



# LEGAL AND POLITICAL STUDIES

## COURSE FRAMEWORK

### INTRODUCTION

Course Frameworks provide the essential basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

The *Legal and Political Studies* Course Framework has been informed by *the Statement on Studies of Society and Environment for Australian schools* and *the ACT Curriculum Framework on Studies of Society and Environment* and takes into consideration *the Statement on technology for Australian schools?*

It is not the principal intention of Legal and Political Studies to prepare students for entry to tertiary law courses. Rather it is aimed at assisting individuals to develop the knowledge, the thinking and practical skills, and the attitudes and values, which will enhance their awareness and ability to participate actively as more informed, proactive and critical members of our democratic society. Students are encouraged to understand the impact of the law, legal system and legal processes in their daily lives. It is this immediacy on students' lives that should promote and motivate students to make constructive assessments and informed commentaries on the law, its system and processes, from practical and constructively critical social perspectives.

### RATIONALE

*“In the 21<sup>st</sup> century, significant issues face individuals in Australian society. Many are of a legal and political nature. It is significant that it is in these areas of the curriculum that any recent developments have taken place in Australian States. Courses in areas such as politics, constitutional studies and legal studies seem to have captured the hearts and minds of curriculum writers as well as senior students seeking to expand and develop their ‘life skills’.*

*Members of society need to be better informed of their legal positions, rights and responsibilities. They need to investigate and understand the reasons for, and be able to contribute to, constructive criticism and reform of a legal and political system that regulates their daily lives. Citizens who are informed of their basic rights, obligations and duties will be more likely to question constructively and help improve those laws, institutions and legal processes, than those who remained unconcerned or ill-informed.*

*Year 11 and 12 students will be better able to recognise legal situations and issues that arise in their everyday lives. These situations and issues often have legal and social implications that affect the rights and obligations of themselves and other community members. An outcome of this course of study is that students will understand the*

*historical and social factors that have led society to regulate certain activities within it. Students need knowledge to formulate an understanding of the legal and political frameworks which help regulate and shape our society, to formulate their personal views of the world and to understand the ways the social order affects their world.”*

*Queensland Board of Senior Secondary School Studies, Legal Studies Senior Syllabus 2001.*

*“Legal and Political Studies responds to the agreed national goals for schooling in Australia with particular reference to:*

- the capacity for, and skills in, analysis and problem solving and the ability to communicate ideas and information, to plan and organise activities and to collaborate with others*
- the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice, and the capacity to make sense of their world, to think about how things got to be the way they are, to make rational and informed decisions about their own lives and to accept responsibility for their own actions*
- become active and informed citizens with an understanding and appreciation of Australia's system of government and civic life*
- understand and acknowledge the value of cultural and linguistic diversity, and possess the knowledge, skills and understanding to contribute to, and benefit from, such diversity in the Australian community and internationally.”*

*The Adelaide Declaration on National Goals for Schooling in the Twenty-First Century.*

## **GOALS**

Course Framework Goals focus on the essential things that students should know and be able to do as a result of studying any course in this subject area. They are **intended student outcomes**.

All courses based on this Course Framework should enable students to:

- know the basic structure, operation and function of the Australian legal and political systems
- appreciate and understand the Aboriginal and Torres Strait Islander cultures and customary laws
- appreciate and understand the influence of individual cultures and societies on legal, political and social systems
- recognize a diverse range of international and domestic situations, which have legal and political implications
- encourage an understanding of legal and political rights, responsibilities and awareness of available services
- understand law and politics over time as both emerging from and having an influence upon society in regard to increasingly complex legal, social, and political issues
- use rational and objective methods as well as qualitative and subjective judgements when examining social, political and legal issues.

## **GUIDE TO THE SELECTION OF CONTENT**

Courses developed under this Framework will provide details of course content through the component units of the course. While this content will differ according to the particular course classification (M, A or T), all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

### **Essential concepts and skills**

All courses developed under this Framework will be based on the essential concepts and skills inherent in the subject area, as outlined below.

The key concepts and content identified below define the broad, essential elements of the subject area and are a focus for development of all courses based on the Framework.

The essential concepts of Legal Studies include:

- substantive law
- procedural law
- historical and philosophical basis of law.

The essential concepts of Political Studies include:

- institutions, organisations and participants
- international and national systems
- contemporary political and social issues.

## **VOCATIONAL COURSES**

There are currently no vocational courses under this Course Framework.

## **RELATIONSHIP TO KEY COMPETENCIES**

A number of work-related competencies have been accepted at national level as being important for all young Australians.

These are:

- Collecting and analysing information (KC1)
- Communicating ideas and information (KC2)
- Planning and organizing activities (KC3)
- Working with others in teams (KC4)
- Using mathematical ideas and techniques (KC5)
- Solving problems (KC6)
- Using technology (KC7)

Teachers are encouraged to incorporate these competencies into their courses.

## ACROSS CURRICULUM PERSPECTIVES

Nine Across Curriculum Perspectives have been identified by the Department of Education and Training as important societal and educational issues which cross curriculum boundaries. The Board has adopted these perspectives for inclusion where possible in courses of study at senior secondary level. These perspectives are:

- Aboriginal and Torres Strait Islander Education
- Australian Education
- Environment Education
- Gender Equity
- Information Access
- Language for Understanding
- Multicultural Education
- Special Needs Education
- Work Education

Details about the Across Curriculum Perspectives and advice on how to use them are available at <http://www.decs.act.gov.au/publicat/acpframeworks.htm>.

## PEDAGOGY

### Learning Principles

The following *Learning Principles* have been developed by the BSSS Secretariat to support ACT senior secondary curriculum.

Learning is a complex process of constructing and applying knowledge and of developing and applying skills. This set of learning principles is premised on the belief that learning is a partnership between students and teachers, that all students are able to learn and that teachers are responsible for advancing student learning.

1. Learning builds on existing knowledge, understandings and skills.  
(*Prior knowledge*)
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.  
(*Deep knowledge and connectedness*)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.  
(*Metacognition*)
4. Learners' sense of self and motivation to learn affect learning.  
(*Self-concept*)
5. Learning needs to take place in a context of high expectations.  
(*High expectations*)

6. Learners learn in different ways and at different rates.  
(*Individual differences*)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.  
(*Socio-cultural effects*)
8. Learning is a social and collaborative function as well as an individual one.  
(*Collaborative learning*)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.  
(*Explicit expectations and feedback*)

## **Teaching Strategies**

Course developers are encouraged to outline teaching strategies that are grounded in the Learning Principles. Teaching strategies that are particularly relevant and effective in Legal and Political Studies include:

### **Legal case method**

Individual legal cases (real or fictitious) could be presented to show how legal principles can be developed and applied. Students should examine the facts, issues and arguments, decisions and their reasons, and the implications of a case.

### **Case study**

The case study approach uses the legal case method approach, but usually examines several cases over time to establish the circumstances leading to the development of the law or legal precedents. Case studies provide opportunities to develop research skills and techniques to a high degree.

### **Mock trials**

Mock trials provide students with opportunities to experience the roles of court personnel and to understand court procedures. Students can progress from simple role-playing involving court personnel, to working from a prepared written script through to a spontaneous response in which students prepare a case, from gathering facts and presenting the case through to the final decision.

### **Role-playing and simulations**

Role-play and various simulations add reality to legal situations within the classroom. Students can record and later examine their simulation of legal conflicts as they further develop their legal knowledge.

### **Debates and discussions**

Debates and discussions provide means for students to express and argue their points of view about legal issues and conflicts. Students should be encouraged to contribute, listen carefully, and present logical arguments.

## **Visits and investigations within the community**

All students should have the opportunity to visit the court and examine its activities first hand. After suitable preparation (e.g. mock trials/moots), students should be able to identify court personnel and understand the function and flow of court procedures.

Fieldwork sites could also include police stations, legal aid offices, lawyers' offices, offices of the local council or member of Parliament, Parliament House, Titles Office, government and other offices associated with the law.

Students could present oral reports of their visits.

## **Interviews and surveys**

It is beneficial for students to gain information from outside the classroom, in either the school or local community. Students can develop a wide variety of skills and abilities through construction and use of surveys and questionnaires, by interviewing people, and by sampling, collecting, analysing and presenting information relevant to the area they are researching. Students could deliver oral presentations of their survey results.

## **Statistics and data analysis**

Statistics in a variety of formats are available through government authorities and other research institutions. Data are useful for developing research skills and showing trends over time.

## **Displays**

Students could prepare posters, collages, pamphlets or websites outlining the facts, issues and court decisions used in legal cases. Such non-verbal presentations could be displayed in the library or a community location to increase awareness and encourage responses from other interested individuals or groups. Displays could be prepared individually or in groups. This could be an excellent activity for a 'law week' program.

## **Work experience**

Students may be working and have valid learning experiences in this environment, e.g. Work Cover, workplace health and safety, anti-discrimination legislation.

## **Specialist speakers and lectures**

Visiting speakers and lectures for specific topics provide students with opportunities to examine specialist issues. Students should develop relevant questions to ask visiting speakers. A student interview panel could help collect and focus students' comments and arguments to the speaker.

## **Collection and interpretation of newspaper and journal articles**

Students may use this activity when investigating issues.

## **Audiovisual and television**

Audiovisual aids and televised material could also provide a focus and stimulus for student discussion and debate.

## Using the Internet

Students are encouraged to use the Internet, not only as a resource to access information, but also to establish networks where they can learn to work in a team through active participation.

## ASSESSMENT

The purpose of including assessment task types (with examples of tasks) and assessment criteria in Course Frameworks is to provide a common and agreed basis for the collection of evidence of student achievement. This collection of evidence enables a comparison of achievement within and across colleges, through moderation processes. This enables valid, fair and equitable reporting of student achievement on the Year 12 Certificate.

**Assessment tasks** elicit responses that demonstrate the degree to which students have achieved the goals of a unit (and the course as a whole).

**Assessment Task Types** (with **weightings**) group assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks.

**Assessment Criteria** (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

**Assessment Rubrics** draw on the general course framework criteria to develop assessment criteria for a task type and a continuum, which indicates levels of student performance against each criterion.

## Legal Assessment Task Types

Task types	Test	Written	Open Response
	Unit test Topic test Document Study	Research Assignment. Argumentative comparative essay. Report Biography Identification activity. In Class writing.	Mock Trial Oral Moot Dispute resolution Presentation Debates Seminar Monologue Dialogue Interview Models Websites In Class writing
Weighting in A/T courses 1.0 - Legal	40 - 60%	20 - 40%	20 - 40%
Weighting in A/T courses 0.5 - Legal	40 - 60%	30 - 50%	10 - 20% Optional Task
Weighting in A/T Research Unit 0.5 – Legal		40 - 60%	40 - 60%

## Politics Assessment Task Types

Task types	Test	Written	Open Response
	Unit test Topic test Document Study	Research Assignment. Argumentative comparative essay. Report Biography. Identification activity. In Class writing.	Mock Trial Oral Moot Dispute resolution Presentation Debates Seminar Monologue Dialogue Interview Models Websites In Class writing
Weighting in A/T courses 1.0 - Politics	20 - 60%	20 - 40%	20 - 40%
Weighting in A/T courses 0.5 - Politics	20 - 60% Optional Task	30 - 50%	30 - 50%
Weighting in A/T Research Unit 0.5 – Politics		40 - 60%	40 - 60%

### Please Note:

- A full standard (1.0) unit must include a minimum of 4 assessment tasks with a minimum of 1 from each task type.
- A half standard (0.5) unit must include a minimum of 2 assessment tasks. (see preceding tables for specific details)

### Notes on Task Types

<b>Type 1</b>	Formal test conditions apply to Type 1 Tasks.
<b>Type 2</b>	The task must allow students to present cohesive, extended argument, incorporating in-depth analysis and evaluation in an open book or research situation.
<b>Type 3</b>	This list is indicative but not exhaustive.

## Assessment Criteria

The following criteria for assessment and reporting of student achievement are a focus for assessment and reporting in all courses based on this Course Framework. Criteria are the dimensions of quality that teachers look for in evaluating student work. Over a course of study, these criteria must be used by teachers to assess student performance, but not all criteria need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Students will be assessed on the degree to which they demonstrate:

- knowledge and application
- critical analysis
- effective communication
- range of inquiry skills
- creative appraisal

## Relating Assessment Task Types and Assessment Criteria to the Course Framework Goals

The congruence between goals, assessment task types (the evidence) and the assessment criteria (the basis for judging the evidence) is vital in teaching and learning. The following table(s) show these relationships.

Goals	Assessment Criteria	Assessment Tasks
All Goals may be applied across the Assessment Tasks	<ul style="list-style-type: none"><li>• Knowledge and application</li><li>• Critical analysis</li><li>• Effective communication</li><li>• Range of inquiry skills</li></ul>	Test
All Goals may be applied across the Assessment Tasks	<ul style="list-style-type: none"><li>• Knowledge and application</li><li>• Critical analysis</li><li>• Effective communication</li><li>• Range of inquiry skills</li></ul>	Written
All Goals may be applied across the Assessment Tasks	<ul style="list-style-type: none"><li>• Knowledge and application</li><li>• Critical analysis</li><li>• Effective communication</li><li>• Range of inquiry Skills</li><li>• Creative appraisal</li></ul>	Open response

## Assessment Rubrics

Generic assessment rubrics have been developed for all of the Task Types and are included as Appendix A.

## ACHIEVEMENT STANDARDS

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A-E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the **system grade descriptors** which describe generic standards of student achievement across all courses.

### Unit Grade Descriptors for A Courses

Grade	Descriptor
A student who achieves the grade <b>A</b> typically	<ul style="list-style-type: none"><li>• Makes apt and thoughtful application of information from sources.</li><li>• Appreciates differences in perspective, argues a case or is imaginative where appropriate.</li><li>• Is coherent and articulate in communication.</li></ul>
A student who achieves the grade <b>B</b> typically	<ul style="list-style-type: none"><li>• Accesses relevant information from obvious sources.</li><li>• Shows comprehension of key issues, recognising differences in perspective.</li><li>• Is coherent in communication.</li></ul>
A student who achieves the grade <b>C</b> typically	<ul style="list-style-type: none"><li>• Produces outcomes, which are heavily reliant on a single source, partially identifies differences in values with simple comprehension of the range of possibilities.</li><li>• Is generally coherent in simple analysis or response.</li></ul>
A student who achieves the grade <b>D</b> typically	<ul style="list-style-type: none"><li>• Responds to sources and concepts with variable accuracy and limited comprehension of values.</li><li>• Reflecting some use of relevant materials.</li><li>• Communicating adequately in structured or guided forms.</li></ul>
A student who achieves the grade <b>E</b> typically	<ul style="list-style-type: none"><li>• Accesses relevant sources when assisted and records and repeats given information.</li><li>• Showing limited comprehension of values and key concepts.</li></ul>

## Unit Grade Descriptors for T Courses

Grade	Descriptor
A student who achieves the grade <b>A</b> typically	<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive knowledge of concepts &amp; issues at a complex level, can apply these to unfamiliar contexts.</li> <li>• Ability to work independently, critically analyse &amp; synthesise ideas, consider alternative approaches &amp; explanations.</li> <li>• Demonstrates precise use of terminology and constructs a sophisticated and logical argument.</li> <li>• Consults widely using a variety of sources; well-structured, well-referenced written communication.</li> <li>• Demonstrates the facility to respond empathically to issues with vitality and imagination.</li> </ul>
A student who achieves the grade <b>B</b> typically	<ul style="list-style-type: none"> <li>• Demonstrates a sound knowledge of most concepts and issues and can apply these to some unfamiliar contexts.</li> <li>• Ability to work independently; to critically analyse ideas and consider alternative approaches and explanations.</li> <li>• Demonstrates competent use of terminology and constructs a logical argument.</li> <li>• Consults using a variety of sources; generally well-structured, well-referenced written communication.</li> <li>• Demonstrates the facility to respond empathically to issues with imagination.</li> </ul>
A student who achieves the grade <b>C</b> typically	<ul style="list-style-type: none"> <li>• Demonstrates an essential knowledge of most concepts and issues and can apply these to familiar contexts.</li> <li>• Ability to work under general instruction and occasional supervision, considers some alternative approaches.</li> <li>• Demonstrates use of most terminology and can construct a basic argument.</li> <li>• Consults obvious sources, attempts referencing.</li> <li>• Demonstrates the facility to respond to issues with some empathy and limited imagination.</li> </ul>
A student who achieves the grade <b>D</b> typically	<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of key concepts and issues with limited application in familiar contexts.</li> <li>• Ability to work under general instruction &amp; regular supervision.</li> <li>• Demonstrates limited use of terminology and can construct a basic argument.</li> <li>• Consults obvious sources.</li> <li>• Responds to issues with some imagination.</li> </ul>
A student who achieves the grade <b>E</b> typically	<ul style="list-style-type: none"> <li>• Demonstrates a few basic concepts and issues with limited application.</li> <li>• Ability to work under specific instruction and constant supervision.</li> <li>• Demonstrates very limited use of terminology.</li> <li>• Consults obvious sources on occasion.</li> <li>• Responds to issues with limited imagination.</li> </ul>

## **MODERATION**

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

### **The Moderation Model**

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grade Descriptors for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for T courses.

### **Moderation by Structured, Consensus-based Peer Review**

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the Unit Grade Descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

### **Preparation for Structured, Consensus-based Peer Review**

Towards the end of each year, for each M, A and T course offered by the school, the Semester 2 assessment portfolios of a sample of Year 11 students, each typical of the required Unit Grade Descriptor, are sent to the ACTBSSS Secretariat. This material is considered at the first moderation day in March of the following year.

Towards the end of semester 1 each year, the same requirement applies for the Semester 1 assessment portfolios of a sample of Year 12 students. This material is considered at the second moderation day in August of the same year.

## **The College Course Presentation**

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- A folder containing supporting documentation as requested by the Board Secretariat through memoranda to colleges.
- A set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the unit grade decision has been made is to be included in the student review portfolios. Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

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<http://www.statusguo.org/index.html>

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<http://curriculum.edu.au/democracy>

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The Justice System on Trial, Video Education Australasia, Bendigo, 1998.

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We're All Independent Now, Marcom Project, Loganholme, 1995.

## **CD ROMS**

Academic Assessment Items Legal Studies Series 1 to 4 Questions and Suggested Solutions, [www.academicai.com.au](http://www.academicai.com.au), [info@academicai.com.au](mailto:info@academicai.com.au)

HSC Course Third Edition (textbook comes with CD), Heinemann Legal Studies, Michael Brogan, Wayne Gleeson, Tony Foley, Veronica Siow, Therese Egsak, [www.hi.com.au](http://www.hi.com.au)

## **Web sites**

### **Legal Research**

Australian Legal Information Institute (AustLII)

<http://www.austlii.edu.au/>

Law for You

<http://www.law4u.com.au>

(good general material; AFL and the law)

### **Legislation**

Australian Legal Information Institute (AustLII) – List of databases

<http://www.austlii.edu.au/databases.html>

Commonwealth Hansard

<http://www.hansard.aph.gov.au/>

Parliament of Australia

<http://www.aph.gov.au>

### **Courts**

Family Court of Australia

<http://familycourt.gov.au/>

Federal Court of Australia

<http://www.austlii.edu.au/au/other/fca>

High Court

<http://www.highcourt.gov.au>

(students) <http://www.whcourt.gov.au>

(access to [supremecourt.vic.gov.au](http://supremecourt.vic.gov.au))

### **Legal publishers**

Australian Government Printing Service

<http://www.agps.gov.au/>

Australian Tax Practice

<http://www.atp-online.com.au/>

Butterworths

<http://www.butterworths.com.au/>

CCH Australia Limited

<http://www.cch.com.au/>

Computer Law Services

<http://www.cls.com.au/>

Goprint

<http://www.goprint.qld.gov.au/>

Law Book Company

<http://www.lbc.com.au/>

## **Law Journals**

Australian Electronic Law Journal

<http://www.nla.gov.au/oz/ausejour/law.html>

Legal Electronic Journals

[http://www.library.usyd.edu.au/Guides/Law/lig\\_journal.html#journals](http://www.library.usyd.edu.au/Guides/Law/lig_journal.html#journals)

UK Law Journals

<http://elj.warwick.ac.uk/journals/juk>

## **Law Societies and associations**

England and Wales Law Society

<http://www.lawsoc.org.uk/>

Foundation Law

<http://www.fl.asn.au/>

Foundation Law – list of legal organisations and associations

<http://www.fl.asn.au/organisations/>

Law Council of Australia

<http://lawsocnsw.asn.au/gps/index.htm>

Law Institute of Victoria

<http://www.liv.asn.au/>

Law Society of New South Wales

<http://lawsocnsw.asn.au/>

Law Society of New Zealand

<http://www.nz-lawsoc.org.nz/>

Law Society of South Australia

<http://www.lssa.asn.au/>

Law society of Western Australia

<http://www.lawsocwa.asn.au/>

Legal Information Institute of New Zealand (LINZ)

<http://www.liinz.org.nz/>

Queensland Law Society

<http://www.qls.qld.com.au>

Queensland Society for Computers and the Law

<http://qscl.org.au/>

## **Government Departments**

Australian Electoral Office

<http://www.aec.gov.au>

Australian Government

<http://www.austli.edu.au>

Australian State Governments

<http://www.nla.gov.au/oz/gov/state/html/>

Australian Taxation Office

<http://www.ato.gov.au>

Commonwealth Government Entry Point (departments and agencies)

<http://www.fed.gov.au/>

Federal Government Agencies

<http://www.n/a.gov.au/oz/gov/federal.ht>

Parliamentary Education Office

<http://peo.aph.gov.au/secstd>

<http://peo.aph.gov.au/primstuds>

## **Tribunals and Commissions**

AustLII – list of databases

<http://www.austlii.edu.au/databases.html>

Australian Competition and Consumer Commission

<http://www.accc.gov.au/>

Australian Law Reform Commissions

<http://www.alrc.gov.au/>

Australian Securities and Investment Commission

<http://www.asic.gov.au/>

Criminal Justice commission (CJC)

<http://www.cjc.qld.go.au/>

## **Australian Libraries**

Australian National University, Dept of Political Science

<http://www.anu.edu.au/polsci>

Australian Parliamentary Library

<http://www.aph.gov.au/library/>

National Library of Australia

<http://www.nla.gov.au/>

University of Sydney Library

<http://www.law.usyd.edu.au/~library/>

## **Online Newspapers**

Australian Newspapers

<http://www.news.com.au/>

Global Index of Online Newspapers

<http://www.webwombat.com.au/intercom/newsprs/>

## **Legal Search Engines**

LawRunner: A Legal Research Tool

<http://lawrunner.com/>

Law Society Online: Legal Resources

<http://www.lawsocnsw.asn.au/resources/>

Law Society Online: Internet Links

<http://www.lawsocnsw.asn.au/resources/links/>

FindLaw: International Legal Resources

<http://www.findlaw.com/>

Meta-Index for Legal Research

<http://gsulaw.gsu.edu/metaindex/>

Web Wombat Australian Law Sites

<http://www.webwombat.com.au/intercom/lawsites/index.htm>

## **Organisations**

Attorney-General's Department (Commonwealth)

Robert Garran Offices

National Circuit

Barton ACT 2600

Tel: (02) 6250 6666

Fax: (02) 6250 5900

Website: <http://www.law.gov.au>

Australian Bureau of Statistics

Information Enquiries

PO Box 796

Sydney NSW 1041

Tel: (02) 9268 4111

Fax: (02) 9268 4668

Website: <http://www.abs.gov.au>

Australian Federal Police

68 Northbourne Avenue

Canberra ACT 2601

PO Box 401

Canberra City ACT 2601

Tel: (02) 6256 7777

Website: [www.afp.gov.au](http://www.afp.gov.au)

Australian Law Reform Commission

Level 10 Piccadilly Tower  
13 Castlereagh Street  
Sydney NSW 2000  
Tel: (02) 9284 6333  
Fax: (02) 9284 6363  
Website: <http://www.alre.gov.au>

Council for Aboriginal Reconciliation  
<http://www.austlii.edu.au/car/>

Family Court of Australia  
570 Bourke Street  
Melbourne VIC 3000  
Tel: (03) 9604 2900  
Fax: (03) 9670 4253  
Website: <http://www.familycourt.gov.au>

Family Court of Australia  
Cnr Childers Street and University Avenue  
GPO Box 9991  
Canberra ACT 2601  
DX Box : DX 5652 Canberra  
Tel: (02) 6267 0511  
Fax: (02) 6257 1586

Ombudsman – Commonwealth (for Commonwealth departments, defence and tax)  
National Office & Australian Capital Territory  
Level 6, 1 Farrell Place  
Canberra City ACT 2600  
GPO Box 442  
Canberra ACT 2601  
Tel: (02) 6276 0111  
Fax: (02) 6249 7829  
Website: [www.ombudsman.gov.au](http://www.ombudsman.gov.au)

## **COURSE FRAMEWORK DEVELOPERS**

### **2004 Course Framework Development Group**

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This group gratefully acknowledges the work of previous groups who developed and revised the Legal Studies Course Frameworks.

## Appendix A1 STANDARD GRADE DESCRIPTORS: LEGAL STUDIES T UNITS

GRADE	A STUDENT WHO ACHIEVES THIS GRADE				
CRITERIA	A	B	C	D	E
<b>RANGE OF INQUIRY SKILLS</b>	Shows initiative, makes informed choices, and demonstrates an acute awareness of bias and perspective. Shows a confident, accurate and sophisticated grasp of information drawn from a variety of sources.	Shows initiative, makes informed choices, and demonstrates an awareness of bias and perspective. Shows an accurate grasp of information drawn from a variety of sources.	Makes informed choices, and demonstrates awareness with an accurate grasp of information drawn from a variety of sources.	Responds to obvious features or differences in sources. Produces limited summaries or descriptions from sources.	Relies on a single source.
<b>KNOWLEDGE AND APPLICATION</b>	Students demonstrate comprehensive understanding and highly effective use, of terms, concepts and principles.	Students demonstrate substantial understanding, and effective use of terms, concepts and principles.	Students demonstrate satisfactory understanding, and make use of terms, concepts and principles.	Students demonstrate basic understanding, and make limited use of terms, concepts and principles.	Students demonstrate some understanding, and make minimal use of terms, concepts and principles.
<b>CRITICAL ANALYSIS</b>	Argues a strong case based on critical analysis utilising a balanced argument addressing key themes and perspectives.  Articulates concisely a selection of sources with discrimination.	Argues a valid case based on the analysis of different perspectives, themes and arguments.  Makes effective use of a broad selection of sources.	Argues a valid case based on a simple analysis of sources  Accesses and refers to relevant sources.	Describes or imitates relevant but received points of view.  Makes comparison of sources but is descriptive rather than analytical.	Repeats received points of view.  Achieves partial application or duplicates sources.
<b>EFFECTIVE COMMUNICATION</b>	Communicates concisely with technical accuracy, clarity, vitality and maturity of expression.  Demonstrates high levels of organisation and exemplary application of style and structure.  Communicates findings definitively, with a sure sense of audience.	Communicates accurately and fluently, demonstrating firmly established control of the technical aspects of language.  Achieves effective organisation of ideas, showing skilful grasp of style and structure.  Communicates findings with clarity and independence, and a sure sense of audience.	Communicates with generally accurate and purposeful expression with satisfactory control of the technical aspects of language.  Writes purposefully and with a sense of appropriate style and structure.  Communicates personal perspectives with a sense of audience.	Communicates with partial use of the technical aspects of language.  Achieves partial organization of ideas with some sense of appropriate style.  Communicates with a limited sense of audience or personal perspective.	Communicates with little control of technical aspects.  Employs an inappropriate style or structure.  Communicates with a limited sense of audience.
<b>CREATIVE APPRAISAL</b>	Is concise and well focused with a vital and assured delivery; establishing a positive and confident command of technique.  Sustains an imaginative or stimulating presentation through flexible and expert management.	Is concise and focused in delivery; establishing a strong command of technique.  Sustains a creative or stimulating presentation through flexible management.	Is focused in delivery; establishing a satisfactory technique..  Sustains a satisfactory presentation with some use of creativity and management.	Maintains some degree of focus and technique.  Delivers a partial presentation with little creativity.	Delivery is poorly focused, with little use of technique.  Little or no presentation.

## Appendix A2 STANDARD GRADE DESCRIPTORS: LEGAL STUDIES A UNITS

GRADE	A STUDENT WHO ACHIEVES THIS GRADE				
CRITERIA	A	B	C	D	E
<b>RANGE OF INQUIRY SKILLS</b>	Shows initiative, makes accurate choices and displays a detailed familiarity with key sources.  Is accurate, systematic and attentive to detail in a variety of sources.	Demonstrates a practical grasp of key sources and recognizes differences in perspectives.  Generally accurate in drawing information from several sources.	Responds to and makes use of obvious features in sources.  Produces generally accurate descriptions from sources.	Produces incomplete or inconsistent information from sources; or relies on a single source.	Relies on received information.
<b>KNOWLEDGE AND APPLICATION</b>	Identifies and applies key elements of essential sources, making effective use of evidence and legal principles.  Argues a valid case based on the detailed analysis of several sources.	Accesses and refers to key sources, making use of evidence and legal principles.  Argues a valid case based on the essential analysis of sources.	Makes some comparison of sources but is descriptive rather than analytical.  Describes or imitates given information.	Achieves partial application or duplicates sources.  Describes or imitates relevant but received points of view.	Requires assistance in analysis.  Achieves little application of legal principles.
<b>CRITICAL ANALYSIS</b>	By applying problem solving strategies, students construct comprehensive, well-informed explanations.  Draws detailed, convincing and valid conclusions as to the social relevance and justification for legal outcomes.	By applying problem solving strategies, students construct informed explanations.  Draws valid conclusions as to the social relevance and justification for legal outcomes.	By applying some basic problem solving strategies, students construct explanations.  Offers conclusions as to the social relevance and justification for legal outcomes.	Students display limited problem-solving strategies.  Students attempt to make conclusions as to the social relevance and justification for legal outcomes.	Students attempt to provide reasons for legal outcomes.  Communicates with little control of technical aspects.
<b>EFFECTIVE COMMUNICATION</b>	Communicates accurately and fluently, displays effective organisation of ideas with clarity and independence, and a sure sense of audience.  Excellent use of appropriate text type.  Communicates objective perspectives with a sense of audience.	Communicates accurately with purposeful expression; achieves a sense of appropriate style and structure.  Good use of appropriate text type.  Communicates personal perspectives with a sense of audience.	Communicates with mostly accurate expression and control.  Achieves organisation of ideas with appropriate style and satisfactory use of appropriate text type.  Communicates personal perspectives with a sense of audience.	Communicates with partial control of the technical aspects of language.  Basic use of appropriate text type. Achieves partial organization of ideas.  Communicates with a limited sense of audience or personal perspective.	Some use of appropriate text type.  Employs an inappropriate style or structure.  Communicates with a limited sense of audience.
<b>CREATIVE APPRAISAL</b>	Delivers an imaginative or stimulating presentation with confident and precise management.  Displays excellent choice and use of appropriate medium.	Delivers a creative or stimulating presentation with confidence and effective management.  Displays good choice and use of appropriate medium.	Delivers a satisfactory presentation with some use of creativity and management.  Displays satisfactory choice and use of chosen medium.	Delivers a partial presentation with little creativity.  With assistance, displays basic use of chosen medium.	Little or no presentation.