



SACE BOARD
SOUTH AUSTRALIA

Politics, Power and People

2021 Subject Outline

Stage 1

This subject outline has been accredited. It is provided in draft, pre-edited form for planning and implementation activities.

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The renewed Board-accredited Stage 1 subject outline will be taught from 2021.



Government
of South Australia

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CONTENTS

Introduction	
Subject description.....	4
Capabilities	5
Aboriginal and Torres Strait Island Knowledge, Cultures, and Perspectives	8
Learning Scope and Requirements	
Learning requirements.....	9
Content	9
Assessment Scope and Requirements	
Evidence of learning	24
Assessment design criteria	24
School assessment.....	25
Performance standards	28
Assessment Integrity	30
Support Materials	
Subject-specific advice.....	31
Advice on ethical study and research.....	31

INTRODUCTION

SUBJECT DESCRIPTION

Politics, Power and People is a 10-credit subject or a 20-credit subject at Stage 1.

Politics, Power and People is the study of how power is distributed and exercised at all levels of society. It explores ideas related to cooperation, conflict, crises and the political intricacies of a government. Students develop an understanding of expressions of power and politics and the effect of these on the individual, families, workplaces, communities, governments, and institutions in the commercial world, law and media. Through inquiry and reflection, students challenge their existing understanding and move from 'right or wrong' thinking to appreciate political nuances that are 'grey'. They explore abstract ideas by putting their learning into action as they move to understand the various themes and concepts related to politics, power and people at local, state, national and international levels.

A broad understanding of political events and their effects is developed through the integration of historical, legal, cultural, philosophical, geographical and economic perspectives to provide a broader contextual understanding of political events and its effects.

Students explore the themes by collaboratively critiquing political ideas and transferring their learning to other situations and cultural contexts. They explore the boundaries and conflicts between social power and civil disobedience. Case studies provide students with the opportunity to construct knowledge and connect the contextual understanding of political structures to political theories. Students apply their understanding of elements of the Australian political system in a global context. They learn to understand why conflicts occur and the mechanisms used to negotiate and resolve them. Through the study of Politics, Power and People students begin to appreciate the complexity and diversity of approaches to solving local and global challenges related to human rights, equality, the distribution of resources, welfare and poverty.

Students develop skills in written and oral communication, critical and creative thinking, analysis and the ability to conduct ethical, reliable and valid research. These skills empower students to become active citizens, voters and participants in local, national and international communities. They also understand how different systems of government offer varied opportunities for participation as they make informed decisions about the right to dissent and the limits of tolerance in relation to social justice, morals and ethics.

The investigations allow students to carry out in-depth research on the theme of their choice or an area of interest. They use a range of investigative methods, such as quantitative, qualitative or mixed, using either primary and/or secondary data. Students use political terms to articulate their understandings and justify their political reasoning.

At Stage 1, students develop their understanding of Politics, Power and People through a compulsory theme, Understanding How Politics Works, and choose one theme from the option theme section for a 10-credit subject and two themes for a 20-credit subject.

CAPABILITIES

The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The SACE identifies seven capabilities. They are:

- literacy
- numeracy
- information and communication technology capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

The capabilities, particularly those for critical and creative thinking, ethical understanding, and the personal and social capability, are reflected in the learning requirements, content, assessment design criteria, and the performance standards of Politics, Power and People.

Literacy

Students extend and apply their literacy capability by, for example:

- researching, reading, and analysing sources of information related to aspects of the contemporary Australian and global political systems and issues.
- identifying, organising and analysing political sources that represent multiple perspectives
- evaluating and understanding the power and use of language from various sources.
- communicating information, concepts and ideas related to politics and consider a range of perspectives to identify intent and bias, facts and opinions and how language and images can be used to represent meaning about political issues
- communicate information, concepts and ideas related to politics
- articulating, discussing and evaluating their thoughts through communicating in different modes
- justifying points of view about controversial issues within the contexts of social power and civil disobedience
- developing skills in advocacy
- investigating, and making informed comments about political events using evidence to support their conclusions.

Numeracy

Students extend and apply their literacy capability by, for example:

- interpreting and presenting information in numerical and graphical form
- investigating, comparing and analysing the voting and results process
- examining metrics and key indicators to track political parties and their policies and leadership approval ratings
- researching and using quantitative and qualitative data to recognise the impact of changing demographics on politics, electoral boundaries and party loyalties
- exploring and interpreting statistical information to learn the limitations of such interpretations to gain a holistic view
- representing quantitative data from primary research to create graphs and charts to represent potential political outcomes.
- interpreting data to make meaning of past and present information by, for example, using digital timelines, to help understand why present political events occurred
- analysing information to predict political results and key trends to enliven democratic culture.

Information and communication technology (ICT) capability

Students extend and apply their literacy capability by, for example:

- retrieving information and participating in digital public spheres such as interactive online learning platforms
- developing the knowledge and skills to use digital technologies to analyse patterns from data sets over time
- using social media or other platforms to responsibly participate, collaborate, communicate and share information with peers about political viewpoints
- exploring opportunities presented by digital or emerging technologies to connect and analyse with diverse political perspectives
- exploring the limitations of ICT that can lead to social exclusion, digital divide and the spread of misinformation
- proposing strategies for collective action by applying and harnessing ICT skills through organising and presenting information digitally using multimodal elements.

Critical and creative thinking

Students extend and apply their literacy capability by, for example:

- engaging in contemporary global debates and exploring the implications of globalisation in political contexts
- developing their critical thinking skills by using inquiry skills to assess the accuracy, clarity, depth and breadth of treatment and relevance of information
- asking questions to challenge their assumptions, question the validity and reliability of sources of information and develop a political argument using valid and reliable evidence

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- developing their ability to interpret inferences and meaning and appreciate the nature of politics as they examine the structure of arguments to evaluate the claims made
 - understanding the underlying political issues that hinder progress toward new solutions, to develop creative and defensible strategies to improve decision-making processes
 - using high-level reasoning to develop their metacognitive thinking to examine issues related to power and propose appropriate and innovative courses of action.

Personal and social capability

Students extend and apply their literacy capability by, for example:

- developing a personal political identity and position in relation to political and moral issues by learning to understand about themselves and others
- working collaboratively in teams to tackle challenging problems that require them to develop and apply personal, interpersonal and social skills to manage, appreciate and respect the various perspectives and autonomous thinking of others to contribute to civil society
- analysing the underpinning social structures in Australian and global political environments while considering issues related to social inclusion
- recognising their emotions and developing empathy for others when considering the impact of political discourse on members of the community
- developing reflective practice, personal responsibility and self-discipline as they make informed and responsible decisions and transform these into actions
- appreciating diverse perspectives, advocate and contribute to solutions to local and global issues, as they become empowered.

Ethical understanding

Students extend and apply their literacy capability by, for example:

- considering how they can contribute to a civilised and democratic society
- discussing ethical concepts such as making moral judgements and having critical and collective responsibility that underpins political ethics
- using appropriate, ethical and safe research processes to evaluate their findings against criteria related to human rights, citizenship, economic prosperity, social advancement and environmental conservation
- observing appropriate protocols when communicating with members of the community as they explore political and ethical issues and learn to be accountable for decisions they make as members of a democratic community
- examining shared beliefs, values, rights and responsibilities of citizenship in the context of diversity.

Intercultural understanding

Students extend and apply their literacy capability by, for example:

- engagement with issues of cultural diversity and developing an understanding of how this influences decisions within a range of political systems

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- developing an understanding of the cultural factors that shape their own and other perceptions and values through comparative case studies
 - developing their ideas and values, through cultural and community engagement and developing an understanding of how their actions impact others and the future.
 - exploring the political systems of Aboriginal and Torres Strait peoples
 - cultivating empathy as global citizens to improve the quality of their lives and others while discovering commonalities and developing the courage to transform their beliefs.

ABORIGINAL AND TORRES STRAIT ISLANDER KNOWLEDGE, CULTURES, AND PERSPECTIVES

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

- providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
- recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society
- drawing students' attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
- promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities.

LEARNING SCOPE AND REQUIREMENTS

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Politics, Power and People.

In this subject, students are expected to:

1. understand and analyse political concepts and the interconnectedness of Australian politics and the world
2. apply inquiry skills to compare, analyse and evaluate political issues and perspectives
3. make judgements and propose solutions to political issues considering factors such as the social climate, political structures and perspectives
4. communicate ideas and arguments using a range of evidence and subject specific language
5. develop independent and collaborative communication skills to express political ideas and opinions.

CONTENT

Politics, Power and People is a 10-credit subject or a 20-credit subject at Stage 1.

A 10-credit subject consists of:

- Compulsory Theme: Understanding How Politics Works
- at least one option theme.

A 20-credit subject consists of:

- Compulsory Theme: Understanding How Politics Works
- at least two option themes.

Compulsory Theme: Understanding How Politics Works

The compulsory theme consists of four inquiry questions that introduce fundamental concepts in the study of politics.

The four inquiry questions are:

1. What is politics?
2. What is Australian politics?
3. How different are the political parties in Australia?
4. In what ways does your vote count?

Students explore 'how politics works', a concept that is highly contested. They explore the nature of power and the implications this might have for the study of politics. Students develop an understanding of the competing definitions of politics in relation to the exercise of power and decision-making. They compare the meaning of participation in different political systems and how political ideas are represented through political parties.

In addressing inquiry question 1: 'What is politics?', students may consider:

- Power and decision making
- The history and the role of a nation-state
- Political systems
- Political ideologies

Students explore the range of forms of power that they encounter in their everyday lives to levels of power on the local, national and international stages. Using the lens of active citizenry, students consider where power lies and how power can be gained and lost.

In addressing inquiry question 2: 'What is Australian politics?', students may consider:

- The Constitution
- The federal political system
- The interrelationships between and comparative power of the tiers of government
- Separation of power

Students explore key underpinning ideas in Australian politics such as the nature of the Australian Constitution along with its strengths and weaknesses and the implications for modern Australia. In addition, they develop an understanding of the workings and unique nature of Australian parliaments over time while considering our interpretation of Montesquieu's separation of power. Students explore the origin, the nature and the implications of the federal system in an Australian context. They consider state and local political systems and the relationships between these three levels of government.

In addressing inquiry question 3: 'How different are the political parties in Australia?', students may consider:

- Major parties
- Minor parties
- Independents
- A comparative study of the Australian party system with another country

Students explore the changing nature of political parties in Australia and appreciate the key values and ideologies advocated by the different political parties. They explore the policies and actions taken by political parties and independents by analysing the complex nature of decision-making. Students reflect on the role of ideology and pragmatism in decision-making, and the need for party identity to appeal to changing constituencies. Students gain an understanding of the party system in Australia and the complex relationship between the major and minor parties.

Inquiry question 4: 'In what ways does your vote count?', students may consider:

- Federal voting system
- Different states voting systems
- Factors that influence the outcome of elections
- Case studies

Students explore how elections symbolise the practice of democracy. Elections can change a country and voting is a powerful way for citizens to make their voice heard and be part of decision-making. Understanding the voting mechanisms used in different parliamentary systems supports students in gaining an appreciation of how they can harness their political voice through voting. Furthermore, students evaluate the factors, which influence the outcomes of elections, and key factors, which determine the way people vote.

Option Themes

An option theme consists of four inquiry questions and allows students to develop their knowledge of political systems and practices linked to a specific political situation or circumstance. The following option themes are not intended to be prescriptive. Teachers should use their own knowledge and resources to develop suitable option themes that build on students' interests. Teachers should guide students to consider social characteristics that may be central to the option theme, such as gender, race, ethnicity, religion, and socio-economic and professional status.

Students select one theme for the 10-credit subject and two themes for the 20-credit subject.

Option themes include:

- Option theme 1: The game of sport and politics
- Option theme 2: Religion and politics: Allies or foes
- Option theme 3: Australian media: Entertainer or informer
- Option theme 4: Breaking barriers for women in politics: Giving visibility and voice
- Option theme 5: Migration and membership: The politics of its meaning
- Option theme 6: Reimagining our future

Option theme 1: The game of sport and politics

In this theme, sport is explored as a powerful means of creating collective political and social identity. Sport is embedded within the local and national cultural character and has a strong influence on social and political behaviour. Sport has the power to change the world and the games played do not exist in isolation but are influenced by political and social perspectives.

Inquiry questions may include:

1. How far can politics and sport be separated?
2. To what extent can sport be a powerful catalyst for political change?
3. Can gender politics create equality in sport?
4. Should Australian sport be independent of political influence?

In addressing inquiry question 1: 'How far can politics and sport be separated?', students may consider:

- Political identity and sport
- Soft power and the economics of sport
- Sport personalities as politicians
- Sporting nationalism on the international stage

Students may explore how sport becomes a powerful means of displaying a nation's achievements, values and identity. They investigate the concept of soft power and how sport for diplomatic purposes is applied in international relations. Intertwined in the world of sport is the concept of nationalism, which involves political goals, the ethos of sport, national pride, solidarity, rivalry and violence. Students examine how politicians use sport to endear themselves to the public and the impact it has on domestic politics and foreign affairs. Students explore the revitalisation of activism in sport, such as when sporting personalities become politicians.

In addressing inquiry question 2: 'To what extent can sport be a powerful catalyst for political change?', students may consider:

- Sporting diplomacy in international relations
- Political protests
- Sport as a unifying political force
- Case studies of politics in sport

Students may explore the power of sporting diplomacy and how, through collaboration among nations, national interests are advanced. They examine how sporting diplomacy empowers a nation's sport to be represented globally and builds links with other nations to maximise trade, tourism and investment opportunities. Students analyse how sport becomes a platform for athletes to articulate their ideas related to race, gender, money, faith and nationality. In addition, they explore how sport can be a unifying tool for peace in the world as it promotes universal values that transcend language and culture.

In addressing inquiry question 3: 'Can gender politics create equality in sport?', students may consider:

- Feminism in sport and political change
- Pay gap debates in professional sport
- Gender inequality in media coverage of sport
- LGBTQ+ athletes and equality in sporting competition

Students may use the lens of gender to analyse socially constructed terms such as sexism, discrimination and regulation. Students engage with the idea of equality in a sport where fairer pay and better treatment are advocated. They explore how females in sport are underrepresented in the media relative to men and examine the idea that male athletes are more marketable. Students examine the implications of sexism in sport on gender stereotypes.

In addressing inquiry question 4: 'Should Australian sport be independent of political influence?', students may consider:

- The role of sport in Australian society
- Sport as a political platform
- Government funding of sport
- Sport in education

In this question, students may explore how sport enables the creation of a distinct national Australian identity where national values such as mateship, having a go, fair play and egalitarianism are played out. Sport is a metaphor for the Australian society that demonstrates the concept of equality, dignity and inclusiveness. Students examine how sport becomes a powerful political platform where both political and social activism can strengthen and unify communities and nations or can become a point of contention that promotes division and conflict. Students analyse the role of government funding and support programs in promoting physical activity and international sporting competitiveness.

Option theme 2: Religion and politics: Allies or foes

In this theme, students explore the complexity of the relationship between religion and politics. They examine the intricacies of how the constructs of power use various types of diplomacy to win public support. Students further analyse how the relationship between religion and politics benefit and undermine people and power.

The four inquiry questions are:

1. To what extent do religious organisations influence politics?
2. How far is freedom of religion politically protected in Australia?
3. Does Australia have a complete separation of church and state?
4. Does religion both divide and unite the world?

In addressing inquiry question 1: 'To what extent do religious organisations influence politics?' students may consider:

- Religious organisations in Australia and their political goals
- Interest groups and their political influence
- Representation and religiosity
- Case Study: Religious groups and Australian political parties

Students explore religion as an instrument in politics. Students analyse laws in relation to the concept of moral obligations and freedom of religious expression. They examine the political influence of interest groups and the church, and their influence in shaping the political views of the government or as partners in implementing government policies. Students explore religiosity, a concept which is highly fluid in relation to self-identification and representation.

In addressing inquiry question 2: 'How far is freedom of religion politically protected in Australia?', students may consider:

- Legislative protections for religion and expression
- Conventions and protections of religion
- Freedom of or from religion
- The current religious protections

Students may examine Australia's efforts to promote and protect freedom of religion and belief by analysing issues such as the sources and nature of religious intolerance, the extent of religious freedom, implications of intolerance and measures for improvement. Students may explore the benefits and shortcomings of religious freedom in the wake of current legislative protection for religion, anti-religious and discrimination laws, and in the Constitution. They analyse the role of the Australian government, and non-government organisations in promoting and protecting religious freedom and belief.

In addressing inquiry question 3: 'Does Australia have a complete separation of church and state?', students may consider:

- The separation of church and state
- Outcomes of a secular parliament
- Religion and Australian politicians
- A comparative overseas case study

Students explore the importance of separating church and state and the implications for governmental policies and the community. Using the lens of one of the following: secularism, disestablishmentarianism, religious liberty or pluralism, students may examine the extent that the government's inclusivity approach delivers religious freedom and fairness or otherwise. Students consider the struggle between secularism and religious freedom in multicultural Australia. They evaluate the outcomes of a secular parliament in relation to equity, diversity, xenophobia, racism, and marginalisation of communities. Students analyse how politicians' beliefs might mould their political persona and stances.

In addressing inquiry question 4: 'Does religion both divide and unite the world?', students may consider:

- Religious homogeneity in Australia
- Religion and ethics
- Religion as a source of both unity and division in Australia
- Religion as a source of global harmony and discord

Students explore the connection between religious diversity and Australia's growing cultural diversity. Students examine how social and political systems navigate freedom of religion and speech and analyse the spectrum of views about how religion and ethics are related. Students examine religion as a source of division or unity in Australia and explore the renewed interest in religious extremism and the security issues that lead to global conflict.

Option theme 3: Australian media: Entertainer or informer

In this theme, students gain an appreciation of the power of information and the media's role in disseminating, shaping and presenting information. Students develop an understanding of the impact the rise of electronic and digital media has had on contemporary politics. Students become critical consumers of information and are challenged to analyse media content for bias, purpose and political manipulation. They develop their understanding of the limitations and challenges faced in contemporary political journalism, and the impact this has on the quality and diversity of information published. Students also explore the impact this has on public opinion and the extent to which people are informed.

The four inquiry questions are:

1. To what extent is political reporting biased?
2. Is the media a defender of freedom of speech?
3. Can the major challenges to political reporting in Australia be solved?
4. Can Australian political 'journalism' be trusted?

In addressing inquiry question 1: 'To what extent is political reporting biased?', students may consider:

- The purpose and power of political journalism
- Media bias and its forms
- Social media platforms and the power of opinion
- Comparative case studies

Students may explore the overwhelming amounts of political reporting, through social media platforms and other traditional forms of media. They critically examine how this 'information' has the profound power to shape ideas, beliefs, worldviews and policy. Students also evaluate the implications of political reporting dominated by bias opinion, entertainment-based reporting and reporting that lacks journalistic integrity. Students develop their ability to critically analyse reports produced by the media and to recognise

credibility, bias and purpose. Through the analysis of comparative case studies, students develop their understanding of professional integrity in journalism and the integral role political reporting plays in political systems. Students may also consider historical case studies, or those that compare or analyse media in different countries.

In addressing inquiry question 2: 'Is the media a defender of freedom of speech?', students may consider:

- Freedom of speech and expression
- The role of freedom of speech in Australian democracy
- The accountability of political institutions
- Contemporary case studies

Students consider the role of freedom of speech as an underpinning human right, which is essential to democratic societies. Students consider the media's role in advocating freedom of speech and emerging threats to this freedom. They examine the independence of the press and the impact on reporting and the accountability of governments in a range of global locations. Students examine the debate around defamation, freedom of speech and political correctness to understand the reliability of media. Students use case studies to examine where the media has used its essential right to challenge contemporary thinking or has been restricted from reporting the truth when it criticises the action of individuals, powerful groups or governments.

In addressing inquiry question 3: 'Can the major challenges to political reporting in Australia be solved?', students may consider:

- Media concentration and centralisation
- The degree of censorship
- The role of whistle-blowers
- Contemporary case studies

Students consider the power of the press and the extent to which mass media can manipulate the minds of the masses and change political discourse. Students explore diversity within the media and the concentration of media ownership in Australia and the subsequent power these entities accumulate. Students evaluate other challenges to balanced political reporting, such as the degree of censorship in different societies. They analyse the concept of accountability, the role of whistle-blowers and how social media empowers ordinary people. Case studies are used to explore how whistle-blowers have shed light on areas of corruption and deception or how media moguls have used their power to pursue their political agenda and influence political outcomes.

In addressing inquiry question 4: 'Can Australian political 'journalism' be trusted?', students may consider:

- The nature of news in contemporary Australia
- The 24-hour news cycle
- Platforms for political spin
- Opinion polls and political reactions.

Students consider the changing landscape of political 'journalism' and its impact on the reliability and rigour of political reporting. Students evaluate the impact of the pressure for reporting entities to create new content and to constantly attract viewership. Furthermore,

students explore how reporters and politicians use platforms to push their political agenda and spin political content. Students investigate how opinion polls influence the actions of political parties and shape political bias and outcomes. Students critique the accuracy of polls and their limitations. They analyse the impact these factors have on the political narrative and evaluate whether Australians can access trustworthy information through the media to make informed political choices.

Option theme 4: Breaking barriers for women in politics: The struggle for visibility and voice

In this theme, students examine the progression of gender equality in Australia and the world. Students explore past and present barriers and consider a range of strategies to advocate and act on gender equality issues. Students investigate ways in which gender inequalities are perpetuated through societal structures that act as invisible barriers which are embedded in [our] everyday lives. In addition, students challenge their worldview to rethink cultural norms and practices that contribute to inequality.

The four inquiry questions are:

1. How far are women the repressed majority in Australia?
2. How did the suffrage movement progress?
3. Are women's voices visible?
4. Is the glass ceiling for women still a reality in society today?

In addressing inquiry question 1, 'How far are women the repressed majority in Australia?', students may consider:

- The South Australian experience
- Parliamentary and party inequality
- Female power and decision making beyond parliament
- Selected international case studies

Students may consider the South Australian experience as women were legislated to vote. Students reflect on the reasons for the decline in female activism in politics and examine the contemporary situation where new barriers to equality in representation in politics at various levels have appeared. Students examine examples of outstanding female national leaders amid global direct or indirect repression.

In addressing inquiry question 2: 'How did the suffrage movement progress?', students may consider:

- The first wave of feminism
- Later waves of feminism
- Evolution of tactics used in selected countries
- Global areas of minimal progress.

Students trace the development of the struggle and the associated sacrifices of universal suffrage in Australia, the United Kingdom and the United States. Students review debates around equality and the changing methods used to highlight and nominally end discrimination. They assess the effectiveness of the changing tactics employed to

advance the suffrage movement. Students consider contemporary non-Western and Western geographic areas of little progress, not only in less economically developed countries but also in the more economically advanced countries.

In addressing inquiry question 3: 'Are women's voices visible?', students may consider:

- Daily experiences of discrimination
- Significant inspirational literature
- Past and current global voices
- Indigenous leadership figures

Students may examine the overt and covert discriminatory practices impacting on women's lives and reflect on challenges in women making their voices heard. Students examine examples of written and digital works by female authors that challenge views on gender stereotypes. In addition, they review the impact of significant past and current global leaders, both male and female, as beacons of light in global darkness. Students examine case studies of Aboriginal leaders who have influenced change within and beyond their community.

In addressing inquiry question 4: 'Is the glass ceiling for women still a reality in society today?', students may consider:

- Women in political leadership
- The role of Australian Parliaments in addressing the issue
- Glass escalators and the bamboo ceiling
- The entertainment industry

Students may investigate the extent to which women have achieved equality in positions of power both inside and outside Parliaments. Students investigate the acknowledged metaphor of a glass ceiling in a diverse range of areas in the wider community, including contemporary cases in the entertainment industry. Students explore reasons for the ongoing gender inequalities in Australian parliaments. They seek to question current proposals and suggest innovative solutions to reverse gender imbalances. Students explore discriminatory practices in a range of situations both in Australia and overseas such as in Asia and Africa.

Option theme 5: Migration and membership: The politics of its meaning

In this theme, students consider the impacts on politics of the movement of people on the country of origin and countries of destination. Students explore how diaspora politics shapes international politics and the relationships between countries. Students review its changing nature, its increasing importance and its impact in a range of specific locations with a focus on the electoral demography and policies of the political parties in Australia.

The four inquiry questions are:

1. To what extent does diaspora politics exist?
2. Why is diaspora politics continually changing?
3. To what extent has diaspora politics shaped international politics?
4. How has diaspora politics shaped Australian politics?

In addressing inquiry question 1: 'To what extent does diaspora politics exist?', students may consider:

- The definition of diaspora politics
- The changing nature of diaspora politics
- Implications of the impact of diaspora politics
- Case study: Early examples of the diaspora and its evolution.

Students may investigate some of the implications of the transnational nature of diaspora politics in an era of globalisation and changing cultural identities in postmodern societies. In addition, they reflect on the identifiable and subtle impacts diaspora has on a diverse range of global locations. Students reflect on the origin of the term and historically relevant examples that have had a lasting impact on global politics. They also continue to explore the modern interpretations of diaspora through the lens of the contemporary experience of the people.

In addressing inquiry question 2: 'Why is diaspora politics continually changing?', students may consider:

- Dissemination of information through technology
- The ease of human mobility
- Global economic interdependence
- Societal integration

Students consider the view that the movement of a skilled migrant workforce facilitates the adoption of foreign technologies and economic growth in the home country in a range of areas including remittances. Students assess the impact of the ease of human mobility on the accelerating pace of migration. They analyse the disputed concept that the receiving country benefits by the diversity and dissemination of cultures while acknowledging the difficulties that potential racism causes for social integration.

In addressing inquiry question 3: 'To what extent has diaspora politics shaped international politics?', students may consider:

- Impact of the diaspora on the politics of country of origin
- Influence of the diaspora on the politics of country of destination
- Contrasting political strategies for managing international migration
- Case studies

Students may consider the impact of the movement of people in home countries and abroad. Using specific case studies, students investigate the two-way transfer of knowledge and finances. They investigate examples of the political management of people moving between countries and compare government policies that encourage or discourage migration. Students reflect on the broad and narrow consequences of migration from the family to the development of global networks.

In addressing inquiry question 4: 'How has diaspora politics shaped Australian politics?', students may consider:

- Examples of diaspora in Australia
- The electoral impact of changing demography
- Economic and industrial policy

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- Foreign and immigration policy

Students may consider the diversity of impacts that diaspora politics brings to Australian politics and the implications of diaspora politics on the major and minor parties. Students reflect on the impacts of diaspora politics on specific national, regional and international policies that are adopted or altered to accommodate changing and numerically significant demographics. Students consider the regional impacts of concentrated pockets of specific groups and consider the comparative impacts in urban and rural areas of this cohort. They investigate how various government policies attract or repel different groups.

Option theme 6: Reimagining our future

In this theme, students reimagine the future of the world. Students consider the kind of future they foresee by considering pressing challenges such as climate change, social injustice, sustainability, global peace and threats to public health. Students explore the current nature of problems, identify key causes and critically evaluate systemic and conceptual problems that contribute to sustaining global challenges. Students think innovatively to rethink current political practices and find new solutions.

The four inquiry questions are:

1. What are the world's biggest global political concerns?
2. To what extent can political and economic institutions bring real change?
3. To what extent is collective action between countries a game-changer?
4. Does the world need new solutions?

In addressing inquiry question 1: 'What are the world's biggest global political concerns?', students may consider:

- Managing peace and conflict
- Climate change and environmental conservation
- Inequalities and human rights
- Public health and disease management

Students seek to identify the biggest contemporary threats to global peace, sustainability and humanitarian equality. They examine global concerns and reflect on the factors that contribute to perpetuating and escalating these problems. Students review the role, power, effectiveness and actions of national, regional and international agencies in their quest for peace. Students seek to provide solutions to the questions that flow from political, economic, geographic and social inequalities. They assess the concept that climate change is both an individual and a governmental dilemma at both national and global levels. Students explore the current political action or inaction taken to tackle these challenges.

In addressing inquiry question 2: 'To what extent can political and economic institutions bring real change?', students may consider:

- Global political institutions
- Global economic institutions
- Non-governmental organisations

- Case studies

Students may, as a member of the global community, recognise the need for meaningful, sustained action and global approaches. Students are encouraged to review such issues as international cooperation, solidarity, and the development of shared approaches to bring meaningful change. Students seek to understand the purposes and functions of political, economic, and non-government institutions in tackling international problems. They reflect on specific case studies as examples of successful and failed actions and policies. They also consider the power and limitations of these entities.

In addressing inquiry question 3: 'To what extent is collective action between countries a game changer?' students may consider:

- Powerful players/ countries
- Cooperation between countries and institutions
- Mechanisms for collective action
- Barriers to collective action.

Students may consider the action taken by countries to tackle world challenges. Students explore cooperative efforts between nations and institutions to improve world problems, they analyse the impact of the actions taken by individual influential countries and/or blocs of countries to finding strategies to address problems. Students use case studies to assess the impact of collective action and reflect on conflicting interests between nations, lack of governance and limited access to resources. Students assess the claim that all countries should be free to govern with unimpeded national sovereignty.

In addressing inquiry question 4: 'Does the world need new solutions?', students may consider:

- Limitations with the current solutions
- Trailblazers finding workable solutions
- Applying new solutions to global politics
- Future issues and preventions.

Students reimagine a future, focusing on new approaches and ways of thinking. They challenge their assumptions when finding new political approaches to tackle pervasive global problems. Students draw inspiration from innovators leaders who are leading progress and from inspirational Aboriginal and Torres Strait Islanders. Students look to the past for examples of success at both micro and macro levels and analyse the reasons for success. They reflect on the power of the individual in a global world to make positive change. Through an understanding of how governments and commercial entities have traditionally approached challenges, students as informed and active political leaders, identify approaches that need to be reimaged to create new futures.

Skills of sources analysis

The sources used should be current and selected to enhance students' political literacy skills and their awareness of current political issues. Sources could include cartoons, letters, editorials, electoral data, research documents, essays, speeches, interviews, poll results, political promotions, and diaries. Students apply their information literacy, numeracy and ICT skills in researching and using sources. Where possible the use of

primary sources is encouraged. The following framework should be a guide to help students develop their skills of sources analysis.

Analysing sources

Students can analyse a source by considering:

- Context: When did it happen? Where did it happen? Who was involved?
- Purpose: Why was the source created? What was the purpose of creating the source?
- Language: How is the nature and tone of language used to influence the reader?
- Ideas: What ideas(s) are conveyed?
- Cultural messages: What cultural norms are derived, constructed, reinforced, or challenged in the source?
- Inferences: What can be inferred from the source?
- Comparison: How are differences and similarities represented within one or more sources?
- Selectivity: What has been left out or left unsaid? Who is not present? Whose views are not represented?
- Constructs of power: How are power relationships constructed in the source?
- Reflection: What can you learn from examining the source? What more do you want to know? How can you find out?

Comparing sources

Students can compare and contrast sources by considering:

- The origins of the sources: What do the authors, dates, forms, tone and purpose of the sources have in common and how do they differ?
- Content: Do the political ideas presented in the sources conflict or concur?
- Biases: Are biased statements and total inaccuracies evident?
- Interpretation: How is the same political event portrayed in different sources?
- New evidence: How does new evidence change how we view a political event?

Assessing usefulness

Students can assess a source for its usefulness in understanding a political event, activity, or argument by considering:

- Propagandist or balance: How does the source guide the audience to understand a political activity or event?
- Source or evidence: How can the source help form an opinion, explain a point of view, or develop an argument?
- Natural or unintentional bias: Does understanding that the source is primary or secondary affect its perceived usefulness?
- Facts or opinion: Whose opinions are represented? Whose opinions are not? Does the source convey an inclusive representation of opinion?
- Distortion: How does the source silence some opinions while privileging others?
- Selection or omission: How useful is the source in developing the reader knowledge of the event or issue?

Evaluating sources

Students can evaluate a source by considering:

- The origin of source: Who created, published or promoted it? Where was it created, published or promoted? Is it published by a credible and reliable source? Is the information supported by evidence? Is the tone balanced?
- Author's credentials: Is the author qualified to write on the subject? Is the author affiliated with a recognised research institution?
- Purpose: Why has this work been produced? Who is the audience?
- Bias: How does the evidence of bias in a source affect its usefulness? When and why is bias in politics deliberate? Can other literature verify the information on the same topic?
- Chronology: Why might the source be considered reliable at another point in time yet biased at another?

ASSESSMENT SCOPE AND REQUIREMENTS

Assessment in Stage 1 is school-based.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 1 Politics, Power and People:

- Assessment Type 1: Folio
- Assessment Type 2: Sources Analysis
- Assessment Type 3: Investigation.

For a 10-credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- two assessments for the folio
- one sources analysis
- one investigation.

For a 20-credit subject, students should provide evidence of their learning through six to eight assessments. Each assessment type should have a weighting of at least 10%. Students undertake:

- at least three assessments for the folio
- two source analysis
- at least one investigation.

ASSESSMENT DESIGN CRITERIA

The assessment design criteria are based on the learning requirements and are used by teachers to:

- clarify for the student what they need to learn
- design opportunities for students to provide evidence of their learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

- students should demonstrate in their learning
- teachers look for as evidence that students have met the learning requirements.

For this subject, the assessment design criteria are:

- critical and creative thinking
- communication and collaboration
- understanding and ethical reasoning

-
- research and analysis.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Critical and Creative Thinking

The specific features are as follows:

CCT1 Propose solutions and make judgements.

CCT2 Analyse political concepts.

Communication and Collaboration

The specific features are as follows:

CC1 Communicate political ideas, opinions and arguments

CC2 Collaborate to build on the ideas of others, solve political problems or improve solutions.

Understanding and Ethical Reasoning

The specific features are as follows:

UER1 Understand political concepts and the interconnectedness of Australian politics and the world

UER2 Explain the political and ethical nature of the issues.

Research and Analysis

The specific features are as follows:

RA1 Apply inquiry skills to research political issues and perspectives.

RA2 Analyse and evaluate political issues using primary and/or secondary sources.

SCHOOL ASSESSMENT

Assessment Type 1: Folio

For a 10-credit subject, students undertake two assessments for the folio. One assessment task should have a collaborative element.

For a 20-credit subject, students undertake at least three assessments for the folio, including at least one assessment task with a collaborative element.

The assessment may take a variety of forms including, but not limited to:

- a debate on a key issue
- a scripted role-play or mock parliament

-
- commentary on a current political issue as an opinion piece for a newspaper
 - a short-answer assignment
 - an excursion report
 - a supervised, formal written argument
 - an individual or group presentation selected from a range of forms (e.g. public address, multimodal presentation, policy proposal, political campaign address, blog entries, online journals, digital portfolio or web page) to an audience (e.g. the class, another class, the school community, a local community group, or a local member of parliament).

An assessment should be a maximum of 1000 words if written or a maximum of 6 minutes if oral, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning, primarily in relation to the following assessment design criteria:

- critical and creative thinking
- communication and collaboration
- understanding and ethical reasoning.

Assessment Type 2: Sources Analysis

Students undertake one source analysis for a 10-credit subject and two sources analysis for a 20-credit subject.

Students analyse a maximum of five different sources relating to a current political issue or debate that they can follow over a period of time. The sources analysis may be undertaken as an individual or a collaborative activity,

A sources analysis assessment should be a maximum of 1000 words if written or a maximum of 6 minutes if oral, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning, primarily in relation to the following assessment design criteria:

- research and analysis
- critical and creative thinking
- understanding and ethical reasoning.

Assessment Type 3: Investigation

Students undertake one investigation for a 10-credit subject and at least one investigation for a 20-credit subject. Their investigation, analysis, and evaluation are based on any theme from the option themes section.

The assessment may take a variety of forms including, but not limited to:

- website
- video
- recorded radio report
- written or oral analytical report
- an email to a member of parliament

-
- a proposal for political action or change

An investigation should be a maximum of 1000 words if written or a maximum of 6 minutes if oral, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- critical and creative thinking
- communication and collaboration
- research and analysis

PERFORMANCE STANDARDS

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well students have demonstrated their learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student's completion of study of a subject, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- taking into account the weighting of each assessment type
- assigning a subject grade between A and E.

Performance Standards for Stage 1 Politics, Power and People

	Critical and Creative Thinking	Communication and Collaboration	Understanding and Ethical Reasoning	Research and Analysis
A	<p>Proposes creative and insightful solutions and makes reflective judgements that relate to political issues.</p> <p>Comprehensively and thoughtfully analyses political concepts.</p>	<p>Highly organised and fluent communication of political ideas, opinions and arguments</p> <p>Insightful and constructive collaboration to build on the ideas of others, solve political problems or improve solutions.</p>	<p>Perceptive and well-informed understanding of political concepts and the interconnectedness of Australian politics and the world.</p> <p>Insightful and coherent explanation of the political and ethical nature of the issues.</p>	<p>Comprehensive and discerning inquiry skills to research political issues and perspectives using a variety of relevant and current literature</p> <p>Critical analysis and evaluation of political issues using primary and secondary sources.</p>
B	<p>Proposes creative and balanced solutions and thoughtful judgements that relate to political issues.</p> <p>Competently analyses political concepts.</p>	<p>Logical and clear communication of political ideas, opinions and arguments.</p> <p>Thoughtful collaboration to build on the ideas of others, solve political problems or improve solutions.</p>	<p>Thoughtful understanding of political concepts and interconnectedness of Australian politics and the world.</p> <p>Clear explanation of the political and ethical nature of the issues.</p>	<p>In-depth inquiry skills to research political issues and perspectives using relevant and current literature.</p> <p>Purposeful analysis and evaluation of political issues using primary and secondary sources.</p>
C	<p>Proposes solutions and makes judgements that relate to political issues.</p> <p>Analyses political concepts.</p>	<p>Competent communication of political idea, opinions and arguments.</p> <p>Collaboration that builds on ideas of others and attempts to solve problems or improve political solutions.</p>	<p>Informed understanding of political concepts and interconnectedness of Australian politics and the world.</p> <p>Sound explanation of the political and ethical nature of the issues.</p>	<p>Sound inquiry skills to research political issues and perspectives using relevant literature.</p> <p>A sound analysis and evaluation of the political issues using primary and secondary sources.</p>
D	<p>Refers to solutions and recounts information related to political issues.</p> <p>Explains a political concept.</p>	<p>Communication of ideas and opinions.</p> <p>Some collaboration that attempts to solve problems.</p>	<p>Some understanding of political concepts.</p> <p>Some recognition of the political nature of issues.</p>	<p>Limited inquiry using some relevant literature.</p> <p>Limited analysis of the political issues using some sources.</p>
E	<p>Identification of a simplistic solution.</p>	<p>Basic communication of ideas.</p> <p>Limited evidence of contributions.</p>	<p>Minimal understanding of political concepts.</p>	<p>Minimal inquiry using a source.</p>

	Critical and Creative Thinking	Communication and Collaboration	Understanding and Ethical Reasoning	Research and Analysis
	Identification of a political concept.		Limited recognition of the basic political ideas.	Superficial recognition of political issues.

Board-accredited, pre-edited draft – for planning

ASSESSMENT INTEGRITY

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement in the school assessment are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 1 are available on the SACE website (www.sace.sa.edu.au).

Board-accredited, pre-edited draft – for planning

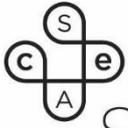
SUPPORT MATERIALS

SUBJECT-SPECIFIC ADVICE

Online support materials are provided for each subject and updated regularly on the SACE website. Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

ADVICE ON ETHICAL STUDY AND RESEARCH

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE, which are on the SACE website



SACE BOARD
SOUTH AUSTRALIA

Politics, Power and People

2022 Subject Outline
Stage 2

This subject outline has been accredited. It is provided in draft, pre-edited form for planning and implementation activities.

The published, edited version of this subject outline will be available online in Term 4, 2020.

The renewed Board-accredited Stage 2 subject outline will be taught from 2021.



Government
of South Australia

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CONTENTS

Introduction	
Subject description.....	35
Capabilities	36
Aboriginal and Torres Strait Island Knowledge, Cultures, and Perspectives	39
Learning Scope and Requirements	
Learning requirements.....	40
Content	40
Assessment Scope and Requirements	
Evidence of learning	54
Assessment design criteria	54
School assessment.....	55
External assessment.....	57
Performance standards	59
Assessment Integrity	60
Support Materials	
Subject-specific advice.....	60
Advice on ethical study and research.....	60

SUBJECT DESCRIPTION

Politics, Power and People is a 20-credit subject at Stage 2.

Politics, Power and People is the study of how power is distributed and exercised at all levels of society. The subject explores ideas related to cooperation, conflict, crises and the political intricacies of a particular government. Throughout their study, students develop an understanding of expressions of power and politics as they affect the individual, families, schools, workplaces, communities, governments, and institutions in the commercial world, law and media. Through an inquiry approach students challenge their existing understanding and move from 'right or wrong' thinking to appreciate political nuances that are 'grey'. They explore abstract ideas by putting their learning into action as they move to understand the various themes related to politics, power and people at local, state, national and international levels.

A broad understanding of political events and their impact is developed through the integration of historical, legal, cultural, philosophical, geographical and economic perspectives to provide a broader contextual understanding of political events and their impact. Insights into these factors allow students to develop an understanding of how power is constructed in different contexts.

Students explore the themes by collaboratively critiquing political ideas and transferring their learning to other situations and cultural contexts. Case studies are integrated into the learning to provide students with the opportunity to construct knowledge and connect the contextual understanding of political structures to political theories. Students apply their understanding of elements of the Australian political system in a global context. They learn to understand why conflicts occur and the mechanisms used to negotiate and resolve them. Through the study of Politics, Power and People students begin to appreciate the complexity and diversity of approaches to solving global challenges related to human rights, equality, the distribution of resources, welfare and poverty.

Students develop skills in written and oral communication, critical and creative thinking, analysis and the ability to conduct ethical, reliable and valid research. By equipping themselves with these skills, students are empowered to become active citizens, voters and participants in local, national and international communities. They also understand how different systems of government offer varied opportunities for participation as they make informed decisions about the right to dissent and the limits of tolerance in relation to social justice, morals and ethics.

The investigations allow students to carry out in-depth research on the theme of their choice or an area of interest. They are encouraged to use a range of investigative methods, such as quantitative, qualitative or mixed, using either primary and/or secondary data. Students develop skills of critical analysis and convey ideas in coherent forms of communication using political terms to articulate their understandings and justify their political reasoning.

At Stage 2, students develop their understanding of Politics, Power and People through a compulsory theme, Making Meaning about Democracy: Exploring Australian Politics and choose two themes from the option theme section.

Students consider the aspects of the democratic system from perspectives such as the historical limits of citizenship to contemporary concerns about globalisation, including both the nation-state and the challenges from diverse media platforms.

CAPABILITIES

The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The SACE identifies seven capabilities. They are:

- literacy
- numeracy
- information and communication technology capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

The capabilities, particularly those for critical and creative thinking, ethical understanding, personal and social capability, are reflected in the learning requirements, content, assessment design criteria, and the performances standards of Politics, Power and People.

Literacy

Students extend and apply their numeracy capability by, for example:

- extending and applying their literacy capability as they read and analyse sources of information related to contemporary Australian and global political systems and issues.
- Identifying, selecting, organising, analysing and synthesising political sources
- critically evaluating and understanding the power and use of language from various sources
- discussing and sharing information, concepts and ideas related to politics
- considering a range of perspectives to identify intent and bias, facts and opinions and how language and images can be used to manipulate meaning
- developing skills to articulate, discuss, debate and evaluate their thoughts and defend or refute arguments about controversial issues
- using their literacy capabilities to investigate, make informed comments and propose recommendations to political issues using appropriate evidence to support their conclusions.

Numeracy

Students extend and apply their numeracy capability by, for example:

- developing and applying numeracy knowledge and skills to analyse, interpret and present information in numerical and graphical form
- investigating, comparing and analysing polls as drivers of public opinion, and examining metrics and indicators to track the impact of climate change and global economic transformation

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- researching and using quantitative and qualitative data to recognise the impact of changing demographics on politics, electoral boundaries and party loyalties
 - acknowledging the strengths and limitations of using data when monitoring, interpreting and analysing political events
 - representing quantitative data from primary research to create graphs and charts to forecast potential political outcomes
 - constructing and interpreting data to make meaning of past and present information by sequencing and analysing data using digital timelines, which help understand why present political events occurred and predict future political events.

Information and communication technology (ICT) capability

Students extend and apply their numeracy capability by, for example:

- retrieving information and participating collaboratively in online learning contexts such as interactive online learning platforms
- developing the knowledge and skills to use digital technologies to analyse patterns from data sets over time and analyse information to predict political results and key trends
- using social media or other platforms to responsibly collaborate, communicate and share information with peers about political viewpoints
- exploring opportunities presented by digital or emerging technologies to connect and analyse with diverse political perspectives
- proposing strategies for collective decision making and action by applying and harnessing ICT skills through organizing and presenting information digitally using multimodal elements.

Critical and creative thinking

Students extend and apply their numeracy capability by, for example:

- developing their critical thinking skills by appreciating the values of inquiry such as accuracy, clarity, depth and breadth of treatment and relevance
- asking relevant questions to challenge their assumptions, question the validity and reliability of sources of information and develop a political argument using valid evidence
- developing their ability to interpret inferences and meaning and appreciating the nature of politics as they examine the structure of arguments to evaluate the claims made
- developing a clear and holistic understanding of the underlying political issues and challenges that hinder progress toward new solutions to develop creative and defensible strategies to improve decision-making processes to serve the needs of local and global communities
- using high-level reasoning, students develop their metacognitive thinking to examine issues related to power and propose appropriate and innovative courses of action.

Personal and social capability

Students extend and apply their numeracy capability by, for example:

- developing a personal political identity and position in relation to political and moral issues by learning to understand about themselves and others
- working collaboratively in teams to tackle challenging problems that require them to develop and apply personal, interpersonal and social skills to appreciate and respect their own perspectives, and that of others
- analysing the underpinning social structures in Australian and global political environments while considering issues related to social inclusion
- recognising their emotions and developing empathy for others when considering the impact of political discourse on members of the communities
- developing personal responsibility as they make informed and responsible decisions and transform these into feasible actions to contribute to civil society at various levels
- mediating, negotiating, proposing, advocating and contributing to solutions to local and global issues, as they become empowered.

Ethical understanding

Students extend and apply their numeracy capability by, for example:

- considering how they can contribute to a civilised and democratic society
- discussing ethical concepts such as making moral judgements, having critical and collective responsibility that underpins political ethics
- using appropriate, ethical and safe research processes, students evaluate their findings against criteria related to human rights, citizenship, economic prosperity, social advancement and environmental conservation
- observing appropriate protocols when communicating with members of the community as they explore political and ethical issues and learn to be accountable for decisions they make as members of a democratic community
- negotiating with their peers as they decide whose ethical and moral stance they should sit and stand
- examining shared beliefs, values, rights and responsibilities of citizenship in the context of diversity

Intercultural understanding

Students extend and apply their numeracy capability by, for example:

- engaging in contemporary global debates and explore the implications of globalisation in political contexts
- engagement with issues of cultural diversity and developing an understanding of how this influences decisions within a range of political systems
- developing an understanding of the cultural factors that shape their and others perceptions and values

-
- developing their own ideas and values, through cultural and community engagement and developing an understanding of how their actions impact others and the future
 - exploring the political systems of Aboriginal and Torres Strait peoples and the dynamic power relations that shape the interactions between dominant and non-dominant cultures, including the undercurrents of difference found within these interrelations
 - cultivating empathy as global citizens to improve the quality of their lives and others while discovering commonalities and develop the courage to transform their beliefs and values.

ABORIGINAL AND TORRES STRAIT ISLANDER KNOWLEDGE, CULTURES, AND PERSPECTIVES

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

- providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
- recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society
- drawing students' attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
- promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities.

LEARNING SCOPE AND REQUIREMENTS

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Politics, Power and People.

In this subject, students are expected to:

1. understand and analyse political concepts and the interconnectedness of Australian politics and the world
2. explore political issues by synthesising information and perspectives and reflecting on the barriers to progress and solutions
3. propose solutions and make judgements considering factors such as the social climate, political structures and perspectives
4. develop independent and collaborative communication skills to express the complexity of political ideas
5. reflect on their beliefs, values and experiences concerning political ideas and concepts
6. apply inquiry skills to compare, analyse and evaluate political issues and perspectives using a range of evidence

CONTENT

Stage 2 Politics, Power and People is a 20-credit subject that consists of:

- one compulsory theme: Making Meaning about Democracy – Exploring Australian Political Narratives
- any two options themes.

In Stage 2 Politics, Power and People students become critical consumers of political information. Students critique multiple perspectives and the social and political structures which influence political decisions. They develop a political identity and justify their political standpoints with well-reasoned arguments. Students challenge their assumptions and develop cultural sensitivities to shape their worldviews. They gain an appreciation of how past Australian and other global political events have shaped the world they live in today. Students consider how their actions impact people. As students are empowered to be informed and engaged citizens, they understand the power of politics both in an Australian and global context. A study of politics will empower students to continue to develop their capabilities to thrive in the world of the twenty-first century.

Compulsory Theme: Making Meaning about Democracy – Exploring Australian Political Narratives

The compulsory theme consists of five inquiry questions that focus on ‘Making Meaning about Democracy – Exploring Australian Political Narratives’. By exploring the concept of democracy, students gain and appreciate its nature, strengths and the limitations of democracy.

The five inquiry questions are:

1. What is democracy?
2. To what extent does Australia’s political system reflect democratic values?
3. Can political participation influence political change?
4. To what extent do political parties effectively represent the will of the people?
5. Can an election be won without ‘playing’ politics?

In this compulsory theme, students gain an appreciation of the key ideas, ideals and challenges to democracy in a variety of situations both past and present. Students evaluate the Australian political system and consider how its democratic nature has changed over time. In addition, they review the unique features of our democratic system, reflect on the role of active citizens and analyse ways to make significant impacts. Students deliberate on the effectiveness of the political parties in Australia as vehicles of democracy and the mechanism they use to exercise power and persuade public opinion.

In addressing inquiry question 1: ‘What is democracy?’, students may consider:

- Ancient Greek democratic practice
- Game changers of politics
- Active democratic citizenry
- The role of government in society

Students gain an appreciation of the key ideas in the development of the concept of democracy. Students revisit the traditional roots of democracy in Greece and evaluate the strengths and weaknesses of the concept in its original context. Students consider philosophical contributions and evaluate the ideas of Hobbes, Locke and Rousseau. They review the challenges to democracy in the twenty-first century. Students consider the roles and responsibilities of active citizens in a modern democracy, while considering the extent to which governments become involved in the personal social and economic activities of individual citizens.

In addressing inquiry question 2: ‘To what extent does Australia’s political system reflect democratic values?’, students may consider:

- The rule of law – a comparative study with non-democratic countries
- Responsible and representative government
- Separation of powers
- Free, regular and representative elections

Students consider the key idea of the rule of law both in theory and in practice both in the Australian context and in selected comparative international situations. Students explore the ideals of a democratic society with a focus on responsible and representative government. They consider the role of the Constitution in protecting the core democratic

values and compare the Australian interpretation of separation of power with international examples. Students explore why it is important to limit the extent of power of authorities. They debate about compulsory voting, voting age and national participation in an Australian context.

In addressing inquiry question 3: 'Can political participation influence political change?', students may consider:

- Different electoral systems
- Referendums and plebiscites
- The power of collective action in advocating for change
- Case studies of political movements

Students evaluate the comparative fairness of the major voting systems in Australia at local, territorial, state and national levels. They review how some electoral systems change over time and the impacts of examples of malapportionment at a range of levels. They consider the effectiveness of and the mechanisms of employing both referenda and plebiscites in an Australian context. Students explore and evaluate how they can be active citizens. Students critically examine the contemporary social movements and pressure groups as avenues of political expression at both the national and international levels.

In addressing inquiry question 4: 'To what extent do political parties effectively represent the will of the people?', students may consider:

- The political spectrum
- The ideology, pragmatism, policy, and practice of political parties
- Classification of an independent and major and minor parties
- Case study of public opinion impacting party policy

Students explore the ideas associated with the political spectrum and the strengths and weaknesses of thinking about politics through an ideological lens. Students evaluate the extent to which parties in Australia are driven by their founding or modified ideologies or political pragmatism and investigate how the conflict between ideology and pragmatism translates into party policy. Students review the impacts this conflict has on electoral success. They evaluate the reasons for the long-term comparative success of major parties and the ephemeral nature of nearly all minor parties.

In addressing inquiry question 5: 'Can you win an election without 'playing' politics?', students may consider:

- Short and long-term factors that impact voting
- Influence of minority groups
- The power within parties – accountability and decision making
- Case study about how global politicians have used strategies to gain power

Students review a range of Australian elections at different levels to analyse the multi-factorial nature of election results. Students consider the various psychological, geographical, economic, social and systemic factors that influence voter behaviour. Students review the impacts of minority groups in selected geographic and ideological areas. In addition, they explore the vexed question of power within parties such as executive power, party room decisions, national and state policy decisions, pre-selection

factors, gender inequality, sub-branch activities. Concurrently, students explore, in a comparative study the situation in an international context.

Option Themes

An option theme allows students to further develop their understanding of politics, power and decision-making in specific areas of politics. The descriptions that follow the outline of possible option themes are not intended to be prescriptive. Teachers should use their knowledge and resources to develop suitable option themes that build on students' interests. Teachers should guide students to consider social characteristics that may be central to the option themes, such as gender, race, ethnicity, religion, and socio-economic and professional status.

Select any two of the following option themes.

- Option theme 1: The United States and the world: Managing challenges
- Option theme 2: A world in existential crisis
- Option theme 3: Mediatisation of politics
- Option theme 4: Politics of the minority: Making Aboriginal voices heard
- Option theme 5: The Chinese century: Emergence of a new hegemon

Option theme 1: The United States and the world: Managing challenges

Students consider the unique geopolitical hegemonic position of the United States after World War Two and explore issues faced with the management of challenges to this position. Students evaluate the short and long-term effectiveness of the national responses to these challenges both at home and abroad. They evaluate apparent and implied reasons for the foreign policy decisions of the United States and implications of these in diverse contexts. Students analyse Australia's changing relationship with the United States.

The inquiry questions are:

1. Is the United States the undisputed global hegemonic power?
2. Is global harmony the sole aim of the United States foreign policy?
3. Has the United States overcome external and internal challenges?
4. Does Australia benefit from its relationships with the United States?

In addressing inquiry question 1: 'Is the United States the undisputed global hegemonic power?', students may consider:

- Political, economic and geographic components of power
- Soft power as a form of imperialism
- Bilateral and multilateral agreements
- Domestic events that impact the United States global positioning

Students consider areas of American hegemonic status by reviewing the claim that America is the undisputed geopolitical leader in all areas. Students analyse the past and current challenges against the background of an ever-changing global stage. They evaluate the claim that soft power is another form of imperialism and explore its dimensions such as language, pop-culture, entertainment and sport. Students consider the roles of selected bilateral and multilateral agreements in supporting America's dominance in such areas as trade and defence. Also, students reflect on the impact that national disputes, internal criticism and national personalities have on America's international image.

In addressing inquiry question 2: 'Is global harmony the sole aim of the United States foreign policy?', students may consider:

- Foreign policy and its evolution
- A force for good in the modern world
- The United States as a global police force
- International perspectives on foreign policy

In this question, students consider America's management of post-World War Two foreign policy and the factors driving policy change. Students reflect on the areas of comparative successes and failures in a range of geographic, economic and ideological areas and evaluate the reasons for America's intervention. Students use a diversity of examples to analyse whether American foreign policy benefits individual countries or regions and the global community. Students evaluate whether America has a role to play as an enforcer of global justice and whether it is a compassionate international friend or self-interest that drives the management of their foreign policy.

In addressing question 3: 'Has the United States overcome external and internal challenges?', students may consider:

- The changing dimension of current international challenges and alliances
- International threats – real and perceived
- Domestic social issues impacting international cooperation
- Congress as an enabler of internal progress

Students consider how the United States addresses the problems associated with shifting geopolitical alliances in a world where rapid technological change makes for increasing uncertainty in a globalised world. Students review international examples and impacts in which past foes become current allies and assess how the United States faces these challenges. Students critically analyse how the United States deals with a range of domestic, social and economic challenges that impact on their hegemonic power. Students gain an appreciation of both the powerful role of Congress and how its nature can challenge progress.

In addressing question 4: 'Does Australia benefit from its relationships with the United States?', students may consider:

- Changing international challenges and alliances
- International threats to the relationship
- Domestic social issues
- Our great and powerful friend

Students explore the evolution of the changing long-standing relationship between Australia and America, including a reflection on the situation during World War Two. Students evaluate the nature of contemporary international challenges and relationships from a range of perspectives including security, trade, defence cooperation and the tyranny of distance with a focus on the south-west Pacific. Students review issues linked to American presence and bases on Australian soil to analyse whether these benefit Australia. They further investigate the policies of the major parties and examine if this relationship is in Australia's interest. Students also critically analyse the notion that America is our great and powerful friend.

Option theme 2: A world in existential crisis

Students explore the nature of global challenges and conflicts and their implications on individuals and the wider world. Students explore how global challenges have resulted in local and transnational terrorism, international interventions, nuclear proliferation, and cyber and information warfare. Students reflect on how human lives are impacted by the interconnectedness and increasing interdependence of countries, companies and individuals.

The inquiry questions are:

1. Are nuclear weapons the greatest existential threat to the world today?
2. To what extent can a global solution be found to counter climate change?
3. Will the world ever be free of armed conflict?
4. Are non-traditional military threats now a greater danger to global peace?

In addressing inquiry question 1: 'Are nuclear weapons the greatest existential threat to the world today?', students may consider:

- Members of the nuclear club and their agenda
- Global management of nuclear proliferation
- Alternative applications of nuclear technology
- Implications of Australia going nuclear

Students explore the past and present proliferation of nuclear weapons and examine countries that are armed with nuclear arsenals, and the impact this has on power, security and international relationships. Students assess the arguments justifying the and trade of nuclear weapons and the consequent threat nuclear weapons have on global security, humanity and environmental sustainability. Students further reflect on Australia's nuclear position and consider the implications of Australia utilising nuclear technology. Students consider whether the benefits of using alternate applications of nuclear technology outweigh the risks in an increasingly complex modern world.

In addressing inquiry question 2: 'To what extent can a global solution be found to counter climate change?', students may consider:

- Causes and impacts of climate change
- Comparative global responses to climate change
- Challenges for global solutions
- Methods of adapting to and reducing climate change

Students examine the causes and impacts of climate change on the environment, resource management, and communities around the world. Students analyse the effectiveness of the protocols and treaties signed by developed and developing nations to tackle the adversities faced by vulnerable people around the world. They investigate the different responses from nations to the challenges confronting global decision-makers and reflect on the feasibility of these proposed solutions in an increasingly unpredictable world. Students evaluate the success of various mitigation policies and adaptation measures to reduce climate change.

In addressing inquiry question 3: 'Will the world ever be free of armed conflict?', students may consider:

- Causes and responses to contemporary conflict
- Institutions providing collective security
- Peacekeeping, peace enforcement and state sanction
- Australia as an international supporter of global peace and security

Students examine issues of peace and conflict from various perspectives to understand the complex process of conflict resolution. They explore the role of government and non-government institutions in intervening, managing, and restoring peaceful environments. In addition, they examine the powers and limitations which shape the way these entities respond. Students evaluate Australia's contribution to world peace and stability. Students critique the effectiveness of non-violent approaches in achieving foreign policy objectives and resolving conflict.

In addressing inquiry question 4: 'Are non-traditional military threats now a greater danger to global peace?', students may consider:

- Domestic and international terrorism
- Cyber-attacks
- Energy, resource, health and biosecurity
- International crime, piracy, human trafficking and exploitation

Students consider the effect of growing non-traditional military threats to peace, security and prosperity and evaluate the extent to which violent and non-violent threats compromise global safety. They consider the nature and intended consequences of the threats and the impacts on domestic and international communities. Students develop an appreciation of the complexities that these challenges present to governments, organisations and communities who seek to minimise risks and impacts. Students explore non-intentional threats which arise from mismanagement and lack of control of world resources.

Option theme 3: Mediatisation of politics

In this theme, students focus on media, its power, the various perspectives and influences on politics. Students investigate the increasing intrusion of media into the political sphere and critique the approach of the media-driven society. They critically inspect evidence to determine whether political institutions have retained their influence in the face of expanding media power. Students evaluate whether political institutions are dependent upon, or independent of the media.

The inquiry questions are:

1. To what extent does media protect the fundamental rights and responsibilities of western liberal democracies?
2. To what extent has global politics been revolutionised by new media?
3. Does the media set the political agenda and influence public opinion?
4. Can Australian political journalism survive the twenty-first century paradigm?

In addressing inquiry question 1: 'To what extent does media protect the fundamental rights and responsibilities of western liberal democracies?', students may consider:

- The intricacies of fairness and newsworthiness
- Rights and responsibilities of the media in western democracies
- The Australian media as a balanced entity
- The role of cartoonists as social critics

Students explore how some democracies in the world have overseen attempts to compromise the independence of the media sector. They critically analyse the concept of newsworthiness, fairness, rights and responsibilities in news selection in western democracies. They examine factors that threaten global media freedom, the impact of the threats on democracy and how press freedom rebounds from repression. Students evaluate the role of the Australian media, the standards that govern them and their commitment to its statutory independence. Students investigate the provocative role of cartoonists in highlighting societal issues.

In addressing inquiry question 2: 'To what extent has global politics been revolutionised by new media?', students may consider:

- The role of social media in current elections
- The use of social media to influence political agenda
- The changing lens and perceptions of 'extreme' and 'mainstream' views
- Comparative case study of social media in Australia and another country

Students consider the changing role of media from being monologue to a dialogue where personal opinions are unfettered. Students appraise the role and use of social media as a pervasive force in politics, particularly using digital micro-targeting tactics to shape political agendas. Students analyse how the media juggles shifts in perspectives while trying to remain objective and impartial when dealing with extreme and mainstream views. Through a comparative case study of social media, students explore the complexities of the new media system both in the Western and non-Western countries.

In addressing inquiry question 3: 'Does the media set the political agenda and influence public opinion?', students may consider:

- Diversity and ownership of media organisations
- Government use of media to set their agenda
- Polls as drivers of public opinion
- An international case study of an election from an Australian perspective

Students explore whether diverse ownership of the media leads to the effective functioning of democracy. As the media communicates information to the public and influences their decision-making, government institutions leverage the power of the media to influence political outcomes. Students investigate whether the media exert political influence on government or if the reverse relationship is true. They examine the validity and reliability of opinion polls as a tool for policymaking and examine how reliance on polls affects the practice of democracy. Students analyse an international case study where the media has made a significant electoral impact.

In addressing inquiry question 4: 'Can Australian political journalism survive the twenty-first century paradigm?', students may consider:

- Reliability of news sources
- Suppression of freedom of speech
- Economic viability
- Cyber and national security

Students explore the codified rules and social norms that govern the practice of Australian journalism. They analyse factors that determine source reliability and what is worthy and credible publishing. Students investigate the implications of decreasing media freedom considering government censorship in democratic and authoritarian regimes as well as commercial pressures due to the rise of the internet. Students examine the importance of cybersecurity and the legal protections for journalists to defend freedom of the press for the wider social and economic good. They investigate whether the Australian media presents a clear threat to democracy or are vital to government accountability.

Option theme 4: Politics of the minority: Making Aboriginal voices heard

Students focus on connecting Aboriginal and Torres Strait Islander perspectives and politics. Students reflect on the degree to which Aboriginal voices have been considered by and influenced parliament and the extent to which they have autonomy, sovereignty and governance. Comparative studies of other marginalised communities around the world allow students to form an appreciation of the challenges and the experiences they face.

The inquiry questions are:

1. How can political representation of Aboriginal and Torres Strait Islander people be achieved?
2. How far can Aboriginal and Torres Strait Islander perspectives be influential in political outcomes?
3. To what extent have Aboriginal communities achieved self-determination?
4. To what extent are the experiences of Aboriginal and Torres Strait Islander people reflected in other countries?

In addressing inquiry question 1: 'How can representation of Aboriginal and Torres Strait Islander people be achieved?', students may consider:

- Recognition of Aboriginal People within the Australian Constitution
- Political ramifications of a third parliamentary chamber
- Significance of Aboriginal political representation
- The effectiveness of reconciliation movements of the 2000s

Students challenge the broader concept of political representation. Through a critical lens, students address whether Aboriginal and Torres Strait Islander people have been sufficiently represented in parliament within the political discourse that shapes decision-making in Australia. Students explore ways in which Aboriginal voices can be heard in politics, including the creation of a third federal Chamber. They consider the values reflected in the Australian Constitution and the importance of constitutional recognition. Students explore past and current attempts at reconciliation. They reflect on the transformative nature of reconciliation and the positive impact successful reconciliation will have on the future of all Australians.

In addressing inquiry question 2: 'How far can Aboriginal and Torres Strait Islander perspectives be influential in political outcomes?', students may consider:

- The effectiveness of federal organisations
- South Australian organisations
- Modern political implications of the civil rights movement
- Contemporary community-based movements

Students explore the potential role Aboriginal and Torres Strait Islander people can have within politics and in shaping societal perspectives. Students analyse the effectiveness of Federal and South Australian organisations in making progress, advancing rights and advocating their perspectives. Students consider the barriers to successful initiatives and the importance of long-term political support. Within the context of civil rights movements, students explore the impact activism has had on the advancement of civil rights for these people. Students critique the importance of community-based movements for progressing equality and redressing the disparity that continues to be part of the daily Aboriginal and Torres Strait Islander experience.

In addressing inquiry question 3: 'To what extent have Aboriginal communities achieved self-determination?', students may consider:

- Understanding self-determination
- Evaluation of self-determination
- Case studies related to Anangu Pitjantjatjara Yankunytjatjara (APY) Lands
- Proposing a model to improve political outcomes

Students explore the extent to which Aboriginal communities autonomously govern their communities and consider the 'right to self-determination', especially over matters that directly affect the lives of Aboriginal people. They examine the implications for communities, that do not have adequate power to influence the programs, policies, and structures that rule their lives. It is with this understanding that students question the notion that without self-determination, Aboriginal communities cannot achieve equality and

continue to suffer systemic disadvantages. Students analyse the models used for self-determination in the APY lands and propose improvements to advance community outcomes.

In addressing inquiry question 4: 'To what extent are the experiences of Aboriginal and Torres Strait Islander people reflected in other countries?', students may consider:

- Comparisons with Asia-Pacific nations
- Comparisons with Western democracies
- Comparisons with other First Nation Peoples
- Human rights activism as an agent of change

Students compare the Aboriginal and Torres Strait Islander experiences to the challenges of other similar communities. Students explore the progress made by these communities regarding equality, social and economic capital, well-being, respect for culture and safety. They compare and contrast global examples that highlight the ongoing impacts of colonialism, displacement and the struggles faced by marginalised communities. Students consider the advancement of human rights for these groups and the complexities associated with repairing communities within the contexts of contemporary environments.

Option theme 5: The Chinese century: Emergence of a new hegemon

Students focus on China's emerging power and influence in the world and examine China's role as the driver of global change. Students reflect on the emerging tension escalating from China's rising global dominance, the impact it has on the world and how the United States or other countries attempts to reinforce its own power. Students analyse the impact of China's internal governance on its people.

The four inquiry questions are:

1. as the rest of the world embraced the recent rise of China?
2. To what extent has China been successful in achieving its national interest?
3. What is required for China to be considered a global hegemon?
4. Does Australia benefit from its relationship with China?

In addressing inquiry question 1: 'as the rest of the world embraced the recent rise of China?', students may consider:

- Implications of the Sino-Russian relationship
- The relationship between China and the United States
- The evolution of China's foreign policies
- China's global economic impact

Students analyse the economic, political and military aspects of the Sino-Russian partnership. They explore the triangular interactions between China, Russia and the United States in relation to the adage 'my enemy's enemy is my friend'. Students examine the strategic competition and the increased tensions between China and the United States that lead to a close China-Russia tie. Students investigate the evolution of China's foreign policies with other countries and evaluate China's transformation to a modern economic superpower with global interests and responsibilities.

In addressing inquiry question 2: 'To what extent has China been successful in achieving its national interest?', students may consider:

- Reasons for economic progress
- Implications of social policies
- Military conflicts and geographical disputes
- Influences in world trade and diplomacy

Students examine the transition in China's national interest, exploring the defensive and constructive strategies used to achieve their domestic and global agenda. Students explore China's influences by investigating the domestic and international factors that determine strategic choices and interactions. They appraise China's increased diplomatic investment with other countries, the economic progress, benefit and costs. Students analyse the implications of the social policy on health, education, housing, pension, disability and poverty alleviation. They investigate the likelihood of military conflicts in areas such as the Asia Pacific region and the rest of the world.

5. In addressing inquiry question 3: 'What is required for China to be considered a global hegemon?', students may consider:

- Chinese global position
- Influence on international institutions
- View of their role in the world
- International responses to China's ascendancy

Students explore China's rising position in its pursuit to change the global order of power. Students investigate China's internationalist vision for economic integration and the increasing influence in international institutions such as the World Trade Organisation, Asia-Pacific Economic Cooperation and United Nations' Human Rights Council, Security Council and World Health Organisation.. Students examine the factors that enable China to become the new hegemon and explore how it perceives itself in shaping global affairs. They critically analyse China's increasing interventionist approach in security and economics. Students evaluate whether China's rise is peaceful or is a threat by examining the international responses to its rise.

In addressing inquiry question 4: 'Does Australia benefit from its relationship with China?', students may consider:

- Comparative study of the Australian and Chinese systems
- Australia and China's economic relationship
- China's soft power influence in Australia
- Australia and China strategic relationship

Students examine Australia-China relations characterised by strong economic bonds. Students investigate the factors that made the robust relationship possible despite the differences between the Australian and Chinese political, social and economic systems. Students define the concept of soft power, investigate the complexity of China's influence in Australia and decide whether Australia's understanding of soft power diplomacy is outdated. They explore the Australia-China strategic partnership, the benefits, challenges and impacts on diplomatic and economic relationships. Students question the complexity of this partnership and the consequences it has on our relationship with other countries.

Skills of sources analysis

The sources used should be current and selected to enhance students' political literacy skills and their awareness of current political issues. Sources could include cartoons, letters, editorials, electoral data, research documents, essays, speeches, interviews, poll results, political promotions, and diaries. Students apply their information literacy and numeracy skills in researching and using sources. Where possible the use of primary sources is encouraged. The following framework should be a guide to help students develop their skills of sources analysis.

Analysing sources

Students can analyse a source by considering:

- Context: When did it happen? Where did it happen? Who was involved?
- Purpose: Why was the source created? What was the purpose of creating the source?
- Language: How is the nature and tone of language used to influence the reader?
- Ideas: What ideas(s) are conveyed?
- Cultural messages: What cultural norms are derived, constructed, reinforced, or challenged in the source?
- Inferences: What can be inferred from the source?
- Comparison: How are differences and similarities represented within one or more sources?
- Selectivity: What has been left out or left unsaid? Who is not present? Whose views are not represented?
- Constructs of power: How are power relationships constructed in the source?
- Reflection: What can you learn from examining the source? What more do you want to know? How can you find out?

Comparing sources

Students can compare and contrast sources by considering:

- The origins of the sources: What do the authors, dates, forms, tone and purpose of the sources have in common and how do they differ?
- Content: Do the political ideas presented in the sources conflict or concur?
- Biases: Are biased statements and total inaccuracies evident?
- Interpretation: How is the same political event portrayed in different sources?
- New evidence: How does new evidence change how we view a political event?

Assessing usefulness

Students can assess a source for its usefulness in understanding a political event, activity, or argument by considering:

- Propagandist or balance: How does the source guide the audience to understand a political activity or event?
- Source or evidence: How can the source help form an opinion, explain a point of view, or develop an argument?

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- Natural or unintentional bias: Does understanding that the source is primary or secondary affect its perceived usefulness?
 - Facts or opinion: Whose opinions are represented? Whose opinions are not? Does the source convey an inclusive representation of opinion?
 - Distortion: How does the source silence some opinions while privileging others?
 - Selection or omission: How useful is the source in developing the reader knowledge of the event or issue?

Evaluating sources

Students can evaluate a source by considering:

- The origin of source: Who created, published or promoted it? Where was it created, published or promoted? Is it published by a credible and reliable source? Is the information supported by evidence? Is the tone balanced?
- Author's credentials: Is the author qualified to write on the subject? Is the author affiliated with a recognised research institution?
- Purpose: Why has this work been produced? Who is the audience?
- Bias: How does the evidence of bias in a source affect its usefulness? When and why is bias in politics deliberate? Can other literature verify the information on the same topic?
- Chronology: Why might the source be considered reliable at another point in time yet biased at another?

ASSESSMENT SCOPE AND REQUIREMENTS

All Stage 2 subjects have a school assessment component and an external assessment component.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 2 Politics, Power and People.

School assessment (70%)

- Assessment Type 1: Folio (50%)
- Assessment Type 2: Sources Analysis (20%)

External assessment (30%)

- Assessment Type 3: Investigation (30%).

Students should provide evidence of their learning through six to eight assessments, including the external assessment component. Students undertake:

- at least three folio tasks
- two sources analysis
- one investigation.

ASSESSMENT DESIGN CRITERIA

The assessment design criteria are based on the learning requirements and are used by:

- teachers to clarify for students what they need to learn
- teachers and assessors to design opportunities for students to provide evidence of their learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

- students should demonstrate in their learning
- teachers and assessors look for as evidence that students have met the learning requirements.

For this subject, the assessment design criteria are:

- critical and creative thinking
- communication and collaboration
- understanding and ethical reasoning
- research and analysis

The specific features of these criteria are described below.

The set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Critical and Creative Thinking

The specific features are as follows:

CCT1 Propose solutions, make judgements and compose arguments related to political issues

CCT2 Analyse and evaluate political concepts.

Communication and Collaboration

The specific features are as follows:

CC1 Communicate political ideas, opinions and arguments

CC2 Collaborate to build on the ideas of others, solve political problems or improve solutions.

Understanding and Ethical Reasoning

The specific features are as follows:

UER1 Understand political concepts and the interconnectedness of Australian politics and the world

UER2 Explain the political and ethical nature of issues.

Research and Analysis

The specific features are as follows:

RA1 Apply inquiry skills to research political issues and perspectives.

RA2 Analyse and evaluate political issues using primary and secondary sources.

SCHOOL ASSESSMENT

Assessment Type 1: Folio (50%)

Students undertake at least three folio assessments. One assessment must focus on collaboration skills.

The assessment may take a variety of forms including, but not limited to:

- individual oral assessments (e.g. prepared presentations, speeches)

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- collaborative oral assessments (e.g. role plays, group work, seminars, or debates)
 - formal written arguments
 - a digital portfolio to capture evidence of progression in the learning of an issue (e.g. journal, reflective statement)
 - an annotated cartoon with a writer's statement
 - a video
 - a podcast.

A folio task should be a maximum of 1000 words if written, 6 minutes if oral, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning, in relation to the following assessment design criteria:

- critical and creative thinking
- communication and collaboration
- understanding and ethical reasoning
- research and analysis.

Assessment Type 2: Sources Analysis (20%)

Students undertake two source analysis assessments.

Each source analysis assessment should be a maximum of 1000 words if written, 6 minutes if oral or the equivalent in multimodal form.

Students interpret, analyse, and evaluate primary and secondary sources in relation to politics, power, government, and participation in different contexts. Students compare at least two sources for each assessment and consider different political views and complex arguments. Sources could include cartoons, letters, editorials, electoral data, research documents, essays, speeches, interviews, poll results, political promotions, and diaries. Content in the sources should focus on issues in the theme studied.

For this assessment type, students provide evidence of their learning, primarily in relation to the following assessment design criteria:

- communication and collaboration
- critical and creative thinking
- understanding and ethical reasoning.

EXTERNAL ASSESSMENT

Assessment Type 3: Investigation (30%)

Students undertake one investigation focusing on any theme from the option themes section or of personal interest. In consultation with the teacher, they select a recent political issue that involves a range of views and some level of unresolved disputation. Before proceeding, consideration should be given to the availability of a range of primary and secondary sources.

The investigation should include:

- a hypothesis or focusing question(s) to guide the investigation
- identification of the origin of the issue and who is affected by it
- discussion of the various perspectives involved
- analysis, synthesis and evaluation of the different political views and complex arguments on the issue
- analysis of the feasibility of the proposed solutions
- reflection on the relationship between politics, power, people and decision-making
- information drawn from a range of primary and secondary sources
- the use of appropriate political terms
- accurate acknowledgement of sources.

The written report of the investigation should be a maximum of 2000 words.

For this assessment type, students provide evidence of their learning, primarily in relation to the following assessment design criteria:

- critical and creative thinking (CCT1, CCT2)
- communication and collaboration (CC1)
- understanding and ethical reasoning (UER2)
- research and analysis (RA1, RA2).

PERFORMANCE STANDARDS

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well students have demonstrated their learning based on the evidence provided.

During the teaching and learning of Politics, Power and People, the teacher gives students feedback on their learning, with reference to the performance standards.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Performance Standards for Stage 2 Politics, Power and People

	Critical and Creative Thinking	Communication and Collaboration	Understanding and Ethical Reasoning	Research and Analysis
A	<p>Proposes insightful solutions, makes reflective judgements and composes arguments that relate to political issues.</p> <p>Comprehensively and thoughtfully analyses and evaluates political concepts.</p>	<p>Highly organised and fluent communication of political ideas, opinions and arguments</p> <p>Insightful and constructive collaboration to build on the ideas of others, solve political problems or improve solutions.</p>	<p>Perceptive and well-informed understanding of political concepts and the interconnectedness of Australian politics and the world.</p> <p>Insightful and coherent explanation of the political and ethical nature of the issues.</p>	<p>Comprehensive and discerning inquiry skills to research political issues and perspectives using a variety of relevant and current literature.</p> <p>Critical analysis and evaluation of political issues using primary and secondary sources.</p>
B	<p>Proposes balanced solutions, thoughtful judgements and composes arguments that relate to political issues.</p> <p>Competently analyses and evaluates political concepts</p>	<p>Logical and clear communication of political ideas, opinions and arguments.</p> <p>Thoughtful collaboration to build on the ideas of others, solve political problems or improve solutions.</p>	<p>Thoughtful understanding of political concepts and interconnectedness of Australian politics and the world.</p> <p>Clear explanation of the political and ethical nature of the issues.</p>	<p>In-depth inquiry skills to research political issues and perspectives using relevant and current literature.</p> <p>Purposeful analysis and evaluation of political issues using primary and secondary sources.</p>
C	<p>Proposes solutions, makes judgements and composes arguments that relate to political issues.</p> <p>Analyses and evaluates political concepts.</p>	<p>Competent communication of political idea, opinions and arguments.</p> <p>Collaboration that builds on ideas of others and attempts to solve problems or improve political solutions.</p>	<p>Informed understanding of political concepts and interconnectedness of Australian politics and the world.</p> <p>Sound explanation of the political and ethical nature of the issues.</p>	<p>Sound inquiry skills to research political issues and perspectives using relevant literature.</p> <p>A sound analysis and evaluation of the political issues using primary and secondary sources.</p>
D	<p>Refers to solutions and recounts information related to political issues.</p> <p>Explains a political concept.</p>	<p>Communication of ideas and opinions.</p> <p>Some collaboration that attempts to solve problems.</p>	<p>Some understanding of political concepts.</p> <p>Some recognition of the political nature of issues.</p>	<p>Limited inquiry using some relevant literature.</p> <p>Limited analysis of the political issues using some sources.</p>
E	<p>Identification of a simplistic solution.</p> <p>Identification of a political concept.</p>	<p>Basic communication of ideas.</p> <p>Limited evidence of contributions.</p>	<p>Minimal understanding political concepts.</p> <p>Limited recognition of the basic political ideas.</p>	<p>Minimal inquiry using a source.</p> <p>Superficial recognition of political issues.</p>

ASSESSMENT INTEGRITY

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement, in both the school assessment and the external assessment, are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 2 are available on the SACE website (www.sace.sa.edu.au).

Board-accredited, pre-edited draft - for planning

SUPPORT MATERIALS

SUBJECT-SPECIFIC ADVICE

Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

ADVICE ON ETHICAL STUDY AND RESEARCH

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE, which are on the SACE website (www.sace.sa.edu.au).