UNIT OUTLINE
SEMESTER 1 2014

COURSE: LEGAL STUDIES

UNIT: LEGAL SYSTEMS & TORTS

DICKSON COLLEGE
A PUBLIC SENIOR SECONDARY SCHOOL
PHILLIP AVENUE, DICKSON
AUSTRALIAN CAPITAL TERRITORY

PHONE: 02 6205 6455 | E-MAIL: info@dicksonc.act.edu.au | WEBSITE: www.dicksonc.act.edu.au
FACEBOOK: www.facebook.com/DicksonCollege | TWITTER: @DicksonCollege
GOALS | From the accredited course document:

- Demonstrate knowledge and understanding of the legal concepts, principles, appropriate use of legal terminology and cultural awareness
- Critically analyse information to develop a balanced, logical and empathic argument
- Define, locate, select and organise relevant information for the argument
- Communicate clearly, concisely, with technical accuracy, appropriate referencing, and with a sense of audience
- Knowledge and understanding of how law is defined and the nature of justice
- Understand and explain civil law, liability and remedies as it relates to the law of torts

CONTENT | From the accredited course document:

Defining laws
Legal concepts and the nature of justice
Torts (Civil issues)

ASSESSMENT CRITERIA | From the accredited course document:

Students will be assessed on the degree to which they demonstrate:

Knowledge and application of legal/political principles
Critical analysis
Research and information skills
Communication – oral or written
# UNIT CONTENT AND ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES</th>
<th>CONTENT</th>
<th>COLLEGE INFORMATION</th>
<th>ASSESSMENT</th>
<th>WEIGHTING</th>
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<tbody>
<tr>
<td>1</td>
<td>Feb 3 - Feb 7</td>
<td>Introduction to Legal</td>
<td>Mon Feb 3: New students</td>
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<td>Tue Feb 4: All students</td>
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<td>2</td>
<td>Feb 10 - Feb 14</td>
<td>Defining law</td>
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<td>3</td>
<td>Feb 17 - Feb 21</td>
<td>Defining law (concept of law &amp; influences)</td>
<td>Mon Feb 17: Meet The Teacher Evening</td>
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<td>4</td>
<td>Feb 24 - Feb 28</td>
<td>Defining law (laws, rules, different types of laws)</td>
<td>Tue Feb 25: Newsletter</td>
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<td>5</td>
<td>Mar 3 - Mar 7</td>
<td>Classification of laws</td>
<td>Tue Mar 4: Moderation Day (No classes on Tuesday)</td>
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<td>6</td>
<td>Mar 10 - Mar 14</td>
<td>Civil v Criminal</td>
<td>Mon Mar 10: Canberra Day</td>
<td>Media file and essay (Wed 11)</td>
<td>25%</td>
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<td>Mar 17 - Mar 21</td>
<td>Nature of justice (fairness and equity)</td>
<td>Thu Mar 13: Science Symposium</td>
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<td>7</td>
<td>Mar 24 - Mar 28</td>
<td>Nature of justice (notion of equality)</td>
<td>Mon Mar 24: Maths Tests Day</td>
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<td>Mar 24 - Mar 28</td>
<td>Revision/test</td>
<td>Tue Mar 25: Newsletter</td>
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<td>Mar 24 - Mar 28</td>
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<td>Tue Mar 25: Reports Posted</td>
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<td>8</td>
<td>Mar 31 - Apr 4</td>
<td>Defining and classification of torts</td>
<td>Mon Apr 1: Parent Teacher Night</td>
<td>Test</td>
<td>25%</td>
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<td>9</td>
<td>Apr 7 - Apr 11</td>
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<td>Sat Apr 5: Euro Trip Departs</td>
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<td>11</td>
<td>Apr 28 - May 2</td>
<td>Definition and classification of torts (standard and burden of proof)</td>
<td>Fri May 2: Year 12 AST Trial 1</td>
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<td>12</td>
<td>May 5 - May 9</td>
<td>Negligence</td>
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<td>13</td>
<td>May 12 - May 16</td>
<td>Negligence (defences)</td>
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<td>14</td>
<td>May 19 - May 23</td>
<td>Trespass</td>
<td>Tue May 20: Newsletter</td>
<td>Case Study (Wed 21)</td>
<td>25%</td>
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<td>15</td>
<td>May 26 - May 30</td>
<td>Nuisance</td>
<td>Mon May 26: Open Night</td>
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<td>16</td>
<td>Jun 2 - Jun 6</td>
<td>Defamation</td>
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<td>17</td>
<td>Jun 9 - Jun 13</td>
<td>Revision/test</td>
<td>Mon Jun 9: Queen’s Birthday</td>
<td>Test</td>
<td>25%</td>
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<td>18</td>
<td>Jun 16 - Jun 20</td>
<td>Issues in Tort law</td>
<td>Excursion Free Week</td>
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<td>Jun 16 - Jun 20</td>
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<td>Jun 18-23: Testing</td>
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<td>19</td>
<td>Jun 23 - Jun 27</td>
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<td>Tue Jun 24: Newsletter</td>
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<td>20</td>
<td>Jun 30 - Jul 4</td>
<td>Assessment and Reporting</td>
<td>Work Experience Week</td>
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**CLASSROOM TEACHER:**

**EXECUTIVE TEACHER:**

**DATED:** Feb 2014

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**NOTE:** The dates in this outline may be subject to change. Teachers will notify students of changes where necessary.
### UNIT GRADES FOR COURSES

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor</th>
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| **A student who achieves the grade A typically** | - demonstrates comprehensive understanding and highly effective use, of terms, concepts and principles in context  
- demonstrates refined cultural awareness as it relates to legal/political systems  
- argues a strong case based on critical analysis utilising a balanced argument addressing key themes and perspectives, including logic and empathy  
- clearly defines the boundary of enquiry  
- locates highly relevant sources to make informed selections with sensitivity to bias and perspective  
- demonstrates a high degree of organisation of the material for the argument  
- communicates concisely with technical accuracy, clarity, vitality and maturity of expression  
- demonstrates high levels of organisation of ideas and exemplary application of structure for the text type (essay, report, narrative)  
- sources and references material accurately  
- communicates with confidence and a sure sense of audience |
| **A student who achieves the grade B typically** | - demonstrates substantial understanding, and effective use of terms, concepts and principles in context  
- demonstrates cultural awareness as it relates to legal/political systems  
- argues a valid case based on the analysis of different themes and perspectives, including logic and empathy  
- clearly defines the topic  
- locates relevant sources to make informed selections with awareness of bias and perspective  
- demonstrates a high degree of organisation of the material for the argument  
- communicates accurately and fluently with purposeful expression  
- achieves effective organisation of ideas, showing skilful grasp of structure for the text type (essay, report, narrative)  
- generally sources and references material accurately  
- communicates with a sure sense of audience |
| **A student who achieves the grade C typically** | - demonstrates satisfactory understanding, and makes use of terms, concepts and principles in context  
- demonstrates some cultural awareness as it relates to legal/political systems  
- argues a valid case based on a simple analysis of themes or perspectives, including logic or empathy  
- broadly defines the topic  
- locates relevant sources to make selections with some awareness of bias and perspective  
- demonstrates organisation of the material for the argument  
- communicates with generally accurate and purposeful expression  
- achieves organisation of ideas with a sense of appropriate structure for the text type (essay, report, narrative)  
- sources and references some material  
- communicates with a sense of audience |
| **A student who achieves the grade D typically** | - demonstrates basic understanding, and makes limited use of terms, concepts and principles in context  
- demonstrates limited cultural awareness as it relates to legal/political systems  
- argues a case that describes, sympathises with or imitates relevant but received points of view  
- responds to the topic  
- locates sources and make selections  
- organisation is limited to response to obvious features or differences in sources  
- communicates with partial use of the technical aspects of language  
- achieves partial organisation of ideas with some sense of appropriate structure for the text type (essay, report, narrative)  
- has minimal sources or references  
- communicates with a limited sense of audience |
| **A student who achieves the grade E typically** | - demonstrates little understanding, and makes minimal use of terms, concepts and principles in context  
- repeats received points of view  
- little attempt to respond to the topic  
- relies on a single source  
- achieves partial organisation or structure  
- communicates with little control of technical aspects  
- achieves minimal organisation or structure for the text type (essay, report, narrative)  
- little or no sources or references |

### IMPORTANT ASSESSMENT INFORMATION

The following are important factors common to all units of study at Dickson College:

- **ATTENDANCE AND PARTICIPATION**
- **LATE SUBMISSION OF WORK**
- **NOTIONAL ZEROS**
- **SPECIAL CONSIDERATION (ILLNESS AND MISADVENTURE)**
- **CHEATING AND DISHONEST PRACTICE**
- **PLAGIARISM and ACADEMIC HONESTY**
- **DECLARATION OF ORIGINAL WORK**
- **MODERATION PROCEDURES**
- **UNIT SCORE CALCULATION**
- **RIGHTS TO APPEAL**

Students, parents and carers are directed to the [ACT Board of Senior Secondary Studies (BSSS) Policies and Procedures Manual 2013](http://www.bsss.act.edu.au) for further details. The BSSS Policies and Procedures Manual is available from the Executive Teacher, Assessment and Certification; Faculty Executive Teachers; and Deputy Principals. BSSS publications are also available to download from the BSSS website ([www.bsss.act.edu.au](http://www.bsss.act.edu.au)).