



Sample assessment task

Year level	8
Learning area	Humanities and Social Sciences
Subject	Civics and Citizenship
Title of task	Types of law in Australia

Task details

Description of task	Through individual research, students locate articles which report on the types of law in Australia, including criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law. They present their findings in a written format.
Type of assessment	Formative
Purpose of assessment	<ul style="list-style-type: none">To assess skill development and plan further teaching, if requiredTo assess students' knowledge at the end of the learning cycle
Assessment strategy	Inquiry and written work
Evidence to be collected	Written responses
Suggested time	<ul style="list-style-type: none">Research – 2 lessonsWritten response – 2 lessons

Content description

Content from the Western Australian Curriculum	<p>Knowledge and understanding</p> <p>The types of law in Australia, including criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law</p> <p>Humanities and Social Sciences skills</p> <p>Q&R> Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork</p> <p>A> Identify points of view/perspectives, attitudes and/or values in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines)</p> <p>C&R> Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources</p>
Key concepts	Justice

Task preparation

Prior learning	Students have previously studied the types of law in Australia, including criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law.
Assessment differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Assessment task

Assessment conditions	Students carry out research and collect articles during two lessons. They write their responses in class, under supervised conditions, during two lessons. Students may refer to their collected information and articles when responding to the questions.
Resources	<ul style="list-style-type: none">• Worksheet• Newspapers• Internet access

Instructions for teacher

Questions to use with students to develop their conceptual understanding:

Justice

What is the law?

Who does the law apply to in society?

Is there any difference between adults and children when it comes to applying the law?

What is a crime?

What is a civil wrong?

Did Aboriginal and Torres Strait Islanders have a system of crime and punishment pre-European settlement?

Should this system be recognised today within the Australian legal system?

Should particular communities have special laws?

Students have two lessons to complete the first question, collecting and writing about the articles, and one lesson for each of 2a. and 2b.

2b should be written in class, under supervision.

Instructions to students

Types of law in Australia



[Msaedmalik. (2012). File:PLD Publishers.jpg [Image]. Retrieved November, 2015, from https://commons.wikimedia.org/wiki/File:PLD_Publishers.jpg
Used under Creative Commons Attribution-ShareAlike 3.0 Unported licence.]

Task: You have four lessons to complete the following activities.

1. Two lessons are allowed to do this
Collect four articles either from newspapers or the internet, two of which report on criminal law cases and two on civil law disputes.
Answer the following questions for each of the articles:
 - Does the article refer to criminal or civil law?
 - What features of the case make it either a criminal or civil law?
 - Who is the accused/defendant in the case?
 - At what stage in the legal process is the case?

Attach a copy of your articles and include the bibliographical details for each article.

2. One lesson to complete 'a' and one lesson to write the written response 'b'.

Find two recent articles (within the last five years) about Aboriginal and Torres Strait Islander customary law written by a judge/magistrate. Try to find articles which present two different points of view/perspectives.

- a. Write a brief outline of what each judge/magistrate is saying about the place of customary law in the Australian legal system.
- b. Extended written response:
Based on the two points of view/perspectives in the articles, discuss which one you agree with and why.
Note: You need to refer to the concept of justice when presenting your point of view.

Sample marking key	
Description	Marks
Articles – criminal and civil law	
Correctly provides for each article, the: <ul style="list-style-type: none"> • type of law – criminal or civil • features of the case that identify it as either criminal or civil law • accused/defendant in the case • stage in the legal process of the case • bibliographical details. 	5 (for each article)
Subtotal	20
Description	Marks
Points of view/perspectives – customary law (Analysing)	
Correctly outlines the point of view for both articles regarding the place of customary law in Australia.	3–4
Outlines the content of the articles but does not link the content to point of view regarding the place of customary law in Australia.	1–2
Subtotal	4
Description	Marks
Extended written response – customary law (Evaluating)	
Discusses, in detail, the perspective from the article with which they agree, using appropriate subject-specific terminology. Makes clear and plausible connections to the concept of justice to support their point of view. This could include: the rule of law; equality before the law.	5–6
Discusses the perspective from the article with which they agree, using appropriate subject-specific terminology. Makes connections to the concept of justice to support their point of view.	3–4
States the perspective from the article with which they agree. Makes minimal to no connection to the concept of justice.	1–2
Subtotal	6
Total	30