

**2002 HSC Notes from  
the Marking Centre  
Legal Studies**

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# 2002 HSC NOTES FROM THE MARKING CENTRE

## LEGAL STUDIES

### Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Legal Studies. It provides comments with regard to responses to the 2002 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2002 Higher School Certificate Examination, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Legal Studies.

### General Comments

In 2002, 7492 candidates attempted the Legal Studies examination. The most popular Optional Focus Studies, as in 2001, were in order: Family, Consumers and Workplace. Technological Change and Indigenous Peoples were the Optional Focus Studies that attracted the least number of responses. The importance of both the Glossary of Key Words issued by the Board of Studies and the rubric in answering Section III questions needs to be emphasised.

Teachers and candidates should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying the course. This reflects the fact that the knowledge, understanding and skills developed through the study of discrete sections of the course should accumulate to a more comprehensive understanding.

Candidates need to be reminded when answering the Optional Focus Study questions to clearly and accurately identify the alternative (a) or (b) being answered on the front cover of the answer booklet.

### Section I – Law and Society

#### Part A – Multiple Choice

Question	Correct Response
1	C
2	A
3	D
4	A
5	C
6	A
7	B
8	C

Question	Correct Response
9	D
10	C
11	B
12	A
13	B
14	D
15	B

## Part B

### General Comments

It was pleasing to note that the majority of candidates performed well in this section by providing clear, concise answers within the space provided. Weaker responses demonstrated difficulty with the concept of human rights, and in particular, collective rights. Understanding the difference between an issue and an example also presented some challenges. Candidates need to be familiar with the terminology associated with 'Law and Society' and 'Human Rights'. Human rights is a concept which teachers may need to revisit later in the course when the Candidate's depth of understanding of legal issues is more developed.

### Specific Comments

#### Question 16 – Human Rights

- (a) The majority of candidates were able to define individual rights and provided a suitable valid example to achieve maximum marks for this question.
- (b) Better responses identified collective rights as those belonging to a particular group with specific issues or needs and then provided a valid example. Self-determination was a popular choice of the better responses. Weaker responses experienced some difficulties in identifying a valid example and confused collective rights with individual rights such as the right to vote.
- (c) Better answers identified a human rights issue and were proficient in addressing the question in the space provided and in giving several legal measures of effectiveness. They made use of international treaties and conventions as well as domestic law to provide a framework for making judgements of effectiveness. Weaker responses chose examples rather than issues. For example, they discussed the plight of refugees as opposed to the human rights issues relating to their apprehension and placement in detention centres, ie Articles 7 & 9 of the International Covenant on Civil and Political Rights or the education rights of children under the Convention on the Rights of the Child (CROC).

#### Section II – Focus Study – Crime

##### Question 17

- (a) Responses to this part of the question were well written and demonstrated a good understanding of the differences between summary and indictable offences. Better responses integrated the scenario into their response which is an expectation of this style of question. Candidates should use the mark value and write appropriate length responses to ensure efficient time management.
- (b) The concepts of *mens rea* and *actus reus* were both correctly defined by the majority of candidates. Causation presented a problem for a significant number of candidates, indicating that teachers need to ensure that their students have a complete understanding of this concept. Again it was important for candidates to make reference to the scenario.

- (c) The nature of the question allowed candidates to adopt the persona of the defence in court. Questions of this type enable candidates to make greater use of personal pronouns in their response. Better responses made use of defences that were plausible, realistic and consistent with the scenario. Such responses made constant reference to the scenario and were coherent and sustained. Weaker responses were confused by aspects of necessity and substantial impairment of responsibility. Some used terms not in keeping with those outlined in the syllabus, using US terminology such as murder in the first degree rather than those used in domestic courts.
- (d) The majority of candidates were able to provide substantially accurate responses to this question. Answers were of appropriate length and provided a good integration of the scenario and measures of effectiveness to present a logical, well-sustained argument. There was some evidence of prepared answers that ignored the substance of the scenario and as a consequence were not able to satisfactorily answer the question.

### **Section III – Additional Focus Studies**

#### **Question 18 – Optional Focus Study 1 – Consumers**

- (a) Of the 42% of the candidates who attempted this option, 85% chose this question. Better responses were sustained logical responses utilising a range of cases, legislation and/or media examples. They presented a strong case using the question and the rubric to provide a structure for their response. They quoted a range of sources and examples to analyse and link issues that were largely contemporary in nature. The better responses used both domestic and international sources to establish criteria to evaluate the effectiveness of the law in providing remedies to consumers in order to achieve justice. Such responses referred to “remedies” in a holistic sense. The evaluation was structured, making good use of syllabus criteria and providing valid case study examples to support their arguments.

Weaker responses included more generalised responses with less evaluative comment. Answers, as well as being descriptive, were often not sustained in their analysis of remedies or redress available.

- (b) Better responses integrated the terms from the question to provide a structured response that was both sustained and logical. Better responses used a range of agencies including the ACCC, legislation and courts, relevant government departments such as Fair Trading, media and the ACA. Weaker responses presented more descriptive answers or did not adequately address the conditions that gave rise to law reform or the role of agencies.

#### **Question 19 – Optional Focus Study 2 – Family**

- (a) Family was the most popular Optional Focus Study attempted by 90% of the candidature. Of those who attempted this option, 80% of candidates chose this question. This option provided candidates with the opportunity to discuss a wide range of issues. Better responses used as a minimum, three or four issues such as alternative family arrangements, parents and children, problems in family relationships and dissolution of marriage. They provided solid evaluation of the domestic remedies available including Family Law amendments, the Property Relationships Act and ADVOs. Such responses integrated international conventions and treaties to give a broader perspective, eg CROC and the Hague Convention. Better responses

presented sustained and logical arguments making effective use of syllabus terms and concepts. Weaker responses presented a list of examples rather than issues and were limited in their ability to answer the question in terms of remedies and analysis.

- (b) Better responses demonstrated a good understanding of the terminology of the question. They had a sound understanding of conditions such as outdated laws, new technologies, new or changing social values, changes in family patterns and international law. These candidates discussed the agencies of reform in a coherent manner. Law reform agencies included law reform commissions, courts, parliaments, lobby groups and government organisations such as DOCS. Some candidates made use of a historical approach while others used a more thematic approach based on the syllabus. These candidates made good use of up-to-date media reports to provide contemporary examples of continuity and change in issues related to family. Weaker responses were limited in their understanding of the terms *condition*, *reform* or *agencies*. They experienced difficulty in identifying agencies of reform. Their responses presented a list of a narrow range of disjointed issues related to family and confined their answers to general statements.

### **Question 20 – Optional Focus Study 3 – Global Environments**

- (a) Of the 9% of the candidates who attempted this option, 85% chose this question. Better responses presented a global focus in their response to this question. They provided relevant contemporary examples integrated into sustained well written responses. They made effective use of conventions and protocols to provide the framework of global environmental law. These candidates cited the voluntary nature of the implementation and adherence to global environmental law and the limitations of the ICJ as weaknesses in the global framework. Better responses made good use of the Rio, Kyoto and Johannesburg Conventions as examples of world co-operation but again recognised the weaknesses of relying on individual states to implement measures designed to protect the environment. Weaker responses presented answers that were more geographical in perspective. They tended to neglect the legal aspects of the Focus Study preferring instead to list a variety of environmental disasters as the basis of their response.
- (b) Better responses recognised the importance of conditions that give rise to the need for law reform in protecting the global environment. They quoted from a range of agencies which included Greenpeace, World Wildlife Fund and various UN bodies. They also recognised the political tensions which can arise from global initiatives which need subsequent domestic ratification. These candidates demonstrated an understanding of the dynamic nature of this Focus Study by using contemporary issues and cases such as the Montreal Protocol. Weaker responses presented a more generalised approach to the question and these candidates found the term *conditions* difficult to interpret. They made limited use of cases and were unable to interpret the role of agencies of reform.

### **Question 21 – Optional Focus Study 4 - Indigenous Peoples**

- (a) Of the 3% of the candidates who attempted this option, 93% chose this question. Better responses used a global focus. They provided contemporary examples that used the international framework of conventions and treaties to sustain an evaluation of remedies available to indigenous peoples. Weaker responses provided logical and sustained responses with a wide variety of examples to support their arguments. Candidates made reference to issues such as sovereignty, identity and self-determination and used case study examples such



as Bougainvillians, the Inuit and Timorese peoples. Weaker responses used a more domestic focus approach that provided only limited scope for the development of sustained answers to the question. A lack of case study examples was evident and candidates had difficulty discerning the remedies available. They appeared to rely heavily on the Preliminary Focus Group example of Aboriginal and Torres Strait Islanders.

- (b) Better responses used the international framework as the basis of their answer. They linked this framework to the domestic legislative framework that provided the basis for legal remedies. These responses used contemporary media reports to describe conditions that led to the need for law reform in this area. Superior responses made use of the work of the UN, Amnesty International, NGOs, ILO and ATSIC as agents of reform. They also integrated their knowledge of human rights into their answers. Weaker responses described examples such as Mabo, Stolen Generations and Wik but were unable to connect these to the broader issues of law reform and the recognition of the right to self-determination for indigenous peoples.

### **Question 22 – Optional Focus Study 5 – Shelter**

- (a) 12% of the candidates attempted Shelter. 90% answered this question. Better responses identified a wide range of issues related to shelter and to integrate references to legislation, cases, media reports and documents. Weaker responses appeared to rely more heavily on legislation at the expense of other sources suggesting that teachers need to encourage candidates to make better use of contemporary media examples and case law. Weaker responses focused on a narrow range of issues related to shelter. While some candidates had a reasonable grasp of issues, they experienced considerable difficulty in evaluating the remedies available to achieve security of shelter.
- (b) Few candidates attempted this option. Better responses made use of a range of sources and presented logical, sustained and balanced responses. The word *conditions* presented some difficulties in interpretation. Some translated this to mean issues, or a problem needing a remedy. These weaker responses largely ignored the role of agencies. They had difficulty providing a judgement evaluating effectiveness and only provided a few examples of legal remedies.

### **Question 23 – Optional Focus Study 6 - Technological Change**

- (a) 4% of candidates attempted the Technological Change Focus Study. Option (a) was clearly the more popular choice with 75% of the responses. Better responses made high-order use of legislation, case studies and media reports using sophisticated language and referring to a wide range of technological issues. Better responses used and discussed up-to-date examples such as bio-technology, stem cell research, cloning and fraud. They also made good use of both domestic and international issues. Better responses identified the lack of international agreements, sovereignty, cultural differences and speed of law reform as criteria to measure effectiveness.
- (b) The nature of this question presented a degree of difficulty to some candidates. Better responses outlined the *conditions* which required law reform. These included the speed and complexity of changing technology, changing societies, changes in moral standards and ethics, changing economic conditions and lifestyles. Issues relating to life such as birth control and euthanasia were presented as examples of how medical technology was impacting on individuals and challenging moral and ethical values of society. Other issues relating to

crime and privacy were also raised. Candidates exhibited a broad knowledge and were able to identify agencies of reform such as parliaments, common law, international law and international instruments such as the ICJ, WHO, WIPO. They also identified lobby groups that also act as agencies of reform such as the World Council of Churches and the Right to Life Movement. Better responses identified issues such as the speed at which agencies responded to changes in technology, equity between the developed and developing world and the protection of cultural identity as measures of effectiveness.

#### **Question 24 – Optional Focus Study 7 – Workplace**

- (a) This option was attempted by 28% of candidates and in common with other options, the (a) question was by far the most popular with 90% of the responses. The majority of candidates had a substantial knowledge of this focus study. A wide variety of accurate contemporary issues were presented including more recent examples such as the collapse of Ansett and HIH. Industrial actions including the Patrick's case in respect to the Workplace Relations Act were also used to great effect. Other cases that were used included the past teachers' pay dispute, Walker Industries (motor vehicle industry stand-downs) and the nurses' pay dispute. Better responses made use of a wide range of the content in terms of legislation, cases and media reports and provided the necessary analysis to demonstrate a high order grasp of the question. Better responses also provided a sustained logical response that indicated a depth of understanding of the legal issues and then provided a range of remedies. Difficulties were experienced by some in making judgments about the effectiveness of legal remedies. Weaker responses were unable to balance the needs of employers and employees. These responses tended to give weighting to employees at the expense of employers.
- (b) Better responses used the term *conditions* to describe a range of industrial circumstances that required reform. The impact of technology, declining strength of trade unions, concerns about workers' safety and compensation under Workcover were some of the examples used to demonstrate areas where agencies of reform were impacting on the nature of the workplace. Some (b) responses could have readily been interpreted as a response to the (a) question. Weaker responses found themselves returning to legal issues rather than agencies of reform. These candidates were not clear in their understanding of the term *conditions*. Weaker responses provided shorter responses with limited use of the rubric. These responses lacked a balance of treatment between employers and employees.

#### **Question 25 – Optional Focus Study 8 - World Order**

- (a) This Optional Focus Study was attempted by 13% of candidates. 76% attempted option (a). Better responses made use of a substantial body of knowledge that incorporated a range of treaties, conventions and examples to present interesting and diverse responses. Candidates were able to grasp the syllabus concepts of continuity and change, recognising new threats to world order, such as terrorism as a movement away from conventional forms of conflict between nations. Better responses identified a range of political, economic and religious issues that led to conflict. They identified the roles of the organs of the UN, ICC, ICJ, the media and NGOs as promoters of world order. Candidates provided a range of examples that were used to demonstrate that peace keeping measures varied in their effectiveness, eg Somalia as a band aid peace-keeping operation as opposed to the success of the Timor operation. Better responses evaluated and demonstrated a clear analysis of the major issues. They confidently discussed possible requirements for remedial action. Weaker responses

focused on a narrow range of examples, were more descriptive and at times appeared to rely too heavily on the past 3 Unit course material to present their answers.

- (b) Better responses presented sound arguments for limits to effectiveness. They presented a range of impediments including the Security Council permanent members, the need for law reform within nations and the voluntary nature of international law. Candidates presented ideas on new conceptions of world order stemming from humanitarian issues and terrorism. They also examined coalitions of states that were formed to resolve particular issues as an indicator of new models in world order. They were also able to integrate an evaluation of the role of NGOs such as the Red Cross and Amnesty International as strong lobby groups that encouraged responses from world bodies. Better responses also questioned the role of certain nations perceived as being more interested in imposing Euro-centric value systems into issues rather than seeking the necessary local solutions. Weaker responses understood conditions but found agencies of reform beyond their grasp and often simply provided a list of agencies with minimal discussion of their role.

# Legal Studies

## 2002 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
1	1	Law And Justice	H2.1
2	1	Law And Justice	H2.1, H5.1
3	1	Law And Justice	H3.1, H5.1
4	1	Law And Justice	H2.2
5	1	Law And Justice	H3.2, H3.1
6	1	Human Rights	H1.2, H2.1
7	1	Law And Justice	H2.1
8	1	Law And Justice	H2.2, H3.1
9	1	Law And Justice	H2.2
10	1	Law And Justice	H2.1
11	1	Human Rights	H1.2, H2.1
12	1	Law And Justice	H3.1
13	1	Law And Justice	H2.1
14	1	Law And Justice	H3.1
15	1	Human Rights	H1.2, H2.1
16 (a)	2	Human Rights	H2.1
16 (b)	2	Human Rights	H2.1
16 (c)	6	Human Rights	H2.3, H3.2, H4.3
17 (a)	3	Crime	H1.1
17 (b)	6	Crime	H1.1, H5.3
17 (c)	7	Crime	H1.1, H3.1, H5.3
17 (d)	9	Crime	H1.1, H3.1, H3.3, H5.3
18 (a)	25	OFS 1 – Consumers	H1.1, H3.1, H3.3, H3.4, H5.3
18 (b)	25	OFS 1 – Consumers	H1.1, H3.1, H3.3, H3.4, H5.3
19 (a)	25	OFS 2 – Family	H1.1, H3.1, H3.3, H3.4, H5.3
19 (b)	25	OFS 2 – Family	H1.1, H3.1, H3.3, H3.4, H5.3
20 (a)	25	OFS 3 – Global Environment	H1.1, H3.1, H3.3, H3.4, H5.3
20 (b)	25	OFS 3 – Global Environment	H1.1, H3.1, H3.3, H3.4, H5.3
21 (a)	25	OFS 4 – Indigenous Peoples	H1.1, H3.1, H3.3, H3.4, H5.3
21 (b)	25	OFS 4 – Indigenous Peoples	H1.1, H3.1, H3.3, H3.4, H5.3
22 (a)	25	OFS 5 – Shelter	H1.1, H3.1, H3.3, H3.4, H5.3
22 (b)	25	OFS 5 – Shelter	H1.1, H3.1, H3.3, H3.4, H5.3
23 (a)	25	OFS 6 – Technological Change	H1.1, H3.1, H3.3, H3.4, H5.3
23 (b)	25	OFS 6 – Technological Change	H1.1, H3.1, H3.3, H3.4, H5.3
24 (a)	25	OFS 7 – Workplace	H1.1, H3.1, H3.3, H3.4, H5.3

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
24 (b)	25	OFS 7 – Workplace	H1.1, H3.1, H3.3, H3.4, H5.3
25 (a)	25	OFS 8 – World Order	H1.1, H3.1, H3.3, H3.4, H5.3
25 (b)	25	OFS 8 – World Order	H1.1, H3.1, H3.3, H3.4, H5.3

## 2002 HSC Legal Studies Marking Guidelines

### Section I Part B

#### Question 16 (a)

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

Criteria	Marks
• Correctly defines individual human rights and illustrates the definition using an appropriate example	2
• Defines the notion of individual human rights with no appropriate example, or provides an example of individual human rights with no definition of individual human rights	1

#### Question 16 (b)

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

Criteria	Marks
• Correctly defines collective human rights and illustrates the definition using an appropriate example	2
• Defines the notion of collective human rights with no appropriate example or provides an example of collective human rights	1

**Question 16 (c)***Outcomes assessed: H2.3, H3.2, H4.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Critically assesses the effectiveness of legal measures</li><li>• Clearly applies their assessment to a human rights issue</li></ul>	5–6
<ul style="list-style-type: none"><li>• Assesses the effectiveness of legal measures</li><li>• Applies their assessment to a human rights issue</li></ul>	3–4
<ul style="list-style-type: none"><li>• Makes a general statement about the effectiveness of legal measures</li><li>• Attempts to apply this statement to a human rights issue</li><li>• The identification of one human rights issue would be rewarded one mark</li></ul>	1–2

## Section II

### Question 17 (a)

*Outcomes assessed: H1.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>Clearly explains the difference between summary and indictable offences</li><li>Correctly identifies summary and indictable offences in the scenario</li></ul>	2–3
<ul style="list-style-type: none"><li>Attempts to explain either summary or indictable offences</li></ul> AND/OR <ul style="list-style-type: none"><li>Identifies a summary or indictable offence in the scenario</li></ul>	1

### Question 17 (b)

*Outcomes assessed: H1.1, H5.3*

*(i) Mens Rea*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>Defines the element</li></ul> AND <ul style="list-style-type: none"><li>Identifies an example in the scenario</li></ul>	2
<ul style="list-style-type: none"><li>Defines the element</li></ul> OR <ul style="list-style-type: none"><li>Identifies an example of the element in the scenario</li></ul>	1

### Question 17 (b) (continued)

*Outcomes assessed: H1.1, H5.3*

*(ii) Actus Reus*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>Defines the element</li></ul> AND <ul style="list-style-type: none"><li>Identifies an example in the scenario</li></ul>	2
<ul style="list-style-type: none"><li>Defines the element</li></ul> OR <ul style="list-style-type: none"><li>Identifies an example of the element in the scenario</li></ul>	1



**Question 17 (b)**

*Outcomes assessed: H1.1, H5.3*

*(iii) Causation*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Defines the element</li></ul> AND <ul style="list-style-type: none"><li>• Identifies an example in the scenario</li></ul>	2
<ul style="list-style-type: none"><li>• Defines the element</li></ul> OR <ul style="list-style-type: none"><li>• Identifies examples of the element in the scenario</li></ul>	1

**Question 17 (c)**

*Outcomes assessed: H1.1, H3.1, H5.3*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• States possible defence(s) available for both Helen and Tom</li><li>• Uses clear arguments to justify the use of these defences</li></ul>	5–7
<ul style="list-style-type: none"><li>• States possible defence(s) available for Helen and/or Tom</li><li>• Provides some justification for the use of these defences</li></ul>	3–4
<ul style="list-style-type: none"><li>• States one or more defence</li></ul> AND/OR <ul style="list-style-type: none"><li>• Attempts to justify the use of the defence</li></ul>	1–2

**Question 17 (d)**

*Outcomes assessed: H1.1, H3.1, H3.3, H5.3*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Identifies a range of possible punishments appropriate to this scenario</li><li>• Identifies the purpose(s) of punishment(s)</li><li>• Clearly explains the effectiveness of punishment(s) identified</li></ul>	7–9
<ul style="list-style-type: none"><li>• Identifies possible punishments appropriate to this scenario</li><li>• Identifies the purpose(s) of some punishments</li><li>• Explains the effectiveness of some of the punishment(s) identified</li></ul>	4–6
<ul style="list-style-type: none"><li>• Identifies a punishment appropriate to the scenario</li><li>• States one purpose of a punishment</li><li>• Attempts to explain punishment</li></ul>	1–3

### Section III – Questions 18–25

#### Question 18 (a) (25 marks)

#### Optional Focus Study 1 – Consumers

*Outcomes assessed: H1.1, H3.1, H3.3, H3.4, H5.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Clearly outlines a range of legal issues facing consumers and makes a balanced judgement on the extent to which the different remedies available to consumers achieve justice</li> <li>Integrates relevant legislation and/or cases and/or documents and/or media reports to discuss issues faced by consumers and evaluates remedies available to consumers to achieve justice</li> <li>Presents a sustained, logical and well-structured answer using relevant legal terminology</li> </ul>	21–25
<ul style="list-style-type: none"> <li>Clearly outlines some legal issues facing consumers and makes some judgement on the extent to which the remedies available to consumers achieve justice</li> <li>Uses relevant legislation and/or cases and/or documents and/or media reports to discuss issues faced by consumers and evaluates remedies available to consumers to achieve justice</li> <li>Presents a logical and well-structured answer using relevant legal terminology</li> </ul>	16–20
<ul style="list-style-type: none"> <li>Outlines some legal issues facing consumers and makes a limited judgement on the extent to which the remedies available to consumers achieve justice</li> <li>Cites some relevant legislation and/or cases and/or documents and/or media reports to describe issues faced by consumers and attempts to evaluate remedies available</li> <li>Presents a structured answer using relevant legal terminology</li> </ul>	11–15
<ul style="list-style-type: none"> <li>Outlines some legal issues facing consumers and identifies some remedies available to consumers to achieve justice</li> <li>Makes limited references to legislation and/or cases and/or documents and/or media reports to outline issues faced by consumers and identifies remedies available</li> <li>Presents a general answer which includes legal information and terms</li> </ul>	6–10
<ul style="list-style-type: none"> <li>Identifies a legal issue and/or identifies a remedy available to consumers to achieve justice</li> <li>May make limited reference to legislation and /or cases and/or documents and/or media reports to identify an issue and/or remedy</li> <li>Limited use of legal information/terms</li> </ul>	1–5

**Question 18 (b)** (25 marks)

*Outcomes assessed: H1.1, H3.1, H3.3, H3.4, H5.3*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Clearly outlines a range of conditions that give rise to the need for law reform for consumers</li> <li>• Provides a coherent discussion of the role of agencies of reform in addressing the needs of consumers</li> <li>• Integrates relevant legislation and/or cases and/or documents and/or media reports in the discussion</li> <li>• Presents a sustained, logical and/or well-structured answer using relevant legal terminology</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Clearly outlines some conditions that give rise to the need for law reform for consumers</li> <li>• Provides a discussion of the role of agencies of reform in addressing the needs of consumers</li> <li>• Uses relevant legislation and/or cases and/or documents and/or media reports in the discussion</li> <li>• Presents a logical and well-structured answer using relevant legal terminology</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Outlines some conditions that give rise to the need for law reform for consumers</li> <li>• Provides a limited discussion of the role of agencies of reform in addressing the needs of consumers</li> <li>• Cites some relevant legislation and/or cases and/or documents and/or media reports to make statements about the role of agencies of reform</li> <li>• Presents a structured answer using relevant legal terminology</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Identifies some conditions that give rise to the need for law reform for consumers</li> <li>• Identifies some reform agencies</li> <li>• Makes limited references to legislation and/or cases and/or documents and/or media reports</li> <li>• Uses some appropriate legal information with limited examples</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Lists conditions or reform agencies that give rise to the need for law reform for consumers</li> <li>• May make limited reference to legislation and/or cases and/or documents and/or media reports</li> <li>• Limited use of legal information/terms</li> </ul>	1–5

**Question 19 (a)** (25 marks)

**Optional Focus Study 2 – Family**

*Outcomes assessed: H1.1, H3.1, H3.3, H3.4, H5.3*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Clearly outlines a range of legal issues facing family members and makes a balanced judgement on the extent to which the different remedies available to family members achieve justice</li> <li>• Integrates relevant legislation and/or cases and/or documents and/or media reports to discuss issues faced by family members and evaluates remedies available to family members to achieve justice</li> <li>• Presents a sustained, logical and well-structured answer using relevant legal terminology</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Clearly outlines some legal issues facing family members and makes some judgement on the extent to which the remedies available to family members achieve justice</li> <li>• Uses relevant legislation and/or cases and/or documents and/or media reports to discuss issues faced by family members and evaluates remedies available to family members to achieve justice</li> <li>• Presents a logical and well-structured answer using relevant legal terminology</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Outlines some legal issues facing family members and makes a limited judgement on the extent to which the remedies available to family members achieve justice</li> <li>• Cites some relevant legislation and/or cases and/or documents and/or media reports to describe issues faced by family members and attempts to evaluate remedies available</li> <li>• Presents a structured answer using relevant legal terminology</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Outlines some legal issues facing family members and identifies some remedies available to family members to achieve justice</li> <li>• Makes limited references to legislation and/or cases and/or documents and/or media reports to outline issues faced by family members and identifies remedies available</li> <li>• Presents a general answer which includes legal information and terms</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Identifies a legal issue and/or identifies a remedy available to family members to achieve justice</li> <li>• May make limited reference to legislation and /or cases and/or documents and/or media reports to identify an issue and/or remedy</li> <li>• Limited use of legal information/terms</li> </ul>	1–5

**Question 19 (b)** (25 marks)

**Optional Focus Study 2 – Family**
*Outcomes assessed: H1.1, H3.1, H3.3, H3.4, H5.3*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Clearly outlines a range of conditions that give rise to the need for law reform for family members</li> <li>• Provides a coherent discussion of the role of agencies of reform in addressing the needs of family members</li> <li>• Integrates relevant legislation and/or cases and/or documents and/or media reports in the discussion</li> <li>• Presents a sustained, logical and well-structured answer using relevant legal terminology</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Clearly outlines some conditions that give rise to the need for law reform for family members</li> <li>• Provides a discussion of the role of agencies of reform in addressing the needs of family members</li> <li>• Uses relevant legislation and/or cases and/or documents and/or media reports in the discussion</li> <li>• Presents a logical and well-structured answer using relevant legal terminology</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Outlines some conditions that give rise to the need for law reform for family members</li> <li>• Provides a limited discussion of the role of agencies of reform in addressing the needs of family members</li> <li>• Cites some relevant legislation and/or cases and/or documents and/or media reports to make statements about the role of agencies of reform</li> <li>• Presents a structured answer using relevant legal terminology</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Identifies some conditions that give rise to the need for law reform for family</li> <li>• Identifies some reform agencies</li> <li>• Makes limited references to legislation and/or cases and/or documents and/or media reports</li> <li>• Uses some appropriate legal information with limited examples</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Lists conditions or reform agencies that give rise to the need for law reform for family members</li> <li>• May make limited reference to legislation and/or cases and/or documents and/or media reports</li> <li>• Limited use of legal information/terms</li> </ul>	1–5

**Question 20 (a)** (25 marks)

**Optional Focus Study 3 – Global Environment**

*Outcomes assessed: H1.1, H3.1, H3.3, H3.4, H5.3*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Clearly outlines a range of legal issues in relation to the global environment and makes a balanced judgement on the extent to which the different remedies available protect the global environment</li> <li>• Integrates relevant legislation and/or cases and/or documents and/or media reports to discuss issues in relation to the global environment and evaluates remedies available to protect the global environment</li> <li>• Presents a sustained, logical and well-structured answer using relevant legal terminology</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Clearly outlines some legal issues in relation to the global environment and makes some judgement on the extent to which the remedies available protect the global environment</li> <li>• Uses relevant legislation and/or cases and/or documents and/or media reports to discuss issues in relation to the global environment and evaluates remedies available to protect the global environment</li> <li>• Presents a logical and well-structured answer using relevant legal terminology</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Outlines some legal issues in relation to the global environment and makes a limited judgement on the extent to which the remedies available protect the global environment</li> <li>• Cites some relevant legislation and/or cases and/or documents and/or media reports to describe issues in relation to the global environment and attempts to evaluate remedies available</li> <li>• Presents a structured answer using relevant legal terminology</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Outlines some legal issues in relation to the global environment and identifies some remedies available protect the global environment</li> <li>• Makes limited references to legislation and/or cases and/or documents and/or media reports to outline issues in relation to the global environment and identifies remedies available</li> <li>• Presents a general answer which includes legal information and terms</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Identifies a legal issue and/or identifies a remedy to protect the global environment</li> <li>• May make limited reference to legislation and/or cases and/or documents and/or media reports to identify an issue and/or remedy</li> <li>• Limited use of legal information/terms</li> </ul>	1–5

**Question 20 (b)** (25 marks)

*Outcomes assessed: H1.1, H3.1, H3.3, H3.4, H5.3*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Clearly outlines a range of conditions that give rise to the need for law reform in protecting the global environment</li> <li>• Provides a coherent discussion of the role of agencies of reform in addressing the protection of the global environment</li> <li>• Integrates relevant legislation and/or cases and/or documents and/or media reports in the discussion</li> <li>• Presents a sustained, logical and well-structured answer using relevant legal terminology</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Clearly outlines some conditions that give rise to the need for law reform in protecting the global environment</li> <li>• Provides a discussion of the role of agencies of reform in addressing the protection of the global environment</li> <li>• Uses relevant legislation and/or cases and/or documents and/or media reports in the discussion</li> <li>• Presents a logical and well-structured answer using relevant legal terminology</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Outlines some conditions that give rise to the need for law reform in protecting the global environment</li> <li>• Provides a limited discussion of the role of agencies of reform in addressing the protection of the global environment</li> <li>• Cites some relevant legislation and/or cases and/or documents and/or media reports to make statements about the role of agencies of reform</li> <li>• Presents a structured answer using relevant legal terminology</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Identifies some conditions that give rise to the need for law reform in protecting the global environment</li> <li>• Identifies some reform agencies</li> <li>• Makes limited references to legislation and/or cases and/or documents and/or media reports</li> <li>• Uses some appropriate legal information with limited examples</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Lists conditions or reform agencies that give rise to the need for law reform in protecting the global environment</li> <li>• May make limited reference to legislation and/or cases and/or documents and/or media reports</li> <li>• Limited use of legal information/terms</li> </ul>	1–5

**Question 21 (a) (25 marks)**
**Optional Focus Study 4 – Indigenous Peoples**

*Outcomes assessed: H1.1, H3.1, H3.3, H3.4, H5.3*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Clearly outlines a range of legal issues facing indigenous peoples and makes a balanced judgement on the extent to which the different remedies available to indigenous peoples achieve justice</li> <li>• Integrates relevant legislation and/or cases and/or documents and/or media reports to discuss issues faced by indigenous peoples and evaluates remedies available to indigenous peoples to achieve justice</li> <li>• Presents a sustained, logical and well-structured answer using relevant legal terminology</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Clearly outlines some legal issues facing indigenous peoples and makes some judgement on the extent to which the remedies available to indigenous peoples achieve justice</li> <li>• Uses relevant legislation and/or cases and/or documents and/or media reports to discuss issues faced by indigenous peoples and evaluates remedies available to indigenous peoples to achieve justice</li> <li>• Presents a logical and well-structured answer using relevant legal terminology</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Outlines some legal issues facing indigenous peoples and makes a limited judgement on the extent to which the remedies available to indigenous peoples achieve justice</li> <li>• Cites some relevant legislation and/or cases and/or documents and/or media reports to describe issues faced by indigenous peoples and attempts to evaluate remedies available</li> <li>• Presents a structured answer using relevant legal terminology</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Outlines some legal issues facing indigenous peoples and identifies some remedies available to indigenous peoples to achieve justice</li> <li>• Makes limited references to legislation and/or cases and/or documents and/or media reports to outline issues faced by indigenous peoples and identifies remedies available</li> <li>• Presents a general answer which includes legal information and terms</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Identifies a legal issue and/or identifies a remedy available to indigenous peoples to achieve justice</li> <li>• May make limited reference to legislation and/or cases and/or documents and/or media reports to identify an issue and/or remedy</li> <li>• Limited use of legal information/terms</li> </ul>	1–5



**Question 21 (b)** (25 marks)

*Outcomes assessed: H1.1, H3.1, H3.3, H3.4, H5.3*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Clearly outlines a range of conditions that give rise to the need for law reform for indigenous peoples</li> <li>• Provides a coherent discussion of the role of agencies of reform in addressing the needs of indigenous peoples</li> <li>• Integrates relevant legislation and/or cases and/or documents and/or media reports in the discussion</li> <li>• Presents a sustained, logical and well-structured answer using relevant legal terminology</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Clearly outlines some conditions that give rise to the need for law reform for indigenous peoples</li> <li>• Provides a discussion of the role of agencies of reform in addressing the needs of indigenous peoples</li> <li>• Uses relevant legislation and/or cases and/or documents and/or media reports in the discussion</li> <li>• Presents a logical and well-structured answer using relevant legal terminology</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Outlines some conditions that give rise to the need for law reform for indigenous peoples</li> <li>• Provides a limited discussion of the role of agencies of reform in addressing the needs of indigenous peoples</li> <li>• Cites some relevant legislation and/or cases and/or documents and/or media reports to make statements about the role of agencies of reform</li> <li>• Presents a structured answer using relevant legal terminology</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Identifies some conditions that gives rise to the need for law reform for indigenous peoples</li> <li>• Identifies some reform agencies</li> <li>• Makes limited references to legislation and/or cases and/or documents and/or media reports</li> <li>• Uses some appropriate legal information with limited examples</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Lists conditions or reform agencies that gives rise to the need for law reform for indigenous peoples</li> <li>• May make limited reference to legislation and/or cases and/or documents and/or media reports</li> <li>• Limited use of legal information/terms</li> </ul>	1–5

**Question 22 (a) (25 marks)**
**Optional Focus Study 5 – Shelter**

*Outcomes assessed: H1.1, H3.1, H3.3, H3.4, H5.3*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Clearly outlines a range of legal issues in securing shelter and makes a balanced judgement on the extent to which the different remedies available achieve security of shelter</li> <li>• Integrates relevant legislation and/or cases and/or documents and/or media reports to discuss issues in securing shelter and evaluates remedies available to achieve security of shelter</li> <li>• Presents a sustained, logical and well-structured answer using relevant legal terminology</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Clearly outlines some legal issues in securing shelter and makes some judgement on the extent to which the remedies available to consumers achieve justice</li> <li>• Uses relevant legislation and/or cases and/or documents and/or media reports to discuss issues in securing shelter and evaluates remedies available to achieve security of shelter</li> <li>• Presents a logical and well-structured answer using relevant legal terminology</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Outlines some legal issues in securing shelter and makes a limited judgement on the extent to which the remedies available to achieve security of shelter</li> <li>• Cites some relevant legislation and/or cases and/or documents and/or media reports to describe issues in securing shelter and attempts to evaluate remedies available</li> <li>• Presents a structured answer using relevant legal terminology</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Outlines some legal issues in securing shelter and identifies some remedies available to achieve security of shelter</li> <li>• Makes limited references to legislation and/or cases and/or documents and/or media reports to outline issues in securing shelter and identifies remedies available</li> <li>• Presents a general answer which includes legal information and terms</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Identifies a legal issue and/or identifies a remedy available to achieve security of shelter</li> <li>• May make limited reference to legislation and/or cases and/or documents and/or media reports to identify an issue and/or remedy</li> <li>• Limited use of legal information/terms</li> </ul>	1–5

**Question 22 (b)** (25 marks)

*Outcomes assessed: H1.1, H3.1, H3.3, H3.4, H5.3*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Clearly outlines a range of conditions that give rise to the need for law reform in securing shelter</li> <li>• Provides a coherent discussion of the role of agencies of reform in addressing the need for securing shelter</li> <li>• Integrates relevant legislation and/or cases and/or documents and/or media reports in the discussion</li> <li>• Presents a sustained, logical and well-structured answer using relevant legal terminology</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Clearly outlines some conditions that give rise to the need for law reform in securing shelter</li> <li>• Provides a discussion of the role of agencies of reform in addressing the need for securing shelter</li> <li>• Uses relevant legislation and/or cases and/or documents and/or media reports in the discussion</li> <li>• Presents a logical and well-structured answer using relevant legal terminology</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Outlines some conditions that give rise to the need for law reform in securing shelter</li> <li>• Provides a limited discussion of the role of agencies of reform in addressing the need for securing shelter</li> <li>• Cites some relevant legislation and/or cases and/or documents and/or media reports to make statements about the role of agencies of reform</li> <li>• Presents a structured answer using relevant legal terminology</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Identifies some conditions that give rise to the need for law reform in securing shelter</li> <li>• Identifies some reform agencies</li> <li>• Makes limited references to legislation and/or cases and/or documents and/or media reports</li> <li>• Uses some appropriate legal information with limited examples</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Lists conditions or reform agencies that give rise to the need for law reform in securing shelter</li> <li>• May make limited reference to legislation and/or cases and/or documents and/or media reports</li> <li>• Limited use of legal information/terms</li> </ul>	1–5

**Question 23 (a) (25 marks)**
**Optional Focus Study 6 – Technological Change**

*Outcomes assessed: H1.1, H3.1, H3.3, H3.4, H5.3*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Clearly outlines a range of legal issues in relation to technological change and makes a balanced judgement on the extent to which the different remedies available have kept pace with technological change</li> <li>• Integrates relevant legislation and/or cases and/or documents and/or media reports to discuss issues in relation to technological change and evaluates remedies available</li> <li>• Presents a sustained, logical and well-structured answer using relevant legal terminology</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Clearly outlines some legal issues in relation to technological change and makes some judgement on the extent to which the remedies available have kept pace with technological change</li> <li>• Uses relevant legislation and/or cases and/or documents and/or media reports to discuss issues in relation to technological change and evaluates remedies available</li> <li>• Presents a logical and well-structured answer using relevant legal terminology</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Outlines some legal issues in relation to technological change and makes a limited judgement on the extent to which the remedies available have kept pace with technological change</li> <li>• Cites some relevant legislation and/or cases and/or documents and/or media reports to describe issues in relation to technological change and attempts to evaluate remedies available</li> <li>• Presents a structured answer using relevant legal terminology</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Outlines some legal issues in relation to technological change and identifies some remedies available which have kept pace with technological change</li> <li>• Makes limited references to legislation and/or cases and/or documents and/or media reports in outline in relation to technological change and identifies remedies available</li> <li>• Presents a general answer which includes legal information and terms</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Identifies a legal issue and/or identifies a remedy in relation to technological change</li> <li>• May make limited reference to legislation and/or cases and/or documents and/or media reports to identify an issue and/or remedy</li> <li>• Limited use of legal information/terms</li> </ul>	1–5

**Question 23 (b)** (25 marks)

*Outcomes assessed: H1.1, H3.1, H3.3, H3.4, H5.3*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Clearly outlines a range of conditions that give rise to the need for law reform in the area of technological change</li> <li>• Provides a coherent discussion of the role of agencies of reform in addressing aspects of life transformed by technological change</li> <li>• Integrates relevant legislation and/or cases and/or documents and/or media reports in the discussion</li> <li>• Presents a sustained, logical and well-structured answer using relevant legal terminology</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Clearly outlines some conditions that give rise to the need for law reform in the area of technological change</li> <li>• Provides a discussion of the role of agencies of reform in addressing aspects of life transformed by technological change</li> <li>• Uses relevant legislation and/or cases and/or documents and/or media reports in the discussion</li> <li>• Presents a logical and well-structured answer using relevant legal terminology</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Outlines some conditions that give rise to the need for law reform in the area of technological change</li> <li>• Provides a limited discussion of the role of agencies of reform in aspects of life transformed by technological change</li> <li>• Cites some relevant legislation and/or cases and/or documents and/or media reports to make statements about the role of agencies of reform</li> <li>• Presents a structured answer using relevant legal terminology</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Identifies some conditions that gives rise to the need for law reform in the area of technological change</li> <li>• Identifies some reform agencies</li> <li>• Makes limited references to legislation and/or cases and/or documents and/or media reports</li> <li>• Uses some appropriate legal information with limited examples</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Lists conditions or reform agencies that gives rise to the need for law reform in the area of technological change</li> <li>• May make limited reference to legislation and/or cases and/or documents and/or media reports</li> <li>• Limited use of legal information/terms</li> </ul>	1–5

**Question 24 (a)** (25 marks)

**Optional Focus Study 7 – Workplace**

*Outcomes assessed: H1.1, H3.1, H3.3, H3.4, H5.3*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Clearly outlines a range of legal issues that arise in the workplace and makes a balanced judgement on the extent to which the different remedies available respond to the needs of employers and employees</li> <li>• Integrates relevant legislation and/or cases and/or documents and/or media reports to discuss issues arising in the workplace and evaluates remedies available which respond to the needs of employers and employees</li> <li>• Presents a sustained, logical and well-structured answer using relevant legal terminology</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Clearly outlines some legal issues that arise in the workplace and makes some judgement on the extent to which the remedies available respond to the needs of employers and employees</li> <li>• Uses relevant legislation and/or cases and/or documents and/or media reports to discuss issues arising in the workplace and evaluates remedies available which respond to the needs of employers and employees</li> <li>• Presents a logical and well-structured answer using relevant legal terminology</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Outlines some legal issues that arise in the workplace and makes a limited judgement on the extent to which the remedies available respond to the needs of employers and employees</li> <li>• Cites some relevant legislation and/or cases and/or documents and/or media reports to describe issues arising in the workplace and attempts to evaluate remedies available</li> <li>• Presents a structured answer using relevant legal terminology</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Outlines some legal issues that arise in the workplace and identifies some remedies available</li> <li>• Makes limited references to legislation and/or cases and/or documents and/or media reports to outline issues arising in the workplace and identifies remedies available</li> <li>• Presents a general answer which includes legal information and terms</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Identifies a legal issue and/or identifies a remedy in relation to a workplace issue</li> <li>• May make limited reference to legislation and/or cases and/or documents and/or media reports to identify an issue and/or remedy</li> <li>• Limited use of legal information/terms</li> </ul>	1–5

**Question 24 (b)** (25 marks)

*Outcomes assessed: H1.1, H3.1, H3.3, H3.4, H5.3*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Clearly outlines a range of conditions that give rise to the need for law reform in the workplace</li> <li>• Provides a coherent discussion of the role of agencies of reform in addressing the needs of employers and employees</li> <li>• Integrates relevant legislation and/or cases and/or documents and/or media reports in the discussion</li> <li>• Presents a sustained, logical and well-structured answer using relevant legal terminology</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Clearly outlines some conditions that give rise to the need for law reform in the workplace</li> <li>• Provides a discussion of the role of agencies of reform in addressing the needs of employers and employees</li> <li>• Uses relevant legislation and/or cases and/or documents and/or media reports in the discussion</li> <li>• Presents a logical and well-structured answer using relevant legal terminology</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Outlines some conditions that give rise to the need for law reform in the workplace</li> <li>• Provides a limited discussion of the role of agencies of reform in addressing the needs of employers and employees</li> <li>• Cites some relevant legislation and/or cases and/or documents and/or media reports to make statements about the role of agencies of reform</li> <li>• Presents a structured answer using relevant legal terminology</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Identifies some conditions that give rise to the need for law reform in the workplace</li> <li>• Identifies some reform agencies</li> <li>• Makes limited references to legislation and/or cases and/or documents and/or media reports</li> <li>• Uses some appropriate legal information with limited examples</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Lists conditions or reform agencies that give rise to the need for law reform in the workplace</li> <li>• May make limited reference to legislation and/or cases and/or documents and/or media reports</li> <li>• Limited use of legal information/terms</li> </ul>	1–5

**Question 25 (a) (25 marks)**
**Optional Focus Study 8 – World Order**

*Outcomes assessed: H1.1, H3.1, H3.3, H3.4, H5.3*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Clearly outlines a range of legal issues in relation to world order and makes a balanced judgement on the extent to which the different remedies available achieve world order</li> <li>• Integrates relevant legislation and/or cases and/or documents and/or media reports to discuss issues in relation to world order and evaluates remedies available to achieve world order</li> <li>• Presents a sustained, logical and well-structured answer using relevant legal terminology</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Clearly outlines some legal issues in relation to world order and makes some judgement on the extent to which the remedies available achieve world order</li> <li>• Uses relevant legislation and/or cases and/or documents and/or media reports to discuss issues in relation to world order and evaluates remedies available to achieve world order</li> <li>• Presents a logical and well-structured answer using relevant legal terminology</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Outlines some legal issues in relation to world order and makes a limited judgement on the extent to which the remedies available achieve world order</li> <li>• Cites some relevant legislation and/or cases and/or documents and/or media reports to describe issues in relation to world order and attempts to evaluate remedies available</li> <li>• Presents a structured answer using relevant legal terminology</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Outlines some legal issues in relation to world order and identifies some remedies available</li> <li>• Makes limited references to legislation and/or cases and/or documents and/or media reports to outline issues in relation to world order and identifies remedies available</li> <li>• Presents a general answer which includes legal information and terms</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Identifies a legal issue and/or identifies a remedy available to achieve world order</li> <li>• May make limited reference to legislation and/or cases and/or documents and/or media reports to identify an issue and/or remedy</li> <li>• Limited use of legal information/terms</li> </ul>	1–5



**Question 25 (b)** (25 marks)

*Outcomes assessed: H1.1, H3.1, H3.3, H3.4, H5.3*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Clearly outlines a range of conditions that give rise to the need for law reform in world order</li> <li>• Provides a coherent discussion of the role of agencies of reform in achieving world order</li> <li>• Integrates relevant legislation and/or cases and/or documents and/or media reports in the discussion</li> <li>• Presents a sustained, logical and well-structured answer using relevant legal terminology</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Clearly outlines some conditions that give rise to the need for law reform in world order</li> <li>• Provides a discussion of the role of agencies of reform in achieving world order</li> <li>• Uses relevant legislation and/or cases and/or documents and/or media reports in the discussion</li> <li>• Presents a logical and well-structured answer using relevant legal terminology</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Outlines some conditions that give rise to the need for law reform in world order</li> <li>• Provides a limited discussion of the role of agencies of reform in achieving world order</li> <li>• Cites some relevant legislation and/or cases and/or documents and/or media reports to make statements about the role of agencies of reform</li> <li>• Presents a structured answer using relevant legal terminology</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Identifies some conditions that give rise to the need for law reform in world order</li> <li>• Identifies some reform agencies</li> <li>• Makes limited references to legislation and/or cases and/or documents and/or media reports</li> <li>• Uses some appropriate legal information with limited examples</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Lists conditions or reform agencies that give rise to the need for law reform in world order</li> <li>• May make limited reference to legislation and/or cases and/or documents and/or media reports</li> <li>• Limited use of legal information/terms</li> </ul>	1–5