

## 2015 HSC Legal Studies Marking Guidelines

### Section I

#### Multiple-choice Answer Key

Question	Answer
1	C
2	A
3	B
4	B
5	B
6	B
7	B
8	C
9	C
10	A
11	C
12	D
13	D
14	C
15	C
16	A
17	A
18	D
19	A
20	C

## Section II

### Part A — Human Rights

#### Question 21

Criteria	Marks
<ul style="list-style-type: none"> <li>Clearly describes the methods/processes used by ONE independent statutory authority to promote human rights</li> <li>Links to the promotion of human rights</li> </ul>	3
<ul style="list-style-type: none"> <li>Describes in general terms some features of ONE independent statutory authority to promote human rights</li> </ul>	2
<ul style="list-style-type: none"> <li>Makes general statements about human rights/a statutory authority</li> </ul>	1

**Sample answer:**

The Australian Human Rights Commission promotes human rights through awareness programs dealing with human rights issues. In addition the Australian Human Rights Commission prepares and releases reports concerning human rights.

#### Question 22

Criteria	Marks
<ul style="list-style-type: none"> <li>Clearly outlines the role of law reform</li> <li>Demonstrates a sound understanding of law reform in relation to the abolition of slavery</li> </ul>	5
<ul style="list-style-type: none"> <li>Outlines the role of law reform</li> <li>Demonstrates an understanding of law reform in relation to the abolition of slavery</li> </ul>	4
<ul style="list-style-type: none"> <li>Sketches in general terms the abolition of slavery AND/OR the role of law reform</li> </ul>	3
<ul style="list-style-type: none"> <li>Attempts to outline the role of law reform and/or the abolition of slavery</li> </ul>	2
<ul style="list-style-type: none"> <li>Makes general statements about slavery</li> </ul>	1

**Sample answer:**

Law reform has been effective in the movement towards the abolition of slavery. The move to abolish slavery began in the 12th century. The transatlantic slave trade gradually gave way to changing social values and led to law reform to protect individual rights. In addition, France abolished slavery in 1794 and there was a worldwide movement towards abolishing slavery. In the USA, the US Constitution was amended to abolish slavery. This is an example of domestic law reform responding to changing community standards. Slavery was the first human rights issue to raise wide international concern. The Slavery Convention (1926) was the first document to prohibit slavery, with a number of countries ratifying this convention. There was further law reform under the Universal Declaration of Human Rights (UDHR) (1948) and International Convention on Civil and Political Rights (ICCPR) (1966). Despite efforts at law reform, slavery still exists in a number of countries.

**Question 23**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of common and statute law</li> <li>• Clearly compares (similarities and/or differences) the contributions of common law AND statute law in enforcing human rights</li> </ul>	7
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of common and statute law</li> <li>• Compares (similarities and/or differences) the contributions of common law AND statute law in enforcing human rights</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Outlines the contribution of common law AND/OR statute law to human rights</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Writes in general terms about common/statute law AND/OR human rights</li> </ul>	1–2

**Sample answer:**

A number of important rights have been developed by the common law. For example, *Dietrich v The Queen* (1992) recognised the importance of a fair trial through the provision of legal aid to the accused in a serious criminal matter.

Similarly, statute law has made an important contribution to the enforcement of human rights. Legislation such as the *Anti-Discrimination Act 1977* (NSW) and *Sex Discrimination Act 1984* (Cth) enshrine principles that reflect community values and set standards in the enforcement of human rights.

Common law and statute law are similar as they both work together to enforce and protect human rights. *Mabo v Queensland* (1992) protected indigenous land rights, which then required parliament to pass legislation. Also, both are capable of responding to change and protect the same rights, such as freedom from discrimination.

Common law and statute law differ in some ways. For example, common law evolves on a case-by-case basis over time whereas statute law is modified based on a range of factors. They also differ in that common law is made by judges and statute law is made by parliament.

## Section II

### Part B — Crime

#### Question 24

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an extensive understanding of domestic AND international measures in dealing with transnational crime</li> <li>• Makes an informed judgement about the effectiveness of various measures that deal with transnational crime</li> <li>• Integrates relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a sustained, logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates a substantial understanding of domestic AND international measures in dealing with transnational crime</li> <li>• Makes a judgement (explicitly or implicitly) about the effectiveness of some measures that deal with transnational crime</li> <li>• Uses relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of domestic AND/OR international measures in dealing with transnational crime</li> <li>• Attempts to make a judgement about the effectiveness of some measures that deal with transnational crime</li> <li>• Makes some reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a structured answer to the question using relevant legal terminology and concepts</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Makes general statements about transnational crime</li> <li>• Demonstrates limited knowledge of domestic and international measures</li> <li>• Makes limited reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Uses some relevant legal terminology</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Writes in general terms about international crime</li> <li>• May include reference to legislation, cases, media, international instruments and documents</li> <li>• Uses legal terminology</li> </ul>	1–3

***Answers could include:***

- A definition of *transnational* crime.
- References to examples such as drug trafficking, distribution of child pornography, terrorist offences, internet hacking, identity theft, copyright piracy, etc.
- Identifying that in order for a crime to be considered a transnational crime, it must transcend national boundaries.
- Domestic measures such as reporting and investigation, bail and remand, court cases, police investigations, penalties under the criminal law and strategies to prevent transnational crimes being committed.
- Domestic legislation including the *Drug Misuse and Trafficking Act 1985* (NSW), *Criminal Code Act 1995* (Cth), *Crimes Act 1914* (Cth), *Crimes Act 1900* (NSW), *Australian Crime Commission Act 2002* (Cth), *Australian Federal Police Act 1979* (Cth), etc.
- International measures such as extradition, cooperation between countries, bilateral agreements, etc.
- International law including UN Convention on Narcotic Drugs (1961), UN Convention Against Transnational Organised Crimes and other instruments.
- References to recent legislative changes and current cases including:
  - amendments to anti-terrorism laws
  - child pornography police operations
  - drug trafficking, identity/credit card fraud
- Whether domestic and international measures have been able to reduce transnational crime and provide mechanisms for dealing with transnational crime. For example, in dealing with piracy of intellectual property: it is difficult to identify individuals and prosecute individual offenders and the law has not kept pace with advances in technology.
- Limitations of Australian domestic law/influence on other jurisdictions.

## Section III — Options

### Question 25 — Consumers

#### Question 25 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of the roles of non-government organisations AND the media in relation to consumer law</li> <li>• Makes an informed judgement (explicitly or implicitly) on non-government organisations and the media and how they promote an awareness of consumer law issues</li> <li>• Integrates relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a sustained, logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates substantial knowledge of the roles of non-government organisations AND the media in relation to consumer law</li> <li>• Makes a sound judgement (explicitly or implicitly) on non-government organisations and the media and how they promote an awareness of consumer law issues</li> <li>• Uses relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of non-government organisations AND/OR the media in relation to consumer law</li> <li>• Makes some judgement (explicitly or implicitly) on non-government organisations AND/OR the media and how they promote an awareness of consumer law issues</li> <li>• Makes some reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a structured answer to the question using relevant legal terminology and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of non-government organisations AND/OR the media</li> <li>• Makes general statements about consumer law issues</li> <li>• Makes limited reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Uses some relevant legal terminology</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Writes in general terms about consumer law</li> <li>• May include reference to legislation, cases, media, international instruments and documents</li> <li>• May refer to general legal terms</li> </ul>	1–5

**Question 25 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of marketing and advertising in relation to consumer law</li> <li>• Makes an informed judgement (implicitly/explicitly) on the effectiveness of the regulation of marketing and advertising in achieving consumer protection</li> <li>• Integrates relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a sustained, logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates substantial knowledge of marketing and advertising in relation to consumer law</li> <li>• Makes a sound judgement (implicitly/explicitly) on the effectiveness of the regulation of marketing and advertising in achieving consumer protection</li> <li>• Uses relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of marketing and advertising in relation to consumer law</li> <li>• Makes some judgement (implicitly/explicitly) on the effectiveness of the regulation of marketing and advertising in achieving consumer protection</li> <li>• Makes some reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a structured answer to the question using relevant legal terminology and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of marketing and advertising</li> <li>• Makes general statements about consumer protection AND/OR marketing/advertising</li> <li>• Makes limited reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Uses some relevant legal terminology</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Writes in general terms about consumer law</li> <li>• May include reference to legislation, cases, media, international instruments and documents</li> <li>• May refer to general legal terms</li> </ul>	1–5

**Question 26 — Global Environmental Protection****Question 26 (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of law reform measures in protecting the global environment</li> <li>• Makes an informed judgement (explicitly or implicitly) on how law reform measures assist in the protection of the global environment</li> <li>• Integrates relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a sustained, logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates substantial knowledge of law reform measures in protecting the global environment</li> <li>• Makes a sound judgement (explicitly or implicitly) on how law reform measures assist in the protection of the global environment</li> <li>• Uses relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of law reform measures in protecting the global environment</li> <li>• Makes some judgement (explicitly or implicitly) on how law reform measures assist in the protection of the global environment</li> <li>• Makes some reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a structured answer to the question using relevant legal terminology and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of law reform measures</li> <li>• Makes general statements about global environmental protection issues</li> <li>• Makes limited reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Uses some relevant legal terminology</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Writes in general terms about global environmental protection</li> <li>• May include reference to legislation, cases, media, international instruments and documents</li> <li>• May refer to general legal terms</li> </ul>	1–5

**Question 26 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of the role of the United Nations in promoting and achieving global environmental protection</li> <li>• Makes an informed judgement (explicitly or implicitly) on the effectiveness of the United Nations in promoting and achieving global environmental protection</li> <li>• Integrates relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a sustained, logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates substantial knowledge of the role of the United Nations in promoting and achieving global environmental protection</li> <li>• Makes a sound judgement (explicitly or implicitly) on the effectiveness of the United Nations in promoting and achieving global environmental protection</li> <li>• Uses relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of the role of the United Nations in promoting and achieving global environmental protection</li> <li>• Makes some judgement (explicitly or implicitly) on the effectiveness of the United Nations in promoting and achieving global environmental protection</li> <li>• Makes some reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a structured answer to the question using relevant legal terminology and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of the role of the United Nations</li> <li>• Makes general statements about global environmental protection</li> <li>• Makes limited reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Uses some relevant legal terminology</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Writes in general terms about global environmental protection</li> <li>• May include reference to legislation, cases, media, international instruments and documents</li> <li>• May refer to general legal terms</li> </ul>	1–5

**Question 27 — Family****Question 27 (a)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of law reform in relation to alternative family relationships</li> <li>• Makes an informed judgement (explicitly or implicitly) on law reform as a reflection of changing values for those in alternative family relationships</li> <li>• Integrates relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a sustained, logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates substantial knowledge of law reform in relation to alternative family relationships</li> <li>• Makes a sound judgement (explicitly or implicitly) on law reform as a reflection of changing values for those in alternative family relationships</li> <li>• Uses relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of law reform in relation to alternative family relationships</li> <li>• Makes some judgement (explicitly or implicitly) on law reform as a reflection of changing values for those in alternative family relationships</li> <li>• Makes some reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a structured answer to the question using relevant legal terminology and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of alternative family relationships</li> <li>• Makes general statements about law reform</li> <li>• Makes limited reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Uses some relevant legal terminology</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Writes in general terms about family law</li> <li>• May include reference to legislation, cases, media, international instruments and documents</li> <li>• May refer to general legal terms</li> </ul>	1–5

**Question 27 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of legal AND non-legal responses in dealing with domestic violence</li> <li>• Makes an informed judgement (explicitly or implicitly) on the effectiveness of legal and non-legal responses in dealing with domestic violence</li> <li>• Integrates relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a sustained, logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates substantial knowledge of legal AND non-legal responses in dealing with domestic violence</li> <li>• Makes a sound judgement (explicitly or implicitly) on the effectiveness of legal and non-legal responses in dealing with domestic violence</li> <li>• Uses relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of legal AND/OR non-legal responses in dealing with domestic violence</li> <li>• Makes some judgement (explicitly or implicitly) on the effectiveness of legal AND/OR non-legal responses in dealing with domestic violence</li> <li>• Makes some reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a structured answer to the question using relevant legal terminology and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of domestic violence</li> <li>• Makes general statements about legal AND/OR non-legal responses</li> <li>• Makes limited reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Uses some relevant legal terminology</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Writes in general terms about family law</li> <li>• May include reference to legislation, cases, media, international instruments and documents</li> <li>• May refer to general legal terms</li> </ul>	1–5

**Question 28 — Indigenous Peoples****Question 28 (a)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of state sovereignty in recognising the rights of indigenous peoples</li> <li>• Makes an informed judgement (explicitly or implicitly) on how state sovereignty assists in recognising the rights of indigenous peoples</li> <li>• Integrates relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a sustained, logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates substantial knowledge of state sovereignty in recognising the rights of indigenous peoples</li> <li>• Makes a sound judgement (explicitly or implicitly) on how state sovereignty assists in recognising the rights of indigenous peoples</li> <li>• Uses relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of state sovereignty in recognising the rights of indigenous peoples</li> <li>• Makes some judgement (explicitly or implicitly) on how state sovereignty assists in recognising the rights of indigenous peoples</li> <li>• Makes some reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a structured answer to the question using relevant legal terminology and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of state sovereignty</li> <li>• Makes general statements about the rights of indigenous peoples</li> <li>• Makes limited reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Uses some relevant legal terminology</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Writes in general terms about the rights of indigenous peoples</li> <li>• May include reference to legislation, cases, media, international instruments and documents</li> <li>• May refer to general legal terms</li> </ul>	1–5

**Question 28 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of changing values and ethical standards in relation to indigenous peoples</li> <li>• Makes an informed judgement (explicitly or inexplicitly) on whether the law relating to indigenous peoples reflects changing values and ethical standards</li> <li>• Integrates relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a sustained, logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates substantial knowledge of changing values and ethical standards in relation to indigenous peoples</li> <li>• Makes a sound judgement (explicitly or inexplicitly) on whether the law relating to indigenous peoples reflects changing values and ethical standards</li> <li>• Uses relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of changing values and ethical standards in relation to indigenous peoples</li> <li>• Makes some judgement (explicitly or inexplicitly) on whether the law relating to indigenous peoples reflects changing values and ethical standards</li> <li>• Makes some reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a structured answer to the question using relevant legal terminology and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of changing values and ethical standards</li> <li>• Makes general statements about the rights of indigenous peoples</li> <li>• Makes limited reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Uses some relevant legal terminology</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Writes in general terms about the rights of indigenous peoples</li> <li>• May include reference to legislation, cases, media, international instruments and documents</li> <li>• May refer to general legal terms</li> </ul>	1–5

**Question 29 — Shelter****Question 29 (a)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of dispute resolution mechanisms in resolving conflict with regard to shelter</li> <li>• Makes an informed judgement (explicitly or implicitly) on the effectiveness of dispute resolution mechanisms in resolving this conflict</li> <li>• Integrates relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a sustained, logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates substantial knowledge of dispute resolution mechanisms in resolving conflict with regard to shelter</li> <li>• Makes a sound judgement (explicitly or implicitly) on the effectiveness of dispute resolution mechanisms in resolving this conflict</li> <li>• Uses relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of dispute resolution mechanisms in resolving conflict with regard to shelter</li> <li>• Makes some judgement (explicitly or implicitly) on the effectiveness of dispute resolution mechanisms in resolving this conflict</li> <li>• Makes some reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a structured answer to the question using relevant legal terminology and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of dispute resolution mechanisms</li> <li>• Makes general statements about laws relating to shelter</li> <li>• Makes limited reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Uses some relevant legal terminology</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Writes in general terms about shelter</li> <li>• May include reference to legislation, cases, media, international instruments and documents</li> <li>• May refer to general legal terms</li> </ul>	1–5

**Question 29 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of purchasing and selling shelter</li> <li>• Presents coherent arguments for AND/OR against how the law provides justice for those purchasing and selling shelter</li> <li>• Integrates relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a sustained, logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates substantial knowledge of purchasing and selling shelter</li> <li>• Presents sound arguments for AND/OR against how the law provides justice for those purchasing and selling shelter</li> <li>• Uses relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of purchasing and selling shelter</li> <li>• Presents some arguments for AND/OR against how the law provides justice for those purchasing and selling shelter</li> <li>• Makes some reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a structured answer to the question using relevant legal terminology and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of purchasing and selling shelter</li> <li>• Makes general statements about shelter</li> <li>• Makes limited reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Uses some relevant legal terminology</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Writes in general terms about shelter</li> <li>• May include reference to legislation, cases, media, international instruments and documents</li> <li>• May refer to general legal terms</li> </ul>	1–5

**Question 30 — Workplace****Question 30 (a)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of discrimination in the workplace</li> <li>• Makes an informed judgement (explicitly or implicitly) on the effectiveness of law reform in dealing with discrimination in the workplace</li> <li>• Integrates relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a sustained, logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates substantial knowledge of discrimination in the workplace</li> <li>• Makes a sound judgement (explicitly or implicitly) on the effectiveness of law reform in dealing with discrimination in the workplace</li> <li>• Uses relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of discrimination in the workplace</li> <li>• Makes some judgement (explicitly or implicitly) on the effectiveness of law reform in dealing with discrimination in the workplace</li> <li>• Makes some reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a structured answer to the question using relevant legal terminology and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of discrimination in the workplace</li> <li>• Makes general statements about workplace law issues</li> <li>• Makes limited reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Uses some relevant legal terminology</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Writes in general terms about workplace law</li> <li>• May include reference to legislation, cases, media, international instruments and documents</li> <li>• May refer to general legal terms</li> </ul>	1–5

**Question 30 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of the role of trade unions</li> <li>• Makes an informed judgement (explicitly or implicitly) on the role of trade unions in protecting workplace rights</li> <li>• Integrates relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a sustained, logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates substantial knowledge of the role of trade unions</li> <li>• Makes a sound judgement (explicitly or implicitly) on the role of trade unions in protecting workplace rights</li> <li>• Uses relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of the role of trade unions</li> <li>• Makes some judgement (explicitly or implicitly) on the role of trade unions in protecting workplace rights</li> <li>• Makes some reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a structured answer to the question using relevant legal terminology and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of trade unions</li> <li>• Makes general statements about workplace law</li> <li>• Makes limited reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Uses some relevant legal terminology</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Writes in general terms about workplace law</li> <li>• May include reference to legislation, cases, media, international instruments and documents</li> <li>• May refer to general legal terms</li> </ul>	1–5

**Question 31 — World Order****Question 31 (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of the use of political negotiation AND force</li> <li>• Makes an informed judgement (explicitly or implicitly) on the effectiveness of the use of political negotiation AND force in achieving world order</li> <li>• Integrates relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a sustained, logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates substantial knowledge of the use of political negotiation AND force</li> <li>• Makes a sound judgement (explicitly or implicitly) on the effectiveness of the use of political negotiation AND force in achieving world order</li> <li>• Uses relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of the use of political negotiation AND/OR force</li> <li>• Makes some judgement (explicitly or implicitly) on the effectiveness of the use of political negotiation AND/OR force in achieving world order</li> <li>• Makes some reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a structured answer to the question using relevant legal terminology and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of the use of political negotiation OR force</li> <li>• Makes general statements about world order issues</li> <li>• Makes limited reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Uses some relevant legal terminology</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Writes in general terms about world order</li> <li>• May include reference to legislation, cases, media, international instruments and documents</li> <li>• May refer to general legal terms</li> </ul>	1–5

**Question 31 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of the role of the United Nations in promoting and maintaining world order</li> <li>• Makes an informed judgement (explicitly or implicitly) on the effectiveness of the United Nations in promoting and maintaining world order</li> <li>• Integrates relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a sustained, logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates substantial knowledge of the role of the United Nations in promoting and maintaining world order</li> <li>• Makes a sound judgement (explicitly or implicitly) on the effectiveness of the United Nations in promoting and maintaining world order</li> <li>• Uses relevant examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a logical and cohesive answer to the question using relevant legal terminology and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of the role of the United Nations in promoting and maintaining world order</li> <li>• Makes some judgement (explicitly or implicitly) on the effectiveness of the United Nations in promoting and maintaining world order</li> <li>• Makes some reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Presents a structured answer to the question using relevant legal terminology and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of the role of the United Nations</li> <li>• Makes general statements about world order issues</li> <li>• Makes limited reference to examples such as legislation, cases, media, international instruments and documents</li> <li>• Uses some relevant legal terminology</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Writes in general terms about world order</li> <li>• May include reference to legislation, cases, media, international instruments and documents</li> <li>• May refer to general legal terms</li> </ul>	1–5

# 2015 HSC Legal Studies Mapping Grid

## Section I

Question	Marks	Content	Syllabus outcomes
1	1	Human Rights	H1
2	1	Crime	H1, H3
3	1	Crime	H1
4	1	Crime	H1, H2
5	1	Crime	H1, H3
6	1	Human Rights	H1, H3
7	1	Crime	H1, H2, H3
8	1	Crime	H1, H3
9	1	Crime	H1, H2, H3
10	1	Crime	H1, H3
11	1	Crime	H1, H3, H5
12	1	Crime	H1, H3
13	1	Crime	H1, H3, H6
14	1	Crime	H1, H3, H6
15	1	Human Rights	H1, H3
16	1	Human Rights	H1, H2, H3
17	1	Human Rights	H1, H3, H6
18	1	Crime	H1, H3
19	1	Crime	H1, H3, H6
20	1	Crime	H1, H3, H6

## Section II

### Part A — Human Rights

Question	Marks	Content	Syllabus outcomes
21	3	Human Rights	H1, H3
22	5	Human Rights	H1, H2, H3, H7
23	7	Human Rights	H1, H2, H9, H10

## Section II

### Part B — Crime

Question	Marks	Content	Syllabus outcomes
24	15	Crime	H1, H3, H4, H9, H10

**Section III — Options**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
25 (a)	25	Consumers	H1, H3, H8, H9, H10
25 (b)	25	Consumers	H1, H4, H8, H9, H10
26 (a)	25	Global Environmental Protection	H1, H8, H9, H10
26 (b)	25	Global Environmental Protection	H1, H2, H4, H8, H9, H10
27 (a)	25	Family	H1, H6, H8, H9, H10
27 (b)	25	Family	H1, H4, H8, H9, H10
28 (a)	25	Indigenous Peoples	H1, H3, H8, H9, H10
28 (b)	25	Indigenous Peoples	H1, H7, H8, H9, H10
29 (a)	25	Shelter	H1, H5, H8, H9, H10
29 (b)	25	Shelter	H1, H7, H8, H9, H10
30 (a)	25	Workplace	H1, H4, H8, H9, H10
30 (b)	25	Workplace	H1, H4, H8, H9, H10
31 (a)	25	World order	H1, H5, H8, H9, H10
31 (b)	25	World order	H1, H3, H5, H8, H9, H10