

**UNIT OUTLINE**

Year: 11/12 Accreditation: T/A

Timetable Period: Semester 1 2021

Classroom Teacher: Leica Burt

Executive Teacher: Andraya Stapp-Gaunt/Jane Watson

|                      |                                     |                              |                          |
|----------------------|-------------------------------------|------------------------------|--------------------------|
| <b>Course Title</b>  | Legal Studies                       | <b>Course Code:</b>          | 4513 (T) 4514 (A)        |
| <b>Semester Unit</b> | Unit 3 Law, Government and Society  | <b>Unit Value &amp; code</b> | 1.00<br>45886(T) 5871(A) |
| <b>Term Unit (a)</b> | Unit 3a Law, Government and Society | <b>Unit Value &amp; code</b> | 0.5<br>45887(T) 5872(A)  |
| <b>Term Unit (b)</b> | Unit 3b Law, Government and Society | <b>Unit Value &amp; code</b> | 0.5<br>45888(T) 5873(A)  |

**Specific Unit Goals:**

Understand the legal system and the significance of the rule of law  
Investigate, analyse, and communicate relevant information and issues

**Content Summary:**

Teachers will select appropriate topics, depending on the interests and composition of the class.

Overview of Political and Legal System

Politics (political parties, power of states/federal, media bias, community consultation)

Court systems

Vulnerable People

Birth, life and death

Rights and freedoms

**Assessment:**

| TASK           | DUE DATE | WEIGHTING |
|----------------|----------|-----------|
| Research essay | Week 5   | 30%       |
| Exam           | Week 9   | 20%       |
| Campaign       | Week 15  | 30%       |
| In class-essay | Week 17  | 20%       |

**SPECIFIC ENTRY & EXIT REQUIREMENTS FOR TERM UNITS:**

This is a Semester Unit, students wishing to enter or exit after the end of term must have the change approved by the Academy Executive Leader and need to complete 50% of the assessment

**ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT**

Students will be assessed on the degree to which they demonstrate:  
knowledge and understanding  
skills.

**Attendance and Participation**

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled unless there is due cause and adequate

documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

### **Completion of Assessment Items**

Students are expected to substantially complete and submit all assessment items. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence. To meet the minimum assessment requirements of a unit, a student must substantially complete and submit at least 70% of the total assessment. However, the principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied.

### **Late Submission of Assessment Tasks (Non-Test Tasks)**

Students are encouraged to submit work on time as this is a valuable organisational skill and a key tenet of assessment condition standardisation. Students are also encouraged to complete work, even if it is late, as soon as possible after the due date. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due time and date. Unless otherwise stipulated, the due time is 4.00pm for the physical submission of assessment and 11:59pm for the digital submission of assessment, on the due date.
- Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission.
- Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a penalty of 35% or the notional zero is reached. If an item is more than 7 days late, it receives the notional zero score (Refer to 4.3.11 Notional Zeros). Submission on weekends or public holidays may not be acceptable if a physical submission is required. This should be clearly stipulated to students.
- Where marks are not awarded, and a grade only is given for an assessment task, teachers will take into account the extent to which students have demonstrated their ability to complete and submit the task by the due date (taking into account any extensions granted) in awarding the grade.
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students. Work not submitted by the time marked work is returned to other students may be declared as 'Not submitted'.

Students should be made aware in writing if this will be less than 7 days after the due date and any granted extensions. The policy is to be stated on assessment tasks and drawn to the attention of students.

### **Notional Zeros**

Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero. Note: if the lowest genuine score is zero, the notional zero is zero.

### **Cheating and Dishonest Practice**

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Plagiarism is the copying, paraphrasing, or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work. Examples of plagiarism could include, but are not limited to:

- submitting all or part of another person's work with/without that person's knowledge
- submitting all or part of a paper from a source text without proper acknowledgement
- copying part of another person's work from a source text, supplying proper documentation, but leaving out quotation marks
- submitting materials which paraphrase or summarise another person's work or ideas without appropriate documentation
- submitting a digital image, sound, design, photograph, or animation, altered or unaltered, without proper acknowledgement of the source.

### **Right to Appeal**

The ACT system operates a hierarchy of reviews and appeals:

- Student seeks review from teacher regarding assessment task mark/grade, unit score, unit grade, course score
- Student seeks review from head of department, if required following review by teacher
- Student appeals to her/his college principal for a review of college assessment relating to assessment task grade/mark, unit grade, unit score, course score, penalty imposed for breach of discipline in relation to assessment
- Student, who has been through the college appeal process, may appeal to the Board against the college procedures by which the appeal decision was reached.

**Further information on relevant BSSS policies can be found here:**

[http://www.bsss.act.edu.au/\\_data/assets/pdf\\_file/0004/479803/P\\_and\\_P\\_Manual\\_2021\\_v4.pdf](http://www.bsss.act.edu.au/_data/assets/pdf_file/0004/479803/P_and_P_Manual_2021_v4.pdf)

| Week   | Dates | Content   | General Info                                | Assessment     | Weight |        |
|--|-------|---|---|----------------|--------|--------|
| 1  | 1/2   | Introduction  |   |                |        | TERM 1 |
| 2  | 8/2   | <ul style="list-style-type: none"> <li>• What is law?</li> <li>• Rules legal/nonlegal</li> <li>• Legal system principles</li> <li>• How laws are made</li> <li>• What makes an effective law?</li> <li>• Statute law and parliament</li> </ul>  |   |                |        |        |
| 3  | 15/2  |   |   |                |        |        |
| 4  | 22/2  |   | AAA emailed                                 |                |        |        |
| 5  | 1/3   |   | Tuesday 2/3<br>Moderation<br>Day/AST Trials | Drafts         |        |        |
| 6  | 8/3   | <ul style="list-style-type: none"> <li>• Types of law</li> <li>• The Courts</li> <li>• Courts meaning</li> <li>• Politics</li> <li>• Revision</li> </ul>  | Canberra Day 8/3                            | Essay          | 30%    |        |
| 7  | 15/3  |   | SPR's emailed                               |                |        |        |
| 8  | 22/3  |   |   |                |        |        |
| 9  | 29/3  |   |   | Exam           | 20%    |        |
| <b>Holidays 5<sup>th</sup> April – 16<sup>th</sup> April</b> |       |   |   |                |        |        |
| 11   | 19/4  | <ul style="list-style-type: none"> <li>• Social issues developing a campaign: <ul style="list-style-type: none"> <li>○ Social media</li> <li>○ Alcohol</li> <li>○ Mobile phones</li> <li>○ Freedoms</li> <li>○ Young people</li> <li>○ Climate change</li> <li>○ Immigration</li> </ul> </li> </ul> |   |                |        | TERM 2 |
| 12   | 26/4  |   |   |                |        |        |
| 13   | 3/5   |   |   |                |        |        |
| 14   | 10/5  |   | AAA emailed                                 | Drafts         |        |        |
| 15   | 17/5  |   | SPR's emailed                               | Campaign       | 30%    |        |
| 16   | 24/5  |   |   |                |        |        |
| 17   | 31/5  | <ul style="list-style-type: none"> <li>• Law reform</li> <li>• revision</li> </ul>  |   |                |        |        |
| 18   | 7/6   |   |   | In-class essay | 20%    |        |
| 19   | 14/6  |   |   |                |        |        |
| 20   | 21/6  |   |   |                |        |        |

## Achievement Standards for Legal Studies T Course Year 12

|                                    | <i>A student who achieves an A grade typically</i>  | <i>A student who achieves a B grade typically</i>   | <i>A student who achieves a C grade typically</i>  | <i>A student who achieves a D grade typically</i>  | <i>A student who achieves an E grade typically</i>  |
|------------------------------------|---|---|--|--|---|
| <b>Knowledge and understanding</b> | <ul style="list-style-type: none"> <li>critically analyses the structures, institutions, processes and practices of Legal Studies and evaluates the interrelationship between the Legal Studies and society</li> <li>critically analyses legal concepts and principles and evaluates their significance locally, nationally and globally</li> <li>critically analyses the nature and purpose of law and evaluates the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and discusses values and attitudes</li> <li>critically analyses types and forms of power as used by individuals, groups or countries and evaluates representations and interpretations to explain legal issues</li> <li>synthesises and analyses a variety of viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to legal systems</li> </ul> | <ul style="list-style-type: none"> <li>analyses the structures, institutions, processes and practices of Legal Studies and explains the interrelationship between the Legal Studies and society</li> <li>analyses legal concepts and principles and explains their significance locally, nationally and globally</li> <li>analyses the nature and purpose of law and explains the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and describes values and attitudes</li> <li>analyses types and forms of power as used by individuals, groups or countries and explains representations and interpretations to explain legal issues</li> <li>compares and analyses viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to legal systems</li> </ul> | <ul style="list-style-type: none"> <li>explains the structures, institutions, processes and practices of Legal Studies and describes the interrelationship between the Legal Studies and society</li> <li>explains legal concepts and principles and describes their significance locally, nationally and globally</li> <li>explains the nature and purpose of law and describes the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts and outlines values and attitudes</li> <li>explains types and forms of power as used by individuals, groups or countries and describes representations and interpretations of legal issues</li> <li>compares and explains viewpoints, ideas and decisions to present an understanding that individuals and groups can influence the stability of, and changes to legal systems</li> </ul> | <ul style="list-style-type: none"> <li>describes the structures, institutions, processes and practices of Legal Studies with some reference to the interrelationship between the Legal Studies and society</li> <li>describes legal concepts and principles with some reference to their significance locally, nationally and globally</li> <li>describes the nature and purpose of law with some reference to the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts</li> <li>describes types and forms of power as used by individuals, groups or countries and describes representations and interpretations of legal issues</li> <li>describes viewpoints, ideas and decisions and makes some reference to how individuals and groups can influence the stability of, and changes to legal systems</li> </ul> | <ul style="list-style-type: none"> <li>identifies the structures, institutions, processes and practices of Legal Studies with some little or no reference to the interrelationship between the Legal Studies and society</li> <li>identifies legal concepts and principles with little or no reference to their significance locally, nationally and globally</li> <li>identifies the nature and purpose of law with little or no reference to the significance of ideas, movements, events and developments in personal, cultural, social and historical contexts</li> <li>identifies types and forms of power as used by individuals, groups or countries with little or no reference to representations and interpretations of legal issues</li> <li>identifies viewpoints and ideas with little or no reference to how individuals and groups can influence the stability of, and changes to legal systems</li> </ul> |
| <b>Skills</b>                      | <ul style="list-style-type: none"> <li>evaluates information to draw evidence based conclusions to solve problems</li> <li>constructs logical, reasoned and convincing arguments to thoroughly justify valid conclusions, decisions judgments and recommendations</li> <li>analyses and reflects with insight on ethical, social and environmental implications and consequences of legal practices in different contexts</li> <li>develops focus questions to frame an inquiry and conducts comprehensive research using a wide range of sources and methods</li> <li>communicates complex ideas with coherent and sustained arguments in a variety of forms and mediums with analysis of evidence, detailed annotations, using appropriate language and accurate referencing</li> </ul>   | <ul style="list-style-type: none"> <li>analyses information to draw evidence based conclusions to solve problems</li> <li>constructs convincing arguments to justify valid conclusions, decisions judgments and recommendations</li> <li>analyses with insight on social, and environmental implications and consequences of legal practices in different contexts</li> <li>develops focus questions to frame an inquiry and conducts research using a range of sources and methods</li> <li>communicates complex ideas and coherent arguments in a variety of forms and mediums using appropriate evidence, language and accurate referencing</li> </ul>   | <ul style="list-style-type: none"> <li>interprets information to draw evidence based conclusions to solve problems</li> <li>constructs arguments to justify conclusions, decisions judgments and recommendations</li> <li>explains social, and environmental implications and consequences of legal practices in different contexts</li> <li>develops focus questions for an inquiry and conducts research using sources and methods</li> <li>communicates ideas and arguments in a limited range of forms and mediums using appropriate evidence, language and accurate referencing</li> </ul>  | <ul style="list-style-type: none"> <li>describes information with some relationship to the problem being addressed</li> <li>constructs arguments with some reference to conclusions, decisions judgments and recommendations</li> <li>describes some social, and environmental consequences and implications of legal practices in familiar contexts</li> <li>uses inquiry questions to conduct research derived from sources</li> <li>communicates ideas and arguments in a limited range of forms and mediums with referencing</li> </ul>  | <ul style="list-style-type: none"> <li>describes information with little or no relationship to the problem being addressed</li> <li>constructs arguments with little or no reference to conclusions, decisions judgments and recommendations</li> <li>identifies minimal social, and environmental consequences of legal practices in familiar contexts</li> <li>uses inquiry questions to conduct research</li> <li>communicates limited ideas and information with minimal referencing</li> </ul>   |

## Achievement Standards for Legal Studies A Course Year 12

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| <b>Skills</b>                      | <ul style="list-style-type: none"> <li>analyses information to draw evidence based conclusions to solve problems</li> <li>constructs logical, reasoned and convincing arguments to thoroughly justify valid conclusions, decisions judgments and recommendations</li> <li>develops focus questions to frame an inquiry and conducts comprehensive research using a wide range of sources and methods</li> <li>communicates complex ideas with coherent and sustained arguments with analysis of evidence, detailed annotations, using appropriate language and accurate referencing</li> </ul> | <ul style="list-style-type: none"> <li>interprets information to draw evidence based conclusions to solve problems</li> <li>constructs convincing arguments to justify valid conclusions, decisions judgments and recommendations</li> <li>develops focus questions to frame an inquiry and conducts research using a range of sources and methods</li> <li>communicates complex ideas and coherent arguments using appropriate evidence, language and accurate referencing</li> </ul>             | <ul style="list-style-type: none"> <li>interprets information to draw conclusions to solve problems</li> <li>constructs arguments to justify conclusions, decisions judgments and recommendations</li> <li>develops focus questions for an inquiry and conducts research using sources and methods</li> <li>communicates ideas and arguments using appropriate evidence, language and accurate referencing</li> </ul>   | <ul style="list-style-type: none"> <li>interprets information with some relationship to the problem being addressed</li> <li>constructs arguments with some reference to conclusions, decisions judgments and recommendations</li> <li>uses inquiry questions to conduct research derived from sources</li> <li>communicates ideas and arguments with referencing</li> </ul>  | <ul style="list-style-type: none"> <li>describes information with little or no relationship to the problem being addressed</li> <li>constructs arguments with little or no reference to conclusions, decisions judgments and recommendations</li> <li>uses inquiry questions to conduct research</li> <li>communicates limited ideas and information with minimal referencing</li> </ul>   |

