  - the bureaucracy
  - the Commonwealth Parliament
  - the judiciary
- the significance of elections and electoral mandate
- the role of the Opposition and minor political parties and independents in public policy formulation
- elements outside the formal institutions of government that influence public policy; opinion polls, the media and interest groups
- global and international influences on the formulation and implementation of Australian domestic public policy
- the nature and context of a contemporary policy issue and government response, significant influences on the formulation of the policy response, the extent of and reasons for the success or otherwise in implementing policy.

#### *Key skills*

- define and use key concepts relating to domestic policy
- critically evaluate a selected contemporary domestic policy issue
- identify the range of influences on policy making and implementation
- explain and analyse the policy-making and implementation process
- access, interpret and draw conclusions from information gathered from a range of sources.

## AREA OF STUDY 2

### Foreign policy

What is meant by Australia's national interest? In what ways does Australia use foreign policy to pursue its national interest? What are the key challenges Australia faces in contemporary foreign policy?

In this area of study students consider Australian foreign policy making and implementation in the past ten years. They analyse the distinction between Australia's foreign and domestic policies, and the impact this difference has on policy formulation. The most significant influences on the formulation of Australian foreign policy are considered, in particular the role of the executive and bureaucracy, and the extent of bipartisan support. Students investigate the major objectives of Australian foreign policy, as well as the instruments used by the government in pursuit of those objectives. They consider the main elements of Australian foreign policy and the key challenges it faces.

### Outcome 2

On completion of this unit the student should be able to describe, analyse and discuss the nature, objectives and instruments of contemporary Australian foreign policy, and the challenges facing Australian foreign policy.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

#### *Key knowledge*

- the nature of contemporary Australian foreign policy formulation and implementation:
  - the distinction between domestic policy and foreign policy
  - the bipartisan nature of foreign policy
  - the role of the executive, the parliament, the bureaucracy, embassies and consulates
  - the effect on Australian foreign policy of elections, economic conditions, public opinion, interest groups, the media, and other domestic factors
- the key objectives of contemporary Australian foreign policy:
  - the concept of 'national interest'
  - maintaining national security
  - promoting Australia's economic and trade interests
  - expanding regional and global links
  - promoting Australia as a good global citizen
- the key instruments of contemporary Australian foreign policy:
  - bilateral and multilateral doctrines of foreign policy
  - foreign aid
  - formal agreements, treaties and alliances
  - humanitarian and emergency assistance
  - peace-keeping operations and military involvement
  - overseas delegations
- the key challenges facing contemporary Australian foreign policy:
  - global and regional conflicts
  - humanitarian crises and natural disasters
  - protection of human rights
  - the threat of global terrorism
  - climate change and environmental issues

- economic development
- refugees, people smuggling and trafficking in persons.

#### *Key skills*

- define and use key concepts relating to foreign policy
- compare domestic and foreign policy
- describe the formulation and implementation of foreign policy
- explain foreign policy objectives
- analyse instruments of foreign policy
- analyse challenges facing foreign policy
- access, interpret and draw conclusions from information gathered from a range of sources.

### **ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes online an assessment handbook for this study that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and key skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and key skills should not be assessed separately.

#### **Assessment of levels of achievement**

The student's level of achievement for Unit 4 will be determined by School-assessed Coursework and an end-of-year examination.

#### *Contribution to final assessment*

School-assessed Coursework for Unit 4 will contribute 25 per cent.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

#### ***School-assessed Coursework***

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with the assessment handbook published online by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Where teachers provide a range of options for the same assessment task, they should ensure that the options are of comparable scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
<p><b>Outcome 1</b> Explain how Australian federal domestic public policy is formulated and implemented, analyse the factors which affect these processes, and critically evaluate a selected contemporary domestic policy issue.</p>	50	<p>For each outcome select one or more of the following:</p> <ul style="list-style-type: none"> <li>• a multimedia presentation</li> <li>• a visual representation</li> <li>• a case study</li> <li>• an essay</li> <li>• a report</li> <li>• a test</li> <li>• structured questions</li> <li>• short-answer questions.</li> <li>• an extended response.</li> </ul>
<p><b>Outcome 2</b> Describe, analyse and discuss the nature, objectives and instruments of contemporary Australian foreign policy, and the challenges facing Australian foreign policy.</p>	50	
<b>Total marks</b>	<b>100</b>	

\*School-assessed Coursework for Unit 4 contributes 25 per cent.

### ***End-of-year examination***

#### **Description**

The examination will be set by a panel appointed by the Victorian Curriculum and Assessment Authority. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

#### **Conditions**

The examination will be completed under the following conditions:

- Duration: two hours.
- Date: end-of-year, on a date to be published annually by the Victorian Curriculum and Assessment Authority.
- Victorian Curriculum and Assessment Authority examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.
- The examination will be marked by assessors appointed by the Victorian Curriculum and Assessment Authority.

#### **Contribution to final assessment**

The examination will contribute 50 per cent.

#### **Further advice**

The Victorian Curriculum and Assessment Authority publishes specifications for all VCE examinations on the Victorian Curriculum and Assessment Authority website. Examination specifications include details about the sections of the examination, their weighting, the question format/s and any other essential information. The specifications are published in the first year of implementation of the revised Units 3 and 4 sequence together with any sample material.

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## **Units 3 and 4: Global Politics**

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## Unit 3: Global actors

In this unit students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

For the purposes of this study, the term ‘non-state actors’ covers a range of global actors: altruistic non-governments organisations (NGOs), for example Amnesty International and Greenpeace; organised religions; terrorist movements and organised crime syndicates.

This unit is concerned with contemporary issues and events. While these may have antecedents in issues and events before the twenty-first century, that students need to understand to contextualise contemporary global situations, focus needs to be on the twenty-first century when choosing particular examples and case studies.

### AREA OF STUDY 1

#### Global actors

Who are the key actors in contemporary global politics? From where does their power and influence stem? What impact do these actors have on global politics? And what challenges do these global actors face in achieving their aims?

In this area of study students examine the key actors in contemporary global politics: states, international institutions of global governance, transnational corporations (TNCs) and non-state actors.

The state is the principal actor within global politics because the world (with few exceptions) is divided into these political communities; however, its power and influence is being challenged. Students consider the challenges to the sovereignty of states. These arise from regional organisations, contested and changing state borders, and issues and crises which require multilateral action. Such issues have arisen because security is no longer limited to border protection and has expanded to include such things as financial instability, human crises and environmental challenges.

The omnipresent security dilemma faced by states, and revised notions of ‘security’, have amplified moves towards global governance. Students come to understand that international institutions of global governance are central to cooperative action because they establish, manage and facilitate relations between states through their institutional processes, protocols and legal arrangements.

Students investigate a range of non-state actors, appreciating the growing significance of ‘people power’ and public opinion, which have been facilitated by dramatic changes in communications and technology. Altruistic NGOs have arisen, in part, to counterbalance the power of the state and prevent it from dominating the rest of society, but also to pressure it to become more responsive to the needs of its citizens or aide states in meeting their citizens’ needs. Not all non-state actors play a constructive role in the global politics arena as exemplified by global terrorist movements and organised crime. Students study two non-state actors, which are chosen from two of the following categories: human rights organisations, environmental organisations, organised religions, global terrorist movements, and organised crime syndicates.

Students consider the increasingly important role of TNCs within global politics and the global economy. Facilitated by advances in technology and communication, these actors have expanded their role and activities on a grand scale, affecting most areas of human life. TNCs are controversial actors, considered by some to be predators, exploitative of human rights and the environment, and by others as drivers of progress and innovation.

### **Outcome 1**

On completion of this unit the student should be able to evaluate the power and influence of key global actors in the twenty-first century and assess the extent to which they achieve their aims.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

#### *Key knowledge*

- the key terms: nation, state, sovereignty, power, global governance, multilateralism, public opinion and globalisation
- the aims and objectives, roles, power and influence of the key actors in contemporary global politics: states, international institutions of global governance, non-state actors, and TNCs
- the challenges facing state sovereignty:
  - regional groupings
  - contested and changing borders
  - issues and crises that require multilateral resolution
- the institutions of global governance:
  - the United Nations
  - the International Monetary Fund
  - the World Trade Organization
  - the International Criminal Court
- Two non-state actors chosen from two of the following categories:
  - human rights organisations
  - environmental organisations
  - organised religions
  - global terrorist movements
  - organised crime syndicates
- the economic and political power of TNCs in relation to trade, foreign direct investment and employment.

*Key skills*

- define and explain key global politics terms and use them in the appropriate context
- analyse the role of key global actors in pursuit of their aims and objectives
- evaluate the power, authority and influence of key global actors
- assess the extent to which global actors achieve their aims
- research and synthesise contemporary evidence to draw conclusions.

**AREA OF STUDY 2****Power in the Asia-Pacific region**

What is power? Why do different ideas about the national interest exist? How is power exercised by a state in the Asia-Pacific region? What is the most effective form of power for a state to use to pursue its national interest?

In this area of study students examine the way in which a specific Asia-Pacific state uses its power in the region to pursue its national interests, and explore the ideas and debates that form, and have formed, its national interests since 2000. Students select ONE of the following states as the focus of study: Australia, China, Indonesia, Japan or the United States of America.

National interest is an important global politics concept used by states to describe, support and justify foreign policy behaviour. Students learn that although states vary markedly, they share a common interest in maintaining their sovereignty and national security. They also learn that globalisation and the rise of so-called ‘third-agenda’ issues have elevated the awareness and importance of ‘soft’ national interest security issues, such as the environment, and resource and human security – all of which inform and shape the debate over what constitutes the national interest. The ‘national interest’ is often contested and views about national interest often depend on factors such as state formation, cultural and ethnic identity, ideology, historical links and relationships to foreign powers.

To achieve its national interest objectives, a state may use a variety of hard and soft forms of power and foreign policy instruments. Students consider many different types of power available to the state, including diplomacy, trade, aid and military power, which are exercised by states in a variety of forms. Cultural mechanisms and propaganda are also important. Students develop an understanding that the importance and effectiveness of different forms of power and foreign policy instruments in pursuit of a state’s national interests vary considerably, and there is often a marked difference between the intentions and results.

For the purposes of this study, the Asia-Pacific region is comprised of the following:

**Pacific Rim states:**

Australia, Brunei, Cambodia, Canada, Chile, China, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Indonesia, Japan, Malaysia, Mexico, New Zealand, Nicaragua, North Korea, Panama, Papua New Guinea, Peru, Philippines, Russia, Singapore, South Korea, Taiwan, Thailand, United States of America, Vietnam.

**Pacific Island states and territories:**

Fiji, Kiribati, Marshall, Micronesia, Nauru, Palau, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu.

**Others:**

East Timor, Laos, Myanmar.

## Outcome 2

On completion of this unit the student should be able to analyse and evaluate types and forms of power as used by a specific Asia-Pacific state in the region in pursuit of its national interest.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

### Key knowledge

- the key terms: sovereignty, national interest, power, nation, state, nation-state, security, idealism, pragmatism

The types and forms of power used by ONE of the following Asia-Pacific states in the region:

#### Australia

- the elements of national interest and the factors that shape the national interest: environmental security, immigration and refugee policy, relationship with the US, 'trade not aid' debate
- types and forms of power: hard, soft, military, economic, political, diplomatic and cultural
- the main foreign policy instruments used to try to achieve differing national interests:
  - diplomacy: role in two of the following international organisations: UN, Pacific Island Forum, APEC, ASEAN Regional Forum
  - trade: bilateral and multilateral instruments, preferential trade agreements and membership of the World Trade Organization, foreign direct investment
  - aid: overseas development assistance patterns, contribution to UN missions and humanitarian bodies
  - military power: troop deployments, militarisation, strategic relationships with Indonesia and US defence cooperation

#### China

- the elements of national interest and the factors that shape the national interest: secession and territorial integrity, economic development, creation of a harmonious society, 'peaceful rise', perceptions of China's regional role
- types and forms of power: hard, soft, military, economic, political, diplomatic and cultural
- the main foreign policy instruments used to try to achieve differing national interests:
  - diplomacy: 'panda diplomacy', 'chequebook' diplomacy, use of veto in the UN, public denouncements
  - trade: trade patterns, 'Three-Direct Links' policy, investment
  - aid: overseas development assistance patterns, contribution to UN missions and humanitarian bodies
  - military power: troop deployments, militarisation, strategic placement of armaments

#### Indonesia

- the elements of national interest and the factors that shape the national interest: anti-terrorism strategy, environmental security, immigration and refugee policy, secession and territorial integrity
- types and forms of power: hard, soft, military, economic, political, diplomatic and cultural
- the main foreign policy instruments used to try to achieve differing national interests:
  - diplomacy: role in the UN, ASEAN
  - trade: trade patterns, investment, relationship with the IMF
  - aid: overseas development assistance trends, contribution to UN missions and humanitarian bodies
  - military power: troop deployments, militarisation, strategic placement of armaments

### Japan

- the elements of national interest and the factors that shape the national interest: presence of American bases in Japan, changes to the pacifist Constitution, responding to the North Korea nuclear crisis, notion of human security, the rise of China
- types and forms of power: hard, soft, military, economic, political, diplomatic and cultural
- the main foreign policy instruments used to try to achieve differing national interests:
  - diplomacy: role in the UN and multilateral relations with the US and China
  - trade: trade patterns, investment, US trade relationship
  - aid: overseas development assistance trends, contribution to UN missions and humanitarian bodies
  - military power: militarisation, pacifist Constitution, strategic relationship with the US incorporating American bases

### United States of America

- the elements of national interest and the factors that shape the national interest: strategies to achieve national security, anti-terrorism strategy, environmental security, immigration and refugee policy
- types and forms of power: hard, soft, military, economic, political, diplomatic and cultural
- the main foreign policy instruments used to try to achieve differing national interests:
  - diplomacy: use of veto in the UN, participation in arms control and disarmament
  - trade: trade patterns, investment, role in one of the following international organisations: the World Trade Organization, the International Monetary Fund or the World Bank
  - aid: overseas development assistance trends, contribution to UN missions and humanitarian bodies
  - military power: troop deployments, militarisation, US bases, strategic relationship with either Japan, South Korea or Australia, global reach of the military.

### Key skills

- define and explain key global politics terms and use them in the appropriate context
- use a variety of source material to analyse forms of power
- analyse ideas and debates about different interpretations of the national interest
- evaluate the relative importance and effectiveness of different forms of power and foreign policy instruments in the pursuit of the national interest
- evaluate the success of a specific Asia-Pacific state in achieving its national interests
- research and synthesise contemporary evidence to draw conclusions.

## ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes online an assessment handbook for this study that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and key skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and key skills should not be assessed separately.

**Assessment of levels of achievement**

The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework and an end-of-year examination.

*Contribution to final assessment*

School-assessed Coursework for Unit 3 will contribute 25 per cent.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

**School-assessed Coursework**

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student’s level of achievement.

The score must be based on the teacher’s rating of performance of each student on the tasks set out in the following table and in accordance with the assessment handbook published online by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Where teachers provide a range of options for the same assessment task, they should ensure that the options are of comparable scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
<p><b>Outcome 1</b> Evaluate the power and influence of key global actors in the twenty-first century and assess the extent to which they achieve their aims.</p>	50	<p>For each outcome select one or more of the following:</p> <ul style="list-style-type: none"> <li>• a multimedia presentation</li> <li>• a case study</li> <li>• an essay</li> <li>• a report</li> <li>• a test</li> <li>• structured questions</li> <li>• short-answer questions</li> <li>• an extended response.</li> </ul>
<p><b>Outcome 2</b> Analyse and evaluate types and forms of power as used by a specific Asia-Pacific state in the region in pursuit of its national interest.</p>	50	
<b>Total marks</b>	<b>100</b>	

\*School-assessed Coursework for Unit 3 contributes 25 per cent.

## Unit 4: Global challenges

In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solving them.

This unit is concerned with contemporary issues and events. While these may have antecedents in issues and events before the twenty-first century, that students need to understand to contextualise contemporary global situations, focus needs to be on the twenty-first century when choosing particular examples and case studies.

### AREA OF STUDY 1

#### **Ethical issues and debates**

Do we have a responsibility to uphold the human rights of persons outside our borders? What is the best way to deal with people movement? What does 'development' look like? Can the world be rid of weapons, and if so, will it be safer?

In this area of study students examine the range of debates about two global issues. For the purposes of this area of study, two of the following global issues must be examined: human rights, people movement, development, arms control and disarmament. These debates are considered in the context of specific case studies which transcend specific states, regions and continents. Students examine and evaluate the effectiveness of the strategies proposed by global actors, and consider that TNCs, NGOs and institutions of global governance may play important roles in both the causes and solutions to the issues.

There are three categories of human rights: civil and political rights; economic, social and cultural rights; and solidarity rights. Students learn that human rights refer to fundamental claims and are restricted as much by what is necessary to secure the comparable rights of others as the right of any particular individual. However, human rights are continually challenged by those who deny the universality of their application on religious, cultural, national, economic and development grounds.

People movement, both internal and external, whether a result of globalisation, conflict, natural disaster, human-made disaster or economic interest, is an issue which states cannot ignore. Students consider debates about people movement, and consider arguments about moral obligation to help distant foreigners over a state's national interest, often presented in the form of border security.

Students learn about development issues, global poverty and inequality. They consider debates about the range of solutions presented to alleviate poverty, and the often controversial nature of what constitutes 'development', which at times prioritises the acquisition of wealth over political liberties, human rights and the environment.

Arms control and disarmament are both processes by which states seek to construct a more stable and peaceful international arena by reducing the threat posed by other states and non-state actors, such as terrorist groups, to the security of the state. Students explore the ability of either arms control or disarmament to achieve its aims.

### **Outcome 1**

On completion of this unit the student should be able to analyse two global political issues from a range of perspectives and evaluate the effectiveness of global actors' responses to these issues.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

#### *Key knowledge*

- the key terms: national interest, international society, justice, and ethics

TWO of the following issues:

- human rights:
  - international laws and treaties relating to human rights and protection of the child
  - responses by relevant global actors
  - ethical debates: religious, economic, developmental and cultural challenges to the universality of human rights, the principle of universality versus religion, justifications for humanitarian and armed intervention, the 'Responsibility to Protect'
- people movement:
  - international laws and treaties relating to protection of refugees
  - responses by relevant global actors
  - ethical debates: the rights of refugees, economic migrants, people trafficking and asylum seekers, resettlement versus border security, obligations to strangers versus national interest
- development, focussing on poverty and inequality:
  - international laws and treaties relating to economic and social development
  - responses by relevant global actors
  - ethical debates: different strategies for poverty alleviation in the developing world, development versus sustainable development, development being more than simply economic growth
- arms control and disarmament:
  - international laws and treaties relating to the proliferation of illegal and banned weapons
  - responses by relevant global actors
  - ethical debates: the challenges of state and non-state proliferation, the different mechanisms of threat reduction, debates over security versus proliferation, arms control versus disarmament.

*Key skills*

- define and explain key global politics terms and use them in the appropriate context
- identify a range of ethical debates surrounding two issues
- evaluate a range of ethical debates surrounding two issues
- evaluate the effectiveness of responses by global actors to selected ethical issues
- research and synthesise contemporary evidence to support arguments.

**AREA OF STUDY 2****Crises and responses**

What does crisis mean in today's world? What are the contexts for different crises and how were they created? How effective are responses to these crises?

In this area of study students investigate the context, causes and the effectiveness of responses to two global crises. Two global crises are selected from the following: environmental degradation, intra and interstate conflict, state and non-state terrorism, and economic instability.

Environmental degradation presents policy makers with significant challenges, some of which lie in the fact that responses require global cooperation by states at an unprecedented level. Students consider whether national interests will prevail over global humanitarian crises, and whether opposition to tackling environmental degradation stems from a lack of concrete scientific evidence or whether it is used as an umbrella for political and economic factors.

Students learn that intra and interstate conflict remain popular instruments of state power, challenging the idea that they will ever become obsolete. They consider whether mechanisms of global governance can respond to and stop war and conflict, and whether the notion of sovereignty presents an insurmountable challenge to responding effectively to intrastate war.

Terrorism, both state and non-state, is an increasingly regular feature of global politics. Students come to understand that this is due to the perceived success of such tactics in attracting publicity and because of the rise of support networks to facilitate terrorist objectives. They consider the effectiveness of terrorism in achieving its aims and consider the reasons why some groups resort to violence to achieve their objectives. Students study in detail one group from at least two of the following categories: state terrorism, religious groups, alternative governments, anti-colonial groups, secessionist groups.

Students explore how the increased inter-connectedness of the world economy has brought with it innumerable benefits, but has also amplified the capacity for global economic instability. The international organisations for global economic governance face challenges in running the global economy on a stable basis, as illustrated by the global financial crisis. Students consider whether economic instability is a feature of capitalist models of development and whether the increasing complexity of the global economy has made economic management more difficult.

**Outcome 2**

On completion of this unit the student should be able to explain the characteristics of two contemporary global crises and evaluate the effectiveness of responses to these.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

*Key knowledge*

- the key terms: crisis diplomacy, international cooperation, sustainability and the utility of violence

TWO of the following crises:

- environmental degradation:
  - the causes
  - the responses and proposed solutions from key global actors
  - the challenges to effective resolutions
  - climate change, deforestation, desertification, resource exploitation, water supply
- intra and interstate conflict:
  - the causes
  - the responses and proposed solutions from key global actors
  - the challenges to effective resolutions
  - war as an instrument of state policy, intervention and occupation, peace-keeping, the notion of ‘just war’, prosecuting war and war crimes in international law
- state and non-state terrorism:
  - the causes
  - the responses and proposed solutions from key global actors
  - the challenges to effective resolutions
  - effectiveness of asymmetrical conflict in achieving a group’s objectives
  - one group from at least two of the following categories: state terrorism, religious groups, alternative governments, anti-colonial groups, secessionist groups
- economic instability:
  - the causes
  - the responses and proposed solutions from key global actors
  - the challenges to effective resolutions
  - capitalism’s apparent boom-bust cycle; the concept of market failure; the vulnerabilities of economic globalisation seen in the Global Financial Crisis and related contemporary crises; the role of the government as a stabiliser and regulator of last resort through at least one of the following: the G20, the European Union, the International Monetary Fund.

*Key skills*

- define and explain key global politics terms and use them in the appropriate context
- identify the characteristics of contemporary global challenges and crises
- evaluate effectiveness of responses and solutions to global crises
- research and synthesise contemporary evidence to draw conclusions.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes online an assessment handbook for this study that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and key skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and key skills should not be assessed separately.

### Assessment of levels of achievement

The student's level of achievement in Unit 4 will be determined by School-assessed Coursework and an end-of-year examination.

#### *Contribution to final assessment*

School-assessed Coursework for Unit 4 will contribute 25 per cent.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

### School-assessed Coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with the assessment handbook published online by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Where teachers provide a range of options for the same assessment task, they should ensure that the options are of comparable scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
<b>Outcome 1</b> Analyse two global political issues from a range of perspectives and evaluate the effectiveness of global actors' responses to these issues.	50	For each outcome select one or more of the following: <ul style="list-style-type: none"> <li>• a multimedia presentation</li> <li>• a case study</li> <li>• an essay</li> <li>• a report</li> <li>• a test</li> <li>• structured questions</li> <li>• short-answer questions</li> <li>• an extended response.</li> </ul>
<b>Outcome 2</b> Explain the characteristics of two contemporary global crises and evaluate the effectiveness of responses to these.	50	
<b>Total marks</b>	<b>100</b>	

\*School-assessed Coursework for Unit 4 contributes 25 per cent.

**End-of-year examination****Description**

The examination will be set by a panel appointed by the Victorian Curriculum and Assessment Authority. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

**Conditions**

The examination will be completed under the following conditions:

- Duration: two hours.
- Date: end-of-year, on a date to be published annually by the Victorian Curriculum and Assessment Authority.
- Victorian Curriculum and Assessment Authority examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.
- The examination will be marked by assessors appointed by the Victorian Curriculum and Assessment Authority.

**Contribution to final assessment**

The examination will contribute 50 per cent.

**Further advice**

The Victorian Curriculum and Assessment Authority publishes specifications for all VCE examinations on the Victorian Curriculum and Assessment Authority website. Examination specifications include details about the sections of the examination, their weighting, the question format/s and any other essential information. The specifications are published in the first year of implementation of the revised Units 3 and 4 sequence together with any sample material.

## Advice for teachers

The Victorian Essential Learning Standards (VELS) is the curriculum framework for the compulsory years of schooling in Victoria. Links between VCE Australian and Global Politics and the VELS are shown below.

VCE Australian and Global Politics provides students with opportunities to develop employability skills. The links between the forms of assessment in the study design and employability skills are provided in the table on pages 47–48.

### **VICTORIAN ESSENTIAL LEARNING STANDARDS (VELS)**

VCE Australian and Global Politics builds on knowledge and skills developed in the VELS domains of Civics and Citizenship, History, Thinking Processes, Communication and Information and Communications Technology (ICT).

In the Civics and Citizenship dimension of Civic knowledge and understanding, students explore the development of Australian democracy from federation, the development of the Australian Constitution and the federal system of government and how citizens influence government through participation in political parties, elections and membership of interest groups. They investigate issues relating to democracy such as the republican debate and the inclusion of a bill of rights in the Australian Constitution. Students evaluate the role of the Australian government in the global community, including Australia's role in the United Nations. They understand the regional, global and environmental implications of being a citizen in a democracy. They explore Australia's relationship with other nations and examine the influence of global events and issues on this relationship. In the dimension of Community engagement, students research contemporary issues and present and defend their opinions on political issues in national and global contexts.

In the History dimension of Historical knowledge and understanding, students analyse events which contributed to Australia's political development, including the fight for political and civil rights for Aboriginal and Torres Strait Islanders and other groups. Students learn about the key events, ideologies and social and cultural movements that have shaped the modern world. They consider the impact of war on people and countries in the twentieth and twenty-first centuries and the increasing global interconnections, international organisations and challenges to global security. In the dimension of Historical reasoning and interpretation, students develop skills in critical examination of sources as well as research skills.

In the Thinking Processes domain students develop skills in reasoning, processing and inquiry, creativity and reflection, evaluation and metacognition. They generate questions and explore perspectives. They process and synthesise complex information, acknowledge perspectives on issues and engage with contentious ideas. They use subject specific methodology.

In the Communication domain students explore how effectively meaning has been communicated, analyse alternative interpretations and develop a rationale for their preferred option. They use subject specific language and conventions in accordance with the purpose of their communication. They organise their information, ideas and opinions into a coherent structure and select and adjust their mode of presentation to suit purpose and audience.

In the Information and Communications Technology (ICT) domain students use a range of ICT tools and data types to visualise their thinking when solving problems and developing solutions. They apply techniques to locate precise information from websites, including searching generalised and specialised directories and applying proximity operators. They develop knowledge and understanding about ethical use of ICT.

## EMPLOYABILITY SKILLS

Units 1 to 4 of the Australian and Global Politics study provide students with the opportunity to engage in a range of learning activities. In addition to demonstrating their understanding and mastery of the content and skills specific to the study, students may also develop employability skills through their learning activities.

The nationally agreed employability skills\* are: Communication; Planning and organising; Teamwork; Problem solving; Self-management; Initiative and enterprise; Technology; and Learning.

Each employability skill contains a number of facets that have a broad coverage of all employment contexts and are designed to describe all employees. The table below links those facets that may be understood and applied in a school or non-employment related setting, to the types of assessment commonly undertaken within the VCE study.

Assessment task	Employability skills: selected facets
Analysis of visual materials	<p><b>Planning and organising</b> (collecting, analysing and organising information)</p> <p><b>Communication</b> (reading independently; writing to the needs of the audience)</p>
Audiovisual, web-based, oral, interactive presentation	<p><b>Planning and organising</b> (collecting, analysing and organising information)</p> <p><b>Technology</b> (having a range of basic IT skills; using IT to organise data; being willing to learn new IT skills)</p> <p><b>Initiative and enterprise</b> (generating a range of options; initiating innovative solutions; being creative)</p> <p><b>Communication</b> (sharing information; speaking clearly and directly)</p>

\*The employability skills are derived from the Employability Skills Framework (*Employability Skills for the Future*, 2002), developed by the Australian Chamber of Commerce and Industry and the Business Council of Australia, and published by the (former) Commonwealth Department of Education, Science and Training.

Assessment task	Employability skills: selected facets
Research report, essay, case study or extended response	<p><b>Planning and organising</b> (planning the use of resources including time management; weighing up risk, evaluating alternatives and applying evaluation criteria)</p> <p><b>Self management</b> (evaluating and monitoring own performance)</p> <p><b>Problem solving</b> (testing assumptions taking the context of data and circumstances into account)</p> <p><b>Communication</b> (reading independently; writing to the needs of the audience; persuading effectively)</p>
Debate, campaign or role-plays	<p><b>Teamwork</b> (working as an individual and as a member of a team; knowing how to define a role as part of the team)</p> <p><b>Planning and organising</b> (collecting, analysing and organising information)</p> <p><b>Problem solving</b> (testing assumptions taking the context of data and circumstances into account)</p> <p><b>Initiative and enterprise</b> (generating a range of options; being creative)</p> <p><b>Communication</b> (listening and understanding; speaking clearly and directly; sharing information; persuading effectively)</p>
Test, structured questions, short-answer questions	<p><b>Planning and organising</b> (planning the use of resources including time management; evaluating alternatives and applying evaluation criteria)</p> <p><b>Problem solving</b> (testing assumptions taking the context of data and circumstances into account)</p> <p><b>Communication</b> (writing to the needs of the audience; persuading effectively)</p>

## DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. The areas of study broadly describe the learning context and the knowledge required for the demonstration of each outcome. Outcomes are introduced by summary statements and are followed by the key knowledge and key skills which relate to the outcomes.

Teachers must develop courses that include appropriate learning activities to enable students to develop the key knowledge and key skills identified in the outcome statements in each unit.

For Units 1 and 2, teachers must select assessment tasks from the list provided. Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills and different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For some outcomes, or aspects of an outcome, the assessment tasks are prescribed. The contribution that each outcome makes to the total score for School-assessed Coursework is also stipulated.

## Teaching Australian Politics

Units 1 and 2 of Australian and Global Politics are concerned with the theme of citizenship: Unit 1 at the national level and Unit 2 at the global level. The key knowledge and skills in Unit 1 are more closely related to Units 3 and 4 Australian Politics, while the key knowledge and skills of Unit 2 are more closely related to Units 3 and 4 Global Politics. Units 1 and 2 are not sequential and so teachers may develop courses which can be completed successfully by students opting to study a single unit.

Unit 1 contains two areas of study. Area of Study 1, Power, politics and democracy introduces students to key concepts in the study of politics, while Area of Study 2, Exercising and challenging power is concerned with reasons why political power is sought, political ideologies and political movements.

In Unit 1, teachers need to integrate contemporary examples and case studies in teaching the key knowledge. While Australian Politics has a theoretical core, it is designed to enhance student awareness and understanding of the world in the twenty-first century. Hence, teachers should avoid extensive study of theory and detailed historical case studies, but rather take advantage of the numerous opportunities and resources that illustrate the ways in which politics operates in practice. Many of these resources are contained online at the VCE Study page: <[www.vcaa.vic.edu.au/vce/studies/index.html](http://www.vcaa.vic.edu.au/vce/studies/index.html)>.

In the teaching of politics, particularly in its introductory stages, teachers are encouraged to draw on existing student knowledge. While many students may feel they know little about politics, they often have extensive awareness, background knowledge, views and opinions about politics and political issues. Much of this knowledge can be revealed through discussion of concepts such as power and influence within structures with which students are familiar. These structures could include the family, school or class to which they belong. Students should be encouraged to recognise the essential nature and aspects of power and politics occurring in their everyday lives, making the transition to ‘big picture’ politics easier. Useful teaching strategies to help students organise ideas include thinking tools and methods such as mind-mapping and Plus Minus Interesting (PMI) charts.

Teachers should use contemporary media when teaching Unit 1, The Australian Citizen, and Units 3 and 4, Australian Politics. While traditional print resources such as textbooks and newspaper articles remain important, the Internet provides ready access to many valuable sites. Teachers should make use of a data projector or electronic whiteboard to take advantage of the huge volume of politics-related sites, many of which are listed in the suitable resources on the study page on the Victorian Curriculum and Assessment Authority website.

Electronic media is an extremely valuable resource, not least for modelling the ways in which politics is analysed and discussed. Australia has a strong tradition of political humour on television which is often used to communicate political opinion. Students should regularly watch and analyse these programs in class.

Students should develop a glossary of key terms and concepts for each unit, using examples where appropriate to illustrate definitions.

### **Teaching Global Politics**

Units 1 and 2 of Australian and Global Politics are concerned with the theme of citizenship: Unit 1 at the national level, and Unit 2 at the global level. The key knowledge and skills in Unit 1 are more closely related to Units 3 and 4 Australian Politics, while the key knowledge and skills of Unit 2 are more closely related to Units 3 and 4 Global Politics. Units 1 and 2 are not sequential and so teachers may develop courses which can be completed successfully by students opting to study a single unit.

Global Politics can be taught in a variety of ways. In particular, students become engaged by Global Politics when contemporary case studies and examples that have some relevance to student life (where possible) are examined that illustrate the key ideas and arguments under examination. Emphasis should be placed on students’ understanding of the key ideas and arguments, supported through examination of contemporary examples and case studies, as opposed to attaining in-depth knowledge of the case studies themselves. Each area of study clearly specifies key global politics terms, which students should be able to define and explain and it is recommended that their use be supported with examples.

The contemporary nature of Global Politics lends itself to the use of information and communications technology in the classroom as well as the analysis of documentary films and current affairs programs. As most students come to Global Politics with a limited understanding of the subject, group work

involving discussions, reports and class presentations is valuable in scaffolding understanding and skills.

Teachers should encourage students to be familiar with current events, discussions, reports, and debates relating to Global Politics. Students should be encouraged to regularly read newspapers and online discussions and access current affairs programs on radio or television. A topic-related file or folio could be maintained as a valuable teaching and learning activity for students, and as evidence of the key arguments and ideas and for teachers to use in learning activities.

## GLOSSARY – GLOBAL POLITICS

For the purposes of the study of Global Politics the following definitions will apply.

Term	Definition
Arms control	Exercise of restraint in the acquisition, deployment and use of weapons. Underlying assumption of arms control is that weapons are a continuing and persistent feature of the interaction between states. Seeks to regulate the use of arms and, therefore, the actions of states.
Citizenship	The state of being a citizen of a particular social, political or national community. A citizen enjoys the privileges and rights accorded by the state, as well as the obligations such as jury service. Moves towards transnational political communities has raised the possibility of global citizenship, where individual loyalties to the state are transformed to a global society on the basis of universal moral principles.
Crisis diplomacy	Negotiations between actors in the global political arena in response to crisis, most commonly concerning conflicts and natural disasters, but also economic and health crises.
Democratisation	Processes associated with the spread of democracy around the world.
Development	Often measured in terms of increases in gross national product (GNP) between states. A state is 'developing' if its GNP is increasing. Is in itself a controversial term seemingly prioritising the acquisition of wealth over political liberties, human rights and the environment, and as a result, preference is now placed on 'sustainable development'. Traditionally does not take into account disparities of wealth that can occur as a result of development.

Term	Definition
Diplomacy	Entire process in which states conduct their foreign relations with one another. Means for states to cooperate and by which they resolve conflicts without force. An instrument of foreign policy most recognisable through the establishment of embassies and the work of ambassadors, ministers and envoys. Vehicle through which a state asserts itself and means by which it seeks to achieve its national interests. Occurs on bilateral and multilateral levels.
Environmentalism	Political, social and philosophical ideology that seeks to prevent human-induced environmental degradation whilst seeking to improve the state of the environment, often through conservation. Major influence in global politics.
Ethics	Seeks to address questions of morality. This extends to global politics on the basis that a common humanity binds all human beings beyond individuals in states to the world as a whole, thus necessitating certain actions.
Globalisation	Acceleration and intensification of exchanges of goods, services, labour and capital which promote global interdependence. These have been facilitated by rapid changes in communication and technology. Has widespread impacts on social, political, economic and cultural life.
Global governance	Institutions, rules, norms and legal arrangements that seek to facilitate cooperation, and manage relations, between states. Governance is carried out by both governmental organisations such as the United Nations and non-governmental organisations such as the International Criminal Court.
Hard power	Power exercised through coercion, or threatened acts of coercion, to influence the actions of other global actors. Most commonly exercised via military forms.
Human rights	Rights that are afforded to all human beings universally on the basis of their common humanity. Rights are restricted as much by what is necessary to secure comparable rights of others as the right of any particular individual. The concept of human rights has evolved over time to include three categories: civil and political rights (right to life and political participation), economic, social and cultural rights (right to subsistence) and solidarity rights (right to peace, right to clean environment)
Idealism	School of thought in which foreign policy is influenced above all else by moral principle, as opposed to practical and pragmatic considerations.

Term	Definition
International cooperation	When global actors work together to achieve common ideals and goals.
International community	An entity that makes decisions and takes action for the benefit of all countries and peoples on the basis of common duties and obligations between states, their citizens and other global actors. Most commonly used in the context of taking action against repressive regimes or upholding human rights. The extent to which a functioning and effective international community exists is contentious.
International society	Notion of a ‘society of states’ in which law, order and cooperation are the basis of interaction, and that states work towards achieving common ideals and goals. The extent to which a functioning and an effective international society exists is contentious.
Justice	Concept of moral rightness based on ethics, law, fairness and equity that, importantly, also seeks punishment when said ethics are breached. Extends to global politics through international systems of justice, such as the International Criminal Court and International Court of Justice, which seek to uphold international law and deter future violations.
Multilateralism	System of coordinating relations between three or more states, usually in pursuit of objectives in particular areas.
Nation	Groups of people claiming common bonds based on culture, language and history. Some nations have their own state, such as the Japanese, whilst others want their own state such as the Tibetans and Kurds.
Nation-state	Political social grouping in which people within territorial boundaries, with recognised sovereignty, have common bonds based on culture, language and history.
National interest	Used as an all-embracing concept to justify policy preferences and actions, and includes the goals or objectives of foreign policy.
Non-government organisations	Specialised organisations, agencies and groups committed to promoting particular interests or issues. These organisations work on the basis of links between individuals across the globe and are independent from government influence, and as such act as a moderating influence on government behaviour.
Power	The ability of one global actor to influence the actions of another global actor. Power can be exercised in a range of types and forms.

Term	Definition
Pragmatism	School of thought in which foreign policy is influenced above all else by practical and pragmatic considerations, as opposed to moral principles.
Propaganda	Form of communication aimed at influencing the attitude and perspective of the international community toward some cause or position by presenting a one-sided perspective. Can be used as an instrument of power to influence the actions of other actors.
Soft power	The ability to shape the actions of other global actors most commonly exercised through diplomacy, culture, policies and history. A term first coined by Joseph Nye.
Sovereignty	Legitimate or widely recognised ability to exercise effective control of a territory within recognised borders. Primary organising principle of global politics which provides states with the authority to represent their territorial entity within the international community. State sovereignty can be challenged internally (for example, secessionist groups) or externally (for example, one state invades another).
State	Traditionally the central actor in international relations, states possess a permanent population, defined territory and recognised sovereignty. States are not necessarily culturally homogenous, for example Australia.
Sustainability	Most commonly used in relation to development policies, sustainability seeks to organise states and their economies so that current needs are met whilst not jeopardising meeting these needs in the future. Advocates for maintenance of ecosystems and biodiversity as well as the sustainable use of resources.
Terrorism	The threatened or actual use of violence to achieve political objectives. Can be utilised by individuals, groups and governments.
Third-agenda issues	Issues which affect a number of states at any one time and so require joint action to be resolved, for example global warming, migration and terrorism.
Transnational corporation	Company whose operations and investments extend beyond the boundaries of the state in which it is registered. Also referred to as multinational corporations.
Unilateralism	Policy of acting alone, with little regard for the views or interests of other global actors, in pursuit of foreign policy objectives.

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Term	Definition
Utility of violence	Violence employed as a means of achieving one's political objectives, commonly witnessed in global politics through interstate war. Violence is purposeful and organised. Traditionally perceived as an instrument of state power, violence and threatened acts of violence are increasingly utilised by terrorist groups as a means of achieving their objectives.

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### SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and key skills.

A list of suitable resources for this study has been compiled and is available via the Australian and Global Politics study page on the Victorian Curriculum and Assessment Authority website: <[www.vcaa.vic.edu.au/vce/studies/index.html](http://www.vcaa.vic.edu.au/vce/studies/index.html)>.

### LEARNING ACTIVITIES

Implementation advice and example learning activities for each unit are provided below. Examples in the shaded boxes are explained in detail in accompanying boxes.

Teachers should consider these activities in conjunction with the key knowledge and key skills identified for each outcome within the study.

## Unit 1: The national citizen

### AREA OF STUDY 1: Power, politics and democracy

The primary aim of this unit is to raise students' interest and awareness of politics. The focus, at least in the initial stages, should be on getting students thinking and talking about politics, generating a range of responses. Students should be encouraged to recognise these responses in themselves and in others. Teachers need to employ persistent questioning and create an atmosphere of inquiry and debate in their classes. Students should consider the reasons why politics is often a contentious aspect of our lives, and often produces strong reactions.

Students investigate the concept of democracy in Area of Study 1; this involves more than simply learning its major characteristics. They should also appreciate the nature of democracy and its principles and values. Students should consider the reasons why democracy is a relatively new phenomenon in the world. They should recognise that democracy is not a static idea, and that over time, societies may become more democratic, or less democratic. Students should appreciate the often stark differences between nations which are broadly described as democracies. The often considerable gap between democratic theory and democratic practice should be considered.

The nature of contemporary Australian democracy is also considered in Area of Study 1. Students investigate Australian government and politics by examining a range of its basic features. While this will help develop greater knowledge of the Australian political system, the focus on democracy should not be lost. In studying the basic elements of the Australian system, students should be encouraged to discuss the democratic merits of Australia, based on the set of fundamental principles and values of democracy introduced earlier in the unit. Students should understand that the strength and level of democracy are judged on the basis of assessing a nation's political system against accepted democratic traditions.

### Outcome 1

Describe and analyse the nature and purpose of politics and power in a broad sense and in the context of contemporary Australian democracy.

### Examples of learning activities

research and explain the characteristics of the following sources and types of power: force, coercion, authority, inducement, persuasion and manipulation

discuss in groups and present an oral report on how power is exercised in familiar non-formal situations: friendship groups, schools, part-time work, sports teams or other non-formal situations

'power and influence are always accompanied by responsibility' – discuss this statement and assess the extent to which the class agrees with it; stimulate discussion by considering whether sports or music identities have any obligation to act as positive role models in the community, or whether their power grants them greater freedom to act as they like

construct a photo montage of ten to twenty faces of the most powerful people in contemporary Australia; list and explain the methods by which they obtained their power, and how they exercise it; make a list of the leadership qualities or attributes they exhibit

write and present a role-play between two or more people demonstrating the major types of power such as manipulation or inducement

develop an annotated visual representation of the executive, legislative and judicial branches of Australian government and the powers held by each

using online resources such as the Parliament of Australia website: <[www.aph.gov.au/index.htm](http://www.aph.gov.au/index.htm)> develop a list of the powers of the Governor General, Prime Minister and Cabinet, Senate, House of Representatives, and the High Court

write a report outlining a contemporary challenge to political power such as an act of civil disobedience, a strike, a protest about the actions of a political party or interest group

define the features of democratic government and analyse why each of these features is important in a democracy

research and provide an overview of the features of a non-democratic system of government and compare this with democracy as it operates in Australia

conduct a mock election and write a report on how the electoral process illustrates key aspects of politics, influence and power as well as democratic values and principles

create a Facebook page which details the ways that young people can be involved in politics; as background, make a list of issues which are important to young people (such as the environment, health, education, immigration) and research online interest groups and blogs which provide particular opportunities for young people; also include links to voting as a form of political participation

### ***Detailed example***

#### **REPORT ON POWER IN NON-FORMAL SITUATIONS**

1. Working in groups students develop definitions which outline the characteristics of the following sources and types of power: force, coercion, authority, inducement, persuasion and manipulation.
2. Choose four or five non-formal settings, such as family, friendship group, part-time workplace, sports team, school or other, and answer the following questions in relation to four or five non-formal settings:
  - Who holds power and influence in this group?
  - How did they obtain that power?
  - What type of power do they exercise?
  - By what authority do they exercise power?
  - How do they exercise power?
  - What kind of responsibilities come with this power?
  - In what ways can this power be challenged?
3. Present findings to the rest of the class and discuss the differences and similarities between the views of groups.

**AREA OF STUDY 2: Exercising and challenging power**

Teachers can introduce motivations for political involvement by looking at case studies of individuals in positions of political power in, for example, the business community, the trade union movement, the environment movement, regional Australia. Students should research and discuss the characteristics and qualities of particular leadership styles and apply them to Australian leaders.

In introducing political ideology, teachers should encourage students to see that most people hold political views which are often linked to broad political philosophies. Political ideology is not simply a theoretical concept, but relates to what people actually believe. The typical class will contain students with varying views on a range of contemporary political issues. These views should be explored, analysed, respected and discussed. When this process is established, students should see emerging patterns of views held by individuals, which, when put together, form a broad ‘world view’. Some people have a clearly discernible world view, while other views may be less clear or consistent. Even people who profess little or no interest in politics will have some attitudes and opinions. While the traditional political spectrum of ‘left-centre-right’ is arguably less relevant in today’s politics, it remains a useful means of organising and displaying the range of political opinion. The Political Compass is a useful tool in clarifying and organising individual political ideologies. The links between political ideologies and political movements should be highlighted.

**Outcome 2**

Explain why people seek political power, and the major political ideologies which influence political involvement and political movements.

**Examples of learning activities**

interview a politician or representative of an interest group such as The Australian Conservation Foundation, Refugee Council of Australia, Business Council of Australia to determine their motivations and reasons for seeking political involvement; prepare questions and record and analyse responses

research the characteristics of particular leadership styles: popularist, persuasive, charismatic, pragmatic, authoritarian, and consultative; arrange these in a visual representation which indicates the extent to which these styles are democratic

create a visual presentation illustrating the leadership style and impact of a prominent contemporary political leader

write an essay on the topic: ‘What I would do if I were Australian Prime Minister for a day’; include basic proposals in relation to key federal government policy areas such as the economy, foreign affairs, defence, immigration, health and indigenous affairs

make an oral or a written presentation of the development, values and ideas of a particular political ideology

write a profile of an imaginary Australian with conservative political beliefs, and a profile of an imaginary Australian with social democratic political beliefs

conduct a detailed case study of a contemporary political movement; incorporate the origins of the movement, its broad political philosophy, its size and scope, its methods of influencing public and political opinion and its major achievements

create an annotated timeline and visual display illustrating key events and people in the evolution of feminism

discuss the rise of the environmental movement and its transition from the fringes of political ideology to become a core element of society and politics

research online the nature, extent and political impact of religious fundamentalism; in conducting the research, emphasis should be placed on the ways in which religious views and beliefs of various groups have affected the broader community by means of political campaigns, lobbying of government, civil unrest and disobedience, and acts of terrorism

produce an annotated media file on a contemporary issue related to one of the following political movements: environmentalism, animal rights, refugee rights, gay rights, feminism, Indigenous rights

### **Detailed example**

#### **TWO POLITICAL PROFILES**

Students write two profiles, one displaying conservative political views, and one displaying social democratic political views. Each profile should be approximately 250 words. Writing each profile in first-person voice is effective as it encourages students to ‘get inside’ their profiles and imagine what it would be like to be that person.

This learning activity involves the following elements:

1. Students are introduced to the concept of political ideology.
2. Reinforce student understanding that people hold a range of political beliefs and examine the possible reasons for this. The traditional idea of a spectrum of political ideology ranging from left to right may form a useful link with students’ prior knowledge.
3. Discuss the broad characteristics of people who hold particular political views. Brainstorm these as a class to build up a set of points students can use in their individual writing.
4. Students plan and write their profiles. Encourage students to make their writing as realistic as possible by giving their profiles a clear identity. This should include: name, place of residence, occupation, income level, age, gender, level and type of education, leisure activities, holiday destinations, type of car driven, attitudes towards money, wealth and investment, and voting behaviour.
5. Students should recognise that people holding a clear political ideology are likely to have certain attitudes towards many contemporary political, social, cultural, economic and environmental issues. These issues might include: population and immigration; multiculturalism; the role of the public sector in society; privatisation; climate change; religion; feminism; and globalisation. These attitudes should be incorporated into each profile.
6. Students provide an oral report to the class. A selection of each profile is read to the class to form the basis of discussion incorporating key questions such as: what differences and similarities emerged between profiles? Why did students have different interpretations of each ideology? What type of ideology do students most admire, or aspire to?

## Unit 2: The global citizen

### AREA OF STUDY 1: Global threads

In this unit students are introduced to the contemporary international community and the notion of ‘global citizenship’. Area of Study 1 explores the world of twenty-first century citizens and the political, social and economic interactions and interconnections which result from globalisation. The focus for this area of study is on how individuals may interact and participate globally and how globalisation has had impact on individual political, social and economic interactions. Teachers choose from a range of contemporary examples and case studies to illustrate the key arguments and issues.

#### Outcome 1

Identify the ways in which the lives of citizens in the twenty-first century are interconnected globally.

#### Examples of learning activities

discuss the meaning and application of the terms ‘citizenship’, ‘human rights’, ‘globalisation’, ‘environmentalism’, ‘democratisation’, ‘multilateralism’, ‘global citizen’

create a comparison matrix examining the functions, purpose, effectiveness and users of different social networking sites such as Twitter, Facebook, My Space and LinkedIn

consider the value and importance of social media and networking sites to online campaigns to protect the environment and human rights

create a Facebook page on a global political issue such as global warming

hold a class debate on ‘Wikileaks is crucial to global citizenship and keeping governments accountable’

discuss different perspectives and views of globalisation, and outline the positive and negative aspects on human rights, culture and the environment

in groups analyse and present a positive or negative media representation of globalisation

in groups use the Internet and other resources to write a report on one non-government organisation

analyse a poster or leaflet from a non-government organisation; identify the message and how it seeks to promote the group’s aims

research and graph the annual turnover for the ten largest TNCs, compare this to the GDPs of the ten smallest state economies in the world

research and create a map of the global operations and investments for one of the ten largest TNCs

chart the rise of commercial aviation through the number of flights, number of routes and passenger numbers

research and create a multimedia presentation such as a short video or narrated photo-story on the impact of and responses to a global political issue

research and write a report on the ways globalisation has had an impact on either culture, human rights or the environment; this can include research into:

- the spread of English vis-à-vis decline of traditional languages and cultures
- the impact on the environment or human rights of TNCs' desire to maximise profits
- the influence of electronic communications on social movements and international organisations' campaigns against environmental degradation and human rights abuses

create a collage highlighting the impact of globalisation on your life

compile a media file on globalisation; include at least ten articles from the last 12 months and an outline of each article and explanation of how the issue is related to globalisation

hold a class debate on: 'the global citizen does not exist in the twenty-first century'

### **Detailed example**

#### GROUP RESEARCH REPORT AND PRESENTATION ON AN INTERNATIONAL NGO

In groups use the Internet and other resources to write a report on one international non-government organisation.

Your presentation should include:

- the aims of the organisation
- how the organisation is funded
- the size of the organisation's membership
- examples of the methods used by the organisation to achieve its aims
- examples of when the organisation was able to make a positive change and achieve its aims
- limitations faced by the organisation in achieving its aims.

Following your group presentation, students need to submit a one-page summary which responds to the following:

1. From where does the power of your organisation stem?
2. How influential has your organisation been?
3. Evaluate the extent to which the organisation impacts on the lives of twenty-first citizens.
4. How has globalisation assisted your organisation in achieving its aims?

**AREA OF STUDY 2: Global cooperation and conflict**

Students are introduced to more formal global actors. This unit explores the concept of an international community in which global actors composed of individuals, states, international institutions of global governance, non-government organisations and transnational corporations work to manage cooperation, conflict and instability. Teachers choose two examples of contemporary global cooperation and two examples of contemporary global conflict to analyse the extent to which the international community is cohesive and whether it can effectively manage cooperation, conflict and instability.

**Outcome 2**

Describe and analyse the extent to which the international community is cohesive, and whether it can effectively manage cooperation, conflict and instability in relation to selected case studies.

**Examples of learning activities**

discuss the meaning of the terms 'international community', 'security', 'national interest', 'multilateralism', 'unilateralism'

research how the terms 'international community', 'security', 'national interest', 'multilateralism', 'unilateralism' apply to the real world

define the following terms and find contemporary examples to support your definition: 'refugees', 'disarmament', 'human rights', 'war', 'genocide', 'terrorism'

use the Internet to write a report on the United Nations; include its aims, the key organs and how they operate, an example of when the UN was able to achieve one of its aims, an example of when the UN was unable to achieve one of its aims, and criticisms of the UN

prepare a scrapbook or multimedia presentation showcasing contemporary situations of environmental destruction, human rights abuses, refugees, war, terrorism and organised crime

in groups research either a contemporary situation of international cooperation or a contemporary situation of international conflict and present findings to the class; include an overview of the issue; the response of citizens, states, international organisations, NGOs and TNCs to the issue; a summary of the proposed solutions to the issue; a summary of the responses to the issue; and a summary of the challenges faced

prepare a case study on climate change; detail key stakeholders and issues

create an editorial on an international conflict and evaluate whether the actions taken to resolve this conflict have been effective or not

research and create a Venn Diagram examining the similarities and differences between two different case studies of international conflict and/or two different cases of international cooperation

compile a media file on the international community; include at least ten articles from the last 12 months and an outline of each article and explanation of how the issue is related to the concept of the international community

research an organised crime group and map the spread of their activities on a world map

develop a list of the ways in which citizens can participate in the international community

create a collage which can be displayed as a poster describing a particular case of international conflict or cooperation

role-play a journalist reporting on an issue of international conflict; the focus of your two-minute broadcast should be on the causes of the conflict and the range of efforts being made to resolve it

hold a class debate on: 'the international community is effective in managing international conflict'

### ***Detailed example***

#### **CASE-STUDY ON CLIMATE CHANGE**

Example: the environment and efforts to combat climate change.

Summarise the causes and impacts of climate change.

Outline the role of citizens, states, international organisations, NGOs and TNCs in causing climate change and resolving it.

Create a timeline of the key events leading up to the 16th Conference of the Parties to the Kyoto Protocol.

Outline what the Kyoto Protocol involves.

Which states are not party to the Kyoto Protocol?

What are their reasons?

Outline the proposals to succeed the Kyoto Protocol.

What arguments have been presented against these proposals?

Categorise these arguments into the following: political, economic, social.

How successful was Kyoto? How successful have Copenhagen, Cancun and contemporary international agreements been? How does this success/failure reflect on the concept of the international community?

## AUSTRALIAN POLITICS UNITS 3 AND 4

### Unit 3: Evaluating Australian democracy

The major theoretical and philosophical principles and values underpinning democracy need to be firmly established at the start of the unit, as they provide the benchmark or standard against which both Australia and another contemporary democracy are evaluated. As the name of the unit suggests, as students examine the major institutions and processes of the Australian political system, they should be encouraged to test the strength of Australian democracy. Teachers should develop learning activities which foster skills of constructive, critical analysis and inquiry. Students should recognise that the practice of Australian politics and government is subject to criticism from a range of sources, including public opinion, the media, interest groups, political parties and prominent individuals. Much of this criticism is based on how effectively the Australian system achieves democracy and democratic values.

In examining the political system of another democracy, students should be mindful of the similarities and differences between this system and the Australian political system. This unit is not designed to conduct a detailed study of another political system per se. Rather, it should focus on the strengths and weaknesses of another democracy, and determine what aspects of that system might be adopted by Australia. Students should make frequent comparisons between key aspects of another system and Australia and recognise that there is relatively little uniformity in structures and institutions of democratic nations. While all contemporary democracies elect people to positions of political power, there are significant differences in the ways elections are conducted. Stark differences can also be seen in other key aspects of contemporary democracies, including the legislatures, political parties and the protection of democratic rights and freedoms.

Having studied another democracy, students may conclude it has nothing to offer Australia. That view is legitimate provided it is justified in terms of the democratic principles and values which underpin Unit 3.

### Example of a course structure for Unit 3: Australian Politics

VCE studies are based on 50 hours teaching time per unit. The following suggested time allocation is based on 16 weeks of teaching time for Unit 3. In Unit 3 that there are nine weeks allocated for Area of Study 1 and seven weeks for Area of Study 2, since a thorough student understanding of the Australian political system is essential in order to make comparisons in Area of Study 2.

### Unit 3, Area of Study 1: Australian democracy

Week	Content
1	<p>Overview of the course.</p> <p>Advice on media and collecting a media file.</p> <p>Students set up a glossary for definitions and examples.</p> <p>The theory and concepts of democracy and democratic principles and values.</p>
2	<p>Institutional features of democracy in practice: overview of separation of powers, independent judiciary, free and fair electoral system, legislative branch and government accountability.</p> <p><b>The Australian electoral system.</b></p> <p>Purpose and features – an introduction with an emphasis on democratic values and principles: free and fair elections, one vote one value, one person one vote, representation, participation, majority rule and representation of minorities.</p> <p>The role and powers of the Australian Electoral Commission: statutory independence, regular elections, redistributions, education, provisions regarding enrolment, voting, registration of parties, electoral funding and relationship to democratic principles and values.</p>
3	<p>Compulsory voting: strengths and weaknesses in relation to democratic values and principles.</p> <p>Functions of elections.</p> <p>Political advertising and campaign techniques.</p> <p>Preferential voting: operation, impact on composition of House of Representatives, examples from the current parliament, democratic impact: representation of majorities and minorities, one vote one value, political equality.</p>
4	<p>Proportional representation: operation, impact on composition of the Senate, examples from the current parliament, democratic impact in relation to representation of majorities and minorities, equality of representation.</p> <p><b>The Commonwealth Parliament.</b></p> <p>Roles and effectiveness: an introduction with an emphasis on democratic values: roles, current composition, reflection of Australian society, and effects of composition on performing particular roles, e.g. passing legislation, democratic implications.</p>
5	<p>Westminster principles of representative and responsible government.</p> <p>The function of representation and the effectiveness of parliament.</p> <p>The function of law making and law making effectiveness.</p> <p>The function of formation and accountability of government and democratic effectiveness</p> <p>Party discipline and methods of executive dominance of parliament.</p>
6	<p>Roles and effectiveness of: the Opposition, backbenchers, minor parties and independents. Current examples.</p> <p>Roles and effectiveness of the Speaker, President of the Senate, Question time, Parliamentary committees.</p> <p>The Prime Minister: roles, powers and constraints.</p> <p><b>The protection of democratic rights and freedoms in Australia.</b></p> <p>Methods by which rights and freedoms are protected in Australia.</p>
7	<p>Rights and freedoms in the Australian Constitution and Arguments for a Bill of Rights.</p> <p>Referendums as a process of Constitutional change: successful referendums and changes to rights and freedoms of Australians.</p> <p>The High Court and judicial independence: separation of powers and rulings affecting rights and freedoms.</p>
8	<p>Challenges facing Australian democracy.</p>
9	<p>Revision.</p>

**Outcome 1**

Describe and analyse key aspects of democratic theory and practice, and evaluate the strengths and weaknesses of the Australian democratic system.

**Examples of learning activities**

discuss and construct a concept map of the major values and principles of democracy listed in the key knowledge dot point

develop definitions of the following key terms: secret ballot, universal franchise, one person one vote, one vote one value, malapportionment, informal vote, marginal seat, blue ribbon seat, swinging voter

using the Australian Electoral Commission (AEC) website: <[www.aec.gov.au/index.htm](http://www.aec.gov.au/index.htm)> and working in small groups, provide brief explanations of the following key functions of the AEC: management of the electoral roll, educating and informing the public, conducting elections, supporting electoral redistributions, administering electoral funding, financial disclosure and party registration requirements; analyse how each of these functions supports democratic values and principles, e.g. regular redistributions creates equal electorates for the House of Representatives and supports the principles of equal representation and one vote one value; share your findings with the rest of the class

construct and write a PowerPoint or other visual presentation comparing the operation and effects of preferential voting and proportional representation

construct a table which shows the current composition of the House of Representatives and the Senate; referring to the table explain how the composition of parliament can affect the representation, lawmaking and accountability functions of parliament, and explain the strengths and weaknesses in relation to democratic values of majority rule, respect for minorities, political equality and representation

in groups research the purpose and function of parliamentary committees using the Parliament of Australia website: <[www.aph.gov.au/](http://www.aph.gov.au/)>; provide examples of types of committees: standing committees, joint committees, select committees and joint select committees; explain how committees improve the scrutiny of legislation and help improve the functions of parliament

watch, critically analyse and write a report on a session of Question Time from the Australian House of Representatives, focusing on the effectiveness of parliament to hold the government accountable for its actions

write a report on the democratic impact of the executive branch of government in Australia; include the extent of executive power in each house of the Commonwealth Parliament, the use of political party discipline and trend towards a more 'presidential' style of politics in Australia

write an extended response evaluating the protection of democratic rights and freedoms in Australia

research and report on the effectiveness of recent reforms to the operation of the Commonwealth Parliament

prepare a report analysing the strengths and weaknesses of the Australian electoral system

**Detailed example****A REPORT ON THE MERITS OF THE AUSTRALIAN ELECTORAL SYSTEM**

Prepare a report analysing the strengths and weaknesses of the Australian electoral system. The report is required to:

1. Define and explain key values and principles of democracy.
2. Explain how these key values and principles may be reflected in an electoral system via concepts such as universal franchise; the level of participation by voters; the secret ballot; one vote, one value; malapportionment; the gerrymander; the informal vote; the donkey vote; electoral funding; candidate pre-selection; election campaign tactics and advertising; preference swaps and how to vote cards;
3. Describe in detail the two voting systems used to elect the Commonwealth Parliament.
4. Analyse the strengths of the Australian electoral system, including evidence drawn from recent Australian federal elections.
5. Analyse the weaknesses of the Australian electoral system, including evidence drawn from recent Australian federal elections.
6. Provide a conclusion about the extent to which the Australian electoral system achieves key values and principles of democracy.

marginal seats; swinging voters; electoral reform; and the role of the Australian Electoral Commission.

**Unit 3, Area of Study 2: Australian democracy in perspective**

Week	Content
1	Overview of the selected contemporary democracy: structure and separation of powers, electoral system, legislative branch, protection of rights and liberties, political leadership and political parties. Key terminology. Broad comparison with Australia. The electoral system of the selected contemporary democracy: voting methods and voter turnout, role of political parties in the election process, democratic principles. Comparison with Australia.
2	The operation of the legislative branch of the selected political system: composition and reflection of society, effectiveness in holding the executive accountable, roles of committees, political parties within the legislative branch. Comparison with Australia.
3	Protection of democratic rights and freedoms in the selected democracy (checks and balances, rule of law, effectiveness of the Constitution). Comparison with Australia.
4	Political leadership in the selected democracy. Head of government and head of state. Methods of appointing and removing political leaders. Comparison with Australia.
5	Political parties in the selected democracy. Major parties and the party system, membership and section of society represented, selection of candidates for election and representation in legislature. Comparison with Australia.
6	An aspect of a selected political system that might be adopted by Australia to strengthen its democracy. Particular aspects and their democratic strengths and weaknesses compared to Australia.
7	Revision.

**Outcome 2**

Critically compare the political system of Australia with one other democracy, and evaluate an aspect of the selected political system that Australia might adopt to strengthen its democracy.

**Examples of learning activities**

- develop a glossary of key terms
- complete a set of structured questions relating to a recent election in a selected political system
- view and analyse a film portrayal of a key element of a selected political system
- research online the role and operation of the legislative branch of a selected political system
- present a visual presentation comparing the political leadership of Australia with that of a selected political system
- prepare a written evaluation of an aspect of a selected political system which might strengthen Australian democracy
- prepare a report comparing the Australian political party system with that of a selected political system
- write an extended response on the methods used to protect democratic rights and freedoms in a selected political system

**Detailed example****EVALUATION OF AN ASPECT OF A SELECTED POLITICAL SYSTEM**

Students prepare a 1000 word written report evaluating an aspect of a selected political system which might strengthen Australian democracy. This evaluation should include the following:

1. Description of an aspect of the selected political system. This aspect should be included in the key knowledge of this area of study, such as the electoral system, the legislative branch, political leadership or political parties. Specific examples include the method of appointing the US President; the merits of an independent Speaker in the UK House of Commons; and non-compulsory voting in the Federal Republic of Germany.
2. Comparison of this aspect with the equivalent aspect of the Australian political system.
3. Discussion of the democratic strengths and weaknesses of the selected aspect in each system.
4. Conclusion including a recommendation as to whether Australian democracy would be strengthened by the adoption of the aspect of the selected political system.

### Unit 4: Australian public policy

The core element of Area of Study 1 Domestic policy is a critical evaluation of a contemporary domestic policy issue. Rather than leave this until the final weeks, teachers should identify examples of such issues at the commencement of the unit. Typically, these issues will relate to an important area of federal public policy such as education, health or the environment and be taking place at the time the area of study is completed. Students should then isolate one issue and focus most attention on it. Developments in the issue should be tracked from contemporary media sources as the unit proceeds. Students should read and analyse material related to the issue throughout the area of study, building familiarity with it, and focusing on it in the completion of the outcome.

The focus of Area of Study 2 Foreign policy is on contemporary Australian foreign policy. An historical overview of how Australia foreign policy has evolved is not required. Emphasis is placed on the objectives of Australian foreign policy, and how these objectives are pursued in practice. During this area of study, teachers should illustrate instruments of foreign policy by current examples. The concept of the 'national interest' should be considered. Students should recognise the changing nature of the challenges facing Australian foreign policy, including the need to balance sometimes conflicting elements of the national interest.

### Example of a course structure for Unit 4: Australian Politics

The following is based on 16 weeks of teaching time, eight for each area of study.

#### Unit 4, Area of Study 1: Domestic policy

Week	Content
1	An overview of the process of domestic policy formulation and the main players involved in the formulation and implementation of policy and the range of factors which can affect policy making. Overview of particular examples of domestic policies. Identification of a particular current policy for focus (e.g. immigration, education, environment, health, the economy).
2	The role of government institutions in domestic policy formulation and use of examples in relation to a particular policy. The executive: Prime Minister and Cabinet and the Ministry, the Bureaucracy, the Commonwealth Parliament, the judiciary.
3	The relationship between public opinion, policy formulation and the electoral process. Electoral mandate and policy making.
4	The influence of opinion polls, media and particular interest groups on policy making.
5	Global and international influences on Australian domestic policy.
6	The nature and context of a particular policy in relation to elements of policy formulation: government institutions involved, public opinion, particular interest groups, media and international influences.
7	Extent of success in implementing a particular policy and possible reasons for lack of successful implementation.
8	Revision.

**Outcome 1**

Explain how Australian federal domestic public policy is formulated and implemented, analyse the factors which affect these processes, and critically evaluate a selected contemporary domestic policy issue.

**Examples of learning activities**

discuss and clarify the nature of domestic public policy issues

use a specific recent example to distinguish between the formulation of domestic policy and the implementation of public policy

prepare a concept map of the range of possible influences on the formulation of Australian domestic public policy

research and prepare a case study on a contemporary Australian domestic policy issue

write an extended response on the extent to which the executive dominates the formulation of Australian domestic public policy

report on a case study demonstrating the impact of an interest group on the formulation of Australian domestic policy

analyse an example in which global or international factors have influenced the formulation and implementation of Australian domestic public policy

evaluate the argument that Australian domestic public policy should reflect public opinion, or should seek to lead and shape public opinion

**Detailed example****A REPORT ON A CONTEMPORARY AUSTRALIAN DOMESTIC POLICY ISSUE**

Research and prepare a case study and report on a contemporary Australian domestic policy issue.

Each report should include the following:

1. An introduction to the policy issue under consideration and a description of its main elements. Key questions to consider: What is the nature and context of the issue? What is the background to the issue? Why has it become prominent at this time? Why is it considered to be of importance?
2. Demonstration of the federal government's policy response to the issue, including the roles of the Prime Minister, the ministry and the bureaucracy.
3. A description of the policy positions of the Opposition, minor parties, independents, key interest groups, public opinion, and the media in relation to the policy issue.
4. Consideration of any major global or international influences on the formulation of the government's policy response.
5. Description of the role of the parliament in the formulation of the policy response.
6. Factors determining the successful implementation of the policy response.

### Unit 4, Area of Study 2: Foreign policy

Week	Content
1	<p>An overview of the nature and process of foreign policy formulation, the main players involved in the formulation and implementation of policy and the range of domestic and global factors which can affect foreign policy making.</p> <p>The distinction between domestic policy and foreign policy (issues of transparency and public scrutiny, bipartisanship).</p> <p>Identification of particular examples.</p>
2	<p>Roles in foreign policy making of: the executive, the parliament, the bureaucracy, embassies and consulates</p> <p>Domestic factors which may affect foreign policy.</p>
3	<p>The concept and meaning of 'national interest'.</p> <p>The key objectives of contemporary foreign policy:</p> <ul style="list-style-type: none"> <li>Maintaining national security</li> <li>Promoting Australia's economic and trade interests</li> <li>Expanding regional and global links</li> <li>Promoting Australia as a good global citizen.</li> </ul>
4	<p>The key instruments of Australian foreign policy:</p> <ul style="list-style-type: none"> <li>Bilateral and multilateral doctrines</li> <li>Foreign aid</li> <li>Formal agreements, treaties and alliances.</li> </ul>
5	<p>The key instruments of Australian foreign policy (cont):</p> <ul style="list-style-type: none"> <li>Humanitarian and emergency assistance</li> <li>Peace-keeping operations and military involvement</li> <li>Overseas delegations.</li> </ul>
6	<p>An aspect of a selected political system that might be adopted by Australia to strengthen its democracy.</p> <p>Particular aspects and their democratic strengths and weaknesses compared to Australia.</p>
7	<p>The key challenges facing contemporary Australian foreign policy:</p> <ul style="list-style-type: none"> <li>Global and regional conflicts</li> <li>Humanitarian crises and natural disasters</li> <li>Protection of human rights</li> <li>The threat of global terrorism.</li> </ul>
8	Revision.

**Outcome 2**

Describe, analyse and discuss the nature, objectives and instruments of contemporary Australian foreign policy, and the challenges facing Australian foreign policy.

**Examples of learning activities**

- discuss and clarify the distinctions between domestic and foreign policy
- construct a mindmap displaying the national interest as the core objective of Australian foreign policy, and the various elements which make up the national interest
- evaluate the argument that Australia’s national interest is too narrowly defined; Does the national interest place too much emphasis on Australia’s economic prosperity and devote insufficient attention to Australia’s role as a global citizen and member of the international community?
- prepare a visual representation of Australia’s official foreign aid program
- write an extended response explaining and analysing the objectives of Australian foreign policy, including their relationship with each other, relative importance, and contemporary examples of each objective
- prepare a visual presentation demonstrating contemporary examples of the implementation of key instruments of Australian foreign policy; these include peacekeeping operations, foreign aid and emergency and humanitarian assistance
- use a Positives Negatives Questions (PNQ) wall chart to evaluate the role and effectiveness of the US alliance as a key element of Australian foreign policy
- research and write a report on a key challenge facing contemporary Australian foreign policy and Australia’s policy response; these challenges include the threat of global terrorism, climate change, and people smuggling

**Detailed example**

**A POSITIVES NEGATIVES QUESTIONS (PNQ) CHART ON THE AUSTRALIA–US ALLIANCE**

Working in groups, students are to construct a detailed PNQ wall chart to evaluate the main elements and effectiveness of the US alliance as a key element of Australian foreign policy. This learning activity includes the following:

1. Each student within each group must undertake individual research using a different reference or resource to gather material for the chart.
2. Each student reports their findings back to the group, and these findings are pooled and collated.
3. The broad content of the chart is written in draft form. Each of the three major categories: Positives, Negatives, Questions, should contain a minimum of six (6) key points. These might include:

Positives	Negatives	Questions
Improved national security for Australia.	Greater risks of Australia becoming a terrorist target.	What obligations does the US have under ANZUS?
Access to US intelligence.	The positioning of US satellite tracking bases in Australia.	Does the US really share its most confidential information with Australia?
Access to the US market for Australian exporters.	Loss of Australian national identity.	What have been the real benefits of the US–Australia FTA for Australia?

4. Each group member to write a 200 word explanation of one set of P, N and Q.
5. Construct and present an oral report on the wall chart.

### SCHOOL-ASSESSED COURSEWORK – AUSTRALIAN POLITICS

In Units 3 and 4 teachers must select appropriate tasks from the assessment table provided for each unit. Advice on the assessment tasks and performance descriptors to assist teachers in designing and marking assessment tasks is published online by the Victorian Curriculum and Assessment Authority in an assessment handbook. The following is an example of a teacher’s assessment program using a selection of the tasks from the Units 3 and 4 assessment tables.

Outcomes	Marks allocated	Assessment tasks
<b>Unit 3</b>		
<b>Outcome 1</b> Describe and analyse key aspects of democratic theory and practice, and evaluate the strengths and weaknesses of the Australian democratic system.	25	Short-answer questions which ask students to: <ul style="list-style-type: none"> <li>• Define key terms</li> <li>• Explain three responsibilities of the Australian Electoral Commission</li> <li>• Provide an argument for or against compulsory voting</li> <li>• Evaluate the democratic strengths and weaknesses of the preferential voting system</li> <li>• Evaluate arguments for or against an Australian Bill of Rights.</li> </ul>
	25	An extended response which asks students to evaluate the effectiveness of the Commonwealth Parliament in relation to: <ul style="list-style-type: none"> <li>• Representing the views of Australian society</li> <li>• Law-making</li> <li>• Keeping the government accountable.</li> </ul>
<b>Outcome 2</b> Critically compare the political system of Australia and one other democracy, and evaluate an aspect of the selected political system that Australia might adopt to strengthen its democracy.	50	Prepare a report that compares the democracy of Australia with that of a selected political system. Students compare key aspects of: <ul style="list-style-type: none"> <li>• The electoral system</li> <li>• The legislative branch</li> <li>• Political leadership</li> <li>• Political parties</li> <li>• Protection of democratic rights and freedoms</li> </ul> Students then evaluate an aspect of the selected political system which Australia might adopt.
<b>Total marks for Unit 3</b>	<b>100</b>	

Outcomes	Marks allocated	Assessment tasks
<b>Unit 4</b>		
<b>Outcome 1</b>	25	A short-answer test requiring explanations of key terms associated with public policy formulation and implementation and analysing roles of the bureaucracy, interest groups and the media.
Explain how Australian federal domestic policy is formulated and implemented, analyse the factors which affect these processes, and critically evaluate a selected contemporary domestic policy issue.	25	An essay on a contemporary domestic policy that analyses the significant influences in the formulation of policy, and evaluates the success of policy implementation.
<b>Outcome 2</b>	25	A report on the key objectives of Australian foreign policy and an analysis of the key instruments.
Describe, analyse and discuss the nature, objectives and instruments of contemporary Australian foreign policy, and the challenges facing Australian foreign policy.	25	An essay on the key challenges facing Australian foreign policy.
<b>Total marks for Unit 4</b>	<b>100</b>	

## GLOBAL POLITICS UNITS 3 AND 4

### Unit 3: Global actors

#### AREA OF STUDY 1: Global actors

This area of study is designed to provide the foundations for examining the global political arena and the key actors within global politics. To engage students, this section should be taught through activities such as case studies, analysis of current affairs programs and relevant DVDs, Internet research and student investigations and presentations, which draw on the contemporary global political arena. Exposure to contemporary examples will assist in consolidating student knowledge and help to spark student interest.

Students must investigate the following for each of the global actors: their aims and objectives, the role they perform, from where their power stems and the extent of their influence. This culminates in an examination of the extent to which each global actor is able to achieve its aims. The challenges facing state sovereignty are outlined in the key knowledge, and the key institutions of global governance have been listed. The study of non-state actors occurs through the investigation of two of these actors from two different categories. It is recommended that selection be based on student interest. Examples should be used to support understanding of the key terms of the study.

Students should understand the role of the state as the principal actor in global politics. The key knowledge can be contextualised by looking at one or more particular states. The distinction between states and nations should be covered; a state refers to the political process of the governing of a particular geographic area, with defined territorial boundaries and recognised sovereignty; whereas nations represent groups of people whom share common cultural characteristics, such as language and historical identity, but who do not necessarily have sovereignty. Some nations have a state of their own such as the Japanese and Egyptians, while others desire their own statehood, such as the Palestinians and Tibetans. Students should investigate the key challenges to state sovereignty; state borders are habitually contested and the globalisation of labour, capital, communication, technology, weapons and crises have fashioned problems that cannot be solved alone by states. Issues such as ecological destruction and financial instability pressure the expansion of political communities on the supranational level. For example, the European Union's members cooperate across a wide range of traditional 'state issues', from foreign policy to justice, and as such the EU presents a possible future structure of social-political organisation beyond the state. The Holy See is a further illustration of how state sovereignty is contested.

Students should investigate the key institutions of global governance: the United Nations (UN), the International Monetary Fund (IMF), the World Trade Organization (WTO) and the International Criminal Court (ICC). A good starting point for investigating these institutions of global governance is their official websites, which contain in-depth factual detail on their work. As an introductory teaching and learning activity, students could complete a webquest on each of these institutions' aims, objectives, power and influence. Journal and newspaper articles provide a good springboard for the evaluation and analysis of these institutions' work. The example course structure on the following page provides further suggestions about the contemporary examples and case studies which could be investigated.

Students complete two case studies of non-state actors. Students consider the reasons for the growth in NGOs and their role in counterbalancing the power of the state and pressuring it to become more responsive to the needs of its citizens or in aiding other states in meeting their citizens' needs.

Some categories of non-state actors do not have a positive role in the international relations arena, such as global terrorist movements and organised crime syndicates.

Some current examples of organisations of non-state actors are:

- human rights organisations: Amnesty International, Medicin Sans Frontiers, Red Cross, Save the Children, Human Rights Watch, Democracy Watch, Global Witness, Marie Stopes International, Oxfam
- environmental organisations: Greenpeace, WWF, Friends of the Earth, Earth Action, Green Alliance, Nature Conservancy, Rainforest Alliance, United Earth
- organised religions: Catholicism, Islam, Judaism, Buddhism
- global terrorist movements: al-Qaeda, Kurdistan Workers Party, Islamic Resistance Movement
- organised crime syndicates: American Mafia, Russian Mafia, Japanese Yakuza, La Cosa Nostra, Triads, Yardies.

Official websites are a good starting point for investigation of non-state actors. The illegal and shifting nature of the last two categories means students will rely more on secondary sources such as books, journals and documentaries. A list of these is detailed in the online resources section. A useful starting point for investigating organised crime syndicates is the Organised Crime (OC) branch of INTERPOL.

Students investigate the economic and political role of TNCs which are controversial actors because of their power and impact on the global economy and on individual states. Some current examples for the purpose of this area of study include: Citigroup Inc, General Electric, Royal Dutch/Shell Group, Vodafone Group, Toyota Motor Corporation, ExxonMobil Corporation, CITIC Group, Samsung Electronics.

### Example of a course structure for Unit 3: Global Politics, Area of Study 1

VCE studies are based on 50 hours teaching time per unit. The following suggested time allocation is based on 8 weeks of teaching time for Area of Study 1.

#### Unit 3, Area of Study 1: Global actors

Week	Content
1	Outline of study, indicating assessment tasks and examination of the key terms. Overview of the global political arena and the key actors, including how they relate to one another. Specific focus: state; role, power, influence, history of state system, the role of state.
2	Specific focus: the UN as institution of global governance; role, power, influence and extent to which aims achieved evaluated through investigation of World Food Programme, UNHCR, UN peacekeeping in Cyprus, Darfur, Haiti.
3	Specific focus: the ICC as institution of global governance; role, power, influence and extent to which aims achieved evaluated through investigation of analysis of Rome Statute effectiveness in Darfur; signatories, key non-signatories and arguments, Congolese trials. Specific focus: the IMF as institution of global governance; role, power, influence and extent to which aims achieved evaluated through investigation of work in Iceland, Greece, Jamaica and Bolivia.
4	Specific focus: the WTO as institution of global governance; role, power, influence and extent to which aims achieved evaluated through investigation of failure of Doha round of talks, trade dispute resolution mechanism. Specific focus: human rights NGO; role, power, influence and extent to which aims achieved evaluated through investigation of Amnesty International, Medicin Sans Frontiers, Red Cross.

Week	Content
5	Specific focus: environmental NGOs; role, power, influence and extent to which aims achieved evaluated through investigation of Greenpeace, WWF, Friends of the Earth. Specific focus: TNCs; role, power, influence and extent to which aims achieved evaluated through investigation of BP, BHP Billiton, McDonalds, Royal Dutch Shell in Nigeria, BHP in PNG.
6	Specific focus: challenges to state sovereignty. Review key knowledge.
7	Revision.
8	Revision.

### Outcome 1

Evaluate the power and influence of key global actors in the twenty-first century and assess the extent to which they achieve their aims.

### Examples of learning activities

define the following terms and find contemporary examples to support your definition: 'nation', 'state', 'sovereignty', 'power', 'global governance', 'multilateralism', 'public opinion', 'globalisation'

research and outline the power basis (economic, military, political, diplomatic, cultural) of each global actor; rank the global actors in order of importance; justify your ranking

research the European Union as an example of a regional grouping, and list the various ways it has impacted on state sovereignty

investigate non-state actors, such as Amnesty International, Greenpeace, the Catholic Church or the Chinese triads, and outline its aims, methods used to achieve its aims, examples of when its aims were achieved

prepare a group PowerPoint presentation on an institution of global governance; outline the aims, power, influence and the extent to which its aims are achieved

create a cartoon highlighting one perspective on the power and influence of TNCs

compile a media file on global actors; include at least ten articles from the last 12 months and an outline of each article and explanation of how the issue is related to global actors

list the ways in which TNCs have impacted on human global politics, include the environment, human rights, international trade, politics, sovereignty of states

plan an essay response, including topic sentences and evidence, to the following statement: 'States are the most influential actors in global politics'

develop a class wiki in which students can discuss the influence of the key global actors

produce a poster to illustrate how the global political arena functions and how the different actors interact with one another

compile a list of communications and technological changes which have facilitated the growth and power of non-government organisations and TNCs

**Detailed example****POWERPOINT PRESENTATION ON AN INSTITUTION OF GLOBAL GOVERNANCE**

In groups, research and create a PowerPoint presentation which outlines your institution's:

- aims and objectives
- size of membership
- means used to achieve its aims
- examples (both successful and unsuccessful) of when aims have been achieved
- difficulties faced in achieving aims
- criticisms of its work.

During group presentations, complete a table on each institution using the points opposite as headings.

Using this information, respond to the following topic: 'Institutions of global governance face too many obstacles to be effective in managing global politics'. Discuss.

**Unit 3, Area of Study 2: Power in the Asia-Pacific region**

This area of study focuses on the use of power by one Asia-Pacific state (Australia, China, Indonesia, Japan or United States of America) within the region. The introduction to the area of study provides a definition of Asia-Pacific states.

Students investigate the use of power and foreign policy instruments, and evaluate the effectiveness of these in achieving the state's national interest. Teachers should encourage students to explore the elements of national interest and factors that shape the national interest debate within each state provided; however, this does not exclude the teaching of other elements and factors should time allow. Examples should be used to support understanding of the key terms.

The types and forms of power and the main foreign policy instruments are outlined in the key knowledge. Students are expected to know that a type of power can take many different forms; for example, military power can be exercised through the firing of missiles, increasing one's military budget or the strategic placement of armaments. Students investigate the advantages and disadvantages of different forms of power and foreign policy instruments when comparing and contrasting the effectiveness of these different types of power and foreign policy instruments in achieving a state's national interest.

A good starting point for investigating a selected Asia-Pacific state is the online CIA World Fact book. A useful introductory teaching and learning activity would be for students to complete a webquest on the basis of power for the selected Asia-Pacific state, as well as to investigate some of the transnational issues facing the state. Further detail on specific states can be accessed through online international relations journals such as the *Council for Foreign Relations* and *Foreign Policy* magazine. The BBC website provides solid introductory material on each state in their 'Country profiles', as well as providing excellent contemporary examples of different forms of power and policy instruments in use.

### Example of a course structure for Unit 3: Global Politics, Area of Study 2

VCE studies are based on 50 hours teaching time per unit. The following suggested time allocation is based on 8 weeks of teaching time for Area of Study 2. In the following course outline, the People's Republic of China has been selected as the option for detailed study.

### Unit 3, Area of Study 2: Power in the Asia-Pacific region

Week	Content
1	Outline of study, indicating assessment tasks and examination of the key terms. Power in global politics; types and forms. Introduction to China as focus case study; history, basis of power, key national interests, economic rise and ongoing militarisation.
2	Specific focus: investigation of the elements of national interest, extent to which national interests of territorial integrity, creation of a socialist harmonious society, economic development and a peaceful rise have been achieved.
3	Specific focus: evaluation of military power and trade in pursuit of the national interest, including militarisation, sabre rattling, strategic placement of armaments and the army, three direct links policy, ECFA.
4	Specific focus: evaluation of diplomacy, aid, culture and propaganda in pursuit of the national interest, including aid for oil, chequebook diplomacy, panda diplomacy, Confucius colleges, CNTN and CCTV.
5	Comparative analysis of different forms of power and foreign policy instruments in pursuit of the national interest.
6	Review key knowledge.
7	Review key knowledge.
8	Revision.

### Outcome 2

Analyse and evaluate types and forms of power as used by a specific Asia-Pacific state in the region in pursuit of its national interest.

### Examples of learning activities

compile a media file on your selected Asia-Pacific state; include at least ten articles from the last 12 months and an outline of each article and explanation of how the issue is related to the concepts of national interest and power

discuss the meaning of the terms 'power', 'national interest', 'pragmatism', 'idealism'

define the following terms and find contemporary examples of their use in the Asia-Pacific region to support your definition: 'diplomacy', 'trade', 'aid', 'military power', 'cultural power', 'propaganda'

research the basis of power for your selected Asia-Pacific state by looking at the following: geographic area, major natural resources, population, ethnic groups within population, GDP, GDP/Capita, major imports, major exports, net importer or exporter, current account balance, external debt as percentage of GDP, military spending annually, manpower available for military, strength of the military, i.e. technical capabilities, current locations where troops are deployed; Which of these do you consider to be the most important power asset? Why? Which of these are power deficits for your state?

list examples of when your state has used hard and soft forms of power; besides each of these note the aim behind that use of power and the outcome of that use of power

prepare a group presentation assessing the effectiveness of one foreign policy instrument

draw a cartoon to illustrate the pitfalls of a state using military power to achieve its national interest

investigate one group which has a particular interpretation of the national interest; group the factors for this different interpretation under the following headings: historical, social, political, economic, and cultural

write an essay which compares the effectiveness of different forms of power in achieving the national interest

list evidence for and against your state achieving its national interest

hold a debate on the following; 'soft forms of power are more effective than hard forms'

### ***Detailed example***

#### **GROUP PRESENTATION ON THE EFFECTIVENESS OF ONE FOREIGN POLICY INSTRUMENT**

As a group, create a chart which illustrates the effectiveness of one foreign policy instrument.

In the first column list the national interests of your state. In the second column select examples of when the use of your foreign policy instrument achieved the interest. In the third column select examples of when the use of your foreign policy instrument did not achieve, or had a detrimental impact on the achievement of, the national interest.

Remember to select the best examples in support of your argument.

Assess your findings; how effective is your foreign policy instrument in the achievement of the national interest? Does the use of this policy instrument have a detrimental impact on the achievement of another of your state's interests?

Present your work and findings to the class.

After all the presentations, as a class discuss which is the most effective foreign policy instrument for a state to achieve its national interests.

## Unit 4: Global challenges

### AREA OF STUDY 1: Ethical issues and debates

This area of study focuses on the analysis of a range of perspectives and the evaluation of the effectiveness of global actor responses within two global ethical issues. Selection should reflect student interest in particular issues. The breadth of investigation into both issues is guided by the key knowledge points, and both issues are to be examined in equal detail.

Students should have knowledge of the key international laws and treaties associated with each ethical issue; however, an overly deep legal understanding of previous and current legislation is not necessary. Emphasis should be placed on the ability of institutions of global governance to uphold international laws and indict actors who flout them. A list of the key ideas, arguments and debates pertaining to each global issue has been provided in the key knowledge. If time allows, students may be taught other ideas and arguments within these ethical issues and debates in addition to those listed. TNCs, intergovernmental and non-government organisations all have important roles within these debates as part of the solutions and causes that surround each issue.

There is a range of examples and case studies which might be considered for each of these ethical issues:

- Human rights: the rights of women in fundamentalist Islamic states, the rights of the child in developing states, the use of torture in combating terrorism, the ‘Responsibility to Protect’ in Darfur.
- People movement: people trafficking in Eastern Europe, work of the UNHCR in the Congo, Tamil Tiger economic migrants to Australia, Israel’s refugee processing centres.
- Development focusing on poverty and inequality: fair trade, trade liberalisation, micro-finance schemes, development aid, debt relief.
- Arms control and disarmament: New Strategic Arms Reduction Treaty, Iran’s nuclear weapons program, ongoing work and progress of the Mine Ban Treaty, work of the UN Office for Disarmament Affairs.

### Example of a course structure for Unit 4: Global Politics, Area of Study 1

VCE studies are based on 50 hours teaching time per unit. The following suggested time allocation is based on 8 weeks of teaching time for Area of Study 1. In the following course outline, human rights and people movement have been selected as the options for detailed study.

### Unit 4, Area of Study 1: Ethical issues and debates

Week	Content
1	Outline of study, indicating assessment tasks and examination of the key terms. Specific focus: human rights; obligations under international laws and treaties including Universal Declaration of Human Rights, Rome Statue, Convention on the Rights of the Child, Convention against Torture, Convention on the Elimination of all forms of Discrimination against Women, International Covenant on Economic, Social and Cultural Rights, International Covenant on Civil and Political Rights, International Covenant on the Elimination of all forms of Racial Discrimination.
2	Specific focus: investigation of ethical debates within human rights including religious, economic, developmental and cultural challenges to the universality of human rights, the principle of universality versus religion, justifications for humanitarian and armed intervention, the ‘Responsibility to Protect’ in Darfur.

Week	Content
3	Specific focus: human rights and responses by global actors, including UN, ICC, Amnesty International, states, TNCs, EU.
4	Revision.
5	Specific focus: people movement, obligations under international laws and Treaties, including Convention relating to the Status of Refugees, Convention against Transnational Organised Crime (which includes Protocol to Prevent, Suppress, and Punish Trafficking in Persons, Especially Women and Children; and the Protocol against the Smuggling of Migrants by Land, Air, and Sea).
6	Specific focus: investigation of ethical debates within people movement, including the rights of refugees, economic migrants, people trafficking and asylum seekers, resettlement versus border security, obligations to strangers versus national interest.
7	Specific focus: people movement and responses by global actors, including the UNHCR, Red Cross, UNICEF, International Labour Organisation.
8	Revision.

**Outcome 1**

Analyse two global political issues from a range of perspectives and evaluate the effectiveness of global actors’ responses to these issues.

**Examples of learning activities**

discuss the meaning of the terms ‘national interest’, ‘international society’, ‘justice’, ‘ethics’

research and list examples of when an ‘international society’ has existed

compile a media file on your two selected ethical issues and debates; include at least ten articles from the last 12 months and an outline of each article and explanation of how the issue is related to your study of ethical issues and debates

research three international laws and/or treaties relevant to each of your selected ethical issues and debates; outline the significant aspects of these, which global actors seek to uphold these laws and treaties and whether a global actor has ever been prosecuted for not upholding this law or treaty

using the Internet and print sources, research the response of three different global actors to your ethical issue or debate

create a mindmap to illustrate the underlying causes of your ethical issue or debate

collect evidence that your selected ethical issue or debate presents a global political dilemma

in groups assume the role of one key stakeholder within your selected ethical issue or debate; research the position of your stakeholder; present your perspective

create a table to illustrate the effectiveness of responses by global actors; in the first column state the aim of the response; in the second column outline the form the response took; in the third column outline the result of the response; compare the aim to the result; how effective was the response?

identify groups affected by your ethical issue or debate and list three impacts on them

write an essay which discusses and evaluates a range of debates within one ethical issue or debate

define the following terms and find contemporary examples to support your definition: 'human rights', 'people movement', 'refugees', 'development', 'poverty', 'inequality', 'arms control', 'disarmament'

identify the difficulties faced by global actors in responding effectively to ethical issues and debates

### ***Detailed example***

#### **STAKEHOLDER DEBATE**

##### **Instructions to students**

In groups assume the role of a stakeholder within your ethical issue or debate (these will come from the global actors).

Research the perspective and arguments of your stakeholder. Make sure that you have at least three different arguments which support your perspective. Ensure that these are supported by evidence (statistics, quotes, case studies).

Present your perspective and key arguments to the class.

After each presentation, other key stakeholders will ask your group questions about your perspective and arguments, to which you must respond. Ensure

you take note of these, and of the perspective and arguments of the other key stakeholders.

Once all stakeholders have presented their perspectives and arguments, summarise these in a table.

In the first column summarise the perspective; in the second column outline the key arguments; in the third column list the evidence used to support the argument; in the fourth column summarise a counter-argument to the perspective presented in column one by another stakeholder. Repeat this process until all stakeholder perspectives have been included.

Evaluate your table. Which perspective do you believe to be the strongest? Why?

**AREA OF STUDY 2: Crises and responses**

In this area of study students investigate the nature of our crisis-prone world. They focus on the identification of characteristics and evaluation of responses to two global crises. Selection should reflect student interest in particular issues. The breadth of investigation into both crises is guided by the key knowledge points, and both crises are to be examined in equal detail.

A list of the key focus points within each global crisis has been provided. If time allows, students may investigate other areas in addition to those listed. In investigating the characteristics of a global crisis, focus should be placed on the location, causes, and types of actors involved. Any trends in these characteristics should be noted and investigated where they exist.

There is a range of case studies and examples which could be used to investigate each crisis:

- Environmental degradation: rainforest destruction in Borneo, ongoing work of the IPCC, desertification in China, resource exploitation in Nigeria, Bangladesh water crisis.
- Intra and interstate conflict: civil war in Darfur, civil war in Chad, war in South Ossetia, war in Afghanistan.
- Terrorism: Islamist insurgency in Xinjiang, al-Qaeda, Iran as a terror sponsoring state, Tamil Tigers in Sri Lanka.
- Economic instability: EU-IMF bailouts in Greece and Ireland, stimulus packages in China and Australia, G20 summits.

**Example of a course structure for Unit 4: Global Politics, Area of Study 2**

VCE studies are based on 50 hours teaching time per unit. The following suggested time allocation is based on 8 weeks of teaching time for Area of Study 2. In the following course outline, intra and interstate conflict and state and non-state terrorism have been selected as the options for detailed study.

**Unit 4, Area of Study 2: Crises and responses**

Week	Content
1	Outline of study, indicating assessment tasks and examination of the key terms. Specific focus: where does conflict occur? Causes of intra and interstate conflict; political, economic, social, cultural, nationalism.
2	Specific focus: war as an instrument of state policy, intervention and occupation, peace-keeping, the notion of ‘just war’, prosecuting war and war crimes in international law.
3	Specific focus: evaluating key global actor responses to intra and interstate war, including the UN, EU, African Union, Red Cross, Amnesty International.
4	Specific focus: what are the challenges to responding effectively to intra and interstate conflict. Specific focus: where does terrorism occur? History of terrorism.
5	Specific focus: Kurdistan Workers’ Party (PKK) as case study of secessionist group terrorism; causes, key actors involved, effectiveness of responses.
6	Specific focus: Iran as a case study of state terrorism; causes, key actors involved, effectiveness of responses.
7	Specific focus: effectiveness of asymmetrical conflict, challenges to responding effectively to terrorism.
8	Revision.

**Outcome 2**

Explain the characteristics of two contemporary global crises and evaluate the effectiveness of responses to these.

**Examples of learning activities**

discuss the meaning of the terms 'crisis', 'risk crisis diplomacy', 'international cooperation', 'sustainability', 'utility of violence'

produce a flow-chart to illustrate the causes of selected global crises; rank these causes in order of importance and present findings to the class

define the following terms and find contemporary examples to support your definition: 'environmental degradation', 'intrastate conflict', 'interstate conflict', 'state-based terrorism', 'non-state terrorism', 'economic instability'

construct a concept map as a class to explain the relationship between globalisation, institutions of global governance, non-government organisations, TNCs, states, citizens, poverty, industrialisation and two of the following: environmental degradation, intra and interstate conflict, state and non-state terrorism, economic instability

analyse the effectiveness of responses of key global actors by comparing their aim to the result

compile a list of the challenges faced by global actors in responding effectively to global crises; categorise these into the following: social, economic, political, cultural

compile a media file on two selected global crises; include at least ten articles from the last 12 months and an outline of each article and explanation of how the issue is related to the selected study of global crises and responses

using the Internet and other sources, collect evidence to support the argument that selected global crises does present a challenge to the global political arena

research and produce a map to show the geographic regions most affected by selected global crises; ensure to create a legend to illustrate this

investigate the nature of various responses to selected global crises; summarise findings by writing a 'letter to the editor' detailing the most appropriate response

write an essay which evaluates the effectiveness of global actor responses and solutions to a selected global crisis

construct an annotated timeline highlighting the key events in selected global crises over the last twenty years

**Detailed example****ESSAY EVALUATING EFFECTIVENESS OF GLOBAL ACTOR RESPONSES**

Students are to research and write an essay evaluating the effectiveness of global actor responses to a global crisis. The response should clearly identify and discuss:

- the role and interest of each global actor involved
- several responses and solutions to the crisis
- comparison of the aim and outcome of different responses
- the extent to which responses have been successful.

A bibliography must be submitted with the essay.

Students may find it helpful to utilise the following essay structure:

- Introduction
- Overview of the context of the crisis (location, major causes and impacts)
- Evaluation of one response
- Evaluation of one response
- Evaluation of one response
- Challenges to ensuring responses are effective
- Conclusion.

### SCHOOL-ASSESSED COURSEWORK – GLOBAL POLITICS

In Units 3 and 4 teachers must select appropriate tasks from the assessment table provided for each unit. Advice on the assessment tasks and performance descriptors to assist teachers in designing and marking assessment tasks will be published online by the Victorian Curriculum and Assessment Authority in an assessment handbook. The following is an example of a teacher’s assessment program using a selection of the tasks from the Units 3 and 4 assessment tables.

Outcomes	Marks allocated	Assessment tasks
<b>Unit 3</b>		
<b>Outcome 1</b> Evaluate the power and influence of key global actors in the twenty-first century and assess the extent to which they achieve their aims.	50	Structured questions that ask students to: <ul style="list-style-type: none"> <li>• identify aims of key actors</li> <li>• evaluate the power and influence of key actors</li> <li>• assess the extent to which key actors achieve their aims.</li> </ul>
<b>Outcome 2</b> Analyse and evaluate types and forms of power as used by a specific Asia-Pacific state in the region in pursuit of its national interest.	50	Students develop a comparative argument in an essay form in response to a statement about the most effective form of power. In providing their point of view, students use evidence from their specific Asia-Pacific state which evaluates the most effective form of power in achieving the national interest.
<b>Total marks for Unit 3</b>	<b>100</b>	
<b>Unit 4</b>		
<b>Outcome 1</b> Analyse two global political issues from a range of perspectives and evaluate the effectiveness of global actors’ responses to these issues.	10	A short-answer test on the key global politics terms associated with ethical issues and debates.
	40	Students evaluate the effectiveness of global actor responses to two issues in two extended responses.
<b>Outcome 2</b> Explain the characteristics of two contemporary global crises and evaluate the effectiveness of responses to these.	50	Students produce a research report about two global crises. The report covers: <ul style="list-style-type: none"> <li>• discussion of the characteristics of the two global crises</li> <li>• evaluation of the effectiveness of global actor responses to each crisis.</li> </ul>
<b>Total marks for Unit 4</b>	<b>100</b>	

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