# 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.

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **L** | **E** | **G** | **20** |  |

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

|  |
| --- |
| 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.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Legal Studies – 20 credits

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 50%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | I | AE | C |
| Federation task  Students have the opportunity to demonstrate knowledge, skills, and conceptual understanding in relation to the following:   * the factors leading to and shaping Australia’s emergence as a Federation * the Constitution of Australia and its functions * the federal nature of Australia’s institutions of government.   Students read the source material and respond to the related questions. | 1,2 |  | 1,2,3 | 1,2 | 35-minute written task under supervised conditions. |
| ALS media analysis  Students select *one* recent high profile case from the media and discuss the following:   * What was the issue for the legal system and the parties involved? * Why did the case attract public interest? * Do the media reports tell the whole story? * Is it good for our society that the media is allowed to present ‘news’ in ways which try to influence the reader?   Students compare the rights of the individual, the publisher and the community. | 1,2,3 | 1,2 | 1,2 | 1,2 | Direct or pre-recorded oral presentation.  Maximum of 5 minutes in duration. |
| Justice and disputes essay  Students attend sessions in the Magistrates Court and the District or Supreme Court and observe processes discussed in class. Class discussion is then based on the following questions:   * Are all parties always treated fairly? * What aspects of the dispute settlement processes have the potential to advantage or disadvantage different groups or individuals? Why? * What has been done to overcome any inequality? What else could be done?   Students then write an essay entitled, “Does the Australian legal System provide justice for all? | 1,2,3 |  | 1,2 | 1 | Essay completed in class. Maximum 600 words. |
| Comparison of lawmaking  Students write an evaluation of lawmaking by Parliament compared to lawmaking by the Executive. | 2 | 1 | 1,2,3 | 1 | Essay is completed as an assignment up to a maximum 600 words.  Students should use examples to illustrate their discussion and provide appropriate acknowledgement of sources. |
| Inquisitorial/adversarial debate  Working in groups, students use a range of sources to prepare a table of typical processes in both adversarial and inquisitorial systems.  Students then take part in a round-table discussion of the relative merits of each system.  Each student then writes an individual conclusion with their own justified opinion. | 1,2,3 | 2 |  | 1,2,3 | Students are assessed through their collaborative work and their ability to communicate using legal terminology.  Written responses are produced in class during one lesson. |
| Sources analysis  Students are given a number of articles dealing with an issue arising out of Australian individuals and organisations being involved in the international arena as well as links to DFAT website documents.  They select one issue and describe what aspects of the issue are covered by Australian Law, what international agreements are involved, and the background to these agreements.  Students give an opinion on the issue and make recommendations if appropriate. | 1,2,3 | 1,2 | 1,2,3 | 1,2,3 | The assignment should be a maximum of 600 words if written or a maximum of 5 minutes for an oral presentation, or the equivalent in multimodal form. |

Assessment Type 2: Inquiry – weighting 20%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | I | AE | C |
| Student choice  Students respond to a legal issue by researching, synthesising and analysing information and opinions. The issue must have been of public interest in the last twelve months, have legal aspects, and relate to the topics of this subject. The assessment involves inquiry and requires the students to come to one or more recommendations or conclusions. | 1,2,3 | 1,2 | 1,2,3 | 1,2,3 | The report should be a maximum of 1500 words, or a maximum of a 10 minute oral or equivalent in multi modal.  Students should provide appropriate acknowledgement of sources. |

Assessment Type 3: Examination – weighting 30%

|  |  |
| --- | --- |
| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| External Assessment | *Students undertake a 2-hour external e-examination that is divided into two parts:*  *There will be 2 sections in the exam:*  *Part A: Short Responses (45 marks)*  *Part B: One extended Response. (30 marks).* |

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