VCE Australian and Global Politics   
Units 1 and 2: 2018–2023; Units 3 and 4: 2018–2024

Frequently asked questions

Why is it necessary to have a 10 year timeframe for case studies and examples In VCE Australian and Global Politics?

A 10 year timeframe is necessary because VCE Australian and Global Politics is a contemporary study and therefore examples and case studies must be selected to reflect current political events, issues and crisis’ in national and global contexts. The events, issues and crisis used in your case studies and examples need to be selected from the 10 years prior to the year it is taught. For example, teaching in 2020, case studies and examples must be selected from January 2010 onwards. However, contemporary issues and events may need to be contextualised for students and this may require some investigation prior to this timeframe to establish the context of the event, issue or crisis, for example the causes of a crisis or an international law that has an impact on a contemporary event.

The key knowledge across Units 1–4 of Australian and Global Politics includes key terms and concepts related to the area of the study. Do all key terms and concepts listed need to be taught?

Yes, all key terms and concepts listed in the Key knowledge need to be defined and explained by students. It is important that key terms and concepts are applied to events and issues and illustrated in case studies and examples. In Units 3 and 4, all key terms and concepts are examinable.

Unit 1 and 2 Australian Politics

How many case studies are students required to study in Unit 2 Global Connections Area of Study 2 Global cooperation and conflict?

Students are required to analyse at least two case studies. At least one case study must be on a contemporary international cooperation from the list provided and at least one case study must be on types of international conflicts from the list provided. Case studies on international cooperation and international conflict are to be selected from the key knowledge list on page 16 of the Australian and Global Politics Study Design Units 1 and 2: 2018–2023; Units 3 and 4: 2018–2024.

Unit 3 and 4 Australian Politics

The Unit 3 Area of Study 2 Comparing democracies require students to 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. What skills are required for students to critically compare?

To critically compare political systems of Australia and of the United States of America students are required to analyse and evaluate similarities and differences between the political system in Australia and the political system in the USA and the extent to which each system reflects liberal democratic values.

In Unit 4 Area of Study 1 Domestic policy what is the distinction between policy formation and policy making?

Policy making is subject to the input and influence of numerous factors, and can be a difficult, lengthy, highly politicised and uncertain process. Domestic policy is formulated by the government who have a strong electoral mandate for a policy or there is a clear and immediate need for a policy response. The last key skill on ‘policy making and implementation’ requires a broader focus on the process of policy formulation. Policy making and implementation, refers to the range of institutions that contribute to the policy formulation process including the executive, the public service, the Commonwealth Parliament and the judiciary.

Unit 3 and 4 Global Politics

The term global actor is a contested and evolving term. For the purpose of Unit 3 and 4 Global Politics 2018–2024 what is the definition of global actors?

A global actor is a state, intergovernmental organisation, non-state actor or transnational corporation that is involved in global politics.

In Unit 3 Area of Study 1 Global actors, what is the distinction between the categories of non-state actors?

The two categories of non-state actors are legal organisations and global terrorist movements. Teachers may choose to do two legal organisations or choose one legal organisation and one global terrorist movement. However, two global terrorist movements cannot be selected for this study.

In Unit 3 Area of Study 1 Global actors, can students examine TNCs and/or IGOs as a non-state actor?

For the purpose of VCE Unit 3 and 4 Global Politics, a TNC is not considered as a Non-state actor. Students must provide an additional TNC and IGO that has not been studied as a non-state actor.

In Unit 3 Area of Study 2 Power in the Asia-Pacific, can students study the chosen Asia-Pacific state’s pursuit of its national interests on a global context?

Yes, the various types of power and the main foreign policy instruments used by an Asia-Pacific state can be global when examining the national interests of national security, economic prosperity and international standing. However, the national interest of regional relationship is an exception. The types of power and the main foreign policy instruments of the national interest of regional relationships must apply only to the Asia-Pacific region as stated on page 32 of the Australian and Global Politics Study Design Units 1 and 2: 2018–2023; Units 3 and 4: 2018–2024.

In Unit 3 Area of Study 2 Power in the Asia-Pacific, what are the factors that shape national interests?

The factors that shape national interests may include, however are not limited to cultural identity, international relationships and state security. Other factors may shape the national interest which may be dependent on the Asia-Pacific nation studied and their national interests.

In Unit 4 Area of Study 1 Ethical issues and debates, students will study two of the following four contemporary global ethical issues: human rights, people movement, development and arms control. Is the key knowledge the same for all global ethical issues?

Each ethical issue has three key knowledge dot points; the first two are common to all dealing with the international laws relating to the ethical issue and responses by relevant global actors. The third knowledge dot point is contextualised to the particular ethical debates relating to the global ethical issue.

In Unit 4 Area of Study 1 Ethical issues and debates, what does the key knowledge on international law encompass?

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. When using case studies and examples within the 10 year timeframe students may use international laws relating to the ethical issues and debates that are outside the timeframe. Teachers need to ensure they select appropriate international laws that allow students to demonstrate understanding of the key knowledge and key skills relating to the ethical debates.

In Unit 4 Area of Study Global crises, students will study two of the following four contemporary global crises: climate change, armed conflict, terrorism and economic instability. Is the key knowledge the same for all global crises?

Each global crisis has four key knowledge dot points ; the first three are common to all dealing with the causes, the responses from relevant global actors and their effectiveness, and the challenges to achieving effective resolutions. The fourth knowledge dot point is contextualised to the particular global crisis.

In Unit 4 Area of Study 2 Global crises, are students’ explanation of the causes the crisis restricted to the 10 year timeframe?

Case studies and examples of a global crisis must be within the last 10 years. When explaining the causes of the global crisis students may study both long term causes and short term causes. Explanation of causes of the global crisis may extend beyond the 10 year timeframe.