Year 12 Legal Studies

Assessment Task 3 2025

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| **TOPIC**: Crime - Media File and Response | **MARKS:** /25  |
| **SUBMISSION REQUIREMENTS:** Due Date: **Thursday 15th May 2025** – Term 2, Week 3Submit via **CANVAS** before midnight on the due date. Please ensure that access is granted to view your assessment task.If you are unable to submit the task on the due date, you are required to submit an illness/misadventure form (including relevant evidence) which is in the Year 12 Assessment Booklet on the school website. | **WEIGHTING:**  25%  | **COMPONENTS:**Knowledge and Understanding – 15%Inquiry and Research – 5%Communication – 5% |
| **TASK DESCRIPTION:**This task has two components.**Part A – Media File (10 marks)**You are to locate TWO (2) recent media articles (within the last 5 years) that have been heard in NSW criminal courts, where the accused has been found guilty. The 2 articles must relate to different cases and different crimes. Students must **communicate** key legal information by completing a case summary for each article using the scaffold below. The scaffold for Part A must be completed twice – one for each media article.

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| **Part A: CASE SUMMARY SCAFFOLD 1** |
| Title and author of article: |
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| Weblink of the article: |
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| Brief summary of the case, including outcomes of the case (approximately 200 words) |
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| Outline the legal arguments referred to or implied within the article (approximately 150 words) |
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| **Part A: CASE SUMMARY SCAFFOLD 2** |
| Title and author of article: |
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| Weblink of the article: |
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| Brief summary of the case, including outcomes of the case (approximately 200 words) |
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| Outline the legal arguments referred to or implied within the article (approximately 150 words) |
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**Part B - Response (15 marks)**You are to refer to the issues, challenges and/or limitations identified in your media file, and further research/evidence, to write a response to the following question:   ***Evaluate the extent to which the law can balance the rights of victims, offenders and society.***Responses must be typed in size 12 font. The expected length of Part A is indicated in the above scaffold and the expected length of Part B is approximately 1000 words.An ALARM scaffold is attached to this task and may assist you with your research and organising your ideas. It is not a requirement that you submit your ALARM as part of the assessment task.To assist with your evaluation, you should refer to relevant PEARR JAM criteria.Please include a bibliography.The Crime syllabus, course booklet and textbook chapters are available on canvas.You will be marked on: * Relevancy of media articles selected
* Quality in which each case summary reflects the key issues of the cases
* Appropriate extended response structure
* Ability to describe and explain legal concepts and terminology and incorporate legal terms into your response
* Ability to analyse and evaluate cases and legal concepts
* Research and organise information logically and cohesively
* Produce a sustained and detailed written response to the question.

When writing your response consider the following structure:*Introduction** Thesis statement: a response to the question
* An introduction to the ideas you will discuss in the extended response and how these relate to the question
* The criteria in which you will evaluate i.e., PEARR JAM (refer to the notes below on this)

*Body Paragraphs** Each paragraph to begin with a topic sentence based on the idea outlined in the introduction
* Provide adequate detail on your idea
* Include and integrate evidence to support your idea
* Link your idea back to the question
* Ensure your overall argument is balanced

*Conclusion** Restate your thesis statement
* Include a summary of the same ideas you have in your intro
* Explicitly link back to the question so the reader has no doubt as to what your argument is in relation to the question.

**PEARR JAM criteria**PEARR JAM criteria gives you a basis with which to form your evaluation and assists in determining the effectiveness of measures used in relation to a selected extended response question. The components of **PEARR JAM** are:**P**rotection of individual rights: are individual rights protected by law? Are rights infringed by certain laws or certain changes in the law?**E**nforceability: Is it possible for the law to be enforced? As it stands, can the law be enforced in an effective way to achieve an outcome?**A**ccessibility: Is the law difficult to access in terms of expense, is it time-consuming, unduly stressful or complex?**R**esource efficiency: Does enforcing or accessing the law cost significant amounts, would there be cheaper or more appropriate ways of responding to the issue?**R**esponsiveness: Does the law keep up with societal expectations? Does it meet our needs or is it out-of-date and behind the times?**J**ustice – has justice been achieved? Doe the law create just outcomes, is it fair and moral?**A**pplication of the rule of law: Are all people treated equally by the law? Are some people privileges or discriminated against but he law?**M**eeting society’s needs: Does the law do what society wants it to do? Does it keep pace with our evolving needs?Depending on the extended response question, 1-3 criteria may be used to assist in forming your evaluation. |
| **OUTCOMES TO BE ASSESSED:**H7. **Evaluates** the effectiveness of the law in achieving justice H9. Communicates legal information using well-structured and logical arguments |
| **DIRECTIONAL VERBS:****Evaluate:** Make a judgement based on criteria; determine the value of |

**USEFUL TIPS AND RESOURCES – Writing a Bibliography**

A bibliography is an important means of acknowledging the sources of your information. It is important that you follow the established rules below regarding what to include in a bibliography and its correct layout.

**General guidelines and information:**

* keep a record of the sources you use as you go
* add your bibliography on a separately at end of your work with the heading **Bibliography**
* arrange items in alphabetical order according to author, or title when there is no author
* use italics for the main title
* take note of correct punctuation, as shown in examples
* Include the date on which you viewed website pages and add the URL.
* p. stands for page; pp. for pages.

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| **Examples**  |
| **Books**[Text Wrapping Break]Edwards, Paul. 2006,  *7 Keys to Successful Study.*  ACER, Hawthorn. Marsden, J.B. 2003, *Everything I know about writing.* Allen and Unwin, Port Melbourne.  |
| **Books with more than one author**[Text Wrapping Break]Cameron, K., Lawless, J., and Young, C. 2000, *Investigating Australia's 20th Century History*. Nelson, Southbank.  |
| **Encyclopedia (online)** *‘Literature for Children,'* World Book Online. viewed 4 June 2010, [**http://www.worldbookonline.com**](http://www.worldbookonline.com/)  |
| **Website (with author)** Credaro, Alex. *Constructing Bibliographies.* viewed June 14, 2010, <http://www.geocities.com/koalakid_1999/loyola/biblio.html>  |
| **Website (no author)** *‘Origins of society: fact and myth',* Skwirk. viewed 6 June, 2010, <http://www.skwirk.com>.  |
| **Journal and newspaper articles** Kluger, J. 2008, ‘*The battle to save your memory'*, Time Magazine. 12 June, pp. 52-57. Oaten, C. 2008, ‘*Open your house to the sun'*, The Sydney Morning Herald. 6 September, p. 3  |

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| **ASSESSMENT MARKING CRITERIA – Part A: Media File** |
| **H9.** Communicates legal information using well-structured and logical arguments | **Mark**  | **Grade**  |
| The student has selected two highly relevant and recent media articles about cases heard in the NSW courts. Student has used the provided scaffold to complete a sophisticated case summary for each article. Each case summary provides a brief and concise summary of the case, the outcomes, and identifies the legal arguments of each case. The case summary is logical, succinct, and well-structured. | 9-10  | A  |
| The student has selected two relevant and recent media articles about cases heard in the NSW courts. Student has used the provided scaffold to complete an in-depth case summary for each article. Each case summary provides a brief summary of the case, the outcomes, and identifies the legal arguments of each case. The case summary is logical and well-structured. | 7-8  | B  |
| The student has selected two recent media articles about cases heard in the NSW courts. Student has used the provided scaffold to complete a sound case summary for each article. Each case summary provides a brief summary of the case, the outcomes, and identifies the legal arguments of each case. The case summary is detailed and well-structured. | 5-6  | C  |
| Student has selected two media articles about cases heard in the courts. Student has used the provided a case summary for each article. Each case summary may/may not include a brief summary of the case, the outcomes, and identifies the legal arguments of each case. The case summary may be lacking detail and/or relevant structure. | 3-4  | D  |
| Student has provided 1-2 case summaries, which may not be relevant to the requirements of the task. Student has provided a limited summary of each case, the outcomes, and may/may not identify legal arguments in the response. The case summary lacks appropriate detail and structure. | 1-2  | E  |

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| **ASSESSMENT MARKING CRITERIA – Part B: Extended Response**  |
| **H7**. **Evaluates** the effectiveness of the law in achieving justice **H9.** Communicates legal information using well-structured and logical arguments | **Mark**  | **Grade**  |
| The student has demonstrated an extensive understanding of the criminal justice system. Student has provided a sophisticated **evaluation** of the extent to which the law can balance the rights of victims, offenders and society, based on selected criteria. The student has produced a sustained, logical and cohesive response, by integrating highly relevant examples, including selected articles from Part A. | 13-15  | A  |
| The student has demonstrated an in-depth understanding of the criminal justice system. Student has provided a thorough **evaluation** of the extent to which the law can balance the rights of victims, offenders and society, based on selected criteria. The student has produced a logical and cohesive response, by integrating relevant examples, including selected articles from Part A. | 10-12  | B  |
| The student has demonstrated a clear understanding of the criminal justice system. The student has provided a sound **evaluation** of the extent to which the law can balance the rights of victims, offenders and society, based on selected criteria. Student has integrated relevant examples, including selected articles from Part A into the response. | 7-9  | C  |
| The student has demonstrated some understanding of the criminal justice system. The student has attempted to **evaluate** the extent to which the law can balance the rights of victims, offenders and society, which may/may not be based on criteria. The student has included examples, which may/may not include any from Part A into the response. | 4-6  | D  |
| The student has demonstrated a limited understanding of the criminal justice system. The student has provided some description of the extent to which the law can balance the rights of victims, offenders and/or society. Some examples provided in the response. | 1-3  | E  |

**FEEDBACK:**  **MARK:** **RANK:**

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