



B O A R D O F S T U D I E S
NEW SOUTH WALES

Legal Studies

Stage 6

Support Document

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Foreword

This support document builds on the information offered in the Board of Studies leaflet *An Introduction to Legal Studies Stage 6 in the New HSC*, which accompanied the syllabus. This introductory leaflet provided a general overview aimed at familiarising teachers with the structure, content and key aspects of the new syllabus.

The advice in this document is provided as a starting point to assist teachers as they develop teaching and learning programs from the syllabus. It is also intended to complement other activities supporting the implementation of the new syllabus being conducted by school sectors, professional associations and universities.

This document is structured in the following way.

Section 1 — Introduction

This section provides advice about key aspects of the syllabus in relation to:

- 1.1 The structure of the syllabus
- 1.2 Outcomes
- 1.3 Content
- 1.4 Assessment

Section 2 — Programming the Syllabus

This section provides advice and sample material in relation to:

- 2.1 An approach to programming
- 2.2 Developing a course program overview
- 2.3 Developing units of work and assessment tasks

Section 3 — Resources for the New Syllabus

This section provides some general information about the usefulness of existing support documents and other relevant resources.

Section 1 — Introduction

While aspects of the 1994 syllabus are common to the new syllabus, there are some key differences which teachers need to be aware of when developing programs for the new syllabus. This section highlights these major differences.

1.1 Structure of the Syllabus

The Preliminary course comprises:

- Part I The Legal System
- Part II The Individual and the State
- Part III The Law in Focus (providing the context for the study of Parts I and II).

The HSC course comprises:

- Part I Law and Society
- Part II Focus Study: Crime
- Part III Additional Focus Studies.

In the HSC course, *Focus Studies Framework*, on page 9 of the syllabus, lists the five criteria that must be applied to the focus studies in Parts II and III.

The main changes to the structure of the syllabus are:

- Material from 'The Individual and the State' in the current HSC course is now located in the Preliminary course. Previously, the topic had been studied in the context of a case study at a time when students had already completed 2 options of work. This had enabled them to draw upon examples and information when considering the issues raised in this topic. In the new course, it is therefore important that Part III of the Preliminary course, 'The Law in Focus' is in fact taught in conjunction with Parts I and II in order for students to draw upon relevant material and allow all aspects of these parts to be fully integrated.
- In the HSC course, a new section, 'Human Rights' has been introduced into Part I 'Law and Society'.
- 'Crime' has been reintroduced in the HSC course in Part II as a Focus Study. However, a different approach to the topic is now required along with an understanding of new terms, which are included in this section of work (see pages 45–47 of the syllabus).
- History is no longer specified as a theme of study. However, the theme of *continuity and change*, reflected in many of the outcomes, still implies a need to consider some historical aspects of the law.
- The focus groups in the Preliminary course and the focus studies in the HSC course, although retaining the same names as some of the Options and Case Studies in the current syllabus, will require a new direction and emphasis when programming and developing teaching and learning strategies.

1.2 Outcomes

A major improvement in the new syllabus is the greater emphasis on outcomes, which express the specific intended results of the teaching of the syllabus.

Outcomes are derived from the themes, which, in turn, are related to the objectives of the course and the content of the syllabus.

The outcomes provide clear statements of the knowledge and understanding, skills, values and attitudes expected to be gained by students at the conclusion of Stage 6.

In the syllabus, the outcomes are:

- organised in relation to the objectives
- differentiated between the Preliminary and HSC courses
- intended to cater for the full range of students
- linked to the content.

1.3 Content

Organisation of the syllabus content

Each topic in the syllabus is introduced by a *Principal Focus* that provides a summary of the purpose and what will be studied within that part of the syllabus. The principal focus is followed by the course outcomes and explicit statements about what students will learn. The *learn about* statements describe the scope and depth of the content, while the skills outcomes of investigation, analysis, synthesis and communication will provide the means to unpack the content (P5.1 to P5.5 and H5.1 to H5.4). Common frameworks have been developed for the options in each part of the Preliminary and HSC course so that they are coherent and comparable and the themes are integrated into the content. Generic content headings apply to all the options within each part of the course, with the content specific to the options listed below these headings.

The role of the themes in the syllabus

Themes, and their applicability to the various sections of the syllabus, provide the foundations to program the Preliminary and HSC course and underpin the study of all parts of the course. The table below indicates the link between the themes, objectives and outcomes and the page location and reference for the six themes throughout each part of the course.

Theme (related to) →	Objective (incorporating) →	Outcomes	Location of themes in the syllabus
Legal processes and institutions Justice, law and society	The general nature, functions, systems, processes and institutions of domestic and international law.	P1.1, P1.2, P1.3 H1.1, H1.2	Page 10 Explanation and incorporation for all topics. Page 14
Justice, law and society	The operation and dimensions of the Australian and international legal systems and the importance of the rule of law.	P2.1, P2.2, P2.3 H2.1, H2.2, H2.3	Preliminary course Part 1 <i>The Legal System</i> Page 21
Culture, values and ethics Continuity and change	How changes in societies influence change and reform in the law.	P3.1, P3.2, P3.3, P3.4 H3.1, H3.2, H3.3, H3.4	Preliminary course Part II <i>The Individual and the State</i> Page 26
Conflict and cooperation Effectiveness of the legal system	Access to and participation in the legal system and methods of dispute resolution.	P4.1, P4.2, P4.3 H4.1, H4.2, H4.3	HSC course Part I <i>Law and Society</i> Page 39 HSC course Part I <i>Law in Focus</i> Page 44 HSC course Part II <i>Focus Study: Crime</i> Page 48 HSC course Part III <i>Additional Focus Studies</i>

The place of cases and legislation in the syllabus

Legislation and cases may be used as examples, or to illustrate various topics and areas of study within the syllabus. These may be linked to outcome H5.3, which requires a student to ‘apply legal information, ideas and issues’ and H3.4 where a student ‘analyses legislation, cases, media reports and opinions’ largely in regard to reform of the law. However, the objectives of the syllabus (see pages 11 and 12 of the syllabus), which emphasise the nature of law, its operation, changes within society and reform within the law and participation within the legal system, should remain the primary focus. As such, cases and recent legislation may be one teaching strategy or tool to use to develop an understanding of these objectives. Therefore, it needs to be stressed that **the syllabus is not a law course nor is it a prerequisite to entering a law degree.**

International law in the syllabus

All students studying Legal Studies will now have the opportunity to learn about international law. This is a change compared to the previous syllabus, where international law appeared primarily in the 3 unit syllabus.

In the new syllabus, an introduction to international law is contained in the Preliminary course, topic 2.3. Many references are made to international law and international organisations (such as the United Nations) within the mass media and the general community. Therefore, this topic allows students an opportunity to develop a basic understanding in these matters. It also helps put Australian laws in context as people and organisations within Australia are sometimes influenced by international developments.

The HSC course takes this opportunity much further as it includes optional Focus Studies which are similar to the ones contained in the previous 3 unit syllabus.

Additionally, the outcomes for the Focus Study: Crime (pages 44–47) and each of the other eight optional Focus Studies (pages 48–66 of the syllabus) contain some reference to international law (for example, outcome H1.1).

1.4 Assessment

Information on internal and external assessment is found on pages 69–75 of the syllabus. This information replaces that previously provided in the *HSIE KLA Handbook*. The main points to be noted are as follows.

- The syllabus contains assessment components, weightings and tasks for both the Preliminary and HSC courses.
- The assessment components, weightings and tasks for the Preliminary course are suggested, whereas those for the HSC course are mandatory (see page 72 of the syllabus).
- The internal assessment mark is based on the HSC course only.
- Assessment should include a range of tasks including research and oral tasks in addition to examination/test type tasks.
- The syllabus suggests four areas to be considered when engaging students in a research task (see page 73).
- It is suggested that 3–5 tasks are sufficient to assess the HSC course outcomes.
- HSC External Examination Specifications are listed on page 74 and a summary of external and internal assessment included on page 75.

Section 2 — Programming the Syllabus

2.1 The Programming Model

The sample material in this document is provided to illustrate an approach to programming using syllabus outcomes.

The outcomes in the *Legal Studies Stage 6 Syllabus* are designed to:

- provide clear expectations of student achievement in the Preliminary and HSC courses
- identify the progress that is expected in student achievement from the Preliminary to the HSC course
- assist development of teaching and learning programs
- provide a focus for assessment
- enable clear reporting of student achievement.

When programming the course, planning units of work, and developing an assessment program, it is important that teachers ensure that the **outcomes of the course are being comprehensively and appropriately addressed**. In this model, as illustrated in the following section, some outcomes have been identified as central to the teaching, learning and assessment strategies of that particular topic of work. Other outcomes, although not specifically targeted, are also being developed within the topic of work. The following pages provide an example of an approach that teachers may find useful when developing teaching and learning programs that address all syllabus outcomes.

2.2 The Program Overview

The Program Overview on pages 11–12, 13–14 is presented as a matrix which reflects the total planning of the course. It allows teachers to plan:

- what outcomes will be addressed in each section of the course. It enables teachers to determine at which stages of the course they will choose to develop or reinforce each outcome
- the units of work to be taught and the time allocated to each one
- the relationship of the assessment program to the teaching and learning program.

The development of this overview will involve the following steps.

Step 1: Syllabus requirements, selection of topics and time allocation

Within this model, 'Aboriginal and Torres Strait Islander' and 'Women' from the Preliminary course were chosen as they fulfilled syllabus requirements that two groups had to be chosen from this part of the syllabus. 'Family' and 'Consumers' were chosen from the HSC course as they satisfied the requirement that two studies had to be chosen from the Focus Studies.

Step 2: Identifying targeted outcomes for each topic

The second step involved is the selection of particular outcomes that would be specifically developed in certain topics. These outcomes would be the focus of teaching and learning strategies and assessment tasks within that particular topic. Targeted outcomes are indicated by a **T** on the program overview. This approach recognises that it is not possible to focus on every outcome within each section of the syllabus. Therefore, as illustrated on the matrix, outcome 3.1 in the Preliminary course will be specifically targeted early in the course, ie in the first topic, 'Basic Legal Notions'. It will then be addressed throughout subsequent topics and re-emphasised in the later topics of the course (indicated by a ✓). All outcomes will be targeted at least once both in the Preliminary course and the HSC course.

This approach allows teachers to make a clear link between the targeted syllabus outcomes and content, and the assessment program. However, it should be noted that **the selection of outcomes to be targeted within each topic are provided as examples only**. Teachers would devise a pattern of study to meet the needs of their own students and teaching programs. The sample provided is offered as a template that teachers may find useful when planning their own programs.

The syllabus mandates the total amount of time available for both the Preliminary course and the HSC course (120 hours in each) and the percentage time to be allocated to each part within the syllabus. The time allocation for each section within the parts of the syllabus, as illustrated in the matrix, are suggestions only and may be varied according to local needs and requirements.

Step 3: Linking the targeted outcomes and the assessment program

Sample assessment tasks are provided on pages 25–28. The development of the Assessment Program for the Preliminary course took into account the suggested components, weightings and areas of assessment on page 72 of the syllabus. The sample program for the HSC course complies with the mandatory requirement as provided on page 72 of the syllabus. Both programs recognise the following features.

- That an outcome is taught before it is assessed.
- That an outcome does not need to be assessed every time it is targeted for teaching and learning.
- That the area of assessment needs to fit the outcomes selected for assessment in a particular task (for example, an examination is an inappropriate instrument for assessing research and group work).
- That all outcomes should be assessed at least once.

2.3 Sample Overview — Preliminary

2.3.1 Preliminary course — Legal Studies program overview

COURSE TOPICS		PART I				PART II				PART III	
		Basic Legal Notions	Sources of Law	Constitutional System in Australia.	Operation of the Legal System	Power & Authority	Legal Controls on State Power	Duties	Rights	ATSI	Women
Assessment Tasks		Task 1	Task 2	Task 5	Task 3	Part of Task 5			Task 4	Task 5	
A student:		1	3	3	5	1	2	1.5	1.5	6	6
O U T C O M E S	P1.1 identifies legal concepts and terminology and applies them to appropriate legal contexts	T		T	T	T					
	P1.2 describes how the legal system operates in Australia		✓	✓	T	✓				✓	
	P1.3 describes the major international legal processes and institutions		T								
	P2.1 states the origins and sources of Australian and international law		T					T	T		
	P2.2 describes the key features of customary law, statutory law, common law and international law		T			T		✓	T		
	P2.3 explains the effectiveness of the legal system in addressing issues		T		✓					T	✓
	P3.1 describes the interrelationship between law, justice and society and the changing nature of law	T	✓	✓	✓	T		T	T	T	T
	P3.2 explains the extent to which law reflects the cultures and values of different groups within society		T	✓	✓	T		T	T	T	✓
	P3.3 explains the impact of continuity and change in the legal system		T	T	✓					T	T
	P3.4 uses legislation, cases, media reports and opinions to review arguments for change and reform in the law		✓	T	T						
	P4.1 discusses the specific problems encountered in gaining access to the legal system				✓		T			T	T
	P4.2 investigates and assesses the formal and informal means of resolving conflict				✓		T			✓	T
	P4.3 describes the role of legal rights and responsibilities in resolving conflict and encouraging cooperation				✓		T			T	T
	P5.1 selects and organises relevant legal information from a variety of sources and evaluates information and sources for usefulness, validity and bias	✓	T	T	✓	✓	T	✓	T	T	✓
	P5.2 investigates, analyses and synthesises legal information from a variety of perspectives and presents the findings of investigations to a particular audience	✓	✓	✓	T	✓	T	✓	T	✓	T
	P5.3 communicates law-related issues coherently and responsively to different audiences using appropriate written and oral forms characterised by complexity of purpose, procedure and subject matter	✓	✓	✓	T	T	✓	T	✓	✓	T
	P5.4 creates well-structured texts to describe, explain, argue, discuss, analyse, evaluate and apply legal information, ideas and issues	✓	✓	T	✓	✓	T	✓	✓	T	T
P5.5 negotiates individually or in groups to allocate tasks, establish roles, procedures and evaluate strategies to achieve appropriate goals in set timelines.		✓							T	✓	
T	Justice, law and society	T	T	T	T	T	T	T	T	T	T
H	Continuity and change	✓	T	T	T	✓	✓	✓	✓	T	T
E	Culture, values and ethics	✓	T	✓	✓	✓	✓	T	T	T	T
M	Legal processes and institutions	✓	✓	✓	T	✓	✓	T	✓	T	T
E	Conflict and cooperation	✓	✓	✓	✓	T	T	✓	✓	T	T
S	Effectiveness of the legal system	✓	T	T	T	T	T	✓	✓	T	T

2.3.2 Preliminary course — Assessment program overview

	Task 1	Task 2	Task 3	Task 4	Task 5
Task Type and Weighting	Examinations/ Class Test 10	Research 10	Oral 10 and Research 5	Research 15 and Group Work 10	Examinations/ Class Tests 40
Appropriate Date	Term 1	Term 1	Term 2	Term 2/3	Term 3
Outcomes Assessment	P1.3 P3.1 P2.1 P3.2 P2.2 P3.3 P2.3	P1.1 P3.4 P1.2 P5.2 P5.3	P3.1 P3.2 P5.1 P5.3	P4.1 P5.2 P4.2 P5.4 P4.3 P5.5	P1.1 P3.1 P1.2 P3.2 P2.2 P3.3 P2.3 P3.4 P4.1 P5.1 P4.2 P5.3 P4.3 P5.4
Topic Focus	Basic Legal Notions Sources of Law The Constitutional System in Australia	The Operations of the Legal System	Power and Authority Duties Rights	Focus Group 1: Aboriginal and Torres Strait Islander Peoples	The Legal System 20 The Individual and the State (<i>Legal controls on State power</i>) 5 Focus Group 5: Women 15
Syllabus Components and Weighting in Task	The Legal System 10	The Legal System 10	The Individual and the State 15	Law in Focus 25	The Legal System 20 The Individual and the State 5 Law In Focus 15
Weighting	10	10	15	25	40

2.4 Sample Overview — HSC

2.4.1 HSC course — Legal Studies program overview

HSC COURSE OUTCOMES		PART I		PART II	PART III			
		Law and Justice	Human Rights	Focus Study Crime	Additional Focus Studies	Family	Consumers	
		Assessment Tasks		Task 1 Part of Task 2 Part of Task 5	Part of Task 2 Part of Task 5	Task 3 Task 4 Part of Task 5		
<i>A student:</i>		<i>Time/Weeks</i>		2.5	5	7.5	7.5	7.5
O U T C O M E S	H1.1	applies domestic and international legal vocabulary in appropriate contexts				T	T	T
	H1.2	assesses the role of Australian and major international legal institutions			T	✓		
	H2.1	explains the origins and sources of Australian and international law		T	✓		T	✓
	H2.2	compares similarities and contrasts differences in relation to customary law, statutory law, common law and international law.		T		✓		
	H2.3	evaluates the effectiveness of domestic law in responding to global challenges			T		T	✓
	H3.1	analyses the interrelationship between law, justice and society and the changing nature of law		T	T	✓	✓	✓
	H3.2	assesses how cultures and values of different groups within society impact on the legal system		T	T	✓	T	✓
	H3.3	evaluates the effectiveness of the processes and mechanisms of change in the legal system			T	T	T	✓
	H3.4	analyses legislation, cases, media reports and opinions to review arguments for change and reform in the law				T	T	T
	H4.1	analyses specific problems encountered in gaining access to the legal system				✓	T	T
	H4.2	assesses the effectiveness of dispute resolution mechanisms				✓	T	T
	H4.3	explains rights and responsibilities and evaluates the provisions of domestic and international legal systems in addressing these issues			T		✓	✓
	H5.1	selects and organises relevant legal information from a variety of sources and evaluated information and sources for usefulness, validity and bias		✓	T	T	T	✓
	H5.2	investigates, analyses and synthesises legal information from a variety of perspectives and presents the findings of investigations		✓	T	T	T	T
	H5.3	communicates through well-structured texts to describe, explain, argue, discuss, analyse, evaluate and apply legal information, ideas and issues using appropriate written and oral forms		✓	T	T	T	T
	H5.4	uses planning and review strategies to manage effectively the competing demands of complex tasks and makes effective use of time and resources.				✓	✓	T
T H E M E S	Justice, law and society		T	T	T	T	T	
	Continuity and change		T	T	T	T	✓	
	Culture, values and ethics		T	T	T	T	✓	
	Legal processes and institutions		✓	T	T	T	T	
	Conflict and cooperation		✓	T	T	T	T	
	Effectiveness of the legal system		✓	T	T	T	T	

2.4.2 HSC course — Assessment program overview

	Task 1	Task 2	Task 3	Task 4	Task 5
Task Type and Weighting	Examinations/Class Test 10	Research 20	Oral 10 Research 5	Research 15	Examinations/Class Tests 40
Appropriate Date	Term 4/Term 1	Term 1	Term 2	Term 3	Term 3
Outcomes Assessment	H2.1 H3.1 H2.2 H3.2 H2.3 H4.3	H1.1 H3.3 H3.4 H5.2 H5.3	<i>H1.1</i> H2.3 H4.1 H5.1	<i>H1.1</i> <i>H5.2</i> H3.4 H5.3 H4.2 H5.4	H1.1 H3.3 H1.2 H3.4 H2.1 H4.1 H2.2 H4.2 H2.3 H4.3 <i>H3.1</i> <i>H5.1</i> <i>H3.2</i> <i>H5.3</i>
Topic Focus	Law and Justice Human Rights	Law and Justice Crime	Family	Consumers	Law and Justice Human Rights Crime Family Consumers
Syllabus Components and Weighting in Task	Law and Society 10	Law and Society 5 Crime 15	Additional Focus Studies 15	Additional Focus Studies 15	Law and Society 10 Crime 10 Additional Focus Studies 20
Weighting	10	20	15	15	40

2.5 Sample Units of Work and Assessment Task

The following section of work provides an approach to the next stage for programming the *Legal Studies Stage 6 Syllabus*. This entails the detailed planning of the teaching, learning and assessment activities for two units of work. One topic has been selected from each of the overviews (ie one from the Preliminary course and one from the HSC course) and are presented as examples of a programmed unit of work. These sample units have been developed using the following processes.

Step 1: to identify the targeted outcomes from the syllabus and corresponding themes for the topics. These are also included in the program overview.

Step 2: to determine the content to be taught within the unit. The content is to be found in the *learn about* section of the syllabus and is reflected through the skills outcomes of investigating, analysing, synthesising and communicating (see page 12 of the syllabus).

Step 3: to design and select teaching strategies and learning activities that will allow students to engage with the content and provide opportunities for each student to achieve the targeted outcomes.

Step 4: to design an assessment task in order to measure student performance in relation to the targeted outcomes. A sample assessment task from the HSC course (Part 1, 'Law and Society' incorporating the topic 'Law and Justice') on pages 26–28 has been modelled. This sample assessment task has been designed to clearly indicate:

- the outcomes to be assessed
- the task and how it will be assessed
- criteria to mark the task based upon set outcomes.

The two topics chosen as units of work are:

- Topic 4 'The operation of the legal system' from Part I 'The Legal System' in the Preliminary course.
- Part II Focus Study 'Crime' from the HSC course.

'The operation of the legal system', taken from the Preliminary course, was chosen as it allows for a wide variety of teaching and learning strategies to be incorporated into the unit of work which can be emphasised and built upon later on in both courses. The topic of 'Crime' from the HSC course was chosen as it is not only a core topic but it also presents the first opportunity to use the five areas within the framework which must be used for the additional Focus Studies in Part III of the syllabus. As well, the topic of 'Crime' has traditionally been a popular choice for both teachers and students.

The sample assessment topic 'Crime', which follows the units of work has been developed to take into account the outcomes and *learn about* statements in Topic 1 'Law and Justice' from the HSC course.

2.5.1 Preliminary course — Sample unit of work

PRELIMINARY COURSE: PART I		TIME: 5 WEEKS
<p>FOCUS STUDY Topic 4 Operation of the Legal System</p> <p>Principal Focus: Students examine the function and operation of legal institutions and the personnel involved in legal processes and they learn about the application of the law in relation to native title from 1788 to the present.</p>		
<p>OUTCOMES A student:</p> <p>P1.1 identifies legal concepts and terminology and applies them to appropriate legal contexts P1.2 describes how the legal system operates in Australia P2.3 explains the effectiveness of the legal system in addressing issues P3.2 explains the extent to which law reflects the cultures and values of different groups within society P3.3 explains the impact of continuity and change in the legal system P3.4 uses legislation, cases, media reports and opinions to review arguments for change and reform in the law P4.1 discusses the specific problems encountered in gaining access to the legal system P4.2 investigates and assesses the formal and informal means of resolving conflict P4.3 describes the role of legal rights and responsibilities in resolving conflict and encouraging cooperation P5.1 selects and organises relevant legal information from a variety of sources and evaluates information and sources for usefulness, validity and bias P5.2 investigates, analyses and synthesises legal information from a variety of perspectives and presents the findings of investigations to a particular audience P5.3 communicates law-related issues coherently and responsively to different audiences using appropriate written and oral forms characterised by complexity of purpose, procedure and subject matter P5.4 creates well-structured texts to describe, explain, argue, discuss, analyse, evaluate and apply legal information, ideas and issues.</p>		<p><i>THEMES: To be reflected within the outcomes</i></p> <p>Legal processes and institutions Justice law and society Culture, values and ethics Continuity and change Conflict and cooperation Effectiveness of the legal system</p>
<p>Key Questions/Issues (Q & I)</p> <p>Q & I 1 How is the law enforced? Q & I 2 How are courts structured? Why? Q & I 3 How does the adversary system affect the court process? Q & I 4 Distinguish between civil and criminal court procedures. Q & I 5 Why have alternative dispute resolution mechanisms developed? Q & I 6 What is the role of legal aid? Q & I 7 How is the law as to native title enforced? Q & I 8 How is the Native Title Tribunal structured? Why? Q & I 9 How did the doctrine of terra nullius affect the status of indigenous peoples? Q & I 10 How do recent legal developments affect the significance of the 1992 High Court decision in Mabo and Wik?</p>		

CONTENT/KEY QUESTIONS	TEACHING STRATEGIES AND LEARNING ACTIVITIES
<p>Operation of the legal System structure of State and Federal Courts (Q & I 2)</p>	<p>Commence media file to operate from the duration of the course based upon the main headings of this topic of work. To communicate 'findings' at the conclusion of the unit. (P5.1, P5.2) Construct a diagram of the court system showing the court hierarchy. Use books, technology etc. (P1.2) Group work with game cards, with a card representing each stage of the court procedure on it. Individually to put them in the correct order and explain the power relationship of each court. (P1.2, P4.2)</p>
<p>the adversary system and the legal profession court procedures in civil and criminal proceedings (Q & I 3) observation of civil and criminal cases in the local court (Q & I 4)</p>	<p>Field trip to a local court and the sheriff's office. Excursion report based on observations of the court procedure. Included within this some key figures within the court should be consulted. Have prearranged questions ready. If necessary supplement your findings at the court with information from class texts. (P1.1, P2.3, P4.1, P4.3, P5.2, P5.4)</p>
<p>enforcement agencies: police, government departments, other authorities (Q & I 5)</p>	<p>Use the above excursion and texts to identify the enforcement agencies and the role they play in enforcing the law. (P1.2)</p>
<p>Legal Aid (Q & I 6)</p>	<p><i>Legal Aid Exercise</i> Students are given a set budget, 3–4 different applicants with brief case details and cost estimates. Students have to decide who should get the funds. Present written or oral report explaining reasons for decision. Contact Legal Aid Commission for information and use the Legal Aid Kit. (P1.2, P4.1, P5.3, P5.4).</p>
<p>alternatives to the court system: administrative and other tribunals (Q & I 1, Q & I 5) alternative dispute resolution, self-help remedies, political processes, community justice centres (Q & I 5)</p>	<p>Enact role-plays demonstrating dispute resolution strategies, eg Fair Trading Tribunal, Community Justice Centre, Administrative Appeals Tribunal. Contact Dept Fair Trading, local community justice centre, to communicate a written analysis of the decision they have taken and the reason for it. (P1.1, P1.2, P3.3, P4.3, P5.3).</p>

CONTENT/KEY QUESTIONS	TEACHING STRATEGIES AND LEARNING ACTIVITIES
<p>Operation of the legal system in relation to native title the doctrine of terra nullius in Australia (Q & I 7) the growth of recognition of native title in some outcomes (Q & I 8, Q & I 9)</p> <p>The major High Court decisions on Native Title:</p> <ul style="list-style-type: none"> • Mabo (Mabo v Queensland (No 2) (1992) 175 CLR (1) and • Wik (The Wik Peoples v The State of Queensland and • Ors; the Thayorre People v The State of Queensland and • Ors (1996) 183 CLR1) <p>subsequent legal developments: common law, statutory law (Q & I 10) native title as a collective right. (Q & I 9)</p>	<p>Use the library, Internet, newspaper reports etc, in order to place each of the developments leading to native title into their historical context. From this, class to be divided into groups to concentrate upon one of the oral report findings presentation to be given to the class. At the conclusion construct a collage from the class findings. An explanatory report to follow from this activity. (P1.1, P1.2, P2.3, P3.4, P5.2, P5.3).</p>

2.5.2 HSC course — Sample unit of work

HSC COURSE: PART II		TIME: 7.5 WEEKS
<p>FOCUS STUDY Crime Principal Focus: In applying the framework, students explain and understand legal processes and institutions within the context of crime and understand the tension between community interests and individual rights and freedom.</p>		
<p>OUTCOMES A student:</p>		<p>THEMES: To be reflected in the outcomes</p>
<p>H1.1 applies domestic and international legal vocabulary in appropriate contexts H1.2 assesses the role of Australian and major international institutions</p>		
<p>H2.2 compares similarities and contrasts differences in relation to customary law, statutory law, common law and international law</p>		<p>Legal processes and institutions Justice law and society</p>
<p>H3.1 analyses the interrelationship between law, justice and society and the changing nature of law H3.2 assesses how cultures and values of different groups within society impact on the legal system H3.3 evaluates the effectiveness of the processes and mechanisms of change in the legal system H3.4 analyses legislation, cases, media reports and opinions to review arguments for change and reform in the law</p>		<p>Culture, values and ethics Continuity and change</p>
<p>H4.1 analyses specific problems encountered in gaining access to the legal system H4.2 assesses the effectiveness of dispute resolution mechanisms</p>		<p>Conflict and cooperation Effectiveness of the legal system</p>
<p>H5.1 selects and organises relevant legal information from a variety of sources and evaluates information and sources for usefulness, validity and bias H5.2 investigates, analyses and synthesises legal information from a variety of perspectives and presents the findings of investigations H5.3 communicates through well-structured texts to describe, explain, argue, discuss, analyse, evaluate and apply legal information, ideas and issues using appropriate written and oral forms H5.4 uses planning and review strategies to manage effectively the competing demands of complex tasks and makes effective use of time and resources</p>		
<p>Key Questions/Issues (Q & I)</p>		
<p>Q & I 1 What kinds of behaviour are criminalised? Why?</p>		
<p>Q & I 2 How does the practical operation of the criminal process influence enforcement of the law?</p>		
<p>Q & I 3 Do people show the same respect for all criminal laws? Why?</p>		
<p>Q & I 4 Is the adversary system the best system for achieving justice in criminal trials?</p>		
<p>Q & I 5 What international instruments have been developed with respect to international crime?</p>		
<p>Q & I 6 What role could be played by an international criminal court?</p>		
<p>Q & I 7 What international instruments have been developed with respect to extradition?</p>		
<p>Q & I 8 To what extent is there a proper balance between the rights of the victim and the rights of the community; and between the rights of the victim and the rights of accused people?</p>		
<p>Q & I 9 What are the implications of plea bargaining for the notion of justice for the accused, the victim, the community and the efficiency of the court process?</p>		
<p>Q & I 10 How effective are the various forms of punishment in achieving their objectives?</p>		

CONTENT/KEY QUESTIONS	TEACHING STRATEGIES AND LEARNING ACTIVITIES
<p>Key Legal Concepts and Features of the Legal System types of crime: offences against persons, economic offences (property/white collar crime), offences against the State, drug offences, public order offences, traffic offences, 'victimless' crimes, preliminary crimes (attempts, conspiracy) (Q & I 1)</p>	<p>Commence media file. Collect articles concerning criminal cases and analyse the main ones found. (H3.4, H5.1) Using the above, brainstorm as many different types of crimes as possible – record details. In groups, try to put the list into categories and explain your category list. (H1.1, H5.3) Media file – issue collected articles and identify types of crime. How does it compare to the list above, especially in terms of changes over a period of time? (H1.1, H3.4)</p>
<p>sources: statute law, common law, constitutional, separation of powers (Q & I 1)</p>	<p>Under teacher guidance, locate sections related to crime in the Australian Constitution and explain what each section means. Revise the concept of separation of powers from the constitution and identify the key points. (H1.1, H3.4, H5.2) Identify the main points in the <i>Crimes Act 1900</i> (NSW). Discuss how it compares to the above. Research: find out names of other statutes that are sources of criminal law. Use texts, library research etc. Which aspects of criminal law are found in common law? Present your findings to the class in the form of an overall review. (H1.1, H2.2, H3.4, H5.3, H5.4)</p>
<p>the court structure (role of local court, district court, supreme court, court of criminal appeal and high court in relation to criminal cases) (Q & I 2)</p>	<p>Construct a diagram showing the criminal appeal process/court hierarchy and the role of the various courts within this hierarchy. (H1.1, H1.2) Media File – identify from collected articles, the role and authority of the different courts within the criminal hierarchy system. Compare this to the information found above and analyse the results. (H1.1, H1.2, H3.4)</p>
<p>factors affecting definition of crime and criminal behaviour: social, economic, genetic, political, self-interest (Q & I 1) elements of crime: mens rea (mental state of offender), actus reus (conduct of offender), causation (Q & I 3) distinguishing summary (minor) and indictable (serious) crimes (Q & I 3, Q & I 4) parties: principals in first degree (actual perpetrator), principal in the second degree (person who was present, assisting), accessory before the fact (person who helped to plan), accessory after the fact (person who, knowing about the crime, helped the offender afterwards) (Q & I 3, Q & I 4)</p>	<p>Research crimes that occur in different cultural groups, ethnicity of offenders, factors affecting criminal behaviour, eg socio-economic. Collate findings in groups. Present group results to class. Discuss and compare the findings. (H3.2, H5.2) Group work – give each group a scenario, perhaps drawn from the facts of a case. The group will need to read and discuss the case. Ensure there is enough information to allow completion of each of the following tasks:</p> <ol style="list-style-type: none"> 1. identify the elements of criminal liability, ie actus reus etc from the scenario 2. determine whether the offence is summary or indictable 3. identify the parties to the crime, ie principals, accessories etc 4. determine what defences would and would not be available and what it means for the people involved. <p>Each person will select and investigate sections of the case with a representative to give an overall report based upon the findings of the other people. (H1.1, H3.3, H5.2)</p>

CONTENT/KEY QUESTIONS	TEACHING STRATEGIES AND LEARNING ACTIVITIES
<p>defences: complete defences (mental illness, self-defence necessity, duress, consent); partial defences to murder (provocation, substantial impairment of responsibility), which reduce murder to manslaughter. (Q & I 4)</p>	<p>Using texts, define the key terms and their role in defences to murder. The above group work could be used in conjunction with this task. Discuss the findings in the classroom. (H1.1)</p>
<p>the criminal process and the role of discretion</p> <ul style="list-style-type: none"> • reporting crime • investigation, arrest and charge • bail • plea, hearing (evidence, procedure, including the role of juries) • appeals • personnel (police, prosecutors, defence lawyers, magistrates, judges) <p>(Q & I 2, Q & I 4)</p>	<p>Using a guest speaker from the police service, discuss the procedure, role and powers of the police and changes within policing. This could be compared to a talk from a civil libertarian advocate along the themes outlined above. Discuss and debate the role and powers of the police service in the community today. Evaluate the key points in a short report. (H3.3, H5.3)</p> <p>From either the Bureau of Statistics or a text book, present to the class a list of crime statistics over a period of time. What conclusions and/or analysis can you draw about crime, its level and types, in Australian history? What other information may you need before drawing a conclusion? What does this tell you about victims/witnesses reporting crime and investigating/prosecuting crime? (H4.1, H5.1)</p> <p>View video 'Jury Duty, Why Pick On Me'. Make notes on the nature and role of juries and/or interview someone who has been a juror. What were their experiences? How would you assess the effectiveness of the jury system? (H4.2, H5.1)</p> <p>Bail applications: utilising the local court/sheriff's office (if time and availability allows – see unit of work on 'Operation of the Legal System') or records from students texts given a series of cases. Decide whether or not to grant bail for different cases. Explain decisions to a small group or class and explain how you reached these decisions. (H4.2, H5.3)</p>
<p>the role of legal aid</p>	<p>View video <i>So Help Me God</i> and <i>Inside Story: For the Defence</i>, ABC, 1999 AND/OR visit local criminal court</p> <p>From the above, prepare a written report on a criminal court procedure. Identify personnel. Consider access to the legal system, the role of legal aid, if any, especially for those charged with crime, and other criminal justice issues raised in the video or the visit. How 'fair' is the criminal court system in terms of access and how would you evaluate its effectiveness? Present a short report to the class. (H3.3, H4.1, H5.2)</p>

CONTENT/KEY QUESTIONS	TEACHING STRATEGIES AND LEARNING ACTIVITIES
<p>types of international crime (crimes outside the jurisdiction, transnational crimes, crimes against the international community) (Q & I 5)</p> <p>sources of law for international crimes (treaties) (Q & I 5, Q & I 6)</p>	<p>Group work to research one aspect of international crime. Assess the different types and sources. Investigate extradition, enforcement, sanctions, effectiveness of international crime and procedures. Present results to class and discuss the issues involved. (H1.2, H2.2, H4.2, H5.4)</p>
<p>Legal Issues and Remedies</p> <p>creating social order through education, regulation and coercion (Q & I 8)</p> <p>crime prevention (situational, social) (Q & I 8)</p> <p>enforcing the law through punishment</p> <ul style="list-style-type: none"> purposes of punishment: rehabilitation (reform), deterrence (specific and general), retribution, incapacitation, reintegrative shaming <p>(Q & I 8)</p>	<p>View videos <i>Objectives of Criminal Punishment</i> and <i>Sentencing: The Attainment of Justice</i>. Read relevant sections from a set text: Explain different purposes of punishment, types of punishment, and factors affecting sentencing. Consider the factors to be taken into account when sentencing a person and the aims and purposes of different forms of punishment. (H2.2, H3.3, H5.3)</p>
<p>the sentencing process</p> <ul style="list-style-type: none"> the hearing (evidence, role of prosecutor, defence and victims) factors affecting the decision: purposes of punishment (see above); circumstances of the offence (objective features); circumstances of the offender (subjective features); aggravating and mitigating factors; judicial discretion and limits on discretion (eg judicial guidelines, mandatory sentencing, maximum penalties) <p>(Q & I 9)</p>	<p>Sentencing exercise – students are given a set of facts about a criminal case (may be drawn from actual cases). Students to decide on an appropriate sentence and explain their decision including the factors which affected their decision. To communicate their conclusions to the class in the form of a brief report. (H4.1, H5.3)</p> <p>Media File – using examples of sentencing from collected articles, identify different types of punishments, the role of discretion (if any) and factors taken into account when the case was heard. Discuss and present your findings to the class. (H1.1, H3.3, H3.4)</p> <p>Utilising the above activities, debate the following: 'Capital punishment is an appropriate penalty for serious crimes such as murder'. Case study: Ronald Ryan</p> <p style="text-align: center;">OR</p> <p>'Corporal punishment is an appropriate method of discipline both at home and at school' Case Study: Schooling in the 1950s (H3.3, H5.1, H5.3)</p>

CONTENT/KEY QUESTIONS	TEACHING STRATEGIES AND LEARNING ACTIVITIES
<p>penalties</p> <ul style="list-style-type: none"> types of penalty: fine, bond, probation order, community service order, home detention, periodic detention, imprisonment penalties no longer available: capital punishment, corporal punishment penalties that infringe human rights laws: cruel and unusual punishment (see International Covenant on Civil and Political Rights) <p>(Q & I 7, Q & I 8)</p>	<p>Media File – choose a current criminal case from collected articles in a newspaper, internet etc. Write a letter to the editor either agreeing or disagreeing with the sentence given in the case. (H1.1, H3.1, H5.3)</p> <p>Research task – recidivist rates from the Bureau of Crime Statistics and research. (See ‘the criminal process and the role of discretion’). Write a report analysing the arguments as to whether punishment is an effective means to control crime. How has punishment and sentencing changed over time? (H3.3, H3.4, H5.1)</p>
<p>post sentencing decisions; security classification, protective custody, parole (Q & I 9)</p> <p>dealing with international crime (international criminal court, sanctions) (Q & I 6)</p> <p>extradition (dealing with fugitive domestic criminals) (Q & I 7)</p>	<p>Identify the key features when dealing with international crime and the main issues involved. Support this investigation with an example, eg narcotics investigation, the Christopher Skase case. What do they reveal about international crime and procedures involved. (H1.1, H1.2)</p>
<p>assessing the efficiency and the effectiveness of various forms of legal measures in achieving justice through researching a current criminal justice issue (Q & I 10)</p>	<p>ASSESSMENT TASK Research a current criminal justice issue (see sample task pages 25–28).</p>
<p><i>Morality, Ethics and Commitment to the Law</i> the extent to which law reflects moral and ethical standards (Q & I 10)</p> <p>commitment to the law – the issue of compliance and non-compliance (Q & I 10)</p>	<p>Moral dilemma. Scenarios – of a person who is alleged to have committed a crime. Students given only the basic facts at first. They are to consider the innocence or guilt of the person. Progressively more information is revealed which may include mitigating factors. Does your verdict change? Does this reveal anything about the question of morality and the law? Assess the reasons for your initial and later judgments. (H3.1, H5.3)</p>

CONTENT/KEY QUESTIONS	TEACHING STRATEGIES AND LEARNING ACTIVITIES
<p>Effectiveness of the Law factors to be considered when evaluating the effectiveness of law in achieving justice:</p> <ul style="list-style-type: none"> for individuals: equality, accessibility, enforceability, resource efficiency, protection and recognition of individual rights for society: resource efficiency, law as a reflection of community standards and expectations, opportunities for enforcement, appeals and review, balance of individual rights and values and community rights and values. <p>(Q & I 10)</p>	<ul style="list-style-type: none"> Discussion of the effectiveness of the law using the above information, text books and possible interviews which may be carried out. Take one particular crime and analyse how attitudes and punishment in regard to it have changed over time. Discuss if those changes are reflecting contemporary societies attitudes or whether such changes to the law have made it ineffective. <p>(H4.2, H4.3)</p>
<p>Law Reform The agencies of reform and the conditions that give rise to the need for reform:</p> <ul style="list-style-type: none"> law reform commissions, parliament, courts, changing social values and composition of society, new concepts of justice, failure of existing law, international law and new technology. <p>(Q & I 10)</p>	<ul style="list-style-type: none"> Media File – identify examples of controversial new criminal laws being introduced or that have been recently introduced, eg legalised injecting rooms. Investigate need for legal change or reform, ie increasing number of heroin deaths, increased break and enter rates. <p style="text-align: center;">OR</p> <p>Working in pairs, choose an example illustrating a need for change or reform generally, eg computer crime. Present findings orally to class noting the legal provisions today and how/why they should change (if change is necessary). What do these reveal about morality, ethics and the effectiveness of the law today? Evaluate one of the above areas and communicate your analysis to the class.</p> <p>(H3.1, H3.3, H5.1, H5.2)</p>

2.5.3 Sample HSC Assessment Task

The sample assessment programs and tasks provided in this document have been developed using advice provided in the Board of Studies publication *The New Higher School Certificate Assessment Support Document*. This document was sent to schools in Term 3, 1999 and assists teachers to incorporate the key features of standards-referenced assessment into their assessment planning. Teachers are strongly advised to consult this document when developing assessment programs and designing individual tasks.

The task provided on the following pages has been developed from the sample unit 'Crime' and has been designed using the steps outlined on p 14–15 of the *New Higher School Certificate Assessment Support Document*. The task provides:

- a clear indication of outcomes to be assessed
- clear instructions to students
- explicit advice to the students about the criteria to be used for assessing their performance
- a marking scheme related to the criteria.

Legal Studies Assessment Task

Focus Study : Crime

Note: This assessment task encompasses both the **Focus Study: Crime** and **Topic 1: Law and Justice**, in particular:

- *The Essential Influences on Law*
The social, cultural, moral, political and economic influences
- *Nature of Law*
Development of law as a reflection of past and present society
- *Key Questions/Issue*
- What characterises a just law?
The task would be submitted at the conclusion of the study of 'Crime'.

Assessment Task: Focus Study: Crime

Outcomes Assessed

- H1.1** applies domestic and international legal vocabulary in appropriate contexts
- H3.3** evaluates the effectiveness of the processes and mechanisms of change in the legal system
- H3.4** analyses legislation, cases, media reports and opinions to review arguments for change and reform in the law
- H5.2** investigates, analyses and synthesises legal information from a variety of perspectives and presents findings of investigations
- H5.3** communicates through well-structured texts to describe, explain, argue, discuss, analyse, evaluate and apply legal information, ideas and issues using appropriate written and oral forms

Course Components and Weightings

Law and Society **5** Crime **15**

Sample Assessment Task

'Laws need to change if justice is to be achieved for the individual and society.'

Discuss this statement with reference to a current criminal justice issue where media coverage suggests a need for change in the law.

In your answer you should identify the issue to be examined in response to the question and:

- Evaluate the effectiveness of the current law in achieving justice.
- Outline one change which could be made to achieve greater justice.
- Present arguments for and against this change.
- Evaluate the effectiveness of the legal mechanisms by which this change could be brought about.

In your answer, you will be assessed on your ability to:

- Demonstrate an understanding of relevant legal information and issues.
- Support your answer with analysis of relevant legislation, media reports, current criminal statistics and other sources.
- Present a detailed, well structured argument in answer to the question of 1000 words.
- Use appropriate legal vocabulary.

Marking Scheme

Outcomes Assessed: H1.1, H3.3, H3.4, H5.2, H5.3

Criteria	Marks
<ul style="list-style-type: none"> • Presents a coherent, balanced argument drawing on analysis of a variety of relevant legislation, media reports, current crime statistics and other sources • Uses a variety of factors to evaluate the effectiveness of the law in achieving justice both for individuals and the society • Critically evaluates the effectiveness of the mechanisms of change in the legal system • Incorporates a range of appropriate domestic legal vocabulary 	16–20
<ul style="list-style-type: none"> • Presents a well structured argument supported by some analysis of a range of relevant legislation, media reports, current crime statistics and other sources • Uses a number of factors to evaluate the effectiveness of the law in achieving justice both for individuals and the society • Evaluates the effectiveness of the mechanisms of change in the legal system • Uses a range of appropriate domestic legal vocabulary 	11–15
<ul style="list-style-type: none"> • Presents a basic argument supported by some reference to relevant legislation, media reports, current crime statistics and/or other sources • Uses one or more factors to evaluate the effectiveness of the law in achieving justice • Demonstrates some understanding of the mechanisms of change in the legal system • Uses a limited range of domestic legal vocabulary appropriately 	6–10
<ul style="list-style-type: none"> • Presents an elementary description with limited reference to legislation, media reports, current crime statistics OR other sources • Makes a general evaluation of the effectiveness of the law • Makes some reference to the mechanisms of change in the legal system • Uses a limited range of legal vocabulary 	1–5

Section 3 — Resources for the New Syllabus

Accessing Resources and Other Materials

The following have been, and continue to remain, important resource areas for Legal Studies teachers.

- Newspapers, documentaries, news reports, journals and current affairs programs
- The Legal Information Access Centre (LIAC) coordinated at the State Library of NSW can assist students, particularly in research. It produces a bulletin 'Hot Topics'. The website is located at: <http://www.slsw.gov.au>
- Videos from various government departments, book publishing companies, Film Australia, independent film companies and the ABC
- Excursions to venues including various courts, Parliament House (both State and Federal) Police and Justice Museum, Community Justice Centre and the local Police Station
- Guest speakers including Police Officers, Legal Aid solicitors, representatives from the Director of Public Prosecution, Redfern Legal Centre, Women's Refuge Centres, Department of Social Service, Department of Juvenile Justice and legal officers connected to various pressure and lobby groups
- Bureau of Crime Statistics and other relevant departments
- Local members of Parliament, both state, federal and local, in both government and opposition, as well as members of 'minority' parties and Independents
- The NSW Law Reform Commission and the Australian Law Reform Commission
- Law libraries, particularly those which are part of University libraries.

Legal Studies Support Documents

The Board of Studies commissioned four Course Support Documents:

- *The Challenge of Environmental Protection* (hereinafter Environmental Protection) Board of Studies, NSW, 1993.
- *Challenge: Indigenous Peoples* Board of Studies, NSW, 1995.
- *The Challenge of Technological Change* (Technological Change) Board of Studies, NSW, 1994.
- *Challenge: World Order* Board of Studies, NSW, 1995.

Much of this material will be of use for the new syllabus. However, it should be emphasised that these four support documents were not written for the new syllabus. They can be used within the context listed below. They are one of the many resources which could be used for the new syllabus.

It should also be noted that:

- the introductory international law component is now in the Preliminary course
- the cores of each of the four modules in the previous syllabus are now in the range of choices as Optional Focus Studies in Part III: Additional Focus Studies
- the support document mentioned in the depth studies would be useful for illustrative purposes in the respective Optional Focus Studies [Part III: Additional Focus Studies].

The following tables provide a guide to the use and applicability of these four course support documents. Table A provides an overall guide to the applicability of materials within the four support documents to various parts and topics of the syllabus. Table B specifically targets the area of international law within the support documents and indicates its applicability to parts and topics within the syllabus.

Table A

Applicability of 1994 Syllabus Support Documents to the 1999 syllabus

PART	TOPIC	AREA LOCATED IN SUPPORT DOCUMENT	COMMENT
I: The Legal System	2.3: International Law (p 17)	Environmental Protection pp 14–17, 19–21 Indigenous Peoples pp 9–18 Technological Change pp 15–18 World Order pp 6–13	Derived from the common introductory internal law material contained in the 3 unit course, which all students had to undertake. These areas will be of benefit as they provide introductory internal law information.
II: The Individual and the State	7: Duties (p 24)	World Order pp 52–68 World Order pp 74–88	‘International Duties’ are the duties expected of countries and are derived from the UN Charter. This reference has material on ‘restriction on the use of force as an instrument of national policy in international relations’ [Article 1–1, 2–3 and 2–4 of the UN Charter] Pages 74–88 are worth reading for the reference to internal economic cooperation via trade.
II: The Individual and the State	6: Legal controls on state power (p 23)	All four HSC documents at selected pages	All four documents deal with Non-Government Organisations (NGOs). This is a domestic law matter. All these HSC documents deal with NGOs in the international context.
II: The Individual and the State	8: Rights (p 25)	Challenge: Indigenous Peoples pp 61–66 Challenge: Indigenous Peoples pp 19–31, 34–37, 46–66.	Refers to ‘Rights: domestic-self determination’ Refers to ‘Rights: international’.

TABLE B

Applicability of 1994 Syllabus Support Documents for the study of international law in the 1999 syllabus

PART	TOPIC	AREA LOCATED IN SUPPORT DOCUMENT	COMMENT
I: Law and Society	1: Law and Justice (pp 40–41)	Environmental Protection pp 14–17, 19–21 Challenge: Indigenous Peoples pp 9–18 Technological Change pp 15–18 World Order pp 6–13.	This is a ‘refresher’ of the introducing material contained in the Preliminary course.
I: Law and Society	2: Human Rights (pp 42–43)	Challenge: Indigenous peoples pp 19–31, 34–37, 40–66	Some very useful materials.
II: Focus Study: Crime	Crime (pp 44–47)	World Order pp 90–102 Technological Change pp 74–87	Most of this section deals with domestic crime/domestic law, but these 2 references deal with international crime/international law.
III: Additional Focus Studies	Global Environment (pp 54–55) (optional study)	Environmental Protection pp 3–24 Challenge: Indigenous Peoples pp 2–37 Technological Change p 11	The rest of the document on Environmental Protection is worth examining for specific items. The section on Indigenous peoples focuses on ‘sustainable development’.
III: Additional Focus Studies	4: Indigenous Peoples (pp 56–57) (optional study)	Challenge: Indigenous Peoples pp 2–37 Technological Change p 11	The rest of the document on Indigenous peoples is worth examining for specific items.
III: Additional Focus Studies	6: Technological change (pp 60–61) (optional study)	Technological Change pp 3–22	The rest of the document is worth examining for specific items.
III: Additional Focus Studies	8: World Order (pp 65–66) (optional study)	Challenge: World Order pp 2–27, 51–71	Other sections of the document could be worthwhile for specific items.