# Pre-approved Learning and Assessment Plan

Stage 2 Legal Studies

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 (20) |
|  |  |  | **2021** | **2** | **L** | **E** | **G** | **20** |  |

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 |  |

# Assessment overview

Stage 2 Legal Studies

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.

Assessment Type 1: Folio– weighting 40%

The combined folio assessments should be a maximum of 4000 words if written, or the equivalent in 24 minutes in oral or multimodal form.

 At least one folio assessment must be conducted under direct supervision. A minimum of one task must correspond to the Option study of choice.

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| UA | AE | C |
| Source analysis – sources of law  Students respond to a range of sources related to legal principles and processes in a specific context. | 1,2 | 1 |  | Supervised task completed during one lesson.  Short answer questions. |
| High Court case analysis – sources of law  Students locate and select a case of their choice that has been decided by the High Court in the past 12 months. Students analyse:   * The competing tensions that brought the case to the High Court * The outcome of the case and the reasoning of the court * The impact of the judgment on the Australian legal system and wider community * How the case illustrates/links to at least one of the four legal concepts   Students also evaluate the role of the High Court and conclude the extent to which a just outcome was achieved.  Students use primary sources, such as the judgement, and secondary sources such as legal commentary about the judgment and acknowledge sources appropriately. | 1,3 | 1,2 | 1 | Max 1000 words or equivalent multimodal format |
| Can you prove it? – dispute resolution  Students analyse a legal problem and evaluate whether a prosecution could, or is likely to, succeed with consideration to:   * Burden and standard of proof * Elements to prove * Applicable statute and case law * Features and processes of the adversary system, including the rules of evidence | 2 | 1,2 | 1 | Max 1000 words or equivalent multimodal format by negotiation |
| Legal developments (can relate to one or more focus areas)  Students investigate four legal developments of their choice during one term. These could include the introduction of new laws, changes to existing laws, parliamentary debates, criminal/civil legal disputes etc The legal concepts selected must cover the four legal concepts.  For each legal development, students:   * Select and appropriately acknowledge relevant sources * Apply relevant legal principles and processes * Analyse and evaluate how the legal developments relate to legal concepts | 2,3 | 1 | 1 | Max 1000 |

Assessment Type 2: Inquiry – weighting 30%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| UA | AE | C |
| Students pose a question that encourages consideration of a range of competing perspectives or arguments. In developing their response, students research a legal issue in depth; providing relevant and appropriate acknowledgment of sources; synthesizing and analysing information and opinions, and where appropriate, offering actions for change and or recommendations. | 1,2,3 | 1,2 | 1 | A maximum of 2000 words if written, and a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form. |

Assessment Type 3: Examination– weighting 30%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| UA | AE | C |
| Part A: Sources Analyses  Part B: Extended Response |  |  |  | 130-minute external e-exam  Part A: 60 minutes  Part B: 60 minutes |

*Please refer to the Stage 2 Legal Studies subject outline.*