



Name _____

POLITICS AND LAW

Year 12 ATAR

Content

- Year 12 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 12 syllabus

SCSA Content

Rationale	1
Course outcomes	2
Organisation	3
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
Unit 3 – Political and legal power	6
Unit description	6
Unit content	6
Unit 4 – Accountability and rights	8
Unit description	8
Unit content	8
School-based assessment	10
Grading	11
Appendix 1 – Grade descriptions Year 12	12

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.

Copyright

© School Curriculum and Standards Authority, 2014. This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed. Copying or communication for any other purpose can be done only within the terms of the Copyright Act 1968 or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the Copyright Act 1968 or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons Attribution-NonCommercial 3.0 Australia licence

Cover Image: <https://www.peo.gov.au/multimedia/image-library/australias-parliament-house-il.html>

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 12 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 3 – Political and legal power

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

Unit 4 – Accountability and rights

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 3 – Political and legal power

Unit description

This unit examines various aspects of the political and legal system established by the Commonwealth Constitution (Australia), including the roles and powers of the legislative, executive and judicial branches of government, with a comparison to a non-Westminster system; the influence of individuals, political parties and pressure groups on the law making process of parliament and the courts; and the operation of federalism and the balance of power between the Commonwealth and the States in Australia.

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

Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12.

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

Political and legal systems

Essential to the understanding of political and legal power is the knowledge of responsible government, representative government, separation of powers, division of powers and Westminster conventions.

- legislative, executive and judicial powers with reference to the Commonwealth Constitution (Australia) **and** with comparison to one non-Westminster political and legal system
- functions of the Commonwealth Parliament in theory and in practice, including Sections 7, 24, 51, 53, and the decline of parliament thesis
- roles and powers of the Governor-General, including Sections 61, 62, 63, 64, 68, 28, 57, 72, and 'the 1975 crisis'
- roles and powers of the Prime Minister, Cabinet and the Ministry
- roles and powers of the opposition and the shadow ministry at the Commonwealth level
- political mandates in theory and in practice, including competing mandates
- lawmaking process in parliament and the courts, with reference to the influence of
 - individuals
 - political parties
 - pressure groups
- roles and powers of the High Court of Australia, including Sections 71, 72, 73, 75 and 76 with reference to at least one common law decision and at least one constitutional decision
- federalism in Australia with reference to
 - constitutional powers of State and Commonwealth parliaments, including exclusive, concurrent and residual powers, Sections 51, 52, 90, 107 and 109
 - financial powers of the Commonwealth Parliament, including taxation power, tied or special purpose grants, including Sections 51(ii), 87, 90, 92 and 96
 - change in the balance of power since federation, with reference to
 - financial powers, including vertical fiscal imbalance and horizontal fiscal equalisation, the Grants Commission

- referral of powers Section 51(xxxvii)
- the Council of Australian Governments (COAG)
- co-operative federalism as opposed to coercive federalism
- High Court of Australia constitutional interpretation, including external affairs power Section 51(xxix), corporations power Section 51(xx), and taxation powers
- formal and informal methods of constitutional change and their impact
 - referendums, including Section 128
 - High Court of Australia decisions
 - referral of powers
 - unchallenged legislation

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 reform proposal to change the Commonwealth Constitution (Australia), such as
 - the move to become a republic
 - reference to Indigenous Australians in the Commonwealth Constitution (Australia)
 - recognition of local government in the Commonwealth Constitution (Australia)

and

- at least one contemporary issue (the last three years) relating to political power .

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 4 – Accountability and rights

Unit description

This unit examines the structures, processes and procedures of accountability in relation to the legislative, executive and judicial branches of government in Australia; how rights are protected, and democratic principles can be upheld and/or undermined, in Australia and one other country; and the experience of a particular group with respect to their political and legal rights in Australia.

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 accountability and rights are the practices of governance, including participation, the rule of law, human rights, including civil, political, economic, social and cultural, open government, consensus, effectiveness, accountability, natural justice and equity.

- the accountability of the Commonwealth Parliament
 - through elections for the House of Representatives and the Senate
 - through the House of Representatives and Senate Privileges Committees
 - within the procedures and processes of the Parliament
 - through judicial review
- the accountability of the Executive and public servants
 - through collective and individual ministerial responsibility
 - through Senate Estimates and at least one other committee of the Commonwealth Parliament
 - through the Commonwealth Auditor General and the Administrative Appeals Tribunal (AAT)
 - through judicial review
- the extent of the accountability of the Governor-General and the Office of the Governor-General
 - through appointment
 - through removal
 - 'the 1975 crisis' and 'the Hollingworth affair'
- the accountability of the courts
 - through the appeals process
 - through parliamentary scrutiny and legislation
 - through transparent processes and public confidence
 - through the censure and removal of judges, including Section 72
- the ways human rights are protected in Australia, including in the Constitution, common law, statutory rights, and charter of rights, such as the *Charter of Human Rights and Responsibilities Act 2006* (Victoria) and the *Human Rights Act 2004* (Australian Capital Territory)
- the ways human rights are protected in one other country
- the status of international covenants, protocols and treaties in protecting human rights in Australia
- the ways in which Australia and one other country can both uphold and/or undermine democratic principles, with reference to
 - political representation
 - popular participation

- the rule of law
- judicial independence
- natural justice

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:

- the changing experience of a particular group with respect to their political and legal rights in Australia.

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 12

Type of assessment	Weighting
Investigation 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%
Short answer 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.	15%
Essay 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.	15%
Source analysis 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%
Examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	40%

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 3 and Unit 4.

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
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	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 12 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

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 12

A	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	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.

C	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.

D	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.

E	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 12 ATAR POLITICS AND LAW

Preparing for exams

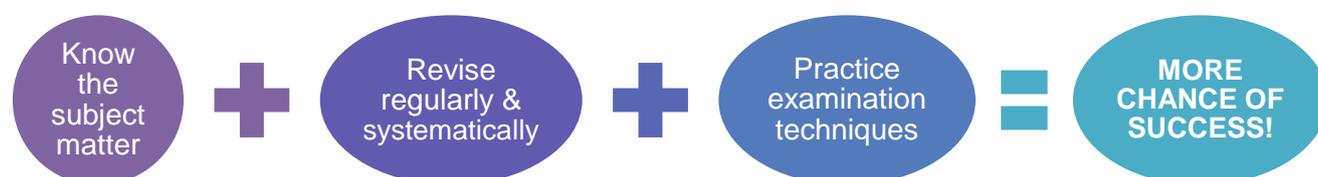
It is important to revise thoroughly for examinations. Trying to cram everything into a week is not really recommended! The actual strategy that you adopt is a matter of personal preference but there are a number of steps or tactics that work for many people.

Plan your time carefully	Plan your time carefully. You should create a revision timetable and stick to it.
Use simple goal setting techniques	Use simple goal setting techniques. Do not focus on studying the entire course. Give each day a different topic on which you would focus.
Clock on and off	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.
Use the syllabus dot points	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.
Keep rewriting and refining your notes	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.
Memory techniques	Work out ways of remembering key lists of information and practice them.
Use past papers	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.
Pick topics	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 12 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.



Answer the question	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.
Check what the examiner wants you to do	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.
Use 'see' paragraphs	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)
Don't rush into writing	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.
Quality not quantity	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.
Use key words and language	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.
Get the timing right	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 12 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 12 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.

YEAR 12 ATAR POLITICS AND LAW

Course and assessment matrix

Assessment Type	Required weighting	UNIT 3 Assessment Task	UNIT 3 Weighting	UNIT 4 Assessment Task	UNIT 4 Weighting	Totals
Investigation	10%	Task 3: Investigation Roles & Powers Governor General (Term 1 Week 5)	5%	Task 9: Protection of Human Rights (Term 3 Week 2)	5%	10%
Short Answer	15%	Task 1: Short Answer Test AUS/USA comparison (Term 4 Week 8 2017) Task 5: Short Answer Federalism (Term 1 Week 10)	5% 2.5%	Task 7: Short Answer Accountability Commonwealth Parliament (Term 2 Week 6) Task 11: Short Answer (Term 3 Week 9)	5% 2.5%	15%
Essay	15%	Task 4: Validation Essay Roles & Powers Governor General (Term 1 Week 7)	7.5%	Task 10: Validation Essay Protection of Human Rights (Term 3 Week 5)	7.5%	15%
Source Analysis	20%	Task 2: Source Analysis Decline of Parliament (Term 1 Week 4)	10%	Task 8: Source Analysis Accountability of Governor-General & Office (Term 2 Week 7)	10%	20%
Examinations	40%	Task 6: Semester 1 Exam Unit 3 (Term 2 Weeks 3 & 4)	15%	Task 12: Semester 2 Exam Unit 3 & 4 (Term 3 Weeks 9 & 10)	25%	40%
			45%		55%	100%

Course and Assessment Timeline

T4	BEGINNING	TOPIC	ASSESSMENT
1	06/11/17	<p>Political and legal systems</p> <ul style="list-style-type: none"> Legislative, executive and judicial powers with reference to the Commonwealth Constitution (Australia) and with comparison to one non-Westminster political and legal system. <p>Power, Accountability and Rights Textbook Chapter 1</p>	
2	13/11/17	<p>Political and legal systems</p> <ul style="list-style-type: none"> Legislative, executive and judicial powers of the Commonwealth of Australia Chapter summaries of the Australian Constitution. 	
3	20/11/17	<p>Political and legal systems</p> <ul style="list-style-type: none"> Similarities (legislative and judicial powers) and differences (especially executive powers and the checks and balances) between the two systems Legislative, executive and judicial powers of the United States of America Chapter summaries of the USA Constitution. 	
4	27/11/17	<p>Political and legal systems</p> <ul style="list-style-type: none"> Similarities (legislative and judicial powers) and differences (especially executive powers and the checks and balances) between the two systems Legislative, executive and judicial powers of the United States of America Review of both systems and Assessment. 	Task 1: Short Answer USA/AUS comparison.
T1	BEGINNING	TOPIC	ASSESSMENT
1	31/01/18	<p>Political and legal systems</p> <ul style="list-style-type: none"> Functions of the Commonwealth Parliament in theory and practice The decline of parliament thesis. Specific reference to constitutional sections: 7, 24, 51, 53. <p>Power, Accountability and Rights Textbook Chapter 2</p> <p>On-going: Contemporary Issue relating to Political Power</p> <p>On-going: Contemporary Issue relating to Legal Power</p>	
2	05/02/18	<p>Political and legal systems</p> <ul style="list-style-type: none"> Functions of the Commonwealth Parliament in theory and practice The decline of parliament thesis. 	

		<ul style="list-style-type: none"> ▪ Specific reference to constitutional sections: 7, 24, 51, 53. ▪ Give examples of specific bills passing both houses affirming the decline of parliament thesis, and examples against the thesis. 	
3	12/02/18	<p>Political and legal research skills</p> <ul style="list-style-type: none"> • Research and analysis • Communication <p>Begin research as material is covered in class</p> <p>Political and legal systems</p> <p>Roles and powers of the Governor-General, including Sections: 61, 62, 63, 64, 68, 28, 57, 72 and 'the 1975 crisis'</p> <p>Power, Accountability and Rights Textbook Chapter 3</p>	
4	19/02/18	<p>Political and legal research skills</p> <ul style="list-style-type: none"> • Research and analysis • Communication <p>Begin research as material is covered in class</p> <p>Political and legal systems</p> <p>Roles and powers of the Governor-General, including Sections: 61, 62, 63, 64, 68, 28, 57, 72 and 'the 1975 crisis'</p> <p>Political and legal systems</p> <ul style="list-style-type: none"> ▪ Roles and Powers of the Prime Minister, Cabinet & Ministry. 	Task 2: Source analysis – Functions of Parliament and Decline of Parliament Thesis.
5	26/02/18	<p>Political and legal systems</p> <ul style="list-style-type: none"> • Roles and Powers of the Prime Minister, Cabinet & Ministry. • Case studies <p>Power, Accountability and Rights Textbook Chapter 4</p> <p>Political and legal systems</p> <ul style="list-style-type: none"> • Roles and Powers of the opposition and the shadow ministry at the Commonwealth level. • Case Studies <p>Power, Accountability and Rights Textbook Chapter 5</p>	Task 3 Investigation – roles and powers of the Governor-General
6	05/03/18	<ul style="list-style-type: none"> • Political Mandates in theory and practice, including competing mandates. <p>Power, Accountability and Rights Textbook Chapter 6</p>	
7	12/03/18	<p>Political and legal systems</p> <p>Lawmaking process in the courts, with reference to the influence of</p> <ul style="list-style-type: none"> ▪ individuals ▪ political parties: major parties, minor parties, micro parties ▪ pressure groups <p>Power, Accountability and Rights Textbook Chapter 8</p>	Task 4 Validation essay roles and powers of the Governor-General

8	19/03/18	<p>Political and legal systems Roles and powers of the High Court of Australia, including Sections 71, 72, 73, 75 and 76 Common law decisions</p> <ul style="list-style-type: none"> the defence of qualified privilege: <i>Harbour Radio Pty Ltd vs Trad (2012) HCA 44</i> <i>Mabo vs Queensland (No 2) ('Mabo case') [1992] HCA 23; (1992) 175 CLR 1 (3 June 1992)</i> <p>Constitutional decisions</p> <ul style="list-style-type: none"> <i>JT International SA vs Commonwealth of Australia; British American Tobacco Australasia Limited & Ors vs Commonwealth of Australia (2012) HCA 30 Plain Packaging Act 2011 and Section 51(xxxi)</i> <i>New South Wales & Ors vs Commonwealth (2006) HCA 52 Work Choices legislation 2006 and Section 51(xx)</i> <p>Power, Accountability and Rights Textbook Chapter 8</p>	
9	26/03/18	<p>Political and legal systems Federalism in Australia</p> <ul style="list-style-type: none"> constitutional powers of the State and Commonwealth parliaments, including exclusive, concurrent and residual powers, Sections 51, 52, 90, 107, 109 financial powers of the Commonwealth Parliament, including taxation power, tied or special purpose grants, including Sections 51(ii), 87, 90, 92, 96 <p>Power, Accountability and Rights Textbook Chapter 9</p>	
10	02/04/18	<p>Political and legal systems Revision skills: Change in the balance of power since federation</p> <ul style="list-style-type: none"> financial powers, including vertical fiscal imbalance (VFI) and horizontal fiscal equalisation (HFE), the Grants Commission referral of powers Section 51(xxxvii) the Council of Australian Governments (COAG) co-operative federalism and coercive federalism High Court of Australia (HCA) constitutional interpretation <ul style="list-style-type: none"> Section 51(xxix) external affairs power Section 51(xx) corporations power, taxation power consequences for federalism in Australia 	Task 5: Short Answer – federalism in Australia 5%
11	09/04/18	<p>Political and legal systems Formal and informal methods of constitutional change and their impact</p> <ul style="list-style-type: none"> referenda, including Section 128: especially 1928, 1946, 1967, 1977, 1984, 1999 HCA decisions (see above) referral of powers Section 51(xxxvii) unchallenged legislation <p>Power, Accountability and Rights Textbook Chapter 10</p>	
T2	BEGINNING	TOPIC	ASSESSMENT
1	30/04/18	<p>Political and legal systems At least one <u>reform</u> proposal to the constitution.</p> <ul style="list-style-type: none"> Move to become a Republic Reference to Indigenous Australians in Commonwealth Constitution Recognition of local government in the Commonwealth. 	

2	07/05/18	Political and legal systems <ul style="list-style-type: none"> Unit 3 Revision. 	Assessment Free Week
3	14/05/18	EXAM WEEK	Exam (15%)
4	21/05/18	EXAM WEEK	
5	28/05/18	Accountability & Rights: The accountability of the Commonwealth Parliament <ul style="list-style-type: none"> Through elections for HOR & Senate Through the HOR and Senate Privileges Committee Within the procedures and processes of parliament Through Judicial Review. Power, Accountability and Rights Textbook Chapter 11	
6	04/06/18	Accountability & Rights: The accountability of the Executive and public servants through <ul style="list-style-type: none"> collective and individual ministerial responsibility in practice Senate Estimates and the Senate Legal and Constitutional Affairs Committee through the Commonwealth Auditor General and the Administrative Appeals Tribunal (AAT) through judicial review An overall review of the practices of governance in Australia Power, Accountability and Rights Textbook Chapter 12 & 13	Task 7: Short answer – accountability of the Commonwealth
7	11/06/18	Accountability & Rights: The accountability of the Executive and public servants through <ul style="list-style-type: none"> collective and individual ministerial responsibility in practice Senate Estimates and the Senate Legal and Constitutional Affairs Committee through the Commonwealth Auditor General and the Administrative Appeals Tribunal (AAT) through judicial review An overall review of the practices of governance in Australia Power, Accountability and Rights Textbook Chapter 12 & 13	
8	18/06/18	Accountability & Rights: The extent of the accountability of the Governor-General and the Office of Governor-General <ul style="list-style-type: none"> appointment process removal process 'the 1975 crisis' 'the Hollingsworth affair' Power, Accountability and Rights Textbook Chapter 13	
9	25/06/18	Accountability & Rights: The accountability of the courts (including judges) through <ul style="list-style-type: none"> the appeals process parliamentary scrutiny and legislation transparent processes and public confidence the censure and removal of judges, including Section 72 Power, Accountability and Rights Textbook Chapter 14	Task 8 Source Analysis – 1975 Crisis.

T3	BEGINNING	TOPIC	ASSESSMENT
1	16/07/18	<p>Accountability & Rights:</p> <p>The accountability of the courts (including judges) through</p> <ul style="list-style-type: none"> ▪ the appeals process ▪ parliamentary scrutiny and legislation ▪ transparent processes and public confidence <p>the censure and removal of judges, including Section 72</p> <p>Power, Accountability and Rights Textbook Chapter 14</p>	
2	23/07/18	<p>Accountability & Rights:</p> <p>Begin research as material is covered in class</p> <p>The ways human rights are protected in Australia</p> <ul style="list-style-type: none"> • the Commonwealth Constitution, explicit and implicit rights • common law rights, including • right of access to the courts • legal professional privilege • privilege against self-incrimination • freedom of speech and the press statutory rights, including Commonwealth and State discrimination laws; State (racial) vilification laws • charter of rights such as the <i>Charter of Human rights and Responsibilities Act 2006</i> (Victoria) and the <i>Human Rights Act 2004</i> (Australian Capital Territory) and their limitations in terms of protecting rights. <p>Power, Accountability and Rights Textbook Chapter 15</p>	Task 9 Investigation– Human Rights
3	30/07/18	<p>Accountability & Rights:</p> <p>Begin research as material is covered in class</p> <p>The ways human rights are protected in Australia</p> <ul style="list-style-type: none"> • the Commonwealth Constitution, explicit and implicit rights • common law rights, including • right of access to the courts • legal professional privilege • privilege against self-incrimination • freedom of speech and the press statutory rights, including Commonwealth and State discrimination laws; State (racial) vilification laws • charter of rights such as the <i>Charter of Human rights and Responsibilities Act 2006</i> (Victoria) and the <i>Human Rights Act 2004</i> (Australian Capital Territory) and their limitations in terms of protecting rights. <p>Power, Accountability and Rights Textbook Chapter 14</p>	
4	06/08/18	<p>Accountability & Rights:</p> <p>The ways human rights are protected in the USA</p> <p>Power, Accountability and Rights Textbook Chapter 16 & 17</p>	
5	13/08/18	<p>Accountability & Rights:</p> <p>The status of international covenants, protocols and treaties in protecting human rights in Australia</p> <ul style="list-style-type: none"> • the ICCPR (1984) and the extent of its application in Australia <p>Civil, political, economic, social and cultural rights in Australia: general meaning and examples of each type</p> <p>Power, Accountability and Rights Textbook Chapter 16 & 17</p>	Task 10 Validation Essay– Human Rights

6	20/08/18	<p>Accountability & Rights:</p> <p>The ways in which Australia and the USA can both uphold and/or undermine democratic principles, with reference to</p> <ul style="list-style-type: none"> • political representation • popular participation • the rule of law • judicial independence • natural justice <p>Power, Accountability and Rights Textbook Chapter 16 & 17</p>	
7	27/08/18	<p>Accountability & Rights:</p> <p>The changing experience of women with respect to their political and legal rights in Australia</p> <p>Power, Accountability and Rights Textbook Chapter 16 & 17</p>	Task 11: Short answer: changing political and legal rights for women in Australia
8	03/09/18	Unit 3 & 4 Revision.	Assessment Free
9	10/09/18	Exam Week	Exam 25%
10	17/09/18	Exam Week	
T4	BEGINNING	TOPIC	ASSESSMENT
1	08/10/18	Revision	
2	15/10/18	Revision	
3	23/10/18	WACE Exams	
4	30/10/18	WACE Exams	
5	5/11/18	WACE Exams	
6	12/11/18	WACE Exams	