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1 Rationale

Individuals and groups in Australian society are faced with many significant legal and social issues. To deal with these issues, people need to understand their legal rights and responsibilities. They need to be able to access the Australian legal system and investigate how it affects their basic rights, obligations and responsibilities. Informed citizens are better able to constructively question and contribute to the improvement of laws and legal processes.

In Legal Studies, students develop an understanding of the ways in which the legal system can affect the lives of Australian citizens. By examining historical and social factors that have led society to create a legal system, students develop knowledge and understanding of the frameworks which regulate and shape our society. By analysing Australian and international legal systems, students consider the impacts that legal decisions can have on Australian society and how diverse groups influence and are influenced by the legal system.

Legal Studies enables students to have confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures. Through inquiry, analysis, examination and problem solving, students can make decisions which may benefit themselves and the community now and in the future. The immediate relevance of Legal Studies to students' lives should promote and motivate students to make constructive judgments and informed commentaries on the law, its system and processes, from practical and critical social perspectives. Students examine and justify their own opinions and attitudes to legal and social issues needing resolution, preparing them to participate in society as active and informed citizens.

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, economics and politics.
2 Dimensions and objectives

The dimensions are the salient properties or characteristics of distinctive learning for this subject. The dimensions are described through their objectives and it is these that schools are required to teach and that students have the opportunity to learn. The objectives describe what students should know and be able to do by the end of the course of study.

Progress in a particular dimension may depend on the qualities and skills developed in other dimensions. Learning through each of the dimensions must increase in complexity to allow for greater independence of the learner over a four-semester course of study.

Schools must assess how well students have achieved the objectives. The standards have a direct relationship with the objectives, and are described in the same dimensions as the objectives.

The dimensions for a course of study in this subject are:

- Dimension 1: Knowing and understanding the law
- Dimension 2: Investigating legal issues
- Dimension 3: Responding to the law.

2.1 Dimension 1: Knowing and understanding the law

The dimension Knowing and understanding the law involves describing, explaining and communicating legal facts, concepts and processes.

2.1.1 Objectives

By the conclusion of the course of study, students should:

- define and describe facts using legal terminology
- explain legal concepts and processes
- communicate meaning using language conventions to suit purpose and audience.

When students define and describe facts, they provide an account of the features or characteristics of the facts using legal terminology. Legal terminology and facts are the fundamental knowledge that underpin Legal Studies.

When students explain legal concepts and processes, they demonstrate meanings and understandings. Explanations are enhanced by the use of examples.

When students communicate meaning to an audience, they select language conventions to best convey the findings of legal inquiries to audiences to achieve a purpose. Language conventions include spelling, vocabulary, grammar, punctuation, sentence structure, paragraphing, genre, mode and referencing conventions.

The Knowing and understanding the law dimension underpins and works together with the Investigating legal issues and the Responding to the law dimensions.

2.2 Dimension 2: Investigating legal issues

The dimension Investigating legal issues involves exploring legal situations through selecting, organising and analysing information to demonstrate legal inquiry processes.
2.2.1 Objectives

By the conclusion of the course of study, students should:

- select and organise legal information from sources
- analyse legal situations to identify and examine legal issues and stakeholders’ perspectives
- apply legal concepts and processes to legal issues to determine legal outcomes.

When students select and organise, they gather legal information from primary and/or secondary sources. Students select and sequence the information to facilitate further analysis.

When students analyse, they dissect the legal situation to identify and examine the legal issues and various stakeholder perspectives. Analysis of legal situations also involves examining the relationships between different stakeholders and/or the identified legal issues. Legal issues are topics subject to debate.

When students apply legal concepts and processes, they use their understanding of these concepts and processes to show how they relate to the identified legal issues. Students use the interrelationships among the legal concepts, processes and legal issues to determine legal outcomes.

2.3 Dimension 3: Responding to the law

The dimension *Responding to the law* involves examining the attempts of the law to achieve just, fair and equitable outcomes to legal issues.

2.3.1 Objectives

By the conclusion of the course of study, students should:

- evaluate the law and stakeholder responses
- make decisions and recommendations about legal outcomes and their implications
- justify decisions and recommendations using evidence and legal reasoning.

When students evaluate, they assign merit according to the criteria of just and equitable outcomes. Students evaluate and synthesise a range of information and critique stakeholders’ responses to legal issues.

When students make decisions and recommendations about legal outcomes, they make judgments based on the evaluation of the law and stakeholder responses. Students consider a range of alternatives before making decisions and they consider future implications before making recommendations about the suitability of legal outcomes and their implications for justice and equitability.

When students justify decisions and recommendations, they provide evidence and logical legal reasoning to build legal arguments which support their findings.
3 Course organisation

3.1 Course overview

The minimum number of hours of timetabled school time, including assessment, for a course of study developed from this syllabus is 55 hours per semester. A course of study will usually be completed over four semesters (220 hours).

A four-semester course of study includes:

- four core areas of study (see Section 3.1.1, Core areas of study)
- a minimum of two and maximum of four elective areas of study (see Section 3.1.1, Elective areas of study)
- one independent inquiry, assessed as a written extended research response in Year 12 prior to verification (see Section 3.1.2)
- where possible, development of inquiry-based investigations of relevant legal issues (see Section 3.1.3).

3.1.1 Areas of study

A four-semester course of study in Legal Studies includes four core areas of study and a minimum of two and maximum of four elective areas of study.

The core and elective areas of study may be studied in any order to suit the circumstances of the school. However, it is recommended that core area of study, The legal system, be undertaken at the beginning of the course.

Each area of study includes:

- a focus question and focus statement which provide an overview of the area of study. They provide a focal point for the selection of subject matter
- subject matter for the suggested scope of the area of study. The subject matter should be selected to allow students to develop the depth of knowledge and understanding sufficient to demonstrate
  - the focus question and statement of the area of study, and
  - the dimensions and objectives of the syllabus.

Core areas of study

The core areas of study provide the foundation knowledge and understanding of the Australian legal system, laws and processes for developing and organising a course of study in Legal Studies.

The core areas of study are integral to all legal issues and shape the development of students’ knowledge and understanding in relation to this course of study.

There are four core areas of study (see Table 1 for detail):

- The legal system
- Human rights
- Introduction to civil obligations
- Criminal law.
**Elective areas of study**

In Legal Studies, there are nine possible elective areas of study (see Table 2 for details):

- Civil wrongs (torts) and the law
- Employment and the law
- Environment and the law
- Family and the law
- Housing and the law
- Indigenous Australians and the law
- International law
- Sport and the law
- Technology and the law.

**Integrating areas of study**

Integration of areas of study can provide authentic and relevant learning experiences for students. Units of work may be developed which integrate core and/or elective areas of study.

When developing integrated areas of study, teachers should:

- identify a legal issue as a basis for the inquiry-based investigation
- deliver authentic and relevant learning experiences which demonstrate the focus question and statement of the identified areas of study
- select relevant subject matter which allows students to develop the depth of knowledge and understanding sufficient to demonstrate the focus question and statement of the areas of study and the dimensions and objectives of the syllabus.

### 3.1.2 Independent inquiry

An important component of this course of study is an independent inquiry. An independent inquiry involves students undertaking an independent, self-directed, in-depth investigation of a topical legal issue facing Australian society.

The independent inquiry:

- is undertaken by the individual student over a period of 15–20 hours
- is developed as an inquiry-based investigation (see Section 3.1.3)
- identifies a current legal issue based in a core or elective area of study
- is assessed as a written extended research response in Year 12 prior to verification (see Section 4.5.3).

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1 *Indigenous Australians* refers to Aboriginal peoples and Torres Strait Islander peoples.
<table>
<thead>
<tr>
<th><strong>Table 1: Core areas of study</strong></th>
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<tr>
<td><strong>Core area of study: The legal system</strong></td>
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<tr>
<td><strong>Focus question</strong></td>
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<td><strong>Focus statement</strong></td>
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| **Suggested subject matter** | - Which current legal issues relate to the Australian legal system?  
- Why have laws? *i.e.* What is law and how does it develop? Which stakeholders’ interests are served by the law? What are the benefits and limitations of the legal system?  
- What are the sources of law? *i.e.* common law — precedent, Commonwealth and state constitutions, state and federal parliaments, statutory interpretation, subordinate and local authority legislation, customary laws of Aboriginal peoples and Torres Strait Islander peoples, international law  
- How are disputes resolved and decisions reviewed? *e.g.* court hierarchy and processes, alternative dispute resolution  
- What are the roles and functions of legal personnel?  
- How and why does the law change? *e.g.* social pressures by individuals and groups, repeal, modification or enactment of legislation, aspects of democracy, media influence, community consultation  
- How is a just and equitable law made? *e.g.* balance of rights and responsibilities, common good balanced against the rights of individuals, certainty, justice, equity, fairness  
- Do the features and processes of Australia’s legal system facilitate the making of just and equitable laws? *i.e.* role of Constitution and High Court, representative democracy, federalism, comparisons with other systems, protection of individual rights, Rule of Law, separation of powers |
| **Possible links to core and elective areas of study** | - Human rights  
- Indigenous Australians and the law |
| **Core area of study: Human rights** |
| **Focus question** |  *Does the Australian legal system adequately protect and enforce individual rights?* |
| **Focus statement** | The legal and political provision of individual rights creates responsibilities for individuals and society. Australian law attempts to balance the rights and responsibilities of the individual with the best interests of the greater community. |
| **Suggested subject matter** | - Which current legal issues relate to human rights for Australians?  
- What are the sources of individual rights? *i.e.* common law, constitutional, legislative, customary, international conventions  
- What rights do Australians have in both a criminal and civil context? *i.e.* due process and fair hearing — right to a fair trial, the right to vote, the right to protest, freedom of assembly, freedom of speech, freedom from discrimination, right to equality  
- How does the promotion and enforcement of human rights in Australia impact upon society? *e.g.* the incorporation of human rights into domestic law, roles of the Constitution, statute law, common law, court and tribunals, non-government organisations, Charter of Rights  
- Should Australia have a Bill of Rights? *e.g.* advantages and disadvantages for various stakeholders |
| **Possible links to core and elective areas of study** | - Criminal law  
- Indigenous Australians and the law  
- International law  
- Employment and the law  
- Family and the law |
### Core area of study: Introduction to civil obligations

**Focus question**

How do civil agreements and the laws of negligence impact on citizens in a society?

**Focus statement**

The law regulates private interactions between citizens in society, both planned (contract) and unplanned (negligence). The law imposes elements for a contract to be valid and for a negligence claim to be successful. Both the common law and statutory protection provide stakeholders with remedies.

**Suggested subject matter**

- Which current legal issues relate to agreements and negligence?
- What constitutes an enforceable agreement? i.e. intention to create legal relations, offer and acceptance, consideration, capacity (particularly minors), conditions and warranties, exclusion clauses, formalities, unfair contracts
- What statutory protection is available to individuals? e.g. *Competition and Consumer Act* including the Australian Consumer Law, *Sale of Goods Act*, *Civil Liability Act*, insurance, no-fault compensation schemes
- How are disputes resolved? e.g. self-help, legal advice, mediation, conciliation and arbitration, tribunals, consumer affairs authorities, courts
- What are the elements of negligence? i.e. duty of care, breach of duty of care, damage
- How do the laws of negligence impact upon areas of day-to-day interactions? e.g. duty of care in schools, personal injuries, motor vehicles, products liability
- What are the defences to negligence? e.g. contributory negligence, acceptance of risk
- What are the remedies for breach of contract or negligence? e.g. specific performance, damages, rescission, injunctions

**Possible links to core and elective areas of study**

- Civil wrongs (torts) and the law
- Sport and the law
- Employment and the law
- Housing and the law
- Environment and the law

### Core area of study: Criminal law

**Focus question**

To what extent does the criminal justice system successfully balance the rights of individuals with society’s need for order?

**Focus statement**

Criminal law attempts to balance the rights of individuals to freedom from interference with person or property, and society’s need for order. Procedural matters, the rights of citizens and powers of the state, specific offences and defences, and punishment and compensation are some of the ways society and the criminal justice system interact.

**Suggested subject matter**

- Which current legal issues relate to criminal law?
- What are the basic elements of criminal law? i.e. criminal conduct, presumption of innocence, onus and standard of proof, sources of Queensland criminal law
- What are the rights of citizens and the powers of police? i.e. powers of arrest, detention, search and seizure, the right to silence, watch-house and bail procedures
- How are criminal matters prosecuted? i.e. committal and summary proceedings, trial by judge and jury, legal representation
- What are types of offences? i.e. against person, property, drug, motor vehicle and public interest
- What are the consequences of conviction? e.g. defences available to accused persons, theories of punishment and sentencing, sentencing orders, criminal record, restitution and compensation, victim impact statements

**Possible links to core and elective areas of study**

- Human rights
- Technology and the law
- Sport and the law
- International law
### Elective area of study: Civil wrongs (torts) and the law

**Focus question**  
*How do civil wrongs (torts) impact on citizens in society?*

**Focus statement**  
Society requires individuals to make reparations for harm inflicted carelessly or intentionally. A variety of torts seek to protect individual interests as a result of the acts or omissions of others.

**Suggested subject matter**
- Which current legal issues relate to torts?
- What is a tort?
- What are the elements of specific torts, such as defamation, deceit, breach of privacy, nuisance, trespass, false imprisonment?
- What are the defences to specific torts?
- What procedural requirements, such as pre-court proceedings and limitation periods, impact on the stakeholders?
- What are some remedies for torts?
- How are injured people compensated for the injury, loss or damage?

### Elective area of study: Employment and the law

**Focus question**  
*How does the legal system attempt to balance the rights and responsibilities of employer and employee?*

**Focus statement**  
The legal system attempts to balance the interests of employers and employees. Salaries, wages and conditions for employment are determined through an interaction between government policy, employers, employees and the community.

**Suggested subject matter**
- Which current legal issues relate to employment law?
- What are the trends in the world of work and how are these reflected by the law?
- Why does the workplace have different types of awards, individual employment agreements or workplace agreements?
- What are the rights and responsibilities of employers and employees?
- How can employment arrangements be terminated?
- How are workers’ health and safety protected?

### Elective area of study: Environment and the law

**Focus question**  
*Does the law effectively balance the needs of the environment with the economy and society?*

**Focus statement**  
People, technology and social change have a great impact on the world’s environment, with consequential effects on the health and livelihood of individuals. The law relating to the environment is evolving as it attempts to meet changing social expectations. Environmental legislation is based on the principles of ecologically sustainable development, the conservation of biological and ecological diversity and of environmental stewardship.

**Suggested subject matter**
- Which current legal issues relate to environmental law?
- What are the sources and principles of environmental law?
- What legal responsibility exists to protect the environment?
- What constitutes environmental harm and who acts in the interest of the environment?
- Who are the stakeholders in environmental management?
- Does the law effectively balance the needs of the environment with the economy and society?
- Does the current legal framework effectively protect the environment?
### Elective area of study: Family and the law

**Focus question**
*How does the law recognise and regulate family relationships?*

**Focus statement**
The law has procedures and requirements for the legal recognition of a family unit. Family law is sensitive to changing social, cultural, ethical and moral values. The law upholds certain rights and obligations that apply to family members.

**Suggested subject matter**
- Which current legal issues relate to family law?
- What is a family and how is this changing?
- How does the law regulate marriage and other types of personal relationships?
- How does the law deal with the dissolution of family relationships?
- How does the law deal with issues arising with children such as residence, financial support, abuse, neglect and domestic violence?
- How does the legal system regulate the distribution of property upon death?

### Elective area of study: Housing and the law

**Focus question**
*How does the law regulate buying, selling and renting of real property?*

**Focus statement**
The law recognises the right of individuals to have interests and estates in real property. Homeowners and tenants have certain rights and obligations regarding their use of land and to others who are on or near their property.

**Suggested subject matter**
- Which current legal issues relate to housing and the law?
- What is the range of interests in real property?
- How does the law deal with issues relating to the rights, obligations and procedures when buying, selling and owning real property?
- How does the law deal with issues relating to the rights, obligations and procedures of renting a dwelling?
- What remedies are available to a party in a dispute?

### Elective area of study: Indigenous Australians and the law

**Focus question**
*How effective is the legal system in achieving justice for Aboriginal peoples and Torres Strait Islander peoples?*

**Focus statement**
Legislation affecting Aboriginal peoples and Torres Strait Islander peoples has been controversial in the ways it has attempted to redress Australia’s human rights record for Indigenous Australians. Indigenous Australians have been over represented as a group in the penal system. Laws and policies concerning Indigenous Australians have attempted to address human rights.

**Suggested subject matter**
- Which current issues relate to Indigenous Australians’ rights?
- What are the historical developments relating to social justice for Indigenous Australians? i.e. 1967 referendum, native title, Murri court, recognition of customary law of Aboriginal peoples and Torres Strait Islander peoples
- How have law reforms impacted on Indigenous Australians’ human rights?
- What impact has the penal system had on Indigenous rights and freedoms?

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2 *Indigenous Australians* refers to Aboriginal peoples and Torres Strait Islander peoples.
### Elective area of study: International law

**Focus question**
How effective is the legal system in promoting peace and resolving conflict within and between nation states?

**Focus statement**
International law is important in providing forums to peacefully settle disputes between nations and in its attempt to limit and regulate modern armed conflict. International law plays a role in regulating what nations do within their boundaries and in their external relationships with other nations around the world.

**Suggested subject matter**
- Which current legal issues relate to international law?
- What is international law and what are the sources of international law?
- Who are the major stakeholders in international conflict?
- How does the legal system resolve disputes in international conflict?
- How does international law govern relations between nations?
- Is international law effective in promoting peace and resolving conflict within and between nation states?
- How does the legal system protect those made vulnerable by conflict?

### Elective area of study: Sport and the law

**Focus question**
What influence does the law have on sport?

**Focus statement**
Changing values and the commercialisation of sport have resulted in increased regulation of the sporting industry. Both civil and criminal law can impact on sport and the rights and obligations of stakeholders.

**Suggested subject matter**
- Which current legal issues relate to sport and the law?
- Why is legal regulation of sport increasing in areas such as professionalism, sponsorship and media coverage?
- Who are the stakeholders in sport and how are the stakeholders regulated by the law?
- How do civil laws impact on sport? e.g. contract, negligence, trespass, insurance, discrimination, defamation.
- What role does criminal law currently play in sport, and what role should criminal law play in sport?
- What dispute-resolution and disciplinary procedures exist?

### Elective area of study: Technology and the law

**Focus question**
How does the law keep pace with technological developments?

**Focus statement**
Rapid developments occur in the design, development and implementation of technological discoveries. Traditional legal principles and processes are constantly challenged by the need to keep pace with new technologies.

**Suggested subject matter**
- Which current legal issues relate to technology law?
- How does technology influence what material is made available to members of society?
- How does technology impact on crime?
- How does technology influence areas such as commerce, privacy and communication?
- How does technology influence intellectual property rights?
- What ethical issues does technology raise for society?
3.1.3 Inquiry-based learning in Legal Studies

Inquiry-based learning is central to learning in Legal Studies. An inquiry-based learning approach should underpin teaching and learning of Legal Studies, and therefore the skills of inquiry require explicit teaching. Inquiry is not restricted to research projects.

Inquiry-based learning is a process and a way of thinking employed when investigating legal issues (see Figure 1). It is an effective strategy for:

- the development of higher order thinking skills in Legal Studies, including analysing, evaluating and justifying
- increasing student involvement and ownership of the investigation of legal issues and problems
- embedding effective teaching and learning principles in Legal Studies
- recognising and catering for difference, in both school location and student interests.

The guiding principles for inquiry-based learning are:

- effective inquiry is a skill that requires explicit teaching
- inquiry-based learning is not a linear process, as the model (Figure 1) illustrates
  - students often revisit stages of the inquiry-based investigation following periods of reflection and critical thinking
  - attending to one stage in the process may prompt students to return to a previous stage (e.g. inquiry-based investigations may give rise to further research questions)
- inquiry occurs within a context for learning that is authentic and relevant.

Developing legal issues

The investigation of legal issues is the focus for inquiry-based learning and provides students with opportunities to learn using topical, relevant and authentic contexts.

Legal issues could be developed from topical, relevant issues (e.g. migration, genetic engineering, Indigenous peoples’ land rights, mandatory sentencing, social media) through the use of:

- a key question or series of questions (e.g. Is divorce too easy? Why are legal ages important in society? What relevance or role do unions play in the workplace today? Should the internet be regulated? Does Australia need a bill of rights?)
- hypotheses to be tested (e.g. the rights and responsibilities of individuals depends on income or status; the legal system protects the accused at the expense of the victim; the state should have the right to resume land for public benefit)
- a problem or problems to be solved (e.g. legal issues associated with schoolies week accommodation; parents should be held accountable for the actions of their children; is the law effective in protecting the environment?).
**New learning**

**DEFINE**
Establish, refine, frame the inquiry-based investigation by determining:
- What is the legal issue to be investigated?
- What are the underpinning facts, law, concepts and processes of the inquiry?

**INVESTIGATE**
Conduct research to determine:
- What are the primary and/or secondary sources of legal information?
- Is the information complete, relevant and accurate?
- What information will be selected and how will it be organised?

**ANALYSE/APPLY**
Dissect to ascertain and examine constituent parts and make meaning of relationships through determining:
- How is the current law applied?
- Who are the stakeholders and how are they impacted?
- What are the legal issues?
- How do the legal concepts, processes and legal issues relate to determine legal outcomes?

**COMMUNICATE**
Produce an assessment response such as:
- essay
- research (independent inquiry)
- spoken or multimodal presentation.

**EVALUATE/JUSTIFY**
Assign merit according to criteria (just and equitable outcomes) / provide sound reasons or evidence to support a statement.
- Is the law just and equitable?
- Are the stakeholder responses just and equitable?
- What are the possible decisions or recommendations and how are they justified, using evidence and reasoning?

**REFLECT**
Re-examine the question, the research method and the outcomes considering these questions:
- Do new questions arise?
- Where to from here?
- What have I learnt that can inform future learning?
The solution may be to begin the inquiry again.

**Critical thinking / reflecting throughout the process**
3.2 Advice, guidelines and resources

The following advice, guidelines and resources support the implementation of the syllabus. Where indicated further information may be obtained from the Legal Studies subject page of the QSA website <www.qsa.qld.edu.au/20322.html>.

3.2.1 Aboriginal and Torres Strait Islander perspectives

The Queensland Government has a vision that Aboriginal and Torres Strait Islander Queenslanders have their cultures affirmed, heritage sustained and the same prospects for health, prosperity and quality of life as other Queenslanders. The QSA is committed to helping achieve this vision and encourages teachers to include Aboriginal and Torres Strait Islander perspectives in the curriculum.

The Queensland Studies Authority (QSA) recognises Aboriginal and Torres Strait Islander peoples, their traditions, histories and experiences from before European settlement and colonisation through to the present time. To strengthen students’ appreciation and understanding of the first peoples of the land, opportunities exist in the syllabus to encourage engagement with Aboriginal and Torres Strait Islander:

- frameworks of knowledge and ways of learning
- contexts in which Aboriginal and Torres Strait Islander peoples live
- contributions to Australian society and cultures.

Subject-specific resources are available on the Legal Studies subject page. In addition, guidelines about Aboriginal and Torres Strait Islander perspectives and resources for teaching are available on the QSA website <www.qsa.qld.edu.au/577.html>.

3.2.2 Composite classes

This syllabus enables teachers to develop a course of study that caters for a variety of ways to organise learning, such as combined Years 11 and 12 classes, combined campuses, or modes of delivery involving periods of student-managed study. This resource provides guidelines about composite classes.

3.2.3 Embedding educational equity in the course of study

Equity means fair treatment of all. In developing work programs from this syllabus, schools need to provide opportunities for all students to demonstrate what they know and what they can do. All students, therefore, should have equitable access to educational programs and human and material resources.

In addition to the subject-specific resources available on the Legal Studies subject page, guidelines about educational equity and resources for devising an inclusive work program are available on the QSA website <www.qsa.qld.edu.au/10188.html>.

3.2.4 Language education in Legal Studies

It is the responsibility of teachers to develop and monitor students’ abilities to use the forms of language appropriate to their own subject areas. This involves providing opportunities for the development of students’ abilities in:

- selection and sequencing of information required in various forms (such as reports, essays, interviews and seminar presentations)
- use of technical terms and their definitions
- use of correct grammar, spelling, punctuation and layout.
3.2.5 Learning experiences and sample resources

This resource provides guidelines for learning experiences and sample resources, which may include unit/s of work.

Learning experiences should be developed with an awareness of the sensitive nature of particular subject matter.

Students should be made aware that specific legal advice should be obtained from a suitably qualified and accredited legal practitioner. Teachers need to be cautious about providing specific legal advice and interpreting legal issues.

3.2.6 Mathematical concepts in Legal Studies

It is the responsibility of teachers to develop and monitor students’ abilities to use mathematical concepts appropriate to their own subject areas. This involves providing opportunities for the development of students’ abilities to:

- comprehend basic concepts and terms underpinning the areas of number, space, probability and statistics, and measurement
- extract, convert or translate information given in numerical forms, or as diagrams, maps, graphs or tables
- calculate and apply procedures
- use skills or apply concepts from one problem or one subject to another.

3.2.7 Reference materials

This resource provides links to reference materials, text and reference books, websites, newspaper reports, periodicals, electronic media and learning technology, and organisations and community resources for the subject.

3.2.8 Work program requirements

A work program is the school’s plan of how the course of study will be delivered and assessed, based on the school’s interpretation of the syllabus. It allows for the special characteristics of the individual school and its students. Work program requirements are available on the Legal Studies subject page of the QSA website <www.qsa.qld.edu.au/20322.html>. Instructions for online submission of work programs are available from <https://www.qsa.qld.edu.au/wponline/login.qsa>.
4 Assessment

Assessment is an integral part of the teaching and learning process. For Years 11 and 12 it is the purposeful, systematic and ongoing collection of information about student learning outlined in the senior syllabuses.

In Queensland, assessment is standards based. The standards for each subject are described in dimensions, which identify the valued features of the subject about which evidence of student learning is collected and assessed. The standards describe the characteristics of student work.

The major purposes of assessment in senior Authority subjects are to:

- promote, assist and improve learning
- inform programs of teaching and learning
- advise students about their own progress to help them achieve as well as they are able
- give information to parents, carers and teachers about the progress and achievements of individual students to help them achieve as well as they are able
- provide comparable levels of achievement in each Authority subject which may contribute credit towards a Queensland Certificate of Education
- provide base data for tertiary entrance purposes
- provide information about how well groups of students are achieving for school authorities and the State Minister responsible for Education.

4.1 Principles of exit assessment

All the principles of exit assessment must be used when planning an assessment program and must be applied when making decisions about exit levels of achievement.

A standards-based assessment program for the four-semester course of study requires application of the following interdependent principles:

- information is gathered through a process of continuous assessment, i.e. continuous assessment
- balance of assessment is a balance over the course of study and not necessarily a balance over a semester or between semesters, i.e. balance
- exit levels of achievement are devised from student achievement in all areas identified in the syllabus as being mandatory, i.e. mandatory aspects of the syllabus
- assessment of a student’s achievement is in the significant aspects of the course of study identified in the syllabus and the school’s work program, i.e. significant aspects of the course of study
- selective updating of a student’s achievement is undertaken over the course of study, i.e. selective updating
- exit assessment is devised to provide the fullest and latest information on a student’s achievement in the course of study, i.e. fullest and latest information.

4.1.1 Continuous assessment

Judgments about student achievement made at exit from a course of study must be based on an assessment program of continuous assessment.
Continuous assessment involves gathering information on student achievement using assessment instruments administered at suitable intervals over the developmental four-semester course of study.

In continuous assessment, all assessment instruments have a formative purpose — to improve teaching and student learning and achievement.

When students exit the course of study, teachers make a summative judgment about their levels of achievement in accordance with the standards matrix.

The process of continuous assessment provides the framework in which the other five principles of exit assessment operate: balance, mandatory aspects of the syllabus, significant aspects of the course of study, selective updating, and fullest and latest information.

4.1.2 Balance

Judgments about student achievement made at exit from a course of study must be based on a balance of assessments over the course of study.

Balance of assessment is a balance over the course of study and not a balance within a semester or between semesters.

Balance of assessment means judgments about students' achievements of the dimensions and objectives are made a number of times using a variety of assessment techniques and a range of assessment conditions over the developmental four-semester course of study.

See also Section 4.6, Verification folio requirements.

4.1.3 Mandatory aspects of the syllabus

Judgments about student achievement made at exit from a course of study must be based on mandatory aspects of the syllabus.

The mandatory aspects are:

- the dimensions Knowing and understanding the law, Investigating legal issues and Responding to the law
- focus questions and statements from areas of study studied in Year 12.

To ensure that the judgment of student achievement at exit from a four-semester course of study is based on the mandatory aspects, the exit standards for the dimensions stated in the standards matrix must be used (see Section 4.8.2, Awarding exit levels of achievement).

4.1.4 Significant aspects of the course of study

Judgments about student achievement made at exit from a course of study must be based on significant aspects of the course of study.

Significant aspects are those areas described in the school’s work program that have been selected from the choices permitted by the syllabus to meet local needs.

The significant aspects must be consistent with the objectives of the syllabus and complement the developmental nature of learning in the course of study over four semesters.

4.1.5 Selective updating

Judgments about student achievement made at exit from a course of study must be selectively updated throughout the course of study.

Selective updating is related to the developmental nature of the course of study and works in conjunction with the principle of fullest and latest information.

As subject matter is treated at increasing levels of complexity, assessment information gathered at earlier stages of the course of study may no longer be representative of student achievement.
Therefore, the information should be selectively and continually updated (and not averaged) to accurately represent student achievement.

Schools may apply the principle of selective updating to the whole subject group or to individual students.

**Whole subject-group**

A school develops an assessment program so that, in accordance with the developmental nature of the course of study, later assessment information based on the same groups of objectives replaces earlier assessment information.

**Individual student**

A school determines the assessment folio for verification or exit (post-verification). The student's assessment folio must be representative of the student's achievements over the course of study. The assessment folio does not have to be the same for all students; however, the folio must conform to the syllabus requirements and the school’s approved work program.

Selective updating must not involve students reworking and resubmitting previously graded responses to assessment instruments.

4.1.6 **Fullest and latest information**

Judgments about student achievement made at exit from a course of study must be based on the fullest and latest information available.

- *Fullest* refers to information about student achievement gathered across the range of objectives.
- *Latest* refers to information about student achievement gathered from the most recent period in which achievement of the objectives is assessed.

As the assessment program is developmental, fullest and latest information will most likely come from Year 12 for those students who complete four semesters of the course of study.

The fullest and latest assessment information on mandatory and significant aspects of the course of study is recorded on a student profile.

4.2 **Planning an assessment program**

To achieve the purposes of assessment listed at the beginning of this section, schools must consider the following when planning a standards-based assessment program:

- dimensions and objectives (see Section 2)
- course organisation (see Section 3)
- principles of exit assessment (see Section 4.1)
- variety in assessment techniques and conditions over the four-semester course of study (see Section 4.5)
- verification folio requirements, i.e. the range and mix of assessment instruments necessary to reach valid judgments of students’ standards of achievement (see Section 4.6)
- post-verification assessment (see Section 4.6.1)
- exit standards (see Section 4.7).

In keeping with the principle of continuous assessment, students should have opportunities to become familiar with the assessment techniques that will be used to make summative judgments.

Further information can be found on the Legal Studies subject page of the QSA website <www.qsa.qld.edu.au/20322.html>.
4.3 **Special provisions**

Guidance about the nature and appropriateness of special provisions for particular students are described in QSA’s *Policy on Special Provisions for School-based Assessments in Authority and Authority-registered Subjects* (2009), <www.qsa.qld.edu.au/2132.html>.

This statement provides guidance on responsibilities, principles and strategies that schools may need to consider in their school settings. Reasonable adjustments to students with specific educational needs must be planned and negotiated as early as possible so that students can be provided with appropriate support in order to commence, participate and complete course of study requirements. The special provisions might involve alternative teaching approaches, assessment plans and learning experiences.

4.4 **Authentication of student work**

It is essential that judgments of student achievement be made on genuine student assessment responses. Teachers should ensure that students' work is their own, particularly where students have access to electronic resources or when they are preparing collaborative tasks.

The QSA’s *A–Z of Senior Moderation* contains a strategy on authenticating student work <www.qsa.qld.edu.au/10773.html>. This provides information about various methods teachers can use to monitor that students' work is their own. Particular methods outlined include:

- teachers seeing plans and drafts of student work
- student production and maintenance of evidence for the development of responses
- student acknowledgment of resources used.

Teachers must ensure students use consistent accepted conventions of in-text citation and referencing, where appropriate.


4.5 **Assessment techniques**

The assessment techniques relevant to this syllabus are identified in the diagram below, and described in detail in Sections 4.5.3 and 4.5.4.

**Figure 2: Legal Studies assessment techniques**
Schools design assessment instruments from the assessment techniques relevant to this syllabus. For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors for the dimension/s to be assessed. The matrix is used as a tool for making judgments about the quality of students’ responses to the instrument and is informed by the syllabus standards descriptors. Assessment is designed to allow students to demonstrate the range of standards (see Section 4.8.2, Awarding exit levels of achievement). Teachers give students an instrument-specific standards matrix for each assessment instrument.

Where students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

The assessment instruments students respond to in a Year 11 assessment program should support those included in Year 12.

The conditions of assessment, possible modes for assessment and supporting evidence are identified and described below.

4.5.1 Conditions of assessment

Over a four-semester course of study, students are required to complete assessment under a range of conditions (see Section 4.1.2, Balance).

Conditions may vary according to assessment. Conditions should be stated clearly on assessment instruments and may include:

- whether supervised or unsupervised
- indicating individual, group or team
- stating time allowed (with perusal time as needed)
- stating length required
- using seen or unseen questions
- using sources or technologies.

Where support materials or technologies (e.g. notes, calculators or computers) are used under supervised conditions, schools must ensure that the purpose of supervised conditions (i.e. to authenticate student work) is maintained.

4.5.2 Modes of assessment

Assessment techniques may be presented in a variety of modes, e.g. written, spoken/signed and multimodal. An assessment response is communicated to an audience for a particular purpose which may influence the type of text, language features and other textual features used in the response. Purposes may include analysing, persuading, arguing, informing, presenting, reviewing a text or situation, or solving problems.

Referencing conventions must be followed regardless of the mode of assessment.

Written responses

Written responses require students to communicate a written assessment response to an audience for a particular purpose.

Spoken responses

Spoken responses require students to present a spoken assessment response to a live or virtual audience (i.e. through the use of technology) for a particular purpose.
**Multimodal responses**

A multimodal response uses a combination of at least two modes to communicate an assessment response to a live or virtual audience for a particular purpose.

Modes include:
- written
- spoken/signed
- nonverbal, e.g. physical, visual, auditory.

Each of the selected modes contributes significantly to the multimodal response.

Different technologies may be used in the creation or presentation of the response. Replication of a written document into an electronic or digital format does not constitute a multimodal response.

When making judgments about multimodal responses, teachers apply the standards to the entire response — that is to all modes used to communicate the response.

**Supporting evidence**

Supporting evidence is required to substantiate decisions made on spoken and multimodal responses for monitoring, verification and exit purposes. Evidence to support spoken or multimodal responses may include:
- research/data analyses
- notes or annotations
- summary of findings
- journal entries or log book
- seminar brief or conference paper
- a recording of the response (as appropriate).
## 4.5.3 Examination

### Assessment technique: Examination

#### Purpose

This technique assesses the application of a range of cognition (knowledge, understanding, application, analysis, evaluation) to responses completed under supervised conditions.

#### Dimensions to be assessed

The dimensions to be assessed should be clearly stated on assessment instruments. This assessment technique is best used to determine student achievement in objectives from the dimensions:

- Knowing and understanding the law
- Investigating legal issues
- Responding to the law.

#### Types of examination

**Short response test**

- Short response tests typically consist of a number of items, which involve students responding to questions.
- Short response tests occur under supervised conditions as students produce work individually and in a set time to ensure authenticity.
- Items will be in response to questions or statements which are typically unseen. If seen, teachers must ensure the purpose of this technique is not compromised.
- Stimulus materials may also be used and may be seen or unseen.
- Unseen questions, statements or stimulus materials should not be copied from information or texts that students have previously been exposed to or have directly used in class.
- Items may include activities that require:
  - explanations longer than one sentence
  - ideas maintained, developed and justified
  - full-sentence responses, constructing a piece of prose that may have one or several paragraphs.
- Items may also include multiple-choice and sentence answers. These types of questions, while useful for assessing content knowledge, are difficult to construct if trying to elicit meaningful higher order cognitive responses.

**Extended response test**

- Extended response tests require students to demonstrate sustained analysis, synthesis and evaluation in their responses.
- Extended response tests occur under supervised conditions where students produce work individually in a set time to ensure authenticity.
- Students respond to stimulus (materials/sources/concepts) that may be seen or unseen, and a seen or unseen question or statement.

<table>
<thead>
<tr>
<th>Assessment conditions</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended duration:</td>
<td>1–1.5 hours</td>
<td>1.5–2 hours</td>
</tr>
<tr>
<td>Short response test:</td>
<td>50–250 words per response</td>
<td>50–250 words per response</td>
</tr>
<tr>
<td>Extended response test:</td>
<td>400–600 words per response</td>
<td>600–800 words per response</td>
</tr>
</tbody>
</table>

#### Further guidance

Teachers who wish to offer an extended response but not as a test (i.e. not under supervised conditions) should refer to the assessment technique: Extended response (see Section 4.5.4).
### 4.5.4 Extended response

#### Assessment technique: Extended response

**Purpose**

Extended response assesses the sustained application of higher order cognition (analysis, interpretation, evaluation, and development and justification of conclusions) in responding to research or stimulus materials. Students respond to legal issues and analyse, interpret and evaluate data and information to develop and justify conclusions.

**Dimensions to be assessed**

The dimensions to be assessed should be clearly stated on assessment instruments. This assessment technique is best used to determine student achievement in objectives from the dimensions:

- **Knowing and understanding the law**
- **Investigating legal issues**
- **Responding to the law.**

**Types of extended response**

**Extended research response**

- An extended research response involves students collecting, selecting, organising and using information that goes beyond the data students have been given and the knowledge they currently possess.
- An extended research response occurs over a set period of time. Students may use class time and their own time to conduct research and develop a response.

**Independent inquiry**

- One type of extended research response that must be included in the verification folio is an independent inquiry (see Section 3.1.2).
- The independent inquiry must be completed individually by the student in Year 12, prior to verification (see Section 4.6) as a written extended research response (i.e. essay or report).
- Through an independent inquiry students must consider:
  - What current legal issues could be investigated?
  - What key questions and/or hypothesis could be developed from the legal issue to form an inquiry?
  - How will the inquiry process be planned and implemented? (See Section 3.1.3.)

**Extended response to stimulus**

- An extended response to stimulus involves students applying knowledge and understanding related to a legal issue or problem.
- Stimulus materials are known or provided materials/sources and concepts. This may include case studies, scenarios, legal problems or issues.
- An extended response to stimulus occurs over a set period of time. Students may use class time and their own time to develop a response.
- While research may occur in the writing of the extended response to stimulus, it is not the focus of this technique.
- Students respond to a seen question or statement using data, researched information, primary and/or secondary sources.
### Assessment technique: Extended response

**Possible assessment instruments**

Assessment instruments that may be developed to assess extended response include:
- essay, e.g. analytical, persuasive/argumentative, informative
- report, e.g. investigative, historical
- article, e.g. magazine or journal, may be analytical, persuasive, informative
- speech, e.g. analytical, persuasive/argumentative, informative
- interview or debate
- news segment or documentary
- webcast or podcast
- a presentation combining speaking with data presentation or slide show
- a seminar combining speaking with visual prompts, e.g. posters, brochures, handouts
- a digital presentation or documentary combining images, sound bites, blog entries and embedded videos.

<table>
<thead>
<tr>
<th>Assessment conditions</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>extended research response</td>
<td>800–1000 words</td>
<td>1000–1500 words</td>
</tr>
<tr>
<td>extended response to stimulus</td>
<td>600–1000 words</td>
<td>800–1200 words</td>
</tr>
<tr>
<td>Spoken:</td>
<td>3–4 minutes</td>
<td>4–5 minutes</td>
</tr>
<tr>
<td>Multimodal:</td>
<td>3–5 minutes</td>
<td>5–7 minutes</td>
</tr>
</tbody>
</table>

**Further guidance**

Teachers who wish to offer an extended response as a test (supervised conditions) should refer to the assessment technique: Examination (see Section 4.5.3).
4.6 Verification folio requirements

A verification folio is a collection of a student’s responses to assessment instruments on which the interim level of achievement is based. For students who are to exit after four semesters, each folio should contain the range of assessments for making summative judgments as stated below.

Students’ verification folios for Legal Studies are to contain a minimum of four and a maximum of six assessment instruments and the relevant student responses. Each folio must include:

- evidence of student work from Year 12 only
- one supervised extended response test (responding to an unseen question) assessing all three dimensions (see Section 4.5.3, Extended response test)
- one extended research response or extended response to stimulus assessing all three dimensions (see Section 4.5.4)
- one written extended research response (independent inquiry) assessing all three dimensions (see Section 4.5.4)
- a student profile completed to date.

For information about preparing monitoring and verification submissions, schools should refer to QSA’s *Moderation handbook for Authority subjects*, <www.qsa.qld.edu.au/10773.html>.

4.6.1 Post-verification assessment

In addition to the contents of the verification folio, there must be at least one subsequent summative assessment in the exit folio completed after verification. For this syllabus, students are to complete an assessment response that assesses all three dimensions.

4.7 Exit standards

Exit standards are used to make judgments about students’ levels of achievement at exit from a course of study. The standards are described in the same dimensions as the objectives of the syllabus. The standards describe how well students have achieved the objectives and are stated in the standards matrix.

The following dimensions must be used:

Dimension 1: *Knowing and understanding the law*
Dimension 2: *Investigating legal issues*
Dimension 3: *Responding to the law.*

Each dimension must be assessed in each semester, and each dimension is to make an equal contribution to the determination of exit levels of achievement.

4.8 Determining exit levels of achievement

When students exit the course of study, the school is required to award each student an exit level of achievement from one of the five levels:

- Very High Achievement (VHA)
- High Achievement (HA)
- Sound Achievement (SA)
- Limited Achievement (LA)
- Very Limited Achievement (VLA).
All the principles of exit assessment must be applied when making decisions about exit levels of achievement.

Exit levels of achievement are summative judgments made when students exit the course of study. For most students this will be after four semesters. For these students, judgments are based on exit folios providing evidence of achievement in relation to all objectives of the syllabus and standards.

For students who exit before completing four semesters, judgments are made based on the evidence of achievement to that stage of the course of study and the principles of exit assessment.

4.8.1 Determining a standard

The standard awarded is an on-balance judgment about how the qualities of the student’s responses match the standards descriptors in each dimension. This means that it is not necessary for the student responses to have been matched to every descriptor for a particular standard in each dimension.

4.8.2 Awarding exit levels of achievement

When standards have been determined in each of the dimensions for this subject, Table 3 below is used to award exit levels of achievement, where A represents the highest standard and E the lowest. The table indicates the minimum combination of standards across the dimensions for each level.

Table 3: Awarding exit levels of achievement

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VHA</td>
<td>Standard A in any two dimensions and no less than a B in the remaining dimension</td>
</tr>
<tr>
<td>HA</td>
<td>Standard B in any two dimensions and no less than a C in the remaining dimension</td>
</tr>
<tr>
<td>SA</td>
<td>Standard C in any two dimensions and no less than a D in the remaining dimension</td>
</tr>
<tr>
<td>LA</td>
<td>At least Standard D in any two dimensions and an E in the remaining dimension</td>
</tr>
<tr>
<td>VLA</td>
<td>Standard E in the three dimensions</td>
</tr>
</tbody>
</table>

### Standards matrix

<table>
<thead>
<tr>
<th>Standard A</th>
<th>Standard B</th>
<th>Standard C</th>
<th>Standard D</th>
<th>Standard E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowing and understanding the law</strong></td>
<td><strong>Investigating legal issues</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
</tr>
<tr>
<td>- appropriate definition and comprehensive description of facts showing discriminating use of legal terminology</td>
<td>- appropriate definition and detailed description of facts using relevant legal terminology</td>
<td>- definition and description of facts using legal terminology</td>
<td>- partial definition or simple description of some facts using legal terminology</td>
<td>- statement of facts using some legal terminology</td>
</tr>
<tr>
<td>- thorough and effective explanation of a comprehensive range of legal concepts and processes</td>
<td>- detailed explanation of a range of legal concepts and processes</td>
<td>- explanation of legal concepts and processes</td>
<td>- simple explanation of some legal concepts and processes</td>
<td>- statement of aspects of legal concepts and processes</td>
</tr>
<tr>
<td>- coherent and effective communication of meaning using well-chosen language conventions suited to purpose and audience.</td>
<td>- clear communication of meaning using appropriate language conventions suited to purpose and audience.</td>
<td>- communication of meaning using language conventions suited to purpose and audience.</td>
<td>- communication using language conventions suited to aspects of the purpose and audience.</td>
<td>- communication using inconsistent language conventions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to the law</td>
<td>Standard A</td>
<td>Standard B</td>
<td>Standard C</td>
<td>Standard D</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
</tr>
<tr>
<td></td>
<td>• discerning evaluation of the law and stakeholder responses</td>
<td>• effective evaluation of the law and stakeholder responses</td>
<td>• evaluation of the law and stakeholder responses</td>
<td>• simple evaluation of the aspects of the law and/or stakeholder responses</td>
</tr>
<tr>
<td></td>
<td>• discerning decisions and insightful recommendations made about the suitability of legal outcomes and their implications</td>
<td>• relevant decisions and logical recommendations made about the suitability of legal outcomes and their implications</td>
<td>• decisions and recommendations made about the suitability of legal outcomes and their implications</td>
<td>• simple decisions and/or recommendations made about suitability of legal outcomes and/or their implications</td>
</tr>
<tr>
<td></td>
<td>• convincing and reasoned justification of decisions and recommendations using evidence and legal reasoning.</td>
<td>• valid and logical justification of decisions and recommendations using evidence and legal reasoning.</td>
<td>• justification of decisions and recommendations using evidence and legal reasoning.</td>
<td>• simple justification of decisions and/or recommendations.</td>
</tr>
</tbody>
</table>
### 5 Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>analyse</td>
<td>dissect to ascertain and examine constituent parts and/or their relationships; consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences</td>
</tr>
<tr>
<td>apply</td>
<td>employ knowledge and skills in a particular situation</td>
</tr>
<tr>
<td>appropriate</td>
<td>fitting, suitable to the context</td>
</tr>
<tr>
<td>audience</td>
<td>the intended group of readers, listeners or viewers that the writer or speaker is addressing</td>
</tr>
<tr>
<td>clear</td>
<td>plain and open, without ambiguity</td>
</tr>
<tr>
<td>coherent</td>
<td>rational with parts that are harmonious, well-structured and that make sense</td>
</tr>
<tr>
<td>communicate</td>
<td>convey information about, clearly reveal or make known</td>
</tr>
<tr>
<td>comprehensive</td>
<td>of broad scope or content; including all relevant details</td>
</tr>
<tr>
<td>concepts</td>
<td>in the context of this subject, a concept is a basic or fundamental idea, notion or element</td>
</tr>
<tr>
<td>convincing</td>
<td>persuasive; assuring by argument or evidence</td>
</tr>
<tr>
<td>decision</td>
<td>a choice or determination formed following the consideration of alternatives</td>
</tr>
<tr>
<td>define</td>
<td>state the precise meaning of</td>
</tr>
<tr>
<td>describe</td>
<td>provide an account of features</td>
</tr>
<tr>
<td>detailed</td>
<td>including numerous facts or aspects</td>
</tr>
<tr>
<td>discerning</td>
<td>showing good judgment; selected for value or relevance</td>
</tr>
<tr>
<td>discriminating</td>
<td>perceptive and judicious; making judgments about quality</td>
</tr>
<tr>
<td>effective</td>
<td>meeting the assigned purpose</td>
</tr>
<tr>
<td>evaluate</td>
<td>examine and judge the merit or significance of something, including processes, descriptions, relationships or data, according to criteria</td>
</tr>
<tr>
<td>explain</td>
<td>provide additional information that demonstrates understanding and reasoning; present a meaning with clarity, precision, completeness, and with due regard to the order of statements in the explanation</td>
</tr>
<tr>
<td>genre</td>
<td>accepted categories of text. Genres have features and patterns that relate to context, purpose and audience.</td>
</tr>
<tr>
<td>inconsistent</td>
<td>lacking in harmony between the different parts or elements; discrepant; incongruous</td>
</tr>
<tr>
<td>information</td>
<td>knowledge or data gained from primary and secondary sources</td>
</tr>
<tr>
<td>informed</td>
<td>having relevant knowledge; being conversant with the topic</td>
</tr>
<tr>
<td>insightful</td>
<td>perceptive, demonstrating high levels of understanding</td>
</tr>
<tr>
<td>investigation</td>
<td>a process of answering a question, exploring an idea or solving a problem</td>
</tr>
<tr>
<td>issue</td>
<td>a topic that is subject to debate</td>
</tr>
<tr>
<td>Term</td>
<td>Explanation</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>justify</td>
<td>provide sound reasons or evidence to support a statement; soundness requires that the reasoning is logical and, where appropriate, that the premises are likely to be true</td>
</tr>
<tr>
<td>language conventions</td>
<td>the features of language that support meaning and help convey meaning, e.g. spelling, terminology, vocabulary, grammar, punctuation, sentence structure, paragraphing, referencing, text type, mode, genre</td>
</tr>
<tr>
<td>logical</td>
<td>rational and valid, internally consistent</td>
</tr>
<tr>
<td>mode</td>
<td>a system of communication chosen as the way to transmit a message. The choice of language mode may be written, spoken/signed, nonverbal, visual or auditory. In combination, these systems of communication form multimodal texts.</td>
</tr>
<tr>
<td>obvious</td>
<td>predictable, immediately apparent</td>
</tr>
<tr>
<td>organise</td>
<td>arrange methodically to form an ordered whole</td>
</tr>
<tr>
<td>partial</td>
<td>attempted; incomplete</td>
</tr>
<tr>
<td>primary data</td>
<td>information created by the person or persons directly involved in a study, mainly generated through the gathering of first-hand experiences, e.g. surveys, interviews</td>
</tr>
<tr>
<td>process</td>
<td>a system of rules or principles for conducting activities</td>
</tr>
<tr>
<td>purpose/purposeful</td>
<td>the reason for which something is done, to achieve an intended result</td>
</tr>
<tr>
<td>range</td>
<td>a number of different; breadth</td>
</tr>
<tr>
<td>reasoned</td>
<td>logical and sound thinking</td>
</tr>
<tr>
<td>recommendation</td>
<td>a proposal for an appropriate course of action</td>
</tr>
<tr>
<td>relevant</td>
<td>applicable, important and correct</td>
</tr>
<tr>
<td>secondary data</td>
<td>information that has been compiled from primary sources by a person or persons not directly involved in the study, collected through researching the studies and works of others, e.g. journal and newspaper articles, reports</td>
</tr>
<tr>
<td>select</td>
<td>to choose in preference to another or others</td>
</tr>
<tr>
<td>simple</td>
<td>easy to understand and deal with, may concern a single or a basic aspect, few steps, obvious data/outcomes, limited or no relationships</td>
</tr>
<tr>
<td>synthesise</td>
<td>assemble constituent parts into a coherent, unique and/or complex entity; the term “entity” includes a system, theory, communication, plan or set of operations</td>
</tr>
<tr>
<td>systematic</td>
<td>methodical, organised and logical</td>
</tr>
<tr>
<td>term</td>
<td>a word, name or expression used in a specialised field of knowledge</td>
</tr>
<tr>
<td>thorough</td>
<td>demonstrating depth and breadth, inclusive of relevant detail</td>
</tr>
<tr>
<td>valid</td>
<td>applicable, legitimate and defensible</td>
</tr>
<tr>
<td>well-chosen</td>
<td>carefully selected to produce a desired effect</td>
</tr>
</tbody>
</table>