# Pre-approved Learning and Assessment Plan

Stage 1 Legal Studies (for use from 2022)

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) |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  | **2021** | **1** | **L** | **E** | **S** | **10** |  |

Addendum – changes made to the pre-approved learning and assessment plan

|  |
| --- |
| 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

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

Stage 1 Legal Studies

# Assessment overview

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. For a 10-credit subject, students should provide evidence of their learning through three assessments. Each assessment type should have a weighting of at least 20%.

Assessment Type 1:Analytical Response – 25%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| UA | AE | CC |
| **Focus Area – Sports and the Law**  Students will write an essay, critically responding to the question ‘To what extent does sports law accurately reflect laws that impact society as a whole?’ OR Do laws influence people or people influence law?  Students will be required to use case studies to demonstrate their theoretical knowledge, and could focus on areas such as:   * *Workplace conditions and contracts (EBAs, MOUs, maternity leave etc.)* * *Sexual or racial discrimination* * *Media laws* * *Duty of care* * *Ethical considerations* * *The Judicial Arm and its workings*   Students will be required to use in-text referencing and compile either a reference list or bibliography (teacher discretion) | 1,3 | 2 | 1 | Task Type: Critical Analysis Essay  Length: 1200 words maximum/7 minute presentation/Equivalent multimodal  Time allocation: 12 hours class time plus homework outside of class. |

Assessment Type 2: Inquiry – 35%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| UA | AE | CC |
| **Focus Area 1: Law and Communities**  Students will be required to write a report focusing on the following inquiry question:  ‘**Are there missing perspectives in our law-making processes or structures?’**  Students should focus their report on the groups in society that hold power and influence legislation, allowing the student to develop an informed answer to the inquiry question. | 2,3 | 1,2 | 1 | Task Type: Formal Report  Length: 1200 words maximum/7 minute presentation/Equivalent multimodal  Time allocated: 16 hours of class time plus homework outside of class |

Assessment Type 3: Presentation – 40%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| UA | AE | CC |
| **Optional Study Area – Government and Law-making**  Working in allocated groups (government and opposition), students create and develop their own bills to be debated in a Mock Parliament. The issues these bills address will be negotiated with the teacher. Once the Mock Parliament has concluded, students will be required to write a reflection piece that focuses on the following:   * **Gained knowledge of how government and legislation is created** * **Collaborative skills that have been gained from the task.**   *Teachers will create questions that reflect their individual cohorts.* | 1,2 | 1 | 1,2,3 | Task Type: Collaborative Presentation (Mock Parliament)/Reflection Piece  Length:  Presentation – between 7 and 10 minutes of oral communication. Some additional allowances for extra time can be made, depending on the size of the group  Reflection Piece – 500 words maximum  Time allocated: 20 hours of class time (16 hours to prepare for Mock Parliament, 4 hours to complete reflection piece) |

*Three assessments. Please refer to the Stage 1 Legal Studies subject outline.*