



School of Education

EDST6749
Legal Studies Method 2

Term 2 2022

Contents

1. LOCATION.....	2
2. STAFF CONTACT DETAILS.....	2
3. COURSE DETAILS.....	2
STUDENT LEARNING OUTCOMES.....	2
AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS.....	3
NATIONAL PRIORITY AREA ELABORATIONS	3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH.....	4
5. TEACHING STRATEGIES.....	4
6. COURSE CONTENT AND STRUCTURE	5
7. RESOURCES.....	6
8. ASSESSMENT.....	7

IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support 1 0 59.32 841.26M

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

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

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

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	Overview of the HSC Course Introduction Assessments 1 and 2 Overview of the HSC examination	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	The importance of a scope and sequence How to plan a course using a scope and sequence	Evaluate a sample scope and sequence for Year 12 Plan a sample scope and sequence for Year 12
3	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.	Create activities that integrate syllabus concepts, formative and summative assessment and embedded into an effective unit of work for Year 12.
4	Integration of Stage 6 literacy into the Legal Studies classroom Moderating Assessments	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	Outline the processes for continued education for teachers Overview of teaching standards and the networks available for Legal Studies teachers On-line course evaluation	Hurdle Requirement as class activity Assessment and learning Self and peer assessment Moderation Feedback Reporting to parents and other key stakeholders
6	Providing feedback to stakeholders, students, and parents	Goals for PE2

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->

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

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. of workou

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	(-) (+)					
<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 	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					
<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 rel 	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET