



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST6749
Legal Studies Method 2

Semester 2, 2017

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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 and Gadigal 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)
Semester 2 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Sonya Chahine
Email: s.chahine@unsw.edu.au
Availability: 15 minutes before or after class with notice, or by e-mail.

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	
Lecture	Tue 17 (w1-8, MorvB G4)
Tutorial	Tue 18-20 (w1-8, MorvB G4)

Summary of 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 since last time as a result of student feedback:
More of a focus on content during lectures.

Important Information

Assessment: Students must **pass ALL assignments in order to pass the course**. Only by passing all assignments can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, **failure to attend 80% of classes in a course will result in failure**.

Student Learning Outcomes

Outcome		Assessment/s
1	Identify essential elements of the NESAs Legal Studies Syllabus, and strategies to support students as they transition between stages	1,2
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	1
3	Set achievable learning outcomes to match content, teaching strategies, resources and different types of assessment for a unit of work in Legal Studies	1,2,3
4	Provide clear directions to organise and support prepared activities and use resources	1,2
5	Assess and report on student learning in Legal Studies to all key stakeholders	2,3
6	Identify the characteristics of an effective Legal Studies teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers	2,3

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

Standard		Assessment/s
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, 2
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, 3
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1, 2
2.2	Organise content into an effective learning and teaching sequence.	2
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	2
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	2, 3
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1, 2
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	2
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	2
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	3
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	2, 3
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	2, 3
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	3

National Priority Area Elaborations

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	4, 5, 8	1, 2, 3
B. Classroom Management	1, 4, 5	1, 2
C. Information and Communication Technologies	3, 5, 6, 12	1, 2
D. Literacy and Numeracy	1, 5, 8, 10, 12, 13, 14	1, 2, 3
E. Students with Special Educational Needs	6, 7	2, 3
F. Teaching Students from Non-English Speaking Backgrounds	3, 4, 7	1, 2, 3

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

Week	Lecture Topic <i>Lecturer will...</i>	Tutorial Topic <i>Students will...</i>	Priority Areas
1 25 July	Provide an overview of the HSC Course Introduce Assessments 1 and 2	Assess teaching strategies and differentiation in the context of the HSC syllabus.	B1, D1, D8, D10, F3, F4
2 1 August	Discuss marking and effective feedback strategies	Participate in groupwork to assess students' work and provide meaningful feedback to enhance students' understanding.	D13, D14, E6
3 8 August	Discuss reporting to parents and using feedback to enhance further learning	Microteach Complete exercises in providing feedback to students (and parents) about their progress and development. Reflect on enhancing teaching practice through interpreting students' assessments.	C5, C12, D13, D14
4 15 August	Describe how to use assessment and marking criteria to effectively assess your students' understanding, including writing formative and summative assessments	Assessment 1 due 15 August Microteach HR done in class: Work in groups to develop assessment tasks and write marking criteria for those tasks.	A5, A8, C5, C12, D5, D12, E6, E7
5 22 August	Discuss how to teach Legal Studies from the perspective of concepts that unify the syllabus Introduce Assessment 3	Reflection on HR due 25 August Microteach Use thinking routines to draw the syllabus outcomes and themes and challenges into coordinated lesson strategies.	B4, C5, C12
6 29 August	Demonstrate how to integrate 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.	A4, B1, B4, B5, C6, D1, D8, F3, F4, F7
7 5 September	Explain scope and sequences and how to plan a course; provide an overview of the HSC examination	Complete exercises in integrating syllabus requirements, formative and summative assessment and students' interests to develop a scope and sequence for the HSC course.	A8, D10, D12, E7
8 12 September	Outline the processes for continued education for teachers; provide an overview and assessment of teaching standards and the networks available for Legal Studies teachers.	Assessment 2 due 15 September Evaluate the resources available for the teaching of Legal Studies, as well as various professional networks, in-service opportunities and the available resources for the course. On-line course evaluation	C8, F3

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
Assessment 1 Lesson Plan and Microteaching	15 minutes	25%	1,2,3,4	1.3, 2.1, 2.5	A5, B1, B4, B5, C3, C5, C6, C12, D1, D5, D8, F4, F7	Lesson plan due 8 th August by 5:00 pm via Moodle (Microteaching weeks 3-5)
Assessment 3 Reflection and Hurdle Requirement	approx. 1,500 words	15% and hurdle requirement	3,5,6	1.5, 2.4, 3.6, 5.1, 5.3, 5.4	A4, A5, D10, D13, D14, E6, E7, F3	25 th August by 5:00pm Via Moodle
Assessment 2 Program, Unit Outline and Assessment	approx. 3 000 words	60%	1,2,3,5,6	1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 5.1, 5.3	A4, A5, A8, B1, B4, B5, C3, C5, C6, C12, D1, D5, D8, D10, D12, E6, E7, F3, F4, F7	15 th September by 5:00pm Via Moodle

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. Student no longer need to use a cover sheet. 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.

Assessment I – Microteaching

Teach a 15 minute lesson which reflects the best practice you saw on practicum and inspires the learners through the use of various materials (props), technology, humour and specific strategies and activities. You must provide at least one handout/worksheet for the students.

Your lesson will be peer assessed. Your peers' feedback will count for 40% of your final mark for this section of the assessment.

The syllabus dot point you will focus on will be distributed in the lecture of week 1.

You will be marked on your ability to:

- Understand the Legal Studies course, its outcomes, principle focuses and themes and challenges;
- Design a lesson which engages students;
- Tailor your lesson to the age level and interests of the class;
- Confidently present your lesson in an engaging and inspiring way.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6749 LEGAL STUDIES METHOD II

Student Name:

Student No.:

Assessment Task 1: **Microteaching**

SPECIFIC CRITERIA	(-) (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Demonstrates sound knowledge of Legal Studies and its key concepts. • Provides a handout/worksheet which increases students' engagement with the material. 					
Depth of evaluation and/or critique in response to the task <ul style="list-style-type: none"> • Demonstrates the capacity to manage classroom activity and student participation. • Selects age-appropriate tasks, strategies and resources. • Demonstrates interaction and rapport with students. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Refers to material, research and ideas presented in Legal Studies method lectures, readings from the prescribed text and other sources. 					
Structure and organisation of response <ul style="list-style-type: none"> • Well-structured and timed lesson which is well-organised and engages students through the use of ICT, relevant resources and effective teaching and learning strategies. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Speaks clearly, provides clear directions, maintains eye contact. • Uses effective verbal and non-verbal communication strategies to support student learning. • Confidently presents lesson in an engaging and inspiring way. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

Recommended:

/20 (FL PS CR DN HD)

Weighting:

25%

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.**

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 (eg NSPLAN, 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 [BOSTES](#) 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.

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 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.

1. 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 BOSTES 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.

Assessment 2 – Reflection

After you have completed the hurdle requirement, consider how the students performed in the task(s) you have marked. Write an evaluation of the assessment strategies used and how they could have been improved.

You are to evaluate (make a judgment using criteria) the effectiveness of the assessment strategies used in terms of meeting the curriculum and learning outcomes. As this is a personal reflection, it is acceptable to write in the first person.

Issues to be considered:

- The range of strategies used and whether they reflect student learning preferences.
- The use of the data gained from these assessments to evaluate student learning and modify teaching practice.
- The potential use of the data gained from these assessments to evaluate student learning and modify teaching practice.
- The appropriateness of the strategies used to meet the needs of students from TWO of the following groups:
 - Aboriginal and Torres Strait Islander (ATSI) students
 - Students with Special Education Needs
 - Students with English as an Additional Language/Dialect (EAL/D)
 - Students with challenging behaviours
- What you learnt about assessment as a result of marking and providing feedback on these tasks.

You will be marked on your ability to:

- Demonstrate your knowledge and understanding of the learning needs of the students in the school at which you did your practicum;
- Describe your thoughts after marking the student work samples and providing the feedback;
- Critically reflect on your own practice;
- Express yourself in grammatically correct English integrating relevant syllabus terms and concepts.

Word length: 1,000 words



STUDENT TEACHER		
Name:	zID:	Date:
Details		
Method	Topic/level	
AITSL Standard 5 Assess, provide feedback and report on student learning		Comments
A. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (5.1.1) <ul style="list-style-type: none">Has the purpose of the assessment task been described appropriately?Has the task been annotated appropriately to indicate what changes in layout, language or requirement could be improved?Does the marking rubric/style provide diagnostic information for the student?		
B. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning (5.2.1) <ul style="list-style-type: none">Does the feedback allow the assessment to be used for formative purposes?Is feedback expressed in appropriate language for the age/stage of the students?Does the feedback<ul style="list-style-type: none">-acknowledge the student's areas of strength?-identify areas where the student needs to do more work?-indicate strategies to help the student improve?		
C. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning (5.3.1) <ul style="list-style-type: none">Is the difference between ranking and moderation understood?Does the student recognise the importance of following marking guides/rubrics?Can the student listen professionally to the opinions of others?Does the student express his/her point of view respectfully, and provide appropriate evidence to support his viewpoint?		
D. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice (5.4.1) <ul style="list-style-type: none">Has the student analysed and evaluated the schools' global assessment data?Has the student collected a range of the students' past performance data?Is the student able to interpret that data accurately to make generalizations about the specific work samples they have collected?Is the student able to triangulate different forms of student assessment data so that they can propose appropriate modifications to learning and teaching?		
E. Demonstrate understanding of a range of strategies for reporting to students and parents/caregivers and the purpose of keeping accurate and reliable records of student achievement (5.5.1) <ul style="list-style-type: none">Are feedback and reporting understood as separate tasks?Do the report comments provide succinct and helpful written information to pinpoint where the student is at in his/her learning?Has the student provided evidence that the Assessment Resource Centre (BOSTES) has been used to provide appropriate A, B, C, D, E grades?		
Comments:		

Lecturer:

Date:

Satisfactory / Unsatisfactory (circle)

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6749 LEGAL STUDIES METHOD II

Student Name:
 Assessment Task: 2

Student No.:

SPECIFIC CRITERIA	(-) —————> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Describes the range of assessment strategies used and observed. • Outlines the appropriateness of these to meet the specific learning needs of the students (eg ATSI, special needs, EAD/L, behavioural and learning difficulties) • Demonstrates knowledge and understanding of the learning needs of the students in the school with reference to formative and summative assessment data. 					
Depth of evaluation and/or critique in response to the task <ul style="list-style-type: none"> • Makes a judgment using criteria on the effectiveness of the strategies used and witnessed in terms of meeting the curriculum and learning outcomes of the courses taught. • Reflects critically on own practice. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Refers to material, research and ideas presented in Legal Studies method lectures, readings from the prescribed text and other sources. 					
Structure and organisation of response <ul style="list-style-type: none"> • Presents a sustained, logical and cohesive response. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Response is expressed in grammatically correct English integrating relevant Legal Studies syllabus terms and concepts. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 15%

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.**

Assessment 3 – Program, Unit Outline and Assessment

1. Using the template provided, create a program for HSC Legal Studies, including a scope and sequence and assessment overview.

2. Using the template provided, write a unit outline for Core Part I – Crime, including rationale, links to syllabus outcomes and themes and challenges and a detailed lesson sequence (36 hours of teaching time). Major teaching and learning strategies and formative assessment need to be identified.

Please note: it is not necessary to write individual lesson plans.

This unit outline should be relevant to the school in which you did your Practicum in Semester 1.

3. Write a summative assessment for the Crime unit. This will need to match the assessment overview in terms of weighting and outcomes assessed. Please ensure you read the Syllabus pp36 – 41 before writing this assessment.

You need to prepare a notification for the students. You will also need to write marking guidelines.

This must be an original assessment task.

Include a 500 – 750 word rationale explaining how the task you have designed will meet the identified syllabus outcomes, which themes and challenges and ‘students learn to’ are being addressed and how, and briefly outlining what strategies you will employ in the classroom to prepare students for this assessment.

You will be marked on your ability to:

- Design a scope and sequence and assessment overview which accurately reflect syllabus requirements;
- Design a unit outline which adheres to syllabus requirements, engages students and implements strategies which will enable students of different abilities and with different learning styles to improve their knowledge and understanding;
- Create an assessment task which is challenging but allows students to demonstrate their learning;
- Demonstrate your knowledge and understanding of the learning needs of the students in the school at which you did your practicum;
- Express yourself in grammatically correct English integrating relevant syllabus terms and concepts.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6749 LEGAL STUDIES METHOD II

Student Name:
 Assessment Task: 3

Student No.:

SPECIFIC CRITERIA	(-) —————> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Presents a well-structured scope and sequence and assessment overview which accurately reflect syllabus requirements. • Writes a detailed rationale for the crime unit, with links to syllabus outcomes and themes and challenges. • Provides a detailed lesson sequence which identifies main teaching and learning strategies and formative assessments. • Creates a summative assessment and marking guidelines which test the students' understanding of the unit. 					
Depth of evaluation and/or critique in response to the task <ul style="list-style-type: none"> • Demonstrates adherence to syllabus requirements. • Engages students and implements strategies which will enable students of different abilities and with different learning styles to improve their knowledge and understanding. • Demonstrates knowledge and understanding of the learning needs of the students in the school. • Assessment rationale clearly explains how the task will meet the identified syllabus outcomes, which themes and challenges and 'students learn to' are being addressed and how, and outlines the classroom strategies to prepare students for this assessment. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Makes specific reference to material, research and ideas presented in Legal Studies method lectures, readings from the prescribed text and other sources. 					
Structure and organisation or response <ul style="list-style-type: none"> • Organises program and unit outline clearly and coherently, including use of section headings and summaries to enhance readability. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Response is expressed in grammatically correct English integrating relevant Legal Studies syllabus terms and concepts. 					
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.**

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Microteaching	Written	August 22 nd , 2017
Reflection and Hurdle Requirement	Written	September 15 th , 2017
Program, Unit Outline and Assessment	Written	September 30 th , 2017

8. RESOURCES

Required Readings

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

- NESA (2009) Stage 6 Syllabus, Legal Studies, Preliminary and HSC Courses
- NESA (2010) Legal Studies Higher School Certificate: Examination, Assessment and Reporting Supplement
- NESA (2014) Legal Studies HSC papers 2011 – 2014, marking guidelines and Notes from the Marking Centre

These documents can be downloaded from the NESA 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)