



UNSW
SYDNEY

School of Education

EDST6749
Legal Studies Method 2

Term 2 2022

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST 6749 Legal Studies Method 2 (6 units of credit)
Term 2 2022

2. STAFF CONTACT DETAILS

Course Coordinator(s): Lara Grimm
Email: l.grimm@unsw.edu.au
Availability: By appointment

3. COURSE DETAILS

Course Name	Legal Studies Method 2
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T2.html#EDST6749T2C

SUMMARY OF THE COURSE

This course continues to increase a student's pedagogical and content knowledge to prepare them for Legal Studies teaching. The key elements of pedagogy and Legal Studies content knowledge are examined and developed. Lectures, tutorials, and assignments will cover a variety of approaches to teaching and learning in the Legal Studies classroom. Emphasis will be given to literacy and language learning for *all* students, the reading and writing process and the various uses of Information and Communication Technologies in the Legal Studies classroom. Students will critically address how these elements can then be combined into effective classroom practice to address the requirements and philosophy of the NSW Legal Studies syllabus. Students will also demonstrate a knowledge and understanding of the NSW Professional Teaching Standards for Graduate teachers.

STUDENT LEARNING OUTCOMES

Outcome	
1	Identify essential elements of the NSW Board of Studies Legal Studies Syllabus, and strategies to support students as they transition between stages
2	Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented, and challenging lessons, lesson sequences and teaching programs which will engage all students
3	Set achievable learning outcomes to match content, teaching strategies, resources, and different types of assessment for a unit of work in Legal Studies
4	Provide clear directions to organise and support prepared activities and use resources
5	Assess and report on student learning in Legal Studies to all key stakeholders
6	Identify the characteristics of an effective Legal Studies teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard	
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds.
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2	Organise content into an effective learning and teaching sequence.
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3.2	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning.
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

NATIONAL PRIORITY AREA ELABORATIONS

Priority area	
A. Aboriginal and Torres Strait Islander Education	4, 5, 8
B. Classroom Management	1, 4, 5
C. Information and Communication Technologies	3, 5, 6, 12
D. Literacy and Numeracy	1, 5, 8, 10, 12, 13, 14
E. Students with Special Educational Needs	6, 7
F. Teaching Students from Non-English-Speaking Backgrounds	3, 4, 7

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach Legal Studies to secondary school students. Lectures, tutorials, and assignments cover a variety of approaches to teaching and learning in the Stage 6 Legal Studies classroom. During the course students will develop their knowledge of New South Wales syllabus documents. Emphasis will be placed on the relationship between Legal Studies and literacy and numeracy, and on the role and value of legal knowledge, skills and understanding in the curriculum and the community.

Student-centred activities form the basis of the course. These activities draw on the prior knowledge of the students and allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will teach.

5. TEACHING STRATEGIES

- Explicit teaching, including lectures, to demonstrate the use of a range of teaching strategies to foster interest and support learning.
- A range of individual and group independent learning activities, to enable students to develop an understanding of students' different approaches to learning.
- Small group cooperative learning to enable students to understand the importance of teamwork in an educational context and to demonstrate the use of group structures to address teaching and learning goals.
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.
- Peer teaching in a simulated classroom setting.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	<ul style="list-style-type: none"> Overview of the HSC Course Introduction Assessments 1 and 2 Overview of the HSC examination 	<ul style="list-style-type: none"> Assess teaching strategies and differentiation in the context of the HSC syllabus Identify the key requirements of the HSC exam and links to teaching the course
2	<ul style="list-style-type: none"> The importance of a scope and sequence How to plan a course using a scope and sequence 	<ul style="list-style-type: none"> Evaluate a sample scope and sequence for Year 12 Plan a sample scope and sequence for Year 12
3	<ul style="list-style-type: none"> The variety of teaching and learning activities that can be used in the HSC Legal Studies Course that address the various concepts of the syllabus. 	<ul style="list-style-type: none"> Create activities that integrate syllabus concepts, formative and summative assessment and students' interests that can be embedded into an effective unit of work for Year 12.
4	<ul style="list-style-type: none"> Integration of Stage 6 literacy into the Legal Studies classroom Moderating Assessments 	<ul style="list-style-type: none"> Developing a range of literacy strategies that can be used in the Legal Studies classroom Understand the value and importance of assessment moderation, with practice for the hurdle requirement
5	<ul style="list-style-type: none"> Outline the processes for continued education for teachers Overview of teaching standards and the networks available for Legal Studies teachers On-line course evaluation 	<p>Hurdle Requirement as class activity</p> <ul style="list-style-type: none"> Assessment and learning Self and peer assessment Moderation Feedback Reporting to parents and other key stakeholders <p>Goals for PE2</p>
6	<ul style="list-style-type: none"> Providing feedback to stakeholders, students, and parents 	<ul style="list-style-type: none"> Examine the variations of feedback that can be provided and how to do this. Practice feedback as part of the hurdle requirement.

7. RESOURCES

Required Readings

All students must buy or download copies of the Legal Studies syllabus and associated documents:

- NSW Board of Studies (2009) Stage 6 Syllabus, Legal Studies, Preliminary and HSC Courses
- NESA (2017) Legal Studies Higher School Certificate: Assessment and examination materials
- NESA Support materials: including links to past HSC Exam papers and marking guidelines and sample documents

These documents can be downloaded from:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies>

Legal Studies Preliminary and HSC Texts

- Hamper, D et al (2009) *Legal Studies Preliminary Course*, Pearson Australia.
- Hamper, D et al (2010) *Legal Studies HSC Course*, Pearson Australia.
- Dally, K et al (2009), *Cambridge Preliminary Legal Studies*, Cambridge University Press.
- Milgate, P et al (2010), *Cambridge HSC Legal Studies*, Cambridge University Press.
- Dhall, M (2012), *HSC Legal Studies* (Dot Point), Science Press.
- Periodicals
 - Legal Studies Update – Leading Edge Education
 - Legal Studies Lifeline – Legal Studies Assist

Further Readings

- NSW Government (2013) Great teaching, inspired learning, Sydney, NSW. (Available at www.nswteachers.nsw.edu.au/great-teaching-inspired-learning)
- The teaching standards detailed on the NSW Institute of Teachers website: <http://www.nswteachers.nsw.edu.au/>
- Anstey, M. & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.
- Barry, K. & King, L. (1998) *Beginning Teaching and Beyond*, (3rd Edition). Social Science Press: Katoomba.
- Cowley, S. (2010). *Getting the Buggers to Behave*. Continuum International Publishing Group.
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia.
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.
- Harrison, N. (2008). *Teaching and learning in Indigenous education*. Oxford, Sydney.
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia.
- Marsh, C. (2004). *Becoming a Teacher*, Longman: NSW, Frenchs Forest (3rd Edition).
- Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies, and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne.
- Wiggins, G. & McTighe, J. (1998). *Understanding by Design*. Alexandria, VA USA, Association for Supervision and Curriculum Development (ASCD)

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1 Scope and sequence and one assessment task for a year: HSC	2000 words equivalent	40%	1-5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 3.2.1, 5.3.1, 6.3.1	D.1, 4, 7, 8, 11, 19 E.7 F.9	Wednesday 3 rd August by 5pm
Assessment 2 Unit of work for Year 12	3000 words equivalent	60%	1-5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.2.1, 5.1.1, 5.4.1	A.5, 8 C.4, 5, 8, 12 D.4, 8, 10, 11, 12, 15 E.2 F.5, 7, 9	Wednesday 24 th August by 5pm
Assessment 3 Common assessment module	In class	Hurdle	5-6	5.1.1, 5.2.1, 5.3.1, 5.4.1, 5.5.1, 7.1.1	D.9, 13, 14, 16 E.6	In class

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data, and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties, and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Assessment Details

Assessment 1 (2000-word eq, 40%)

Due date: 03/08/2022 05:00 PM

PART 1: Create a scope and sequence, including learning outcomes covering 10 weeks for a Year 12 HSC class.

PART 2: Prepare an assessment task (not an essay) that directly links to the teaching and learning intentions within one of the terms. Your scope and sequence must indicate when the task will occur.

Design a marking rubric, which also includes space for a holistic comment.

Provide an exemplar student answer for the assessment task. Mark and write feedback as a comment for this response outlining its strengths and indicating at least one aspect which could be further improved.

Assessment 2 (3000-word eq, 60%)

Due date: 24/08/2022 05:00 PM

Prepare a unit of work for Year 12 which covers approximately half the term. You need to ensure the unit demonstrates you are ready to plan and teach Stage 6 effectively. Make sure you have reflected on the feedback you received for the scope and sequence you prepared for Assessment 1.

The unit of work should indicate a variety of formative assessment strategies which will provide students with feedback about:

- a. what they can already do well
- b. what they still need to improve
- c. how they can effectively close the gap between a and b.

Include all activities and resources to support student learning. There must be at least one literacy activity/resource and one numeracy/ICT resource.

Assessment 3: Common Assessment Module

Structure: The Common Assessment Module will be available to work on from Week 1 of UNSW Term 2.

Weight: N/A (this a hurdle requirement that must be completed to pass the course).

Gather evidence from a variety of sources about learning outcomes; and use that information to improve learning and teaching. You will be sent further information about how to access it closer to the start of term. There will be drop-in sessions in Weeks 8-13. This is the same time that Method 2 runs (i.e., 18th July to 26th August 2022).

Note: Further information about this module will be available in Moodle.

Common Assessment Module (in-class task)

In the final Method tutorials, you will complete a task that relates to the Common Assessment Module.

This task consists of three components:

1. Collect five or six authentic student responses to preferably two assessment tasks.
2. Provide written feedback for the students which indicates strengths and areas for improvement in relation to this work sample and overall expectations/standards.
3. Write a few lines that could be included in a mid-year report comment to parents.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6749 LEGAL STUDIES METHOD 2

Student Name:

Student No.:

Assessment Task 1: **Scope and sequence with assessment task for one year (HSC)**

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> Understands the task and its relationship to relevant areas of theory, research, and practice Uses syllabus documents and terminology clearly and accurately Integrates assessment task logically with the progression of work completed in the scope and sequence Creates an assessment task that reflect the level of skill and understanding relevant to the topic area provided in the Scope and Sequence Provides effective formative feedback for student sample 					
<p>Depth of analysis in response to the task</p> <ul style="list-style-type: none"> Includes key syllabus content to allow demonstration of appropriate selection of outcomes for HSC Demonstrates understanding of the NSW Quality Teaching framework, the School Excellence Framework and NESA Assessment Guidelines 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> Demonstrates understanding of the need to differentiate lessons to cater for diverse learners including Aboriginal and Torres Strait Islander and EAL/D students Understands effective assessment practices 					
<p>Structure and organisation or response</p> <ul style="list-style-type: none"> Organises and structures scope and sequence according to NESA guidelines and requirements Follows NESA assessment guidelines 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> Shows excellent command of English grammar conventions including spelling, syntax, and punctuation 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6749 LEGAL STUDIES METHOD 2

Student Name:

Student No.:

Assessment Task 2: **Planning a unit of work including formative assessment strategies**

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Demonstrates knowledge of selected Stage 6 course and syllabus outcomes • Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12 • Integrates formative assessment strategies throughout the unit of work 					
Depth of evidence in response to the task <ul style="list-style-type: none"> • Demonstrates understanding of academic and cultural diversity • Includes a variety of pedagogical strategies to suit content of the Stage 6 course • Designs appropriate activities and outlines lessons in sufficient detail without providing full plans • Provides effective feedback opportunities to inform students of their progress 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Demonstrates understanding of the need to differentiate lessons to cater for diverse learners • Understanding of a range of effective assessment practices 					
Structure and organisation or response <ul style="list-style-type: none"> • Demonstrates ability to plan using backward mapping to meet selected outcomes • Presentation of effective and engaging learning sequence 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Writes using correct Standard Australian English • Has proofread and edited work to avoid typos and incorrect usage 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**