PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 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 (10 or 20) |
|  |  |  |  | **1** | **L** | **E** | **G** | **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 (10-credits)

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.

| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- | --- |
| **KU** | **I** | **E** | **C** |
| **Assessment Type 1: Folio**  **Weighting 50%** | **Media Study**  Students critique an aspect/issue related to study of the Australian legal system, e.g. an aspect/issue raised through viewing a film such as *12 Angry Men*, or a contemporary issue in the media in relation to the Australian legal system. Students use legal terminology to convey comprehensive knowledge, understanding and evaluation of: the values inherent in law; the nature and operation of the law; and opposing arguments to reach an informed conclusion. | 3 |  | 1, 2 | 1 | Written: maximum of 800 words |
| **Mind Map**  Students select a media article/item that relates to an Australian legal issue. They prepare a mind map by hand or using mind-mapping software that uses legal terminology to convey:   * the source of material using appropriate referencing * an article summary including key personnel * the relationship to different sources of law in the Australian legal system | 2 | 1 |  | 2, 3 | Mind or concept map format preferably usingmind mapping software. |
| **Test**  Students complete an open book test, selecting questions from a choice of topics 1, 3, 4 and/or 9. They demonstrate knowledge and understanding of the legal rights and responsibilities of individuals and groups in Australian society and the different sources of law in the Australian legal system. Students analyse legal scenarios and evaluate aspects of the Australian legal system. | 1, 2, 3 |  | 2 | 2 | 60 minute supervised task in class. |
| **Assessment Type 2: Issues Study**  **Weighting 30%** | **Research Task**  Students investigate a current legal issue, submit and refer to a relevant media article, and draft a bill to introduce a new law in regard to the issue. The submission includes an ‘Explanatory Memorandum’ in support of the Bill, and some dot points for debate in opposition to the Bill.  The memo and oppositional debate are presented to the class. Students may undertake the issues study as a collaborative activity; however, each student must present work that is demonstrably his or her own. | 1 | 1 | 1 | 1, 2, 3 | Maximum of 6 minutes for an oral presentation or the equivalent in multimodal form. |
| **Assessment Type 3: Presentation**  **Weighting 20%** | **Role Play**  Students work as individuals or in a small group. They select from a range of part-scripted scenarios to plan, further develop, and then participate in a role play of a court hearing. This could be presented for a negotiated audience. Students include a perspective of equity or cultural inclusivity. | 4 | 1 |  | 1, 2 | Presentation, including some oral by each student, of planned court hearing for a maximum of 6 minutes. |

***Four or five assessments.*** *Please refer to the Legal Studies subject outline.*