



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/>

## 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](mailto:v.purnell@unsw.edu.au)  
Availability: By appointment

## 3. COURSE DETAILS

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

## 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.





**6. COURSE CONTENT AND STRW\*<sup>n</sup>BT/FCBT7CO**

## 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](http://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

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National
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## **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 inten

## **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

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 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.**





