

2001 HSC Notes from  
the Examination Centre  
Legal Studies

© 2002 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School students in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by Board of Studies NSW  
GPO Box 5300  
Sydney 2001  
Australia

Tel: (02) 9367 8111

Fax: (02) 9367 8484

Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 1 74099 063 3

200272

# Contents

<a href="#">Section I – Law and Society</a> .....	5
<a href="#">Section II – Focus Study – Crime</a> .....	7
<a href="#">Section III – Additional Focus Studies</a> .....	8



# 2001 HSC NOTES FROM THE EXAMINATION CENTRE LEGAL STUDIES

## Introduction

The purpose of these Notes from the Examination Centre is to assist teachers and candidates alike to benefit from the experience of the 2001 HSC Legal Studies Examination. It is hoped that close attention to these Notes will provide some clear insights into the demands of the new syllabus and the standards/outcomes/criteria approach. The Notes from the Examination Centre should be read in conjunction with the 2001 Legal Studies Examination Paper, the Marking Guidelines, and other Board of Studies documentation. Consequently, relevant Board Bulletins and published support materials need to be considered if teachers and future candidates are to derive full benefit from the Notes. By way of general comment, it is necessary that all candidates are familiar with, and have access to the Syllabus document.

## General Comments

This year, 7837 candidates attempted the Legal Studies HSC Examination. The most popular studies in the Optional Focus Studies were, in order: Family, Consumers and Workplace. In the Optional Focus Studies it was pleasing to see that candidates had recognised the importance of the Glossary of Key Words issued by the Board of Studies (*Board Bulletin* July 1999 and also in the New Higher School Certificate Assessment Support Document 1999). It was expected that candidates were familiar with these, as well as being aware of the importance of ensuring that the rubric at the beginning of Section III was incorporated into responses. Certainly, candidates were not able to meet the criteria for better responses if they neglected to recognise the importance of knowing the meaning of key words or ignored the rubric.

## Section I – Law and Society

### Part A

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

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

## Part B

### General Comments

Many candidates were able to achieve maximum marks for this Part, finding the questions clear and achievable. Candidates needed to use the number of lines given as an indication of the required length of response. Some candidates wrote excessively, but it should be noted that this did not guarantee superior results. The extra time such candidates spent writing far more than required could have been better spent on other questions. Candidates should be clear and concise in their answers, and should be familiar with glossary terms such as ‘outline’ and ‘define’.

### Specific Comments

- (a) Candidates were able to demonstrate a clear understanding of what was expected in this question and consequently were able to use varying examples to distinguish between domestic and international law. For example, in relation to domestic law, candidates were able to note that it was found within nation states and was enforceable. In relation to international law, candidates recognised its use between countries, the use of treaties, and the problem of non-enforceability. Better candidates found no difficulty scoring the two marks available within the four lines provided.
- (b) Candidates needed to clearly identify the human rights issue they had selected, preferably at the outset of their response. Candidates who, for example, simply referred to the ‘Tampa boat people’, did not clearly identify the human rights issue, which was the plight of refugees or displaced people. As a consequence, these candidates were unable to obtain maximum marks. Candidates chose a huge variety of examples ranging from child sex exploitation in Asia and Australia’s domestic legislative response, to various discrimination issues within Australia, and the creation of anti-discrimination legislation to address the issues. Candidates could also choose an overseas example of discrimination and examine that country’s own response to the issue. The best scripts kept within the space limit, providing clear and well structured responses. Most candidates attempted and scored some marks for this section.
- (c) Most candidates understood the meaning of a Bill of Rights, but many did not know how to ‘define’ a Bill of Rights. Better responses defined a Bill of Rights as a document which provided for the protection of individual rights, was firmly entrenched or legislated for, and which was enforceable. Most candidates could provide a clear benefit or limitation associated with a Bill of Rights. There was no need to go beyond the space provided in order to score full marks, although some candidates felt compelled to do so. Candidates should be warned that an appropriate amount of time should be allocated to answering questions. Allocated time should take into account the number of lines provided as well as the mark value of the particular section.

## Section II – Focus Study – Crime

### General Comments

Candidates found this question accessible. The stimulus material was concise and clearly understood by most candidates. Candidates need to clearly indicate which section they are attempting, and should start each part on a new page. Some candidates used a general introduction before beginning part (a), and even before each part in some cases which is not required. Candidates should also allow time based on marks allocated to the particular part. Many candidates wrote very lengthy responses for part (b) which was only worth 4 marks. Time needs to be used more effectively. The question allowed for a full range of marks to be awarded. It is worth emphasising that candidates should have access to the syllabus and be familiar with the terms used in the syllabus.

### Specific Comments

- (a) Many candidates generally displayed a good understanding of the term ‘extradition’ and attempted a definition. Some candidates mentioned contemporary examples such as Christopher Skase to support their answer. There appeared to be some confusion with ‘using the example of John and Sue’. Many candidates merely named John and Sue while, others completely ignored this aspect of the question. Candidates should ensure that they are answering the specifics of the question. Better candidates examined the role of extradition as required by the question. Poorer responses attempted to evaluate extradition procedures or provided additional definitive material, but failed to address the question of the role of extradition.
- (b) There was some evidence of the misuse of syllabus terminology in this part of the question. Many candidates interpreted ‘types of crime’ as summary or indictable, rather than, for example, crimes against persons, economic offences, public order offences etc as specified in the syllabus. Candidates needed to clearly identify and describe a selection of these types of crime. There was confusion over the meaning of ‘describe’ and what it demanded of responses. Some candidates developed exhaustive lists, but did not provide ‘characteristics and features’. This was a straightforward question often misunderstood.
- (c) The best answers to this part were concise and recognised alternative paths — for example, that bail may or may not be granted, and that there could be a guilty or not guilty plea entered. It was noteworthy that the best responses did not assume the offence with which John and Sue were being charged, but recognised that as warrants had been issued and extradition indicated, the offence had to be an indictable criminal offence which would probably be heard in the Supreme Court. Many raised the Drug Court as an option without realising that it is unlikely to be used for a serious offence such as trafficking. Some candidates used diagrams which met the sequencing requirement but not the required descriptive component. Many candidates simply listed process stages. Again, candidates needed to be familiar with the glossary term ‘describe’.

- (d) Better candidates went beyond the example of John and Sue and recognised the limits of this particular case with respect to the rights of victims. Better candidates made extensive use of examples and many had clearly identified the issues and used these issues to explain the interrelationship between the rights of victims, the accused and the community. Examples used included the recent gang rape trials, DNA testing, and police powers versus civil liberties. Better quality responses exhaustively covered the various rights but were not able to identify the conflicting interests of these rights. Candidates who could explain the difficulty of achieving a balance between the various rights were clearly the better candidates. Poorer responses concentrated on the rights of the accused with little consideration given to the rest of the question. Many responses did not make reference to any examples, although this was a directive of the question.

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

#### **General Comments**

With the Focus Studies, candidates should take care to clearly and accurately indicate the question being attempted. They should be familiar with the syllabus themes, content and outcomes. It was pleasing to see capable candidates incorporating cases, legislation, media and reports into responses as necessitated by the rubric. Given the style of question in the Optional Focus Studies, it is clear that candidates who appreciated the need for planning and synthesis in developing cogent responses were better able to meet the criteria needed to attract the best marks. Candidates who used prepared answers gained no advantage.

#### **Specific Comments**

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

- (a) Of the 42% of candidates who attempted a question on consumers, 65% attempted Question 18(a). Candidates found it difficult to apply criteria as required by the rubric. Criteria tended to be implied rather than be explicitly stated within responses. The majority of candidates dealt with community values in terms of community expectations — eg the belief that governments are expected to solve consumer problems. Only rarely did a candidate examine the values which lay behind the expectations. Poorer candidates did not understand what was required. Good responses gave a historical overview and noted a change from ‘caveat emptor’ to the more recent protective legislation. A matter of concern was that most candidates focused simply on change, rather than changing community values. Better candidates were able to evaluate the effectiveness of the legal system by examining the various methods of achieving justice, which could include the role of legislation, tribunals, contracts, media and consumer advocacy groups. The best responses included appropriate and relevant supporting evidence from cases, legislation and media reports. Poorer responses included cases or media reports but did not clearly demonstrate how these supported the line of argument. Candidates were not advantaged by the use of prepared answers. Candidates should also take care to read questions carefully and follow the rubric guidelines.



- (b) Candidates needed to identify the legal issues faced by consumers clearly. In many instances these were implied only, while poorer candidates tended to ignore this aspect of the question. In the better responses candidates discussed specific remedies for consumers, including redress such as compensation, injunctions and refunds and supported their discussion with relevant cases and/or media reports and/or legislation. Poorer candidates were unable to demonstrate an understanding of the remedies, while cases or legislation cited were treated in a manner which did not advance or develop the discussion. Better candidates discussed in a logical manner the difficulties of gaining access to remedies. Examples included the slowness and cost of the judicial system, the increased use of class actions, as well as the role of consumer groups and the media. Again, better responses were able to incorporate cases, legislation and media reports into their discussion to good effect. Poorer candidates tended to list rather than discuss such problems or difficulties.

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

- (a) Of approximately 88% of candidates who attempted the Family Focus Study, 83% attempted Question 19(a). Once again, candidates had difficulty applying criteria to this question. Many attempted to give a description rather than an evaluation of the effectiveness for all family members. Better candidates concentrated on a few examples and evaluated them effectively. Criteria identified included resource efficiency (eg the Federal Magistrates Service) and enforceability of domestic violence legislation as well as the general recognition and protection of individual rights. In the better responses candidates tended to focus in detail on issues and appropriate examples regarding family members and made passing reference to others in their concluding paragraphs. Poorer responses lacked detail or treated all family members with a degree of superficiality. It was encouraging to see that a majority of candidates attempting this question reflected the essence of the syllabus, namely that Legal Studies is a course about the law. Better candidates demonstrated the skills of evaluating materials relevant to issues raised by the question. Candidates just below the top group of responses were to a greater or lesser extent far more reliant on description, and were unable to sustain evaluation throughout their response. Generally, candidates found no difficulty in identifying changing community values. Overall, the standard of responses to this question was very good, with candidates able to use legal terminology and recent cases/legislation effectively. Better candidates were able to use supportive documentation from a wide range of sources with ease. Better candidates also focused on the term ‘justice’ for family members with many making reference to same sex relationships.
- (b) Although fewer candidates attempted this question, the standard was generally high. Candidates clearly identified a range of legal issues such as dissolution of marriage and domestic violence. More able candidates discussed remedies such as the Family Court, the Federal Magistrates Service as well as relevant legislation. Problems of access including legal aid and the role of DOCS were also discussed. Very able candidates presented a sustained argument and used cases and legislation as well as documents and media reports to support their argument. Many candidates who attempted this question tended to fall within the top categories of responses. Most candidates had carefully read and attempted to follow the rubric. Candidates below the top group understood the question but tended to be descriptive. Their responses did not always sustain a logical answer with sufficient detailed analysis of legal issues. It is recommended that candidates learn to apply criteria and learn also to be selective in issues chosen for discussion.

### Question 20 - Optional Focus Study 3 - Global Environment

- (a) Almost 10% of candidates attempted a question from Global Environment, with 79% of these attempting Question 20(a). The question was generally well handled, but poorer responses found the evaluation requirement in the question challenging. Terminology was well used but there were some difficulties in addressing ‘changing community values’ despite being a fundamental aspect of the course. Candidates who dealt well with this aspect were conscious of a growing awareness, the role of the media, as well as legislative changes. Many candidates concentrated on local issues and did not include the international aspects required by the syllabus. Better candidates addressed the lack of common global values, issues of enforcement, lack of binding global legislation or treaties as well as the changing role of law.
- (b) This question was not generally answered as well as Question 20(a). Only the very best responses could clearly identify legal issues such as sovereignty, intergenerational and intragenerational equity. Many candidates however did not attempt to explore the legal issues. Candidates were able to identify some remedies and difficulties in gaining access to such remedies. Examples used included the voluntary nature of the ICJ, as well as the difficulty of gaining standing. Only the better candidates, however, were able to discuss the issues of access in a cogent and effective manner. Poorer candidates did not really understand what was required in the question, and engaged many errors of fact in their responses. Generally, cases and legislation were not well used and when used did not adequately support the line of discussion put forward. There was much less use of media reports and documents in Question 20(b) than was apparent in Question 20(a).

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

- (a) Approximately 3.5% of candidates answered a question on indigenous peoples. Candidates need to be made aware that they need to examine international law and the treatment of indigenous people globally and not just within Australia. Candidates struggled to identify ‘changing community values’. Such matters as shifting attitudes towards recognition, land rights and sovereignty tended to be dealt with by implication rather than by explicit treatment. Candidates were able to demonstrate a better understanding of methods of achieving justice. Problem areas, including access to the ICJ for individuals, were well appreciated. The role of the UN and its agencies together with those of NGOs were dealt with competently. Better candidates were able to articulate differences in the treatment of various indigenous peoples in their evaluation.
- (b) Better candidates in this question took the opportunity to use case studies, legislation, media reports, documents or treaties with great effectiveness to support their analysis. They also made reference to a range of domestic remedies, including High Court decisions such as *Wik* and *Mabo*, as well as international remedies including treaties and international organisations to support their responses. It was apparent that candidates had more difficulty with evaluating access to remedies if they limited their discussion to domestic examples.

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

- (a) 63% of the approximately 12.5% of candidates attempting this Focus Study answered this question. Responding to ‘changing community values’ presented a challenge to many candidates, and even the better candidates tended to imply rather than explicitly state details about values. Changing attitudes to home ownership, medium- to high-density housing, commitment to the homeless and the increasing demand for protective legislation were the type of issues discussed by better responses. Poorer candidates, while mentioning legislation, could not demonstrate its relevance.
- (b) Many candidates had difficulty applying criteria to this question. When dealing with legal issues, however, they were able to deal with a range which included problems associated with homelessness as well as with the aged. Most candidates were able to identify remedies including the role of legislation, public housing and various tribunals. Only better candidates were able to discuss the difficulties of gaining access to these remedies. Most candidates lacked depth or understanding in relation to this aspect of the question.

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

- (a) Nearly 4% of candidates attempted one of the Technological Change questions. Of these, 81% attempted Question 23(a). Clearly, many candidates had difficulty understanding this topic area. Responses tended to be general and usually brief. Many candidates focused on the content of the old 3-unit course rather than addressing domestic issues. Candidates need to be familiar with the syllabus. Many candidates struggled to apply criteria, while poorer candidates applied a very wide descriptive interpretation on the question and were unable to engage in any meaningful evaluation. Although the majority of responses utilised examples such as the ‘Wonderland’ pornography case, the internet and playstation etc, few could use these to develop a sustained, logical argument. Better candidates were quite at ease with using cases, legislation and media reports to advance their argument.
- (b) Of the few candidates who attempted this question, most tended to write brief, uncritical responses which demonstrated a lack of understanding about the demands of the question. Only the better candidates were able to engage in a meaningful response about remedies. Once again, responses highlighted the need for a close focus on the syllabus document in preparing for the HSC examination.

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

- (a) Approximately 27% of candidates attempted Workplace, and of these, Part (a) was attempted by 69% of candidates. Candidates tended not to outline criteria explicitly but rather implicitly throughout the script and were much more comfortable discussing how and if justice for the individual could be achieved. In this area, candidates were able to use examples such as unfair dismissal legislation, OH&S, anti-discrimination legislation, the Workplace Relations Act etc. Most candidates used legislation effectively, although better candidates were able to make reference to cases, media and various documents in an integrated way to develop their argument. In relation to ‘changing community values’, many candidates struggled with the concept, while better responses tended to utilise a historical approach or focus on contemporary events eg deregulation of the labour market. Errors of fact were a feature of many responses to this question.

- (b) Better candidates were able to document the difficulties of gaining access to remedies, and included examples such as the limitations of the court system — expense, unequal bargaining power between employers and employees etc. The most capable candidates were able to show a clear analysis of relevant issues and were at ease discussing such matters as Australian Workplace Agreements and Certified Agreements. The discussion tended to identify the better candidates who were able to present a cogent argument supported by evidence that highlighted difficulties of gaining access to remedies.

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

- (a) Approximately 11% of candidates attempted a question from World Order, and of these 62% attempted Question 25(a). Better candidates were able to clearly demonstrate changing community values and showed that they were familiar with the themes of the course. Poorer candidates struggled with the concept of values. The need for candidates to read questions carefully was highlighted by the number of candidates who confused achieving ‘justice’ with achieving ‘world order’. Most candidates were able to support their evaluation with examples such as Rwanda and Somalia. Better candidates evaluated, while others tended to give purely descriptive answers. Most candidates were able to make good use of relevant legislation, media reports and conventions, and demonstrated a good depth of knowledge. Care needs to be taken to avoid using material which was relevant to the old 3-unit syllabus eg drug trafficking and Interpol, but which is irrelevant in terms of the new syllabus requirements.
- (b) Better candidates clearly identified legal issues eg conflicts, sovereignty, the limitation of war and, of course, world peace. These candidates were also able to fully discuss various remedies, including examples from the UN (Security Council, ICJ and the proposed role of the ICC), as well as non-legal examples such as the media. Poorer candidates tended to list or merely describe such remedies. Better candidates were also able to clearly demonstrate the difficulties of gaining access to remedies, and used cases, legislation, documents, treaties and media reports to support their response. Others implied difficulties such as sovereignty, enforcement as well as political will, rather than dealing explicitly with these matters. A cautionary note relates to candidates who simply write about human rights rather than world order. Better candidates clearly demonstrated how human rights issues can destabilise world order, and therefore were regarded as relevant. It should be noted that the study of human rights does not constitute adequate preparation for attempting a question for this Focus Study.

# Legal Studies

## 2001 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Section I:</b>			
1	1	Human Rights	H2.2
2	1	Law and Justice	H3.1
3	1	Law and Justice	H1.1
4	1	Law and Justice	H2.1
5	1	Law and Justice	H1.1
6	1	Law and Justice	H1.1
7	1	Law and Justice	H1.2
8	1	Law and Justice	H3.1
9	1	Law and Justice	H1.1
10	1	Law and Justice	H3.1, H3.2
11	1	Law and Justice	H3.1
12	1	Law and Justice	H3.1
13	1	Law and Justice	H2.2
14	1	Human Rights	H3.2
15	1	Law and Justice	H5.1
16 (a)	2	Human Rights	H1.1
16 (b)	3	Human Rights	H2.3
16 (c)	5	Human Rights	H1.1, H4.3
<b>Section II:</b>			
17 (a)	4	Crime	H1.1, H1.2
17 (b)	4	Crime	H1.1
17 (c)	8	Crime	H1.1, H5.1
17 (d)	9	Crime	H3.1, H4.1, H5.2, H5.3
<b>Section III:</b>			
18 (a)	25	Focus Studies	H1.1, H3.1, H3.3, H3.4, H5.3
18 (b)	25	Focus Studies	H1.1, H3.1, H3.3, H3.4, H5.3
19 (a)	25	Focus Studies	H1.1, H3.1, H3.3, H3.4, H5.3
19 (b)	25	Focus Studies	H1.1, H3.1, H3.3, H3.4, H5.3
20 (a)	25	Focus Studies	H1.1, H3.1, H3.3, H3.4, H5.3
20 (b)	25	Focus Studies	H1.1, H3.1, H3.3, H3.4, H5.3
21 (a)	25	Focus Studies	H1.1, H3.1, H3.3, H3.4, H5.3
21 (b)	25	Focus Studies	H1.1, H3.1, H3.3, H3.4, H5.3
22 (a)	25	Focus Studies	H1.1, H3.1, H3.3, H3.4, H5.3
22 (b)	25	Focus Studies	H1.1, H3.1, H3.3, H3.4, H5.3
23 (a)	25	Focus Studies	H1.1, H3.1, H3.3, H3.4, H5.3
23 (b)	25	Focus Studies	H1.1, H3.1, H3.3, H3.4, H5.3
24 (a)	25	Focus Studies	H1.1, H3.1, H3.3, H3.4, H5.3
24 (b)	25	Focus Studies	H1.1, H3.1, H3.3, H3.4, H5.3
25 (a)	25	Focus Studies	H1.1, H3.1, H3.3, H3.4, H5.3
25 (b)	25	Focus Studies	H1.1, H3.1, H3.3, H3.4, H5.3

## 2001 HSC Legal Studies Marking Guidelines

### Section I

#### Part B

#### Question 16 (a) (2 marks)

*Outcomes assessed: H1.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Clearly recognises the distinction between domestic and international law</li> </ul>	2
<ul style="list-style-type: none"> <li>Attempts to recognise the distinction between domestic and international law</li> <li>Describes only domestic or international law</li> </ul>	1

#### Question 16 (b) (3 marks)

*Outcomes assessed: H2.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides ONE accurate example that clearly illustrates domestic law response to the international human rights issue identified</li> </ul>	3
<ul style="list-style-type: none"> <li>Uses ONE example and makes a general statement about the domestic law response to the international human rights issue</li> </ul>	2
<ul style="list-style-type: none"> <li>States ONE relevant example of an international human rights issue OR gives a response of domestic law to an international human rights issue</li> </ul>	1

**Question 16 (c) (5 marks)***Outcomes assessed: H1.1, H4.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Clearly states the meaning and essential elements of a Bill of Rights</li><li>Provides a clear explanation of one benefit AND one limitation of a Bill of Rights in protecting human rights</li></ul>	4–5
<ul style="list-style-type: none"><li>Illustrates some understanding of the meaning and essential elements of a Bill of Rights</li><li>Recognises one benefit AND/OR one limitation of a Bill of Rights in protecting human rights with limited explanation</li></ul>	2–3
<ul style="list-style-type: none"><li>Makes a general statement as to the benefits OR limitations of a Bill of Rights in protecting human rights</li></ul>	1

**Section II—Focus Study – Crime****Question 17 (a)** (4 marks)*Outcomes assessed: H1.1, H1.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>States the meaning AND clearly outlines the main features of the role of extradition in international crime</li><li>Illustrates their response using John and Sue</li></ul>	3–4
<ul style="list-style-type: none"><li>States the meaning AND/OR provides a generalised comment about the role of extradition in international crime</li></ul>	2
<ul style="list-style-type: none"><li>Attempts to state the meaning OR attempts to show the role of extradition in international crime</li></ul>	1

**Question 17 (b)** (4 marks)*Outcomes assessed: H1.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Clearly states features and characteristics of different types of crime</li></ul>	3–4
<ul style="list-style-type: none"><li>Gives some types of crime with limited description</li></ul>	2
<ul style="list-style-type: none"><li>Lists some types of crime</li></ul>	1

**Question 17 (c)** (8 marks)*Outcomes assessed: H1.1, H5.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Provides a clear description of the criminal process through a detailed sequencing of steps which may be taken to bring John and Sue's matter to a conclusion</li></ul>	6–8
<ul style="list-style-type: none"><li>Provides a description of the criminal process by sequencing some of the steps which may be taken to bring John and Sue's matter to a conclusion</li></ul>	3–5
<ul style="list-style-type: none"><li>Briefly states some aspects of the criminal process</li></ul>	1–2



**Question 17 (d)** (9 marks)*Outcomes assessed: H3.1, H4.1, H5.2, H5.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a detailed and balanced explanation that shows the interrelationships between the interests of victims, the accused and the community, and how the law addresses these conflicting rights/interests</li><li>• Uses John and Sue OR another example to illustrate their answer</li></ul>	8–9
<ul style="list-style-type: none"><li>• Provides an explanation of the interests of victims, the accused and the community that includes some explanation of how the law addresses these rights/interests</li><li>• Uses John and Sue OR another example to illustrate their answer</li></ul>	5–7
<ul style="list-style-type: none"><li>• Makes some general statements in relation to conflicting interests and the law's response</li><li>• Makes reference to John and Sue OR another example in their answer</li></ul>	3–4
<ul style="list-style-type: none"><li>• Makes limited reference to an example in their answer</li><li>• Makes statements of limited application to the question</li></ul>	1–2

**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>• Applies criteria to make judgements about the effectiveness of the legal system in responding to changing community values in terms of achieving justice for consumers</li> <li>• Presents a sustained, logical and well-structured answer, drawing on detailed relevant legal information and issues with appropriate examples</li> <li>• Integrates relevant cases and/or legislation and/or documents and/or media reports to evaluate the effectiveness of the legal system in achieving justice for consumers</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Makes judgements about the effectiveness of the legal system in responding to changing community values in terms of achieving justice for consumers</li> <li>• Presents a well-structured answer drawing on relevant legal information and issues with appropriate examples</li> <li>• Uses relevant cases and/or legislation and/or documents and/or media reports to evaluate the effectiveness of the legal system in achieving justice for consumers</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Identifies some issues and provides a description of the effectiveness of the legal system in responding to changing community values in terms of achieving justice for consumers</li> <li>• Presents a structured answer that draws on some appropriate relevant legal information and issues and uses some appropriate examples</li> <li>• Cites some relevant cases and/or legislation and/or documents and/or media reports to evaluate the effectiveness of the legal system in achieving justice for consumers</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Provides a general description of the effectiveness of the legal system in responding to issues related to achieving justice for consumers</li> <li>• Uses some appropriate legal information with limited examples</li> <li>• Makes limited references to cases and/or legislation and/or documents and/or media reports to describe the effectiveness of the legal system in achieving justice for consumers</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Provides a brief description of the legal system and how it responds to consumer issues</li> <li>• Limited use of legal information/terms</li> <li>• May make limited reference to cases and/or legislation and/or documents and/or media reports to describe the role of the legal system in consumer issues</li> </ul>	1–5

**Question 18 (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 identifies a range of legal issues faced by consumers and provides a balanced discussion of a range of remedies and the difficulties associated with gaining access to these remedies</li> <li>• Integrates relevant cases and/or legislation and/or documents and/or media reports to discuss issues faced by consumers in accessing remedies</li> <li>• Presents a sustained, logical and well-structured answer, drawing on detailed relevant legal information and issues with appropriate examples</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Identifies legal issues faced by consumers and provides a discussion of some remedies and difficulties associated with gaining access to these remedies</li> <li>• Uses relevant cases and/or legislation and/or documents and/or media reports to discuss issues faced by consumers in accessing remedies</li> <li>• Presents a well-structured answer, drawing on relevant legal information and issues with appropriate examples</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Identifies some issues faced by consumers and provides a discussion of some remedies and difficulties associated with gaining access to these remedies</li> <li>• Cites some relevant cases and/or legislation and/or documents and/or media reports to describe issues faced by consumers in accessing remedies</li> <li>• Presents a structured answer that draws some appropriate relevant legal information and issues and uses some appropriate examples</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Provides a general description of some issues faced by consumers and some remedies, and difficulties associated with gaining access to these remedies</li> <li>• Makes limited references to cases and/or legislation and/or documents and/or media reports to describe issues faced by consumers in gaining access to remedies</li> <li>• Presents an answer that includes some relevant legal information and issues and may include some examples</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Provides a brief description of the legal system and/or some issues faced by consumers in gaining access to remedies</li> <li>• May make a limited reference to cases and/or legislation and/or documents and/or media reports to describe remedies and/or difficulties in gaining access to legal remedies</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>• Applies criteria to make judgements about the effectiveness of the legal system in responding to changing community values in terms of achieving justice for family members</li> <li>• Presents a sustained, logical and well-structured answer drawing on detailed relevant legal information and issues with appropriate examples</li> <li>• Integrates relevant cases and/or legislation and/or documents and/or media reports to evaluate the effectiveness of the legal system in achieving justice for family members</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Makes judgements about the effectiveness of the legal system in responding to changing community values in terms of achieving justice for family members</li> <li>• Presents a well-structured answer drawing on relevant legal information and issues with appropriate examples</li> <li>• Uses relevant cases and/or legislation and/or documents and/or media reports to evaluate the role of the legal system in achieving justice for family members</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Identifies some issues and provides a description of the effectiveness of the legal system in responding to changing community values in terms of achieving justice for family members</li> <li>• Presents a structured answer that draws on some appropriate relevant legal information and issues and uses some appropriate examples</li> <li>• Cites some relevant cases and/or legislation and/or documents and/or media reports to evaluate the role of the legal system in achieving justice for family members</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Provides a general description of the effectiveness of the legal system in responding to issues related to achieving justice for family members</li> <li>• Uses some appropriate legal information with limited examples</li> <li>• Makes limited references to cases and/or legislation and/or documents and/or media reports to describe the role of the legal system in achieving justice for family members</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Provides a brief description of the legal system and how it responds to family issues</li> <li>• Limited use of legal information/terms</li> <li>• May make limited reference to cases and/or legislation and/or documents and/or media reports to describe the role of the legal system in family issues</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 identifies a range of legal issues faced by family members and provides a balanced discussion of a range of remedies and the difficulties associated with gaining access to these remedies</li> <li>• Integrates relevant cases and/or legislation and/or documents and/or media reports to discuss issues faced by family members in accessing remedies</li> <li>• Presents a sustained, logical and well-structured answer drawing on detailed relevant legal information and issues with appropriate examples</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Identifies legal issues faced by family members and provides a discussion of some remedies and difficulties associated with gaining access to these remedies</li> <li>• Uses relevant cases and/or legislation and/or documents and/or media reports to discuss issues faced by family members in accessing remedies</li> <li>• Presents a well-structured answer drawing on relevant legal information and issues with appropriate examples</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Identifies some issues faced by family members and provides a discussion of some remedies and difficulties associated with gaining access to these remedies</li> <li>• Cites some relevant cases and/or legislation and/or documents and/or media reports to describe issues faced by family members in accessing remedies</li> <li>• Presents a structured answer that draws some appropriate relevant legal information and issues and uses some appropriate examples</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Provides a general description of some issues faced by family members and some remedies, and difficulties associated with gaining access to these remedies</li> <li>• Makes limited references to cases and/or legislation and/or documents and/or media reports to describe issues faced by family members in gaining access to remedies</li> <li>• Presents an answer that includes some relevant legal information and issues and may include some examples</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Provides a brief description of the legal system and/or some issues faced by family members in gaining access to remedies</li> <li>• May make a limited reference to cases and/or legislation and/or documents and/or media reports to describe remedies and/or difficulties in gaining access to legal remedies</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**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Applies criteria to make judgements about the effectiveness of the legal system in responding to changing community values in terms of protecting the global environment</li> <li>• Presents a sustained, logical and well-structured answer drawing on detailed relevant legal information and issues with appropriate examples</li> <li>• Integrates relevant cases and/or legislation and/or documents and/or media reports to evaluate the role of law in protecting the global environment</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Makes judgements about the effectiveness of the legal system in responding to changing community values in terms of protecting the global environment</li> <li>• Presents a well-structured answer drawing on relevant legal information and issues with appropriate examples</li> <li>• Uses relevant cases and/or legislation and/or documents and/or media reports to evaluate the role of law in protecting the global environment</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Identifies some issues and provides a description of the effectiveness of the legal system in responding to changing community values in terms of protecting the global environment</li> <li>• Presents a structured answer that draws on some appropriate relevant legal information and issues and uses some appropriate examples</li> <li>• Cites some relevant cases and/or legislation and/or documents and/or media reports to evaluate the role of law in protecting the global environment</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Provides a general description of the effectiveness of the legal system in responding to issues related to protecting the global environment</li> <li>• Uses some appropriate legal information with limited examples</li> <li>• Makes limited references to cases and/or legislation and/or documents and/or media reports to describe the role of law in protecting the global environment</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Provides a brief description of the legal system and how it responds to protecting the global environment</li> <li>• Limited use of legal information/terms</li> <li>• May make limited reference to cases and/or legislation and/or documents and/or media reports to describe the role of law in protecting the global environment</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 identifies a range of legal issues faced by nation states in relation to the global environment and provides a balanced discussion of a range of remedies and the difficulties associated with gaining access to these remedies</li> <li>• Integrates relevant cases and/or legislation and/or documents and/or media reports to discuss issues faced by nation states in relation to the global environment in accessing remedies</li> <li>• Presents a sustained, logical and well-structured answer drawing on detailed relevant legal information and issues with appropriate examples</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Identifies legal issues faced by nation states in relation to the global environment and provides a discussion of some remedies and difficulties associated with gaining access to these remedies</li> <li>• Uses relevant cases and/or legislation and/or documents and/or media reports to discuss issues faced by nation states in relation to the global environment in accessing remedies</li> <li>• Presents a well-structured answer drawing on relevant legal information and issues with appropriate examples</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Identifies some issues faced by nation states in relation to the global environment and provides a discussion of some remedies and difficulties associated with gaining access to these remedies</li> <li>• Cites some relevant cases and/or legislation and/or documents and/or media reports to describe issues faced by nation states in relation to the global environment in accessing remedies</li> <li>• Presents a structured answer that draws some appropriate relevant legal information and issues and uses some appropriate examples</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Provides a general description of some issues faced by nation states in relation to the global environment and some remedies, and difficulties associated with gaining access to these remedies</li> <li>• Makes limited references to cases and/or legislation and/or documents and/or media reports to describe issues faced by nation states in relation to the global environment in gaining access to remedies</li> <li>• Presents an answer that includes some relevant legal information and issues and may include some examples</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Provides a brief description of the legal system and/or some issues faced by nation states in relation to the global environment in gaining access to remedies</li> <li>• May make a limited reference to cases and/or legislation and/or documents and/or media reports to describe remedies and/or difficulties in gaining access to legal remedies</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**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Applies criteria to make judgements about the effectiveness of the legal system in responding to changing community values in terms of achieving justice for indigenous peoples</li> <li>• Presents a sustained, logical and well-structured answer drawing on detailed relevant legal information and issues with appropriate examples</li> <li>• Integrates relevant cases and/or legislation and/or documents and/or media reports to evaluate the role of law in achieving justice for indigenous peoples</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Makes judgements about the effectiveness of the legal system in responding to changing community values in terms of achieving justice for indigenous peoples</li> <li>• Presents a well-structured answer drawing on relevant legal information and issues with appropriate examples</li> <li>• Uses relevant cases and/or legislation and/or documents and/or media reports to evaluate the role of law in achieving justice for indigenous peoples</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Identifies some issues and provides a description of the effectiveness of the legal system in responding to changing community values in terms of achieving justice for indigenous peoples</li> <li>• Presents a structured answer that draws on some appropriate relevant legal information and issues and uses some appropriate examples</li> <li>• Cites some relevant cases and/or legislation and/or documents and/or media reports to evaluate the role of law in achieving justice for indigenous peoples</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Provides a general description of the effectiveness of the legal system in responding to issues related to achieving justice for indigenous peoples</li> <li>• Uses some appropriate legal information with limited examples</li> <li>• Makes limited references to cases and/or legislation and/or documents and/or media reports to describe the role of law in achieving justice for indigenous peoples</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Provides a brief description of the legal system and how it responds to issues related to indigenous people</li> <li>• Limited use of legal information/terms</li> <li>• May make limited reference to cases and/or legislation and/or documents and/or media reports to describe the role of law in achieving justice for indigenous peoples</li> </ul>	1–5



**Question 21 (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 identifies a range of legal issues faced by indigenous peoples and provides a balanced discussion of a range of remedies and the difficulties associated with gaining access to these remedies</li> <li>• Integrates relevant cases and/or legislation and/or documents and/or media reports to discuss issues faced by indigenous peoples in accessing remedies</li> <li>• Presents a sustained, logical and well-structured answer drawing on detailed relevant legal information and issues with appropriate examples</li> </ul>	21 – 25
<ul style="list-style-type: none"> <li>• Identifies legal issues faced by indigenous peoples and provides a discussion of some remedies and difficulties associated with gaining access to these remedies</li> <li>• Uses relevant cases and/or legislation and/or documents and/or media reports to discuss issues faced by indigenous peoples in accessing remedies</li> <li>• Presents a well-structured answer drawing on relevant legal information and issues with appropriate examples</li> </ul>	16 – 20
<ul style="list-style-type: none"> <li>• Identifies some issues faced by indigenous peoples and provides a discussion of some remedies and difficulties associated with gaining access to these remedies</li> <li>• Cites some relevant cases and/or legislation and/or documents and/or media reports to describe issues faced by indigenous peoples in accessing remedies</li> <li>• Presents a structured answer that draws some appropriate relevant legal information and issues and uses some appropriate examples</li> </ul>	11 – 15
<ul style="list-style-type: none"> <li>• Provides a general description of some issues faced by indigenous peoples and some remedies, and difficulties associated with gaining access to these remedies</li> <li>• Makes limited references to cases and/or legislation and/or documents and/or media reports to describe issues faced by indigenous peoples in gaining access to remedies</li> <li>• Presents an answer that includes some relevant legal information and issues and may include some examples</li> </ul>	6 – 10
<ul style="list-style-type: none"> <li>• Provides a brief description of the legal system and/or some issues faced by indigenous peoples in gaining access to remedies</li> <li>• May make a limited reference to cases and/or legislation and/or documents and/or media reports to describe remedies and/or difficulties in gaining access to legal remedies</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>• Applies criteria to make judgements about the effectiveness of the legal system in responding to changing community values in terms of securing shelter for individuals</li> <li>• Presents a sustained, logical and well-structured answer drawing on detailed relevant legal information and issues with appropriate examples</li> <li>• Integrates relevant cases and/or legislation and/or documents and/or media reports to evaluate the role of law in securing shelter for individuals</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Makes judgements about the effectiveness of the legal system in responding to changing community values in terms of securing shelter for individuals</li> <li>• Presents a well-structured answer drawing on relevant legal information and issues with appropriate examples</li> <li>• Uses relevant cases and/or legislation and/or documents and/or media reports to evaluate the role of law in securing shelter for individuals</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Identifies some issues and provides a description of the effectiveness of the legal system in responding to changing community values in terms of securing shelter for individuals</li> <li>• Presents a structured answer that draws on some appropriate relevant legal information and issues and uses some appropriate examples</li> <li>• Cites some relevant cases and/or legislation and/or documents and/or media reports to evaluate the role of law in securing shelter for individuals</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Provides a general description of the effectiveness of the legal system in responding to issues related to securing shelter for individuals</li> <li>• Uses some appropriate legal information with limited examples</li> <li>• Makes limited references to cases and/or legislation and/or documents and/or media reports to describe the role of law in securing shelter for individuals</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Provides a brief description of the legal system and how it responds to issues related to securing shelter for individuals</li> <li>• Limited use of legal information/terms</li> <li>• May make limited reference to cases and/or legislation and/or documents and/or media reports to describe the role of law in securing shelter for individuals</li> </ul>	1–5

**Question 22 (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 identifies a range of legal issues faced by individuals seeking to secure shelter and provides a balanced discussion of a range of remedies and the difficulties associated with gaining access to these remedies</li> <li>• Integrates relevant cases and/or legislation and/or documents and/or media reports to discuss issues faced by individuals seeking to secure shelter</li> <li>• Presents a sustained, logical and well-structured answer drawing on detailed relevant legal information and issues with appropriate examples</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Identifies legal issues faced by individuals seeking to secure shelter and provides a discussion of some remedies and difficulties associated with gaining access to these remedies</li> <li>• Uses relevant cases and/or legislation and/or documents and/or media reports to discuss issues faced by individuals seeking to secure shelter in accessing remedies</li> <li>• Presents a well-structured answer drawing on relevant legal information and issues with appropriate examples</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Identifies some issues faced by individuals seeking to secure shelter and provides a discussion of some remedies and difficulties associated with gaining access to these remedies</li> <li>• Cites some relevant cases and/or legislation and/or documents and/or media reports to describe issues faced by individuals seeking to secure shelter</li> <li>• Presents a structured answer that draws some appropriate relevant legal information and issues and uses some appropriate examples</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Provides a general description of some issues faced by individuals seeking to secure shelter and some remedies, and difficulties associated with gaining access to these remedies</li> <li>• Makes limited references to cases and/or legislation and/or documents and/or media reports to describe issues faced by individuals seeking to secure shelter in gaining access to remedies</li> <li>• Presents an answer that includes some relevant, legal information and issues and may include some examples</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Provides a brief description of the legal system and/or some issues faced by individuals seeking to secure shelter in gaining access to remedies</li> <li>• May make a limited reference to cases and/or legislation and/or documents and/or media reports to describe remedies and/or difficulties in gaining access to legal remedies</li> <li>• Limited use of legal information/terms</li> </ul>	1–5

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

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Applies criteria to make judgements about the effectiveness of the legal system in responding to the ways in which technology has changed many aspects of life</li> <li>• Presents a sustained, logical and well-structured answer drawing on detailed relevant legal information and issues with appropriate examples</li> <li>• Integrates relevant cases and/or legislation and/or documents and/or media reports to evaluate the role of law in the ways technology has changed many aspects of life</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Makes judgements about the effectiveness of the legal system in responding to the ways in which technology has changed many aspects of life</li> <li>• Presents a well-structured answer drawing on relevant legal information and issues with appropriate examples</li> <li>• Uses relevant cases and/or legislation and/or documents and/or media reports to evaluate the effectiveness of the legal system in responding to the ways in which technology has changed many aspects of life</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Identifies some issues and provides a description of the effectiveness of the legal system in responding to the ways in which technology has changed many aspects of life</li> <li>• Presents a structured answer that draws on some appropriate relevant legal information and issues and uses some appropriate examples</li> <li>• Cites some relevant cases and/or legislation and/or documents and/or media reports to evaluate the effectiveness of the legal system in responding to the ways in which technology has changed many aspects of life</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Provides a general description about the effectiveness of the legal system in responding to issues related to the ways in which technology has changed many aspects of life</li> <li>• Uses some appropriate legal information with limited examples</li> <li>• Makes limited references to cases and/or legislation and/or documents and/or media reports to describe how the legal system responds to ways in which technology has changed some aspects of life</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Provides a brief description of the legal system and how it responds to technology causing a limited number of changes to some aspects of life</li> <li>• Limited use of legal information/terms</li> <li>• May make limited reference to cases and/or legislation and/or documents and/or media reports to describe some relationship between the law and changing technology, and possible effects of an aspect(s) of life</li> </ul>	1–5

**Question 23 (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 identifies a range of legal issues faced by nation states in relation to technological change and provides a balanced discussion of a range of remedies and the difficulties associated with gaining access to these remedies</li> <li>• Integrates relevant cases and/or legislation and/or documents and/or media reports to discuss issues faced by nation states in relation to technological change</li> <li>• Presents a sustained, logical and well-structured answer drawing on detailed relevant legal information and issues with appropriate examples</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Identifies legal issues faced by nation states in relation to technological change and provides a discussion of some remedies and difficulties associated with gaining access to these remedies</li> <li>• Uses relevant cases and/or legislation and/or documents and/or media reports to discuss issues faced by nation states in relation to technology in accessing remedies</li> <li>• Presents a well-structured answer drawing on relevant legal information and issues with appropriate examples</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Identifies some issues faced by nation states in relation to technological change and provides a discussion of some remedies and difficulties associated with gaining access to these remedies</li> <li>• Cites some relevant cases and/or legislation and/or documents and/or media reports to describe issues faced by nation states in relation to technological change in accessing remedies</li> <li>• Presents a structured answer that draws some appropriate relevant legal information and issues and uses some appropriate examples</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Provides a general description of some issues faced by nation states in relation to technological change and some remedies, and difficulties associated with gaining access to these remedies</li> <li>• Makes limited references to cases and/or legislation and/or documents and/or media reports to describe issues faced by nation states in relation to technological change in gaining access to remedies</li> <li>• Presents an answer that includes some relevant legal information and issues and may include some examples</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Provides a brief description of the legal system and/or some issues faced by nation states in relation to technological change in gaining access to remedies</li> <li>• May make a limited reference to cases and/or legislation and/or documents and/or media reports to describe remedies and/or difficulties in gaining access to legal remedies</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**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Applies criteria to make judgements about the effectiveness of the legal system in responding to changing community values in terms of achieving justice for individuals in the workplace</li> <li>• Presents a sustained, logical and well-structured answer drawing on detailed relevant legal information and issues with appropriate examples</li> <li>• Integrates relevant cases and/or legislation and/or documents and/or media reports to evaluate the role of law in achieving justice for individuals in the workplace</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Makes judgements about the effectiveness of the legal system in responding to changing community values in terms of achieving justice for individuals in the workplace</li> <li>• Presents a well-structured answer drawing on relevant legal information and issues with appropriate examples</li> <li>• Uses relevant cases and/or legislation and/or documents and/or media reports to evaluate the role of law in achieving justice for individuals in the workplace</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Identifies some issues and provides a description of the effectiveness of the legal system in responding to changing community values in terms of achieving justice for individuals in the workplace</li> <li>• Presents a structured answer that draws on some appropriate relevant legal information and issues and uses some appropriate examples</li> <li>• Cites some relevant cases and/or legislation and/or documents and/or media reports to evaluate the role of law in achieving justice for individuals in the workplace</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Provides a general description about the effectiveness of the legal system in responding to issues related to achieving justice for individuals in the workplace</li> <li>• Uses some appropriate legal information with limited examples</li> <li>• Makes limited references to cases and/or legislation and/or documents and/or media reports to describe the role of law in achieving justice for individuals in the workplace</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Provides a brief description of the legal system and how it responds to justice issues for individuals in the workplace</li> <li>• Limited use of legal information/terms</li> <li>• May make limited reference to cases and/or legislation and/or documents and/or media reports to describe the role of law in workplace issues for individuals</li> </ul>	1–5

**Question 24 (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 identifies a range of legal issues faced by individuals in the workplace and provides a balanced discussion of a range of remedies and the difficulties associated with gaining access to these remedies</li> <li>• Integrates relevant cases and/or legislation and/or documents and/or media reports to discuss issues faced by individuals in the workplace in accessing remedies</li> <li>• Presents a sustained, logical and well-structured answer drawing on detailed relevant legal information and issues with appropriate examples</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Identifies legal issues faced by individuals in the workplace and provides a discussion of some remedies and difficulties associated with gaining access to these remedies</li> <li>• Uses relevant cases and/or legislation and/or documents and/or media reports to discuss issues faced by individuals in the workplace in accessing remedies</li> <li>• Presents a well-structured answer drawing on relevant legal information and issues with appropriate examples</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Identifies some issues faced by individuals in the workplace and provides a discussion of some remedies and difficulties associated with gaining access to these remedies</li> <li>• Cites some relevant cases and/or legislation and/or documents and/or media reports to describe issues faced by individuals in the workplace in accessing remedies</li> <li>• Presents a structured answer that draws some appropriate relevant legal information and issues and uses some appropriate examples</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Provides a general description of some issues faced by individuals in the workplace and some remedies, and difficulties associated with gaining access to these remedies</li> <li>• Makes limited references to cases and/or legislation and/or documents and/or media reports to describe issues faced by individuals in the workplace in gaining access to remedies</li> <li>• Presents an answer that includes some relevant legal information and issues and may include some examples</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Provides a brief description of the legal system and/or some issues faced by individuals in the workplace in gaining access to remedies</li> <li>• May make a limited reference to cases and/or legislation and/or documents and/or media reports to describe remedies and/or difficulties for individuals in the workplace in gaining access to legal remedies</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>• Applies criteria to make judgements about the effectiveness of the legal system in responding to changing community values in terms of achieving justice in world order</li> <li>• Presents a sustained, logical and well-structured answer drawing on detailed relevant legal information and issues with appropriate examples</li> <li>• Integrates relevant cases and/or legislation and/or documents and/or media reports to evaluate the role of law in terms of achieving justice in world order</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Makes judgements about the effectiveness of the legal system in responding to changing community values in terms of achieving justice in world order</li> <li>• Presents a well-structured answer drawing on relevant legal information and issues with appropriate examples</li> <li>• Uses relevant cases and/or legislation and/or documents and/or media reports to evaluate the role of law in terms of achieving justice in world order</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Identifies some issues and provides a description of the effectiveness of the legal system in responding to changing community values in terms of achieving justice in world order</li> <li>• Presents a structured answer that draws on some appropriate relevant legal information and issues and uses some appropriate examples</li> <li>• Cites some relevant cases and/or legislation and/or documents and/or media reports to evaluate the role of law in terms of achieving justice in world order</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Provides a general description about the effectiveness of the legal system in responding to issues related to achieving justice in world order</li> <li>• Uses some appropriate legal information with limited examples</li> <li>• Makes limited references to cases and/or legislation and/or documents and/or media reports to describe the role of law in achieving justice in world order</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Provides a brief description of the legal system and how it responds to issues of achieving justice in world order</li> <li>• Limited use of legal information/terms</li> <li>• May make limited reference to cases and/or legislation and/or documents and/or media reports to describe the role of law in justice in world order issues</li> </ul>	1–5



**Question 25 (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 identifies a range of legal issues faced by nation states in relation to world order and provides a balanced discussion of a range of remedies and the difficulties associated with gaining access to these remedies</li> <li>• Integrates relevant cases and/or legislation and/or documents and/or media reports to discuss issues faced by nation states in relation to world order in accessing remedies</li> <li>• Presents a sustained, logical and well-structured answer drawing on detailed relevant legal information and issues with appropriate examples</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Identifies legal issues faced by nation states in relation to world order and provides a discussion of some remedies and difficulties associated with gaining access to these remedies</li> <li>• Uses relevant cases and/or legislation and/or documents and/or media reports to discuss issues faced by nation states in relation to world order in accessing remedies</li> <li>• Presents a well-structured answer drawing on relevant legal information and issues with appropriate examples</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Identifies some issues faced by nation states in relation to world order and provides a discussion of some remedies and difficulties associated with gaining access to these remedies</li> <li>• Cites some relevant cases and/or legislation and/or documents and/or media reports to describe issues faced by nation states in relation to world order in accessing remedies</li> <li>• Presents a structured answer that draws some appropriate relevant legal information and issues and uses some appropriate examples</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Provides a general description of some issues faced by nation states in relation to world order and some remedies, and difficulties associated with gaining access to these remedies</li> <li>• Makes limited references to cases and/or legislation and/or documents and/or media reports to describe issues faced by nation states in relation to world order in gaining access to remedies</li> <li>• Presents an answer that includes some relevant legal information and issues and may include some examples</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Provides a brief description of the legal system and/or some issues faced by nation states in relation to world order in gaining access to remedies</li> <li>• May make a limited reference to cases and/or legislation and/or documents and/or media reports to describe remedies and/or difficulties for nation states in gaining access to legal remedies associated with world order</li> <li>• Limited use of legal information/terms</li> </ul>	1–5