

Justice in Society
2010 ASSESSMENT REPORT

Society and Environment Learning Area



Government
of South Australia

SACE
Board of SA

JUSTICE IN SOCIETY

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GENERAL COMMENTS

In 2010 there was little change in the number of students enrolled in the subject compared with recent years although the general standard of work submitted showed that students did not progress from recount and demonstration of knowledge, to true evaluation and analysis. However, some very good examples of quality research skills were used.

In some cases assessment plans and tasks did not provide students with the opportunity to demonstrate higher order learning.

Teachers are encouraged to familiarise themselves with the explanation of the materials required for final (central) moderation as stated in the *Learning Area Manual*.

ASSESSMENT COMPONENT 1: COURSEWORK

The samples of coursework submitted indicated that teachers continue to use a good range of task styles to allow for the different learning capacities of students. However, students need to be encouraged to explore topics related to the legal system rather than take a 'social issue' point of view.

Teachers are reminded that collaborative and oral tasks need to demonstrate specific assessment criteria, which clearly indicate the evidence that supports the teachers' assessment decision.

ASSESSMENT COMPONENT 2: CASE REPORT

Generally, teachers used a range of contemporary cases to provide students with sufficient opportunities to address the learning outcomes. Teachers are reminded that the term 'contemporary' is related to cases that have appeared before court during the last 12 months or current calendar year.

Student responses often showed a limited ability to evaluate aspects of the legal system, including specific trial stages. There was a tendency to comment on the social implications of the individual processes rather than on the legal consequences for the individual or the community. Consequently many of the students' responses lacked depth of discussion.

ASSESSMENT COMPONENT 3: INVESTIGATIVE TASK

The investigative task continued to indicate that students are not being given sufficient guidance in selecting and managing topics that have a legal system focus. For example, 'Sport and the Law' topics relating to racism or drugs tended to focus on the social impact and manifestation of these phenomena and not on the relevant legislation, the judiciary system, or the legal systems ability to respond to these social issues.

Those students who achieved at the highest standard demonstrated evidence of good research and appropriate skills, as well as a sound understanding of the issues within the legal context and as outlined in the curriculum statement.

Chief Assessor
Justice in Society