



Chester Hill High School

Strength in Unity, Excellence in Education

HISTORY FACULTY – Law & Order YEAR 9 Assessment Task 2

Course:	Stage 5 Law and Order	Year:	9								
Topic:	Young People and the Law										
Assessment Name:	Young People and the Law Brochure										
DATE DUE:		Total Mark									
STUDENT NAME:											
Progress Check FEEDBACK	<input type="checkbox"/> <i>Identify the two topic areas of advice</i> <input type="checkbox"/> <i>Verbally explain places where young people can access legal advice</i> <input type="checkbox"/> <i>Verbally explain the layout of the brochure</i>										
Progress Check Date:		Teacher Signature									
<p>I certify that</p> <ul style="list-style-type: none"> • This assignment is my own work, based on my personal study and/or research. • I have acknowledged all material and sources used in the preparation of this assignment in a reference list. • Submitted assignments based on group work are not the same as other students' work. • I have not plagiarised (copied) in part, or in whole the work of other students. • I have read and I understand the success criteria used for this assessment • <u>I have kept a copy of my assignment and the receipt.</u> • I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future. <p>Student's Signature: Date:</p> <p>✂-----</p> <p>Assessment Task Student Receipt (<i>This receipt should be kept as proof of assessment submission</i>)</p> <table border="1"> <tr> <td>FAMILY NAME:</td> <td>GIVEN NAME:</td> </tr> <tr> <td>TEACHER:</td> <td>CLASS:</td> </tr> <tr> <td>DATE DUE:</td> <td>DATE SUBMITTED:</td> </tr> <tr> <td>TITLE OF TASK:</td> <td>TEACHER'S SIGNATURE:</td> </tr> </table>				FAMILY NAME:	GIVEN NAME:	TEACHER:	CLASS:	DATE DUE:	DATE SUBMITTED:	TITLE OF TASK:	TEACHER'S SIGNATURE:
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Task Information

Important idea(s) being explored:	The rights and responsibilities of young people and the law.
Skills, Knowledge and understanding being demonstrated:	<ul style="list-style-type: none"> • Researching legal issues appropriate to young people • Explaining legal terms and concepts • Communicating understanding in the format of a brochure
Task Requirements:	<p>You are to create an information brochure on Young People and the Law. This brochure should contain advice to young people about their rights in reference to at least two areas of the law, for example, police searches, leaving home or employment. You must also provide information about where young people can go to get help or advice.</p> <p>You can use information from class activities as well as other information you find. Below are some suggested websites you may like to use.</p> <p>Make sure your assignment is written in your own words. Below are two websites to assist you.</p> <p>http://legalanswers.sl.nsw.gov.au/law-handbook-your-practical-guide-law-nsw/children-and-young-people</p> <p>http://www.lawstuff.org.au</p> <p>Students will work individually for this task. You must print a hard copy of your brochure to give to your teacher.</p>
Syllabus Outcomes:	<p>This task assesses your ability to:</p> <ul style="list-style-type: none"> • understanding of how laws are applied and enforced • identifies and explains the roles and responsibilities of people engaged in the law • selects and analyses a range of data from different sources to locate information relevant to the study of the legal system • selects and uses appropriate oral, written, visual and digital form to communicate effectively about the legal system for different audiences

Feedback from student about task:

I spent _____ hours working on this task.

The hardest part of this task was _____

The easiest was _____

What I have enjoyed most about learning in *LAW AND ORDER* is _____

Learning in *LAW AND ORDER* could be improved if:

Dear teacher, I need help in the following areas:

Success Criteria

Criteria	A 17-20	B 14-16	C 10-13	D 5-9	E 1-4
The student demonstrates an understanding of how laws are applied and enforced	Highly developed understanding of young people and their rights	Thorough understanding of young people and their rights	Sound understanding of young people and their rights	Basic understanding of young people and their rights	Limited understanding of young people and their rights
identifies and explains the roles of people engaged in the law	Highly developed explanation of support services available to young people	Thorough explanation of support services available to young people	Sound description of support services available to young people	Basic description of support services available to young people	Limited description of support services available to young people
Selects and researches legal information using a variety of sources	Highly developed selection and research of legal information using a variety of sources	Thorough selection and research of legal information using a variety of sources	Sound selection and research of legal information using a variety of sources	Basic selection and research of legal information using some sources	Limited selection and research of legal information using minimal sources
Selects and uses appropriate oral, written, visual and digital form to communicate effectively about the legal system for different audiences	Highly developed written and visual form to communicate effectively	Thorough use of written and visual form to communicate effectively	Sound use of written and visual form to communicate effectively	Basic use of written and visual form to communicate	Limited written and visual forms

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	
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