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%** | **Oral Presentation**  Students select ***one*** high profile crime to analyse and produce an **oral response** (either spoken directly or pre-recorded via communications technology such as *Audacity*) to the following questions:   * What crime was committed? * What legislation covers this offence and what penalties are prescribed? * What was the direct effect on the victim and what were the indirect or long-term effects? * What was the outcome of the legal process for the offender? * Do you think the outcome was fair? Give a point of view from both sides. | 1, 2, 3 | 1 | 1 | 1, 2, 3 | Oral Presentation  5 minutes maximum |
| **Brochure**  After visiting the CAA Youth Court virtual tour and responding to a Youth Justice Police Officer, students:  Produce a **brochure** which provides information of the following:   * + - Explain whether or not you think the experience of a family conference will be beneficial or counter-productive for each of: the young offender (and family), the victim (and family) and the community.     - Explain how the impact might be different for young people from different cultural backgrounds. | 4 |  | 1, 2 | 1, 2 | Brochure  800 words maximum |
| **Oral Presentation**  After gathering sentencing information during a visit to the District Court students:   * Listen to the (fictitious) sentencing submissions read out by the prosecution and the defence, and take notes * Referring to the appropriate law (e.g. Criminal Law Consolidation Act) and s10 of the Sentencing Act, students present their own judgment, giving what they think to be a suitable penalty, including convictions, suspended sentences, fines, good behaviour periods and imprisonment as appropriate and be prepared to respond to questions. | 1, 3 |  | 1 | 1, 2 | Oral Presentation  5 minutes maximum |
| **Assessment Type 2: Issues Study**  **Weighting 30%** | **Poster**  Students choose a recent high profile criminal case and using the media, the internet and other sources, produce a **poster** that includes:   * The facts of the case (including timeline and relevant law) * Media analysis (of at least one media piece in terms of bias or purpose) * Wider impact (family and community) * The penalty (judge’s decision) * Values – their own and the community’s opinions and the values inherent in the Australian legal system * Recommendation/findings (should the law be changed or applied differently?). | 3 | 1 | 1 | 1, 2, 3 | A3 sized Poster  1000 words maximum |
| **Assessment Type 3: Presentation**  **Weighting 20%** | **Role Play**  Working in small groups, select one of the scenarios about a guilty plea in the Magistrates court.  Prepare and present a mock hearing which includes:   * relevant documents (such as referee statements, police complaint) * statements made by the police prosecutor, the defendant and/or their lawyer * the magistrate’s summing up and decision | 2 | 1 |  | 1,2 | Role Play  6 minutes maximum |

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