School of Education

EDST6749
Legal Studies Method 2

EDST

1. LOCATION

   Faculty of Arts, Design & Architecture
   School of Education
   EDST 6749 Legal Studies Method 2 (6 units of credit)
   Term 2 2021

2. STAFF CONTACT DETAILS

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

STUDENT LEARNING OUTCOMES

Outcome

1

NATIONAL PRIORITY AREA ELABORATIONS

Priority area	
A. Aboriginal and Torres Strait Islander Education	4, 5, 8

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
	On -	
1		

7. RESURCES

Required Readings

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

x   NSW Board of Studies (2009) Stage 6 Syllabus, Legal Studies, Preliminary and HSC Courses
x   NESA (2017) Legal Studies Higher School Certificate: Assessment and examination materials
x   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+an   eSS mentde312.3 (es)-8 (()-6.3 (20)-

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed

Assessment Details

Assessment 1 (2000 wd eq, 40%)

PART 1: Create a scope and sequence, including learning outcomes 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. 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

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

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- x 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.)
- x 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 authent. <u>They should have been collected during Professional Expe rience 1 during a normal assessment task and/or provided by the method lecturer.</u> 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.

Student Name: Student No.:
Assessment Task 1: Scope and s equence with assessment task for one year (HSC)

SPECIFIC CRITERIA	(-)		h	(+)	
Understanding of the question or issue and the key concepts involved					
x Understands the task and its relationship to relevant areas of theory, research and practice					
x Uses syllabus documents and terminology clearly and accurately					
x Integrates assessment task logically with the progression of work completed in the scope and sequence					
x Creates an assessment task that reflect the level of skill and understanding relevant to the topic area provided in the Scope and Sequence					
x Provides effective formative feedback for student sample					
Depth of analysis in response to the task					
x Includes key syllabus content to allow demonstration of appropriate selection of outcomes for HSC					
x 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					
x Demonstrates understanding of the need to differentiate lessons to cater for diverse learners including Aboriginal and Torres Strait Islander and EAL/D students					
x Understands effective assessment practices					
Structure and organisation or response					
x Organises and structures scope and sequence according to NESA guidelines and requirements					
x Follows NESA assessment guidelines					
Presentation of response according to appropriate academic and linguistic conventions					
x 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

Student Name: Student No.:

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

SPECIFIC CRITERIA	(-)			h	(+)
Understanding of the question or issue and the key concepts involved x Demonstrates knowledge of selected Stage 6 course and syllabus outcomes x Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12 x Integrates formative assessment strategies throughout the unit of work					
Depth of evidence in response to the task x Demonstrates understanding of academic and cultural diversity x Includes a variety of pedagogical strategies to suit content of the Stage 6 course x Designs appropriate activities and outlines lessons in sufficient detail without providing full plans x Provides effective feedback opportunities to inform students of their progress					

Familiarity with and relevance of professional and/or research   literature used to support response

x   Demonstrates understanding of the need to differentiate lessons to cater for

Assessment, Feedback and Reporting

STUDENT TEACHER			
Name:	zID:		Date:
Details			
Method		Topic/level	

AITSL Standard 5 Assess, provide feedback and report on student learning	Comments

A.