



**Shape of ACT Senior Secondary Curriculum**  
**Legal Studies A/T/M**

March 2022

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## 1. PURPOSE

- 1.1 The *Shape of ACT Senior Secondary Curriculum: Legal Studies* will guide the writing of the *Legal Studies A/T/M* course.
- 1.2 This paper has been prepared in consultation with A/Professor Philippa Ryan of the Australian National University and the deliberations of the Legal Studies Shape Paper writing panel.
- 1.3 The paper should be read in conjunction with The Shape of the ACT Senior Secondary Curriculum located at:  
[http://www.bsss.act.edu.au/curriculum/bsss\\_course\\_development\\_consultation](http://www.bsss.act.edu.au/curriculum/bsss_course_development_consultation)

## 2. INTRODUCTION

- 2.1 The *Legal Studies A/T/M* Course will be the basis of planning, teaching, learning and assessment in ACT senior secondary schools.

## 3. BACKGROUND

- 3.1 The ACT Board of Senior Secondary Studies is reviewing the *Legal Studies* Curriculum in the five-year course development cycle of improvement and renewal.
- 3.2 All courses under development are required to meet Board design specifications and to align with Board requirements for senior secondary curriculum. These specifications align with ACARA course design specifications and provide teachers with flexibility to plan, teach and assess according to the needs and interests of their students.
- 3.3 The *Legal Studies A/T/M* course is to be developed under the Humanities and Social Science Framework located at:  
[http://www.bsss.act.edu.au/data/assets/pdf\\_file/0017/437300/Humanities\\_and\\_Social\\_Sciences\\_Framework.pdf](http://www.bsss.act.edu.au/data/assets/pdf_file/0017/437300/Humanities_and_Social_Sciences_Framework.pdf)

The rationale for this framework describes Humanities and Social Sciences:

*Humanities and Social Sciences is the study of how people process and document the human experience and their place in it. It empowers students to better understand humankind, society, and culture, and communicate ideas for the future. Humanities and Social Sciences examine what it means to be human and to ask questions about society and its institutions.*

*By analysing how people have tried to make moral, spiritual, and intellectual sense of the world, it promotes empathy and understanding. It also requires students to deal critically and logically with what can be subjective, complex, and imperfect information.*

*Humanities and Social Sciences courses provide a context for the contemporary world and a framework for students to assess possible, probable, and preferred futures critically and creatively for themselves, and the world in which they live. It empowers students to make informed and reasoned decisions for the public good as citizens of a culturally diverse and complex and interdependent world.*

*The study of Humanities and Social Sciences promotes well-rounded, thinking, analytical young citizens equipped for the demands of the 21<sup>st</sup> century globalised world.*

*Courses written under this framework focus on concepts from a discipline or draw ideas from a number of disciplines. The analytical, critical and communication skills taught in Humanities and Social Sciences will be valuable for future study, work, or profession. (p.5)*

*Legal Studies A/T/M* will be developed under the *Humanities and Social Science Framework* (HASS) due to its study of people and their experiences, and because it asks, “questions about society and its institutions.” (HASS Framework). Further, *Legal Studies* is at its heart about the contestability of its texts, principles and concepts in their meaning and application in context. As the HASS

Framework suggests, students in Legal Studies deal in “subjective, complex and imperfect information” such as testimonies, legislation, precedents, competing interests, legal argument, and legal philosophies.

Legal Studies empowers students with an understanding of some of the most powerful coercive institutions that shape peoples’ lives- the law, legal systems, law making, justice and punishment. Understanding these institutions and processes is the first step in the HASS Framework’s aim to “empower students to make informed and reasoned decisions for the public good as citizens of a culturally diverse and complex and interdependent world.”

Moving the subject to the Humanities and Social Sciences is a recognition of the ways of thinking and discovering knowledge at the basis of its academic practice based on empirical observation and critical analysis similar to other HASS subjects such as Global Studies and History.

**3.4** All courses based on the *Humanities and Social Sciences Framework* should enable students to:

- compare and contrast theories, concepts, and principles
- critically analyse concepts, principles, ideas, and change
- synthesise different interpretations, representations, and perspectives
- evaluate significance of information, processes, and concepts
- apply critical and creative thinking skills
- reflect on own thinking and learning
- communicate creatively and critically in a range of modes for a variety of purposes.

**3.5** Concepts from the *Humanities and Social Sciences Framework* (page 6) build on ACARA’s F-10 Humanities and Social Sciences curriculum:

- identity
- society
- change
- culture
- environment
- relationships
- empathy
- responsibility
- values.

**3.6** All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. The Australian Curriculum General Capabilities comprise an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum. While developing all capabilities, in particular, the *Legal Studies A/T/M* course will engage with the capabilities of Creative and Critical Thinking, Ethical Understanding, and Literacy.

The General Capability of Critical and Creative Thinking will be developed through *Legal Studies A/T/M* by learning to ask incisive questions and through the critical examination of theories, perspectives, texts, and arguments.

*In the Australian Curriculum, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives, and solve problems. Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours, and dispositions such*

*as reason, logic, resourcefulness, imagination, and innovation in all learning areas at school and in their lives beyond school.*

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/critical-and-creative-thinking/>

Students in Legal Studies A/T/M will engage with the General Capability of Literacy by increasing the level of literacy to engage with complex texts that engage with nuanced social and legal analysis. They further refine their skills in legal critical textual analysis in reading legislation and understanding judgements.

*Literacy encompasses the knowledge and skills students need to access, understand, analyse, and evaluate information, make meaning, express thoughts and emotions, present ideas, and opinions, interact with others and participate in activities at school and in their lives beyond school. Success in any learning area depends on being able to use the significant, identifiable, and distinctive literacy that is important for learning and representative of the content of that learning area.*

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/literacy/>

Students in *Legal Studies A/T/M* will engage with the General Capability of Ethical Understanding by engaging with significant ethical questions that divide and unite people and impact on their world locally, nationally, regionally, and globally.

*In the Australian Curriculum, students develop ethical understanding as they identify and investigate the nature of ethical concepts, values, and character traits, and understand how reasoning can assist ethical judgement. Ethical understanding involves students building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict, and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others... As students engage with the elements of Ethical Understanding in an integrated way, they learn to recognise the complexity of many ethical issues. They develop a capacity to make reasoned ethical judgements through the investigation of a range of questions drawn from varied contexts in the curriculum.*

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/ethical-understanding/>

## **4. THE CONTEXT OF THE ACT**

### **4.1 Courses of study for the ACT Senior Secondary Certificate:**

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social, and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

### **4.2 Each course of study:**

- comprises an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching

- promotes intellectual quality, establishes a rich learning environment, and generates relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

**4.3** In consideration of the ACT context, and in response to contemporary research and literature, a Legal Studies course should include:

- a student-centred pedagogical approach
- a grounding in current social science research and analytical methodologies
- the educational needs of young people with respect to understanding individuals, societies, issues, systems, structures, and processes
- the Humanities and Social Sciences Framework and Achievement Standards
- the needs of different schools and sectors (government and non-government)
- diverse perspectives and theories, including an awareness of their strengths and limitations
- the contestability of cause and effects of issues locally, nationally, and internationally
- an awareness of power, privilege, inequity, legal and penal structures, and how these inequalities create tensions between individuals and society
- an awareness of the mutually constitutive relationships between the law and individuals and society
- the role of the student and their community in local, national, and global issues
- the possible solutions to local, national, and global issues.

## 5. AIMS OF THE LEGAL STUDIES CURRICULUM

Legal Studies is a discipline that studies law in its various forms, as well as the nature of law and the role and impact of the practice of law on society. Students in Legal Studies aim to gain an understanding of the nature of civil and criminal law, justice, punishment, law reform and international law. They critically analyse legal texts such as the common law and precedents, statutes, and judgements, but also study the law as a social phenomenon.

Students develop and apply social science research methods and analyse textual, statistical, qualitative, and quantitative data. In studying various areas of the law, they draw on ideas and arguments from a range of disciplines to support their own arguments. For example, Amirthalingam writes: "A student of criminal law is at once a student of jurisprudence, philosophy, sociology, politics, constitutionalism, international law and human rights" (Amirthalingam, K, 2017, p. 319). Or as Levenson argues: "Now that climate change is a renewed priority for America, the country must address the significant demands climate change is placing on the criminal justice system" (Levenson, L., 2021 p. 336). Indeed, this broad social science education is a good grounding in the diverse pathways open to those with a legal education. As Thornton argues, "A liberal legal education that focuses on critical thinking, values, principles and ethics in the context of diverse curricula offerings undoubtedly provides a superior education for law students, as well as constituting better preparation for a range of positions in a context of dynamic and uncertain social change" (Thornton, M, 2017, p. 557). Students, in studying Legal Studies as a social science should develop a broad capacity to analyse texts and engage in arguments to strengthen their capacity to engage with a legal education.

They engage thoughtfully and respectfully in debate around issues of significant importance to the lives and experiences of their fellow community members. They consider the diversity of cultural practices around law, justice and punishment and the different views on the fair regulation of behaviour. Reflection is a key part of learning. As Firth and Newberry-Jones argue: "Students must be guided towards continual reflection upon their skills, legal subjects and (holistically) their course,

if it is to have any profound effect. It is also important to place a greater emphasis on reflection in order to best prepare our students as modern professionals.” (Firth, N. and Newbery-Jones, C. 2019, p. 55) The course provides opportunities for refining values and ethical beliefs and testing existing assumptions and ideas against the evidence and arguments of others.

Students studying this course will develop the knowledge, skills and understanding to engage with their community and the wider world as critical and knowledgeable citizens. They will be able to debate policies and contemporary issues of concern as informed member of the community. Through reflecting on their own moral principles and the ethics of policy proposals, they will clarify their own beliefs and make decisions about how they wish their community and society to evolve.

The *Legal Studies A/T/M* course aims to:

- develop an understanding of law in context to derive principles and concepts
- develop an understanding of a range of legal theories, including the nature of law, legal reasoning, and judicial decision-making using an understanding of precedent, evidence, and legal argument in context
- develop an understanding of the range and nature of common law, statute law, regulations, and international law in their contexts
- develop an understanding of legal process, including making and changing legislation, trials, and conflict resolution
- develop an understanding of theories and interpretations of justice and punishment in a range of contexts
- develop an understanding of the actual and potential roles of individual and collective actors in contributing to social change
- develop an understanding of HASS research methodologies in Legal Studies, including textual analysis, quantitative and qualitative approaches and their respective strengths and limitations
- develop critical and creative thinking skills in law and society
- understand how to communicate research findings and communicate effectively to collaborate and solve problems
- develop cultural competence and intercultural understanding, supported by the practices of reflexivity, social conscience, empathy, and care.

## **6. STRUCTURE OF THE LEGAL STUDIES CURRICULUM**

With a focus on developing an understanding of the nature and impact of legal systems in the world around them, students will be empowered to pursue their own lines of inquiry and be able to ask and begin to answer questions of interest to them.

While the previous course had a prescribed selection of electives, under the Board-endorsed design specifications, in this course, teachers will develop their own Programs of Learning. Their Program of Learning will be developed in response to contemporary developments, student interest, school context, and teacher expertise. Teachers are responsible for ensuring that there is not significant duplication across units. This provides significant flexibility for teachers to develop programs of learnings that respond to contemporary events and student needs.

## RATIONALE

Legal Studies empowers students to understand their world and engage constructively with creating a more just and fair society. They investigate the regulation of conduct in society and how justice is constituted in a range of contexts.

Students develop analytical and critical thinking skills and learn to question and challenge assumptions about the world around them. They develop thinking, literacy, communication, and numeracy skills that allow them to evaluate and apply law and legal practices. Students learn to develop research questions and methodologies. Furthermore, they develop skills to communicate effectively and to present logical and coherent arguments whilst critically analysing the strengths and limitations of the arguments that ground their own thinking.

Knowledge and understanding of law, legal systems, justice, and punishment empowers students to become engaged, active, and reflexive citizens. In understanding a wide range of social phenomena, they develop intercultural understanding and cultural competence.

The study of Legal Studies provides knowledge, skills and understanding to interpret the world, which can be utilised in a wide range of tertiary and industry pathways.

## UNITS

The units have been drafted for discussion as follows:

### **Crime and Justice**

Students investigate the responses of individuals and societies to social transgressions. They examine the criminalisation of conduct in various jurisdictions over time. They investigate existing law making, legal and judicial procedures and structures. Students critically analyse the origin, nature, and processes of the criminal law, including both common law and statute law. Students investigate theories of justice. They also investigate the practices, ethics, and origins of punishment systems and consider their fairness, biases, and socio-economic impacts.

*This unit provides opportunities for teachers to develop programs of learning that reflect student interest and teacher expertise, such as, criminal justice and the political system; sentencing, incarceration, prisons; justice and vulnerable people; criminology; young people and the law*

### **Contemporary Civil Law**

Students investigate the application of existing civil law principles and doctrines that regulate the social and economic activities of individuals and groups. They examine the origin, purpose, and scope of regulation under civil law. Students evaluate conflict resolution processes to determine their fairness and efficacy, and the possibilities for reform to achieve more just outcomes.

*This unit provides opportunities for teachers to develop programs of learning that reflect student interest and teacher expertise, such as, his might engage with topics such as, civil wrongs and torts; contracts; family law; entertainment and the law; consumers and the law; justice and vulnerable people*

### **Contemporary Issues and the Law**

Students investigate the role of social and political advocacy and judicial activism in bringing about reform and change for the benefit of people. They evaluate various claims to rights and competing claims to rights and how the law and legal structures can be used to resolve such tensions, including First Nations Australian contemporary experiences of Australian legal systems. They investigate case studies of social debates to evaluate the fairness and efficacy of possible solutions. Students engage critically in the debate over the identified problem and conduct research to clarify their own beliefs, form their own arguments and propose informed legal solutions.

*This unit provides opportunities for teachers to develop programs of learning that reflect student interest and teacher expertise, such as, for example, rights and freedoms; politics and the law; birth, life and death; property law; entertainment and the law; justice and vulnerable people*

### **International Law**

Students investigate the origin, institutions, and processes of international law. They examine how it might be enforced in the context of global treaties and an anarchic international system. Students investigate the impact of international law at global, national, and local levels. They consider the relevance of international law to ordinary people and the challenges they are faced with accessing international law. They evaluate case studies of contemporary international legal processes for their fairness and efficacy, including insecurity caused by corruption, climate change and conflict.

*This unit provides opportunities for teachers to develop programs of learning that reflect student interest and teacher expertise, such as, international relationships between Australia and the world; transborder crime; conflicts and terrorism; displaced persons and the law; environmental law; sea, sky and space law*

### **Independent Study**

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Students must have studied at least **THREE** standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Independent Study units are only available to individual students in Year 12. Principal approval is also required for a student in Year 12 to enrol concurrently in an Independent unit and the third 1.0 unit in a course of study.

## **7. CONSIDERATIONS**

### **7.1 Incorporating a futures orientation**

To equip students to engage in the world in which they live, they need to understand the multiple experiences of the contemporary world. They analyse exercises of power, the functions and effects of culture and society, legal institutions, and legal structures in the lives of people.

This was developed in the Alice Springs Mparntwe Education Declaration which called for students to be "active and informed members of the community who:

- act with moral and ethical integrity
- have empathy for the circumstances of others and work for the common good, in particular sustaining and improving natural and social environments
- appreciate and respect Australia's rich social, cultural, religious, and linguistic diversity and embrace opportunities to communicate and share knowledge and experiences
- have an understanding of Australia's system of government, its histories, religions, and culture
- are committed to national values of democracy, equity, and justice, and participate in Australia's civic life by connecting with their community and contributing to local and national conversations
- understand, acknowledge, and celebrate the diversity and richness of Aboriginal and Torres Strait Islander histories and cultures
- possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians

- are informed and responsible global and local members of the community who value and celebrate cultural and linguistic differences, and engage in the global community, particularly with our neighbours in the Indo-Pacific regions.”

It is significant that a Legal Studies course engages with all these aims and makes the nature of culture, society, conflict, understanding and effective communication the centre of its research and studies. Students undertaking Legal Studies focus on a course of study that enables them to engage with and understand their world and the multiple pathways that a global world offers them.

Legal Studies has a broad and comprehensive foundation from which the implications for Australia can be grasped. With such a foundation, the longevity and richness of Indigenous cultures will be appreciated; the dimensions of our migrant experience and cultural diversity will be intelligible; our relations with the Asian region will be comprehended; and the distinctive as well as the shared nature of our contemporary experiences of world will be valued.

## 7.2 Legal Studies curriculum

The Legal Studies curriculum retains an important place in the ACT senior secondary curriculum. The curriculum fosters higher order thinking and the skills of critical and intercultural understanding that equip students to take an active part in democratic discussion of the individuals, various communities’, and Australia’s place and role in the world. They will better understand the nature and scope of, and personal connection to, local and global issues.

Legal Studies provides a pathway to tertiary education by developing discipline-specific concepts, content, knowledge, and skills that are contemporary and relevant to students’ immediate and long-term futures. It also develops the capacity for active and responsible citizenship that empowers students to become engaged with the broader community, including their online networks.

The *Legal Studies A/T/M* course, in developing student capacity to undertake and understand research methodologies, is consistent with calls in the *OECD Learning Framework 2030* that students must take agency in their learning:

*Learning requires the activity and initiative of the learner – it requires the learner’s agency. Active learning implies a shift from being a passive recipient of knowledge to being an active agent in the learning process.* (OECD, 2018, p.2)

In this course students will have the opportunity to engage in meaningful learning on topics of significance to them. Students, in developing knowledge and agency to learn about questions of importance to them, will take the first step in achieving the common wisdom of being the change they want to see in the world.

Similarly, Australian Education Services argues in *Global Perspectives: A Framework for Global Education in Australian Schools*, 2008, that “enabling young people to participate in shaping a better future for the world is at the heart of global education”.

And further, that

*It emphasises the unity and interdependence of human society, developing a sense of self and appreciation of cultural diversity, affirmation of social justice and human rights, building peace and actions for a sustainable future in different times and places. Global education promotes open-mindedness leading to a new thinking about the world and a predisposition to take action for change. Students learn to take responsibility for the actions, respect and value diversity and see themselves as global citizens who can contribute to a more peaceful, just, and sustainable world.* (Education Services Australia, 2008)

Therefore, “how schools respond to growing economic interdependence, cultural divides, new digital opportunities and calls for sustainability will have a significant impact on the well-being of all members of the communities they serve” (OECD, 2018). Assisting students to engage actively and critically in their world is then a vital element in preparing them for their future lives. The Legal Studies senior secondary course is thus well placed to provide students with opportunities to explore

critical issues and develop their ethical and conceptual framework for living in a complex, interconnected and changing world.

### **7.3 Equity and opportunity**

The *Legal Studies A/T/M* courses provides flexibility and choice for teachers and students. The factors that influence this choice include school and community contexts, local community learning opportunities, contemporary and local issues, and available learning resources.

The *Legal Studies A/T/M* courses provides opportunities for students to develop an understanding of aspects of Australia's Aboriginal and Torres Strait Islander peoples. The course offers the opportunity to view the globe and its systems and processes from an indigenous perspective and using indigenous theory. (Chen, C. 2012) They include opportunities to analyse and reflect on the commonalities and differences of Australia's experiences of colonisation, resistance to colonisation, the global networks of indigenous campaigning, and adaptation to contemporary global systems.

### **7.4 Connections to other learning areas**

*Legal Studies A/T/M* is an interdisciplinary course. The learning acquired by students in Legal Studies is interdependent with learning in other areas such as Economics, Politics, Philosophy, Global Studies, History, Geography, the Arts, and English, as Legal Studies makes texts and data from a range of disciplines objects of study. The curriculum for courses will identify where there are links or opportunities to build cross curriculum learning. The connections arise naturally out of the Legal Studies curriculum.

### **7.5 Role of digital technologies**

Students and teachers integrate a growing range of online information, tools and applications of diverse origins and perspectives. These include digitised online materials such as legislation, case law, treaties, UN proceedings, international instruments, historical documents, books, newspapers, and images, as well as other online resources including databases, reference works and indexes to library holdings.

Further, as digital platforms are also a major means of socialisation and commerce in the contemporary world, the analysis of digital communities, digital cultures, and digital networks of action, should be a significant topic of study in any program of study.

### **7.6 Clarity of curriculum**

The curriculum is substantial and flexible. It is sufficiently rich and descriptive to guide teachers with limited experience, while avoiding excessive prescription that would hamper experienced teachers from exercising their skills. The curriculum document is expressed clearly in terms that are accessible to a new teacher, while allowing all teachers to enhance it with their interests and expertise.

### **7.7 Breadth and depth of study**

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions.

A program of learning is what a college provides to implement the course for a subject meeting students' needs and interests. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content if it meets the specific unit goals providing that it does not duplicate content in other units.

### **7.8 The nature of the learner**

The courses address the needs of diverse learners and cater for Tertiary (T), Accredited (A) and Modified (M) levels of study.

## 7.9 General capabilities

Skills and understanding related to personal and social capability, literacy and ICT are further developed and used in Legal Studies, as are thinking skills and creativity. In addition, capabilities such as self-management, teamwork, intercultural understanding, ethical awareness, and social competence are represented in the course in ways appropriate to that area.

## 7.10 Cross curriculum perspectives

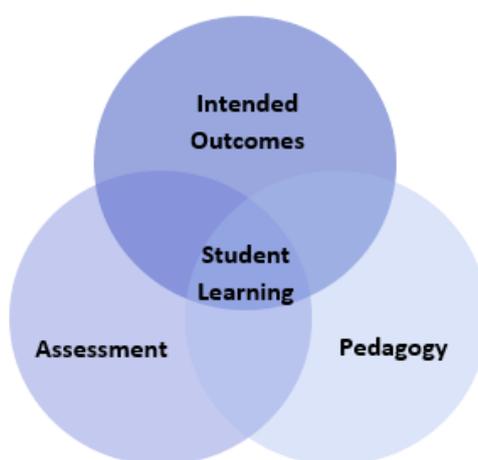
Each of these perspectives, Indigenous education, sustainability, and Australia's links with Asia, are represented in the courses in ways appropriate to that area. Curriculum documents are explicit as to how the perspectives are dealt with in each course and how links can be made between learning areas. These perspectives mitigate against the tendency for eurocentrism in Legal Studies. (Alvares, C. 2011)

## 8. PEDAGOGY AND ASSESSMENT

The underpinning beliefs and learning principles for the development of the ACT Board of Senior Secondary School curriculum as are follows:

### 8.1 Underpinning beliefs

- All students are able to learn
- Learning is a partnership between students and teachers
- Teachers are responsible for advancing student learning.



### 8.2 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 learners' 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*).

## 9. CONCLUSION

The *Legal Studies A/T/M* course is to be developed under the *Humanities and Social Sciences Framework*. The study of Humanities and Social Sciences promotes critical thinking, problem solving, and intercultural understanding, equipping young citizens for the demands, challenges, and distinct opportunities of the 21<sup>st</sup> century. The *Legal Studies A/T/M* course equips students to analyse the structures, relationship dynamics and socio-cultural networks that connect them to personal, local, national, and global issues and the problems and opportunities that face the contemporary world.

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