International Politics

Victorian Certificate of Education Study Design

Contents

IMPORTANT INFORMATION

Accreditation period

Units 1–4: 2006–2010

The accreditation period commences on 1 January 2006.

Other sources of information

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin*, 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*. The *VCAA Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority's website at 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 an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year's *VCE and VCAL Administrative Handbook* contains essential information on assessment 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

In the twenty-first century, political decisions and actions taken by individuals, groups, organisations and governments are increasingly global in their impact. International Politics will enable students to understand and reflect on contemporary national and international political issues, problems and events, and the forces that shape them. The study offers students the opportunity to engage with key political, social and economic issues, to become more informed citizens, voters and participants in their local, national and international communities.

The study includes the development of a conceptual framework within which students develop an understanding of the exercise of national and international political power. Consideration is given to the values and motivations that drive the exercise of political power, and the ways in which this power can benefit or undermine the welfare of individuals, groups and states.

Students will develop the knowledge and skills to identify the influences and events that shape national and international relationships. They investigate and analyse information from a range of sources, to clarify and inform their conclusions about issues which affect their lives, and which have ramifications for the lives of future generations.

The study of International Politics prepares students for further formal study at tertiary level or in vocational education and training settings, as well as broadens students' knowledge of, and ability to participate in, key global issues.

AIMS

This study is designed to enable students to:
- understand fundamental political concepts and structures within the context of different political systems;
- understand fundamental concepts in international relations;
- relate political values and beliefs to the actions of groups, individuals, organisations and governments;
- analyse factors that affect the development and operation of political systems and make valid comparisons and contrasts between systems;

- analyse factors that affect and shape the development and operation of the international community;
- analyse Australian foreign and domestic policy issues;
- analyse contemporary national and international issues, events and perspectives.

STRUCTURE

The study is made up of six units:

Unit 1: Politics, power and people

Unit 2: The global picture

Units 3 and 4: National politics

Unit 3: Democracy in the making

Unit 4: The challenge of power

Units 3 and 4: International studies

Unit 3: Global issues and conflicts

Unit 4: International relations

Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and 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 notified in the *VCAA Bulletin*. The *VCAA Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCAA Bulletin*.

MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of International 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 during the teaching year of schools and studies to be audited and the required material for submission.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The Advice for Teachers section provides specific examples of how information and communications technology can be used in this study.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop key competencies and employability skills. The Advice for Teachers section provides specific examples of how students can demonstrate key competencies 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 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 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 year's *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 International Politics the student's level of achievement will be determined by school-assessed coursework and an end-of-year examination. The Victorian Curriculum and Assessment Authority will report the student's 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 year's *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in International 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: Politics, power and people

This unit introduces students to the study of politics by considering key concepts and ideas including representation, citizenship, power and democracy. Students analyse the exercise of political power by comparing a democratic with a non-democratic system. Consideration is given to mechanisms that legitimise the exercise of political power and the ways in which this legitimacy can be undermined.

Students consider the ideologies that underpin political structures and interactions, and the ways in which ideologies affect the exercise of political power. Students also consider the nature and context of leadership through the study of a significant post-World War II political leader.

AREA OF STUDY 1

Democracies and dictatorships

This area of study introduces students to the key concepts, underlying values, ideologies, political structures and processes that define nation states. Students undertake a comparative study of a contemporary democratic and non-democratic system. They consider the historical, social and political context of each system, structures of government, the means of exercising power, representation and the extent of popular participation.

Outcome 1

On completion of this unit the student should be able to demonstrate an understanding of key political concepts and values that underpin the development and organisation of nation states.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge
This knowledge includes
* concepts including power and authority, democracy, representation, legitimacy, citizenship and participation;
* political ideologies including communism, conservatism, fascism, fundamentalism, liberalism, social democracy, socialism and theocracy;
* political structures (democratic and non-democratic) including federal, unitary, one party states, theocracies, dictatorships, monarchies and republics;
* the role of the executive, legislative and judicial branches of government.

Key skills

These skills include the ability to

- define key terms and concepts related to forms and systems of government;
- describe and analyse political ideologies;
- describe and analyse political structures;
- compare and contrast non-democratic and democratic systems;
- access, interpret and draw conclusions from information gathered from print and electronic sources.

AREA OF STUDY 2

Leading people

This area of study focuses on the values, goals, achievements, communication style and impact of a post-World War II political leader. Students consider the leader's contribution to national and international political life, and develop an understanding of the context in which the leader was/is able to exercise power. They analyse factors that contribute/contributed to promoting or undermining the leader's power and influence; for example, social movements, popular support and the military. Students should consider post-World War II leaders whose involvement is/was at the national (rather than the state/provincial) level and who is internationally recognised. As an alternative to considering one leader, students could undertake a thematic study of leadership; for example, women leaders or political dynasties.

Outcome 2

On completion of this unit the student should be able to explain and evaluate the goals, style and the national and international impact of a post-World War II political leader.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- key concepts including the role and responsibilities of leadership, legitimacy, representation, leadership as an agent of continuity or change, or for resisting change;
- leadership styles including dictatorial, populist, pragmatic, consultative, charismatic;
- the historical and political context;
- the leader's influences and goals;
- the forces which work/worked to support and/or oppose the leader;
- the impact and contribution of the political leader.

Key skills

These skills include the ability to

- define and use key terms and concepts related to political leadership;
- describe the context of political leadership;
- analyse factors contributing to the exercise of political leadership;
- evaluate factors that work to undermine and/or limit the exercise of political leadership;

• evaluate the impact of the political leader;
• access, interpret and draw conclusions from information gathered from print and electronic 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 skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and 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 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 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:

• an analysis of visual materials (for example, cartoons, websites, posters, films, plays, artwork);
• an audio/visual presentation;
• an oral presentation;
• a written research report;
• a web-based presentation;
• a case study;
• a debate;
• an essay;
• a test;
• a role-play (for example, cabinet meetings, conferences, interviews).

Unit 2: The global picture

This unit focuses on the nature of contemporary international relations and the events that shaped them. Students develop an understanding of key terms and concepts, and consider factors which influence international relationships and the role of states. Students also investigate the way a selected state (or group of states) is able to exercise power internationally and a contemporary international conflict or area of instability.

AREA OF STUDY 1

Looking out

This area of study provides an introduction to international politics. Students consider concepts in international relations and key events since World War II that have shaped contemporary international events, relationships and exchanges. By considering indicators of power such as economic strength, historic position, strategic position, military capability and national interest, students investigate ways in which a particular state is able to exercise international and/or regional influence.

Outcome 1

On completion of this unit the student should be able to describe key events that have shaped contemporary international relations and the ways in which states can exercise power and influence internationally.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- key concepts such as imperialism, colonialism, internationalism, globalisation, nations, states, global citizenship and national interest;
- the meaning and limitations of international categorisations, including developed and developing, superpower and power blocs;
- key post World War II events, including the Cold War and its end, détente, regional and national conflicts and terrorism;
- factors determining a state's international and regional influence, its capacity for and ability to exercise power and the ways in which power is exercised.

Key skills

These skills include the ability to

- define and use key concepts relating to international relations;
- describe and analyse the impact of key events since World War II;
- describe and analyse the validity of global categorisations;
- evaluate factors determining a nation state's ability to exercise power;
- access, interpret and draw conclusions from information gathered from print and electronic sources.

AREA OF STUDY 2

The international community

This area of study provides students with the opportunity to investigate and reflect on the concept of an international 'community'. This is a contested idea as it suggests a common humanity and a 'shared planet' with goals and mechanisms for the peaceful resolution of conflict and the protection of human rights. The notion of community allows students to question the extent to which the international community is cohesive and has the ability to manage conflict and instability. Students investigate an example of changed national borders or new nation states and contemporary international examples of cooperation and conflict or instability.

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 has the ability to manage conflict and instability.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- an overview of the international community, including concepts such as order/disorder, east/west, continental blocs/cultural blocs;
- areas of international cooperation, including the environment, health, refugees and disarmament;
- international conflict and instability;
- examples of changed national borders;
- European and other continental integration;
- the role of international organisations (including Non-Government Organisations).

Key skills

These skills include the ability to

- define and use concepts related to the international community;
- represent information visually and/or graphically;
- describe and analyse contemporary international issues and relationships;
- evaluate the role of international organisations;
- access, interpret and draw conclusions from information gathered from print and electronic 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 skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and 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 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 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:

- an analysis of visual materials (for example, cartoons, websites, posters, films, plays, artwork);
- an audio/visual presentation;
- an oral presentation;
- a written research report;
- a web-based presentation;
- a case study;
- a debate;
- an essay;
- a test;
- a role-play (for example, meetings, conferences, interviews).

Units 3 and 4:
National politics

National politics offers students the opportunity to critically examine the Australian political system and compare the political systems of Australia and the United States. Students examine the nature of the two systems and the key domestic and foreign policy issues and challenges facing them.

Unit 3 of National politics considers Australia's 'Washminster' system of government with its influences from both the United Kingdom's and the United States' systems of government. Students undertake a comparative study of the political systems of Australia and the United States. This study provides a context for consideration of aspects of the Australian system that could be reformed to better fulfil democratic values.

Unit 4 of National politics considers influences on Australian domestic and foreign policy making and implementation, and the contemporary challenges of policy making. Students investigate an Australian domestic policy issue and the way it is presented by the media. Students also consider the key elements of Australia's foreign policy and factors that affect its formulation and implementation.

Unit 3: Democracy in the making

Central to politics is the exercise of power by individuals, groups and institutions. This unit provides an overview of Australia's 'Washminster' system of government with its influences from the United Kingdom's and the United States' systems of government. Students undertake a comparative study of the political systems of Australia and the United States by considering values, ideologies, structures and institutions. This comparative study provides a context for Area of Study 2, which focuses on aspects of the Australian system that could be reformed to better fulfil democratic values. Students explore possible reforms to the Constitution, parliament, the electoral system, the federal system and the relationship between the three branches of government.

AREA OF STUDY 1

Washington to Canberra

This area of study is a comparative analysis of the political systems of Australia and the United States. Students critically examine both systems in terms of similarities and differences and the extent to which they uphold democratic values. Consideration is given to values, ideologies and frameworks as reflected by institutional structures, sources of power, levels of participation, representation, accountability and leadership. Domestic pressures and issues that challenge the stability of each system are also analysed.

Outcome 1

On completion of this unit the student should be able to compare and contrast the political systems of Australia and the United States in terms of ideologies, structures and the extent to which they uphold democratic values.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- the values, ideas, social and historical contexts of the political systems of Australia and the United States, including reference to the British system;
- political institutions of Australia and the United States, including the federal system, presidential and prime ministerial leadership (head of state, head of government), the judiciary, the legislature, the executive, the electoral system and political parties;

- the notion of democracy and the extent to which each system upholds democratic values;
- the key challenges and pressures confronting each system, such as constitutional issues, civil and minority rights, immigration, the environment, education and health.

Key skills

These skills include the ability to

- define and use key concepts relating to government;
- describe and analyse the framework of political systems;
- evaluate the extent to which key political values are upheld;
- recognise and present valid comparisons and contrasts;
- access, interpret and draw conclusions from information (including contemporary sources) gathered from print and electronic sources.

AREA OF STUDY 2

Continuity and change

This area of study focuses on the strengths and weaknesses of the Australian political system. Students are encouraged to critically analyse Australian political institutions and consider the need for change. Consideration is given to the extent to which the Australian political system reflects democratic values and is relevant to contemporary Australia. Students consider forces promoting and resisting change, including social movements, interest groups, public opinion, lobbyists, the media, economic factors and international pressures.

Outcome 2

On completion of this unit the student should be able to critically analyse Australian political institutions, consider the need for and the merits of continuity and change, and identify forces that promote or resist change.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- the concept of democracy and democratic values;
- the extent to which Australia's political structures and institutions fulfil democratic values and reflect contemporary Australian society;
- the extent to which the Australian political system has undergone change, and forces which can effectively resist or promote change;
- areas of suggested change to the Constitution, the electoral system and the parliament.

Key skills

These skills include the ability to

- define and use key concepts relating to political change;
- describe and analyse the possibilities for change;
- evaluate the electorates' receptiveness to change;
- evaluate the nature of and effectiveness of forces promoting and resisting change;
- access, interpret and draw conclusions from information (including contemporary sources) gathered from print and electronic 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 an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and 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 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 to the study score.

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

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 an assessment handbook published 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 optional assessment tasks are used, teachers must ensure that they are comparable in scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Compare and contrast the political systems of Australia and the United States in terms of ideologies, structures and the extent to which they uphold democratic values.	50	For each outcome select any one or more of the following formats: • a multimedia presentation; • a case study; • an essay; • a report; • a test; • structured questions; • short-answer questions; • an extended response.
Outcome 2 Critically analyse Australian political institutions, consider the need for and the merits of continuity and change, and identify forces that promote or resist change.	50	
Total marks	**100**	

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

Unit 4: The challenge of power

Elections provide political parties with the opportunity to articulate policies to the electorate. Despite the fact that governments may be given an electoral mandate to implement policy, the realities of politics make policy-making a difficult and uncertain process. This unit considers the influences on Australian federal policy-making and implementation. It also considers contemporary challenges to Australian domestic and foreign policy. In terms of the policy-making process, foreign policy is unique. In contrast to domestic policy, little needs to be legitimised through legislation. Students consider the various influences on federal policy-making, including the executive and legislative branches, the bureaucracy, public opinion, the media, social movements and interest groups. Students investigate a specific Australian domestic policy issue and the ways in which it is presented by the media. Students also analyse the key elements of Australia's foreign policy and factors which affect its formulation and implementation.

AREA OF STUDY 1

People and policy

This area of study provides an overview of Australian federal government policy formulation and implementation, and factors which affect these processes. Students consider influences on policy-making, including the executive and legislative branches, the bureaucracy, public opinion, social movements, interest groups, lobbyists, the opposition, the media, domestic and international events. Students analyse a contemporary domestic policy issue, including the way it is presented by the media in forms such as cartoons, editorials, television news and current affairs programs.

Outcome 1

On completion of this unit the student should be able to understand Australian federal policy formulation and implementation processes, and analyse factors which affect these processes, and critically evaluate a selected domestic policy issue.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- the role of the executive, the bureaucracy, parliament and the judiciary in policy formulation and implementation;
- the policy positions of the opposition (extent of bipartisan support) and other political parties;
- the influence of public opinion, social movements, interest groups, lobbyists and the media on policy making;
- the domestic and international factors affecting domestic policy-making such as elections, economic conditions, policies and actions of state governments, international law and regional conflict;
- the nature and context of a contemporary policy issue, including the way it is presented by a selected media form, for example cartoons, editorials, and news and current affairs programs.

Key skills

These skills include the ability to

- define and use key concepts relating to public policy;
- explain and analyse policy processes;
- analyse and evaluate challenges to policy-making processes;
- synthesise and analyse arguments around a key policy issue;
- access, interpret and draw conclusions from information gathered from print and electronic sources.

AREA OF STUDY 2

Contemporary foreign policy

This area of study considers Australian foreign policy-making and implementation in the contemporary international and national context. It also explores the differences between the formulation of foreign and domestic policy. The area of study focuses on the key international and national issues that challenge Australia's foreign policy agenda. This agenda includes maintaining national security, promoting economic and trade interests, expanding regional and global links and promoting the nation as a good global citizen. Students undertake a study of a contemporary regional issue affecting Australian foreign policy-making and implementation.

Outcome 2

On completion of this unit the student should be able to understand the nature and influences on Australian foreign policy-making, and the key elements and challenges facing Australian foreign policy.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- Australian foreign policy objectives;
- the role of Minister for Foreign Affairs, Minister for Trade, Prime Minister, cabinet, the parliament, the Department of Foreign Affairs and Trade, foreign aid, overseas delegations including embassies and consulates;

- the differences between the making of domestic policy and foreign policy;
- the impact on Australian foreign policy of Australia's near neighbours, including relations with regional leaders;
- the impact on Australian foreign policy of factors such as domestic politics, human rights, refugees, international opinion, international conflict, trade and economic blocs.

Key skills

These skills include the ability to

- define and use key concepts relating to foreign policy;
- explain and synthesise foreign policy objectives;
- analyse and compare policy processes;
- evaluate challenges to foreign policy;
- access, interpret and draw conclusions from information gathered from print and electronic 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 an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and 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 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 to the study score.

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

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 an assessment handbook published 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 optional assessment tasks are used, teachers must ensure that they are comparable in scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Understand Australian federal policy formulation and implementation processes, and analyse factors which affect these processes, and critically evaluate a selected policy issue.	50	For each outcome select any one or more of the following formats: • a multimedia presentation; • a case study; • an essay; • a report; • a test; • structured questions; • short-answer questions; • an extended response.
Outcome 2 Understand the nature and influences on Australian foreign policy-making, and the key elements and challenges facing Australian foreign policy.	50	
Total marks	**100**	

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.

End-of-year examination
Description

All outcomes in Units 3 and 4 will be examined.

All of the key knowledge and skills that underpin the outcomes in Units 3 and 4 are examinable.

The examination will be set by a panel appointed by the Victorian Curriculum and Assessment Authority.

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 a panel appointed by the Victorian Curriculum and Assessment Authority.

Contribution to final assessment

The examination will contribute 50 per cent to the study score.

Advice for teachers

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 skills which relate to the outcomes.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and 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.

The course is best undertaken in the order in which it appears. For example, Unit 1, Area of Study 1, introduces students to the key concepts, underlying values, ideologies, political structures and processes that define nation states. Area of Study 1 provides a conceptual grounding for Unit 1 Area of Study 2 which has political leadership as its focus and Unit 2, Areas of Study 1 and 2 which consider the nature of contemporary international relations and the events that shaped them.

Teachers should encourage students to be familiar with current international and national political events and trends. A topic-related media file could be maintained as a valuable resource for learning activities.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for International Politics, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

Websites are an especially useful source of current information. A list of useful websites has been provided in the 'Suitable resources' section.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

Assessment task	Key competencies and employability skills
Role-plays	Problem-solving, planning and organisation, (oral) communication, research, teamwork
Case study	Initiative, planning, organisation and research, (written) communication
Oral report	Planning, organisation and research, (oral) communication
Written report	Planning, organisation and research, (written) communication
Multimedia presentations	Use of information and communications technology, self management, planning and organisation, initiative and research
Short-answer questions	Problem-solving, planning and organisation, (written) communication, self management
Essay	Planning, organisation and research, (written) communication
Test	Problem-solving, planning and organisation, (written) communication, self management
Extended responses	Planning, organisation and research, (written) communication

In completing work for this study, students may also demonstrate other key competencies and employability skills, such as working with others and in teams.

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Examples highlighted by a shaded box are explained in detail in accompanying boxes. The examples that make use of information and communications technology are identified by this icon .

Unit 1: Politics, power and people

AREA OF STUDY 1: Democracies and dictatorships

Outcome 1	*Examples of learning activities*
Demonstrate an understanding of key political concepts and values that underpin the development and organisation of nation states.	discuss the concepts of power and authority, democracy, representation, legitimacy, citizenship and participation, and the values that underpin these concepts
	make an oral or written presentation on the development, values and ideas of a particular political ideology
	write a report describing and identifying the key features of the executive, legislative and judicial branches of government
	produce a comparative chart that illustrates the differences between a selected democratic system and a selected non-democratic system
	use the World Wide Web to locate material on key political concepts, ideologies and systems
	present an oral or written analysis of the distribution of power in a selected political system
	present visual sources (e.g. cartoons, posters, architecture, artwork) that provide an insight into the values and structures of a democratic and non-democratic selected political system
	produce an annotated media file on current affairs related to a political issue in a selected country

Detailed example

A COMPARATIVE CHART ILLUSTRATING THE DIFFERENCES BETWEEN A DEMOCRACY AND A DICTATORSHIP

Students are to produce a chart which provides a comparison of a democratic nation state and a dictatorship by presenting their underlying political values and key institutions (including their roles and responsibilities).

Students are required to include the following headings in their chart:

1. key values of each system
2. law-making processes
3. leadership/executive branch
4. judicial institutions
5. electoral processes
6. sources of power in addition to the executive, legislative and judicial institutions (e.g. the military, the bureaucracy, special interest groups)
7. avenues for popular participation
8. key developments in the recent political history of each nation.

AREA OF STUDY 2: Leading people

Outcome 2	*Examples of learning activities*
Explain and evaluate the goals, style and the national and international impact of a post-World War II political leader.	discuss the concept of leadership as an agent of continuity/change or for resisting change
	identify websites related to the life of a selected leader and their national and international impact
	create an annotated time line illustrating key events in the life of the leader and their national and international impact
	develop a website or PowerPoint presentation on the life and impact of the leader, including visual material and the opportunity for others in the class to post their views of the leader on the website
	create a visual presentation illustrating the leadership style and impact of the leader
	produce a written or oral report evaluating the impact of the leader nationally and internationally
	role-play a mock media interview (for television or radio) with the leader, as well as with groups or individuals who work or worked to support or undermine the leader
	hold a debate on the national and international impact of a leader

Detailed example

DEBATE – THE LEGACY OF LEADERSHIP

Students are to debate one of the following topics:
- the impact of (name of the leader) has been overstated
- (name of the leader) used inappropriate tactics to achieve his or her goals
- (name of the leader) failed to adequately deal with (name of key political issue that the leader had to manage)
- (name of the leader) failed to deliver real change
- the power of leadership is overstated

Rules of debating:
- each side has three speakers; each speaks for approximately 5 minutes
- the first affirmative defines the topic, outlines and begins the team's case

- the first negative either agrees with the affirmative's definition or redefines the topic, outlines the team case, rebuts and begins the case for the negative
- the second affirmative rebuts and continues the case for the affirmative
- the second negative rebuts and continues the case for the negative
- the third affirmative rebuts, finishes and sums up the team's case
- the third negative rebuts and sums up the negative case but cannot introduce new arguments.

Unit 2: The global picture

AREA OF STUDY 1: Looking out

Outcome 1

Describe key events that have shaped contemporary international relations and the ways in which states can exercise power and influence internationally.

Examples of learning activities

discuss key concepts such as imperialism, colonialism, internationalism, globalisation, nations, states, global citizenship and national interest

identify websites that present views on key events that have shaped contemporary international relations

prepare a case study which describes and analyses the impact of a key event that shaped contemporary international relations

create an annotated time line of key events since World War II that have shaped contemporary international events, relationships and exchanges

create a website or give a PowerPoint presentation which describes and presents various interpretations of a key event since World War II that has shaped contemporary international events, relationships and exchanges

prepare a written or oral report evaluating the ways in which a particular nation state can exercise power internationally

create an audio/visual media report (e.g. for radio, television or a website) to inform a wide audience about a key international event

give a mock interview (for television or radio) with groups or individuals who have played a significant role in a key event since World War II that has shaped contemporary international relations

have a debate on the relevance of international categorisations such as developed, developing, super powers and power blocs

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Detailed example

CASE STUDY – THE IMPACT OF A KEY EVENT POST-WORLD WAR II

Prepare a case study which describes and analyses the impact of a key event post-World War II that has shaped contemporary international relations.

Examples of an event/issues that could be considered include the Cold War, end of the Cold War, the Vietnam War, the Israeli and Palestinian conflict, the demise of the Soviet Bloc, the Islamic revolution in Iran, break up of Yugoslavia, invasions of Afghanistan, the Iraq wars, terrorism (e.g. 9/11, Indonesian bombings)

The case study should include:

1. historical background to the event or issue
2. a description of the key characteristics of the event or issue

3. a description of the key players in the event or issue, including people, groups and nation states
4. the ways in which the nation states involved in the event or issue exercised influence regionally and internationally
5. the national and international effects of the event or issue
6. nature of attempts to manage and resolve the event or issue
7. the impact on contemporary international relationships.

AREA OF STUDY 2: The international community

Outcome 2	*Examples of learning activities*
Describe and analyse the extent to which the international community is cohesive and has the ability to manage conflict and instability.	present visual representations of the international community by characteristics, including conflict or instability areas, cultural, religious blocs, and economic blocs, military alliances and continental integration

identify the websites of key international organisations

write an essay on a key contemporary international conflict or political instability

prepare a case study or oral presentation which describes the role and impact of a key international organisation

research the impact of changed national borders; include visual material

role-play a session of the United Nations Security Council

prepare a multimedia, written or oral report describing and evaluating an example of international cooperation in one of the following areas: the environment, health, refugees and disarmament

prepare an audio/visual media report (for radio, television or website) to inform a wide audience about a key contemporary international conflict

give a mock interview (for television or radio) with groups or individuals who have played a significant role in areas of international cooperation

have a debate on the effectiveness of an significant international organisation in achieving its aims

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Detailed example

ROLE-PLAY – THE UNITED NATIONS SECURITY COUNCIL SESSION

Develop and present a role-play of a session of the United Nations Security Council.

Students divide into groups with each group representing one of the member countries. The Council is the most powerful organ of the United Nations. It is charged with maintaining peace and security between nations. While other organs of the UN only make recommendations to member governments, the Security Council has the power to make decisions which member governments must carry out under the United Nations Charter. Decisions of the Council are known as UN Security Council Resolutions.

The role-play requires members of the United Nations Security Council to discuss, debate and vote on proposed resolutions. This could be a resolution currently being considered at the United Nations Security Council or a resolution devised by students.

To prepare for the role-play, students should:

1. Understand the role and composition of the United Nations and the United Nations Secuirty Council.

2. Be familiar with the nature of United Nations Security Council resolutions and voting process adopted by the Council, including the rights of permanent members.

3. Be familiar with the history, culture, political structure and international outlook (including their Security Council voting record) of the nation state they are representing.

4. Be familiar with the resolution to be debated, including the issues involved and the view other members of the Security Council are likely to take.

Unit 3: Democracy in the making

AREA OF STUDY 1: Washington to Canberra

Outcome 1	*Examples of learning activities*
Compare and contrast the political systems of Australia and the United States in terms of ideologies, structures and the extent to which they uphold democratic values.	discuss concepts of democracy, representation, participation and accountability
	prepare a report explaining key terms relating to political systems, including democracy, ideologies, representation, direct democracy, representative democracy, constitution, Westminster system, executive, legislative judicial branches, separation of powers, accountability and participation
	ICT prepare a report (written or PowerPoint format) on the key features of the systems of government of Australia and the United States
	ICT research online the similarities and differences between the systems of government of Australia and the United States and the extent to which they uphold democratic values
	debate the advantages and disadvantages of the separation of powers as it exists in the system of government of the United States
	prepare a case study describing and analysing the key challenges and pressures confronting the political systems of Australia and the United States in areas such as the constitutional issues, civil and minority rights, immigration, the environment, education and health

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Detailed example

REPORT ON THE KEY FEATURES OF THE SYSTEMS OF GOVERNMENT OF AUSTRALIA AND THE UNITED STATES

Students produce a report (written or in PowerPoint format) illustrating the key political developments, structures, roles and responsibilities of key institutions of the systems of government of Australia and the United States.

Students should include the following headings in their report:

1. key developments in the political history of the nation
2. key values of the system
3. the Constitution
4. legislative branch
5. executive branch
6. judicial branch
7. electoral processes
8. the party system.

AREA OF STUDY 2: Continuity and change

Outcome 2	*Examples of learning activities*
Critically analyse Australian political institutions, consider the need for and the merits of continuity and change, and identify forces that promote or resist change.	discuss concepts of democracy, representation, participation and accountability

Critically analyse Australian political institutions, consider the need for and the merits of continuity and change, and identify forces that promote or resist change.

Examples of learning activities

discuss concepts of democracy, representation, participation and accountability

prepare a report explaining terms relating to change in political systems, including democracy, ideologies, representation, direct democracy, representative democracy, the Constitution, referendums, plebiscite, lobbyists, social movements, popular opinion, and interest groups

prepare a report on the extent to which an Australian political structure or institution fulfils democratic values

present a written or multimedia report on the extent to which the Australian political system has undergone change

prepare a case study describing and analysing the possibilities for change in areas such as the Constitution, the electoral system, parliament, the executive and the federal system

debate the effectiveness of forces in Australian politics that can work to promote or resist change

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Detailed example

A REPORT ON THE AUSTRALIAN ELECTORAL SYSTEM

Prepare a report analysing the effectiveness of the electoral system in fulfilling democratic values. The report is required to:

1. determine and define democratic values

2. determine the key characteristics of a democratic electoral system

3. describe the ways in which the Australian electoral system (preferential and proportional systems) upholds the key characteristics and values of a democratic electoral system

4. describe the ways in which the Australian electoral system (preferential and proportional systems) does not uphold the key characteristics and values of a democratic electoral system

5. provide a conclusion describing the extent to which the Australian electoral system is democratic.

Ensure you understand terms including:

one vote one value, majority rule, secret ballot, universal suffrage, franchise, compulsory voting, malapportionment, weightage, exaggerated majority, concentrated majority, donkey vote, informal vote, formal vote, marginal seat, swing, swinging votes, public funding, redistribution, the quota, excess quota, preferences, how to vote cards, double dissolution, Australian Electoral Commission.

Unit 4: The challenge of power

AREA OF STUDY 1: People and policy

Outcome 1	*Examples of learning activities*
Understand Australian federal policy formulation and implementation processes, and analyse factors which affect these processes, and critically evaluate a selected policy issue.	discuss current domestic policy issues and debates
	in a glossary explain terms relating to policy formulation and implementation, including the legislature, the executive, the judiciary, cabinet, the ministry, the bureaucracy, factions, extra parliamentary party lobbyists, social movements, popular opinion, and interest groups
	prepare a report on the role of the executive, the bureaucracy, parliament and judiciary in domestic policy formulation and implementation
	ICT research online a report on the policy positions of the government, the opposition and other political parties on a selected policy issue
	prepare an essay on the influence of public opinion, social movements, interest groups, lobbyists and the media on policy formulation
	debate factors that affect domestic policy formulation and implementation, including elections, popular opinion, interest groups, economic conditions, international and regional conflict
	prepare a case study on the nature and context of a contemporary policy issue, including the way it is presented by the selected media

Detailed example

CASE STUDY ON A CONTEMPORARY POLICY ISSUE

Present a case study on the nature and context of a selected policy issue, including the way it is presented by a selected media form, for example cartoons, editorials and news/current affairs programs.

The case study should include the following:

- a description of the policy issue and the debates surrounding it

- a description of the policy positions of the government, the opposition and other political parties

- a description of the key players in the policy debate including interest groups and individuals

- an analysis of the extent of public support for the implementation of the policy

- an analysis of the likelihood of the policy being implemented

- media sources (including editorials. opinion pieces, cartoons and photographs) that illustrate the range of opinions on the issue.

AREA OF STUDY 2: Contemporary foreign policy

Outcome 2	*Examples of learning activities*
Understand the nature and influences on Australian foreign policy-making, and the key elements and challenges facing Australian foreign policy.	discuss current Australian foreign policy issues and debates
	prepare a glossary explaining terms relating to foreign policy formulation and implementation, including the legislature, the executive, the judiciary, cabinet, the ministry, the bureaucracy, factions, extra parliamentary party, lobbyists, popular opinion, interest groups, globalisation, internationalism, alliances, treaties, unilateral, bilateral, multilateral, the national interest, continental and power blocs, consulates and embassies
	prepare a report on the key security, economic and trade elements of contemporary Australian foreign policy
	research the role of Minister for Foreign Affairs, Minister for Trade, Prime Minister, cabinet, the parliament and the bureaucracy on the formulation of Australian foreign policy
	prepare an essay analysing the differences between the formulation of domestic and foreign policy
	debate Australia's relationship with its near neighbours, including relations with regional leaders
	prepare a report on the impact on Australian foreign policy of factors such as domestic politics, human rights, refugees, international opinion, international conflict, trade and economic blocs

Detailed example

THE IMPACT OF INTERNATIONAL AND NATIONAL EVENTS ON AUSTRALIAN FOREIGN POLICY

Using current examples, prepare a report on the impact of contemporary international and domestic events on the formulation and implementation of foreign policy.

Factors you should consider include:

- political instability experienced by Australia's trading partners
- regional and national conflicts
- global economic and trade issues
- the state of Australia's economy
- pressure exerted by Australia's allies
- pressure exerted by regional nation states and leaders

- pressure exerted by Australian interest groups, popular opinion, the opposition and the media
- decisions made in other portfolios, such as immigration and treasury
- actions of or the treatment of Australian citizens abroad
- human rights issues
- Australia's obligations to regional and global organisations (including the United Nations)
- decisions by regional and global organisations (including the United Nations)
- change of governments in Australia and abroad
- environmental issues.

SCHOOL-ASSESSED COURSEWORK

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 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
Unit 3 **Outcome 1** Compare and contrast the political systems of Australia and the United States in terms of ideologies, structures and the extent to which they uphold democratic values.	25	A report comparing and contrasting the political systems of Australia and the United States, including ideologies and structures.
	25	An extended response describing the extent to which the political systems of Australia and the United States uphold key democratic values.
Outcome 2 Critically analyse Australian political institutions, consider the need for and the merits of continuity and change, and identify forces that promote or resist change.	25	An essay analysing the effectiveness of forces in Australian politics that can work to promote or resist change.
	25	A case study describing and analysing the possibilities for change in areas such as the Constitution, the electoral system, parliament, the executive and the federal system.
Total marks for Unit 3	**100**	
Unit 4 **Outcome 1** Understand Australian federal policy formulation and implementation processes, and analyse factors which affect these processes, critically evaluate a selected policy issue.	10	A test requiring explanations of terms relating to policy formulation and implementation.
	20	An essay on factors affecting domestic policy formulation and implementation.
	20	A case study on the nature and context of a contemporary policy issue.
Outcome 2 Understand the nature and influences on Australian foreign policy-making, and the key elements and challenges facing Australian foreign policy.	25	A report on the key priorities of contemporary Australian foreign policy.
	25	An extended response on the challenges facing contemporary Australian foreign policy.
Total marks for Unit 4	**100**	

SUITABLE RESOURCES

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

UNIT 1: POLITICS, POWER AND PEOPLE

Area of study 1: Democracies and dictatorships

There is a vast range of states which can be chosen for this study. A good starting point for choosing states for comparison for this study would be one of the following websites:

www.theworldnews.com.au/Worldguide/index.php3
The SBS World Guide site is also available in book form and gives an up-to-date overview of individual states.

www.state.gov
The US State Department site: Background Notes gives an overview of the State Department's view of the world, including state profiles.

www.cia.gov/cia/publications/factbook
The CIA Factbook gives an up-to-date account of the state of the world as seen through the eyes of the CIA.

www.vic-info.org/vicindex.nsf/VirtualInformationCenter?OpenNavigator
A resource for all topics on the Asia Pacific. Including detailed and up-to-date guides on countries and major events and issues.

BOOKS

Bell, R et al. 1993, *The Political Systems of Australia, Russia and the USA*, Oxford University Press.

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Bianco, W 2000, *American Politics*, W.W. Norton and Co.

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Broome, M & Cohen, R 2002, *The Almanac of American Politics*, National Journal.

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Brown, C & Cribb, R 1945, *Modern Indonesia: A History Since 1996*, Longman.

Cannon, J, Clark, B & Smuga, G 1987, *The Great Powers*, 2nd edn, Oliver & Boyd.

Chipp, D 2004, *Keep the Bastards Honest*, Don Chipp Enterprises Pty Ltd.

Cook, I 2004, *Government and Democracy in Australia*, Oxford University Press.

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Cosgrove & Hankey 1992, *Australian Government: Its History and How It Works*, Longman Cheshire.

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Dean, H 2004, *You Have The Power: how to take back our country and restore democracy in America*, Simon & Schuster.

Denenberg, RV 1992, *Understanding American Politics*, HarperCollins.

Derbyshire, JD & Derbyshire, I 1990, *Politics in Britain*, Chambers.

Dietrich, C 1986, *People's China: A Brief History*, Oxford University Press.

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Hargrave, RL & Kochenek, S 1986, *India: Government and Politics in a Developing Nation*, 4th edn, Harcourt Brace Jovanovich.

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Lestwich, A 1996, *Democracy and Development: Theory and Practice (for South Africa)*, Cambridge.

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Parliamentary Education Office, *Parliament Pack 2* (kit), Federal Parliament.

Parliamentary Education Office, *The Three Levels of Government Parliament*, Federal Parliament.

Parliament of the Commonwealth of Australia 1987, *The Constitution of the Commonwealth of Australia* (available from the Parliamentary Education Office).

Phillips, D 1984, *Empire of Liberty*, Pitman.

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USA Information Service: *The Declaration of Independence and the Constitution of the United States of America*, undated.

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Area of study 2: Leading people

A good website to start is *Time Magazine's* list of important twentieth century leaders at
www.time.com/time/time100/leaders/
The list of relevant leaders includes David Ben-Gurion, Ho Chi Minh, Gandhi, Mikhail Gorbachev, Martin Luther King, Ayatullah Khomeini, Nelson, Mandela, Pope John Paul II, Ronald Reagan, Margaret Thatcher, Lech Walesa and Mao Zedong.

BOOKS

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McLean, A 2001, *Martin Luther King*, Oxford University Press.

Mooney, Brian 2004, *Shaping History: 100 Great Leaders From Antiquity to the Present*, Arturus Foulsham.

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AUDIOVISUAL

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Children of Federation, Video Education Australia.

Colonies to Commonwealth in Parliament Pack 2 kit.

Democracy, Film Australia, 1987.

Democracy in China: a billion small voices, Video Education Australia.

Federation Films, Video Education Australia.

Out of Empire, Open Learning, ABC Television.

Pressure Groups on the Political System, Video Classroom.

The Creation of Public Policy, Video Classroom.

That's Democracy (from 'People Power Pack'), Australian Electoral Commission.

The Australian/US Political Systems: A Comparison, Video Classroom.

The Executive Branch Of Government: A Study of US Federal and State Government, Cambridge Educational.

The Long Walk of Nelson Mandela, ABC, 1999.

Whereas the People, Video Education Australia.

WEBSITES

www.abc.net.au/rn
Australian Broadcasting Commission

www.aec.gov.au/
Australian Electoral Commission.

www.asianinfo.org/
Asian political information

www.anu.edu.au/polsci/austpol/aust/
The Political Science Department at the ANU has a range of links to good resources

www.aph.gov.au/
Australian Parliament

www.aph.gov.au/house/
Australian House of Representatives

www.aph.gov.au/senate/
Australian Senate

www.australia.gov.au/
Australian Government

www.cagle.slate.msn.com/politicalcartoons/
Political cartoons from around the world

www.dfat.gov.au/
Department of Foreign Affairs

www.house.gov/
USA House of Representatives

www.politicalusa.com/
Politics USA with a range of good sources

www.time.com/time/world/
Time Magazine online

www.vic.gov.au/
Victorian Government

UNIT 2: THE GLOBAL PICTURE

Area of study 1: Looking out

BOOKS

Ambrose, SE 1991, *Rise To Globalism: American Foreign Policy since 1938*, 6th edn, Penguin.

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Hodgson, G (ed.) 1996, *The People's Century, From the Start of the Nuclear Age to the end of the Century*, BBC Books.

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Palmowski, JA 1997, *Dictionary of Twentieth Century World History*, Oxford University Press.

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Smith, J 1989, *The Cold War 1945–1965*, Historical Association Studies, Basil Blackwell.

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Walker, M 1994, *The Cold War*, Random House, Vintage.

Waugh, Steven 2004, *Essential Modern World History*, Nelson Thornes.

Area of study 2: The international community

BOOKS

Chen, J 2003, *The Role of International Institutions in Globalisation: the challenges of reform*, Edward Elgar.

Clark, I 1997, *Globalization and Fragmentation: International Relations in the Twentieth Century*, Oxford University Press.

Dower, N and Williams, J (eds) 2002, *Global Citizenship: A Critical Introduction*, Routledge.

European Commission 2003, *Making Globalisation Work for Everyone: the European Union and world trade*, Office for Official Publications of the European Communities.

Fraser, M, *Common Ground: Issues That Should Bind and Not Divide Us*, Penguin.

Goldmann, K 1994, *The Logic of Internationalism: Coercion and Accommodation*, Routledge.

Healey, J 2001, *Globalisation*, Spinney Press.

Healey, J (ed.) 2004, *The Globalisation Debate*, Spinney Press.

Held, D 1996, *Democracy and the Global Order*, Polity Press.

Hirst, P & Thompson, G 1996, *Globalisation in Question*, Polity Press.

Holton, R 1998, *Globalization and the Nation-State*, Macmillan Press.

Horton, K. & Patapan, H (eds) 2004, *Globalisation and Equality*, Routledge.

Krasno, J (ed.) 2004, *The United Nations: Confronting the Challenges of a Global Society*, Lynne Rienner Publishers.

Price, R & Zacher, M 2004, *The United Nations and Global Security*, Palgrave Macmillan.

Robertson, R 1992, *Globalisation*, Sage.

Snarr, T & Snarr N (eds) 2002, *Introducing Global Issues*, 2nd edn, Lynn Reiner.

Stiglitz, J 2002, *Globalisatization and its Discontents*, Penguin.

Ward, M 2004, *Quantifying the World : UN ideas and statistics*, University Press.

Waters, M 1995, *Globalisation*, Routledge.

AUDIOVISUAL

Cold War (documentary series) 1998, Jeremy Issacs, USA, 24 episodes.

The People's Century (documentary series) 1997, exec producer Zvi Dor-Ner, UK.

WEBSITES

www.abc.net.au/rn
The Radio National home page: access a number of ABC programs that deal with aspects of development. Transcripts of useful programs can be downloaded and used as the basis for class discussions.

www.cagle.slate.msn.com/politicalcartoons/
Political cartoons from around the world.

www.cia.gov/cia/publications/factbook
The CIA Factbook gives an up-to-date account of the state of the world as seen through the eyes of the CIA.

www.Coombs.anu.edu.au
Site of the Internet Publications Bureau, Research School of Pacific and Asian Studies, Australian National University, Canberra. This site will provide a gateway for students to obtain country-specific information and links to other useful sites.

www.dfat.gov.au
Site for Australian Department of Foreign Affairs and Trade.

www.globaleducation.edna.edu.au
This site presents a wealth of resources and teaching materials on globalisation and internationalism. It leads to a number of other sites.

www.state.gov
The US State Department site: Background Notes which gives an overview of the State Department's view of the world.

www.theworldnews.com.au/Worldguide/index.php3
The SBS World Guide site which is also available in book form and gives an up-to-date overview of individual states.

www.time.com/time/world/
Time Magazine online

www.un.org
United Nations Home Page: up-to-date information about the historical development and current operations of the UN.

www.unicef.org
Home page for UNICEF.

www.vic-info.org/vicindex.nsf/VirtualInformationCenter?OpenNavigator
A resource for all topics on the Asia Pacific: detailed and up-to-date guides on countries and major events.

http://econ.worldbank.org.wdr/
Provides the World Bank Development Report and tables showing full indices of development.

UNIT 3: DEMOCRACY IN THE MAKING

Area of study 1: Washington to Canberra
Area of study 2: Continuity and change

BOOKS

Aitkin, D & Jinks, B 1985, *Australian Political Institutions*, 3rd edn, Pitman.

Aiton, D 2002, *Digest of Australian Federal Elections Since 1901*, Pennon.

Arblaster, A 2002, *Democracy*, 3rd edn, Buckingham and Philadelphia, Open University, PA.

Australia Reshaped: Eight Essays by Leading Social Scientists, 2002, Cambridge University Press.

Australian Electoral Commission 1988, *People Power* (kit).

Balson, S 1999, *Murder by Media: death of democracy in Australia*, Interactive Presentations.

Beethan, D & Boyle, K 1995, *Introducing Democracy: 80 Questions and Answer*, Polity Press, Cambridge.

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Bowles, N 1993, *The Government and Politics of the United States*, Macmillan.

Brogan, H 1986, *The Pelican History of the United States*, Penguin.

Broome, M & Cohen, R 2002, *The Almanac of American Politics*, National Journal.

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Dean, H 2004, *You Have The Power: how to take back our country and restore democracy in America*, Simon & Schuster.

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Derbyshire, I 1988, *The Politics in the United States From Carter to Reagan*, Chambers.

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Flynn, M 2003, *Human Rights in Australia*, Lexis Nexis Butterworth.

Grant, A 1997, *The American Political Process*, 6th edn, Ashgate.

Greenberg, E 2002, *Struggle for Democracy*, University of Colorado.

Harries, O 2004, *Benign or Imperial?: Reflections on American Hegemony*, ABC Books.

Hartmann, T 2004, *What Would Jefferson Do: A Return to Democracy*, Harmony Books.

Hawkings, D & Nutter, B 2004, *CQ's Politics in America*, 2004: the 108th Congress, Congressional Quarterly.

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Held, D 1996, *Models in Democracy*, 2nd edn, Polity Press, Cambridge.

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Hirst, J 2002, *Australian Democracy A Short History*, Allen & Unwin.

Hofmann, Nancy G 1991, *How the US Government Works*, Ziff-Davis Press.

Hughes, O 1998, *Australian Politics*, 3rd edn, Macmillan Education.

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UNIT 4: THE CHALLENGE OF POWER

Area of study 1: People and policy
Area of study 2: Contemporary foreign policy

BOOKS

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Leaver, R & Cox, D (eds) 1997, *Middling, Meddling, Muddling: Issues in Australian Foreign Policy*, Allen & Unwin.

Little, R & Reed, W 1997, *Tyranny of Fortune: Australia's Asian Destiny*, Business & Professional Publications.

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JOURNALS

Asia Today

Asia Week

Australian Foreign Affairs Record

Australian Journal of International Affairs

Australian Journal of Politics and History

Australian Journal of Political Science

Australian Outlook

Australian Quarterly

Backgrounder (from Department of Foreign Affairs and Trade)

Bulletin of Concerned Asian Studies

Common Concern (published by YWCM, dealing with women and international issues)

Development Bulletin (ANU Development Studies Network)

Development Dialogue

Economist

Far Eastern Economic Review

Foreign Affairs

Guardian Weekly

Habitat (ACF)

Inside Indonesia

New Internationalist

Peace Dossier

South (business magazine of the developing world)

The Bulletin with Newsweek

Time Australia

VIDEOS

A Powerful Choice, Parliamentary Education Office.

Colonies to Commonwealth in Parliament Pack 2 kit.

Federation Films, Video Education Australia.

Prime Ministers — Five of a Kind, ABC.

That's Democracy (from 'People Power Pack'), Australian Electoral Commission.

Whereas the People, Video Education Australia.

CD-ROMs

One Destiny, Global Vision, Richmond, Victoria.

Parliament at Work, Curriculum Corporation (developed for the 'Discovering Democracy' project).

Stories of Democracy, Curriculum Corporation (developed for the 'Discovering Democracy' project).

The Parliament Stack, Parliamentary Education Office.

WEBSITES

http://usinfo.state.gov/usa/infousa/facts/funddocs.htm
Overview of govt including a copy of the US constitution.

http://usinfo.state.gov/dhr/democracy/elections/html
US elections.

www.aec.gov.au

www.archives.gov./federal_register/electoral_college/links.html
Links to resources on American electoral system.

http://ap.grolier.com/

http://en.wikipedia.org/wiki/Politics_of_the_United_States/
Overview of the Americal political system with links.

www.abyznewslinks.com
Australian Electoral Commission

www.anu.edu.au/polsci/austpol/aust
The Political Science Department at the ANU with a range of links to good resources.

www.aph.gov.au/
Australian Parliament

www.aph.gov.au/house/
Australian House of Representatives

www.aph.gov.au/senate/
Australian Senate

www.asianinfo.org/
Asian political information

www.australia.gov.au/
Australian Government

www.australianpolitics.com

www.cia.gov/cia/publications/factbook
The CIA Factbook gives an up-to-date account of the state of the world as seen through the eyes of the CIA.

www.dfat.gov.au/
Department of Foreign Affairs

www.elections.uwa.edu.au

www.fed.gov.au/

www.fec.gov
US federal electoral commission.

www.house.gov/
USA House of Representatives

www.vic-info.org/vicindex.nsf/VirtualInformationCenter?OpenNavigator
A resource for all topics on the Asia Pacific. Including detailed and up-to-date guides on countries and major events.

www.vic.gov.au/
Victorian Government

www.politicalusa.com/
Politics USA

www.whitehouse.gov

www.democrats.org

www.gop.org

www.theworldnews.com.au/Worldguide/index.php3
This is the SBS World Guide site which is also available in book form and gives an up-to-date overview of individual states.

www.time.com/time/world/
Time Magazine online

www.un.org/
United Nations

ORGANISATIONS

The Age Education Unit
250 Spencer Street
Melbourne Vic 3000
PO Box 257C
Melbourne Vic 3001
Tel: (03) 9601 2316
Fax: (03) 9601 2219

Amnesty International
14 Risley Street
Richmond Vic 3121
Tel: (03) 9427 7055
Fax: (03) 9427 1643

Asia Education Foundation
Level 4
Sidney Myer Asia Centre
The University of Melbourne
Victoria 3010
Tel: (03) 8344 4800
Fax: (03) 9347 1768
Website: www.asialink.unimelb.edu.au/aef/

Australian Democrats
Unit G1, 62 Wellington Parade
East Melbourne Vic 3002
PO Box 135
East Melbourne Vic 3002
Tel: (03) 9419 5808

Australian Institute of International Affairs
124 Jolimont Road
East Melbourne Vic 3002
Tel: (03) 9654 7271
Fax: (03) 9654 6605

Australian Labor Party
360 King Street
West Melbourne Vic 3003
Tel: (03) 9933 8500
Fax: (03) 9933 8560

Consulate General of the United States of America
553 St Kilda Road
Melbourne Vic 3004
Tel: (03) 9526 5900

Curriculum Corporation
Casselden Place
Level 5, 2 Lonsdale Street
Melbourne Vic 3000
Tel: (03) 9207 9600
Fax: (03) 9639 1616

Electoral Education Centre
565 Bourke Street
Melbourne Vic 3000
(entry from Church Street)
Tel: (03) 9285 7188
Fax: (03) 9614 6238

Liberal Party of Australia
104 Exhibition Street
Melbourne Vic 3000
Tel: (03) 9654 2255
Fax: (03) 9652 3143

National Party of Australia
7th Floor, Farrer House
24 Collins Street
Melbourne Vic 3000
Tel: (03) 9654 6588
Fax: (03) 9650 2525

Oxfam Community Aid Abroad
156 George Street
Fitzroy Vic 3065
Tel: (03) 9289 9444
Fax: (03) 9415 1879

Parliament of Victoria Education Office
Spring Street
Melbourne Vic 3000
Bookings: (03) 9651 8568
Tel: (03) 9651 8624
Fax: (03) 9651 8317

Parliamentary Education Office (Commonwealth)
Parliament House
Canberra ACT 2600
Tel: (02) 6277 3508
Fax: (02) 6277 5775

State Library of Victoria
328 Swanston Street
Melbourne Vic 3000
Tel: (03) 8664 7000
Fax: (03) 9639 5810

United Nations Association of Australia
179 St Georges Road
North Fitzroy Vic 3068
PO Box 1112 Vic 3068
Tel: (03) 9482 3655
Fax: (03) 9482 5118

Victorian Association of Social Studies Teachers (VASST)
150 Palmerston St
Carlton Vic 3053
Tel: (03) 9349 4957
Fax: (03) 9349 2050

World Vision of Australia
1 Vision Drive
Burwood East Vic 3151
GPO Box 399C
Melbourne Vic 3001
Tel: (03) 9287 2233
Fax: (03) 9287 2427

Units 3 and 4:
International studies

International studies explores contemporary international issues. Unit 3 investigates recent global politics and incorporates a detailed examination of the concepts of globalisation and internationalism. It examines the nature of conflict in the post-Cold War world, including consideration of concepts such as 'superpower', 'terror' and 'terrorism' in the post September 11 world.

Unit 4 focuses on the Asia-Pacific region and Australia's interaction with the international community. It examines the concept of power and the way that states within the Asia-Pacific region use power in their relations with each other as they pursue their national interest. Unit 4 concludes with a study of Australian foreign policy including an examination of the nature of Australia's position in the region and the world.

Unit 3: Global issues and conflicts

This unit investigates recent global politics and the nature of conflict since the end of the Cold War. The unit begins with an examination of the concepts of globalisation and internationalism and the increasing interdependence of people and societies across a range of economic, cultural and security matters. Students explore increasingly complex notions of national interest, sovereignty, autonomy and independence. They undertake a study of the nature of conflict in a post-Cold War world no longer divided into two ideological blocs. They examine the changed nature of the conflicts based upon tensions which may be religious, ethnic, economic or nationalist. Many of these conflicts have been fought within the new context of global terrorist networks.

AREA OF STUDY 1

Globalisation and internationalism

This area of study focuses on the concepts of globalisation and internationalism and the way in which these concepts have influenced the development of key global issues. Students investigate how globalisation has become a powerful factor influencing the way people live and interact with each other and the ways in which states operate. It involves an increased mobility of goods, services, labour, capital, communication and technology on a global scale. Globalisation has both positive and negative effects across many areas including economies, cultures, politics, technology and the environment. As such, globalisation represents a major challenge to the sovereignty of states. Ideas associated with globalisation, such as 'free-trade' can benefit some countries or sectors of the global economy, while at the same time having detrimental economic, political and social effects on other parts of the world. Many international institutions such as the World Trade Organization, the World Bank and the International Monetary Fund promote globalisation. The definition and meaning of globalisation is contested and questions about whether economic globalisation is a new unprecedented phenomenon are raised.

Students also examine the impact of globalisation on the notion of internationalism. Internationalism emphasises the similarities and links between people. It stresses a common humanity beyond the particularities of national identity, based on convictions about the need for cooperative solutions to common challenges and universal human rights. The United Nations plays an important role in promoting the concept of internationalism through its treaties and agencies, such as the International Covenant of Civil and Political Rights, the United Nations Commission on Refugees, and the International Labour Organization.

Outcome 1

On completion of this unit the student should be able to analyse the concepts of globalisation and internationalism and evaluate their impact on the role of the state and the concept of sovereignty.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- the key ideas and meanings associated with the concepts globalisation and internationalism;
- the key organisations associated with globalisation and internationalism, including the United Nations, the World Bank, the World Trade Organization and the International Monetary Fund;
- the way in which globalisation and internationalism have affected key global issues; for example, international trade, environment, human rights and refugees, technology communications and politics;
- the impact of globalisation and internationalism on the role of the state and the concept of sovereignty.

Key skills

These skills include the ability to

- analyse information relating to the concepts of globalisation and internationalism;
- analyse the role of key groups in globalisation and internationalism;
- evaluate the impacts of globalisation and internationalism on a global issue;
- synthesise evidence to draw conclusions about the impact of globalisation and internationalism on the role of the state and the concept of sovereignty.

AREA OF STUDY 2

Global conflicts

This area of study examines the causes and nature of conflict in the post-Cold War world, including global terrorism as the key issue of international conflict and responses to it. Since 1990 the world has seen many conflicts such as Iraq 1991, Somalia, Rwanda, Bosnia, Kosovo, Chechnya and Kashmir. Unlike the conflicts in the Cold War period, these conflicts are based upon either nationalist, religious, economic or ethnic tensions. These tensions came together in the attacks of September 11 and the subsequent 'war on terror', which has included the invasions of Afghanistan and Iraq. With the demise of the Soviet bloc, the USA has become the world's major superpower with China and India emerging as potentially powerful states.

A relatively new aspect of international affairs has been the tensions between the European Union and the United States of America.

Outcome 2

On completion of this unit the student should be able to analyse and evaluate the nature of conflict in the post-Cold War period.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- the causes and nature of armed conflicts in the post-Cold War period, including global terrorism;
- definitions of terrorism and terrorist and state and non-state based terror;
- views of the causes and effects of international terrorism and terrorists;
- the extent of and limitations on the power of the United States as a superpower in relation to other sources of power;
- the success or failure of state/s or group/s involved in a specific conflict in the post-Cold War period, including global terrorism.

Key skills

These skills include the ability to

- analyse key points of conflict in the post-Cold War world;
- use and explain key concepts in understanding international relations such as terror, terrorism, international law, superpower, neo-imperialism;
- evaluate the extent of success for the state/s or group/s involved in a specific post-Cold War conflict;
- synthesise evidence to draw conclusions about the nature of conflict in the post-Cold War world.

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 an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and 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 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 to the study score.

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

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 an assessment handbook published 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 optional assessment tasks are used, teachers must ensure that they are comparable in scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Analyse the concepts of globalisation and internationalism and evaluate their impact on the role of the state and the concept of sovereignty.	50	For each outcome select any one or more of the following formats: • a multimedia presentation; • a case study; • an essay; • a report; • a test; • structured questions; • short-answer questions; • an extended response.
Outcome 2 Analyse and evaluate the nature of conflict in the post-Cold War period.	50	
Total marks	**100**	

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

Unit 4: International relations

While internationalism and globalisation have had a significant impact on the Asia-Pacific region, this unit focuses primarily on the interactions between states which remain the dominant form of political organisation. The unit begins with a study of the concepts of national interest and power and the way states use power in the Asia-Pacific region. Australia's position in the region, and the world, and the way in which it has asserted its national interest is then investigated.

Power in the Asia-Pacific region

This area of study examines the concept of national interest and the way in which states use power in the Asia-Pacific region. Although states vary markedly, they share a common interest in maintaining their sovereignty. Conflicts arise within and between states and typically involve competing views of national interest. They may relate to factors such as state formation, cultural and ethnic identity, ideology, historical links, and relationship to foreign powers. In order to achieve national interest objectives, a state may use a number of policy instruments such as diplomacy, trade, aid, military power, propaganda and domestic pressure. Together with the impact of globalisation, all of these factors create a web of relationships between states that can change dramatically in nature and importance over time. Since 1990, the Asia-Pacific region has undergone significant change and turmoil. There has been considerably reduced USA military presence, the withdrawal of the Soviet Union from the region, rapid economic growth and the subsequent 1997 Asian Economic Crisis. East Timor has gained its independence and terrorism has emerged in the region. Overshadowing all of this has been the rapid development of China. Economically, it is one of the three largest economies in the world, diplomatically, it is actively involved in the UN Security Council and a member of multi-lateral forums such as APEC, and militarily, it is a nuclear power and an increasingly high-tech conventional force. China's relationship with the USA, and with the other major economic and military power in the region, Japan, is a key factor in the future of the Asia-Pacific region.

For the purposes of this study design, the term Asia-Pacific region incorporates the states in APEC in 2004 plus North Korea, Laos, Cambodia, East Timor and the Pacific Island states. The APEC countries are Australia, Brunei, Canada, Chile, China, Indonesia, Japan, South Korea, Malaysia, Mexico, New Zealand, Papua New Guinea, Peru, The Philippines, Russia, Singapore, Taiwan, Thailand, United States of America, Vietnam.

Australia cannot be nominated for the specific Asia-Pacific study.

Outcome 1

On completion of this unit the student should be able to analyse and evaluate types and forms of power used by states and groups in the Asia-Pacific region.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- the nature of differing interpretations of national interest;
- the distinction between nation and state;
- types and forms of power;
- the main policy instruments used to try to achieve the differing objectives of the national interest (diplomacy, trade, aid, military power, propaganda, domestic pressure);
- the success or failure of different groups in pursuit of their goals within a particular situation or relationship.

Key skills

These skills include the ability to

- use a variety of source material to analyse forms of power;
- evaluate the relative importance and effectiveness of forms of power;
- use key concepts in understanding international relations such as power and national interest;
- synthesise evidence to draw conclusions.

AREA OF STUDY 2

Australian foreign policy

This area of study examines the nature of Australia's position in the region and the world and the way in which the national interest has been conceived and pursued. The development of Australia's foreign policy highlights a number of tensions deriving from Australia's aims in asserting its national interest as a middle power. Following the events in East Timor, September 11 and the Bali bombings, security has taken priority, but economic development is still a major foreign policy objective. Australian foreign policy has become increasingly influenced by the constraints and opportunities of globalisation. Foreign policy is a significant domestic issue with competing perceptions of the national interest being highlighted over issues including the alliance with the US and the war in Iraq. Political and economic engagement with Asia remains a major foreign policy objective with significant political effects. These are reflected in debates about immigration, refugee policy, free trade and human rights issues. The near north of Australia is also of significant interest as conflict in Papua-New Guinea and the Solomon Islands and Fiji, as well as instability in Indonesia, has led to the region being dubbed the 'arc of instability'.

Outcome 2

On completion of this unit the student should be able to analyse those factors that have influenced Australia in its definition and pursuit of national interest, and evaluate the effectiveness of the strategies and policies adopted.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

• the historical background to Australian foreign policy;

• the issue of security and alliance relationships;

• the economic dimension of foreign policy;

• the role of internationalism in Australian foreign policy;

• the debate about national interest;

• regional relationships;

• the recent changes in orientation and goals of Australia's foreign policy.

Key skills

These skills include the ability to

• analyse ideas and debates about national interest in Australian foreign policy;

• recognise tensions that have developed in Australian foreign policy;

• analyse the relative importance of factors that have contributed to the development of Australian foreign policy;

• define key terms and use relevant concepts.

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 an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and 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 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 to the study score.

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

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 an assessment handbook published 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 optional assessment tasks are used, teachers must ensure that they are comparable in scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Analyse and evaluate types and forms of power used by states and groups in the Asia-Pacific region.	50	For each outcome select any one or more of the following formats: • a multimedia presentation; • a case study; • an essay; • a report; • a test; • structured questions; • short-answer questions; • an extended response.
Outcome 2 Analyse those factors that have influenced Australia in its definition and pursuit of national interest, and evaluate the effectiveness of the strategies and policies adopted.	50	
Total marks	**100**	

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.

End-of-year examination

Description

All outcomes in Units 3 and 4 will be examined.

All of the key knowledge and skills that underpin the outcomes in Units 3 and 4 are examinable.

The examination will be set by a panel appointed by the Victorian Curriculum and Assessment Authority.

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 a panel appointed by the Victorian Curriculum and Assessment Authority.

Contribution to final assessment

The examination will contribute 50 per cent to the study score.

Advice for teachers

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 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 skills which relate to the outcomes.

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

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.

Teachers should encourage students to be familiar with current international and national political events and trends. A topic-related media file could be maintained as a valuable resource for learning activities.

For Unit 4 International Relations, Area of Study 1, the nomination of the Asia-Pacific is meant to enable a broader choice of topics. There are differing definitions of 'Asia-Pacific'. As described in Unit 4 on page 53, for the purposes of this study design, the term Asia-Pacific region incorporates the states in APEC in 2004 plus North Korea, Laos, Cambodia, East Timor and the Pacific Island states. The APEC countries are Australia, Brunei, Canada, Chile, China, Indonesia, Japan, South Korea, Malaysia, Mexico, New Zealand, Papua New Guinea, Peru, The Philippines, Russia, Singapore, Taiwan, Thailand, United States of America, Vietnam.

Australia cannot be nominated for the specific Asia-Pacific study.

Note that the intention is to concentrate on the 'Asia and Pacific' parts of Asia-Pacific, and that any study should involve how these states relate to this region.

Examples of specific topics:

1. China and its broad objectives of economic growth and full integration into the world economy, military strength and being a major regional and international player diplomatically, militarily and economically.

2. The narrower focus of China – Taiwan which illustrates both abstract power and power in specific contexts (power relationships), by bringing in the US and Japan and also incorporates the national interest concept is good.

3. North – South Korea: brings in the central elements of broader relationships with Japan, China and the US. It can involve a study of the range of power options used.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for International Studies, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

Websites are an especially useful source of current information. A list of useful websites has been provided in the 'Suitable resources' section of this Advice.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

Assessment task	Key competencies and employability skills
Short-answer questions	Planning and organisation
Structured questions	Problem-solving
Extended response	Planning and organisation, (written) communication
Essay	Planning and organisation, (written) communication
Report	Planning and organisation, (written) communication
Multimedia presentation	Use of information and communications technology, self management, planning and organisation, (oral) communication
Test	Problem-solving, planning and organisation, (written) communication, self management
Case study	Planning, organisation and (written) communication

In completing work for this study, students may also demonstrate other key competencies and employability skills, such as working with others and in teams.

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Examples highlighted by a shaded box are explained in detail in accompanying boxes. The examples that make use of information and communications technology are identified by this icon .

Unit 3: International Studies

AREA OF STUDY 1: Globalisaton and internationalism

Outcome 1	*Examples of learning activities*
Analyse the concepts of globalisation and internationalism and evaluate their impact on the role of the state and the concept of sovereignty.	define and discuss different perspectives and views of globalisation, and outline the positive and negative aspects

analyse a positive and a negative media representation of globalisation; summarise their different positions

using online and library sources, research the positions of key organisations such as the World Trade Organization, the World Bank, and the International Monetary Fund in promoting globalisation; compare their key objectives and the way in which these are implemented

debate internationalism and what is implied by it

use the Internet and other resources to write a report on the United Nations including

- its role/objectives

- its composition

- how it carries out its objectives and

- how it promotes internationalism through its agencies

create a chart showing the issues that the United Nations is significantly involved in and countries in which the United Nations has a significant presence

write a short report explaining the terms 'globalisation', 'internationalism' and 'sovereignty'

research the impact of globalisation and internationalism on the idea of the sovereignty of the state

prepare a case study on the Kyoto Protocol; detail countries/organisations involved and the key issues

Detailed example

CASE STUDY ON KYOTO PROTOCOL

Example: the environment and the Kyoto Protocol.

Create a timeline of the key events leading up to the Kyoto Protocol.

Research and provide an outline of what the Protocol involves.

List the countries that have ratified the agreement and those that haven't.

Research (in small groups) a country that did not ratify the agreement.

Each group chooses a different country and:

- Outline in point form the arguments that have been given for ratification and those against.
- Examine data in support of each of those arguments.
- Discuss why this is an issue that incorporates elements of 'globalisation' and 'internationalism'.

Write a report outlining the key issues involved in the Kyoto Protocol; the impact that globalisation and internationalism have had on this global issue; and what the implications are for national sovereignty of the states involved.

AREA OF STUDY 2: Global conflicts

Outcome 2

Analyse and evaluate the nature of conflict in the post-Cold War period.

Examples of learning activities

discuss the key concepts of terrorism, terrorist, international law, superpower, neo-imperialism

discuss the issue of state and non-state based terror; search the Internet for different interpretations of these terms and analyse the differences

create an annotated time line of major conflicts in the post-Cold War period; highlight the causes and nature of those conflicts in terms of nationalist, religious, economic or ethnic tensions

create a mind map which highlights some of the perspectives of the causes of terrorism

analyse the power that the United States of America has as the major superpower; create a chart which highlights the extent of and limitations on United States power to determine the outcome of a conflict or to impose its own ideas on other countries

analyse the tensions between the United States and the European Union over the Iraq invasion and the potential areas of conflict

analyse a range of cartoons which present contrasting views of a recent conflict such as conflicts in Afghanistan and Iraq; list the key concepts and issues involved

produce a PowerPoint of a particular act of terrorism; describe and analyse a terrorist act by an organisation or group in terms of:
- goals
- tactics
- examples
- effectiveness of the actions in achieving their goals

report on the nature of the various responses to terrorism and how effective they have been; write briefing notes for a senior political leader on what would be an appropriate response to a particular situation

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Detailed example

POWERPOINT PRESENTATION ON SEPTEMBER 11 AND US RESPONSES

Create a PowerPoint presentation which outlines:
- September 11 and US responses, in particular, the 'war on terror' (Afghanistan, Iraq)
- the contested ideas about the cause of terrorism
- the extent of US power and the coalition of the willing and the limitations on it

- opposition to the invasion of Iraq including the European Union opposition
- the effectiveness of different groups and states involved in achieving their desired outcomes.

The PowerPoint presentation should have notes and visual elements.

Unit 4: International relations

AREA OF STUDY 1: Power in the Asia-Pacific region

Outcome 1

Analyse and evaluate types and forms of power used by states and groups in the Asia-Pacific region.

Examples of learning activities

identify and discuss the main forms of power used by states; research and place on a map of the Asia-Pacific the key power players (China, the US and Japan) and how they get their power (their power assets): military strength, economic and trade strength, diplomacy, aid, alliances

discuss the term 'national interest' and the range of views on its meaning; analyse the key national interest objectives of the major states in the region; present this in a table

use the Internet to research China's economic growth and create a graph of this; research, discuss and then write an analytical article which identifies trends and gives reasons for them

prepare a case study on China's national interest in the Asia-Pacific

place the abstract concept of power (how the states get their power) in a specific context of 'a power relationship'; research how well the state or states involved have been able to achieve their national interests through the use of various forms of power; this involves a broad analysis of the range of pressures or influences able to be brought to bear by other states and organisations

create a chart which outlines in column one the key national interest objectives of a particular state over the past ten years; in column two, how successful the state has been at achieving them; provide evidence to support this; in column three, outline what elements of power have been used successfully or unsuccessfully in achieving or not achieving the objectives; write a report on the findings

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Detailed example

CASE STUDY CHINA'S NATIONAL INTEREST IN THE ASIA-PACIFIC

Prepare a case study on the key Chinese national interest objectives of economic growth and full integration into the world economy, military strength and being a major regional and international player diplomatically, militarily and economically.

In the study:

- Outline and discuss the forms of power China has used in trying to achieve its objectives.
- Create a chart which highlights China's power assets and deficits.

- List some of the Asia-Pacific states who might want to prevent China from achieving some of her objectives. Outline what forms of power these states might have at their disposal and how successful they have been at using them.
- Use a range of data and resources to analyse how successful or unsuccessful China has been in achieving its national interest.
- Respond to the question:

   'China is a state which has successfully used a range of forms of power to achieve all of her national interest objectives.'

AREA OF STUDY 2: Australian foreign policy

Outcome 2	*Examples of learning activities*
Analyse those factors that have influenced Australia in its definition and pursuit of national interest, and evaluate the effectiveness of the strategies and policies adopted.	construct an annotated timeline highlighting the key events in Australian foreign policy since WW II
	mark Australia's main trading partners on a world map; annotate with key trading statistics and mark the countries with which Australia has free trade agreements; discuss
	write a report on economic and trade aspects of Australian foreign policy
	analyse Australia's reaction to terrorism since September 11; outline the policies and actions taken and assess the success of them; outline the impact that terrorism has had on foreign policy; discuss these actions in the context of internationalism; consider whether Australia is being a 'good' international citizen
	ICT discuss and list the major national interest concerns that Australia has in the Asia-Pacific region; research online and present a short talk on one key involvement Australia has had in the region; for example, East Timor, the Solomon Islands, Papua New Guinea
	investigate the concepts of bi-partisanship, consensus and tensions in Australian foreign policy
	ICT prepare a multimedia web page or PowerPoint presentation on Australia's alliance with the United States

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Detailed example

MULTIMEDIA PRESENTATION OF THE AUSTRALIA–UNITED STATES ALLIANCE

Read a number of articles on ANZUS and create a cost-benefit chart for the US of the impact of the treaty since it was signed.

Create a timeline of the alliance with annotations on all of the major events and issues.

Outline the way in which the alliance has an impact other than on security.

Discuss the statement: 'The US/Australia Alliance has been good for Australia.'

The presentation should include:
- a brief historical analysis of the alliance which includes the key factors involved in the signing of ANZUS;
- a discussion of how ANZUS impacted upon Australian foreign policy decisions;
- a cost-benefit analysis of the alliance for Australia;
- a discussion of where the alliance is at today and possible future directions.

SCHOOL-ASSESSED COURSEWORK

In Units 3 and 4 teachers must select appropriate tasks from the assessment table provided for each unit. Advice on the scope of the task and standards for assessment to assist teachers in their decision on the student's levels of performance will be published 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 Unit 3 and Unit 4 assessment tables.

Outcomes	Marks allocated	Assessment tasks
Unit 3 **Outcome 1** Analyse the concepts of globalisation and internationalism and evaluate their impact on the role of the state and the concept of sovereignty.	25	A short-answer test on the key concepts involved in the study of globalisation and internationalism.
	25	A case study and report into a specific global issue and the impact that globalisation and internationalism have had on that issue and on a state or states.
Outcome 2 Analyse and evaluate the nature of conflict in the post-Cold War period.	50	A report presented in written or multimedia format on the nature of conflict in the post-Cold War world, which includes: • the key events which have had an impact • September 11 and US responses • the contested ideas about the cause of terrorism • the extent of US power and the limitations on it • the effectiveness of different groups and states involved in achieving their desired outcomes.
Total marks for Unit 3	**100**	

Outcomes	Marks allocated	Assessment tasks
Unit 4 **Outcome 1** Analyse and evaluate types and forms of power used by states and groups in the Asia-Pacific region.	25	A short-answer test on power, national interest and key issues in the Asia-Pacific region.
	25	An essay on one of the following topics: 'In order to successfully pursue the national interests a state must not only exercise its own power but must cooperate with other states.' Discuss. 'Power is about more than just military strength.' Discuss. Analyse how one state in the Asia-Pacific has used its power. Has the exercise of power been effective or ineffective in achieving key national interest objectives?
Outcome 2 Analyse those factors that have influenced Australia in its definition and pursuit of national interest, and evaluate the effectiveness of the strategies and policies adopted.	50	An essay and one page summary in table or graphic form on one of the following: • significance of security and economics in Australian foreign policy over the last 30 years • Australia's change in its relationship to the Asia-Pacific region over the last forty years • Australia's pattern of trade with the Asia-Pacific region • the challenges and opportunities of globalisation for Australian foreign policy makers • the changes to Australia's relationship with the US and the alliance since 1972
Total marks for Unit 4	**100**	

SUITABLE RESOURCES

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

UNIT 3: INTERNATIONAL POLITICS AND POWER

Area of study 1: Globalisation and internationalism

BOOKS

Chen, J 2003, *The Role of International Institutions in Globalisation: the challenges of reform*, Edward Elgar.

Clark, I 1997, *Globalization and Fragmentation: International Relations in the Twentieth Century*, Oxford University Press.

Dower, N & Williams, J (eds) 2002, *Global Citizenship : A Critical Introduction*, Routledge.

European Commission 2003, *Making Globalisation Work for Everyone : the European Union and world trade*, Office for Official Publications of the European Communities.

Fraser, M 2003, *Common Ground: issues that should bind and not divide us*, Penguin.

Goldmann, K 1994, *The Logic of Internationalism: Coercion and Accommodation*, Routledge.

Hamper, D 2005, *A United World? The United Nations and International Agreements*, McGraw-Hill, Australia.

Harries, O 2004, *Benign or Imperial?: reflections on American hegemony*, ABC Books.

Healey, J 2001, *Globalisation*, Spinney Press.

Healey, J (ed.) 2004, *The Globalisation Debate*, Spinney Press.

Held, D 1996, *Democracy and the Global Order*, Polity Press.

Hirst, P & Thompson, G 1996, *Globalisation in Question*, Polity Press.

Holton, R 1998, *Globalization and the Nation-State*, Macmillan Press.

Horton, K. & Patapan, H (eds) 2004, *Globalisation and Equality*, Routledge.

Krasno, J (ed.) 2004, *The United Nations: Confronting the Challenges of a Global Society*, Lynne Rienner Publishers.

Poultney, T 2004, *Globalise me! A Student's Guide to Globalisation*, Curriculum Corporation.

Price, R & Zacher, M 2004, *The United Nations and Global Security*, Palgrave Macmillan.

Robertson, R 1992, *Globalisation*, Sage, London.

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Provides the World Bank Development Report and tables showing full indices of development.

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