

Australia in Asia and the Pacific

| LEVEL 3 | 15 TCE CREDIT POINTS |
|--|-------------------------|
| COURSE CODE | AAP315116 |
| COURSE SPAN | 2016 — 2023 |
| READING AND WRITING STANDARD | YES |
| MATHEMATICS STANDARD | NO |
| COMPUTERS AND INTERNET STANDARD | NO |

This course is current for 2023.

Australia in Asia and the Pacific course enables learners to study the social, cultural, religious and geographical diversity of the Australia, Asia and Pacific region

Its focus is on building an understanding of the need to become 'Asia literate'. It is also designed to encourage learners to develop understanding of the importance of Australia's relationships within the region in the 20th and 21st centuries. Australia in Asia and the Pacific nurtures learner's appreciation of, and respect for, diversity. It also gives learners an opportunity to develop understanding of what it means to be a global citizen. Themes running through the course topics include geographic and human diversity, relationships and environmental issues. Learners are introduced to a range of study methodologies that call for informed appraisals based on research that has rigour and integrity, and involves thorough, objective and sensitive investigation of human heritage and beliefs in an authentic learning environment. Disciplines developed within the course contribute to a life long capacity for rational understanding and tolerant viewpoints to be developed in the context of the present day, or in other environments and times. Learners will apply knowledge, skills and values they acquire to make sound judgements in their role as active and informed citizens in the workplace and within a global society.

Course Description

Australia in Asia and the Pacific provides an overview of key environmental, human, economic, cultural, sociological and historical features of Australia and its neighbours. There is an emphasis on contemporary issues, perspectives and events as they affect the region. The need to become 'Asia literate' is vital as the influence of Asian nations on the world is increasing. It is imperative for our learners to nurture an appreciation of, and respect for, social, cultural and religious diversity and develop a sense of global citizenship. Australia in Asia and the Pacific focuses on developing skills in analysis and problem solving, communicating ideas and information, planning and organising activities, and collaborating with others.

Rationale

Australia in Asia and the Pacific course enables learners to study the social, cultural, religious and geographical diversity of the Australia, Asia and Pacific region. Its focus is on building an understanding of the need to become 'Asia literate'. It is also designed to encourage learners to develop understanding of the importance of Australia's relationships within the region in the 20th and 21st Centuries.

Australia in Asia and the Pacific nurtures learner's appreciation of, and respect for, diversity. It also gives learners an opportunity to develop understanding of what it means to be a global citizen. Themes running through the course topics include geographic and human diversity, relationships and environmental issues.

Learners are introduced to a range of study methodologies that call for informed appraisals based on research that has rigour and integrity, and involves thorough, objective and sensitive investigation of human heritage and beliefs in an authentic learning environment. Disciplines developed within the course contribute to a life long capacity for rational understanding and tolerant viewpoints to be developed in the context of the present day, or in other environments and times.

Learners will apply knowledge, skills and values they acquire to make sound judgements in their role as active and informed citizens in the workplace and within a global society.

Aims

This Australia in Asia and the Pacific course aims to develop learners':

1. appreciation and respect for social, cultural and geographical diversity of the Australia, Asia and the Pacific region
2. knowledge and understanding of tourism and historical and geographical features of the Australia, Asia and the Pacific region
3. application of concepts, including evidence, continuity and change and perspectives of the Australia, Asia and the Pacific region
4. capacity to be informed global citizens with skills in analysis, problem solving, planning and organising and communicating ideas about the Australia, Asia and the Pacific region.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. describe examples of physical and human geography of the Australia, Asia and Pacific region, and assess the degree of diversity of physical and human geography in the region (KNOWLEDGE OF AND UNDERSTANDING ABOUT AUSTRALIA IN ASIA AND THE PACIFIC REGION)
2. describe and assess how Australia's relationship with specific nations in the region has developed and changed in the area of partnerships or immigration (KNOWLEDGE OF AND UNDERSTANDING ABOUT AUSTRALIA IN ASIA AND THE PACIFIC REGION)
3. describe and assess how tourism has had an impact on the environment, culture, society and economy of tourist destinations in the Australia, Asian and Pacific region (KNOWLEDGE OF AND UNDERSTANDING ABOUT AUSTRALIA IN ASIA AND THE PACIFIC REGION)
4. describe cause and effect of a national crisis on an Asian and a Pacific nation, and assess the effectiveness of responses to the crisis (KNOWLEDGE OF AND UNDERSTANDING ABOUT AUSTRALIA IN ASIA AND THE PACIFIC REGION)
5. use generalisations – based on knowledge of human and physical geography, tourism, and cause, effect and responses to national crisis in the Australia, Asia and Pacific region, and knowledge of Australia's changing role in the region – to make logical predictions and reach valid conclusions in real and hypothetical contexts (INQUIRY SKILLS)
6. integrate appropriate evidence from a range of sources to arrive at reasoned and supported conclusion on issues concerning the Australia, Asia and the Pacific region (INQUIRY SKILLS)
7. apply the principles of academic integrity (INQUIRY SKILLS)
8. apply time management, planning and negotiation skills (INQUIRY SKILLS)
9. communicate ideas and information about Australia, Asia and the Pacific region using a range of written formats (COMMUNICATION SKILLS)
10. use appropriate terminology and concepts relevant to Australia, Asia and the Pacific region. (COMMUNICATION SKILLS)

Pathways

History and the Environment Level 2 provides a pathway to the study of this course.

Successful completion of this course prepares learners for tertiary study in a range of areas including History, Journalism, Environmental Studies and Politics.

Course Size And Complexity

This course has a complexity level of 3.

At Level 3, the learner is expected to acquire a combination of theoretical and/or technical and factual knowledge and skills and use judgement when varying procedures to deal with unusual or unexpected aspects that may arise. Some skills in organising self and others are expected. Level 3 is a standard suitable to prepare learners for further study at tertiary level. VET competencies at this level are often those characteristic of an AQF Certificate III.

This course has a size value of 15.

Course Requirements

This course has **four** sections. All sections are **compulsory**.

Section A will be delivered first. The sequence in which Sections B to D are delivered is not prescribed. Approximately equal delivery time will be given to each Section.

SECTION A – Diversity of the physical and human geography in the Australia, Asia and Pacific Region

SECTION B – Australia's changing roles in the region: partnerships or immigration

SECTION C – Tourism in the Australia, Asia and Pacific Region

SECTION D – National responses to crises

Relationship Between Sections, Topics and Learning Outcomes

In studying this course learners will develop the skills, knowledge and understanding required to attain the Learning Outcomes.

The skills, knowledge and understanding required to attain all the specific Learning Outcomes about *historical inquiry skills* and *communication skills* are developed within the context of **each of the Sections and topics** of the course.

The knowledge and understanding required to attain the Learning Outcomes about *knowledge of, and understanding about Australia in Asia and the Pacific region* are developed within the context of studying different Sections of this course. The specific Learning Outcomes about *knowledge of, and understanding about Australia in Asia and the Pacific region* related to each Section/topic are noted within the Course Content below.

Course Content

Nations defined as being in the Asia-Pacific region for the purpose of this course are listed at Appendix A.

SECTION A – DIVERSITY OF THE PHYSICAL AND HUMAN GEOGRAPHY IN THE AUSTRALIA, ASIA AND PACIFIC REGION

This Section of the course focuses on an overview of diversity of the physical and human characteristics of the Australia, Asia and Pacific region.

Specific learning outcomes about knowledge of, and understanding about Australia in Asia and the Pacific Region related to Section A.

Learners will be able to:

- describe a range of examples of physical and human geography of the Australia, Asia and Pacific region, and assess the degree of diversity of physical and human geography in the region.

Both Section A.1 and A.2 are **compulsory**.

SECTION A.1 – PHYSICAL GEOGRAPHY CHARACTERISTICS

Learners will study:

- the location of countries within the Australia, Asia and Pacific region
- major landforms and geographic features in the region (e.g. mountains, seas and oceans, rivers, islands and plateaus)
- climate types within the region and major vegetation zones within the region (e.g. equatorial, tropical monsoon, sub-tropical and cool temperate)
- environmental degradation – vegetation (deforestation – including tropical rainforests).

SECTION A.2 – HUMAN CHARACTERISTICS

Learners will study:

- population – size and density. The problems of high population density and of population growth and decline
- urbanisation – changing rural/urban patterns and the problems faced by cities
- ethnic structure – a brief overview of ethnic groups and cultures in the Australia, Asia and Pacific region, including indigenous groups, and beliefs and practices of some of the main religions in the region (Islam, Hinduism, Buddhism and Christianity).

SECTION B – AUSTRALIA'S CHANGING ROLES IN THE REGION: PARTNERSHIPS OR IMMIGRATION

This Section of the course focuses on Australia's changing roles in the Australia, Asia and Pacific region. Australia's partnerships and inter-relationships with specific regional nations in the areas of partnerships or immigration are investigated and studied in a critical manner.

Either Section B.1 *or* Section B.2 must be studied.

Specific learning outcomes about knowledge of, and understanding about Australia in the Asia Pacific Region related to Section B.

Learners will be able to:

- describe and assess how Australia's relationship with specific nations in the region has developed and changed in the area of partnerships or immigration.

SECTION B.1 – PARTNERSHIPS (TRADE, SECURITY AND AID)

The changing nature of Australia's partnerships with nations in the Asia-Pacific region is explored through:

- trade and security partnerships that exist between Australia and Asia-Pacific nations. For example:
 - Trans Pacific Partnership
 - trade agreements: Austrade; free trade agreements (such as China FTA, Korean-Australia FTA, and Japan-Australia Partnership Agreement)
 - strategic alliances, including regional security and defence
- Australia's aid partnerships in the Asia-Pacific region:
 - Australia's development policies
 - aid organisations (including non-government)
 - amounts given; economic advantages to Australia
 - types of aid
 - impacts of aid (advantages and disadvantages)
 - management of aid; potential human rights abuses; discrimination in aid distribution
 - long term impact of aid
 - solutions to problems; recommendations
 - Sustainable Development Goals (a UN initiative).
- Case Study: Investigate the nature of Australia's partnerships with a selected nation. The selected nation must be from the Asia-Pacific region.

SECTION B.2 – IMMIGRATION (INCLUDING REFUGEE AND HUMANITARIAN ARRIVALS)

- immigration pre-1945
 - White Australia Policy
- populate or perish: Post War immigration
 - First-Displaced Persons –1947
- changes in immigration policy
 - 1958 Immigration Restriction Act
 - 1966 watershed in abolishing the White Australia Policy
 - 1972 Labor Government Changes
 - 1976 increase in asylum seekers (so-called 'boat people')
- impact of people coming from the Asia-Pacific region on Australian culture and society since 1976 – enrichment of multiculturalism in Australia
- asylum seekers post 2000 and government responses
- Case Study: Investigate the experience of one national or ethnic group's experience of re-settlement in Australia, post-1970. The selected group must be from the Asia-Pacific region.

SECTION C – TOURISM IN THE AUSTRALIA, ASIA AND PACIFIC REGION

This Section of the course focuses on tourism and its impact on the land and people of the region.

Specific learning outcomes about knowledge of, and understanding about Australia in Asia and the Pacific related to Section C.

Learners will be able to:

- describe and assess how tourism has had an impact on the environment, culture, society and economy of tourist destinations in the Australia, Asian and Pacific region.

SECTION C.1 – TRAVEL AND TOURISM IN THE REGION

- reasons for travel
- growth in tourism
- trends in tourism and travel patterns.

SECTION C.2 – MANAGEMENT PRACTICES

- codes of conduct
- sustainable tourism.

SECTION C.3 – CASE STUDIES

One tourist destination **from each** of Group A, B and C will be selected for study.*

Learners will study the impact of tourism – both positive and negative – on these tourist destinations in terms of: the destinations' environment; the destinations' society and culture; and economic impact on the destinations.

| Group A | Group B | Group C |
|---------------------|---------------|---------------------------------|
| Phuket, Thailand | Fiji | Norfolk Island, Australia |
| Siem Reap, Cambodia | Samoa | The Tasman Peninsula, Australia |
| Bali, Indonesia | Cook Islands | Kangaroo Island, Australia |
| Singapore | Vanuatu | Great Barrier Reef, Australia |
| Kyoto, Japan | New Caledonia | Uluru, Australia |

* The selected tourist destinations from Group A and B will **not** include the nation selected for study in Section B.

SECTION D – NATIONAL RESPONSES TO CRISES

This Section of the course focuses on study of the causes and effects of internal national crises, and assessment of the success of responses to crises. This is done within the context of one selected Asian and one selected Pacific country's crisis and responses.

Specific learning outcomes about knowledge of, and understanding about Australia in Asia and the Pacific region related to Section D.

Learners will be able to:

- describe cause and effect of a national crisis on an Asian and a Pacific nation, and assess the effectiveness of responses to the crisis.

Learners will select one topic from List A (Asian national crisis) and one topic from List B (Pacific national crisis) for study*:

| List A: Asian national crisis | List B: Pacific national crisis |
|--|---|
| Japan – The 2011 Tsunami and Nuclear Disaster | Samoa – the 2009 Earthquake and Tsunami |
| The Philippines – Typhoon Ambo (Vongfong) 2020 | Vanuatu – Cyclone Pam (2015) |
| Nepal – the 2015 earthquake | New Zealand – Christchurch Mosque shooting March 2019 |
| East Timor – Post 1974 | Kiribati – Rising Sea Levels |
| Bali (Indonesia) – 2002 Terrorist Bombings in Kuta | Fiji – 2006 Military Coup |

*The selected crises from List A and B will not include nations selected for study in Sections B or C.

For each case study, learners will undertake research in order to prepare a report that addresses the:

- causes of the crisis
- effect of the crisis (e.g. on human life, social, environmental, economic impact)
- national and international responses to the crisis
- effectiveness of national and international responses to the crisis.

Work Requirements

Each Section of the course contains minimum work requirements. These are summarised in the table below. As minimum requirements these requirements ensure adequate opportunities for assessment against the relevant criteria and standards, and for learners to attain the course's learning outcomes. It is expected that – in addition to these minimum requirements – providers will set other assessment tasks (such as short answer tasks, tests/examinations, and research and project work).

Both report and formal essay formats will be used in texts forming part of the minimum work requirements. Features of these formats are given below. In some Sections, the format of a task is specified. Where the format is not specified, providers will ensure that – over the course of the study of Australia in Asia and the Pacific – a balance of both report and formal essay formats is required for assessment.

| Section | Minimum Written Tasks – at least: | Approximate Size of Tasks |
|---------|---------------------------------------|---|
| A | 2 written texts | 2 x 600–900 words = 1200–800 words |
| B | 3 written texts 1 in report format | 3 x 600–900 words = 1800–2700 words |
| C | 2 written texts 1 in report format | 1 x 1200–1800 words + 1 x 600–900 words = 1800–2700 words |
| D | 3 written texts 2 in report format | 3 x 600–900 words = 1800–2700 words |
| | Total | Approximately 6600–9900 words (about 22–33 pages, if 1 page = 300 words) |

SELECTION OF NATIONS FOR STUDY

In Section B, there is no given list of countries to select from.

In Sections C and D, nations are selected from given lists/groups. In making selections for ALL Sections (either made by the provider or negotiated between providers and learners) providers will ensure that – other than Australia – the same nation is **not** selected for study more than once across Sections B, C and D. See also **Appendix A**.

WRITTEN TEXT FORMATS

Report format:

- have a title, headings and sub-headings
- use a numbering system for sections/sub-sections
- use dot points and paragraphs where appropriate. When dot points are used they must provide clear information, not an over simplistic summary or a single word
- have an introduction and a conclusion
- maps, graphs, diagrams, tables and charts may be included within the report or attached as appendices. They must to be referred to, and discussed within, the report
- the source of the information, images, ideas or words not the learner's own must be explicitly acknowledged using an appropriate referencing/citation method, and a reference list/bibliography will be provided.*

Essay format:

- have a title page noting learner's name/identification, topic, date, etc...
- have an introduction, essay body, and conclusion

- use formal paragraphing and full sentences
- maps, graphs, diagrams, tables and charts are attached as appendices. They must be referred to, and discussed within, the essay
- the source of the information, images, ideas or words not the learner's own must be explicitly acknowledged using an appropriate referencing/citation method, and a reference list/bibliography will be provided.*

* For further information see [Authenticity and Academic Integrity: A Guide](#).

SECTION A – WORK REQUIREMENTS

The following are minimum work requirements for Section A:

- learners will complete at least two (2) formal written texts (approximately 600–900 words each)
- at least one written text will be on a topic allowing learners to demonstrate knowledge of a range of examples of physical and human geography in the Australia, Asia and Pacific region, and to assess the degree of diversity of physical and human geography in the region
- at least one written text will allow learners to use generalisations – based on knowledge of human and physical geography in the Australia, Asia and Pacific region – to make logical predictions and reach valid conclusions in a real or hypothetical context.

SECTION B – WORK REQUIREMENTS

The following are minimum work requirements for Section B:

- learners will complete at least three (3) formal written texts (approximately 600–900 words each)
- at least one written text will be in a report format (see WRITTEN TEXT FORMATS above for details)
- one written text will allow learners to describe and assess how Australia's overseas partnerships or migration relationships with selected nations* has developed and changed
- one written text will allow learners to use generalisations – based on knowledge of Australia's changing role in the region in the areas of partnerships or immigration – to make logical predictions and reach valid conclusions in a real or hypothetical context.

* Nations in Section B.1 and B.2 will be selected from the Asia-Pacific region.

SECTION C – WORK REQUIREMENTS

The following are minimum work requirements for Section C:

- learners will complete at least two (2) formal written texts
- one written text (approximately 1200–1800 words) will compare and contrast the impact of tourism on the three selected tourist destinations in terms of: the destinations' environment; the destinations' society and culture; and economic impact
- one written text (approximately 600–900 words) will allow learners to use generalisations – based on knowledge of tourism in the Australia, Asia and Pacific region – to make logical predictions and reach valid conclusions in a real or hypothetical context.

SECTION D – WORK REQUIREMENTS

The following are minimum work requirements for Section D:

- learners will complete at least three (3) formal written texts (approximately 600–900 words each)
- at least two of these written text will be in report format (see WRITTEN TEXT FORMATS above for details) and address the case studies in this Section
- at least one written text will allow learners to use generalisations – based on knowledge of cause, effect and responses to national crisis in the Australia, Asia and Pacific region – to make logical predictions and reach valid conclusions in a real or hypothetical context.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's [quality assurance](#) processes and [assessment](#) information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – TASC gives course providers feedback about any systematic differences in the relationship of their internal and external assessments and, where appropriate, seeks further evidence through audit and requires corrective action in the future.

External Assessment Requirements

The external assessment for this course will comprise:

- a three hour written examination assessing criteria: 2, 3, 4, 5 and 6.

For further information see the current external assessment specifications and guidelines for this course available in the Supporting Documents below.

Criteria

The assessment for Australia in Asia and the Pacific Level 3 will be based on the degree to which the learner can:

1. undertake research on issues affecting Australia, Asia and the Pacific
2. communicate ideas and information*
3. describe and assess physical and human geography of the Australia, Asia and Pacific region*
4. describe and assess Australia's changing relations with nations in the Asia-Pacific region in the areas of partnerships or migration*
5. describe and assess tourism and its impact in the Australia, Asia and Pacific region*
6. describe cause and effect of national crises in the Asia and Pacific region, and assess effectiveness of responses*
7. apply time management, planning and negotiation skills to inquiry tasks

* = denotes criteria that are both internally and externally assessed

Standards

Criterion 1: undertake research on issues affecting Australia, Asia and the Pacific

The learner:

| Rating A | Rating B | Rating C |
|--|--|---|
| locates a wide range of primary and secondary sources relevant to Australia, Asia and the Pacific issues | locates a range of primary and secondary sources relevant to Australia, Asia and the Pacific issues | locates a limited range* of primary and secondary sources related to Australia, Asia and the Pacific issues |
| accurately records sources of information | accurately records sources of information | records sources of information |
| effectively uses a range of appropriate tools and strategies to collect and organise information | uses a range of tools and strategies to collect and organise information | uses a limited range of tools and strategies* to collect and organise information |
| analyses and evaluates* relevance and relative significance of information to issue | analyses* relevance and relative significance of information to issue | assesses* relevance and relative significance of information to issue |
| analyses and evaluates reliability, contestability and validity of selected information, its origin, purpose and context | analyses reliability, contestability and validity of selected information, its origin, purpose and context | assesses reliability, contestability and validity of selected information, its origin, purpose and context |
| analyses and evaluates impact of omissions or deficiencies in available sources. | analyses impact of omissions or deficiencies in available sources. | identifies* omissions or deficiencies in available sources. |

*See glossary of terms used in standards at the end of this section of the course document.

Criterion 2: communicate ideas and information

This criterion is both internally and externally assessed.

The learner:

| Rating A | Rating B | Rating C |
|--|--|--|
| communicates using methods, formats and styles appropriate to task and audience | communicates using methods, formats and styles appropriate to task | communicates using methods, formats and styles appropriate to task |
| composes clearly structured, coherent and cohesive analytical essays and reports | composes structured and coherent analytical essays and reports | composes structured analytical essays and reports |
| accurately uses complex grammatical conventions, and spelling and punctuation in written responses | accurately uses grammatical conventions, spelling and punctuation in written responses | uses grammatical conventions spelling and punctuation to achieve clarity in written responses |
| uses a wide range of appropriate terms to explain ideas and concepts, and to clearly communicate meaning | uses a range of appropriate terms to explain ideas and concepts | uses a limited range of appropriate terms* to support discussion |
| clearly identifies information, images, ideas and words of others used in the learner's work | clearly identifies information, images, ideas and words of others used in the learner's work | differentiates information, images, ideas and words of others from the learner's own |
| clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and | clearly identifies sources of the information, images, ideas and words that are not the learner's own. | identifies the sources of information, images, ideas and words that are not the learner's own. Referencing |

| | | |
|--|--|--|
| methodologies are followed with a high degree of accuracy | Referencing conventions and methodologies are followed correctly | conventions and methodologies are generally followed correctly |
| creates appropriate, well structured reference lists/bibliographies. | creates appropriate, structured reference lists/bibliographies. | creates appropriate reference lists/bibliographies. |

*See glossary of terms used in standards at the end of this section of the course document.

Criterion 3: describe and assess physical and human geography of the Australia, Asia and Pacific region

This criterion is both internally and externally assessed.

The learner:

| Rating A | Rating B | Rating C |
|---|--|---|
| correctly explains* characteristics of physical and human geography in a range of nations within the Australia, Asia and Pacific region | correctly describes characteristics of physical and human geography in a range of nations within the Australia, Asia and Pacific region | correctly describes* major characteristics of physical and human geography in a range of nations within the Australia, Asia and Pacific region |
| analyses and evaluates* degree of diversity in physical and human geography in the Australia, Asia and Pacific region | analyses* degree of diversity in physical and human geography in the Australia, Asia and Pacific region | assesses* degree of diversity in physical and human geography in the Australia, Asia and Pacific region |
| presents clear, logical and detailed analytical interpretations and arguments to account for similarities and differences between physical and human geography in the Australia, Asia and Pacific region | presents clear, logical, coherent and evidence-based interpretations and arguments to account for similarities and differences between physical and human geography in the Australia, Asia and Pacific region | presents clear and logical interpretations and arguments to account for similarities and differences between physical and human geography in the Australia, Asia and Pacific region |
| uses generalisations based on own knowledge of human and physical geography in the Australia, Asia and Pacific region to make logical, reasoned predictions and reach valid, reasoned conclusions about human and physical geography in real and hypothetical contexts | uses generalisations based on own knowledge of human and physical geography in the Australia, Asia and Pacific region to make logical predictions and reach valid conclusions about human and physical geography in real and hypothetical contexts | uses generalisations based on own knowledge of human and physical geography in the Australia, Asia and Pacific region to make predictions and reach some valid conclusions about human and physical geography in real and hypothetical contexts |
| synthesises a wide range of appropriate sources of evidence to develop detailed, analytical interpretations and arguments to account for diversity in physical and human geography in the Australia, Asia and Pacific region, to reach conclusions and to make predictions. | uses a range of appropriate sources of evidence to develop interpretations and arguments to account for diversity in physical and human geography in the Australia, Asia and Pacific region, to reach conclusions and to make predictions. | uses a limited range* of appropriate sources of evidence to support interpretations and arguments to account for diversity in physical and human geography in the Australia, Asia and Pacific region, to reach conclusions and to make predictions. |

*See glossary of terms used in standards at the end of this section of the course document.

Criterion 4: describe and assess Australia's changing relations with nations in the Asia-Pacific region in the areas of partnerships or migration

This criterion is both internally and externally assessed.

The learner:

| Rating A | Rating B | Rating C |
|---|---|---|
| correctly explains and analyses* historical changes in Australia's relations with | correctly explains* historical changes in Australia's relations with nations in the | correctly describes* major historical changes in Australia's relations with |

| | | |
|---|--|---|
| nations in the Asia-Pacific region in the areas of partnerships or migration | Asia-Pacific region in the areas of partnerships or migration | nations in the Asia-Pacific region in the areas of partnerships or migration |
| presents clear, logical and detailed analytical interpretations and arguments to account for historical changes in Australia's relations with nations in the Asia-Pacific region, and evaluates* relative significance of drivers in change process | presents clear, logical, coherent and evidence-based interpretations and arguments to account for historical changes in Australia's relations with nations in the Asia-Pacific region, and analyses relative significance of drivers in change process | presents clear and logical interpretations and arguments to account for historical changes in Australia's relations with nations in the Asia-Pacific region, making valid observations about relative significance of drivers in change process |
| uses generalisations based on own knowledge of Australia's changing role in the Asia-Pacific region to make logical, reasoned predictions about Australia's future role in the region | uses generalisations based on own knowledge of Australia's changing role in the Asia-Pacific region to make logical predictions about Australia's future role in the region | uses generalisations based on own knowledge of Australia's changing role in the Asia-Pacific region to make some predictions about Australia's future role in the region |
| synthesises a wide range of appropriate sources of evidence to develop detailed, analytical interpretations and arguments to account for historical changes in Australia's relations with nations in the Asia-Pacific region, and make predictions. | uses a range of appropriate sources of evidence to develop interpretations and arguments to account for historical changes in Australia's relations with nations in the Asia-Pacific region, and make predictions. | uses a limited range* of appropriate sources of evidence to support interpretations and arguments to account for historical changes in Australia's relations with nations in the Asia-Pacific region, and make predictions. |

*See glossary of terms used in standards at the end of this section of the course document.

Criterion 5: describe and assess tourism and its impact in the Australia, Asia and Pacific region

This criterion is both internally and externally assessed.

The learner:

| Rating A | Rating B | Rating C |
|---|---|--|
| correctly explains and analyses* changing trends in tourism within the Australia, Asia and Pacific region | correctly explains* changing trends in tourism within the Australia, Asia and Pacific region | correctly describes* changing trends in tourism within the Australia, Asia and Pacific region |
| presents clear, logical and detailed analytical interpretations and arguments to account for changing trends in tourism in the Australia, Asia and Pacific region, and evaluates relative significance of drivers in change process | presents clear, logical, coherent and evidence-based interpretations and arguments to account for changing trends in tourism in the Australia, Asia and Pacific region, and analyses relative significance of drivers in change process | presents clear and logical interpretations and arguments to account for changing trends in tourism in the Australia, Asia and Pacific region, making valid observations about relative significance of drivers in change process |
| analyses and evaluates* environmental, social, cultural and economic impact of tourism on destinations in the Australia, Asia and Pacific region, and effectiveness of management practices in reducing/minimising negative impact | analyses environmental, social, cultural and economic impact of tourism on destinations in the Australia, Asia and Pacific region, and effectiveness of management practices in reducing/minimising negative impact | assesses environmental, social, cultural and economic impact of tourism on destinations in the Australia, Asia and Pacific region, and effectiveness of management practices in reducing/minimising negative impact |
| uses generalisations based on own knowledge of tourism in the Australia, Asia and Pacific region to make logical, reasoned predictions and reach valid, reasoned conclusions about environmental, cultural, social and economic impact of tourism in real and hypothetical contexts | uses generalisations based on own knowledge of tourism in the Australia, Asia and Pacific region to make logical predictions and reach valid conclusions about environmental, cultural, social and economic impact of tourism in real and hypothetical contexts | uses generalisations based on own knowledge of tourism in the Australia, Asia and Pacific region to make predictions and reach some valid conclusions about environmental, cultural, social and economic impact of tourism in real and hypothetical contexts |
| | | |

| | | |
|--|---|--|
| synthesises a wide range of appropriate sources of evidence to develop detailed, analytical interpretations and arguments to account for changing trends in tourism in the Australia, Asia and Pacific region, tourism's impacts, and to make predictions. | uses a range of appropriate sources of evidence to develop interpretations and arguments to account for changing trends in tourism in the Australia, Asia and Pacific region, tourism's impacts, and to make predictions. | uses a limited range* of appropriate sources of evidence to support interpretations and arguments to account for changing trends in tourism in the Australia, Asia and Pacific region, tourism's impacts, and to make predictions. |
|--|---|--|

*See glossary of terms used in standards at the end of this section of the course document.

Criterion 6: describe cause and effect of national crises in the Asia and Pacific region, and assess effectiveness of responses

This criterion is both internally and externally assessed.

The learner:

| Rating A | Rating B | Rating C |
|---|---|--|
| explains* the causes and impact of crisis on an Asian and a Pacific nation | describes* the causes and impact of crisis on an Asian and a Pacific nation | correctly identifies* the causes and impact of crisis on an Asian and a Pacific nation |
| analyses and evaluates* effectiveness of national and international responses to crisis in an Asian and a Pacific nation | analyses* effectiveness of national and international responses to crisis in an Asian and a Pacific nation | assesses* effectiveness of national and international responses to crisis in an Asian and a Pacific nation |
| uses generalisations based on own knowledge of cause, effect and responses to national crisis in the Asia-Pacific region to make logical, reasoned predictions and reach valid, reasoned conclusions about cause, effect and responses to national crisis in real and hypothetical contexts | uses generalisations based on own knowledge of cause, effect and responses to national crisis in the Asia-Pacific region to make logical predictions and reach valid conclusions about cause, effect and responses to national crisis in real and hypothetical contexts | uses generalisations based on own knowledge of cause, effect and responses to national crisis in the Asia-Pacific region to make predictions and reach some valid conclusions about cause, effect and responses to national crisis in real and hypothetical contexts |
| synthesises a wide range of appropriate sources of evidence to develop detailed, analytical interpretations and arguments of causes and impact of crisis on an Asian and a Pacific nation, effectiveness of responses, and to make predictions. | uses a limited range* of appropriate sources of evidence to support interpretations and arguments of causes and impact of crisis on an Asian and a Pacific nation, effectiveness of responses, and to make predictions. | uses a limited range* of appropriate sources of evidence to support interpretations and arguments of causes and impact of crisis on an Asian and a Pacific nation, effectiveness of responses, and to make predictions. |

*See glossary of terms used in standards at the end of this section of the course document.

Criterion 7: apply time management, planning and negotiation skills to inquiry tasks

The learner uses negotiation, planning, and task and time management strategies in undertaking inquiry tasks. The learner:

| Rating A | Rating B | Rating C |
|--|--|---|
| identifies time, resources and equipment needed to complete inquiry, and develops and employs a systematic, coherent research plan | identifies time, resources and equipment needed to complete inquiry, and develops and employs a coherent research plan | identifies time, resources and equipment needed to complete inquiry, and develops and employs a research plan |
| proposes and negotiates measurable, achievable and realistic complex goals | proposes and negotiates measurable, achievable and realistic goals | proposes and negotiates achievable and realistic goals |
| reflects – orally and in writing – on progress | reflects – orally and in writing – on | reflects – orally and in writing – on progress |

| | | |
|---|--|--|
| towards meeting goals and timelines, critically evaluates progress and plans effective future actions | progress towards meeting goals and timelines, analyses progress and plans future actions | towards meeting goals and timelines, and articulates some ways in which goals be met in the future |
| meets specified/negotiated timelines and addresses all required task characteristics* with a high degree of accuracy. | meets specified/ negotiated timelines and addresses all required task characteristics*. | meets specified/negotiated timelines and addresses most aspects of required task characteristics*. |

*See glossary of terms used in standards at the end of this section of the course document.

Glossary Of Terms Used In Standards

Analyse: to examine, scrutinise, explore, review, consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences

Assess: to make a judgement about, to rate, to weigh up, to form an opinion

Critically analyse: to closely examine, analyse in detail, focus on essence, examine component parts of an issue or information (for example identifying the premise of an argument or ideology, and its plausibility, illogical reasoning or faulty conclusions)

Describe: to recount, tell of/about, chronicle, comment on, give an account of characteristics or features

Evaluate: to appraise, measure, judge, provide a detailed examination and substantiated judgement concerning the merit, significance or value of something

Explain: to make plain, clear, intelligible, to describe in detail, revealing relevant facts

Identify: to point out, name, list, distinguish, recognise, establish or indicate who or what someone or something is

Range of sources: has dimensions of type (primary and secondary), number (how many sources) and scope (books, academic articles, internet, film/video etc.)

Task characteristics may include, but are not limited to: word limits; format of response; mode of response; and presentation requirements

Terms: word or phrase used to describe abstract aspects or features of the past (for example decolonisation, imperialism, democracy) and more specific features such as a warship or monument

Tools and strategies used to collect and organise information include, but are not limited to:

- graphic organisers
- note taking
- use of categories to organise information.

Qualifications Available

Australia in Asia and the Pacific Level 3 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 12 ratings (7 from the internal assessment, 5 from external assessment).

The minimum requirements for an award in Australia in Asia and the Pacific, Level 3, are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

10 'A' ratings, 2 'B' ratings (4 'A' ratings, 1 'B' rating from external assessment)

HIGH ACHIEVEMENT (HA)

5 'A' ratings, 5 'B' ratings, 2 'C' ratings (2 'A' ratings, 2 'B' ratings, 1 'C' rating from external assessment)

COMMENDABLE ACHIEVEMENT (CA)

7 'B' ratings, 4 'C' ratings (2 'B' ratings, 3 'C' ratings from external assessment)

SATISFACTORY ACHIEVEMENT (SA)

10 'C' ratings (3 'C' ratings from external assessment)

PRELIMINARY ACHIEVEMENT (PA)

6 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Barry Stubbs in the development of this course.

Expectations Defined By National Standards In Content Statements Developed by ACARA

The statements in this section, taken from documents endorsed by Education Ministers as the agreed and common base for course development, are to be used to define expectations for the meaning (nature, scope and level of demand) of relevant aspects of the sections in this document setting out course requirements, learning outcomes, the course content and standards in the assessment.

GEOGRAPHY

Unit 3 – Land cover transformations and Unit 4 – Global Transformations

Collecting, recording, evaluating and representing

- collects geographical information incorporating ethical protocols from a range of primary and secondary sources (ACHGE056) (ACHGE090)
- evaluates the reliability, validity and usefulness of geographical sources and information (ACHGE058) (ACHGE092)

Interpreting, analysing and concluding

- analyses geographical information and data from a range of primary and secondary sources and a variety of perspectives to draw reasoned conclusions and make generalisations (ACHGE059) (ACHGE093)
- identifies and analyses trends and patterns, infers relationships, and makes predictions and inferences (ACHGE060) (ACHGE094)

MODERN HISTORY

Unit 3 – Modern Nations in the 20th Century and Unit 4 The Modern World Since 1945

Historical Skills

Chronology, terms and concepts

- Identify links between events to understand the nature and significance of causation, change and continuity over time. (ACHMH098) (ACHMH171)

Historical questions and research

- Frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHMH101) (ACHMH174)
- Identify, locate and organise relevant information from a range of primary and secondary sources (ACHMH102) (ACHMH175)
- Practise ethical scholarship when conducting research. (ACHMH103) (ACHMH176)

Analysis and use of sources

- Evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument (ACHMH106)
- Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (ACHMH178)

Explanation and communication

- Apply appropriate referencing techniques accurately and consistently (ACHMH112) (ACHMH185)

Engagement with Asia

- The nature of Australia's response to key developments in the period, including ... Australia's adherence to the White Australia Policy until 1973, and the implications of Australia's involvement in the Vietnam War (ACHMH194)
- The significance of Australia's immigration policies on regional relationships after World War II, including the reasons for the gradual dismantling of the White Australia Policy in the period 1945-1973 (ACHMH195)

Accreditation

The accreditation period for this course is from 1 January 2016 to 31 December 2023.

Version History

Version 1 – Accredited on 13 December 2015 for use from 1 January 2016 to 31 December 2020. This course replaces Australia in Asia and the Pacific (AAP315115) that was due to expire on 31 December 2016.

Version 1.a - Accreditation renewed on 22 July 2020 for the period 1 January 2021 to 31 December 2021, with the following amendments: refinement of Learning Outcomes; changes to Section D topics (List A and List B); and minor updating of terminology.












Version 1.b - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2023, without amendments.

Appendix A

Appendix A: Nations Defined as Being in the Asia-Pacific Region for the Purpose of this Course

| | |
|--------------------|--|
| (North-East Asia): | China, Japan, Mongolia, North Korea, South Korea and Taiwan |
| (South-East Asia): | Brunei, Cambodia, East Timor, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Vietnam |
| (South Asia): | Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, and Sri Lanka |
| (Pacific Islands): | Cook Islands, Fiji, French Polynesia, Kiribati, Palau, Papua New Guinea, Solomon Islands, Tonga, Vanuatu, Samoa, New Caledonia |
| (Australasia): | Australia, New Zealand |

Supporting documents including external assessment material

-  [AAP315116 Australia in Asia and the Pacific TASC Exam Paper 2018.pdf](#) (2018-12-09 09:57am AEDT)
-  [AAP315116 - Assessment Panel Report 2018.pdf](#) (2019-02-01 11:28am AEDT)
-  [AAP315116 Australia in Asia and the Pacific TASC Exam Paper 2019.pdf](#) (2019-11-21 02:01pm AEDT)
-  [AAP315116 Assessment Report 2019.pdf](#) (2020-01-24 02:35pm AEDT)
-  [AAP315116 Australia in Asia and the Pacific TASC Exam Paper 2020.pdf](#) (2020-11-19 08:17pm AEDT)
-  [AAP315116 Assessment Report 2020.pdf](#) (2021-01-13 10:11am AEDT)
-  [AAP315116 Australia in Asia and the Pacific TASC Exam Paper 2021.pdf](#) (2021-11-11 09:41am AEDT)
-  [AAP315116 Assessment Report 2021.pdf](#) (2022-01-24 12:25pm AEDT)
-  [AAP315116 Australia in Asia and the Pacific External Assessment Specifications.pdf](#) (2023-03-27 11:09am AEDT)
-  [AAP315116 Australia in Asia and the Pacific TASC Exam Paper 2022.pdf](#) (2022-11-18 05:26pm AEDT)
-  [AAP315116 Assessment Report 2022.pdf](#) (2023-03-01 03:55pm AEDT)