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Student Number

2014 HSC TRIAL EXAMINATION

Legal Studies

General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black or blue pen
- Use the multiple-choice answer sheet provided
- Write your Student Number at the top of this page and page 11.

Total marks – 100

Section I Pages 3-9

20 marks

- Attempt Questions 1-20
- Allow about 30 minutes for this section

Section II Pages 10-13

30 marks

This section has two parts, Part A and Part B

- Allow about 1 hour for this section

Part A – 15 marks

- Attempt questions 21-24

Part B – 15 marks

- Attempt question 24

Section III Pages 14-16

50 marks

- Attempt two questions from Questions 25-31 each from a different option
- Allow about 1 hour and 30 minutes for this section

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2014 HSC TRIAL EXAMINATION LEGAL STUDIES

Section I

Attempt Questions 1-20

Allow about 30 minutes for this section

Use the multiple-choice answer sheet provided for Questions 1-20

Select the alternative A, B, C or D that best answers the question. Fill in the response oval completely.

Sample $2 + 4 =$ (A) 2 (B) 6 (C) 8 (D) 9

A B C D

If you think you have made a mistake, put a cross through the incorrect answer and fill in the new answer.

A B C D

If you have changed your mind and have crossed out what you consider to be the correct answer, then indicate this by writing the word *correct* and drawing an arrow as follows:

 ^{correct}

A B C D

1 Which of the following human rights may be best described as a collective right

- (A) Freedom from arbitrary detention
- (B) The right to join a trade union
- (C) Environmental rights
- (D) Voting rights

2 Which of the following best describes the term remand?

- (A) A court order giving the police the power to arrest a person
- (B) A court order requiring a person to be detained until trial
- (C) A court order which allows the police to search property
- (D) A court order requiring a person to be extradited overseas

- 3 Which of the following was the first major international document to recognise that human rights apply to all people?
- (A) The International Covenant on Civil and Political Rights
 - (B) The Human Rights Act
 - (C) The United States Bill of Rights
 - (D) The Universal Declaration of Human Rights

Use the following information to answer questions 4-6.

Samuel runs an anti-government website which he is using to organise a violent protest at parliament house due to Australia's involvement in an international conflict. Andrew is a regular reader of the website and attends the protest where he is arrested after smashing a window of the parliamentary building.

- 4 Under which offences might Samuel be prosecuted for operating this website?
- (A) Treason
 - (B) Seditious
 - (C) Terrorism
 - (D) Assault
- 5 Which of the following best describes Andrew's degree of involvement in criminal behaviour?
- (A) Accessory before the fact
 - (B) Accessory after the fact
 - (C) Principal in the first degree
 - (D) Principal in the second degree
- 6 Which of the following factors affecting criminal behaviour are most likely the cause of Samuel and Andrew's actions?
- (A) Economic factors
 - (B) Social factors
 - (C) Self Interest
 - (D) Political factors

- 7** The government bans protesting by students over increases to university fees. What type of right is being denied to these students?
- (A) Labour rights
 - (B) Social and Economic rights
 - (C) Civil and Political rights
 - (D) Universal Education
- 8** What is the practical effect of Australia signing an international human rights treaty?
- (A) The treaty automatically becomes an enforceable law in Australia
 - (B) International courts and tribunals can enforce these rights in Australia
 - (C) Australia must immediately ratify the treaty using the legislative process
 - (D) The government can enact domestic legislation to enforce the treaty
- 9** Which of following is an example of a non-government organisation involved in the promotion and enforcement of human rights.
- (A) The United Nations
 - (B) The European Union
 - (C) The International Criminal Court
 - (D) The International Committee of the Red Cross
- 10** In relation to international and domestic rights, which of the following statements is true.
- (A) Domestic rights are complementary to international rights
 - (B) Domestic rights only apply to citizens of a country
 - (C) International rights give some degree of legal protection
 - (D) International rights can be only be enforced in armed conflict

- 11 Which of the following best describes the right to legal representation in criminal matters?
- (A) It is an absolute right guaranteed by the constitution
 - (B) It is an inferred right under international law
 - (C) It is an implied right created by the common law
 - (D) It is not protected by any law or practice

Use the following information to answer questions 12.

On her 14th birthday, Sinclair takes her parents car on a joy ride after drinking at her party. She is stopped by police after they see her driving erratically and she is charged with a range of driving offences.

- 12 How does the concept of *doli incapax* apply to Sinclair in relation to these offences?
- (A) She cannot be charged with any criminal offence due to *doli incapax*
 - (B) The prosecution must rebut the presumption of *doli incapax* to gain a conviction
 - (C) The concept of *doli incapax* does not apply but no conviction can be recorded
 - (D) The defence must raise the defence of *doli incapax* to secure an acquittal
- 13 According to the separation of powers in the Constitution of the Commonwealth of Australia, who has the power to enforce the law?
- (A) The Executive
 - (B) The Legislature
 - (C) The Judiciary
 - (D) The Governor General
- 14 Which of the following situations best illustrates the recognition and enforcement of human rights by the Australian legal system.
- (A) When a court orders the release from custody of a 15 year old person
 - (B) When a court declares that protest action by animal rights activists is legal
 - (C) When students are denied access to classes for two weeks because of vandalism
 - (D) When Australian parliament passes a law that makes discrimination illegal

- 15** Which of the following best describes the responsibility to protect in international law?
- (A) Each nation must protect its own citizen due to state sovereignty
 - (B) The international community must protect individuals from human rights abuses
 - (C) Domestic governments and the international community share the duty to protect and promote human rights
 - (D) Individuals are responsible for protecting their own rights using domestic and international legal measures
- 16** How does the defence of mental illness differ from the other criminal defences?
- (A) The onus of proof is reversed from the prosecution to the defence
 - (B) It is the only complete defence which if successful results in acquittal
 - (C) The defence can only be used in offences against the person
 - (D) It relies on the actions of the victim at the time of the offence
- 17** Which right is not entrenched within the Australian Constitution?
- (A) The right to vote
 - (B) The right to property
 - (C) The right to an education
 - (D) The right to a jury trial
- 18** Which if the following are not expressed in the International Covenant on Economic, Social and Cultural Rights?
- (A) The right to fair trial
 - (B) The right to an education
 - (C) The right to work
 - (D) The right to join a union

- 19** What is the role of the Security Council in protecting human rights?
- (A) By authorising military operations to enforce international law
 - (B) By providing a forum for nations to resolve conflicts peacefully
 - (C) By prosecuting individuals that abuse human rights
 - (D) By publishing reports on nations that fail to comply with sanctions

20 In Australia human rights are best protect by

- (A) A Charter of Rights
- (B) A Federal Bill of Rights
- (C) International Declarations
- (D) Judge made law

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2014 HSC TRIAL EXAMINATION

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Student Number

Legal Studies

Section II

Allow about 1 hour for this section

Part A – Human Rights

15 marks

Attempt Questions 21-25

Answer the questions in the spaces provided. These spaces provide guidance for the expected length of the response.

Question 21 (2 marks)

Identify TWO **statutes** that protect human rights in Australia.

Marks

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2

Question 22 (4 marks)

Outline how the right to self-determination and universal suffrage differ.

Marks

4

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Legal Studies

Section II (Continued)

Part B - Crime

15 marks

Attempt Question 24

Allow about 1 hour for this section

Answer the question in a writing booklet. Extra writing booklets are available.

In your answer you will be assessed on how well you:

- Demonstrate knowledge and understanding of legal issues relevant to the question
 - Communicate using relevant legal terminology and concepts
 - Refer to examples such as legislation, cases, media, international instruments and documents
 - Present a sustained, logical and cohesive response
-

Question 25 (15 marks)

To what extent does the jury system achieve justice?

Legal Studies

Section III -Options

50 marks

Attempt TWO questions from Question 25-31, each from a different Option.

Allow 1 hour and 30 minutes for this section.

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

In your answer you will be assessed on how well you:

- Demonstrate knowledge and understanding of legal issues relevant to the question
 - Communicate using relevant legal terminology and concepts
 - Refer to relevant examples such as legislation, cases, media, international instruments and documents
 - Present a sustained, logical and cohesive response.
-

Question 25 – Consumers (25 marks)

- (a) Evaluate the effectiveness of the different remedies available to consumers.

OR

- (b) Discuss the extent to which there is compliance with consumer protection laws.

Question 26 – Global Environmental Protection (25 marks)

- (a) Assess the extent to which the law meets the changing values and ethical standards on environmental protection.

OR

- (b) Discuss the extent to which sovereignty assists and impedes the law in responding to global environmental issues.

Question 27 – Family (25 marks)

- (a) Examine how the law encourages cooperation and conflict resolution in response to problems in family relationships.

OR

- (b) Evaluate effectiveness of legal and non-legal measures in responding to the changing nature of the family.

Question 28 – Indigenous People (25 marks)

- (a) Evaluate the role of law reform in responding to the needs of indigenous peoples.

OR

- (b) Examine issues of compliance and non-compliance of indigenous peoples' rights concerning contemporary legal issues.

Question 29 – Shelter (25 marks)

- (a) Assess the effectiveness of the law in resolving conflicts involving the provision of shelter.

OR

- (b) Examine the effectiveness of legal and non-legal measures in dealing with contemporary issues related to shelter.

Question 30 – Workplace (25 marks)

- (a) Examine how the legal framework balances the rights of employers and employees.

OR

- (b) Assess how contemporary legal issues in the workplace demonstrate the need for law reform.

Question 31 – World Order (25 marks)

- (a) Examine how contemporary legal issues create challenges of compliance and non-compliance in relation to World Order.

OR

- (b) Discuss the extent to which the law can resolve conflict to promote world order.

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Centre Number

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Student Number

LEGAL STUDIES – MULTIPLE-CHOICE ANSWER SHEET

ATTEMPT ALL QUESTIONS

- | | | | | | |
|-----------------|-----------|-------------------------|-------------------------|-------------------------|-------------------------|
| Question | 1 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input type="radio"/> |
| | 2 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input type="radio"/> |
| | 3 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input type="radio"/> |
| | 4 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input type="radio"/> |
| | 5 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input type="radio"/> |
| | 6 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input type="radio"/> |
| | 7 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input type="radio"/> |
| | 8 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input type="radio"/> |
| | 9 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input type="radio"/> |
| | 10 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input type="radio"/> |
| | 11 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input type="radio"/> |
| | 12 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input type="radio"/> |
| | 13 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input type="radio"/> |
| | 14 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input type="radio"/> |
| | 15 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input type="radio"/> |
| | 16 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input type="radio"/> |
| | 17 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input type="radio"/> |
| | 18 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input type="radio"/> |
| | 19 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input type="radio"/> |
| | 20 | A <input type="radio"/> | B <input type="radio"/> | C <input type="radio"/> | D <input type="radio"/> |

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2014 HSC TRIAL EXAMINATION
LEGAL STUDIES – MAPPING GRID

Question	Marks	Content	Syllabus Outcomes	Targeted Performance Bands	Correct Answer
Section I – Multiple Choice					
1	1	Human Rights	H1, H3	2-3	C
2	1	Crime	H1, H3	2-3	B
3	1	Human Rights	H1, H2	4-5	C
4	1	Crime	H1, H3	3-4	B
5	1	Crime	H1, H2, H6	3-4	A
6	1	Crime	H1, H2	5-6	A
7	1	Human Rights	H1, H2, H6	3-4	C
8	1	Human Rights	H1, H2, H6	4-5	D
9	1	Human Rights	H1, H3	2-3	D
10	1	Human Rights	H1, H3	4-5	A
11	1	Human Rights	H1, H3	4-5	C
12	1	Crime	H1, H3	5-6	C
13	1	Human Rights	H1, H3	5-6	A
14	1	Human Rights	H1, H3,	3-4	B
15	1	Human Rights	H1, H2, H6	4-5	C
16	1	Human Rights	H1, H3	5-6	D
17	1	Human Rights	H1, H3	3-4	C
18	1	Human Rights	H1, H3	3-4	A
19	1	Human Rights	H1, H2, H6	4-5	A
20	1	Human Rights	H1, H3	3-4	D
Section II – Crime and Human Rights					
Part A - Human Rights					
21	2	Human Rights	H1, H2	2-6	
22	4	Human Rights	H2, H4, H6	2-6	
23	4	Human Rights	H2, H4, H6	2-6	
24	5	Human Rights	H3, H5, H9	2-6	
Part B – Crime					
25	15	Crime	H4, H6, H7, H9	2-6	

Section III – Options				
26 (a)	25	Consumers	H1, H4, H5, H9	2-6
26 (b)	25	Consumers	H1, H4, H5, H6, H9	2 -6
32 (a)	25	World Order	H1, H2, H3, H5, H9	2 – 6
32(b)	25	World Order	H1, H2, H3, H5, H9	2- 6

Section I

Part A – HUMAN RIGHTS (15 marks)

Question 21 (2 marks)

Outcomes assessed H1, H2

Targeted performance bands 5-6

Accurately states two Statutes that protect Human Rights in Australia. These could include 2 Statute Laws may include

- Australian Human Rights Commission Act 1986
- Age Discrimination Act 2004
- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984

Question 22 (4 marks)

Outcomes Assessed: H1, H2

Targeted Performance Bands: 2-3

Criteria	Marks
• Clearly recognises the differences between the right to self-determination and universal suffrage	3
• Makes some reference to the differences between the right to self-determination and universal suffrage	2
• Makes general statements about self-determination and/or universal suffrage	1

Answers could include:

Highlighting the key difference between these two rights, in particular that universal suffrage is an individual right that applies to all people whereas self-determination is a collective right which is more usually applied to Indigenous groups.

Question 23 (4 marks)

Outcomes Assessed: H2, H4, H6

Targeted Performance Bands: 2-6

Criteria	Marks
• Demonstrates a sound understanding of the role ONE intergovernmental organisation in promoting and enforcing human rights	4-5
• Integrates a relevant example into the response	
• Demonstrates some understanding of the role of ONE intergovernmental organisation in promoting and enforcing human rights	2-3
• Makes reference to an example	
• Makes general statements about intergovernmental organisations and/or human rights	1

Answers could include:

- Identifying ONE intergovernmental organisation such as The Commonwealth of Nations, European Union or African Union.
- Primarily these organisations are not human rights bodies, they usually focus on economic or other interests however they may from time to time raise issues of concern as they relate to human rights.
- They usually have limited enforcement mechanisms and are generally more effective in promoting human rights amongst member states

Question 24 (5 marks)

Outcomes Assessed: H3, H5, H9

Targeted Performance Bands: 2-6

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a detailed understanding of a Charter of Rights• Presents sound arguments for and/or against the extent to which the Australia should have a Charter of Rights	5
<ul style="list-style-type: none">• Demonstrates some understanding of a Charter of Rights• Lists some arguments for and/or against whether Australia should have a Charter of Rights	3-4
<ul style="list-style-type: none">• Makes general statements about a Charter of Rights	1-2

Answers could include:

The Constitution of Australia has some express rights such as religion, jury trial and property rights. While these rights are well protected, the fact that there is such a limited number of rights demonstrates that the Constitution itself is not a rights document.

For may include

Common law hasn't protected HR adequately as seen in cases like *McInnes v The Queen*
Bill of rights would protect minority groups who currently aren't adequately protected eg. Indigenous Australians

Common law too slow to meet contemporary needs such as those imposed by tech. Adv. Eg. Electronic surveillance

Bill of rights would protect people from Government interference w/ basic HR. at present, Gov't can make laws that infringe upon these rights & ppl can do little to challenge them
Everyone will KNOW their rights

Against may include

Human Rights rely on the legislature, executive and judiciary to create laws and enforce them to protect human rights. We already have a rigorous system of protecting human rights. ensures that organs of government power can be challenged where they may infringe on human rights.

Division of power: as above the sharing of power between the states and the federal government does not necessarily equate to the protection of human rights.

HR are adequately protected thru international agreements & common & statute law

Bill of rights can only protect people with limits of rights it lists. There's danger that people will have no rights except for those within the bill

Referendums have shown majority of Australian doesn't want bill of rights

Bill of rights means judiciary would take on political role because it would have to decide wether laws infringed the bill of rights

An entrenched bill of rights is diff. To change & may become irrelevant or inappropriate over time

Legislative bill of rights is too easy to change & can be amended according to political policies of party in pwr

Hard to change & becomes outdated w/ changes in society's beliefs

Part B – CRIME (15 marks)**Question 24 (15 marks)***Outcomes Assessed: H4, H6, H7, H9**Targeted Performance Bands: 2- 6*

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge of the jury system and the achievement of justice • Makes an informed judgement based on criteria (explicit or implicit) about the extent to which the jury system achieves justice • Integrates relevant examples such as legislation, cases, media, international instruments and documents in the response • Presents a sustained, logical and cohesive answer using relevant legal terminology and concepts 	13 - 15
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the jury system and the achievement of justice • Makes a judgment based on criteria (explicit or implicit) about the extent to which the jury system achieves justice • Uses relevant examples such as legislation, cases, media, international instruments and documents • Presents a logical and cohesive answer using relevant legal terminology and concepts 	10 - 12
<ul style="list-style-type: none"> • Demonstrates some knowledge of the jury system and the achievement of justice • Makes some judgment about the extent to which the jury system achieves justice • Makes some reference to examples such as legislation, cases, media, international instruments and documents • Presents a structured answer using relevant legal terminology and concepts 	7 - 9
<ul style="list-style-type: none"> • Demonstrates limited knowledge the jury system and the achievement of justice • Makes general statements with few relevant or supported examples • Makes limited reference to examples such as: legislation, cases, media, international instruments and documents • Uses some relevant legal terminology 	4 - 6
<ul style="list-style-type: none"> • Writes in general terms about the jury system • May make reference to legislation, cases, media, international instruments and documents • May refer to general legal terms 	1 - 3

Answers could include:

The question allows students to draw on their knowledge of the role of the jury system in achieving justice. Some areas that may be discussed include

- Role of juries representing the broader community – peremptory challenges, Nicholas C ‘If I were guilty I’d want a jury trial.’
- Trial process influencing juries - Sudoku jurors or visiting site e.g Skaf
- Jurors getting it wrong – R v Wood
- Jurors lacking knowledge of legal system ‘reasonable doubt’
- Hung juries and reform of majority verdicts R v Burrell

Section III – Options

Question 25 – Consumers (25 marks)

25 (a)

Outcomes Assessed: H1, H4, H5, H6, H9

Targeted Performance Bands: 2-6

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates extensive knowledge of remedies available in consumer law• Makes an informed judgement based on criteria (explicit or implicit) about the effectiveness of different consumer remedies• Integrates relevant examples such as legislation, cases, media, international instruments and documents• Presents a sustained, logical and cohesive answer using legal terminology and concepts	21 - 25
<ul style="list-style-type: none">• Demonstrates sound knowledge of remedies available in consumer law• Makes a sound judgement based on criteria (explicit or implicit) about the effectiveness of different consumer remedies• Uses relevant examples such as legislation, cases, media reports and international instruments and documents• Presents a logical and cohesive answer using relevant legal terminology and concepts	16 - 20
<ul style="list-style-type: none">• Demonstrates some knowledge of remedies available in consumer law• Makes some judgement (explicit or implicit) about the effectiveness of different consumer remedies• Makes some reference to relevant examples such as legislation, cases, media reports and international instruments and documents• Presents a structured answer using relevant legal terminology and concepts	11 - 15
<ul style="list-style-type: none">• Demonstrates limited knowledge of consumer remedies• Makes general statements about consumer law with few relevant or supported examples• Makes limited reference to examples such as legislation, cases, media reports and international instruments and documents• Uses some appropriate legal terminology and/or concepts	6 - 10
<ul style="list-style-type: none">• Writes in general terms about consumer remedies• May make reference to legislation, cases, media, international instruments and documents• May refer to general legal terms	1 - 5

Question 25 – Consumers (25 marks)

25 (b)

Outcomes Assessed: H1, H4, H6, H5, H9**Targeted Performance Bands: 2-6**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates extensive knowledge of consumer protection law• Presents coherent arguments for AND/OR against the extent to which there is compliance with consumer protection laws• Integrates relevant examples such as legislation, cases, media, international instruments and documents• Presents a sustained, logical and cohesive answer using legal terminology and concepts	21 - 25
<ul style="list-style-type: none">• Demonstrates sound knowledge of consumer protection law• Presents clear arguments for AND/OR against the extent to which there is compliance with consumer protection laws• Uses relevant examples such as legislation, cases, media reports and international instruments and documents• Presents a logical and cohesive answer using relevant legal terminology and concepts	16 - 20
<ul style="list-style-type: none">• Demonstrates some knowledge of consumer protection law• Presents some arguments for AND/OR against the extent to which there is compliance with consumer protection laws• Makes some reference to relevant examples such as legislation, cases, media reports and international instruments and documents• Presents a structured answer using relevant legal terminology and concepts	11 - 15
<ul style="list-style-type: none">• Demonstrate limited knowledge of consumer protection law• Makes general statements with few relevant or supported examples• Makes limited reference to examples such as legislation, cases, media reports and international instruments and documents• Uses some appropriate legal terminology and/or concepts	6 - 10
<ul style="list-style-type: none">• Writes in general terms about the issue of consumer protection law• May make reference to legislation, cases, media, international instruments and documents• May refer to general legal terms	1 - 5

Question 31 – World Order (25 marks)

31 (a)

Outcomes Assessed: H1, H2, H3, H5, H9**Targeted Performance Bands: 2-6**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates extensive knowledge of contemporary legal issues in world order• Presents coherent reasons as to how contemporary issues create challenges of compliance and non-compliance in relation to World Order• Integrates relevant examples such as legislation, cases, media, international instruments and documents• Presents a sustained, logical and cohesive answer using legal terminology and concepts	21 - 25
<ul style="list-style-type: none">• Demonstrates sound knowledge of contemporary legal issues in world order• Presents clear reasons as to how contemporary issues create challenges of compliance and/or non-compliance• Uses relevant examples such as legislation, cases, media reports and international instruments and documents• Presents a logical and cohesive answer using relevant legal terminology and concepts	16 - 20
<ul style="list-style-type: none">• Demonstrates some knowledge of contemporary legal issues in world order• Presents some reasons as to how contemporary issues create challenges of compliance and/or non-compliance• Makes some reference to relevant examples such as legislation, cases, media reports and international instruments and documents• Presents a structured answer using relevant legal terminology and concepts	11 - 15
<ul style="list-style-type: none">• Demonstrates limited knowledge of contemporary legal issues in world order• Makes general statements with few relevant or supported examples• Makes limited reference to examples such as legislation, cases, media reports and international instruments and documents• Uses some appropriate legal terminology and/or concepts	6 - 10
<ul style="list-style-type: none">• Writes in general terms about contemporary issues in world order• May make reference to legislation, cases, media, international instruments and documents• May refer to general legal terms	1 - 5

Question 31 – World Order (25 marks)

31 (b)

Outcomes Assessed: H1, H2, H3, H5, H9**Targeted Performance Bands: 2-6**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates extensive knowledge of conflict resolution in world order• Presents coherent arguments for AND/OR against the extent to which the law can resolve conflict to promote world order• Integrates relevant examples such as legislation, cases, media, international instruments and documents• Presents a sustained, logical and cohesive answer using legal terminology and concepts	21 - 25
<ul style="list-style-type: none">• Demonstrates sound knowledge of contracts in the workplace• Presents clear arguments for AND/OR against the extent to which the law can resolve conflict to promote world order• Uses relevant examples such as legislation, cases, media reports and international instruments and documents• Presents a logical and cohesive answer using relevant legal terminology and concepts	16 - 20
<ul style="list-style-type: none">• Demonstrates some knowledge of conflict resolution in world order• Presents some arguments for AND/OR against the extent to which the law can resolve conflict to promote world order• Makes some reference to relevant examples such as legislation, cases, media reports and international instruments and documents• Presents a structured answer using relevant legal terminology and concepts	11 - 15
<ul style="list-style-type: none">• Demonstrates limited knowledge of conflict resolution in world order• Makes general statements with few relevant or supported examples• Makes limited reference to examples such as legislation, cases, media reports and international instruments and documents• Uses some appropriate legal terminology and/or concepts	6 - 10
<ul style="list-style-type: none">• Writes in general terms about conflict resolution• May make reference to legislation, cases, media, international instruments and documents• May refer to general legal terms	1 - 5