

Victorian Certificate of Education

AUSTRALIAN AND GLOBAL POLITICS

STUDY DESIGN



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Important information

Accreditation period

Units 1–4: 1 January 2018 – 31 December 2022
Implementation of this study commences in 2018.

Other sources of information

The [VCAA Bulletin](#) is the only official source of changes to regulations and accredited studies. The *Bulletin* also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *Bulletin*. The *Bulletin* is available as an e-newsletter via free subscription on the VCAA's website at: www.vcaa.vic.edu.au.

To assist teachers in developing courses, the VCAA publishes online the *Advice for teachers*, which includes teaching and learning activities for Units 1–4, and advice on assessment tasks and performance level descriptors for School-assessed Coursework in Units 3 and 4.

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.

Copyright

VCE schools may reproduce parts of this study design for use by teachers. The full VCAA Copyright Policy is available at: www.vcaa.vic.edu.au/Pages/aboutus/policies/policy-copyright.aspx.

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, analyse and evaluate national and global political issues, and events.

Australian Politics is the study of how power is gained and exercised. It considers the significant ideas about organising political systems and features of the way politics is practised in Australia. It evaluates Australian democratic practices against particular ideas and principles that include representation, respect for rights, recognition of diversity and freedom of speech. Australian Politics compares Australian democracy with the system of democracy of the United States of America. The study also examines the ways that the national government uses its 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 states and other global actors in the contemporary world. It examines the interconnectedness of the contemporary global political arena and the impact of globalisation on culture, sovereignty, human rights and the environment. It examines the nature and power of key global actors and the types of power used by an Asia-Pacific state to achieve its national interests. It considers global ethical issues including human rights, people movement, development and arms control and explores the nature and effectiveness of global responses to crises such as climate change, armed conflict, terrorism and economic instability.

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 of contemporary global issues. In doing so, students are provided with the opportunity to develop the awareness and the critical thinking skills that underpin active citizenship and an ability to more deeply appreciate and contextualise the global environment in which they live.

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, education, law, research and politics.

Aims

This study enables students to:

- understand and apply 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 that shape the formulation and implementation of domestic and foreign policy

- analyse global issues and challenges, and the key actors that 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: Ideas, actors and power

Unit 2: Global connections

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 and Unit 4 as a sequence. 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.

The two Unit 3 and 4 sequences are discrete and students may enrol in both Unit 3 and 4 sequences.

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](#). The *Bulletin* 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 *Bulletin*.

Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA 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 and wellbeing

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.

Employability skills

This study offers a number of opportunities for students to develop employability skills. The [Advice for teachers](#) companion document 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 Privacy and Data Protection Act 2014* 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 the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

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 VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) and/or School-assessed Tasks (SATs) as specified in the VCE study designs, and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student 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 Politics and VCE 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.

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.

Unit 1: Ideas, actors and power

In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.

This unit is contemporary in focus and students must use examples and case studies from within the last 10 years.

Area of Study 1

Power and ideas

What is politics? What is meant by power and how can it be exercised? How is power distributed in the Australian political system? How do non-democratic systems distribute power?

This area of study provides students with a general introduction to the concept and significance of politics, power, authority and legitimacy. Students are introduced to the political spectrum: left, right, radical, conservative. They explore ideas that shape political systems including liberal democracy, socialism, fascism, authoritarianism and theocracy.

Students explore the characteristics of the Australian political system and investigate a case study of a non-democratic system to compare the ways that political systems operate and to develop a deeper understanding of Australian democracy.

Outcome 1

On completion of this unit the student should be able to identify and explain key ideas relating to the exercise of political power, and analyse and evaluate different approaches to governmental power by comparing Australian democracy with a non-democratic political system.

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

Key knowledge

- key terms and concepts: liberal democracy, representative democracy, constitutional monarchy, socialism, fascism, authoritarianism, theocracy, ideology, political power, authority, legitimacy, federalism, separation of powers and representative government
- the political spectrum and associated labels such as left, right, conservative, moderate, progressive, radical, liberal and reactionary
- ideas which shape political systems: liberal democracy, socialism, fascism, authoritarianism, and theocracy
- the characteristics of liberalism in relation to individual rights and freedoms and constitutionalism in relation to limiting the power of government
- the characteristics of Australian democracy:
 - a written constitution
 - an appointed head of state
 - a federal form of government
 - the Westminster parliamentary system of responsible government
 - compulsory participation in the electoral process and regular elections
 - dominance of major parties

- a case study of a non-democratic political system such as Cuba, China, North Korea, Iran including:
 - the context of the political system
 - the values which underpin the political system
 - the structures and powers of government
 - participation of citizens in determining who governs
 - the protection of individual rights and freedoms and the accountability of government to its citizens.

Key skills

- define and explain key terms and concepts relating to power and ideas
- explain the political spectrum and the ideas associated with its labels
- examine the ideas and features of political systems
- outline the ideas of liberalism in relation to limiting government power
- explain the characteristics of Australian democracy
- compare a non-democratic political system with the Australian political system
- use contemporary examples and case studies to explain and analyse political ideas and systems
- develop explanations, arguments and points of view that use contemporary evidence and examples.

Area of Study 2

Political actors and power

What roles do political parties play in the Australian political system? How influential are political parties, interest groups and the media in shaping the Australian political agenda? How do parties, interest groups and the media facilitate political participation?

In this area of study students explore the roles and functions of key political actors in the Australian system. Political parties are a critical part of the Australian system of politics. They can formulate and advance ideas which are contested in elections. If successful, a party can form government and shape the political agenda. Unlike political parties, interest groups do not usually seek parliamentary representation. Rather, they seek to influence the government of the day about particular issues. These issues may be local and/or global. The media also plays a significant role in reporting and interpreting Australian politics. This area of study explores the ways social media and the 24-hour news cycle influence political debate.

Students investigate case studies of political parties, interest groups and media issues to analyse the importance of these forms of participation in the Australian political system.

Outcome 2

On completion of this unit the student should be able to explain and analyse the roles and functions of political parties, interest groups and the media and their influence on participation in Australian politics.

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

Key knowledge

- key terms and concepts: political parties, interest groups, traditional media, social media, new media, 24-hour news cycle
- the roles and functions of political parties:
 - presenting ideas and policies
 - representing sections of society

- contesting elections
- forming of government
- influencing government policies
- providing opportunities for citizen participation
- the roles and functions of at least two political parties in Australia such as the Australian Labor Party, the Liberal Party, the Nationals and the Australian Greens
- the decline in support for major parties and the emergence of minor parties
- the roles and functions of interest groups:
 - advancing ideas and policies
 - source of expert information and education about specific issues
 - seeking to influence government decisions
 - international networks and influences
 - engaging with the public to build support and membership
 - opportunities for citizen participation
- differences between interest groups and political parties
- the roles and functions of at least two interest groups in Australia, one of which should have international links, such as Amnesty International, the Red Cross and Greenpeace
- the roles and functions of the media in a liberal democracy:
 - the media as a source of political information, both reporting on and interpreting Australian politics
 - the impact of media types (traditional, social and new) on reporting and interpreting Australian politics
 - the media as a form of political participation and opportunities for citizen participation
 - the differences and similarities between traditional, new and social media in relation to coverage of political issues
 - the impact of the 24-hour news cycle on reporting and interpretation of Australian politics
- the roles and functions of the media in the reporting of a contemporary political issue in Australia.

Key skills

- define and explain key terms and concepts relating to political actors in Australia
- explain the particular roles and functions of political parties, interest groups and the media in the Australian political system
- analyse the impact and influence of political actors on participation in the Australian political system
- analyse case studies of political parties and interest groups, considering their roles, functions, influence and participation
- compare the roles and functions of media platforms in relation to a contemporary political issue
- analyse contemporary issues about and case studies of political actors
- develop explanations, arguments and points of view which use contemporary evidence and examples.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in

Units 1 and 2 are a matter for school decision.

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

Suitable tasks for assessment in this unit may be selected from the following:

- a wiki or blog
- a social media campaign
- a PowerPoint or interactive presentation
- a research report
- a case study
- an essay
- short-answer questions
- extended-response questions
- an oral presentation such as a podcast or video.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Unit 2: Global connections

This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.

This unit is contemporary in focus and students must use examples and case studies from within the last 10 years. However, contemporary issues and events may need to be contextualised for students and this may require some investigation prior to this timeframe.

Area of Study 1

Global links

How are citizens of the 21st century linked – politically, socially and economically? How have peoples' lives been affected by globalisation? Do citizens and states have global responsibilities? Can the global community meet the challenges of the 21st century or will the interests of individual global actors compromise the needs of this global community?

In this area of study students consider how citizens and global actors in the 21st century interact and connect with the world. Increased global interconnectedness has transformed lives and created global links, and in so doing, raised the debate over whether or not citizens' responsibilities exist beyond national borders.

Students investigate key political, economic and social links throughout the global community. Political links are illustrated by the increased role of international non-government organisations (NGOs) such as Amnesty International and the prominence of global political movements such as Avaaz. Economic links have changed the way in which commerce, trade and investment occur as seen through the rise of e-Bay and online shopping. This has facilitated the growing power of transnational corporations (TNCs) to shape global trading patterns and political agendas, as seen through the global reach of corporations such as Apple, Toyota and Shell. Social links – the way citizens communicate, network and travel – have been transformed by Facebook, Twitter and Instagram and the increased accessibility of air travel. Students examine the impact of these global links on the state, human rights, culture and the environment.

Students explore and apply two key theories about global politics: realism and cosmopolitanism. Realism involves states (and other global actors) prioritising their specific interests and needs over those of the global community. Cosmopolitanism reflects a desire among global actors to cooperate to reach common goals and outcomes to meet challenges that are presented to the global community.

Students also investigate Australia's involvement in an issue affecting the global community, and assess the response. Students consider whether or not citizens have civic, social, economic and political global responsibilities that may transcend obligations to the state. Do states and citizens have an obligation to pursue cosmopolitanism or should their decisions be always based on realism?

Outcome 1

On completion of this unit the student should be able to identify and analyse the social, political and economic interconnections created by globalisation and evaluate Australia's participation in the global community.

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: state, citizenship, globalisation, environmentalism, power, multilateralism, global community
- the political impact of globalisation, such as global political movements, and the potential for these to transcend national borders
- the social impact of globalisation, such as its effect on global communication, networking and international travel
- the economic impact of globalisation, such as the increasing power of TNCs and their effects on global commerce, trade and investment
- the impact of global interconnectedness on human rights, culture and the environment
- the key features of the theories of realism and cosmopolitanism, focusing on the debate around the concept of states' obligations to the global community
- the extent to which Australia has cooperated with or opposed the global community in at least one of the following areas: environment, terrorism, people movement, free/fair trade, international law, aid.

Key skills

- define and explain key global politics terms and use them in the appropriate context
- explain and analyse the social, economic and political impacts of globalisation
- analyse the impact of global interconnectedness on human rights, culture and the environment
- explain key features of the theories of realism and cosmopolitanism
- analyse debates around the obligation of states to the global community
- investigate Australia's participation in the global community and evaluate the effectiveness of this participation
- use contemporary examples and case studies to support explanations, points of view and arguments.

Area of Study 2

Global cooperation and conflict

How does the global community work in the 21st century and what are its responsibilities? How effective is the global community in managing cooperation and conflict? What challenges do key global actors such as the United Nations and NGOs face in resolving issues such as war, conflict, environmental challenges, people movement and international crime?

In this area of study students investigate the concept of a global community through considering contemporary case studies of global cooperation and conflict. The theory of cosmopolitanism advocates a global community with 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 global community is composed of citizens, states, Intergovernmental Organisations (IGOs) such as the United Nations and the World Trade Organization, NGOs, TNCs and other non-state actors. Students consider the extent to which this notion of a cosmopolitan global community can effectively deal with global challenges posed by the realist perspective of some global actors.

Outcome 2

On completion of this unit the student should be able to describe and analyse the extent to which global actors 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: global community, national interest, multilateralism, unilateralism, realism, cosmopolitanism, global actors, non-state actors, instability, global cooperation, crisis diplomacy
- case studies of cooperation and conflict:
 - the nature of the global issue
 - key global actors and their roles in relation to international cooperation and conflict
 - responses of global actors
 - effectiveness of responses
 - challenges to effective resolution of issues
- at least one case study of contemporary international cooperation from:
 - the environment
 - animal welfare and biodiversity
 - health
 - people movement
 - disarmament
 - international crime
 - human rights
 - action and aid relating to natural and/or human made disasters
- at least one case study drawn from the following types of international conflict:
 - border disputes
 - war
 - separatism
 - terrorism
 - human rights
 - people movement.

Key skills

- define and explain key global politics terms and use them in the appropriate context
- investigate and explain the nature of particular global issues
- explain the involvements of global actors in global issues
- analyse the effectiveness of global responses to particular global issues
- analyse the challenges to resolution of global issues
- use detailed case studies to support analysis of global issues.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

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

Suitable tasks for assessment in this unit may be selected from the following:

- an oral presentation such as a podcast or video
- a wiki or blog
- a social media campaign
- a PowerPoint or interactive presentation
- a research report
- a case study
- an essay
- short-answer questions
- extended-response questions.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Units 3 and 4: Australian Politics

Unit 3: Evaluating Australian democracy

This unit introduces students to the core principles and operation of the Australian political system. Area of Study 1 focuses on the values and principles that underpin the Australian political system. It introduces the key elements of liberal democracy and representative government and explores how they operate in theory and practice.

Area of Study 2 evaluates the Australian liberal democratic system further by comparing it with the political system of the United States of America (USA). Students analyse key aspects of the US political system, including the electoral process, the operation of the legislative branch and the protection of rights and freedoms.

VCE Australian Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years.

Area of Study 1

Australian democracy

What is a liberal democracy and what are its core values and principles? To what extent do the institutions and processes of the Australian political system uphold these values and principles? What are the democratic strengths and weaknesses of the Australian political system?

In this area of study students consider Australia's system of government. Australia is considered to be a liberal democracy in that individuals enjoy rights and freedoms and governments are elected in free and fair elections. Governments are held accountable for their decisions and actions to the people through the parliament and ultimately to the people through the electoral system. The values and principles of the Australian system of government include: protection of democratic rights and freedoms; participation of citizens in the political process; popular sovereignty; majority rule and respect for minorities; representation; accountability and the rule of law.

Students examine features of the Australian system of government; the ways in which the system protects democratic rights and freedoms; the key institutions and processes of representative democracy; the electoral system; and the operation of federal parliament. They consider the system of voting and elections including the nature and effectiveness of preferential voting and proportional representation and the impact of these on the composition of parliament. They explore the functions of the Commonwealth Parliament as a representative and legislative body as well as its role in holding the executive accountable. Students consider the extent to which democratic values and principles are upheld and the democratic strengths and weaknesses of the institutions and processes of government. They evaluate the democratic strengths and weaknesses of the Australian political system using contemporary examples as evidence.

Outcome 1

On completion of this unit the student should be able to explain the key values and principles of the Australian political system and evaluate the system's democratic strengths and weaknesses.

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

Key knowledge

- key terms and concepts relating to Australian democracy: liberal democracy, representative democracy, constitutional monarchy, responsible government, representative government, separation of powers, the Constitution, executive, legislature, judiciary, federalism, rule of law, franchise, prime minister, Cabinet
- the key principles and values that underpin a liberal democracy:
 - protection of democratic rights and freedoms
 - participation of citizens in the political process
 - popular sovereignty, majority rule and respect for minorities

- representation of citizens
- accountability of government
- the rule of law
- the key features of the Australian political system in practice:
 - key Westminster values and principles
 - the separation of powers: executive, legislature, judiciary
 - federal system of government
 - the Constitution and the role of the governor-general
 - the role of prime minister and Cabinet
- the protection of democratic rights and freedoms in Australia:
 - the effectiveness of the Australian Constitution in protecting rights (without a formal Bill of Rights); express rights and implied rights
 - the role of the High Court and of judicial independence on rights and freedoms
- the operation of the Australian electoral system:
 - the role and functions of the Australian Electoral Commission (AEC)
 - 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 impact of voting systems on the composition of parliament
 - consistency with the values of political equality (one person one vote, one vote one value)
 - the impact of party pre-selection, electoral funding, political donations, political advertising and campaign techniques
 - the democratic strengths and weaknesses of the Australian electoral system
- the operation of the Commonwealth Parliament:
 - the functions of the parliament; formation of government; representation of the electorate; law-making; accountability including question time and parliamentary committees, Individual Ministerial Responsibility (IMR) and Collective Ministerial Responsibility (CMR)
 - the role and impact of political parties in parliament
 - the role of the executive in parliament
 - the significance of party discipline
 - the key positions within parliament: the role of the opposition, the party whips, back-benchers, cross-benchers, minor parties, independents, the Speaker of the House and President of the Senate
 - the democratic strengths and weaknesses of the Commonwealth Parliament.

Key skills

- define and explain key terms and concepts relating to democratic theory and practice in Australia
- explain the key values and principles of liberal democracy
- explain key features of government in Australia
- explain and evaluate the protection of democratic rights and freedoms
- analyse the operation of electoral systems and the parliament
- evaluate the extent to which democratic values are upheld by the Australian political system
- evaluate the democratic strengths and weaknesses of the Australian political system
- use evidence from contemporary examples to explain and analyse institutions and processes of Australian government
- develop arguments, explanations and points of view on the Australian political system which use evidence from contemporary examples.

Area of Study 2

Comparing democracies: Australia and the United States of America

How does the liberal democracy of Australia compare with that of the USA? Does the USA system of government better reflect democratic values and principles than the Australian system of government? How effectively are citizens represented through the electoral system and Congress in the USA? How are rights and freedoms protected in the USA of individual and minorities? What are the democratic strengths and weaknesses of each system?

In this area of study students critically compare the Australian political system with that of the United States of America. They examine the key features of the US political system including the separation of powers and checks and balances. They consider whether the US Constitution with its Bill of Rights better protects democratic rights and freedoms than the Australian system. Students consider aspects of the electoral system and the operation of the Congress including non-compulsory voting, primary elections, the electoral college and the impact of political parties on Congress. They consider the similarities and differences from the Australian system, especially in terms of democratic values and principles including fairness and representativeness of each system.

Outcome 2

On completion of this unit the student should be able to analyse the key features of the political system of the United States of America and critically compare the political systems of Australia and of the United States of America in terms of the extent to which democratic values and principles are upheld.

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

Key knowledge

- key terms and concepts relating to American democracy: liberal democracy, separation of powers, checks and balances, the American Constitution, executive, legislature, judiciary, federalism, rule of law, Bill of Rights, primaries, caucuses, the Electoral College, party conventions, Congress, president, impeachment, veto
- key features of the US political system:
 - the separation of powers
 - checks and balances
 - federal system of government
- the protection of democratic rights and freedoms in the USA:
 - the rule of law and judicial independence
 - the effectiveness of the American Constitution as a protector of democratic rights and freedoms
- the electoral system of the USA:
 - voting methods
 - the arguments for and against voluntary voting
 - voter turnout and the degree to which universal franchise is achieved
 - the role of political parties in the electoral process
 - consistency with the 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 process of electing Congress
 - the processes of electing presidents: primaries and caucuses, nominating conventions, presidential elections
 - the democratic strengths and weaknesses of the US electoral system

- the Congress of the USA:
 - the composition of the Congress and its effectiveness as a law-making body
 - the effectiveness of the Congress in holding the president accountable
 - the role of committees within the Congress
 - the role and impact of political parties within the Congress
 - the democratic strengths and weaknesses of the US Congress
- political leadership in the USA:
 - the role of the president as head of government and head of state
 - constraints on the power of the president
 - methods of appointing and dismissing the president of the USA
- comparison of key features of the USA political system with the Australian political system including: protection of rights and freedoms, the electoral system, the legislative branch, and political leadership.

Key skills

- define and explain key terms and concepts relating to political systems in the USA and Australia
- explain the key features of the US political system
- explain and evaluate the protection of democratic rights and freedoms
- analyse the features and operation of the US electoral system and Congress
- analyse the role and constraints of political leadership
- evaluate the extent to which democratic values are upheld by the US political system
- critically compare the US system with the Australian system and the extent to which each reflects liberal democratic values
- use contemporary examples and evidence to explain, analyse and compare the political systems
- develop arguments, explanations and points of view which use evidence from contemporary examples.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework 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 School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
<p>Outcome 1</p> <p>Explain the key values and principles of the Australian political system and evaluate the system's democratic strengths and weaknesses.</p>	50	<p>For each outcome, select one or more of the following:</p> <ul style="list-style-type: none"> • a multimedia presentation • a case study • an essay • a report • short-answer questions • an extended response.
<p>Outcome 2</p> <p>Analyse the key features of the political system of the United States of America and critically compare the political systems of Australia and of the United States of America in terms of the extent to which democratic values and principles are upheld.</p>	50	
Total marks	100	

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 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 ONE 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 a contemporary study and focus must be on examples and case studies from within the last 10 years.

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, lengthy, highly politicised and uncertain process.

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 ONE selected 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

- key terms and concepts: executive, Cabinet, ministry, the public service, interest groups, policy platforms, mandate
- the role of government institutions in public policy formulation and implementation:
 - the executive, the prime minister, the Cabinet and the ministry
 - the public service
 - the Commonwealth Parliament
 - the judiciary
- the role and significance of ministerial advisers
- the significance of elections and electoral mandate
- the contribution of the Opposition, minor political parties and independents in public policy formulation
- elements outside the formal institutions of government that influence public policy: international influences, opinion polls, the media and interest groups
- the nature and context of ONE selected contemporary policy and government response, including significant influences on the formulation of the policy and the extent of and reasons for the success or otherwise in implementing the policy.

Key skills

- define and explain key terms and concepts relating to domestic policy
- analyse the role and influence of government institutions in public policy formulation and implementation
- analyse the role and influence of elections and the electoral mandate in public policy formulation and implementation
- analyse the role and influence of the Opposition, minor parties and independents in public policy formulation and implementation
- analyse the influences on policy making of elements outside the formal institutions of government
- critically evaluate ONE selected contemporary domestic policy issue
- develop points of view, explanations and arguments about policy making and implementation which use contemporary examples as evidence.

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. They analyse the distinction between Australia's foreign and domestic policies and the ways this difference affects 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 TWO key challenges it faces.

Outcome 2

On completion of this unit the student should be able to analyse the nature, objectives and instruments of contemporary Australian foreign policy, and evaluate TWO key selected 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

- key terms and concepts: national interest, bipartisan, bilateral, multilateral, sovereignty, foreign aid, terrorism, asylum seekers, refugees, national security, global citizenship
- 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 public service
 - the effect on Australian foreign policy of elections, economic conditions, public opinion, interest groups and the media
- the key objectives of contemporary Australian foreign policy:
 - the concept of national interest
 - maintaining national security
 - promoting Australia's economic and trade interests
 - 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
- TWO of the following key challenges facing contemporary Australian foreign policy:
 - global and regional conflicts
 - humanitarian crises and natural disasters
 - the threat of global terrorism
 - climate change and environmental issues
 - the economic development of the region
 - refugees, people smuggling and trafficking in persons.

Key skills

- define and explain key terms and concepts relating to foreign policy
- explain and analyse the nature of contemporary foreign policy formulation and implementation
- explain the key objectives of Australian foreign policy
- analyse the key instruments of contemporary foreign policy
- evaluate TWO key selected challenges facing contemporary foreign policy
- use contemporary examples and evidence to explain and evaluate Australian foreign policy
- develop points of view, explanations and arguments about formulation and implementation of foreign policy which use contemporary examples as evidence.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student's level of achievement in Unit 4 will be determined by School-assessed Coursework. School-assessed Coursework 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 School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
<p>Outcome 1</p> <p>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"> • a multimedia presentation • a case study • an essay • a report • short-answer questions • an extended response.
<p>Outcome 2</p> <p>Analyse the nature, objectives and instruments of contemporary Australian foreign policy, and evaluate TWO key selected challenges facing Australian foreign policy.</p>	50	
Total marks	100	

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment

The examination will contribute 50 per cent.

End-of-year examination

Description

The examination will be set by a panel appointed by the VCAA. 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 VCAA.
- VCAA 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 VCAA.

Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA 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 Unit 3–4 sequence together with any sample material.

Units 3 and 4: Global politics

Unit 3: Global actors

In this unit students investigate the key global actors of contemporary global politics. They use 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 interests and power as they relate to the state, and the way in which ONE Asia-Pacific state uses power to achieve its objectives.

VCE Global Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years. However, contemporary issues and events may need to be contextualised for students and this may require some investigation prior to this timeframe.

Area of Study 1

Global actors

Who are the key actors in contemporary global politics? From where does their power stem? What impact do these actors have on global politics? What challenges do these global actors face in achieving their aims? To what degree can these global actors challenge state sovereignty?

In this area of study students examine the key actors in contemporary global politics: states, Intergovernmental Organisations (IGOs), non-state actors, and ONE Transnational Corporation (TNC).

The state has traditionally been seen as the central actor within global politics because the world is predominantly divided into these political communities. However, the power of the state is being challenged. Students develop an understanding that all global actors have the capacity to challenge state sovereignty to varying degrees. Additionally, state sovereignty can be challenged by regional groupings, contested and changing state borders, and issues that require multilateral resolution. The state exists as one of many actors in an increasingly globalised world, and while the process of globalisation does bring benefits to states, the traditional role of the state as the central actor in global politics is being questioned.

The ongoing need for states to pursue security and stability has brought about increased examination of the role of global governance. Students explore the aims, roles and power of IGOs: the United Nations (UN), the International Monetary Fund (IMF) and the International Criminal Court (ICC). These IGOs are central to cooperative action because they establish, manage and facilitate relations between states through their processes, protocols and legal arrangements. Students consider the ways these IGOs also have the capacity to challenge state sovereignty.

Non-state actors include a range of non-government organisations (NGOs) that pursue global objectives in relation to particular areas (for example, human rights, environmental protection); organised religions that engage in international advocacy; and groups that do not accept the legitimacy of the state, such as terrorist organisations. Citizens' participation in global NGOs is increasingly facilitated by dramatic changes in communications and technology. Students investigate the aims, roles and power of TWO non-state actors and analyse the extent to which they are able to challenge the sovereignty of states.

Students also consider the aims, role and power of one TNC within global politics and the global economy. These actors, facilitated by advances in technology and communication, have expanded their role and activities significantly, leading to the suggestion that TNCs can be more powerful than states. TNCs are considered by some people to be predators, exploitative of host states, and by others as drivers of progress, skills and innovation.

Outcome 1

On completion of this unit the student should be able to evaluate the power of key global actors and assess the extent to which they achieve their aims and are able to challenge state sovereignty.

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, globalisation

States

- aims, roles and power of states
- the impact on state sovereignty of:
 - regional groupings
 - contested borders
 - issues that require multilateral resolution

Intergovernmental Organisations (IGOs)

- aims, roles and power of:
 - the United Nations (UN)
 - the International Monetary Fund (IMF)
 - the International Criminal Court (ICC)

Non-state actors

- aims, roles and power of TWO non-state actors chosen from the following (both may be chosen from the category of legal organisations):
 - legal organisations, including human rights NGOs, environmental NGOs and/or organised religions
 - global terrorist movements

Transnational Corporations (TNCs)

- aims, roles and power of ONE Transnational Corporation.

Key skills

- define and explain key global politics terms and use them in the appropriate context
- explain the aims and roles of key global actors
- evaluate the power of key global actors
- assess the extent to which key global actors achieve their aims
- analyse the challenges facing state sovereignty
- evaluate the extent to which global actors are able to challenge the sovereignty of states
- use contemporary examples and case studies to support explanations, points of view and arguments.

Area of Study 2

Power in the Asia-Pacific

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

In this area of study students examine the way in which a specific Asia-Pacific state uses its power to pursue its national interests, and explore the factors that have shaped that state's national interests in the last 10 years.

For this area of study, students study ONE of the following states in the Asia-Pacific: Australia, China, Indonesia, Japan, United States of America.

National interests are used by states to describe, support and inform domestic and foreign policy actions. Students learn that although states vary markedly, they share a common interest in maintaining their sovereignty and national security. They also learn that one state's national interests can differ from other states' interests. There are often differing interpretations of a state's national interests and views about them may depend on factors such as cultural identity, international relationships and state security.

To achieve its national interests, a state may use various types of hard and soft power. Students consider the main foreign policy instruments available to the state: diplomacy, trade, aid and military. Students develop an understanding that the relative importance and effectiveness of different types 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 comprises 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 the effectiveness of the use of various types of power by a specific Asia-Pacific state in pursuit of its national interests.

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 interests, power, security, idealism, pragmatism
- in relation to ONE of the following Asia-Pacific states: Australia, China, Indonesia, Japan, United States of America:
 - the factors that shape the following national interests: national security, economic prosperity, regional relationships, international standing
 - differing interpretations of national interests
 - types of power: hard, soft, military, economic, political, diplomatic, cultural
 - the main foreign policy instruments used to try to achieve national interests: diplomacy, trade, aid, military
 - the effectiveness of the state in achieving its national interests.

Key skills

- define and explain key global politics terms and use them in the appropriate context
- use a variety of source material to analyse types of power
- analyse differing interpretations of national interests
- evaluate the relative importance and effectiveness of different types of power and foreign policy instruments in achieving a specific Asia-Pacific state's national interests
- evaluate the success of a specific Asia-Pacific state in achieving its national interests
- use contemporary examples and case studies to support explanations, points of view and arguments.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning and assessment activities.

Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework 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 School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
<p>Outcome 1</p> <p>Evaluate the power of key global actors and assess the extent to which they achieve their aims and are able to challenge state sovereignty.</p>	50	<p>For each outcome, select one or more of the following:</p> <ul style="list-style-type: none"> • a multimedia presentation • a case study • an essay • a report • short-answer questions • an extended response.
<p>Outcome 2</p> <p>Analyse and evaluate the effectiveness of the use of various types of power by a specific Asia-Pacific state in pursuit of its national interests.</p>	50	
Total marks	100	

External assessment

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

Unit 4: Global challenges

In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding TWO ethical issues that are underpinned by international law. 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 resolving them.

VCE Global Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years. However, contemporary issues and events may need to be contextualised for students and this may require some investigation prior to this timeframe.

Area of Study 1

Ethical issues and debates

Do we have a responsibility to uphold human rights everywhere? What is the best way to address people movement? In what ways should development occur? Can the world be rid of weapons and, if so, will it be safer?

In this area of study students examine debates about TWO global ethical issues. They use the concepts of realism and cosmopolitanism as a framework for analysing these issues and debates. These debates are considered in the context of case studies that transcend specific states, regions and continents. International law encompasses a wide range of rules that might be seen to govern the actions of states in international relations such as treaties, declarations, bilateral and multilateral agreements and even decisions made by bodies such as the UN Security Council. Students consider the international law that relates to these issues. They examine and analyse the effectiveness of the responses by global actors and the extent to which these responses reflect the obligations outlined in the relevant international law. Students develop the understanding that global actors' responses may be guided by the particular ethical perspective they bring to these issues. Similarly, a global actor's perspective may determine its view of how justice can be achieved in relation to these ethical issues. Students come to understand that the cosmopolitan perspective is not accepted universally.

For this area of study, students study TWO of the following ethical issues: human rights, people movement, development, arms control.

Students learn that human rights are rights inherent to all human beings and have been expressed in the form of treaties, customary international law and general principles. Human rights can result in conflict where rights claimed by one individual or group are at a variance with the rights claimed by other individuals or groups. Moreover, human rights are continually being challenged by those who deny the universality of their application based on cultural and economic grounds.

People movement, both domestic and international, whether as a result of globalisation, conflict, economic interest, natural disaster or human-made disaster, is an ongoing ethical issue. Students consider debates about people movement and arguments about the moral obligation to help foreigners over a state's national interests, which are often presented in the form of the need for 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 is a process by which states seek to construct a more stable and peaceful international arena by reducing the threat to the security of the state posed by other states and non-state actors such as terrorist groups. Students explore the ability of arms control to achieve a more secure world.

Outcome 1

On completion of this unit the student should be able to analyse the debates relating to TWO global ethical issues, 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: realism, cosmopolitanism, justice, ethics, international law

human rights

- international laws relating to human rights
- responses by relevant global actors including cosmopolitan and realist perspectives
- ethical debates including:
 - economic challenges to the universality of human rights
 - cultural challenges to the universality of human rights
 - state sovereignty versus 'Responsibility to Protect'

people movement

- international laws relating to people movement
- responses by relevant global actors including cosmopolitan and realist perspectives
- ethical debates including:
 - obligations to asylum seekers and other refugees versus national interests including border security
 - the rights of refugees versus economic migrants
 - differing approaches regarding refugee resettlement

development

- international laws relating to development
- responses by relevant global actors including cosmopolitan and realist perspectives
- ethical debates including:
 - differing strategies for poverty alleviation
 - overseas development assistance versus self-interest of states
 - economic growth versus sustainable development

arms control

- international laws relating to arms control
- responses by relevant global actors including cosmopolitan and realist perspectives
- ethical debates including:
 - differing approaches regarding non-state proliferation
 - international security versus state security
 - arms control versus disarmament.

Key skills

- define and explain key global politics terms and use them in the appropriate context
- analyse international law relating to TWO ethical issues
- analyse ethical debates surrounding TWO ethical issues, including the concepts of realism and cosmopolitanism
- evaluate the effectiveness of responses by global actors to TWO ethical issues
- use contemporary examples and case studies to support explanations, points of view and arguments.

Area of Study 2

Global crises

What crises does the world face today? What are the causes of particular global crises? How have global actors responded to these crises and how effective are their responses? What challenges do global actors face in achieving resolutions to these crises?

In this area of study students investigate the causes of TWO global crises. They also investigate the effectiveness of the responses from relevant global actors and the main challenges to effective resolution. Students discover that the causes of these crises may be cyclical and the responses can at times exacerbate the original crisis. Students also engage with the key aspects of each crisis or ideas that relate to each crisis.

TWO global crises are selected from the following: climate change, armed conflict, terrorism, and economic instability.

Climate change presents policy makers with significant difficulties, some of which stem from responses requiring global cooperation by states at an unprecedented level. Students consider whether national interests prevail over global climate challenges, and how other economic priorities and political factors play a role.

Students learn that armed conflict remains an instrument of state power, challenging the idea that it will ever become obsolete. They consider whether mechanisms of global governance can respond to conflict and whether the notion of sovereignty presents an insurmountable challenge to responding effectively to conflict.

Terrorism is a widespread feature of contemporary global politics. Students come to understand that terrorism has become more significant due to the perceived effectiveness of asymmetrical warfare in achieving outcomes and the process of globalisation facilitating global reach. They consider whether terrorism is effective in achieving its aims and the reasons why some groups resort to violence to achieve their objectives. Students consider key aspects of terrorism, including non-state terrorism and terrorism as an instrument of state policy.

Students explore how the increased interconnectedness of the world economy has brought with it innumerable benefits, but has also increased the capacity for global economic instability. Organisations for global economic governance face challenges in coordinating global economic stability, due to capitalism's inherent boom-bust cycle and the increasing tendency for economic conditions in one state to have an impact on economic conditions elsewhere. Students consider whether economic instability is a feature of the increasing interdependence within the global economy.

Outcome 2

On completion of this unit the student should be able to analyse TWO contemporary global crises and evaluate the effectiveness of global actors' 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, globalisation, unilateralism

climate change

- the causes
- the responses from relevant global actors and their effectiveness
- challenges to achieving effective resolutions
- key aspects of the crisis of climate change including:
 - resource exploitation
 - national interests
 - methods of adapting to and reducing climate change

armed conflict

- the causes
- the responses from relevant global actors and their effectiveness
- challenges to achieving effective resolutions
- key aspects of the crisis of armed conflict including:
 - intervention
 - war as an instrument of state policy
 - prosecuting war crimes in international law

terrorism

- the causes
- the responses from relevant global actors and their effectiveness
- challenges to achieving effective resolutions
- key aspects of the crisis of terrorism including:
 - non-state terrorism
 - terrorism as an instrument of state policy
 - the role of asymmetric warfare

economic instability

- the causes
- the responses from relevant global actors and their effectiveness
- challenges to achieving effective resolutions
- key aspects of the crisis of economic instability including:
 - globalisation
 - capitalism's boom-bust cycle
 - the role of key global actors as stabilisers of the global economy.

Key skills

- define and explain key global politics terms and use them in the appropriate context
- explain the causes of, and responses to, TWO global crises
- analyse the key aspects of TWO global crises
- evaluate the effectiveness of responses to TWO global crises by relevant global actors
- analyse the challenges to achieving effective resolution to TWO global crises
- use contemporary examples and case studies to support explanations, points of view and arguments.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The area of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning and assessment activities.

Assessment of levels of achievement

The student's level of achievement in Unit 4 will be determined by School-assessed Coursework. School-assessed Coursework 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 School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
<p>Outcome 1</p> <p>Analyse the debates relating to TWO global ethical issues, and evaluate the effectiveness of global actors' responses to these issues.</p>	50	<p>For each outcome select one or more of the following:</p> <ul style="list-style-type: none"> • a multimedia presentation • a case study • an essay • a report • short-answer questions • an extended response.
<p>Outcome 2</p> <p>Analyse TWO contemporary global crises and evaluate the effectiveness of global actors' responses to these.</p>	50	
Total marks	100	

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment

The examination will contribute 50 per cent.

End-of-year examination

Description

The examination will be set by a panel appointed by the VCAA. 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 VCAA.
- VCAA 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 VCAA.

Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA 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 Unit 3 and 4 sequence together with any sample material.