



# Legal Studies

A / T / M

Front Cover Art provided by Canberra College student Aidan Giddings

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## The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative, and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment, and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment, and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

## ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

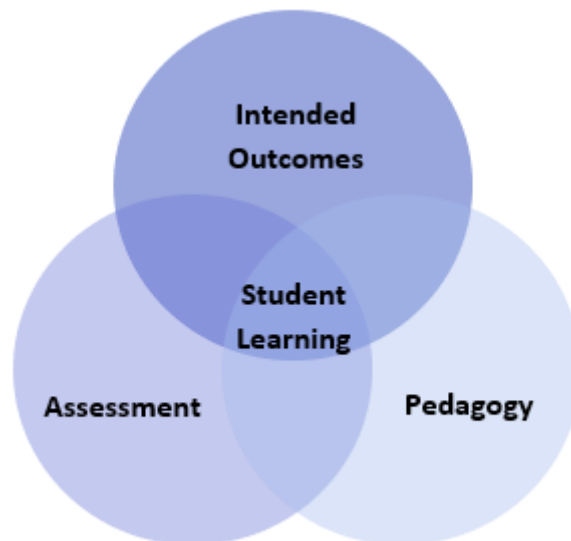
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in 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.

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.

## 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 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)*

## General Capabilities

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)
- critical and creative thinking
- personal and social
- ethical understanding
- 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 General Capabilities and priorities is available on the ACARA website at [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au).

### Literacy

Students develop literacy capability as they learn how to build knowledge in relation to legal studies’ information, concepts, and ideas. Students progressively learn to use a wide range of legal and social science texts in multiple modes. These texts include testimonies, legislation, critical essays, reports, explanations, arguments, debates, and scholarly works.

Students learn to make increasingly sophisticated language and text choices, understanding that language varies according to context, including the nature and stages of their inquiry. They learn to use language features and text structures to comprehend and compose cohesive texts about the law and law in society locally, nationally, and globally. These include legal jargon, terminology, and textual structures. Students also participate in debates and discussions and develop a considered point of view when communicating conclusions to a range of audiences.

### Numeracy

Students develop numeracy capability as they apply numeracy skills in relation to evidence in legal studies’ inquiries. Students measure data and information, construct and interpret tables and graphs, and calculate and interpret statistics in their investigations.

Students learn to analyse numerical data to make meaning; to test relationships in patterns and between variables, such as the effects of law, policies, and legal procedures to draw conclusions. They make predictions and forecast outcomes based on data relevant to legal studies inquiries. They appreciate the ways numeracy knowledge and skills are used in society and apply these to hypothetical and/or real-life experiences.

## **Information and Communication Technology (ICT) Capability**

Students develop ICT capability when they locate, process, analyse, evaluate, and communicate information using digital technologies. Students access and use digital technologies as an investigative and creative tool. They seek a range of digital sources of information to resolve inquiry questions or challenges of legal studies' relevance, being aware of intellectual property. They critically analyse evidence and trends and critique source reliability. Using digital technologies, students present and represent their learning; and collaborate, discuss, and debate to co-construct their knowledge. They plan, organise, create, display, and communicate data and information digitally using multimodal elements for a variety of reasons and audiences.

Students investigate ICT as a domain of legal action, thought and inquiry. They enhance their understanding of ICT by exploring the increasing use of technology and the effects of technologies on people, places and civic and legal activity over time and place. They learn about and have opportunities to use social media to collaborate, communicate, and share information, and build consensus on issues of social, legal, civic, and regulatory significance, whilst using an awareness of personal security protocols and ethical responsibilities.

## **Critical and Creative Thinking**

Students develop critical and creative thinking as they investigate legal concepts and ideas through inquiry-based learning. Students develop critical thinking by learning to develop and clarify investigative questions, and to question sources and assess reliability when selecting information from sources. Students learn discipline-specific ways of thinking, including, developing an argument using evidence, interpreting, and analysing legal data and/or information, and systems thinking to propose solutions. They learn to think logically when evaluating and using evidence, testing explanations, analysing arguments, and making decisions, and when thinking deeply about questions that do not have straightforward answers.

Students learn the value and process of developing creative questions and the importance of considering alternative approaches. They apply concepts and skills to new contexts and learn to develop new interpretations to explain aspects of legal studies that are contested or not well understood. They are encouraged to be curious and empathetic and to consider multiple perspectives about legal studies issues and events. They consider alternatives in response to challenges that require problem solving and innovative solutions, proposing appropriate and alternative courses of action and considering the effects on their own lives and the lives of others. In so doing, students develop enterprising behaviours and capabilities and learn to apply decision-making processes including negotiation and conflict-resolution.

## **Personal and Social Capability**

Students' personal and social capability is enhanced as they gain understanding about people, places, and legal processes and phenomena. Through legal inquiry, collaboration and reflective practice, students develop an appreciation of the insights and perspectives of others, past and present; and an understanding of what informs their Social, political, and legal context. Inquiry-based learning assists students to develop their capacity for self-management, directing their own learning and providing opportunities to express and reflect on their opinions, beliefs, values, and questions appropriately.

As students work independently and collaboratively, they are encouraged to develop personal and interpersonal skills, behaviours and dispositions that enable communication, empathy, teamwork, negotiation, and conflict resolution to maintain positive relationships. They learn and apply enterprising behaviours and capabilities such as leadership, resilience, goal setting and advocacy skills and informed, responsible decision-making. In turn, students develop the capacity to achieve desired outcomes peacefully and to make a contribution to their communities and society more broadly.

## **Ethical Understanding**

Students' capacity for ethical understanding is enhanced by the unique contexts offered through legal studies inquiry. Students investigate the ways that diverse values and principles have influenced legal activity and recognise that examining the nature of evidence deepens their understanding of ethical issues. Students learn about ethical procedures for investigating and working with people and places, including with Aboriginal and Torres Strait Islander Peoples. Students critically explore ethical behaviour of people of different legal contexts that may be the result of differing standards and expectations and changing societal attitudes. They evaluate their findings about current legal issues raising ethical questions about human rights and citizenship. Students discuss and apply ethical concepts such as equality, respect, and fairness, and examine shared beliefs and values which support Australian democracy and citizenship.

As students develop informed, ethical values and attitudes as they explore different perspectives, ambiguities and ethical considerations related to legal issues, they become aware of their own roles, rights, and responsibilities. They consider the consequences of personal, civic, and legal decisions, for individuals and society

## **Intercultural Understanding**

Students develop intercultural understanding as they learn about the diversity of the world's regulatory contexts, legal practices, sense of justice, , cultural practices, values, beliefs, and ways of knowing. Students learn the importance of understanding their own and others' histories, recognising the significance of Aboriginal and Torres Strait Islander peoples' histories and cultures and the contribution of Australian migrants. They learn of Australia's legal and political relationship with other countries and the role of intercultural understanding for the present and future.

As students investigate the interconnections between people and the significance that legal systems hold, they learn how various regulatory regimes are constructed and justified, including their own. Students come to see the critical role of shared beliefs and values and laws contribute to the rule of law in Australia. They reflect on their own intercultural experiences and explore how the law regulates people interacting across cultural boundaries, considering how factors such as group membership, traditions, customs and religious and cultural practices impact on civic life and legal systems. They recognise similarities as well as differences within and across cultural groups, recognising the importance of practising empathy and learning to challenge stereotypical or prejudiced representations of social and cultural groups where they exist. They demonstrate respect for cultural diversity and the human rights of all people and learn to facilitate dialogue to understand different perspectives.

## **Cross-Curriculum Priorities**

### **Aboriginal and Torres Strait Islander Histories and Cultures**

Through an investigation of contexts that draw on Aboriginal and Torres Strait Islander histories and cultures students could investigate contemporary and historical issues of Aboriginal and Torres Strait Islander Peoples' legal rights and the impact of the justice system.

### **Asia and Australia's Engagement with Asia**

Contexts that draw on Asian political history and development and collaborative endeavours in the Asia Pacific region provide an opportunity for students to investigate Asia and Australia's engagement with Asia. Students investigate international law aspects of regional engagement. They consider the impact of Asian migration on Australia's social and legal context. The legal experiences of Australians in Asian countries may be explored in comparing different understandings of law, justice, and punishment.

### **Sustainability**

Sustainability addresses the ongoing capacity of Earth to maintain all life. Legal issues, both within Australia and internationally, impact on sustainability. Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs. Actions to improve sustainability are individual and collective endeavours shared across local and global communities and engage with international and domestic legal regimes. They necessitate close examination of regulations that contribute to a renewed and balanced approach to the way humans interact with each other and the environment. Actions that support more sustainable patterns of living require consideration of the regulation of environmental, social, cultural, and economic systems and their interdependence.

# Legal Studies

## A/T/M

### Rationale

Students undertaking the *Legal Studies* course 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 examine conflict resolution and justice issues. 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 reflective 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.

### Goals

This course 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.

### Unit Titles

- Crime and Justice
- Civil law
- Contemporary Issues and the Law
- International Law
- Independent Study

## Organisation of Content

### Crime and Justice

Students investigate the responses of individuals and societies to social transgressions. They examine the criminalisation and punishment of conduct in various jurisdictions over time. They investigate existing law making, legal and judicial procedures and structures, including both common law and statute law. Students investigate theories of justice and punishment.

### Civil Law

Students investigate civil law. They examine the origin, purpose, and scope of regulation under civil law. Students apply civil law principles and doctrines that regulate the relationships and activities of individuals and groups to a range of case studies. They evaluate conflict resolution processes to determine their fairness and efficacy, and the possibilities for reform to achieve more just outcomes.

### 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. Students investigate case studies of social debates to evaluate the fairness and efficacy of possible solutions. They 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.

### 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. Students evaluate case studies of contemporary international legal processes for their fairness and efficacy, including insecurity caused by corruption, autocracy, climate change and conflict.

### 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.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each 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. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

## Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides 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 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 C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

**Rubrics** are constructed for individual tasks, informing 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

### Suggested tasks:

- interview based report
- commentary
- annotated bibliography
- in-class essay
- debate
- portfolio
- field work
- lab research
- viva voce
- document/source analysis
- report
- role play
- research and design report
- test/exam
- oral (seminar)
- empathetic response
- writing task
- response to stimulus
- exposition
- extended response
- essay
- website
- multimodal
- creative response
- interview
- discussion forum
- practical project
- workshop

### Weightings in A/T/M 1.0 and 0.5 Units:

No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit.

## Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

## **Achievement Standards**

Years 11 and 12 Achievement Standards are written for A/T courses. A single Achievement Standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 Achievement Standards. A Year 11 student in any unit is assessed using the Year 11 Achievement Standards. Year 12 Achievement Standards reflect higher expectations of student achievement compared to the Year 11 Achievement Standards. Years 11 and 12 Achievement Standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An Achievement Standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the Achievement Standards to inform development of rubrics. The verbs used in Achievement Standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

## Achievement Standards Humanities and Social Sciences A Course Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>analyses histories, environments, systems, data, and cultures</li> <li>analyses the significance of ideas, events, texts, or people with a range of evidence</li> <li>analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>analyses concepts in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>explains histories, environments, systems, data, and cultures</li> <li>explains the significance of ideas, events, texts, or people with evidence</li> <li>explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>explains concepts and principles in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data, and cultures</li> <li>describes the significance of ideas, events, texts, or people with evidence</li> <li>describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>describes concepts and principles in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>describes some histories, environments, systems, data, and cultures</li> <li>identifies ideas, events, texts, or people with some evidence and reference to significance</li> <li>describes some aspects of the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>describes some concepts and principles in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>identifies histories, environments, systems, data, and cultures</li> <li>identifies ideas, events, texts, or people with little to no reference to evidence</li> <li>recognises nil or minimal different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>identifies concepts and principles in personal, cultural, social and/or historical contexts</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on evaluation of credible sources</li> <li>applies critical and/or creative thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>analyse different disciplines' theories, concepts and or principles to inform decision making to solve a problem</li> <li>communicates complex ideas and coherent arguments using relevant evidence, appropriate language, and accurate referencing</li> <li>reflects with insight on own thinking and learning with insight and the significance of the Humanities and Social Sciences in shaping values and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on analysis of credible sources</li> <li>applies critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>explains different disciplines' theories, concepts and or principles to inform decision making to solve a problem</li> <li>communicates ideas and coherent arguments using relevant evidence, appropriate language, and accurate referencing</li> <li>reflects with some insight on own thinking and learning and the significance of the Humanities and Social Sciences in shaping values and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on credible sources</li> <li>applies some critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>describes different disciplines' theories, concepts and or principles to inform decision making to solve a problem</li> <li>communicates ideas and arguments appropriately using relevant evidence, appropriate language, and accurate referencing</li> <li>reflects on own thinking and learning and the significance of the Humanities and Social Sciences</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, with some self-managing of elements of the process, selecting and using relevant evidence</li> <li>applies few critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>uses different disciplines' theories, concepts and or principles to inform decision making to solve a problem</li> <li>communicates ideas and arguments using some evidence, appropriate language and referencing</li> <li>reflects on own learning with some reference to the significance of the Humanities and Social Sciences</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence</li> <li>applies minimal or no critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>identifies minimal different disciplines' theories, concepts, and principles to inform decision making to solve a problem</li> <li>communicates basic ideas and arguments using minimal evidence, language and referencing</li> <li>reflects on own learning with little or no reference to the significance of Humanities and Social Sciences</li> </ul>

**Achievement Standards Humanities and Social Sciences T Course Year 11**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>evaluates histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>critically analyses the significance and impact of ideas, events, texts, or people with the use of a range of evidence to draw conclusions</li> <li>critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>critically analyses processes of change to understand our world and our place in the world</li> <li>critically analyses concepts and principles, ideas, movements, and developments and evaluates their significance in personal, cultural, social and/or historical context</li> </ul>	<ul style="list-style-type: none"> <li>analyses histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>analyses the significance and impact of ideas, events, texts, or people with the use of a range of evidence to draw conclusions</li> <li>analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>analyses processes of change to understand our world and our place in the world</li> <li>analyses concepts and principles, ideas, movements, and developments, and explains their significance in personal, cultural, social and/or historical context</li> </ul>	<ul style="list-style-type: none"> <li>explains histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>explains the significance and impact of ideas, events, texts, or people with the use of evidence to draw conclusions</li> <li>explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>explains processes of change to understand our world and our place in the world</li> <li>explains concepts and principles, ideas, movements, and developments, and explains their significance in personal, cultural, social and/or historical context</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data, and cultures demonstrating some understanding individual and collective behaviour</li> <li>describes ideas, events, texts, or people, and identifies significance, with some use of evidence</li> <li>describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>describes processes of change to understand our world and our place in the world</li> <li>describes concepts and principles, ideas, movements, and developments with some reference to their significance in personal, cultural, social and/or historical context</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data, and cultures with little to no reference to the individual and collective behaviour</li> <li>identifies ideas, events, texts, or people with minimal use of evidence or reference to significance</li> <li>identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>identifies processes of change with little to no reference our world and our place in the world</li> <li>identifies concepts and principles, ideas, movement, and developments with little to no reference to their significance in personal, cultural, social and/or historical context</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on evaluation of credible sources</li> <li>applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect</li> <li>synthesises theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates complex ideas and coherent and sustained arguments using relevant evidence, appropriate language, and accurate referencing</li> <li>reflects with insight on own thinking and learning in Humanities and Social Sciences, evaluating the potential for HASS to generate knowledge in the public good</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on analysis of credible sources</li> <li>applies critical thinking skills and appropriate methodologies to investigate a complex need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations to explain patterns, trends, interconnections, and relationships such as cause and effect</li> <li>analyses theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas and coherent arguments using relevant evidence, appropriate language, and accurate referencing</li> <li>reflects thoughtfully on own thinking and learning in Humanities and Social Sciences, analysing the potential for HASS to generate knowledge in the public good</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on an explanation of credible sources</li> <li>applies critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect</li> <li>explains theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas and arguments applicably using relevant evidence, appropriate language, and accurate referencing</li> <li>reflects with some thought on own thinking and learning in Humanities and Social Sciences, explaining the potential for HASS to generate knowledge in the public good</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence</li> <li>applies some critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations and identifies some patterns, trends, interconnections, and relationships such as cause and effect</li> <li>describes theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas and arguments using some evidence, appropriate language, and accurate referencing</li> <li>reflects with minimal thought on own thinking and learning in Humanities and Social Sciences and describes the potential to generate knowledge in the public good</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, demonstrating with little to no self-management of the process, using minimal evidence</li> <li>applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations and identifies little or no patterns, trends, interconnections, and relationships such as cause and effect</li> <li>identifies some theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates basic ideas and arguments using minimal evidence, language, and accurate referencing</li> <li>reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the potential to generate knowledge in the public good</li> </ul>

**Achievement Standards Humanities and Social Sciences A Course Year 12**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>analyses histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>analyses the significance and impact of ideas, events, texts, or people with the critical use of evidence to draw logical conclusions, or predict possible futures</li> <li>analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and their relationship to a fair, secure, resilient society</li> <li>analyses concepts and principles and evaluates the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</li> <li>analyses and evaluates processes of change to understand our world and our place in the world</li> </ul>	<ul style="list-style-type: none"> <li>explains histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>explains the significance of ideas, events, texts, or people with the use of a range of evidence to draw reasoned conclusions, or predict possible futures</li> <li>explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and explains the relationship to a fair, secure, resilient society</li> <li>explains concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</li> <li>analyses processes of change to understand our world and our place in the world</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>describes the significance of ideas, events, texts, or people with the use of evidence to draw conclusions, or predict possible futures</li> <li>describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and describes the relationship to a fair, secure, resilient society</li> <li>describes concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</li> <li>explains processes of change to understand our world and our place in the world</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data, and cultures demonstrating some understanding of individual and collective behaviour</li> <li>describes ideas, events, texts, or people with some reference to significance, and accurate use of evidence</li> <li>identifies the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture with some reference to its relationship with a fair, secure, resilient society</li> <li>describes concepts and principles with some reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</li> <li>describes processes of change to understand our world and our place in the world</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data, and cultures with little to no reference to the individual and collective behaviour</li> <li>identifies ideas, events, texts, or people with minimal use of evidence and reference to their significance and impact</li> <li>identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationship with a fair, secure, resilient society</li> <li>identifies concepts and principles with little to no reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</li> <li>identifies processes of change with little to no reference to our world and our place in the world</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on evaluation of credible sources</li> <li>applies critical and creative thinking skills and appropriate methodologies to coherently investigate a need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects insight on own thinking and learning and the significance of the Humanities and Social Sciences</li> <li>analyses different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making</li> <li>communicates complex ideas and coherent and sustained arguments in a variety of modes using relevant evidence, appropriate language, and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on analysis of credible sources</li> <li>applies critical and creative thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations to explain patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects thoughtfully on own thinking and learning with some insight into the significance of the Humanities and Social Sciences</li> <li>explains different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas and coherent arguments in a range of modes using relevant evidence, appropriate language, and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on credible sources</li> <li>applies critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects on own thinking and learning with some thought into the significance of the Humanities and Social Sciences</li> <li>describes different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making</li> <li>communicates applicable ideas and arguments in modes using relevant evidence, appropriate language, and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence</li> <li>applies some critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations and identifies some patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects on own learning with minimal thought into the significance of the Humanities and Social Sciences</li> <li>uses different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making</li> <li>communicates ideas and arguments in modes using some evidence, appropriate language and referencing</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence</li> <li>applies minimal critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations and identifies few or no patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects with little or no thought on own learning or the significance of Humanities and Social Sciences</li> <li>identifies minimal or no different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making</li> <li>communicates basic ideas and arguments in modes using minimal evidence, language or referencing</li> </ul>

**Achievement Standards Humanities and Social Sciences T Course Year 12**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>evaluates histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>evaluates the significance and impact of ideas, events, texts, or people with the critical use of evidence to draw justified conclusions, or predict possible futures</li> <li>critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and evaluates their relationships to a fair, secure, resilient society</li> <li>critically analyses processes of change to understand our world and our place in the world and evaluates the role of influences such as technologies and innovation</li> <li>critically analyses concepts and principles, ideas, movements, and developments and evaluates their significance in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>analyses histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>analyses the significance and impact of ideas, events, texts, or people with the use of a range of evidence to draw logical conclusions, or predict possible futures</li> <li>analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and explains their relationships to a fair, secure, resilient society</li> <li>analyses processes of change to understand our world and our place in the world and explains the role of influences such as technologies and innovation</li> <li>analyses concepts and principles, ideas, movements, and developments, and explains their significance in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>explains histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>explains the significance and impact of ideas, events, texts, or people with the use of evidence to draw conclusions or predict possible futures</li> <li>explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and describes their relationships to a fair, secure, resilient society</li> <li>explains processes of change to understand our world and our place in the world and describes the role of influences such as technologies and innovation</li> <li>explains concepts and principles, ideas, movements, and developments, and explains their significance in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data, and cultures demonstrating some understanding of individual and collective behaviour</li> <li>describes ideas, events, texts, or people and identifies their significance and impact with some use of evidence</li> <li>describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture with some reference to their relationships with a fair, secure, resilient society</li> <li>describes processes of change to understand our world and our place in the world with some reference to the role of influences such as technologies and innovation</li> <li>describes concepts and principles, ideas, movements, and developments with some reference to their significance in personal, cultural, social and or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data, and cultures with little to no reference to the individual and collective behaviour</li> <li>identifies ideas, events, texts, or people with minimal use of evidence and reference to their significance and impact</li> <li>identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationships with a fair, secure, resilient society</li> <li>identifies processes of change with little to no reference to our world, our place in the world and influences such as the role of technologies and innovation</li> <li>identifies concepts and principles, ideas, movements, and developments with little to no reference to their significance in personal, cultural, social and or historical contexts</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem, or challenge</li> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on evaluation of credible sources</li> <li>selects, constructs, and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects with insight on own thinking and learning in Humanities and Social Sciences, evaluating the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good</li> <li>synthesises theories, concepts, and principles from a range of disciplines to propose plausible and creative solutions to problems and inform decision making</li> <li>communicates complex ideas and coherent and sustained arguments in a range of modes using relevant evidence, appropriate language, and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>applies critical thinking skills and appropriate methodologies to investigate a complex need, problem, or challenge</li> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on analysis of credible sources</li> <li>selects, constructs, and uses appropriate representations to explain patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects on own thinking and learning in Humanities and Social Sciences, analysing the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good</li> <li>analyses theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas and coherent arguments in a variety of modes using relevant evidence, appropriate language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>applies critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on an explanation of credible sources</li> <li>selects, constructs, and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects on own thinking and learning in Humanities and Social Sciences, explaining the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good</li> <li>explains theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas and arguments appropriately in modes using relevant evidence, appropriate language, and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>applies some critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources</li> <li>selects, constructs, and uses appropriate representations to identify some patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects on own thinking and learning in Humanities and Social Sciences and describes impact on values and attitudes, and potential to generate knowledge in the public good</li> <li>describes theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas in modes and arguments using some evidence, appropriate language and referencing</li> </ul>	<ul style="list-style-type: none"> <li>applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence</li> <li>selects, constructs, and uses appropriate representations to identify few or no patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the impact on values and attitudes, and potential to generate knowledge in the public good</li> <li>identifies some theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates basic ideas in modes and arguments using minimal evidence, language and referencing</li> </ul>

**Achievement Standards Humanities and Social Sciences M Course**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>describes a significant issue/event with independence</li> <li>describes different perspectives and interpretations of an issue/event with independence</li> </ul>	<ul style="list-style-type: none"> <li>describes a significant issue/event with some independence</li> <li>describes different perspectives and interpretations of an issue/event with some independence</li> </ul>	<ul style="list-style-type: none"> <li>describes a significant issue/event with assistance</li> <li>describes different perspectives and interpretations of an issue/event with assistance</li> </ul>	<ul style="list-style-type: none"> <li>describes a significant issue/event with repeated cueing</li> <li>describes different perspectives and interpretations of an issue/event with repeated cueing</li> </ul>	<ul style="list-style-type: none"> <li>describes a significant issue/event with direct instruction</li> <li>describes different perspectives and interpretations of an issue/event with direct instruction</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process with independence</li> <li>applies appropriate methodology to investigate a need, problem, or challenge with independence</li> <li>describes relationships such as cause and effect with independence</li> <li>draws ideas from different disciplines to propose a solution to a problem with independence</li> <li>communicates ideas using appropriate language with independence</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process with some independence</li> <li>applies appropriate methodology to investigate a need, problem, or challenge with some independence</li> <li>describes relationships such as cause and effect with some independence</li> <li>draws ideas from different disciplines to propose a solution to a problem with some independence</li> <li>communicates ideas using appropriate language with some independence</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process with assistance</li> <li>applies appropriate methodology to investigate a need, problem, or challenge with assistance</li> <li>describes relationships such as cause and effect with assistance</li> <li>draws ideas from different disciplines to propose a solution to a problem with assistance</li> <li>communicates ideas using appropriate language with assistance</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process with repeated cueing</li> <li>applies appropriate methodology to investigate a need, problem, or challenge with repeated cueing</li> <li>describes relationships such as cause and effect with repeated cueing</li> <li>draws ideas from different disciplines to propose a solution to a problem with repeated cueing</li> <li>communicates ideas using appropriate language with repeated cueing</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry with direct instruction</li> <li>applies appropriate methodology to investigate a need, problem, or challenge with direct instruction</li> <li>describes relationships such as cause and effect with direct instruction</li> <li>draws ideas from different disciplines to propose a solution to a problem with direct instruction</li> <li>communicates ideas using appropriate language with direct instruction</li> </ul>

## Crime and Justice

**Value: 1.0**

**Crime and Justice a**

**Value 0.5**

**Crime and Justice b**

**Value 0.5**

### Unit Description

Students investigate the responses of individuals and societies to social transgressions. They examine the criminalisation and punishment of conduct in various jurisdictions over time. They investigate existing law making, legal and judicial procedures and structures, including both common law and statute law. Students investigate theories of justice and punishment.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>analyse theories about social regulation, crime, justice, and punishment</li> <li>analyse the origin, nature, and processes of the criminal law</li> <li>analyse existing criminal law making, legal and judicial procedures and structures</li> <li>analyse preventative measures and punishment procedures for effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse theories about social regulation, crime, justice, and punishment</li> <li>critically analyse the origin, nature, and processes of the criminal law, including both common law and statute law</li> <li>evaluate existing criminal law making, legal and judicial procedures and structures</li> <li>evaluate preventative measures and punishment procedures for effectiveness, fairness, biases, and socio-economic impacts</li> </ul>	<ul style="list-style-type: none"> <li>describe a range of crimes and criminal laws</li> <li>describe how laws are made</li> <li>describe types of punishments</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Knowledge and Understanding</b>		
<ul style="list-style-type: none"> <li>analyse theories about social regulation, crime, justice and punishment for example, glosses or extracts from Emile Durkheim-‘Anomie’; Michele Foucault - ‘Discipline and Punish’; Elizabeth Stanko – Feminist Criminology Theory</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse theories about social regulation, crime, justice, and punishment, for example, glosses or extracts from Emile Durkheim-‘Anomie’; Michele Foucault - ‘Discipline and Punish’; Elizabeth Stanko -Feminist Criminology Theory</li> </ul>	<ul style="list-style-type: none"> <li>describe a range of crimes and criminal laws</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>analyse the origin, nature, and processes of the criminal law for example, Magna Carta, First Nations Australian conflict resolution systems, Rome Statutes</li> <li>analyse existing criminal law making, legal and judicial procedures and structures, for example, resource efficiency of prevention versus punishment, community values and judicial decisions, jury versus judge alone trials</li> <li>analyse preventative measures and punishment procedures for effectiveness, for example, recidivism, capital punishment, sentencing circles</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse the origin, nature, and processes of the criminal law, including both common law and statute law, for example, Magna Carta, First Nations Australian conflict resolution systems, Rome Statutes</li> <li>evaluate existing criminal law making, legal and judicial procedures and structures, for example, resource efficiency of prevention versus punishment, community values and judicial decisions, jury versus judge alone trials</li> <li>evaluate preventative measures and punishment procedures for effectiveness, fairness, biases, and socio-economic impacts, for example, recidivism, capital punishment, sentencing circles</li> </ul>	<ul style="list-style-type: none"> <li>describe how laws are made</li> <li>describe types of punishments</li> </ul>
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>analyse the regulation and punishment of crime and transgression in a range of social, historical, or political contexts, for example, Social context- First Nations Diversionary and Conflict Resolution schemes, sport, and assault law; Historical contexts- Christianity; Political contexts- comparative analysis between countries</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse the regulation and punishment of crime and transgression in a range of social, historical, and political contexts, for example, Social context- First Nations Diversionary and Conflict Resolution schemes, sport, and assault law; Historical contexts- post-colonial; Political contexts- separation of powers</li> </ul>	<ul style="list-style-type: none"> <li>describe different perspective on criminal law issues or events</li> </ul>
<b>Skills</b>		
<ul style="list-style-type: none"> <li>analyse research problems and apply selected research methods to investigate problems, for example, statistical and quantitative analysis of crime</li> </ul>	<ul style="list-style-type: none"> <li>evaluate research problems and apply selected research methods to investigate problems, for example, statistical and quantitative analysis of crime</li> </ul>	<ul style="list-style-type: none"> <li>undertake an inquiry into the law</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• apply legislation and legal principles and evidence to solve case studies and simulations, for example, mock trials, role plays, opening statements, high profile case scenarios</li> <li>• apply ethical considerations and critical and creative thinking to proposing solutions related to crime and justice, for example, human rights principles, equal opportunity, conflict of interest, bias awareness, council meeting simulations, parliamentary submissions, and recommendations, sentencing decisions</li> <li>• apply oral and written communication skills to present well-founded arguments, with academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>• synthesise legal texts and evidence, such as legislation and common law decisions, in building legal arguments to solve case studies and simulations, for example, mock trials, role plays, opening statements, high profile case scenarios</li> <li>• apply ethical considerations and critical and creative thinking to proposing solutions related to crime and justice, for example, human rights principles, conflict of interest, council meeting simulations, parliamentary submissions, and recommendations, sentencing decisions</li> <li>• apply oral and written communication skills to present well-founded arguments, with academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>• communicate using legal texts and evidence in forming answers with academic integrity</li> <li>• describe ethical ideas</li> <li>• apply interpersonal and communication skills to work with others to solve problems</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>• apply reflexivity, social conscience, empathy, and care to considering problems in crime and justice</li> <li>• reflect on individual and collaborative learning habits to consider ways of learning more effectively</li> </ul>	<ul style="list-style-type: none"> <li>• apply reflexivity, social conscience, empathy, and care to considering problems in crime and justice</li> <li>• reflect on individual and collaborative learning habits to consider ways of learning more effectively</li> </ul>	<ul style="list-style-type: none"> <li>• apply reflexivity, social conscience, empathy, and care to considering problems in crime and justice</li> <li>• reflect on individual and collaborative learning habits to consider ways of learning more effectively</li> </ul>

## **A guide to reading and implementing content descriptions**

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. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

## **Assessment**

Refer to pages 10-12.

**Civil Law**

**Value: 1.0**

**Civil Law a**

**Value 0.5**

**Civil Law b**

**Value 0.5**

**Unit Description**

Students investigate civil law. They examine the origin, purpose, and scope of regulation under civil law. Students apply civil law principles and doctrines that regulate the relationships and activities of individuals and groups to a range of case studies. They evaluate conflict resolution processes to determine their fairness and efficacy, and the possibilities for reform to achieve more just outcomes.

**Specific Unit Goals**

This unit should enable students to:

<b>A Course</b>	<b>T Course</b>	<b>M Course</b>
<ul style="list-style-type: none"> <li>analyse principles and doctrines of civil law</li> <li>analyse the origin, nature, and processes of the civil law in a range of areas</li> <li>analyse existing civil law making, legal and judicial procedures and structures for addressing contemporary problems in civil law</li> <li>analyse civil law remedies, legal negotiations, and dispute resolutions to determine their fairness and efficacy, and the possibilities for reform to achieve more just outcomes</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse principles and doctrines of civil law</li> <li>critically analyse the origin, nature, and processes of the civil law in a range of areas</li> <li>evaluate existing civil law making, legal and judicial procedures and structures for addressing contemporary problems in civil law</li> <li>evaluate civil law remedies, legal negotiations, and dispute resolutions to determine their fairness and efficacy, and the possibilities for reform to achieve more just outcomes</li> </ul>	<ul style="list-style-type: none"> <li>describe examples of civil law</li> <li>describe how civil laws are made</li> <li>describe penalties and dispute resolution systems</li> </ul>

**Content Descriptions**

All knowledge, understanding and skills below must be delivered:

<b>A Course</b>	<b>T Course</b>	<b>M Course</b>
<b>Knowledge and Understanding</b>		
<ul style="list-style-type: none"> <li>analyse principles and doctrines of civil law, for example, burden of proof, rights versus responsibilities, duty of care</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse principles and doctrines of civil law, for example, burden of proof, rights versus responsibilities, duty of care</li> </ul>	<ul style="list-style-type: none"> <li>describe examples of civil law</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• analyse the origin, nature, and processes of the civil law in a range of areas, for examples: Origin and nature- torts, family, intellectual property, contracts, workplace law, environmental law, consumer law. Processes- Administrative Appeal tribunals, statement of claims, dispute resolution mechanisms, out of court settlements</li> <li>• analyse existing civil law making, legal and judicial procedures and structures for addressing contemporary problems in civil law, for example, financial access to civil courts, family court reforms, torts and autonomous vehicles, defamation, and social media</li> <li>• analyse civil law remedies, legal negotiations and dispute resolutions determine fairness and efficacy, and the possibilities for reform to determine more just outcomes, for example, monetary compensation, shared parental responsibility decisions, compulsory undertakings</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse the origin, nature, and processes of the civil law in a range of areas, for examples: Origin and nature- torts, family law, intellectual property, contracts, workplace law, environmental law, consumer law. Processes- Administrative Appeal tribunals, statement of claims, dispute resolution mechanisms, out of court settlements</li> <li>• evaluate existing civil law making, legal and judicial procedures and structures for addressing contemporary problems in civil law, for example, financial access to civil courts, family court reforms, torts and autonomous vehicles, defamation and social media, Australia- ‘Minister for the Environment v Sharma [2022], FCAFC, 35’</li> <li>• evaluate civil law remedies, legal negotiations and dispute resolutions determine fairness and efficacy, and the possibilities for reform to determine more just outcomes, for example, monetary compensation, shared parental responsibility decisions, compulsory undertakings</li> </ul>	<ul style="list-style-type: none"> <li>• describe how civil laws are made</li> <li>• describe penalties and dispute resolution systems</li> </ul>

A Course	T Course	M Course
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>analyse the regulation of civil society and economic activity in a range of social, historical, and political contexts, for example, Social contexts- development of no-fault divorce; Political contexts- comparative analysis between countries; History- development of defamation law</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse the regulation of civil society and economic activity in a range of social, historical, and political contexts, for example, Social contexts- Sharia and family law; Political contexts- comparative analysis between countries; History- Mabo Decision</li> </ul>	<ul style="list-style-type: none"> <li>describe civil laws for different contexts</li> </ul>
<b>Skills</b>		
<ul style="list-style-type: none"> <li>analyse research problems and apply selected research methods to investigate problems independently and collaboratively, for example, statistical analyses- damages payments; qualitative research into experiences of civil law; textual analysis in defamation and copyright</li> <li>use legal texts and evidence, such as legislation and common law decisions, in building legal arguments to solve case studies and simulations, for example, mock trials, role plays, opening statements, high profile case scenarios</li> <li>apply ethical considerations and critical and creative thinking to proposing solutions related to civil law and conflict resolution, for example, human rights principles, equal opportunity, conflict of interest, bias awareness</li> </ul>	<ul style="list-style-type: none"> <li>evaluate research problems and apply selected research methods to investigate problems independently and collaboratively, for example, statistical analyses- damages payments; qualitative research into experiences of civil law; textual analysis in defamation and copyright</li> <li>synthesise legal texts and evidence, such as legislation and common law decisions, in building legal arguments to solve case studies and simulations, for example, mock trials, role plays, opening statements, high profile case scenarios</li> <li>apply ethical considerations and critical and creative thinking to proposing solutions related to civil law and conflict resolution, for example, human rights principles, equal opportunity, conflict of interest, bias awareness</li> </ul>	<ul style="list-style-type: none"> <li>undertake an inquiry into the law</li> <li>communicate using legal texts and evidence in forming answers with academic integrity</li> <li>describe ethical ideas</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>apply oral and written communication skills to present well-founded arguments, with academic integrity, for example, council meeting simulations, parliamentary submissions and recommendations, law reform, restorative justice, settlement conferences</li> </ul>	<ul style="list-style-type: none"> <li>apply oral and written communication skills to present well-founded arguments, with academic integrity for example, council meeting simulations, parliamentary submissions and recommendations, law reform, restorative justice, settlement conferences</li> </ul>	<ul style="list-style-type: none"> <li>apply interpersonal and communication skills to work with others to solve problems</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>apply reflexivity, social conscience, empathy, and care to considering problems in civil law and conflict resolution</li> <li>reflect on individual and collaborative learning habits to consider ways of learning more effectively</li> </ul>	<ul style="list-style-type: none"> <li>apply reflexivity, social conscience, empathy, and care to considering problems in civil law and conflict resolution</li> <li>reflect on individual and collaborative learning habits to consider ways of learning more effectively</li> </ul>	<ul style="list-style-type: none"> <li>reflect on own learning to improve future outcomes</li> <li>reflect on the impact of their learning on their attitudes</li> </ul>

### A guide to reading and implementing content descriptions

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. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning. A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

### Assessment

Refer to pages 10-12.

## Contemporary Issues and the Law

**Value: 1.0**

**Contemporary Issues and the Law a**

**Value 0.5**

**Contemporary Issues and the Law b**

**Value 0.5**

### Unit Description

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. Students investigate case studies of social debates to evaluate the fairness and efficacy of possible solutions. They 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.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• analyse principles and doctrines related to the role of the law in reform and change in society</li> <li>• analyse existing contentions, structures and processes for change and reform in society, including the courts</li> <li>• analyse case studies of the intersection of law and reform and change to propose fair, ethical, and creative solutions to problems</li> <li>• analyse theories, doctrines and principles related to rights and responsibilities in a range of contemporary problems</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse principles and doctrines related to the role of the law in reform and change in society</li> <li>• evaluate existing contentions, structures and processes for change and reform in society, including the courts</li> <li>• critically analyse case studies of the intersection of law and reform and change to propose fair, ethical, and creative solutions to problems</li> <li>• evaluate theories, doctrines and principles related to rights and responsibilities in a range of contemporary problems</li> </ul>	<ul style="list-style-type: none"> <li>• describe how laws can improve people’s lives</li> <li>• describe how laws change</li> <li>• identify areas in which they think there should be legal change</li> </ul>

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Knowledge and Understanding</b>		
<ul style="list-style-type: none"> <li>• analyse theories related to the role of the law in reform and change in society, for example, limits of the law, constitutional literalism, judicial activism, liberalism, collectivism, conservatism</li> <li>• analyse existing contentions, structures and processes for change and reform in society, including the courts, for example, law reform commissions, citizen challenges to law such as extinction rebellion</li> <li>• analyse case studies of the intersection of law and reform and change to propose fair, ethical, and creative solutions to problems, for example, covid restrictions and the constitution, whistle blower protections, social media, drones, autonomous vehicles</li> <li>• analyse theories, doctrines and principles related to rights and responsibilities in a range of contemporary problems for example, rule of law, Non-refoulment of refugees, comparison of principles of rights between ideologies</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse theories related to the role of the law in reform and change in society, for example, limits of the law, constitutional literalism, judicial activism, liberalism, collectivism, conservatism</li> <li>• evaluate existing contentions, structures and processes for change and reform in society, including the courts, for example, law reform commissions, citizen challenges to law such as extinction rebellion</li> <li>• critically analyse case studies of the intersection of law and reform and change to propose fair, ethical, and creative solutions to problems, for example, covid restrictions and the constitution, whistle blower protections, social media, drones, autonomous vehicles</li> <li>• evaluate theories, doctrines and principles related to rights and responsibilities in a range of contemporary problems for example: rule of law, Non-refoulment of refugees, comparison of principles of rights between ideologies</li> </ul>	<ul style="list-style-type: none"> <li>• describe different people’s experiences of the law</li> <li>• describe how laws change</li> <li>• identify areas in which they think there should be legal change</li> </ul>

A Course	T Course	M Course
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>analyse the engagement of the legal system in bringing about social change and betterment in a range of social, historical, and political contexts, for example, 1967 referendum, comparative case studies with other countries, disability rights campaigns</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse the engagement of the legal system in bringing about social change and betterment in a range of social, historical, and political contexts, for example, 1967 referendum, comparative case studies with other countries, disability rights campaigns</li> </ul>	<ul style="list-style-type: none"> <li>identify rights and responsibilities of people</li> </ul>
<b>Skills</b>		
<ul style="list-style-type: none"> <li>analyse research problems and apply selected research methods to investigate problems independently and collaboratively, for example, for example, critical legal reading of the constitution for implied rights; statistical analyses as evidence for law reform proposals; evidence of public opinion and values and law reform</li> <li>use legal texts and evidence, such as legislation and common law decisions, in building legal arguments to solve case studies and simulations, for example, mock trials, role plays, opening statements, high profile case scenarios</li> <li>apply ethical considerations and critical and creative thinking to proposing solutions related to civil law and conflict resolution, for example, human rights principles, equal opportunity, law reform submissions, resource restrictions</li> </ul>	<ul style="list-style-type: none"> <li>evaluate research problems and apply selected research methods to investigate problems independently and collaboratively, for example, critical legal reading of the constitution for implied rights; statistical analyses as evidence for law reform proposals; evidence of public opinion and values and law reform</li> <li>synthesise legal texts and evidence, such as legislation and common law decisions, in building legal arguments to solve case studies and simulations, for example, mock policy round tables, mock parliamentary inquiries, lobbying strategies, letters to politicians</li> <li>apply ethical considerations and critical and creative thinking to proposing solutions related to change and reform, for example, human rights principles, equal opportunity, law reform submissions, utilitarian ethics, deontological, ontological, and teleological ethics, resource restrictions</li> </ul>	<ul style="list-style-type: none"> <li>undertake an inquiry into the law</li> <li>communicate using legal texts and evidence in forming answers with academic integrity</li> <li>describe ethical ideas</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• apply oral and written communication skills to present well-founded arguments in response to problems with academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>• apply oral and written communication skills to present well-founded arguments in response to problems with academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>• apply interpersonal and communication skills to work with others to solve problems</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>• apply reflexivity, social conscience, empathy, and care to considering problems in in contemporary issues and the law</li> <li>• reflect on individual and collaborative learning habits to consider ways of learning more effectively</li> </ul>	<ul style="list-style-type: none"> <li>• apply reflexivity, social conscience, empathy, and care to considering problems in contemporary issues and the law</li> <li>• reflect on individual and collaborative learning habits to consider ways of learning more effectively</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on own learning to improve future outcomes</li> <li>• reflect on the impact of their learning on their attitudes</li> </ul>

### A guide to reading and implementing content descriptions

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### Assessment

Refer to pages 10-12.

**International Law****Value: 1.0****International Law a****Value 0.5****International Law b****Value 0.5****Unit Description**

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. Students evaluate case studies of contemporary international legal processes for their fairness and efficacy, including insecurity caused by corruption, autocracy, climate change and conflict.

**Specific Unit Goals**

This unit should enable students to:

<b>A Course</b>	<b>T Course</b>	<b>M Course</b>
<ul style="list-style-type: none"> <li>analyse principles and doctrines related to international law and the nature of global society</li> <li>analyse the origin, nature, and processes of the international law in a range of areas</li> <li>analyse existing international structures and processes for addressing international and transnational problems</li> <li>analyse case studies of contemporary international legal processes for their fairness and efficacy, including insecurity caused by corruption, climate change and conflict</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse principles and doctrines related to international law and the nature of global society</li> <li>critically analyse the origin, nature, and processes of the international law in a range of areas</li> <li>evaluate existing international structures and processes for addressing international and transnational problems</li> <li>evaluate case studies of contemporary international legal processes for their fairness and efficacy, including insecurity caused by corruption, climate change and conflict.</li> </ul>	<ul style="list-style-type: none"> <li>describe international law in action in the local community</li> <li>describe how international law is made</li> </ul>

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Knowledge and Understanding</b>		
<ul style="list-style-type: none"> <li>• analyse principles and doctrines related to international law and the nature of global society, for example, just war doctrines, right to self-defence, sovereignty, freedom of navigation, piracy, right to refuge, torture, terrorism, tragedy of the commons</li> <li>• analyse the origin and nature of the international law in a range of areas, for example, Law of the Sea, Rules of War, Geneva Convention, Multilateral and Bi-lateral treaties</li> <li>• analyse existing international structures and processes for addressing international and transnational problems, for example, UN Security Council, UN General Assembly, International Criminal Court</li> <li>• analyse case studies of contemporary international legal processes for their fairness and efficacy, including insecurity caused by corruption, climate change and conflict, for example, Russian invasion of Ukraine and the UN Security Council; WTO Appellate Body and Cigarette Plain Packaging; ‘Whaling in the Antarctic (Australia v. Japan: New Zealand intervening), ICJ, 2014’</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse principles and doctrines related to international law and the nature of global society, for example, just war doctrines, right to self-defence, sovereignty, freedom of navigation, piracy, right to refuge, torture, terrorism, tragedy of the commons</li> <li>• critically analyse the origin and nature of the international law in a range of areas, for example, Law of the Sea, Rules of War, Geneva Convention, Multilateral and Bi-lateral treaties</li> <li>• evaluate existing international structures and processes for addressing international and transnational problems, for example, UN Security Council, UN General Assembly, International Criminal Court</li> <li>• evaluate case studies of contemporary international legal processes for their fairness and efficacy, including insecurity caused by corruption, climate change and conflict, for example, Russian invasion of Ukraine and the UN Security Council; WTO Appellate Body and Cigarette Plain Packaging; ‘Whaling in the Antarctic (Australia v. Japan: New Zealand intervening), ICJ, 2014’</li> </ul>	<ul style="list-style-type: none"> <li>• describe international law in action in the local community</li> <li>• describe how international law is made</li> </ul>

A Course	T Course	M Course
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>analyse the regulation of global society and economic activity in a range of social, historical, and political contexts, for example, Treaty of Westphalia, climate change, War Crimes Tribunals, Australian State based Charters of Rights</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse the regulation of global society and economic activity in a range of social, historical, and political contexts, for example, Treaty of Westphalia, climate change, War Crimes Tribunals, Australian State based Charters of Rights</li> </ul>	<ul style="list-style-type: none"> <li>describe different views on an international legal issue</li> </ul>
<b>Skills</b>		
<ul style="list-style-type: none"> <li>analyse research problems and apply selected research methods to investigate problems independently and collaboratively, for example, compare and contrast historical narrative evidence of different countries on the same issue, reading UN General Assembly motions in context, reviewing decisions of international courts</li> <li>analyse international agreements, doctrines, and principles in building arguments to propose solutions to case studies and simulations, for example, mock UN simulations, ICJ simulations, domestic campaigns based on international law, mock conferences to solve international disputes</li> <li>apply ethical considerations and critical and creative thinking to proposing solutions related to global problems, for example, pre-emptive self-defence, just war, treaty negotiations, public campaigns</li> </ul>	<ul style="list-style-type: none"> <li>evaluate research problems and apply selected research methods to investigate problems independently and collaboratively, for example, compare and contrast historical narrative evidence of different countries on the same issue, reading UN General Assembly motions in context, reviewing decisions of international courts</li> <li>critically analyse international agreements, doctrines, and principles in building arguments to propose solutions to case studies and simulations, for example, mock UN simulations, ICJ simulations, domestic campaigns based on international law, mock conferences to solve international disputes</li> <li>apply ethical considerations and critical and creative thinking to proposing solutions related to global problems, for example, pre-emptive self-defence, just war, treaty negotiations, public campaigns</li> </ul>	<ul style="list-style-type: none"> <li>undertake an inquiry into the law</li> <li>communicate using legal texts and evidence in communicating answers with academic integrity</li> <li>describe ethical ideas</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• apply oral and written communication skills to present well-founded arguments, with academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>• apply oral and written communication skills to present well-founded arguments, with academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>• apply interpersonal and communication skills to work with others to solve problems</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>• apply reflexivity, social conscience, empathy, and care to considering problems</li> <li>• reflect on individual and collaborative learning habits to consider ways of learning more effectively</li> </ul>	<ul style="list-style-type: none"> <li>• apply reflexivity, social conscience, empathy, and care to considering problems</li> <li>• reflect on individual and collaborative learning habits to consider ways of learning more effectively</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on own learning to improve future outcomes</li> <li>• reflect on the impact of their learning on their attitudes</li> </ul>

### A guide to reading and implementing content descriptions

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### Assessment

Refer to pages 10-12.

## Independent Study

**Value: 1.0**

**Independent Study a**

**Value 0.5**

**Independent Study b**

**Value 0.5**

### Prerequisites

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each 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. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

### Unit Description

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.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>analyse legal principles and doctrines related to the chosen area of study</li> <li>analyse the origin, nature, and processes of the chosen area of study</li> <li>analyse existing structures and process in the chosen area of study for fairness and effectiveness</li> <li>analyse case studies in the chosen area of study</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse legal principles and doctrines related to the chosen area of study</li> <li>critically analyse the origin, nature, and processes of the chosen area of study</li> <li>evaluate existing structures and process in the chosen area of study for fairness and effectiveness</li> <li>evaluate case studies in the chosen area of study</li> </ul>	<ul style="list-style-type: none"> <li>describe legal ideas relevant to the chosen area of study</li> <li>describe the processes relevant to the chosen area of study</li> <li>describe case studies relevant to the chosen area of study</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Knowledge and Understanding</b>		
<ul style="list-style-type: none"> <li>analyse principles and doctrines related to the chosen area of study</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse principles and doctrines related to the chosen area of study</li> </ul>	<ul style="list-style-type: none"> <li>describe legal ideas relevant to the chosen area of study</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>analyse the origin, nature, and processes of the chosen area of study</li> <li>analyse existing structures and process in the chosen area of study for fairness and effectiveness</li> <li>analyse case studies in the chosen area of study</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse the origin, nature, and processes of the chosen area of study</li> <li>evaluate existing structures and process in the chosen area of study for fairness and effectiveness</li> <li>evaluate case studies in the chosen area of study</li> </ul>	<ul style="list-style-type: none"> <li>describe the processes relevant to the chosen area of study</li> <li>describe case studies relevant to the chosen area of study</li> </ul>
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>analyse principles and issues arising from the chosen area of study in a range of social, historical, or political contexts, for example, persuading the target audience; targeting the appropriate level of government; stakeholder analysis; analysing the machinery of government relevant to the problem; analysing the party-political context</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse principles and issues arising from the chosen area of study in a range of social, historical, or political contexts, for example, persuading the target audience; targeting the appropriate level of government; stakeholder analysis; analysing the machinery of government relevant to the problem; analysing the party-political context</li> </ul>	<ul style="list-style-type: none"> <li>describe how a range of different people experience the laws relevant to the area of study</li> </ul>
<b>Skills</b>		
<ul style="list-style-type: none"> <li>analyse research problems to develop a question and inquiry plan, and apply selected research methods, to investigate problems independently, for example, meeting requirements of a formal submission, consider regulatory requirements of public campaigning, seek a mentor</li> <li>analyse legal texts and evidence, doctrines, and principles in planning an inquiry and building arguments in the chosen area of study, for example, law interpretation project</li> </ul>	<ul style="list-style-type: none"> <li>evaluate research problems to develop a question and inquiry plan, and apply selected research methods, to investigate problems independently, for example, meeting requirements of a formal submission, consider regulatory requirements of public campaigning, seek a mentor</li> <li>critically analyse legal texts and evidence, doctrines, and principles in planning an inquiry and building arguments in the chosen area of study, for example, law interpretation project</li> </ul>	<ul style="list-style-type: none"> <li>undertake an inquiry into the law</li> <li>communicate using legal texts and evidence in communicating answers with academic integrity</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• apply ethical considerations and critical and creative thinking in planning an inquiry and proposing solutions related to the chosen area of study, for example, school-based lobbying campaign, law design project</li> <li>• apply oral and written communication skills to present well-founded arguments in response to problems with academic integrity, for example viva voce, oral presentation, research report, scholarly essay, parliamentary committee submission, law reform submission</li> </ul>	<ul style="list-style-type: none"> <li>• apply ethical considerations and critical and creative thinking in planning an inquiry and proposing solutions related to the chosen area of study, for example, school-based lobbying campaign, law design project</li> <li>• apply oral and written communication skills to present well-founded arguments in response to problems with academic integrity, for example viva voce, oral presentation, research report, scholarly essay, parliamentary committee submission, law reform submission</li> </ul>	<ul style="list-style-type: none"> <li>• describe ethical ideas</li> <li>• apply interpersonal and communication skills to solve problems</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>• apply reflexivity, social conscience, empathy, and care to considering the chosen area of study, for example, reading journal</li> <li>• reflect on inquiry skills and learning habits to consider ways of learning more effectively, for example, reflective essay</li> </ul>	<ul style="list-style-type: none"> <li>• apply reflexivity, social conscience, empathy, and care to considering the chosen area of study, for example, reading journal</li> <li>• reflect on inquiry skills and learning habits to consider ways of learning more effectively, for example, reflective essay</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on own learning to improve future outcomes</li> <li>• reflect on the impact of their learning on their attitudes</li> </ul>

### A guide to reading and implementing content descriptions

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. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

### Assessment

Refer to pages 10-12.

## Appendix A – Implementation Guidelines

### Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor or major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

### Prerequisites for the course or units within the course

Students must have studied at least **three** standard 1.0 units from this course in order to access the Independent Study unit. An Independent Study unit requires the principal’s written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

### Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

### Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student, rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

### Guidelines for Delivery

#### Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design, and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities, and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

#### Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students’ needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

## Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

## System Moderation

System moderation begins in schools whereby teachers cooperate to develop assessment, and grade and score student assessment according to the relevant curriculum.

Moderation Day is an essential component of the ACT senior secondary system which empowers school autonomy in curriculum and assessment. Moderation Day is a collaborative and professional event whereby schools undertake system quality assurance activities on behalf of their current and future students. Moderation Day fosters and enriches the development of quality assessment and validates student achievement. Continued best practice in teaching and learning is ensured through the formation of valid, constructive, and detailed feedback.

System Moderation:

- provides comparability of school-based assessment
- forms the basis for valid and reliable assessment in senior secondary schools
- involves the ACT Board of Senior Secondary Studies (BSSS) and schools in cooperation and partnership
- maintains the integrity of the ACT Senior Secondary Certificate.

## The Moderation Model

Moderation within the ACT senior secondary system encompasses structured, consensus-based peer review of Unit Grades and quality of assessment for all BSSS courses twice per year. In addition to System Moderation, there is statistical moderation of course scores.

## Moderation by Structured, Consensus-based Peer Moderation

Consensus-based peer moderation involves the review of student assessment against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the Framework Achievement Standards. In addition, feedback will be provided on the quality of the task.

## Preparation for Structured, Consensus-based Peer Review

Schools retain originals or copies of student assessment evidence completed in the delivery of the unit and all unit documentation. Student assessment evidence must be sufficient to allow reviewing teachers to make an accurate judgment of grade standard. Schools will use ACS to present this information for System Moderation. Criteria for each Moderation Day will be communicated to schools in the proceeding calendar year.

## Feedback from System Moderation

Feedback is provided to schools to affirm good practice and inform continuous improvement. This feedback is based on the BSSS Quality Assessment Guidelines and relevant course documents. It is expected that schools engage with feedback and address any longitudinal trends as outlined in the *BSSS Policy and Procedures Manual*.

## Appendix B – Course Developers

Name	College
Damian Borgia	Merici College
David Gooley	Daramalan College
Heather Ryan	Canberra College
Hon Assoc Prof Dr Philippa Ryan	Australian National University

## Appendix C – 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
identify, summarise and plan	select	main points, words, ideas in text
	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	

## Appendix D – 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
Critically analyse	Analysis that engages with criticism and existing debate on the issue
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	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, 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

## Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

**Learning areas** are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health, and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

**Frameworks** are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation, and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

**Core** units are foundational units that provide students with the breadth of the subject.

**Additional** units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent Study units can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

**Content descriptions** refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

**Achievement standards** provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

## Appendix F – Course Adoption

### Conditions of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

### Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to [bssscertification@ed.act.edu.au](mailto:bssscertification@ed.act.edu.au). A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

<b>College:</b>	
<b>Course Title:</b>	<b>Legal Studies</b>
<b>Classification/s:</b>	<b>A T M</b>
<b>Accredited from:</b>	2023
<b>Framework:</b>	Humanities and Social Sciences 2019