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# POLITICS AND LAW

## Year 11 ATAR

### Content

- Year 11 Syllabus (School Curriculum and Standards Authority) 1-12
- Maximising your achievement 13
- Course and assessment matrix 18
- Course and assessment timeline 20



# Politics and Law

## ATAR COURSE

### Year 11 syllabus

## SCSA Content

<b>Rationale</b> .....	<b>1</b>
<b>Course outcomes</b> .....	<b>2</b>
<b>Organisation</b> .....	<b>3</b>
Structure of the syllabus .....	3
Organisation of content .....	3
Progression from the Year 7–10 curriculum .....	3
Representation of the general capabilities .....	4
Representation of the cross-curriculum priorities .....	5
<b>Unit 1 – Democracy and rule of law</b> .....	<b>6</b>
Unit description .....	6
Unit content .....	6
<b>Unit 2 – Representation and justice</b> .....	<b>8</b>
Unit description .....	8
Unit content .....	8
<b>School-based assessment</b> .....	<b>10</b>
Grading .....	11
<b>Appendix 1 – Grade descriptions Year 11</b> .....	<b>12</b>

### IMPORTANT INFORMATION

This syllabus is effective from 1 January 2015.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

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## Rationale

Politics and law is a critical study of the processes of decision making concerning society's collective future. The study of politics examines the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate in order to make choices, respond to changing circumstances and enact laws. The study of law examines the system of laws governing the conduct of the people of a community, society or nation, in response to the need for regularity, consistency and justice based upon collective human experience.

A close relationship exists between politics and law. They relate through the judicial, executive and legislative arms of government; together they constitute how societies are governed. Laws generally embody social and political values that usually have a philosophical foundation.

The Politics and Law ATAR course aims to develop knowledge and understanding of the principles, structures, institutions, processes, and practices of political and legal systems, primarily in Australia and where appropriate, other systems and/or countries. The course challenges students to critically examine the effectiveness of political and legal systems using criteria, such as openness, responsiveness and accountability of those systems. The course provides for both a chronological and contemporary understanding of political and legal issues in society.

The skills and values developed in the Politics and Law ATAR course aim to allow students to become informed, active and effective participants in the political and legal decisions that affect their lives within society.

The study of the Politics and Law ATAR course contributes to students' intellectual, social, and ethical development. The course aims to support all students in developing a sense of identity, and a sense of political, legal, cultural and social awareness.

The study of the Politics and Law ATAR course can be a valuable background to careers in law, political advocacy, public administration, international relations, foreign affairs, community development, teaching, journalism, human resource management, government and commerce.

## Course outcomes

The Politics and Law ATAR course is designed to facilitate the achievement of the following outcomes.

### Outcome 1 – Political and legal inquiry

Students use inquiry skills to communicate an understanding of the principles, structures, institutions, processes and practices of political and legal systems.

In achieving this outcome, students:

- plan ways to collect and organise information for the purpose of a political and legal investigation
- conduct an investigation using a variety of sources of information
- process and translate information to make findings and judgements
- apply and communicate findings according to purpose and audience.

### Outcome 2 – Political and legal systems

Students understand the operation of, and the relationship between political and legal systems.

In achieving this outcome, students:

- understand the principles, structures, institutions, processes and practices of political and legal systems
- understand the relationships between making, applying and enforcing the law.

### Outcome 3 – Stability and change in political and legal systems

Students understand the nature of stability and change in political and legal systems.

In achieving this outcome, students:

- understand that a variety of factors can influence the stability of, and changes to political and legal systems
- understand that individuals and groups can influence the stability of, and changes to political and legal systems.

### Outcome 4 – Citizenship in political and legal systems

Students understand the skills and practices of citizenship and the factors that influence participation in the political and legal system.

In achieving this outcome, students:

- understand the skills and practices of citizenship that can allow individuals and groups to participate in the political and legal system
- understand that political and legal rights can be influenced by the operation of the political and legal system.

## Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

### Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### Unit 1 – Democracy and the rule of law

This unit examines Australia's democratic and common law systems; a non-democratic system; and a non-common law system.

#### Unit 2 – Representation and justice

This unit examines representation, electoral and voting systems in Australia; justice in the Western Australian adversarial system and a non-common law system.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

### Organisation of content

The Politics and Law course develops student learning through three content areas:

- Political and legal systems
- Political and legal issues
- Political and legal research skills.

### Progression from the Year 7–10 curriculum

This syllabus continues to develop student understanding and skills from the Year 7–10 Civics and Citizenship curriculum. It focuses principally on Australia's political and legal system and continues to provide opportunities to make comparisons with alternative political and legal systems. The examination of continuing, and contemporary, political and legal issues provides opportunities to understand participation in political and legal systems.

The Politics and Law ATAR course also continues to develop the skills of inquiry with a greater focus on problem solving, decision making and analysis.

## Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Politics and Law ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Literacy

Students develop literacy capability as they research, read and analyse sources of information on aspects of Australia's political and legal system and contemporary issues. They learn to understand and use language to discuss and communicate information, concepts and ideas related to the Politics and Law ATAR course.

### Numeracy

Students develop and apply numeracy knowledge and skills to analyse, interpret and present information in numerical and graphical form and to make sense of data presented in relation to Australia's political and legal system.

### Information and communication technology capability

Students develop information and communication technology (ICT) capability as they learn to use it effectively and appropriately to access, create and communicate information and ideas. Students develop the knowledge and skills to use digital technologies to research and source information on Australia's political and legal system, and other systems where required, including through internet search engines and websites, and library catalogues. Students develop and apply their ICT skills through organising and presenting information.

### Critical and creative thinking

Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical thinking skills develop through the investigation of Australia's political and legal system, and other systems as required. Critical and creative thinking is further developed through the examination of contemporary political and legal issues.

### Personal and social capability

Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Students are encouraged to develop and apply personal, interpersonal and social skills, behaviours and dispositions through working collaboratively and constructively in groups. This allows them to develop their communication, decision-making, conflict resolution and leadership skills and learn to appreciate the insights and perspectives of others.

### **Ethical understanding**

Students develop ethical understanding as they identify and investigate ethical concepts, values and principles, and understand how reasoning can assist ethical judgement. Students recognise different perspectives and have opportunities to explore ambiguities and ethical considerations related to political and legal issues.

### **Intercultural understanding**

Students develop intercultural understanding as they engage with their own cultures, values and beliefs and those of others. The capability involves students in learning about, and engaging with, diverse cultures in ways that recognise commonalities and differences and create connections with others in the context of political and legal systems.

## **Representation of the cross-curriculum priorities**

The cross-curriculum priorities address contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Politics and Law ATAR course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

### **Aboriginal and Torres Strait Islander histories and cultures**

The Politics and Law ATAR course provides an opportunity for students to learn about Aboriginal and Torres Strait Islander customs, systems of governance, customary lore and perspectives. They increase their understanding of contemporary Aboriginal and Torres Strait Islander Peoples' experiences of Australia's political and legal system.

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

The Politics and Law ATAR course provides an opportunity for students to learn about alternative political and legal systems through Australia's engagement with Asia, and build understanding of the connections between the peoples of Asia and Australia. Students have the opportunity to explore the experiences of people with Asian heritage in Australia's political and legal system.

### **Sustainability**

The Politics and Law ATAR course provides an opportunity for students to learn how environmental and social wellbeing can be impacted by political and legal systems and how individuals and/or groups can work together to develop strategies to promote sustainability.

# Unit 1 – Democracy and the rule of law

## Unit description

This unit examines the principles of a liberal democracy; the legislative, executive and judicial structures and processes of Australia's political and legal system; the functioning of a non-democratic system; and the processes of a non-common law system.

Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit.

## Unit content

This unit includes the knowledge, understandings and skills described below.

### Political and legal systems

Essential to the understanding of democracy and the rule of law are the separation of powers doctrine, sovereignty of parliament, division of powers, representative government, responsible government, constitutionalism, federalism and judicial independence.

- operating principles of a liberal democracy
  - equality of political rights
  - majority rule
  - political participation
  - political freedom
- structure of the political and legal system in Australia
- roles of the legislative, executive and judicial branches of government
- key influences on the structure of the political and legal system in Australia
  - the Westminster system of government
  - English common law
  - the American federal system
  - the Canadian federal system
  - the Swiss referendum process
- structures and processes of
  - one democratic political and legal system
  - one non-democratic political and legal system
- types of laws made by parliaments, courts and subordinate authorities
- legislative processes at the State or Commonwealth levels
- the court hierarchy, methods of statutory interpretation and the doctrine of precedent
- key processes of civil and criminal trials in Western Australia
- key processes of at least one non-common law system

### Political and legal issues

The political and legal issues are best addressed in combination with the relevant content of the Australian political and legal system. This requires an examination of:

- at least one contemporary issue (the last three years) involving the legislative process
- and**
- at least one contemporary issue (the last three years) involving the judicial process.

### Political and legal research skills

Research provides the opportunity to examine aspects of political and legal systems. The following skills will be developed in this unit.

#### Research and analysis

- identify, define, distinguish, analyse and evaluate principles and terms
- describe, discuss, analyse and evaluate the operation and key features of a political and legal system
- analyse statute law, common law, political decisions and legal decisions
- distinguish between fact and opinion, theory and practice and formal and informal processes
- identify and evaluate alternative conclusions
- identify or propose solutions
- predict intended or unintended consequences

#### Communication

- use political and legal formats, terminology and techniques to suit an audience
- utilise techniques to explore ideas and construct reasoned arguments
- use an appropriate method of referencing

# Unit 2 – Representation and justice

## Unit description

This unit examines the principles of fair elections; the electoral and voting systems in Australia since Federation, making reference to a recent (the last ten years) election in Australia; the electoral system of another country; an analysis of the civil and criminal law processes in Western Australia; and an analysis of a non-common law system.

Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit.

## Unit content

This unit includes the knowledge, understandings and skills described below.

### Political and legal systems

Essential to the understanding of representation and justice are the principles of fair elections, participation and natural justice.

- political representation with reference to the role of political parties and pressure groups
- the Western Australian and Commonwealth electoral and voting systems since Federation
- advantages and disadvantages of the electoral and voting systems in Australia with reference to at least one recent (the last ten years) election
- a recently implemented or proposed reform (the last ten years) to the electoral and voting systems in Australia
- the electoral and voting systems of another country
- ways individuals, political parties and pressure groups can participate in the electoral processes in Australia
- strengths and weaknesses of Western Australia's adversarial civil and criminal law processes
- a recently implemented or proposed reform (the last ten years) to the civil **or** criminal law process in Western Australia
- strengths and weaknesses of the processes and procedures of at least one non-common law system

### Political and legal issues

The political and legal issues are best addressed in combination with the relevant content of the Australian political and legal system. This requires an examination of:

- at least one contemporary issue (the last three years) centering on representation
- and**
- at least one contemporary issue (the last three years) centering on justice.

## Political and legal research skills

Research provides the opportunity to examine aspects of political and legal systems. The following skills will be developed in this unit.

### Research and analysis

- identify, define, distinguish, analyse and evaluate principles and terms
- describe, discuss, analyse and evaluate the operation and key features of a political and legal system
- analyse statute law, common law, political decisions and legal decisions
- distinguish between fact and opinion, theory and practice and formal and informal processes
- identify and evaluate alternative conclusions
- identify or propose solutions
- predict intended or unintended consequences

### Communication

- use political and legal formats, terminology and techniques to suit an audience
- utilise techniques to explore ideas and construct reasoned arguments
- use an appropriate method of referencing

# School-based assessment

The Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Politics and Law ATAR Year 11 syllabus and the weighting for each assessment type.

## Assessment table – Year 11

Type of assessment	Weighting
<b>Investigation</b> Students research a political or legal concept, event or issue. The investigation can be based on sources provided by the teacher, or require students to locate sources for research. Source material can be drawn from newspapers, television or radio broadcasts, journal articles, texts, speeches, court judgements or statutes and can include information, such as reportage, analysis, opinion pieces, news, current affairs and documentary transcripts and/or programs, opinion polls, election results, legal decisions, Bills/Acts and/or letters. Typically the format of the final presentation is a written report. One investigation should be completed for each unit.	10%
<b>Short answer</b> Typically a series of closed or partially open questions that can require a definition, description, explanation, discussion and/or comparison. At least two short answer tasks should be completed under test conditions.	20%
<b>Essay</b> Typically require a response to a question, statement or proposition. The question can require description, discussion, examination, comparison, assessment, analysis and/or evaluation. At least two essay tasks should be completed under test conditions.	20%
<b>Source analysis</b> Students respond to questions based on one or more sources. Source material can be drawn from newspapers, television or radio broadcasts, journal articles, texts, speeches, court judgements or statutes and can include information, such as reportage, analysis, opinion pieces, news, current affairs and documentary transcripts, opinion polls, election results, legal decisions and Bills/Acts and/or letters. Questions can require both short and longer written responses. At least two source analysis tasks should be completed under test conditions.	20%
<b>Examination</b> Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	30%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed

- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least twice. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. For example, student performance for an investigation could be validated by a task, such as an essay which is completed in class after the investigation is submitted.

## Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
<b>A</b>	Excellent achievement
<b>B</b>	High achievement
<b>C</b>	Satisfactory achievement
<b>D</b>	Limited achievement
<b>E</b>	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Politics and Law ATAR Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the WACE Manual for further information about the use of a ranked list in the process of assigning grades.

## Appendix 1 – Grade descriptions Year 11

<b>A</b>	Presents a mostly reasoned, balanced and coherent discussion or argument about democracy and the rule of law or representation and justice.
	Provides detailed descriptions and explanations of democracy and the rule of law or representation and justice.
	Utilises relevant examples to support explanations.
	Communicates using consistently relevant political and legal terminology.

<b>B</b>	Presents a discussion or an argument with some reason, balance and coherence, about democracy and the rule of law or representation and justice.
	Provides general descriptions and explanations of democracy and the rule of law or representation and justice.
	Utilises mostly relevant examples to support explanations.
	Communicates predominantly using relevant political and legal terminology.

<b>C</b>	Presents a series of statements about democracy and the rule of law or representation and justice.
	Provides some descriptions and explanations of democracy and the rule of law or representation and justice.
	Utilises some relevant examples to generally support explanations.
	Communicates using some political and legal terminology.

<b>D</b>	Presents limited statements about democracy and the rule of law or representation and justice.
	Provides limited descriptions and explanations of democracy and the rule of law or representation and justice.
	Utilises limited examples to support explanations.
	Communicates using little relevant political and legal terminology.

<b>E</b>	Presents minimal statements about democracy and the rule of law or representation and justice.
	Provides little or no description and explanation of democracy and the rule of law or representation and justice.
	Utilises very few or no examples.
	Communicates using little or no political and legal terminology.

*\*Based on the School Curriculum and Standards Authority Year 11 Syllabus*

# Maximising your achievement

## A Five Point Checklist

### 1. Keep up with the coursework:

An outline of the years' work is given in this booklet. It is important that you keep up with the outlined program. This means focusing on the day by day lessons and getting the most out of the classroom situation.

This includes doing consistent and regular homework. This can take several forms:

- Set homework given by your teacher.
- Finishing off incomplete class work.
- Ongoing revision and review of your work.
- Preparing for upcoming assessments.
- Use your school diary.

### 2. Be organised:

- Come to the class with all the materials needed.
- You are responsible for your own learning.
- Have a filing system for your work. Many assessments and particularly exams ask you to cover and understand large sections of work.
- Being organised will help you with all tasks.
- Use your school diary.

### 3. Be focussed on your assessments:

- The assessment program is outlined in this booklet. There are no surprises.
- The actual date for the assessment will be given approximately one week before the actual day so there will be plenty of time for preparation.
- Just about all assessments will be in-class and under test conditions.
- All assessments and exams must be kept for the year in case they are required for moderation purposes by the Curriculum Council.

If you are away on the day of an assessment or when an assessment is due to be handed in you must do two things:

- Bring in a note, medical certificate or have your parents call your teacher on the day to explain your absence.
- Negotiate as soon as possible with your teacher a day when you can do an alternative assessment.

Refer to the Assessment and Reporting Policy for Upper School Students

### 4. Ask questions:

- Seek help and advice from teachers, your parents and fellow students.
- We can all learn from each other.
- Do not leave it too late to seek help, particularly if you feel you are falling behind or are struggling with understanding your work.

### 5. A positive and fun attitude:

- Learning is a positive, interesting and fun experience.
- If you try and come with that approach, it usually becomes a more positive, interesting and fun experience.
- Being organised, seeking help and making a consistent effort provide rewards.
- In the end it's all up to you and there are many resources you may tap into.

## YEAR 11 ATAR POLITICS AND LAW

### Preparing for exams

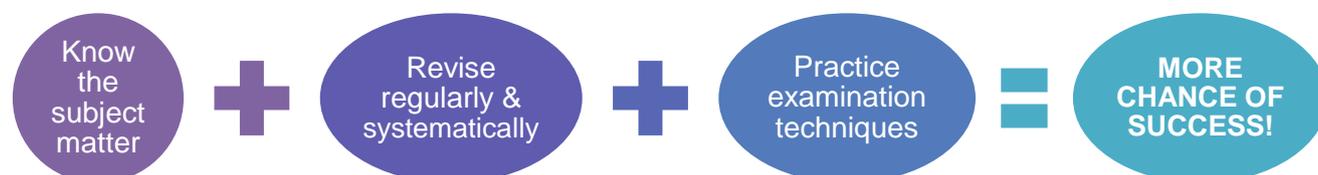
It is important to revise thoroughly for examinations. Trying to cram everything into a week is not really recommended! The actual strategy that you adopt is a matter of personal preference but there are a number of steps or tactics that work for many people.

<b>Plan your time carefully</b>	Plan your time carefully. You should create a revision timetable and stick to it.
<b>Use simple goal setting techniques</b>	Use simple goal setting techniques. Do not focus on studying the entire course. Give each day a different topic on which you would focus.
<b>Clock on and off</b>	Set yourself a target study time per day (e.g. two hours a day) and then clock on and off. It is surprising how much you can do in little 10-20 minute bursts. If you are not learning anything, stop, do something else and come back later. This way when you reach your time target you can relax with an easy conscience, knowing you have done your quota for the day.
<b>Use the syllabus dot points</b>	Ensure that you have an understanding of the key syllabus objectives. Check out the list at the start of each topic. The separate bullet points in the syllabus can be easily converted into useful revision questions.
<b>Keep rewriting and refining your notes</b>	Organise your notes into key sections. Rewrite and redraft your notes, cutting down what you write each time. Each time you rewrite the material you will learn and better understand more of it. By the time you get close to the exam the material you need to remember will be of quite manageable portions.
<b>Memory techniques</b>	Work out ways of remembering key lists of information and practice them.
<b>Use past papers</b>	Make extensive use of past papers. There are only so many questions that can be set on the syllabus! Work out, as you plan your answer, how the marks are likely to be awarded. Practice writing some answers to questions in past papers within the actual time limits for the examination.
<b>Pick topics</b>	Focus your revision on topics you like and those that have not been in examinations for some time. While the examiners might call your bluff and set a similar question two years in a row, it is more likely that the questions will focus on different aspects of the topic.

# YEAR 11 ATAR POLITICS AND LAW

## Tackling exams

Having done some study, it would be a pity to throw marks away because of poor preparation and technique in the actual examination. Knowing the subject matter is not enough. You will have to fit in some practice using the skills you will need in the examination.



<b>Answer the question</b>	It is vital to read the question paper carefully and to ensure that you do what is required of you. You must answer the question that has been set, not the question you hoped would be set.
<b>Check what the examiner wants you to do</b>	Look at the first word of the question. Outline means only a quick mention and example while describe means give more information. Don't just list points without explanation.
<b>Use 'see' paragraphs</b>	Write in short, logically ordered paragraphs. One key point a paragraph is enough. To fully make a point use the SEE approach (S = state the point, E = explain the point, E = give an example)
<b>Don't rush into writing</b>	Resist the desire to start writing as soon as possible. A few minutes spent planning your answer will pay dividends as the examination progresses. Too many candidates start writing when they are still thinking about their answers. This results in several meaningless sentences and a tendency for repetition.
<b>Quality not quantity</b>	Remember it is the quality, not the quantity of your answers that is important. A few well-made relevant points will score more marks than a page of 'off-the-point' padding.
<b>Use key words and language</b>	The markers will have some key words or phrases in the back of their minds when they are reading your answers. Try to build these into your answers.
<b>Get the timing right</b>	Work out a time line for the exam and be aware of the suggested timing as described by the examiners for each section. Be sure to leave time for planning of your essays!

## YEAR 11 ATAR POLITICS AND LAW

### Interpreting questions

Account	Account for: state reasons for, report on. Give an account of; narrate a series of events or transactions.
Advise	Recommend or inform.
Analyse	Identify components and the relationship between them; draw out and relate implications.
Apply	Use, utilise, employ in a particular situation.
Argue	Make a case, based on appropriate evidence, for and/or against some point of view.
Assess	Make a judgement of value, quality, outcomes, results or size.
Calculate	Ascertain / determine from given facts, figures or information.
Choose (multiple-choice)	Decide or select the most suitable from a number of different options.
Clarify	Make clear or plain.
Classify	Arrange or include in classes / categories.
Comment on	Make reference to and expand upon.
Compare	Show how things are similar and different.
Complete	Finish an outlined task.
Consider	Reflect on and make a judgement / evaluation.
Construct	Make; build; put together items or arguments.
Contrast	Show how things are different or opposite.
Correlate	Demonstrate a mutual or complementary relationship.
Create	Make, invent something.
Critically (analyse / evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analyse / evaluate.
Debate	Develop a logical (sometimes persuasive) argument, giving differing views in response to a topic.
Deduce	Draw conclusions.
Define	State meaning and identify essential qualities.
Demonstrate	Show by example.
Describe	Provide characteristics and features.
Determine	Decide, find out.
Discuss	Identify issues and provide points for and / or against.
Distinguish	Recognise or note / indicate as being distinct or different from; note differences between.
Draw (diagrams etc.)	An instruction, as in draw a circle.
Evaluate	Make a judgement based on criteria; determine the value of.
Examine	Enquire into.

## YEAR 11 ATAR POLITICS AND LAW

### Interpreting questions

Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how.
Explore	Investigate, search for or evaluate.
Extract	Choose relevant and / or appropriate details.
Extrapolate	Infer from what is known.
Identify	Recognise and name.
Illustrate	Similar to 'explain' (see above), but requires the quoting of specific examples or statistics or possibly the drawing of maps, graphs, sketches etc.
Interpret	Draw meaning from.
Investigate	Plan, enquire into and draw conclusions from.
Justify	Support an argument or conclusion; give reasons for your statements or comments.
Label	Identify by placing a name or word used to describe the object or thing.
List	Provide a series of related words, names, numbers or items that are arranged in order, one after the other.
Name	Provide a word or term used to identify an object, person, thing, place etc. (something that is known and distinguished from other people or things).
Outline	Sketch in general terms; indicate the main features of.
Predict	Suggest what may happen based on available information.
Prepare	Take the necessary action to put something into a state where it is fit for use or action, or for a particular event or purpose.
Present (an argument)	Offer or convey something such as an argument or statement to somebody formally; a discussion that offers different points of view on an issue or topic; debate.
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action.
Recall	Present remembered ideas, facts or experiences.
Recommend	Provide reasons in favour.
Recount	Retell a series of events.
Respond to	Provide an answer, reply.
Select	Choose somebody or something from among several.
Show	Give information; illustrate.
Sketch	A picture or diagram that is done quickly, roughly; a brief outline.
State	Express the main points of an idea or topic, perhaps in the manner of 'describe' or 'enumerate'
Summarise	Express, concisely, the relevant details.
Synthesise	Put together various elements to make a whole; gather all ideas and combine them into a complex whole; combine all parts.



# Course and Assessment Timeline

T1	BEGINNING	TOPIC	ASSESSMENT
1	31/01/18	Introduction to Politics and Law (pp. 10-14) <ul style="list-style-type: none"> <li>▪ Principles of a democracy. equality of political rights</li> <li>▪ majority rule</li> <li>▪ political participation</li> <li>▪ political freedom</li> </ul>	
2	5/02/18	Structure of the Australian political and legal system The Three Arms of Government (pp. 14-16) <ul style="list-style-type: none"> <li>▪ Roles of the Legislative, Executive, Judicial branches of government.</li> <li>▪ Montesquieu Separation of Powers doctrine.</li> <li>▪ Good Governance (RAP)</li> <li>▪ Role of Government (RISES)</li> </ul>	
3	12/02/18	Democratic and Non-Democratic Government (pp. 18-23) <ul style="list-style-type: none"> <li>• Structures and processes of</li> <li>• One democratic political and legal system</li> </ul> One non-democratic political and legal system: Comparison country China/North Korea/Indonesia	
4	19/02/18	Limiting Government, Checking Government and Representation (pp. 34-53) <ul style="list-style-type: none"> <li>• Accountability of ministers, elections, standing orders, censure motions, rules of probity and propriety.</li> </ul>	1: Short Answer Test: structure of Australian Political/Legal system
5	26/02/18	Creating Australian Democracy (pp. 64-84) <ul style="list-style-type: none"> <li>• Key influences on the structure of the political and legal system in Australia                             <ul style="list-style-type: none"> <li>▪ the Westminster system of government</li> <li>▪ English common law</li> <li>▪ the American federal system</li> <li>▪ the Canadian federal system</li> <li>▪ the Swiss referendum process</li> </ul> </li> </ul>	
6	06/03/18	Federation and Federalism (pp.58-63) (pp. 87-96)	
7	12/03/18	Federalism and the Constitution (pp. 85-88 & 102-120)	2: Source Analysis: Federalism
8	19/03/18	Types of Laws (pp. 142-149) <ul style="list-style-type: none"> <li>▪ types of laws made by parliaments, courts and subordinate authorities</li> </ul>	
9	26/03/18	The Legislative Process (pp. 154-173) <ul style="list-style-type: none"> <li>▪ Legislative processes at the State <b>or</b> <u>Commonwealth levels</u></li> <li>▪ Contemporary issue involving legislative process: Foreign Fighters bill 2014/Senate reforms 2016</li> </ul>	

10	04/04/18	The Court hierarchy <ul style="list-style-type: none"> <li>Functions, purpose, jurisdiction of Magistrate, District, Supreme &amp; High court of Australia.</li> </ul>	3: Investigation – Research: Legislative process at the state/federal level
11	09/04/18	The Hierarchy of Courts and the doctrine of Precedent (pp.178-200)	

T2	BEGINNING	TOPIC	ASSESSMENT
1	30/04/18	Statutory Interpretation (pp. 202-207) Golden, mischief and literal rules of statutory interpretation	4: Investigation – Essay: Legislative process at state/federal level.
2	07/05/18	Key Civil Legal Processes (pp. 222-236) & Criminal Legal Processes (pp. 239-247) <ul style="list-style-type: none"> <li>Precedents, burden of proof, roles of members of the court.</li> <li>Balances of probabilities vs. beyond reasonable doubt.</li> <li>At least one contemporary issue (the last three years) involving the legislative process</li> <li>At least one contemporary issue (the last three years) involving the judicial process.</li> </ul>	
3	14/05/18	Key features of one non-common law system. <ul style="list-style-type: none"> <li>Case study: France</li> <li>Separation of Powers, roles/powers President, Supreme Court.</li> <li>Elections, impeachments, electoral rules.</li> </ul>	5: Explanation – Short Answer: Criminal/Civil legal proceedings
4	21/05/18	Key features of one non-common law system. <ul style="list-style-type: none"> <li>Case study: France</li> <li>Separation of Powers, roles/powers President, Supreme Court.</li> <li>Elections, impeachments, electoral rules.</li> </ul>	
5	28/05/18	Assessment Free Week - Revision	<b>Assessment Free Week</b>
6	5/06/18	<b>Exams</b>	6. Exams
7	11/06/18	<b>Exams</b>	
8	18/06/18	Exam Revision Political representation with reference to the role of political parties and pressure groups <ul style="list-style-type: none"> <li>Political party discussion (history/philosophies) Liberal/Labor/National/Green.</li> <li>Role of political parties.</li> </ul>	

9	25/06/18	<p>Role of pressure groups: Cases studies of GetUp &amp; Republican movement</p> <p>The Western Australian and Commonwealth electoral and voting systems since federation:</p> <ul style="list-style-type: none"> <li>▪ First past the post voting/Preferential/Proportional/Preferential Proportional.</li> </ul> <p>Advantages and disadvantages of the electoral and voting systems in Australia with reference to at least one recent (the last ten years) election</p> <p>Potential case studies: 2017 Labor landslide state election (Roe 8 discussion) 2016 Federal election.</p>	
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T3	BEGINNING	TOPIC	ASSESSMENT
1	17/07/18	<p>A recently implemented or proposed reform (the last ten years) to the electoral and voting systems in Australia:</p> <ul style="list-style-type: none"> <li>▪ Contemporary issue on representation. 2016 Senate Reforms by Liberal Party.</li> </ul> <p>The electoral and voting systems of another country: USA case study.</p> <ul style="list-style-type: none"> <li>▪ 2016 Trump/Clinton presidential race. Political mandates &amp; popular vote.</li> </ul>	7: Explanation – Essay: Electoral Systems
2	23/07/18	<p>Ways individuals, political parties and pressure groups can participate in the electoral processes in Australia</p> <ul style="list-style-type: none"> <li>• Voting in elections</li> <li>• Joining political parties, standing for elections, rules &amp; protocols.</li> <li>• Activism &amp; petitioning.</li> <li>• Creating political parties &amp; public political discussion.</li> </ul> <p>Voting Patterns and Behaviour in Australia (pp. 324-341)</p>	
3	30/07/18	<p>Pressure Groups and Elections (pp. 366-369)</p> <ul style="list-style-type: none"> <li>▪ ways individuals, political parties and pressure groups can participate in the electoral processes in Australia</li> </ul>	8: Source Analysis: Political Parties
4	06/08/18	Justice and Adversarial Trial (pp. 374-385)	9: Investigation – Research: Justice
5	13/08/18	<p>Justice and Adversarial Trial (pp. 374-385)</p> <p>Strengths and weaknesses of Western Australia's adversarial civil and criminal law processes</p> <ul style="list-style-type: none"> <li>▪ Contemporary issue on justice: Foreign Fighters bill &amp; Metadata laws.</li> </ul>	10: Investigation – Essay: Justice
6	20/08/18	Strengths and Weaknesses of Civil Law Processes (pp. 387-392)	

7	27/08/18	Strengths and Weaknesses of Criminal Law Processes (pp.393-413)	
8	03/09/18	A recently implemented or proposed reform (the last ten years) to the civil <b>or</b> criminal law process in Western Australia	
9	10/09/18	Contemporary Issues on justice and Representation	11: Explanation – Short Answer: Civil/Criminal law reform.
10	17/09/18	Strengths and Weaknesses of the processes and procedures of at least one non-common law system. Case study: USA	

T4	BEGINNING	TOPIC	ASSESSMENT
1	09/10/18	Revision	
2	15/10/18	Assessment Free Week - Revision	<b>Assessment-Free Week</b>
3	22/10/18	<b>Exams</b>	12. Exams
4	29/10/18	<b>Exams</b>	
5	06/11/18	Unit 1 & 2 Course Review.	