

Assessment information

In VCE studies there are two forms of graded school assessment: School-assessed Coursework and School-assessed Tasks. The form (or forms) of school assessment and their weightings are specified for each study in the study designs which are published and distributed by the Victorian Curriculum and Assessment Authority (VCAA).

Results of these school assessments contribute to a student's study score in each VCE study. VCE study scores are used by the Victorian Tertiary Admissions Centre (VTAC) in the calculation of the Equivalent National Tertiary Entrance Rank (ENTER).

School-assessed Coursework

The requirements for School-assessed Coursework are set out in the VCE study designs. Schools are responsible for administering and assessing School-assessed Coursework. The requirements of the study design and the *VCE Administrative Handbook* must be met. The advice on coursework assessment provided in the assessment guides is the Authority's best advice upon which schools should base their requirements of students. For all matters relating to the administration of School-assessed Coursework VCE teachers should refer to the *VCE and VCAL Administrative Handbook* and the *VCAA Bulletin*.

School-assessed Tasks

School-assessed Tasks are set by the VCAA. The requirements for School-assessed Tasks are set out in the VCE study designs which are published and distributed by the VCAA. The study designs set out the details of the tasks to be completed.

The following VCE studies include a School-assessed Task: Art, Design and Technology, Food and Technology, Media, Studio Arts, Systems and Technology and Visual Communication and Design.

Assessment of students' levels of achievement on School-assessed Tasks must be based on the teacher's ratings on criteria specified by the VCAA. The criteria are published annually by the VCAA. The Arts Assessment Guide and Technology Assessment Guide provide detailed advice on determining ratings on the assessment criteria for School-assessed Tasks and include assessment sheets. Schools must use the current year's assessment sheets, they must not use sheets from previous years.

For all matters related to the administration of School-assessed Tasks and further advice teachers should refer to the *VCE and VCAL Administrative Handbook* and *VCAA Bulletin*.

Achievement of outcomes for satisfactory completion

For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for the unit that are specified in the study design. This decision will be based on the teacher's judgment of the student's performance on assessment tasks designated for the unit. The key knowledge and skills and the Advice for Teachers section in the study design will assist teachers in making this judgment.

Teachers should refer to the *VCE and VCAL Administrative Handbook* for further advice on satisfactory completion of outcomes and administrative requirements.

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

The assessment advice for assessment tasks at Units 3 and 4 level can be used as a guide to assessment at Units 1 and 2 level.

School-assessed Coursework comprises a number of assessment tasks. Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Unit 3

OUTCOME 1

On completion of this unit the student should be able to describe the role of the law-making bodies and analyse their effectiveness.

Nature of task

A folio of three analytical exercises.

Scope of task

This task requires the student to compile a folio of three pieces of work that describe the role of the law-making bodies and analyse their effectiveness. The three analytical exercises selected for the folio and submitted by the student should focus on at least two aspects of law making.

Analytical exercises involve a range of activities such as working with texts, problem-solving exercises, short-answer questions, critical appraisal of the presentation of a guest speaker, videotape or court visit. Each analytical exercise should be in the range of 250–400 words and completed over 40–50 minutes.

This task contributes 30 marks out of the 100 marks allocated for Unit 3.

Assessment criteria

The following criteria should be applied to each of the three pieces of work.

The extent to which the response demonstrates:

Criterion 1 (5 marks)

Knowledge of the structure of law-making bodies.

- Identification of an aspect or aspects of the law-making process.
- Description of the role of the aspect/s identified.
- Explanation of the operation of the aspect/s identified.

Criterion 2 (5 marks)

Analysis of the law-making process.

- Explanation of the extent to which the particular aspect/s (identified in Criterion 1) is/are effective in fulfilling its role.
- Explanation of the extent to which the particular aspect/s is/are an effective part of the law-making process.
- Discussion of the limitations that are placed upon or are part of the aspect/s of the law-making process.

OUTCOME 2

On completion of this unit the student should be able to analyse the similarities and differences between law-making bodies and their relationships.

Nature of task

An assignment.

or

An essay.

or

A report in multimedia format.

Scope of task

An assignment

This task requires the student to complete an assignment that analyses the similarities and differences between law-making bodies and their relationships. The task requires extended responses to a series of questions that provide direction for the student. The assignment should be in the range of 600–750 words and completed in 80–100 minutes, mainly in class time over one week.

OR

An essay

This task requires the student to complete an essay that analyses the similarities and differences between law-making bodies and provides evidence to draw conclusions about their relationships. Students may consult study notes during completion of the task. The essay should be in the range of 600–750 words and completed in 80–100 minutes, in class over one week.

OR

A report in multimedia format

This task requires the student to collect information from hard copy and electronic sources of information such as the Internet, television and radio programs. The focus of the report is the analysis of the similarities and differences between law-making bodies and their relationships. Multimedia format could include, for example:

- a series of overhead transparencies accompanied by a set of explanatory notes
- a Hypercard file or PowerPoint presentation accompanied by a set of explanatory notes
- a computer presentation using electronic software and supported by a set of explanatory notes.

The report in multimedia format should be completed in 120–150 minutes, mainly in class time over one week, and should be accompanied by explanatory notes in the range of 300–450 words.

This task contributes 30 marks out of the 100 marks allocated for Unit 3.

Assessment criteria

The extent to which the response demonstrates:

Criterion 1 (10 marks)

Analysis of law-making bodies.

- Identification of two strengths of at least two law-making bodies.
- Identification of two weaknesses of at least two law-making bodies.
- Evaluation of the strengths and weaknesses of at least two law-making bodies.

Criterion 2 (10 marks)

Comparison of law-making bodies.

- Identification of the similarities between at least two law-making bodies.
- Identification of the differences between at least two law-making bodies.
- Evaluation of the similarities and differences between at least two law-making bodies.

Criterion 3 (10 marks)

Analysis of the relationship between law-making bodies.

- Explanation of the need for the two types of law making.
- Assessment of the extent to which these types of law making are used.
- Discussion of the relationship that exists between these law-making bodies through analysis of their links.

OUTCOME 3

On completion of this unit the student should be able to evaluate the need for change in the law and the ways in which change can be influenced.

Nature of task

An essay.

or

A written report of research.

or

An analysis of contemporary legal commentary.

Scope of task

An essay

This task requires the student to complete an essay that evaluates the need for change in the law and uses evidence to draw conclusions about the ways in which change can be influenced. The essay may focus on either a particular change in the law or proposed change in the law or the need for changes in the law in general. The task should be in the range of 600–750 words and completed in 80–100 minutes, in class over one week.

OR

A written report of research

This task requires the student to complete a written report into the need for change in the law and the ways in which change can be influenced. The task should be in the range of 600–750 words and completed in 80–100 minutes, in class over one week.

OR

An analysis of contemporary legal commentary

This task requires the student to analyse recent discussion (newspaper articles, journal articles, television or radio programs) on a change in the law or proposed change in the law and/or the need for change in the law in general. The analysis examines the issue raised and formulates an argument or justification of a particular view. The analysis should be in the range of 600–750 words and completed in 80–100 minutes, in class over one week.

This task contributes 40 marks out of the 100 marks allocated for Unit 3.

Assessment criteria

The extent to which the response demonstrates:

Criterion 1 (8 marks)

Knowledge of the need for change in the law.

- Identification of a law needing change or recently changed or the need for change in general.
- Description of one or more characteristics of an effective law.
- Explanation of reasons for the need to change the law.

Criterion 2 (10 marks)

Explanation of the factors influencing the need for change in the law.

- Identification of values in the community reflected in the change in the law under discussion or the need for changes in the law in general.
- Identification of conflicting opinions towards the change in the law or proposed change.
- Discussion of how these opinions are in conflict.

Criterion 3 (14 marks)

Evaluation of the roles played by individuals/groups/law reform bodies/courts in influencing change in the law.

- Identification of two or more individuals, groups, law reform bodies, or courts that may influence change in the law.
- Description of the roles played by individuals, groups, law reform bodies or courts in influencing change in the law.
- Analysis of the role of those identified in influencing change in the law.

Criterion 4 (8 marks)

Explanation of the capacity of law-making body/ies to respond to demands for change in the law.

- Description of how law-making bodies can respond to demands for changes in the law.
- Assessment of the capacity of the law-making body/ies to respond to conflicting demands for change.
- Conclusion about the capacity of law-making body/ies to reflect or generate values in society.

Unit 4

OUTCOME 1

On completion of this unit the student should be able to describe and appraise the effectiveness of institutions for the resolution of civil disputes and the adjudication of criminal cases, and of alternative dispute resolution.

Nature of task

An assignment.

or

A short-answer test.

or

An annotated visual display.

or

A report in multimedia format.

Scope of task

An assignment

This task requires the student to complete a series of set activities that analyse the effectiveness of an institution for the resolution of civil disputes and/or the adjudication of criminal cases, and

alternative dispute resolution. The task requires extended responses to a series of questions that provide direction for the student. The assignment should be in the range of 600–750 words and completed in 80–100 minutes, in class over one week.

OR

A short-answer test

This task requires the student to respond to a series of questions which analyse the effectiveness of an institution for the resolution of civil disputes and/or the adjudication of criminal cases, and alternative dispute resolution. The questions may focus on a particular court or tribunal and its relationship with other courts. Alternatively, questions may focus on a range of courts and tribunals and alternative dispute resolution. The task should be completed over 40–50 minutes, including reading time.

OR

An annotated visual display

This task requires the student to synthesise information in hard copy using a range of visual techniques accompanied by annotated text to appraise the effectiveness of institutions for the resolution of civil disputes and the adjudication of criminal cases, and of alternative dispute resolution. Visual techniques include flow charts, statistics, graphs, diagrams, cartoons. The annotated visual display may be presented as a poster or wall chart. It should be supported by a report of 200–300 words. Students may refer to study notes in the completion of the task. It should be completed in 80–100 minutes, over one week.

OR

A report in multimedia format

This task requires the student to collect information from hard copy and electronic sources such as the Internet, television and radio programs. The focus of the report is the description and appraisal of the effectiveness of institutions for the resolution of civil disputes and/or the adjudication of criminal cases, and of alternative dispute resolution. Multimedia format could include, for example:

- a set of overhead transparencies accompanied by a set of explanatory notes
- a Hypercard file or PowerPoint presentation accompanied by a set of explanatory notes
- a computer presentation using electronic software and supported by a set of explanatory notes.

The report in multimedia format should be completed in 120–150 minutes, mainly in class over one week, and should be accompanied by explanatory notes or the print-out of the electronic presentation in the range of 300–450 words.

This task contributes 30 marks out of the 100 marks allocated for Unit 4.

Assessment criteria

The following criteria should be used to assess the task. Where a test is selected, the criteria and their weighting should be used to set the test and devise a marking scheme.

The extent to which the response demonstrates:

Criterion 1 (8 marks)

Knowledge of the role and function of court/s or tribunal/s and the relationship to other courts.

- Description of the role and function of one or more court/s and/or one or more tribunal/s.
- Explanation of the relationship of that court or tribunal with other courts.
- Explanation of the reasons for the existence of a hierarchy of courts.

Criterion 2 (6 marks)

Knowledge of alternative methods of dispute resolution.

- Identification of two or more alternative methods of dispute resolution.
- Description of the alternative methods of dispute resolution.
- Explanation of the alternative methods of dispute resolution.

Criterion 3 (16 marks)

Evaluation of the effectiveness of courts, tribunals and alternative dispute resolution.

- Assessment of the effectiveness one or more court/s, tribunal/s in the resolution of civil disputes and the adjudication of criminal cases.
- Assessment of the effectiveness of methods of alternative dispute resolution in the resolution of civil disputes and the adjudication of criminal cases.
- Discussion of the strengths and weaknesses of one or more courts, tribunals and of alternative dispute resolution.

OUTCOME 2

On completion of this unit the student should be able to evaluate the processes and procedures for the resolution of criminal cases and civil disputes.

Nature of task

A test – extended responses to questions.

Scope of task

A test – extended responses to questions

This task requires the student to respond to a series of questions that evaluate the processes and procedures for the resolution of criminal cases and civil disputes. The test should be completed over 40–50 minutes, including reading time.

This task contributes 40 marks out of the 100 marks allocated for Unit 4.

Assessment criteria

The following criteria and their weighting should be used to set test questions and devise a marking scheme.

Criterion 1 (8 marks)

Knowledge of the procedures for the resolution of criminal cases and civil disputes.

- Identification of one or more of the following – criminal and civil pre-hearing trial procedures; trial procedures; post-trial procedures.
- Description of the role of the procedures selected in the resolution of criminal cases and civil disputes.
- Explanation of the role of the procedure/s selected in the resolution of criminal cases and civil disputes.

Criterion 2 (8 marks)

Knowledge of the adversary system and the jury system.

- Identification of significant features of the adversary and jury systems.
- Description of the significant features of the adversary and jury systems.
- Explanation of the significant features of the adversary and jury systems.

Criterion 3 (16 marks)

Evaluation of processes and procedures for the resolution of criminal cases and civil disputes.

- Description of the strengths of the processes and procedures for the resolution of criminal cases and/or civil disputes.
- Description of the weaknesses of the processes and procedures for the resolution of criminal cases and/or civil disputes.
- Assessment of the effectiveness of processes and procedures for the resolution of criminal cases and civil disputes.

Criterion 4 (8 marks)

Discussion of possible solutions to problems within the system for resolution of criminal and civil disputes.

- Identification of possible solutions to problems within the processes and procedures for the resolution of criminal cases and civil dispute.
- Analysis of possible solutions to problems within the processes and procedures for the resolution of criminal cases and civil disputes.
- Conclusion about solutions to problems within the system for resolution of criminal and civil disputes.

OUTCOME 3

On completion of this unit the student should be able to identify and analyse the elements of an effective legal system.

Nature of task

An analysis of contemporary legal commentary.

or

A report of an analysis of a case study.

Scope of task

An analysis of contemporary legal commentary

This task requires the student to use newspaper articles, journal articles, television or radio programs to identify and analyse the elements of an effective legal system. The analysis examines the issue raised and formulates an argument or justification of a particular view. Students may consult study notes during completion of the task. The analysis should be in the range of 600–750 words and completed in 80–100 minutes, in class over one week.

OR

A report of an analysis of a case study

This task requires the student to use a case study to identify and analyse the elements of an effective legal system. This could involve a report on a particular element of the legal system, using it to identify and analyse the effective operation and limitations of the system (e.g. high cost of legal representation, cultural differences, trial procedures). Students may consult study notes during completion of the task. The report should be in the range of 600–750 words and completed in 80–100 minutes, in class over one week.

This task contributes 30 marks out of the 100 marks allocated for Unit 4.

Assessment criteria

The extent to which the response demonstrates:

Criterion 1 (10 marks)

Description of the elements of an effective legal system.

- Identification of two or more elements of an effective legal system.
- Application of the elements of an effective legal system to a case or particular feature of the legal system.
- Conclusion about the effectiveness of the elements.

Criterion 2 (10 marks)

Analysis of the limitations on the effective operation of the legal system.

- Identification of two or more limitations on the effective operation of the legal system.
- Description of the limitations on the effective operation of the legal system.
- Analysis of the impact of the limitations on the effective operation of the legal system.

Criterion 3 (10 marks)

Evaluation of recent changes, and/or recommendations for change to the legal system.

- Description of recent changes and/or recommendations for change to the legal system.
- Discussion of the strengths and weaknesses of two or more recent changes, and/or recommendations for change to the legal system.
- Appraisal of the extent to which change or proposed change in the law will enhance the effective operation of the legal system.