

The Legal Maze 9E

Name:

Due: First week back 2018

Legal Studies Unit 1



Pre-VCE

Activities	Class or homework time	Aim
Legal Studies calendar for Unit 1, 2018	Discussed in class (paste into folder)	To provide students with an approximate overview of our learning program for 2018.
What will be covered in Unit 1 Legal Studies?	Discussed in class (paste into folder)	To assist with organisation and planning so students can create study notes prior to each assessment.
Activity 1—Classwork: Differences between legal and non-legal rules	Done in class and at home – 15 to 30 minutes	To gain an understanding of the concept of rules and to provide students with a basic overview of the differences between legal and non-legal rules.
Activity 2—Social cohesion, functions of the law and principles of justice: Chapters 1 and 2	Done at home – 30 to 60 minutes	To gain basic knowledge of the legal system and to introduce students to the learning materials that will be covered in the first week of 2018.
Activity 3—Background information on sources of law	Done in class and at home – 60 to 90 minutes	To provide students with a basic overview of our legal system and to introduce legal and political terms and concepts.
Activity 4—E-learning scavenger hunt on our legal and political system	Done at home – 60 to 90 minutes	To gain basic knowledge of the legal system and to introduce students to the learning materials that will be covered in 2018.
Activity 5—Folio and report	Done at home – 60 to 90 minutes	To assist students in finding recent cases to enable them to prepare a report in order to start the first Assessment Task

Total homework commitment is approximately 3 to 4 hours.

Holiday homework— feedback rubric

Holiday homework
To provide students with feedback on the accuracy of their holiday homework.

Name _____ Home Group _____ Due Date ____ / ____ / ____

Criteria	Focus / Aim	VH	H	M	L	VL	NA
Activity 1— Classwork: Differences between legal and non-legal rules	To gain an understanding of the concept of rules and to provide students with a basic overview the differences between legal and non-legal rules.	Completes both tables with examples and detailed information.	Mostly completes both tables with examples and detailed information.	Two thirds of the information or tables are complete.	Only half the information or tables are complete.	Limited completion of both or one table/s.	Not completed.
Activity 2—Social cohesion, functions of the law and principles of justice: Chapters 1 and 2	To gain basic knowledge of the legal system and to introduce students to the learning materials that will be covered in the first week of 2018.	Detailed information on social cohesion, functions of the law and principles of justice.	Good information on social cohesion, functions of the law and principles of justice.	Fairly good information on social cohesion, functions of the law and principles of justice.	Satisfactory information on social cohesion, functions of the law and principles of justice.	Limited information on social cohesion, functions of the law and principles of justice.	No response or no information provided.
Activity 3— Background information on sources of law	To provide students with a basic overview of our legal system and to introduce legal and political terms and concepts.	The information used is accurate and well written.	The majority of the information used is accurate and well written.	Uses acceptable amount of text. Information is accurate.	Text and information are short.	Information is missing.	No response or no information provided.
Activity 4—E-learning scavenger hunt on our legal and political system	To gain basic knowledge of the legal system and to introduce students to the learning materials that will be covered in 2018.	Detailed knowledge on the introduction to the legal system.	Good knowledge on the introduction to the legal system.	Fairly good knowledge on the introduction to the legal system.	Satisfactory knowledge on the introduction to the legal system.	Limited knowledge on the introduction to the legal system.	No response.
Activity 5—Folio and report	To assist students in finding recent cases to enable them to prepare a report in order to start the first Assessment Task.	Detailed information on recent articles to demonstrate outcome 1.	Good information on recent articles to demonstrate outcome 1.	Fairly good information on recent articles to demonstrate outcome 1.	Satisfactory information on recent articles to demonstrate outcome 1.	Limited information on recent articles to demonstrate outcome 1.	No response or no information provided.
All holiday homework completed and on time		All holiday homework is ready for submission on due date.	All holiday homework is ready for submission but is late one or two days.	All holiday homework is ready for submission but is late three days or more.	All holiday homework is ready for submission but is late for at least one week.	Is late and work is incomplete even after one week overdue.	No response.
Overall		/6	/6	/6	/6	/6	/6

Comment:

Overall Result	VH	H	M	L	VL	NA
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Legal Studies Calendar 2018

Calendar
To provide students with an approximate overview of our learning program for 2018.

Week	Lessons	Unit 1—Guilt and liability	Assessment	
Term 1: 30 January to 30 March		Area of Study 1: Legal foundations—Outcome 1		
	1	2	The role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals / The principles of justice, including fairness, equality and access	Review holiday homework
	2	5	Characteristics of an effective law / Sources of law, including common law and statute law	
	3	5	Overview of the relationship between parliament and the courts / Types of law, such as criminal law and civil law / Distinction and relationship between criminal law and civil law	
	4	5	Overview of the Victorian court hierarchy and reasons for its existence	
			Area of Study 2: The presumption of innocence—Outcome 2	
	5	5	Purposes of criminal law / The presumption of innocence / Key concepts of criminal law including the elements of a crime (<i>actus reus</i> and <i>mens rea</i>), strict liability, the age of criminal responsibility, the burden of proof, the standard of proof	
	6	5	Continued key concepts of criminal law / The distinction between summary offences and indictable offences / Possible participants in a crime, including principal offenders and accessories / Begin study of two types of criminal offences, such as crimes against the person and crimes against property	
	7	4	Continuation of study of two criminal offences. In relation to each offence, look at: the elements of the offence, possible defences, the role of statute law and common law in developing the elements of the offence and the defences to it, trends and statistics in relation to the offence in Victoria and in one other jurisdiction and the possible impact of the offence on individuals and society	
	8	5	Continuation of two criminal offences	
9	5	Catch up lessons for assessment & explicit teaching & learning skills		
Term 2: 16 April to 29 June		Area of Study 3: Civil liability—Outcome 3		
	1	4	Purposes and types of civil law / Key concepts of civil law, including breach, causation, loss and limitation of actions	
	2	5	Continuation of key concepts: the burden of proof and the standard of proof / Possible plaintiffs and defendants to a civil dispute	
	3	4	Two areas of civil law: the rights protected by the law, the elements required to establish liability, the limitations of actions, possible defences, the role of statute law and common law in developing the elements of the breach and defences to it and the impact of the breach on the parties involved	
	4	5	Continuation of two areas of civil law	
	5	5	Continuation of two areas of civil law	
	6	5	Catch up lessons for assessment & explicit teaching & learning skills	
	7	5	Unit 1 summaries and revision for exams	
	8	2	Unit 1 summaries and revision for the exams / Exams begin	
	9	0 (83)	Exams and GAT	
			Unit 2—Sanctions, remedies and rights	
		Area of Study 1: Sanctions—Outcome 1		
10	4	The principles of justice, including fairness, equality and access / Institutions that enforce criminal law, such as the police and delegated bodies / The balance between institutional powers and individual rights		
11	5	An overview of the role of the Victorian courts and their criminal jurisdictions / The role of the jury in a criminal trial / the purposes of sanctions: punishment, deterrence, denunciation, protection and rehabilitation / Types of sanctions, such as fines, community correction orders and imprisonment		

What will be covered in Unit 1 Legal Studies?

Course Requirements at a Glance
To assist with organisation and planning so students can create study notes prior to each assessment.

Unit 1—Guilt and liability	52 (72) (lesson breakdown)
Area of Study 1: Legal foundations Outcome 1—On completion of this unit the student should be able to describe the main sources and types of law and assess the effectiveness of laws. Students will study:	15 (+5)
• the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of the individual	1
• the principles of justice, including fairness, equality and access	1
• the characteristics of an effective law, including how it reflects society's values and whether or not it is enforceable, known, clear, understood and stable	2
• sources of law, such as common law and statute law	2
• an overview of the relationship between parliament and the courts	2
• types of law, such as criminal law and civil law	1
• the distinction and relationship between criminal law and civil law	2
• an overview of the Victorian court hierarchy and the reasons for its existence.	4
Catch up lessons for assessment and explicit teaching and learning skills	5

Area of Study 2: The presumption of innocence Outcome 2—On completion of this unit the student should be able to explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios. Students will study:	19 (+5)
• the purposes of criminal law	1
• the presumption of innocence	2
• key concepts of criminal law, including: <ul style="list-style-type: none"> ○ the elements of a crime (<i>actus reus</i> and <i>mens rea</i>) ○ strict liability ○ the age of criminal responsibility ○ the burden and standard of proof 	2
• types of crimes, such as crimes against the person and crimes against property	2
• the distinction between summary offences and indictable offences	1
• possible participants in a crime, including principal offenders and accessories	1
• two criminal offences and for each offence: <ul style="list-style-type: none"> ○ the elements of the offence ○ possible defences ○ the role of statute law and common law in developing the elements of the offence and the defences to it ○ trends and statistics in relation to the offence in Victoria and in one other jurisdiction ○ the possible impact of the offence on individuals and society. 	1 + 1 case 1 + 1 case 1 + 1 case 1 + 1 case 1 + 1 case
Catch up lessons for assessment and explicit teaching and learning skills	5



Pre-VCE activities Teacher resource

Area of Study 3: Civil liability	
Outcome 3—On completion of this unit the student should be able to explain the purpose and key concepts of civil law, and apply legal reasoning to determine the liability of a party in civil law based on actual and/or hypothetical scenarios. Students will study:	18 (+10)
<ul style="list-style-type: none"> • the purposes and types of civil law 	1
<ul style="list-style-type: none"> • key concepts of civil law, including: <ul style="list-style-type: none"> ○ breach ○ causation ○ loss ○ limitation of actions ○ the burden and standard of proof 	4
<ul style="list-style-type: none"> • possible plaintiffs and defendants to a civil dispute 	1
<ul style="list-style-type: none"> • two areas of civil law and for each area of law: <ul style="list-style-type: none"> ○ the rights protected by the law ○ the elements required to establish liability ○ the limitations of actions ○ possible defences ○ the role of statute law and common law in developing the elements of the breach and the defences to it ○ the impact of the breach on an aggrieved party. 	1 + 1 case 1 + 1 case 1 + 1 case 1 + 1 case 1 + 1 case 1 + 1 case
Catch up lessons for assessment and explicit teaching and learning skills	10

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2018 Activity 1—Differences between legal and non-legal rules

Prior Knowledge

To gain an understanding of the concept of rules and to provide students with a basic overview the differences between legal and non-legal rules.

Rules

Rules tell us what we can and cannot do.

Non-legal rules

Made by private individuals or groups, such as parents, school, sports clubs, society, etc. and are not enforced throughout legal system.

Legal rules

Made by law-making bodies with the force of law, for example parliaments, councils, etc. and are enforced throughout legal system.

Complete the following table of non-legal rules.

Identify two rules in each category	Who do these rules apply to?	Who is the rule maker?	Who enforces these rules?	Who can change these rules?
Family rules 1. Making your bed 2. _____	All family members	Parents	Parents	Parents
Sports rules (e.g. basketball, football etc.) 1. _____ 2. _____				
Restaurant rules (etiquette) 1. _____ 2. _____				
School rules 1. _____ 2. _____				
Peer rules (friends) 1. _____ 2. _____				

In groups of three or four, complete the following table of legal rules.

Identify three rules in each category	Who do these rules apply to?	Who is the rule maker?	Who enforces these rules?	Who can change these rules?
Road safety 1. _____ 2. _____ 3. _____				
Trespass 1. _____ 2. _____ 3. _____				
Individual rights 1. Right to silence 2. _____ 3. _____	All Victorians	Parliaments	The Courts	Parliament
Homicide 1. _____ 2. _____ 3. _____				
Marriage and divorce 1. _____ 2. _____ 3. _____				



Activity 2—Social cohesion, functions of the law and principles of justice: Chapters 1 and 2

Textbook

The aim of this activity is gain basic knowledge of the legal system and to introduce students to the learning materials that will be covered in the first week of 2018.

Social cohesion

1a. Describe the term 'social cohesion'.

1b. How does the law achieve social cohesion through recognising rights and responsibilities?

1c. How does the law achieve social cohesion through establishing codes of behaviour?

1d. How does the law achieve social cohesion through establishing ways to resolve disputes?



Function of the law

2a. Describe how our legal system reflects community values as a function of the law.

2b. Describe how our legal system establishes acceptable behaviour as a function of the law.

2c. Describe how our legal system resolves disputes as a function of the law.

2d. Describe how our legal system provides for change as a function of the law.



The principles of justice

3a. Define the term 'justice'.

3b. How does the law demonstrate fairness as one of the principles of justice?

3c. How does the law demonstrate equality as one of the principles of justice?

3d. How does the law demonstrate access as one of the principles of justice?

Activity 3—Background information on sources of law

http://www.dfat.gov.au/facts/legal_system.html

Skinny Notes

To provide students with a basic overview of our legal system and to introduce legal and political terms and concepts.

1. Read the background information on our legal system and take adequate notes down the right-hand side of the page.

Fundamental principles

The Australian legal system is based on a fundamental belief in the rule of law, justice and the independence of the judiciary. All people—Australians and non-Australians alike—are treated equally before the law and safeguards exist to ensure that people are not treated arbitrarily or unfairly by governments or officials. Principles such as procedural fairness, judicial precedent and the separation of powers are fundamental to Australia’s legal system. The common law system, as developed in the United Kingdom, forms the basis of Australian jurisprudence. It is distinct from the civil law systems that operate in Europe, South America and Japan, which are derived from Roman law.

Parliament and government

The Australian Constitution of 1901 established a federal system of government, under which powers are distributed between the federal government and the states. It defined exclusive powers (investing the federal government with the exclusive power to make laws on matters such as trade and commerce, taxation, defence, external affairs, immigration and citizenship) and concurrent powers (where both tiers of government are able to enact laws). The states and territories have independent legislative power in all matters not specifically assigned to the federal government. Where there is any inconsistency between federal and state or territory laws, federal laws prevail. Federal laws apply to the whole of Australia.

In effect, Australia has nine legal systems—the eight state and territory systems and one federal system. However, it is the state and territory criminal laws that mainly affect the day-to-day lives of most Australians. Each of the federal and state systems incorporates three separate branches of government—legislative, executive and judicial. Parliaments make the laws, the executive government administers the laws, and the judiciary independently interprets and applies them.

The courts

The High Court of Australia interprets and applies the laws of Australia, decides cases of special federal significance, including challenges to the constitutional validity of laws, and hears appeals (by special leave) from the federal, state and territory courts. The High Court has a Chief Justice and six other judges who can preside either individually or together. It is the highest court of appeal on all matters, whether decided in the federal or state jurisdictions. The other federal courts are the Federal Court of Australia, the Family Court of Australia and the Federal Circuit Court of Australia. Under the Constitution, state and territory courts may be invested with federal jurisdiction.

The Federal Court’s jurisdiction is broad, covering almost all civil matters arising under Australian federal law and some summary criminal matters. The court also has substantial and diverse appellate jurisdiction, including over the decisions of single judges of the Federal Court and the Federal Circuit Court (in non-family-law matters) and some decisions of the state and territory courts.

Identify fundamental principles

Division of powers in the Constitution

Parliament and government

The importance of Courts

The Family Court is Australia’s superior court in family law. Through its specialist judges and staff, the court helps to resolve complex family disputes. It also covers specialised areas such as cases relating to the Hague Convention on International Child Abductions (which came into force in Australia in December 1998) and the international relocation of children by parents or guardians. The Federal Circuit Court (originally the Federal Magistrates Court) was established by the federal parliament in 1999 and conducted its first sittings in July 2000. Its jurisdiction includes family law, bankruptcy, unlawful discrimination, consumer protection and trade practices, privacy, migration, copyright and industrial law. Nearly its entire jurisdiction is shared with the Family Court or the Federal Court.

Each state and territory court system operates independently. All states have supreme courts and some also have courts of criminal appeal, which are the highest appellate courts at the state level. Courts known as ‘district’ or ‘county’ courts hear the more serious cases, with a judge presiding over the court to interpret and determine the law. For more serious charges it is usual for a jury (usually of 12 people) to determine the guilt or innocence of defendants. Serious offences such as murder, rape and armed robbery are usually tried in a higher court. Lesser offences are dealt with in lower courts, known as local or magistrates’ courts (or courts of petty sessions), where magistrates determine the guilt or innocence of defendants. In all cases, defendants are considered to be innocent until proven guilty beyond all reasonable doubt. There is no death penalty in Australia.

2. Read the background information on our law enforcement and police and take adequate notes down the right-hand side of the page.

Law enforcement and police

The police in Australia are responsible for keeping peace and order in the community and for bringing before the court people they believe have broken the law. Although police officers may arrest people and give evidence in court, they do not decide whether or not people are guilty of crimes. This is the responsibility of the courts. Australia has a national police force—the Australian Federal Police—that investigates offences against federal laws, including drug trafficking, illegal immigration, crimes against national security and crimes against the environment. All states of Australia and the Northern Territory have their own police forces that deal with crimes under state or territory laws. Policing in the Australian Capital Territory is handled by the Australian Federal Police.

The importance of law enforcement and police

3. Read the background information on our system of government and take adequate notes down the right-hand side of the page.

Australia’s system of government is founded in the liberal democratic tradition. Based on the values of religious tolerance, freedom of speech and association and the rule of law, Australia’s institutions and practices of government reflect British and North American models. At the same time, they are uniquely Australian.

Responsible government

One of the oldest continuous democracies in the world, the Commonwealth of Australia was created in 1901 when the former British colonies—now the six states—agreed to federate. The democratic practices and principles that shaped the pre-federation colonial parliaments (such as ‘one man, one vote’ and women’s suffrage) were adopted by Australia’s first federal government.

The importance of Responsible government

The Australian colonies had inherited an electoral tradition from Britain that included limited franchise and public and plural voting. Abuses such as bribery and intimidation of voters stimulated electoral change. Australia pioneered reforms that underpin the electoral practices of modern democracies.

Australia's government is based on a popularly elected parliament with two chambers: the House of Representatives and the Senate. Ministers appointed from these chambers conduct executive government, and policy decisions are made in Cabinet meetings. Apart from the announcement of decisions, Cabinet discussions are not disclosed. Ministers are bound by the principle of Cabinet solidarity, which closely mirrors the British model of Cabinet government responsible to parliament.

Although Australia is an independent nation, Queen Elizabeth II of Great Britain is also formally Queen of Australia. The Queen appoints a Governor-General (on the advice of the elected Australian Government) to represent her. The Governor-General has wide powers, but by convention acts only on the advice of ministers on virtually all matters.

A written constitution

Like the United States and unlike Britain, Australia has a written constitution. The Australian Constitution defines the responsibilities of the federal government, which include foreign relations, trade, defence and immigration. Governments of states and territories are responsible for all matters not assigned to the Commonwealth, and they too adhere to the principles of responsible government. In the states, the Queen is represented by a Governor for each state. The High Court of Australia arbitrates on disputes between the Commonwealth and the states. Many of the court's decisions have expanded the constitutional powers and responsibilities of the federal government.

The Australian Constitution can be amended only with the approval of the electorate through a national referendum in which all adults on the electoral roll must participate. A bill containing the amendment must first be passed by both houses of parliament or, in certain limited circumstances, by only one house of parliament. Any constitutional changes must be approved by a double majority—a national majority of electors as well as a majority of electors in a majority of the states (at least four of the six). Where any state or states are particularly affected by the subject of the referendum, a majority of voters in those states must also agree to the change. This is often referred to as the 'triple majority' rule.

The double majority provision makes alterations to the Constitution difficult. Since federation in 1901, only eight out of 44 proposals to amend the Constitution have been approved. Voters are generally reluctant to support what they perceive as increases in the power of the federal government. States and territories may also hold referendums.

The importance of a written constitution

Activity 4—E-learning scavenger hunt on our legal and political system

Activity 4

The aim of this activity is gain basic knowledge on the legal system and to introduce students to the learning materials that will be covered in 2018.

Using your netbook and a search engine, answer the following questions.

What is the full title of our constitution?		1
When did Australia become a nation?		1
Name the three arms of government (also known as the separation of powers).		3
Who is the Governor General?		1
Name a law-making function of the Governor General.		2
How many politicians make up the Federal Parliament?		1
What is the Upper House of the federal parliament called and how many parliamentarians sit in this house?		2
What electoral system does the Upper House of the federal parliament use? How frequent are these elections?		1
What is the Lower House of the federal parliament called and how many parliamentarians sit in this house?		2
What electoral system does the Lower House of the federal parliament use? How frequent are these elections?		1
What is the federal parliament responsible for or what types of laws can it make? Provide three examples.		4
What electorate do you live in?		1
Who is your local member of the federal parliament?		1
Name the Prime Minister.		1
What is the Upper House of the Victorian parliament called and how many parliamentarians sit in this house?		2
What is the Lower House of the Victorian parliament called and how many parliamentarians sit in this house?		2
What is the state parliament responsible for or what types of laws can it make? Provide three examples.		4
What is the local council called in your area?		1
What is the local council responsible for or what types of laws can it make? Provide three examples.		4
How many justices sit in the High Court and full bench of the High Court?		2

Activity 5—Folio and report

Folio of exercises—proforma

The aim of this activity is to assist students to find recent cases and prepare a report in order to start the first Assessment Task.

Outcome 1—On completion of this unit the student should be able to describe the main sources and types of law and assess the effectiveness of laws. The following key knowledge is the focus of this task:

- the principles of justice: fairness, equality and access
- characteristics of an effective law, including how it reflects society's values and whether or not it is enforceable, known, clear, understood and stable
- sources of law, such as common law and statute law
- types of law, such as criminal law and civil law
- an overview of the Victorian court hierarchy and reasons for its existence.

- **Find two recent cases and prepare a report using the following prompts.**
- **Refer to your textbook for an example on how to write up a report in Chapter 2.**

Procedures

- Students have four weeks to complete this folio of exercises.
- Students are to collect six articles—three from criminal law and three from civil law.
- Students are able to access articles from newspapers, magazines or journals, or may select articles from an internet news services.
- These sources should be only from the past four years and be representative of cases reported in Victorian law.
- Teachers may provide time in class throughout the term to unpack, discuss or complete each report.
- Students are required to read each article and complete a report containing the following information.

Students must analyse each article and prepare a report that contains the following.

1. Record the title, source and date of the article.
2. Provide a brief summary of the issues raised in the article and, if stated, name the key participants in the article, such as witnesses, judge, defendant, etc.
3. Identify the type of law (i.e. outline the right/s protected by the law and why the case relates to either criminal law or civil law).
4. Identify the court that is hearing or will hear the case.
5. Illustrate the characteristics of an effective law to justify why such a rule is needed (and discuss which one it represents).

Analysis

6. Explain the possible impact of the offence or action on individual/s and society (including the legal system).
7. To what extent does this article demonstrate the principles of justice?

Criteria	VH = 5	H = 4	M = 3	L = 2	VL = 1	NS = N
Completion of all elements of the report						
Gives a detailed report, including the key participants and courts involved						
Explains why the case relates to either criminal law or civil law						
Discusses the characteristics of an effective law and applies it to the case						
Analyses the impact of the offence or action						
Discusses the principles of justice						
Productive use of class time						

A+	A	B+	B	C+	C	D+	D	E+	E
35–33	32–30	29–26	25–22	21–19	18–15	14–13	12–11	10	9



Folio and report No. 1

Folio of exercises—Proforma

The aim of this activity is to assist students to find recent cases and prepare a report in order to start the first Assessment Task.

<p>Outcome 1—On completion of this unit the student should be able to describe the main sources and types of law, and assess the effectiveness of laws.</p>	<p>The following key knowledge is the focus of this task:</p> <ul style="list-style-type: none">• the principles of justice: fairness, equality and access• characteristics of an effective law, including how it reflects society’s values and whether or not it is enforceable, known, clear, understood and stable• sources of law, such as common law and statute law• types of law, such as criminal law and civil law• an overview of the Victorian court hierarchy and reasons for its existence.
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1. Record the title, source and date of the article.

2. Provide a brief summary of the issues raised in the article and, if stated, name the key participants in the article, such as witnesses, judge, defendant, etc. (Brief is equivalent to approximately 50 words.)

3. Identify the type of law (i.e. outline the right/s protected by the law and why the case relates to either criminal law or civil law).

4. Identify the court that is hearing or will hear the case.

5. Illustrate the characteristics of an effective law to justify why such a rule is needed (and discuss which one it represents).



Folio and report No. 2

Folio of exercises—proforma

The aim of this activity is to assist students to find recent cases and prepare a report in order to start the first Assessment Task.

<p>Outcome 1—On completion of this unit the student should be able to describe the main sources and types of law, and assess the effectiveness of laws.</p>	<p>The following key knowledge is the focus of this task:</p> <ul style="list-style-type: none">• the principles of justice: fairness, equality and access• characteristics of an effective law, including how it reflects society’s values and whether or not it is enforceable, known, clear, understood and stable• sources of law, such as common law and statute law• types of law, such as criminal law and civil law• an overview of the Victorian court hierarchy and reasons for its existence.
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1. Record the title, source and date of the article.

2. Provide a brief summary of the issues raised in the article and, if stated, name the key participants in the article, such as witnesses, judge, defendant, etc. (Brief is equivalent to approximately 50 words.)

3. Identify the type of law (i.e. outline the right/s protected by the law and why the case relates to either criminal law or civil law).

4. Identify the court that is hearing or will hear the case.

5. Illustrate the characteristics of an effective law to justify why such a rule is needed (and discuss which one it represents).
