



**THE RIVERS**  
SECONDARY COLLEGE  
RICHMOND RIVER HIGH CAMPUS

*The heart of secondary education for Lismore*

**Subject: Legal Studies**

**Head Teacher: Mr Selwood**

**Date Issued: 8<sup>th</sup> February 2019**

**Weighting: 35%**

**Due Date: 2<sup>nd</sup> April 2019 by 9.10am**

**Task Number: 1**

**OUTCOMES - A student:**

P1- identifies and applies legal concepts and terminology

P2- describes the key features of Australian and international law

P3- describes the operation of domestic and international legal systems

P4- discusses the effectiveness of the legal system in addressing issues

P6- explains the nature of the interrelationship between the legal system and society

P8- locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents

**TASK DESCRIPTION:**

Essay response of 1600-2000 words

'Laws need to change if justice is to be achieved for the individual and society'.

- i) Evaluate this statement with reference to how effectively the law deals with young people.
- ii) Make reference to any media coverage of the law and young people.
- iii) Propose and discuss two law reforms that might be made so that the law more effectively achieves justice for young people.

In your answer you should identify the issue to be examined in response to the question and:

- Evaluate the effectiveness of the current law in achieving justice for young people
- Support your evaluation by referring to Acts, cases and media articles.
- Discuss the arguments for and against two changes which could be made to achieve greater justice

**ASSESSMENT CRITERIA:**

In your answer, you will be assessed on your ability to:

- Demonstrate an understanding of relevant legal information and issues
- Support your answer with analysis of relevant legislation, media reports, current criminal statistics and other sources
- Present a detailed, well-structured argument in answer to the question of 1500-2000 words
- Use appropriate legal vocabulary

CRITERIA	MARK/GRADE
<p><b>Outstanding</b> – Extensive knowledge, understanding and skills are displayed through a response which:</p> <ul style="list-style-type: none"> <li>• Presents a coherent, balanced argument drawing on analysis of a variety of relevant legislation, media reports, current crime statistics and other sources</li> <li>• Uses a variety of factors to evaluate the effectiveness of the law in achieving justice, both for individuals and the society</li> <li>• Comprehensively discusses two proposed law reforms</li> <li>• Incorporates a range of appropriate domestic legal vocabulary</li> </ul>	25-30
<p><b>High</b> – Thorough knowledge, understanding and skills are displayed through a response which:</p> <ul style="list-style-type: none"> <li>• Presents a well-structured argument supported by some analysis of a range of relevant legislation, media reports, current crime statistics and other sources</li> <li>• Uses a number of factors to evaluate the effectiveness of the law in achieving justice both for individuals and the society</li> <li>• Clearly discusses at least one proposed law reform and outlines another law reform</li> <li>• Uses a range of appropriate domestic legal vocabulary</li> </ul>	20-24
<p><b>Sound</b> – Satisfactory knowledge, understanding and skills are displayed through a response which:</p> <ul style="list-style-type: none"> <li>• Presents a basic argument supported by some reference to relevant legislation, media reports, current crime statistics and/or other sources</li> <li>• Uses one or more factors to evaluate the effectiveness of the law in achieving justice</li> <li>• Outlines two proposed law reforms</li> <li>• Uses a limited range of domestic legal vocabulary appropriately</li> </ul>	15-19
<p><b>Basic</b> – Elementary knowledge, understanding and skills are displayed through a response which:</p> <ul style="list-style-type: none"> <li>• Presents an elementary description with limited reference to legislation, media reports, current crime statistics OR other sources</li> <li>• Makes a general evaluation of the effectiveness of the law</li> </ul>	9-14

<ul style="list-style-type: none"> <li>• Outlines one proposed law reform.</li> <li>• Uses a limited range of legal vocabulary</li> </ul>	
<p><b><i>Limited – Students do not reach minimum requirements for this task, through a response which:</i></b></p> <ul style="list-style-type: none"> <li>• Little or no description and reference to legislation, media reports, current crime statistics OR other sources</li> <li>• Little or no evaluation of the effectiveness of the law</li> <li>• Little or no reference to any proposed law reforms.</li> <li>• Little or no range of legal vocabulary</li> </ul>	1-8
<ul style="list-style-type: none"> <li>• <b><i>Late submission – no misadventure</i></b></li> <li>• <b><i>Assessment not submitted</i></b></li> </ul>	Parental notification

**TEACHER COMMENT:**