# Pre-approved Learning and Assessment Plan

Stage 1 Legal Studies (from 2021)

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  | **2021** | **1** | **L** | **E** | **S** | **10** |  |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

Stage 1 Legal Studies

# Assessment overview

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria. For a 10-credit subject, students should provide evidence of their learning through three assessments. Each assessment type should have a weighting of at least 20%.

Assessment Type 1:Analytical Response – 30%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| UA | AE | CC |
| **Focus Area 1: Law and Communities**  **Sources Analyses**  Students will be provided with a range of sources that relate to **Focus Area 1: Law and Communities**. Sources presented to the students may take different forms, such as newspaper articles, podcasts, news reports, or cartoons.  Students will be presented with a range of questions that will require the students to:  - analyse the sources  (communicate the context, purpose, language)  - compare the sources  (similarities, differences, form of the source)  - evaluate the reliability and/or credibility of the  source  -apply their understanding of the relationship between the sources, a concept (or concepts) and Focus area 1 | 1 | 1 | 1,2 | Assessment Type 1 Analytical response: Sources Analyses  Length: 1200 words maximum/7 minute presentation/Equivalent multimodal  Time allocation: 8 hours class time plus homework outside of class. |

Assessment Type 2: Inquiry- 30%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| UA | AE | CC |
| **Focus Area: Young People and the Law***In response to* ***one*** *of the big questions, students inquire in depth into a current legal issue within the context of the focus area.*  **Big questions**  ***Are young people adequately protected by legislation?*** OR  ***Is justice the same for all people regardless of age, ethnicity or gender?*** OR  ***A question as negotiated with the teacher.***  Students should utilise case studies to demonstrate their knowledge and may focus on Australian legislation, state legislation or international treaties that Australia is a party to.  Students may choose to investigate a range of issues, such as drugs and young people, vandalism, child abuse, parental responsibility, shoplifting, health, work, and under-age drinking.  Students must include a relevant media article as a resource, and include a diversity of views and recommendations for action and/or changes to legislation. Students are required to use in-text referencing and compile either a reference list or bibliography (teacher discretion) | 1,3 | 1,2 | 1,2 | Task Type: Written Formal Argument or other mode as negatiated  Length: 1200 words maximum/ 7 minute presentation/ Equivalent multimodal  Time allocation: 12 hours of class time plus homework time outside of class |

Assessment Type 3: Presentation – 40%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| UA | AE | CC |
| **Focus Area: Justice and Society**  **Mock Closing Argument**  Working in teams of 2-4, students will be provided with information relating to a mock trial. Each team will be allocated a side to present (prosecution/plaintiff or defendant) and required to consider the evidence to write a mock closing argument. Each student will present their argument to a chosen audience (negotiated with the teacher), but will be able to collaborate with others to edit and draft their work.  Individually, students will prepare relevant documents (such as referee statements, police forms etc.) to demonstrate their understanding of the topic ***Justice and Society.***  **Reflection**  Students complete an individual reflection that considers their collaborative skills and what they learnt as a member of a team. Students will be presented a range of questions to consider in their reflection. Examples include   * significance of what they learnt in terms of the personal and social capability * legal perspectives gained * how they worked to support the ideas of others * how they attempted to overcome any problems. | 1,2 | 1 | 1,2,3 | Task Type: Collaborative Presentation  Length: 7 minute maximum presentation/Reflection 500 words maximum  Time allocation: 16 hours of class time |

*Three assessments. Please refer to the Stage 1 Legal Studies subject outline.*