POLITICS AND LAW

Course Framework

From 2017

Politics and Law
Course Framework

INTRODUCTION

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical behaviour
- Intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these student capabilities and priorities are available on the ACARA website.

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COURSE FRAMEWORKS

Course Frameworks provide the basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Course Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.

A, **T** and **M** courses may be developed under this framework. Eligibility to study an **M** course is determined by BSSS Modified course policy. Modified courses/units are designed for students:

- who satisfy the Education and Training Directorate Disability Criteria accepted as a common definition for census and other system processes by all sectors, public and non-government;

- where the principal has deemed exceptional circumstances due to the students' significant needs and previous levels of support.

Provisions for students with special needs are outlined in the *BSSS Equitable Assessment and Special Consideration in Assessment in Years 11 and 12* guidelines.
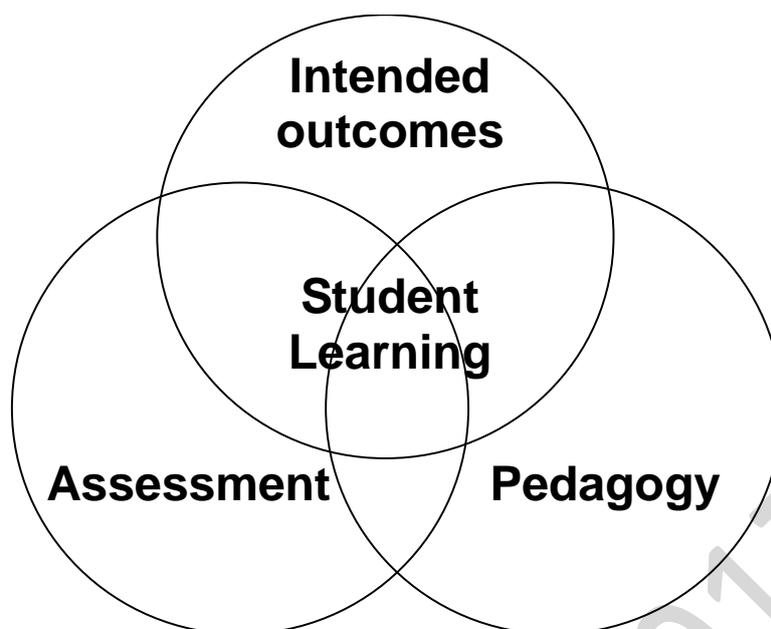
Underpinning beliefs

- All students are able to learn.

- Learning is a partnership between students and teachers

- Teachers are responsible for advancing student learning.

Learning principles

1. Learning builds on existing knowledge, understandings and skills.

   (Prior knowledge)

2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.

   (Deep knowledge and connectedness)

3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.

   (Metacognition)

4. Learners' sense of self and motivation to learn affects learning.

   (Self-concept)

5. Learning needs to take place in a context of high expectations.

   (High expectations)

6. Learners learn in different ways and at different rates.

   (Individual differences)

7. Different cultural environments, including the use of language, shape learner' understandings and the way they learn.

   (Socio-cultural effects)

8. Learning is a social and collaborative function as well as an individual one.

   (Collaborative learning)

9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.

   (Explicit expectations and feedback)

RATIONALE

Politics and law is a critical study of the processes of decision making concerning society's collective future. Students explore how legal and political systems impact on the lives of citizens.

Students develop their knowledge and understanding of legal/political structures, institutions, processes and practices. Students develop insights on the significance of ideas, movements, events and developments in a range of contexts.

Students develop skills in research. They analyse and evaluate information to present logical and coherent arguments. Students explore the implications and consequences of decisions and communicate their ideas in a range of modes and mediums.

The study of politics and law enables learners to become active and informed citizens who are committed to national values of democracy, equity and justice. They will develop insights into how our society operates and the influences that shape it to uphold the rights and responsibilities of individuals and groups.

The study of politics and law provides continuity with many tertiary and industry courses.

GOALS

All courses based on this Course Framework should enable students to:

- analyse political and legal concepts, principles, processes, structures, assumptions arguments and ideas

- understand the influence of historical, political and cultural contexts on Politics and Law

- analyse values and attitudes that underpin legal and political systems

- evaluate the interrelationship between the legal/political system and society and the use of power

- reflect on the influence of political and legal systems on the lives of individuals and society

- apply knowledge and skills to become active and informed citizens that can affect change

- communicate in a range of modes and mediums for specific purposes and audiences

Concepts, Knowledge and Skills

Courses developed under this Framework provide details of course content through the component units of the course. While this content will differ according to the particular course, all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

Concepts and Knowledge

- causation and resolution
- continuity and change
- culture
- diversity
- individual and society
- judgement and ethics
- justice, equity and access
- power and influence
- rule of law
- systems and structures

Skills

- application of legal/political principles
- analysis, evaluation, synthesis
- critical analysis
- collaborative problem-solving
- communication
- deconstruct text
- decision-making
- information and research
- judgement
- logic and reasoning

Vocational Courses

There are no vocational courses under this Course Framework.

TEACHING STRATEGIES

Course developers are encouraged to outline teaching strategies that are grounded in the Learning Principles and encompass quality teaching. Pedagogical techniques and assessment tasks should promote intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences

ASSESSMENT

The identification of assessment criteria and assessment tasks types and weightings provide a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all of these criteria to assess students' performance, but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see appendix B). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics use the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

Assessment Task Types

Task types	Test	Research, investigation and analysis
	A test may include the following: • document study • case study • multiple choice • short answer response • interview • extended response • in-class essay/report	Suggested tasks: • research assignment • e.g. written report, essay • oral presentation • seminar • digital presentation • moot • mock trial • interview response • case study • dispute resolution • creative response • scenario/situation
Weighting in A/T 1.0	40 - 60%	40 -60%
Weighting in A/T 0.5	40-60%	40-60%
Weighting in M 1.0 and 0.5	10-90%	10-90%

Additional Assessment Advice

• For a standard unit (1.0), students must complete a minimum of three assessment tasks. For a 0.5 unit, a minimum of 2 and a maximum of 3 assessment tasks are recommended.

• Suggested length for written tasks - A: 500-800 words, T: 1000 -1500 words, M: at discretion of the teacher. However, in the Independent Study unit T: 1500-2000 words.

• Suggested length for an oral presentation - A: 5 - 8 minutes, T: 8 – 10 minutes, M: at the discretion of the teacher.

• For the Independent Study Unit, the research task must be validated. A research task may be validated by an interview.

ACHIEVEMENT STANDARDS

Student achievement in A, T and M units is reported based on system standards as an A-E grade. Grade descriptors and standard work samples where available, provide a guide for teacher judgement of students' achievement over the unit.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

Unit Grade Descriptors for Politics & Law A Course Year 11

	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
Knowledge and understanding	• analyses the structures, institutions, processes and practices of legal/political systems • analyses legal/political concepts and principles • compares viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to political/legal systems	• explains the structures, institutions, processes and practices of legal/ political systems • explains legal/political concepts and principles • explains viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to political/legal systems	• describes the structures, institutions, processes and practices of legal/political systems • describes legal/political concepts and principles • describes viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to political/legal systems	• identifies the structures, institutions, processes and practices of legal/ political systems • identifies legal/political concepts and principles • identifies viewpoints, ideas and decisions and makes some reference how individuals and groups can influence the stability of, and changes to political/legal systems	• identifies the structures, institutions, processes and practices of legal/ political systems • identifies legal/political concepts and principles • identifies viewpoints and ideas with little or no reference how individuals and groups can influence the stability of, and changes to political/legal systems
Skills	• analyses information to draw evidence based conclusions to solve problems • constructs logical, reasoned and convincing arguments to thoroughly justify valid conclusions, decisions judgments and recommendations • develops focus questions to frame an inquiry and conducts comprehensive research using a wide range of sources and methods • communicates complex ideas with coherent and sustained arguments with analysis of evidence, detailed annotations, using appropriate language and accurate referencing	• interprets information to draw evidence based conclusions to solve problems • constructs convincing arguments to justify valid conclusions, decisions judgments and recommendations • develops focus questions to frame an inquiry and conducts research using a range of sources and methods • communicates complex ideas and coherent arguments using appropriate evidence, language and accurate referencing	• interprets information to draw conclusions to solve problems • constructs arguments to justify conclusions, decisions judgments and recommendations • develops focus questions for an inquiry and conducts research using sources and methods • communicates ideas and arguments using appropriate evidence, language and accurate referencing	• interprets information with some relationship to the problem being addressed • constructs arguments with some reference to conclusions, decisions judgments and recommendations • uses inquiry questions to conduct research derived from sources • communicates ideas and arguments with referencing	• describes information with little or no relationship to the problem being addressed • constructs arguments with little or no reference to conclusions, decisions judgments and recommendations • uses inquiry questions to conduct research • communicates limited ideas and information with minimal referencing

Unit Grade Descriptors for Politics & Law A Course Year 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• analyses the structures, institutions, processes and practices of legal/political systems and explains the interrelationship between the legal/political system and society • analyses legal/political concepts and principles and explains their significance locally, nationally and globally • compares viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to political/legal systems	• explains the structures, institutions, processes and practices of legal/ political systems and describes the interrelationship between the legal/political system and society • explains legal/political concepts and principles and describes their significance locally, nationally and globally • explains viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to political/legal systems	• describes the structures, institutions, processes and practices of legal/political systems and outlines the interrelationship between the legal/political system and society • describes legal/political concepts and principles and outlines their significance locally, nationally and globally • describes viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to political/legal systems	• identifies the structures, institutions, processes and practices of legal/ political systems with some reference to the interrelationship between the legal/political system and society • identifies legal/political concepts and principles with some reference to their significance locally, nationally and globally • identifies viewpoints, ideas and decisions and makes some reference how individuals and groups can influence the stability of, and changes to political/legal systems	• identifies the structures, institutions, processes and practices of legal/ political systems with little or no reference to the interrelationship between the legal/political system and society • identifies legal/political concepts and principles with little or no reference to their significance locally, nationally and globally • identifies viewpoints and ideas with little or no reference how individuals and groups can influence the stability of, and changes to political/legal systems
Skills	• analyses information to draw evidence based conclusions to solve problems • constructs logical, reasoned and convincing arguments to thoroughly justify valid conclusions, decisions judgments and recommendations • develops focus questions to frame an inquiry and conducts comprehensive research using a wide range of sources and methods • communicates complex ideas with coherent and sustained arguments with analysis of evidence, detailed annotations, using appropriate language and accurate referencing	• interprets information to draw evidence based conclusions to solve problems • constructs convincing arguments to justify valid conclusions, decisions judgments and recommendations • develops focus questions to frame an inquiry and conducts research using a range of sources and methods • communicates complex ideas and coherent arguments using appropriate evidence, language and accurate referencing	• interprets information to draw conclusions to solve problems • constructs arguments to justify conclusions, decisions judgments and recommendations • develops focus questions for an inquiry and conducts research using sources and methods • communicates ideas and arguments using appropriate evidence, language and accurate referencing	• interprets information with some relationship to the problem being addressed • constructs arguments with some reference to conclusions, decisions judgments and recommendations • uses inquiry questions to conduct research derived from sources • communicates ideas and arguments with referencing	• describes information with little or no relationship to the problem being addressed • constructs arguments with little or no reference to conclusions, decisions judgments and recommendations • uses inquiry questions to conduct research • communicates limited ideas and information with minimal referencing

Unit Grade Descriptors for Politics & Law T Course Year 11

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• critically analyses the structures, institutions, processes and practices of legal/political systems and evaluates the interrelationship between the legal/political systems and society • critically analyses legal/political concepts and principles and evaluates their significance locally, nationally and globally • critically analyses the nature and purpose of politics/law and evaluates the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and discusses values and attitudes • synthesises and analyses a variety of viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to political/legal systems	• analyses the structures, institutions, processes and practices of legal/ political systems and explains the interrelationship between the legal/political systems and society • analyses legal/political concepts and principles and explains their significance locally, nationally and globally • analyses the nature and purpose of politics/law and explains the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and describes values and attitudes • compares and analyses viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to political/legal systems	• explains the structures, institutions, processes and practices of legal/political systems and describes the interrelationship between the legal/political systems and society • explains legal/political concepts and principles and describes their significance locally, nationally and globally • explains the nature and purpose of politics/law and describes the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and outlines values and attitudes • compares and explains viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to political/legal systems	• describes the structures, institutions, processes and practices of legal/ political systems with some reference to the interrelationship between the legal/political systems and society • describes legal/political concepts and principles with some reference to their significance locally, nationally and globally • describes the nature and purpose of politics/law with some reference to the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts • describes viewpoints, ideas and decisions and makes some reference to how individuals and groups can influence the stability of, and changes to political/legal systems	• identifies the structures, institutions, processes and practices of legal/ political systems with some little or no reference to the interrelationship between the legal/political systems and society • identifies legal/political concepts and principles with little or no reference to their significance locally, nationally and globally • identifies the nature and purpose of politics/law with little or no reference to the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts • identifies viewpoints and ideas with little or no reference to how individuals and groups can influence the stability of, and changes to political/legal systems
Skills	• evaluates information to draw evidence based conclusions to solve problems • constructs logical, reasoned and convincing arguments to thoroughly justify valid conclusions, decisions judgments and recommendations • develops focus questions to frame an inquiry and conducts comprehensive research using a wide range of sources and methods • communicates complex ideas with coherent and sustained arguments with analysis of evidence, detailed annotations, using appropriate language and accurate referencing	• analyses information to draw evidence based conclusions to solve problems • constructs convincing arguments to justify valid conclusions, decisions judgments and recommendations • develops focus questions to frame an inquiry and conducts research using a range of sources and methods • communicates complex ideas and coherent arguments using appropriate evidence, language and accurate referencing	• interprets information to draw evidence based conclusions to solve problems • constructs arguments to justify conclusions, decisions judgments and recommendations • develops focus questions for an inquiry and conducts research using sources and methods • communicates ideas and arguments using appropriate evidence, language and accurate referencing	• interprets information with some relationship to the problem being addressed • constructs arguments with some reference to conclusions, decisions judgments and recommendations • uses inquiry questions to conduct research derived from sources • communicates ideas and arguments with referencing	• describes information with little or no relationship to the problem being addressed • constructs arguments with little or no reference to conclusions, decisions judgments and recommendations • uses inquiry questions to conduct research • communicates limited ideas and information with minimal referencing

Unit Grade Descriptors for Politics & Law T Course Year 12

	A student who achieves an A grade typically	*A student who achieves a B grade typically*	*A student who achieves a C grade typically*	*A student who achieves a D grade typically*	*A student who achieves an E grade typically*
Knowledge and understanding	• critically analyses the structures, institutions, processes and practices of legal/political systems and evaluates the interrelationship between the legal/political systems and society • critically analyses legal/political concepts and principles and evaluates their significance locally, nationally and globally • critically analyses the nature and purpose of politics/law and evaluates the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and discusses values and attitudes • critically analyses types and forms of power as used by individuals, groups or countries and evaluates representations and interpretations to explain political/legal issues • synthesises and analyses a variety of viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to political/legal systems	• analyses the structures, institutions, processes and practices of legal/ political systems and explains the interrelationship between the legal/political systems and society • analyses legal/political concepts and principles and explains their significance locally, nationally and globally • analyses the nature and purpose of politics/law and explains the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and describes values and attitudes • analyses types and forms of power as used by individuals, groups or countries and explains representations and interpretations to explain political/legal issues • compares and analyses viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to political/legal systems	• explains the structures, institutions, processes and practices of legal/political systems and describes the interrelationship between the legal/political systems and society • explains legal/ political concepts and principles and describes their significance locally, nationally and globally • explains the nature and purpose of politics/law and describes the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and outlines values and attitudes • explains types and forms of power as used by individuals, groups or countries and describes representations and interpretations of political/legal issues • compares and explains viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to political/legal systems	• describes the structures, institutions, processes and practices of legal/ political systems with some reference to the interrelationship between the legal/political systems and society • describes legal/ political concepts and principles with some reference to their significance locally, nationally and globally • describes the nature and purpose of politics/law with some reference to the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts • describes types and forms of power as used by individuals, groups or countries and describes representations and interpretations of political/legal issues • describes viewpoints, ideas and decisions and makes some reference to how individuals and groups can influence the stability of, and changes to political/legal systems	• identifies the structures, institutions, processes and practices of legal/ political systems with some little or no reference to the interrelationship between the legal/political systems and society • identifies legal/ political concepts and principles with little or no reference to their significance locally, nationally and globally • identifies the nature and purpose of politics/law with little or no reference to the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts • identifies types and forms of power as used by individuals, groups or countries with little or no reference to representations and interpretations of political/legal issues • identifies viewpoints and ideas with little or no reference to how individuals and groups can influence the stability of, and changes to political/legal systems
Skills	• evaluates information to draw evidence based conclusions to solve problems • constructs logical, reasoned and convincing arguments to thoroughly justify valid conclusions, decisions judgments and recommendations • analyses and reflects with insight on ethical, social and environmental implications and consequences of political/legal practices in different contexts • develops focus questions to frame an inquiry and conducts comprehensive research using a wide range of sources and methods • communicates complex ideas with coherent and sustained arguments in a variety of forms and mediums with analysis of evidence, detailed annotations, using appropriate language and accurate referencing	• analyses information to draw evidence based conclusions to solve problems • constructs convincing arguments to justify valid conclusions, decisions judgments and recommendations • analyses with insight on social, and environmental implications and consequences of political/legal practices in different contexts • develops focus questions to frame an inquiry and conducts research using a range of sources and methods • communicates complex ideas and coherent arguments in a variety of forms and mediums using appropriate evidence, language and accurate referencing	• interprets information to draw evidence based conclusions to solve problems • constructs arguments to justify conclusions, decisions judgments and recommendations • explains social, and environmental implications and consequences of political/legal practices in different contexts • develops focus questions for an inquiry and conducts research using sources and methods • communicates ideas and arguments in a limited range of forms and mediums using appropriate evidence, language and accurate referencing	• describes information with some relationship to the problem being addressed • constructs arguments with some reference to conclusions, decisions judgments and recommendations • describes some social, and environmental consequences and implications of political/legal practices in familiar contexts • uses inquiry questions to conduct research derived from sources • communicates ideas and arguments in a limited range of forms and mediums with referencing	• describes information with little or no relationship to the problem being addressed • constructs arguments with little or no reference to conclusions, decisions judgments and recommendations • identifies minimal social, and environmental consequences of political/legal practices in familiar contexts • uses inquiry questions to conduct research • communicates limited ideas and information with minimal referencing

Unit Grade Descriptors for Politics & Law M Course

	A student who achieves an *A* grade typically	A student who achieves a *B* grade typically	A student who achieves a *C* grade typically	A student who achieves a *D* grade typically	A student who achieves an *E* grade typically
Knowledge and understanding	• describes structures, processes and practices of legal/political systems with independence • describes basic legal/political concepts and principles with independence	• describes structures, processes and practices of legal/political systems with some assistance • describes basic legal/political concepts and principles with assistance	• recounts basic structures, processes and practices of legal/political systems with occasional assistance • recounts basic legal/political concepts and principles with occasional assistance	• identifies basic structures, processes and practices of legal/political systems with continuous assistance • identifies basic legal/political concepts and principles with continuous assistance	• identifies basic structures, processes and practices of legal/political systems with direct instruction • identifies basic legal/political concepts and principles with direct instruction
Skills	• plans and undertakes independent legal/political inquiries with independence • applies concepts and principles for decision making and problem-solving with independence • communicates ideas and arguments using appropriate evidence, language and accurate referencing with independence	• plans and undertakes independent legal/political inquiries with assistance • applies concepts and practices for decision making and problem-solving with assistance • communicates ideas and arguments using appropriate evidence, language and accurate referencing with assistance	• undertakes guided legal/political inquiries with occasional assistance • applies concepts and principles for decision making and problem-solving with occasional assistance • communicates ideas and arguments using appropriate evidence, language and accurate referencing with occasional assistance	• undertakes guided legal/political inquiries with continuous guidance • applies concepts and principles for decision making and problem-solving with continuous guidance • communicates ideas and arguments using appropriate evidence, language and accurate referencing with continuous guidance	• undertakes simple research on a topic with direct instruction • applies concepts and models with direct instruction • communicates ideas and arguments using appropriate evidence, language and accurate referencing with direct instruction

MODERATION

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment

- form the basis for valid and reliable assessment in senior secondary schools

- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership

- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for 'T' courses.

Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgements.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A and T course and any M units offered by the school, and is sent in to the Office of the Board of Senior Secondary Studies.

Teachers of C courses are required to present portfolios of student work for verification that units are taught and assessed as documented and validation that assessments meet industry standards. The Moderation Officer will report any concerns to the Board.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges

- a set of student portfolios containing marked and/or graded written and non-written assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

References

The following references were used to inform the development of the Politics and Law Course Framework:

BOSTES

Legal Studies syllabus.

Retrieved from: http://www.boardofstudies.nsw.edu.au/

WACE

Politics & Law course.

Retrieved from http://www.scsa.wa.edu.au/internet/Senior_Secondary/The_WACE

QSA

Legal Studies course.

Retrieved from https://www.qcaa.qld.edu.au/

VCE

Legal Studies and Political Studies study design.

Retrieved from http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx

TQA

Legal Studies.

Retrieved from http://www.tasc.tas.gov.au/

COURSE FRAMEWORK GROUP

Name	College
Liz Craig	Burgmann College
Kevin Howard	Canberra College
Lindy Braithwaite	Radford College

Appendix A: Common Curriculum Elements

Common curriculum elements assist in the development of high quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategies,develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words