



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST6749
Legal Studies Method 2

Term 2, 2019

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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 and Social Sciences
School of Education
EDST 6749 Legal Studies Method 2 (6 units of credit)
Term 2 2019

2. STAFF CONTACT DETAILS

Course Coordinator(s): Vanessa Purnell
Email: v.purnell@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

SUMMARY OF THE COURSE

This course continues to increase a student's pedagogical and content knowledge in order 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.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED AS A RESULT OF STUDENT FEEDBACK

- The hurdle requirement is now held as a component of module 7, rather than earlier in the course. This change allows students more time to complete and submit the online assessment course and common e-portfolio. NB: The same portfolio covers both methods for which the student is enrolled.

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

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

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 <i>Lecturer will...</i>	Tutorial Topic <i>Students will...</i>
1	<p>On-line assessment module</p> <ul style="list-style-type: none"> • Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching • Focus is on building assessment knowledge and the skills required to plan, develop and implement a range of assessment strategies, to engage in moderation activities to ensure fair and consistent judgment of student learning, to analyse assessment data to inform future learning and teaching, and to develop reports for various stakeholders. 	<ul style="list-style-type: none"> • Critically describe the role of assessment in ensuring effective learning and teaching; • evaluate the appropriateness of various assessment strategies in ensuring effective learning and teaching • apply assessment knowledge and skills in developing effective learning, teaching and assessment plans. <p>Content of this module will be assessed during the Hurdle Requirement in Module 7</p>
2	Overview of the HSC Course Introduction Assessments I and II	Assess teaching strategies and differentiation in the context of the HSC syllabus
3	Importance of scope and sequences and how to plan a course	Evaluate and plan a sample scope and sequence for Year 12
4	How to teach Legal Studies from the perspective of concepts that unify the syllabus	Use thinking routines to draw the syllabus outcomes and themes and challenges into coordinated lesson strategies
5	Integration of Stage 6 literacy into the Legal Studies classroom	Complete exercises in applying the themes and challenges and utilising various strategies to apply 'LCMID': legislation, cases, media reports, international instruments and documents and opinions
6	Overview of the HSC examination How to teach Legal Studies from the perspective of concepts that unify the syllabus	Complete exercises in integrating syllabus requirements, formative and summative assessment and students' interests to develop an effective unit of work for Year 12
7	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 Assessment and learning. Self and peer assessment. Moderation. Feedback. Reporting to parents and other key stakeholders.</p> <p>Goals for PE2</p>

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
- Board of Studies (2010) Legal Studies Higher School Certificate: Examination, Assessment and Reporting Supplement
- Board of Studies (2014) Legal Studies HSC papers 2011 – 2014, marking guidelines and Notes from the Marking Centre

These documents can be downloaded from the BOSTES website – www.boardofstudies.nsw.edu.au

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	Due Date
Assessment 1 Scope and sequence and one assessment task for one term: HSC	2,000 words equivalent	40%	1, 2, 3, 4, 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 7 th August By 5.00pm
Assessment 2 Unit of work for Year 12	3,000 words equivalent	60%	1, 2, 3, 4, 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	Tuesday 3 rd September by 5.00pm
Hurdle requirement Assessment, Feedback and Reporting	In class	Hurdle requirement	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	Friday 23 rd August By 5.00pm

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 (2 000 wd eq, 40%)

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 for the term's work. Your scope and sequence must indicate when the task will occur and how the feedback form the summative task can also be used for formative assessment. Make sure your instructions for the task are grammatically correct and communicate effectively for students.

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

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

Assessment 2 (3 000 wd eq, 60%)

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.

HURDLE REQUIREMENT

FEEDBACK AND REPORTING

Assessment is the process of gathering evidence from a variety of sources about learning outcomes and being able to use that information to improve learning and teaching. Evidence includes not only individual student work samples and test results, but also more global data derived from standardized tests (e.g. NAPLAN, ICAS, HSC etc) as well as more qualitative information generated from student self and peer evaluations, and student-parent conferences.

Feedback is a structured interaction with the student about their current learning: where they are, where they want and /or need to be and how to get there. It may be in oral or written form and may be given by the teacher, by the student's peers or take the form of self-assessment. Feedback needs to indicate learning that has been demonstrated (achieved) as well as what needs more work. For the feedback to also feed forward, comments need to provide students with strategies to guide their improvement. Feedback /reporting to and for parents is also important as they are critical stakeholders and partners in their children's learning.

Moderation is a process used by teachers to compare their judgements about student performance so that assessment is trustworthy. Teachers work together as a group to ensure that the way they use assessment grades is consistent with agreed or published standards. For A to E grades this means the grade a student receives in one school can be fairly compared to the same grade anywhere in NSW. For school-based tasks, it means the work of students in different classes can be assessed using the same success criteria to evaluate progress toward learning outcomes.

View some work samples that teachers in your subject area have aligned to grades A to E at [NESA](#) or [ACARA](#) workshops.

It is recommended that students read widely on how to design appropriate assessment tasks, how moderate student samples of work and how to provide effective feedback. Tutorial time will be allocated to discussing this aspect of professional competence and providing experience with the moderation and feedback process

The assessment process consists of two components.

1. A collection of five or six authentic student responses to preferably two assessment tasks. The responses may be written, visual or oral. The number depends on the length of the response. For each text
 - ensure anonymity by removing student names and destroying the samples at the end of the course.
 - include the instructions that were given for the assessment task and indicate whether the task was intended for formative purposes or summative and formative purposes
 - annotate the task to indicate what worked well and what needs changing if it were to be used again
 - include the assessment criteria and/or marking scheme/rubric for each task
 - provide annotations (with time codes if your sample is audio- or video-based) to indicate what the student has demonstrated as areas of strength and areas that need to be developed further in relation to the task
 - include a key for marking symbols
 - find out what the general expectation and/or current standards of the school/system are in relation to this subject area/topic/skill by consulting published NAPLAN/HSC/other relevant data, as well as talking to teachers, and consider

where this student work is in relation to those overall expectations/standards as well in relation to their previous performance

- provide written feedback for the student which indicates strengths and areas for improvement in relation to this work sample as well as their past performance and overall expectations/standards. Suggest a strategy that will guide the student in his/her learning. (If the task was used summatively you can still use it for formative purposes.)
 - indicate what the implications of your evaluation might be for the teacher in terms of future teaching.
2. Write a few lines that could be included in a mid-year report comment to parents. Provide enough detail to indicate to parents which aspect of the student's performance you are commenting on. Add A, B, C, D or E to align with the advice and work samples provided by NESA and ACARA.

NOTES:

The student work samples must be authentic. They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer. Annotated student work samples, notes and all other written evidence of teacher education students' ability to address Standard 5 to be discussed in class and submitted by the due date.

If a student is assessed as Unsatisfactory in the feedback and reporting hurdle requirement, s/he will automatically fail Method 2 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.

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 term (preliminary)

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <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 • Sequences tasks and activities to suit logical learning progression • Integrates assessment task logically with learning intentions and learning sequence • Provides effective formative feedback for student sample 					
Depth of analysis in response to the task <ul style="list-style-type: none"> • Includes key syllabus content to allow demonstration of appropriate selection of outcomes for Preliminary • Demonstrates understanding of the NSW Quality Teaching framework, the School Excellence Framework and NESA Assessment Guidelines 					
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 including Aboriginal and Torres Strait Islander and EAL/D students • Understands effective assessment practices 					
Structure and organisation or response <ul style="list-style-type: none"> • Organises and structures scope and sequence according to NESA guidelines and requirements • Follows NESA assessment guidelines 					
Presentation of response according to appropriate academic and linguistic conventions <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.**

