****

**COWRA HIGH SCHOOL**

**ASSESSMENT TASK COVER SHEET**

This sheet **must** be attached to the front of your Assessment Task and submitted to your class teacher on or before the due date.

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessment Task: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

🞏 Extension granted \_\_\_\_\_ days

🞏 Other circumstances ~ documents attached

I certify:

1. This assignment is entirely my own work and all borrowed material has been acknowledged
2. The material contained in this assignment has not previously been submitted for assessment in any formal course of study
3. I retain in my possession a copy of this assignment
4. I understand that late assignments will be penalised unless an extension has been granted by Deputy Principal - Curriculum

Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

✂-------------------------------------------------------------------------------------------------------------------------------

**COWRA HIGH SCHOOL**

**Assessment Task (Student’s Copy)**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessment Task received by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please detach this if the Assessment Task has been handed in**

**to the office and give to student to keep for their own records.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **COWRA HIGH SCHOOL** | | | | | | |
| **Year**  12  **Assessment Task** | | | | | | |
| **NAME:** | | | **CLASS: 12 Legal** | | | **TEACHER: A Mugridge** |
| **COURSE: Legal Studies** | | **TASK No: 3** | | | **Unit: Shelter** | |
| **DATE DUE: Term 3 Week 1, Friday 16 July** | | | | | | **TIME DUE:3.15pm** |
| **MARK: /25** | **WEIGHT: 25%** | | | **PRESENTATION: Short Answers & Extended Response** | | |
| **SYLLABUS OUTCOMES: A Student:**  H1. Identifies and applies legal concepts and terminology  H3. Analyses the operation of domestic and international legal systems  H4. Evaluates the effectiveness of the legal system in addressing issues  H6. Assess the nature of the interrelationship between the legal system and society | | | | | | |
| **DESCRIPTION OF TASK:**  Students are to complete three short answer questions:   1. Outline the obligation of Australian state and federal governments in securing and providing shelter. (5 marks) 2. How effective are dispute resolution mechanisms in protecting those securing and providing shelter? Refer to at least one ADR mechanism. (8 marks) 3. Assess how has law reform been effective at responding to contemporary issues which affect those seeking shelter? (12 marks)   **To complete this task, you will need to:**  • Refer to your class work and homework on the topic  • Reflect on information and discussions undertaken in class  • Access and read a variety of newspapers and magazines  • Use the computers to obtain relevant articles and information  • Use the TWO lessons allocated to work on your assessment | | | | | | |
| **MARKING CRITERIA:**  **Question 1:**   |  |  | | --- | --- | | **Criteria**  If you do this: | **Mark** | | * Demonstrates detailed knowledge on the obligation of state and federal governments to secure and provide shelter * Integrates relevant examples such as legislation, cases, media, international instruments and documents * Presents a logical and cohesive answer to the question using relevant legal terminology and concepts | 5 | | * Demonstrates sound knowledge on the obligation of state and federal governments to secure and provide shelter * Uses relevant examples such as legislation, cases, media, international instruments and documents * Presents a logical and cohesive answer to the question using relevant legal terminology and concepts | 4 | | * Demonstrates some knowledge on the obligation of state and federal governments to secure and provide shelter * Makes some reference to examples such as legislation, cases, media, international instruments and documents * Presents a structured answer to the question using relevant legal terminology and concepts | 3 | | * Demonstrates limited knowledge on the obligation of state and federal governments to secure and provide shelter * Makes limited reference to examples such as legislation, cases, media, international instruments and documents * Uses some relevant legal terminology | 2 | | * Writes in general terms about the obligation of state and federal governments to secure and provide shelter * May include reference to legislation, cases, media, international instruments and documents * May refer to general legal terms | 1 |   **Question 2:**   |  |  | | --- | --- | | **Criteria**  If you do this: | **Mark** | | * Demonstrates extensive knowledge on ADR mechanisms in protecting those securing shelter * Provides a thorough evaluation on the effectiveness of ADR mechanisms * Integrates relevant examples such as legislation, cases, media, international instruments and documents * Presents a sustained, logical and cohesive answer to the question using relevant legal terminology and concepts | 8 | | * Demonstrates substantial knowledge on ADR mechanisms in protecting those securing shelter * Provides a sound evaluation on the effectiveness of ADR mechanisms * Uses relevant examples such as legislation, cases, media, international instruments and documents * Presents a logical and cohesive answer to the question using relevant legal terminology and concepts | 6-7 | | * Demonstrates some knowledge on ADR mechanisms in protecting those securing shelter * Provides an evaluation on the effectiveness of ADR mechanisms * Makes some reference to examples such as legislation, cases, media, international instruments and documents * Presents a structured answer to the question using relevant legal terminology and concepts | 4-5 | | * Demonstrates limited knowledge on ADR mechanisms in protecting those securing shelter * Makes general statements on the effectiveness of ADR mechanisms * Makes limited reference to examples such as legislation, cases, media, international instruments and documents * Uses some relevant legal terminology | 2-3 | | * Writes in general terms about ADR mechanisms and may or may not reference the role of ADR in relation to those securing shelter * May include reference to legislation, cases, media, international instruments and documents * May refer to general legal terms | 0-1 |   **Question 3:**   |  |  | | --- | --- | | **Criteria**  If you do this: | **Mark** | | * Demonstrates extensive knowledge of contemporary issues affecting those seeking shelter * Provides a thorough explanation as to how law reform has responded to contemporary issues regarding those seeking shelter * Integrates relevant examples such as legislation, cases, media, international instruments and documents * Presents a sustained, logical and cohesive answer to the question using relevant legal terminology and concepts | 11-12 | | * Demonstrates sound knowledge of contemporary issues affecting those seeking shelter * Explains how law reform has responded to contemporary issues regarding those seeking shelter * Uses relevant examples such as legislation, cases, media, international instruments and documents * Presents a logical and cohesive answer to the question using relevant legal terminology and concepts | 8-10 | | * Demonstrates some knowledge of contemporary issues affecting those seeking shelter * Provides some explanation about how law reform has responded to contemporary issues regarding those seeking shelter * Makes some reference to examples such as legislation, cases, media, international instruments and documents * Presents a structured answer to the question using relevant legal terminology and concepts | 5-7 | | * Demonstrates limited knowledge of contemporary issues affecting those seeking shelter * Makes general statements about how law reform has responded to contemporary issues regarding those seeking shelter * Makes limited reference to examples such as legislation, cases, media, international instruments and documents * Uses some relevant legal terminology | 3-4 | | * Writes in general terms about contemporary issues affecting those seeking shelter * May include reference to legislation, cases, media, international instruments and documents * May refer to general legal terms | 0-2 | | | | | | | |



**COWRA HIGH SCHOOL**

**Assessment Task Submission Policy**

Submission of assessment tasks by students must follow faculty guidelines. There are basically four types of assessment tasks:

1. **In Class Assessment Tasks** ~ these tasks are supervised by the class teacher and collected by the class teacher at the conclusion of the assessment task. It is the responsible of the student who miss in class assessment tasks to contact the Head Teacher of that faculty.
2. **Formal Examinations** ~ at the conclusion of any formal examination the assessment task papers are to be collected and returned to the relevant faculty teacher.
3. **Major Projects / Pieces of Work** ~ these items, due to their size, are usually kept in the appropriate faculty location. Major works and projects should be kept in safe locations that minimises the risk of damage. Any assessment task would be submitted directly to the teacher. A receipt for the task will be issued to students.
4. **Take Home Assessment Tasks** ~ these are tasks that students are required to complete by a due date. Students should follow faculty submission guidelines regarding submission of these tasks.

**Guidelines for the Submission of Assessment Tasks**

1. When an assessment task is issued, the information provided to students will include:

* a clear statement of what the task involves and what the expectations of the student are
* an explanation of the marking criteria / outcomes to be assessed
* the due date of submission
* an assessment task submission cover sheet ~ see attached

1. Teachers should record the names of all students issued with the assessment task on a roll/class list and have the student acknowledge receipt of the assessment task by getting them to sign next to their name.
2. Students **must** take their assessment task to the class teacher. They must be signed in on the class roll and keep their receipt
3. All students **must keep a copy** of their assessment task.

**Illness and Misadventure Appeals**

If a student fails to submit an assessment task by the due date and has a legitimate reason than normal illness and misadventure procedures will apply.

**REQUEST FOR ASSESSMENT EXTENSION PROCEDURE**

Assessment extensions will only be granted in exceptional circumstances. All requests need to be made in writing using the extension request form. In seeking an extension discuss your request with your teacher/Head Teacher at least three (3) days before the due date with work already completed.

**Forms for Illness/Misadventure and Extension can be accessed on the**

**Cowra High School Website.**