# 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) |  |
| Other schools using this plan | |  | | |

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

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 of changes

The changes made to the learning and assessment 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 |  |

# Assessment overview

Stage 2 Legal Studies

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 40%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| UA | AE | C |
| Democratic Letter: Student Choice  Focus Area 1: Sources of Law  Students assume the role of a citizen and craft a letter to an active politician of their choosing. Students choose one contemporary policy from an Australian State or Federal Political Party. The letter may criticise and/or support the policy, identifying competing arguments and formulating legal conclusions/recommendations.  This will further allow students to analyse the competing tensions associated with specific political party policies. Students will address one or more of competing tensions. | 1,2 | 2 | 1 | Letter Format  Maximum of 1000 words |
| Comparative Essay: Law-making  Focus Area 1: Sources of Law  Students compare the role of the Parliament and the Executive in lawmaking. This will involve analysing legal processes and presenting an evaluation of opposing arguments. The various strengths and weaknesses associated with each arm will be illustrated with relevant examples and links to Focus Area 1: Sources of Law.  Throughout their analysis and subsequent evaluation, students are required to address one or more of the competing tensions. | 1,3 | 1,2 | 1 | Formal Essay  Maximum of 1000 words |
| Debate: Adversarial vs Inquisitorial System  Focus Area 2: Dispute Resolution  Working in groups, students use a range of sources to prepare a speech within a debate setting.  Students will be allocated to argue *for* or *against* the following prompt:  *“The Inquisitorial System is more effective than the Adversarial System in administering justice.”*  They will deliver their individual speech, followed by a brief rebuttal from the opposing side. Adhering to the formal processes of a debate. This will explore the legal principles and processes relevant to Focus Area 2: Dispute Resolution. This will further allow students to analyse the competing tensions associated with the Dispute Resolution process. | 1,2,3 | 1 | 1 | Approximately 6 Minutes  Oral Presentation  Written Transcript of 1000 words |
| Responding to Sources: Supervised Test  Focus Area 3: The Australian Constitution  Students will undertake a supervised electronic Responding to Sources test in class. A variety of sources will be presented to students with questions prompting legal knowledge, analysis, and evaluation. Sources must be directly referenced in relation to each answer. The source material presented will be in relation to Focus Area 3: The Australian Constitution. | 2,3 | 1,2 |  | Supervised task complete during a double lesson  Short answer questions  Approximately 1000 words |

Assessment Type 2: Inquiry – weighting 30%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| UA | AE | C |
| Students pose a question that encourages consideration of a range of competing perspectives or arguments.  In developing their response, students research a legal issue in depth; providing relevant and appropriate acknowledgment of sources; synthesising and analysing information and opinions, and where appropriate, offering actions for change and or recommendations. | 1,2,3 | 1,2 | 1 | A maximum of 2000 words if written, and a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form. |

Assessment Type 3: Examination – weighting 30%

| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| UA | AE | C |
| Part A: Sources Analyses  Part B: Extended Response |  |  |  | 130-minute external e-exam  Part A: 60 minutes  Part B: 60 minutes |

Please refer to the Stage 2 Legal Studies subject outline.