



Coonabarabran High School

ASSESSMENT NOTIFICATION

Subject: Year 11 Legal Studies
Teacher: Dr Armstrong
Topic: Timed Writing Task – Law in Practice
Weighting: 30%
Due Date: 2 August 2019

A student:

- P4 Discusses the effectiveness of the legal system in addressing issues
 - P6 Explains the nature of the interrelationship between the legal system and society
 - P7 Evaluates the effectiveness of the law in achieving justice
 - P8 Locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
 - P9 Communicates legal information using well-structured responses
 - P10 Accounts for differing perspectives and interpretations of legal information and issues
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The Task

Context: The syllabus requires you to study the “Law in Practice”. This task requires you to research a group within society who suffer disadvantage and to evaluate the effectiveness of the legal and non-legal responses in achieving justice in relation to this issue.

This assessment task will be marked as two components: Individual research and in-class written extended response

(See attached)

Year 11 Academic Standards

It is expected in Year 11 that you will include a complete bibliography for all research materials you have used. Failure to include a bibliography to HSIE standards will result in your work being treated as unsatisfactory and may require resubmission

Plagiarism, the deliberate or accidental copying of someone else’s work, is serious academic misconduct. Engaging in plagiarism will result in your work being treated as unsatisfactory and will require resubmission.

NOTE:

This is a compulsory assessment task. You are required to be in class on the above stated date to complete the task. You are to make a genuine attempt at the examination. Failing to do so may result in the awarding of the grade of 0%. If you will be away on the day, you are required to arrange an extension with your class teacher at least one (1) week in advance. If are away from school on the day of the examination due to an unplanned event, you are required to provide your teacher with a note from a parent/caregiver when you return.

The Task

Context: The syllabus requires you to study the “Law in Practice”. This task requires you to research a group within society who suffer disadvantage and to evaluate the effectiveness of the legal and non-legal responses in achieving justice in relation to this issue.

In order to undertake this task you will need to:

1. Choose a focus group from the following options:
 - a. Aboriginal and Torres Strait Islander Peoples
 - b. Migrants
 - c. People with a mental illness or intellectual or physical disability
 - d. Women
 - e. Asylum Seekers
 - f. Same Sex Couples
 - g. The elderly
 - h. Other..... by agreement with your teacher.
2. You must research and prepare:
 - a. Legal issues (problems) faced by your focus group, now and in the past (eg Discrimination, disadvantage)
 - b. The Legal and non-Legal responses to these Legal issues
 - c. A media file of not less than ten (10) current news articles relating to the issue you have chosen
 - d. The effectiveness of these approaches in achieving justice for individuals and society

In completing your research you must use the research investigation pro-forma provided, it is important to plan the allocation of time so as to complete all the steps within the required timeframe.

3. You must provide an annotated bibliography. The attached material will provide some guidance as to how to present the annotated bibliography.
4. Drawing on your research, you must write an extended response of at least four (4) pages in class on _____ to the following question:

Critically evaluate the effectiveness of the legal and non-legal responses in achieving justice for a group within society who suffer disadvantage.

You are encouraged to submit a draft of your response for feed forward at least three days prior to writing the response in class.

Marking Rubric:

- Demonstrate an understanding of the relevant legal information and issues
- Evaluate the effectiveness of these responses to the issue using criteria (some criteria are outlined in the Syllabus)
- Integrate a variety of sources and accounts for differing perspectives in the course of the evaluation
- Illustrate your answer with examples from one or more of the following:
 - Legislation, documents, treaties, cases, media reports
- Communicate using legal terminology and concepts relevant to domestic and/or international law
- Present a sustained, logical, and well-structured answer to the question

Research	
Criteria	Marks
Clearly Identifies a contemporary issue Locates and analyses in depth relevant Legislation, Cases, Media Reports, International Instruments, and Documents and opinions Prepares detailed annotations to bibliography	10
Identifies a contemporary issue Locates and analyses relevant Legislation, Cases, Media Reports, International Instruments, and Documents and opinions Prepares annotations to bibliography	8-9
Identifies a contemporary issue Locates and describes relevant Legislation, Cases, Media Reports, International Instruments, and Documents and opinions Prepares annotations to bibliography	5-7
Identifies a group within society who suffer disadvantage Locates and describes relevant Legislation, Cases, Media Reports, International Instruments, and Documents and opinions Prepares annotations to bibliography	3-4
Identifies a group within society who suffer disadvantage Locates relevant Legislation, Cases, Media Reports, International Instruments, and Documents and opinions Attempts to prepare annotations to bibliography	1-2
Non Serious Attempt	0

Written Task	
Criteria	Marks
<p>Clearly Identifies a contemporary issue</p> <p>Clearly provides characteristics and features of legal and non-legal responses to the issue</p> <p>Makes a sound judgement, using criteria, as to the effectiveness of the legal and non-legal responses in achieving justice in relation to the issue</p> <p>Presents a sustained, logical, and well-structured response in report format using relevant legal information and ideas</p> <p>Integrates a variety of sources and accounts for differing perspectives</p>	27-30
<p>Identifies a contemporary issue</p> <p>Provides characteristics and features of legal and non-legal responses to the issue</p> <p>Makes a judgement, using criteria, as to the effectiveness of the legal and non-legal responses in achieving justice in relation to the issue</p> <p>Presents a logical and well-structured response in report format using relevant legal information and ideas</p> <p>Integrates sources and accounts for differing perspectives</p>	22-26
<p>Identifies a contemporary issue</p> <p>Provides some characteristics and features of legal and non-legal response to the issue</p> <p>Includes some discussion as to the effectiveness of the legal and non-legal responses in achieving justice in relation to the issue</p> <p>Presents a structured response in report format using relevant legal information and ideas</p> <p>Makes reference to some sources and/or some differing perspectives</p>	16-21
<p>Identifies a contemporary issue and/or provides some characteristics and features of legal and non-legal responses to the issue</p> <p>Makes reference to the effectiveness of the law in achieving justice</p> <p>Uses some relevant legal information and/or ideas</p> <p>Makes limited reference to sources and/or differing perspectives</p>	9-15
<p>Makes a general statement about the law and/or justice in relation to the issue</p> <p>Makes limited use of legal information and/or ideas</p> <p>May make a limited reference to sources and/or differing perspectives</p>	1-8
Non Serious Attempt	0

Research Investigation Process

The following pro-forma is to be used for planning your legal investigation.

Plan how long to spend on each of the following steps before beginning.

1. Choosing our issue	Student Notes	Date Due:
(an issue which is contention or problematic and which can generate a variety of perspectives) What are we interested in? What will be our focus? Is it a contemporary issue (approx. the last five years) What do we already know about the issue? Is there a specific event, case or situation which highlights the issue? Have we checked the syllabus? Have I submitted my issue for checking by the teacher?		
2. Locating Information		
Where do we start? What sources could we use? Have we used a variety of sources? (sources including websites, media, case reports, legislation, documents, international instruments)		
3. Selecting and organising my information		
Have we made a list of useful sources of information? Can we identify the most useful/reliable sources, including websites from this list? Do we have a diverse and balanced range of sources? Do these sources represent a range of perspectives, facts, and opinions? Are we preparing the annotated bibliography as we go?		
4. Analysing and Synthesising information		
Does our information address my issue? Which legal and non-legal responses am I going to address? What judgement/s am I going to make about the effectiveness of these responses in relation to my issue ? What criteria am I going to use to make those judgements (ie to evaluate the effectiveness) Have I checked the Syllabus?		
5. Planning my response		
What is my hypothesis? Have I prepared a plan for my response? Does my response meet the requirements of the marking criteria? Is my response logical and well structured? Am I including appropriate legal terminology? Am I including relevant legal information and ideas?		
6. Self-Evaluation		
Am I answering the question? Have I clearly identified and addressed the issue? Have I prepared a draft of my work? What did I learn from this process		

Annotated Bibliography

What is an annotated bibliography?

An annotated bibliography provides a brief account of the available research on a given topic. It is a list of research sources that includes concise descriptions and evaluations of each source.

The annotation usually contains a brief summary of content and a short analysis or evaluation. Depending on your assignment you may be asked to reflect, summarise, critique, evaluate or analyse the source.

An annotated bibliography may be a component of a larger project or it may be a stand-alone assignment. While an annotation can be as brief as one sentence, the standard annotated bibliography consists of a citation followed by a short paragraph. An example is provided below.

Please note: the advice in this guide is general. We strongly recommend that you also follow your assignment instructions and seek clarification from your lecturer/tutor if needed.

Purpose of an annotated bibliography

Depending on your specific assignment, an annotated bibliography might:

- review the literature of a particular subject;
- demonstrate the quality and depth of reading that you have done;
- exemplify the scope of sources available—such as journals, books, web sites and magazine articles;
- highlight sources that may be of interest to other readers and researchers;
- explore and organise sources for further research.

When set as an assignment, an annotated bibliography allows you to get acquainted with the material available on a particular topic.

Questions to consider

You need to consider carefully the texts that you select for your annotated bibliography. Keep the following questions in mind to help clarify your choices.

1. What topic/ problem am I investigating?
2. What question(s) am I exploring? Identify the aim of your literature research.
3. What kind of material am I looking at and why? Am I looking for journal articles, reports, policies or primary historical data?
4. Am I being judicious in my selection of texts? Does each text relate to my research topic and assignment requirements?

5. What are the essential or key texts on my topic? Am I finding them? Are the sources valuable or often referred to in other texts?

Which writing style should I use in the annotations?

- Each annotation should be concise. Do not write too much—remember, you are writing a summary, not an essay. Annotations should not extend beyond one paragraph unless otherwise stipulated in your assignment guidelines. As this is not an extended piece of writing, only mention significant and relevant details.
- Any information apparent in the title of the text or journal can be omitted from the annotation.
- Background materials and references to previous work by the same author usually are not included. As you are addressing one text at a time, there is no need to cross reference or use in-text citations to support your annotation.
- Unless otherwise stipulated, you should write in full sentences using academic vocabulary.

What does an annotated bibliography look like?

An annotated bibliography starts with the bibliographic details of a source (the citation) followed by a brief annotation.

As with a normal reference list or bibliography, an annotated bibliography is usually arranged alphabetically according to the author's last name. An annotated bibliography summary should be about 100 - 200 words per citation—check with your lecturer/tutor as this may vary between faculties and assessments. Please also check with your lecturer about the elements each annotation should include.

Contents of an annotated bibliography

An annotation may contain all or part of the following elements depending on the word limit and the content of the sources you are examining.

- Provide the full bibliographic citation
- Indicate the background of the author(s)
- Indicate the content or scope of the text
- Outline the main argument
- Indicate the intended audience
- Identify the research methods (if applicable)
- Identify any conclusions made by the author/s
- Discuss the reliability of the text
- Highlight any special features of the text that were unique or helpful (charts, graphs etc.)
- Discuss the relevance or usefulness of the text for your research
- Point out in what way the text relates to themes or concepts in your course
- State the strengths and limitations of the text
- Present your view or reaction to the text

Sample annotation

The citation goes first and is followed by the annotation. Make sure that you follow your faculty's preferred citation style. The summary needs to be concise (please note the following example is entirely fictitious).

In the sample annotation below, each element is numbered (see Key).

<p>(1) Trevor, C.O., Lansford, B. and Black, J.W., 2004, 'Employee turnover and job performance: monitoring the influences of salary growth and promotion', <i>Journal of Armchair Psychology</i>, vol 113, no.1, pp. 56-64.</p> <p>(2) In this article Trevor et al. review the influences of pay and job opportunities in respect to job performance, turnover rates and employee motivation. (3) The authors use data gained through organisational surveys of blue-chip companies in Vancouver, Canada to try to identify the main causes of employee turnover and whether it is linked to salary growth. (4) Their research focuses on assessing a range of pay structures such as pay for performance and organisational reward schemes. (5) The article is useful to my research topic, as Trevor et al. suggest that there are numerous reasons for employee turnover and variances in employee motivation and performance. (6) The main limitation of the article is that the survey sample was restricted to mid-level management, (7) thus the authors indicate that further, more extensive, research needs to be undertaken to develop a more in-depth understanding of employee turnover and job performance. (8) This article will not form the basis of my research; however it will be useful supplementary information for my research on pay structures.</p>	<p>Key</p> <p>(1) Citation (2) Introduction (3) Aims & Research methods (4) Scope (5) Usefulness (to your research/ to a particular topic) (6) Limitations (7) Conclusions (8) Reflection (explain how this work illuminates your topic or how it will fit in with your research)</p>
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UNSW, *Annotated Bibliography*, <https://student.unsw.edu.au/annotated-bibliography>, accessed 24/03/2016