

# Teaching Responsibilities and Teaching Philosophies



EDF5424 A Focus on the Profession  
Assessment Task 2: Portfolio

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# Communication

## The Classroom

My concept map below (Fig. 1) focuses on questioning and my ideas about how empathy is paramount for achieving an inclusive environment. Empathy is considered by Tyson (1989) as feeling *with* the students, for instance, teachers questions should involve and encourage the whole class and not ignore students which teachers believe cannot answer questions. Cole and Chan (1994) describe this as low expectations on behalf of the teacher which in turn negatively affects the way the students respond to questions.



Fig. 1

I teach ESL in Saudi Arabia and it requires very conventional approaches to teaching, as all teachers were instructed (on their orientation day) not to talk about the following topics: Religion, royal families (from any country), politics, sports, the students' families, women, alcohol, drugs and certainly not sex.

## Motivation

Because of Saudi's strict theocratic code of living, there is not much room for testing beliefs or prior knowledge and consequently I'm not able to provide different learning contexts. Therefore I had to work with the only instructional strategies available to me and try to avoid the class turning into a non-challenging environment, where the low ability students become worried or apathetic about answering questions and the higher ability students become bored or overly relaxed as displayed in figure 2 below (Stoll, Fink, et al. 2003, p35):

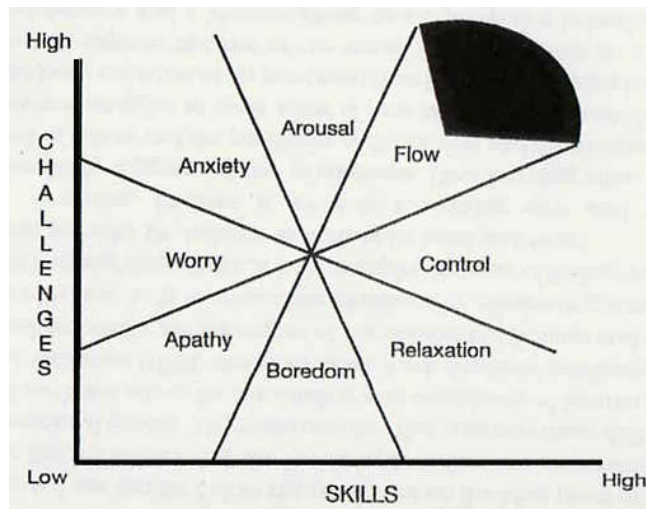


Fig. 2

## Questioning (Scaffolding)

### Low order questioning:

Using the text *Why Study* (Text A, page 4), I start by arousing the class with an inference exercise, i.e. one that includes the whole class and begins with low order questions, targeting the students who normally don't like to participate, for instance:

Me: *Ali, take a look at the picture (in the text 'Why Study') can you tell me where you think these guys are?*

Ali: *Maybe at KFUPM*

Me: *Excellent Ali. Abdulla, what do you think they are talking about?*

**[Wait time. Don't accuse student of not listening or adopt a threatening, critical tone. Encourage!]** (Cole & Chan 1994).

Abdulla: *I am not understand teacher.*

Me: *That's fair enough Abdulla, the picture doesn't give much information. What if you look at the title of the text, after reading the title, could you take a guess?*

[Abdulla reads the title 'Why Study']

Abdulla: *Why Study [Wait time].....Maybe study*

Me: *Well done! I would agree that they might be talking about their studies.*

# Why Study?

UNIT 2

# TEXT 4

1     My problem is that I don't study. I don't study because I don't like it very much.

5     That is a big problem. You are going to fail if you don't study. Why don't you like to study?

Because I don't like to be alone. I like to be with my friends.

10    There are good reasons to study. The first reason is to get a good job. You can get a good salary and have a better life. Think about when you were very young. Why do children play? They want to find out about things. They are curious. They want to know about things. Playing is learning! But as we get older, we don't have so much time to be curious.

15    And the second reason?

20    If you know and understand things, the world is a more interesting place. You can understand the world better.

The third reason?

25    You are more independent. You don't need other people to tell you what to do. If you have a good education, you can be more useful. You are, perhaps, a better person. If you do well at university, most doors are open to you.

30    Some good reasons!

35    Yes, it's good to learn. And it's so easy to find information. We have television and the internet. In the past, there were no newspapers or books. Not many people could read or write. It was difficult to get correct information.

40    Yes, and the news traveled slowly. You heard the news, then passed it on.

Yes, so it often changed as it went.

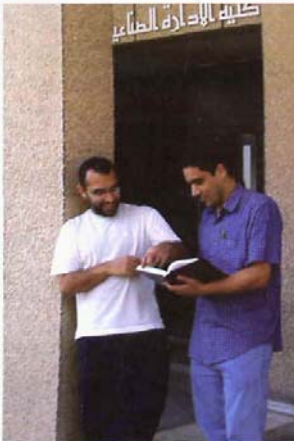


Figure 7: Two friends are talking

## Text A

### High order questioning:

Wrote 3 things on the board: *good salary*, *choice about when (or the hours) you work* and *job satisfaction*. Keep the lower ability students involved by asking which they would prefer in a job. Asked some **higher order questions** to maintain the attention of the higher (and lower) ability students:

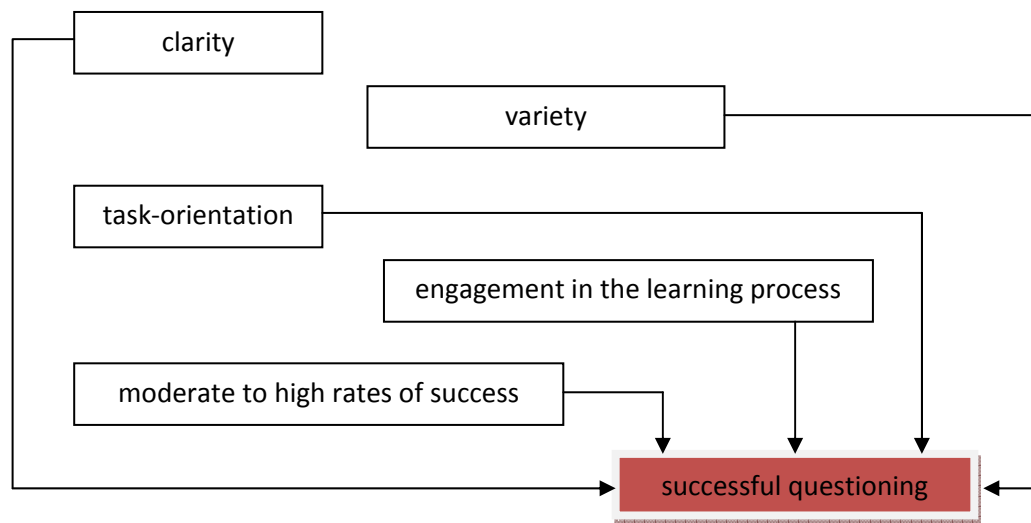
### Questions

*Is improving your study related to what I have written on the board?*  
*Does, getting a better education change the type of person you are?*  
*What else can education help you with?*

- **Non-verbal communication:** keep eye contact, dress professionally and be organized.
- **Verbal communication:** choose students to answer questions (inclusive) as opposed to letting the high ability students shout out the answer (competitive). Give everyone a chance to feel a sense of achievement and success, refer to Fig 3 (Cole 1994, p180).

**Return back to low order questions** and focus on the following vocabulary found in Text A (page 4): fail, busy, revision, tidy, mess, useful, salary, etc.

### **The success of the above conventional methods**



**Fig.3**

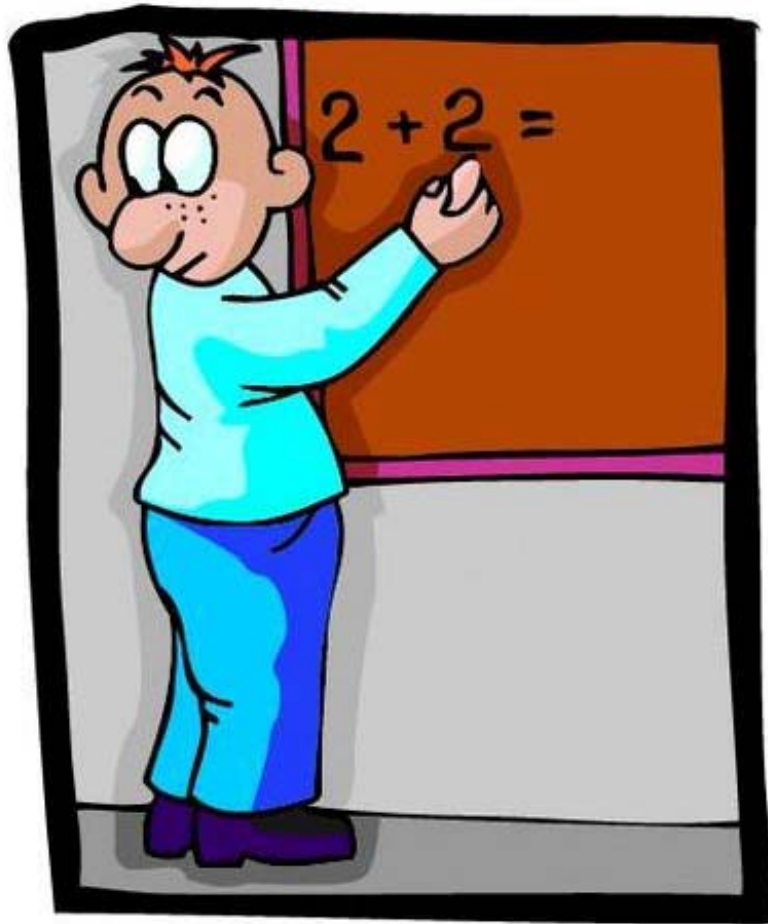
#### **Zone of proximal development (ZPD):**

In the ZPD, a teacher and learner.....work together on a task that the learner could not perform independently because of the difficulty level (Schunk 2004, p295).

Low and high order questions are a good basis for scaffolding, which can prepare the learner to read the text and deal with further comprehension questions on their own.



# Teaching Strategies and Objectives..... and Description of Course Materials



Methodologies for Graduate Diploma of Education: Visual Arts and Media.  
I cannot use these in my current teaching environment, i.e. teaching  
English as a Second Language in Saudi Arabia.

I did however, use my Visual Arts/Media skills to improve my teaching.  
Refer to pages 14 – 24.

## Further Scaffolding


Before group work starts, a scaffolding vocabulary exercise (refer to text B and C) is given for individuals in the group (Monitor and assist):

Text C

Further scaffolding, i.e. grammar, to prepare for group exercise (on page 10 and 11):

**Unit 2**  
**Present simple (I do)**

**A** Study this example situation:



Alex is a bus driver, but now he is in bed asleep.  
He is not driving a bus. (He is asleep.)  
*but* He drives a bus. (He is a bus driver.)  
Drive(s)/work(s)/do(es) etc. is the *present simple*:  
I/we/you/they drive/work/do etc.  
he/she/it drives/works/does etc.

**B** We use the present simple to talk about things in general. We use it to say that something happens all the time or repeatedly, or that something is true in general:

- ☐ Nurses look after patients in hospitals.
- ☐ I usually go away at weekends.
- ☐ The earth goes round the sun.
- ☐ The café opens at 7.30 in the morning.

Remember:  
I work ... *but* He works ... They teach ... *but* My sister teaches ...

For spelling (-s or -es), see Appendix 6.

**C** We use **do/does** to make questions and negative sentences:

|      |               |        |               |         |       |
|------|---------------|--------|---------------|---------|-------|
| do   | I/we/you/they | work?  | I/we/you/they | don't   | work  |
| does | he/she/it     | drive? | he/she/it     | doesn't | drive |
|      |               | do?    |               |         | do    |

Text D


**Encourage learner centeredness via working in groups**

Teacher does a quick revision on present simple. Then, individual students carry out grammar exercises and after that, they **check their answers in pairs** before I confirm answers.

**Unit 5**  
**Past simple (I did)**

**A** Study this example:

Wolfgang Amadeus Mozart was an Austrian musician and composer. He lived from 1756 to 1791. He **started** composing at the age of five and **wrote** more than 600 pieces of music. He was only 35 years old when he **died**.  
Lived/started/wrote/was/died are all *past simple*.



**B** Very often the past simple ends in -ed (*regular verbs*):

- ☐ I work in a travel agency now. Before that I **worked** in a department store.
- ☐ We **invited** them to our party, but they **decided** not to come.
- ☐ The police **stopped** me on my way home last night.
- ☐ Laura **passed** her examination because she **studied** very hard.

For spelling (stopped, studied etc.), see Appendix 6.

But many verbs are *irregular*. The past simple does *not* end in -ed. For example:

|               |   |
|---------------|---|
| write → wrote | <input type="checkbox"/> Mozart <b>wrote</b> more than 600 pieces of music. |
| see → saw     | <input type="checkbox"/> We <b>saw</b> Rose in town a few days ago.         |
| go → went     | <input type="checkbox"/> I <b>went</b> to the cinema three times last week. |
| shut → shut   | <input type="checkbox"/> It was cold, so I <b>shut</b> the window.          |

For a list of irregular verbs, see Appendix 1.

**C** In questions and negatives we use **did/didn't** + *infinitive* (enjoy/see/go etc.):

|           |            |      |            |
|-----------|------------|------|------------|
| I enjoyed | you enjoy? | I    | enjoy      |
| she saw   | she see?   | she  | didn't see |
| they went | they go?   | they | didn't go  |

**D** The past of **be** (am/is/are) is **was/were**:

|                          |                   |
|--------------------------|-------------------|
| I/he/she/it was/wasn't   | was I/he/she/it?  |
| we/you/they were/weren't | were we/you/they? |

Note that we do not use **did** in negatives and questions with **was/were**:

- ☐ I **was** angry because they **were** late.
- ☐ **Was** the weather good when you **were** on holiday?
- ☐ They **weren't** able to come because they **were** so busy.
- ☐ Did you go out last night or **were** you too tired?

Text E

**Learner centeredness continued**

Again, quick revision of past simple, individual students carry out grammar exercises, **pair work checking**, and then I confirm answers.

Students' pair work checking allows me to monitor and assist – especially those quieter students or those finding the task difficult. Students stay in the same pairs to work as a small group on the final task grammar task.



## Communication Outcomes

*Communication is the core activity which enables the group to develop its structure and do its work: that is, it is the key to successful organization. It is also the key to successful leadership, for without effective communication neither leaders nor members of a group can take those specific actions that will move a group towards its goals. (Tyson 1989, p82)*

Students I teach in Saudi have problems with discipline and staying on task, **small group work** helps the students to get organised and makes it more efficient for me to monitor and assist.

Students must now use the previous scaffolding to **tackle the next exercise (pages 10-11) in pairs by writing paragraphs**. I simply observe and help when necessary, particularly lower ability students.

## Paragraph writing exercise (continued p11):

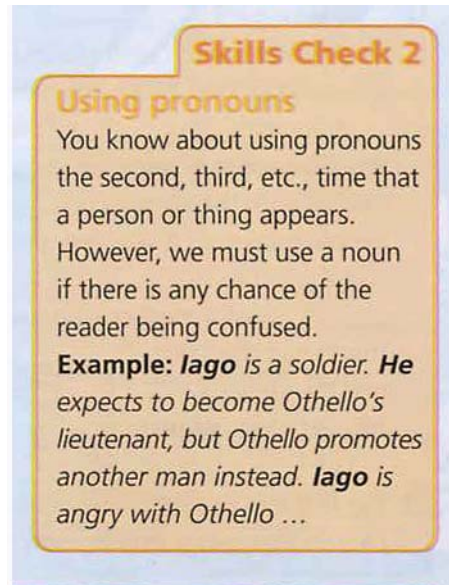
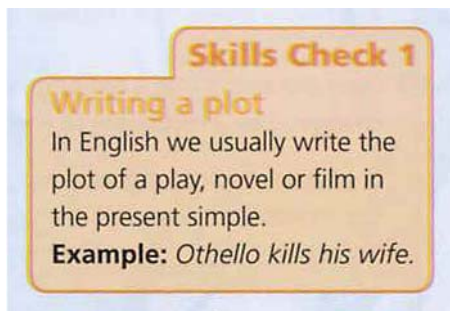
### Writing 012

### Week 4 Writing Task (group work)

Below is the Structure which you have to use when writing about a piece of literature, such as *Othello* by William Shakespeare:

Please read **skills check 1**

**Refer to Skills Check 2** to about using pronouns, please use pronouns in your answer to help show some variety in your writing.



### Work in Pairs

On the other side of this page is a table of notes about *Othello*. On a separate piece of paper, please write 4 paragraphs using the notes on the opposite page and the headings below.

In your group, one person does the *Background* and *Sources*, while the other does *The Story* and *Themes*. Then correct the other two titles that your friend had already completed and write them out on your paper including all the corrections you think it needs, your page should be laid out with titles as shown below:

#### **Background (All present tense, except for the date)**

- Title
- Type
- Date (past tense)
- Setting
- Time

#### **Sources (past tense)**

#### **The Story (All present tense)**

- Characters
- Plot
- Ending

#### **The Themes (present tense)**

## Paragraph writing exercise:

### Notes

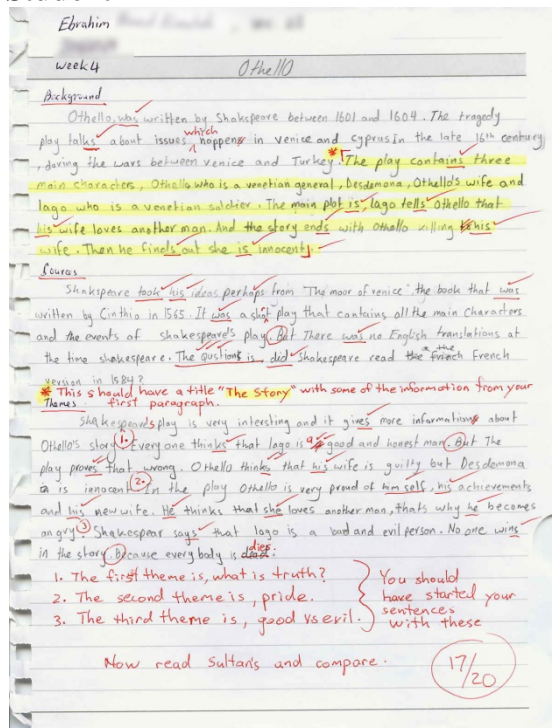
Table 1: Research notes on Shakespeare play

|                   |   |
|-------------------|---|
| <b>Title</b>      | <i>Othello</i>  |
| <b>Date</b>       | <i>Between 1601 and 1604</i>  |
| <b>Setting</b>    | <i>In Venice and Cyprus</i>   |
| <b>Time</b>       | <i>In the late 16<sup>th</sup> C, during the wars between Venice and Turkey</i>   |
| <b>Type</b>       | <i>Tragedy</i>  |
| <b>Characters</b> | <i>Othello, a Venetian general; Desdemona, his wife; Iago, a Venetian soldier</i>   |
| <b>Plot</b>       | <i>I. tells O. 'D. = loves another man'</i>   |
| <b>Ending</b>     | <i>O. kills D. then finds out D = innocent</i>  |
| <b>Sources</b>    | <p><i>Perhaps <b>The Moor of Venice</b> by Cinthio (1565) = short play = all the main characters and events of Sh. play.</i></p> <p><i>BUT</i></p> <p><i>no Eng. trans. at time of Sh.</i></p> <p><i>Did Sh. read Fr. version (1584)?</i></p>   |
| <b>Themes</b>     | <p><i>1. What is truth?</i></p> <p><i>Everyone says I. = honest but = dishonest</i></p> <p><i>O. thinks D. guilty but = innocent</i></p> <p><i>2. Pride</i></p> <p><i>O. = proud of himself, achievements, new wife</i></p> <p><i>O. = 'D. loves another man' so = v. angry</i></p> <p><i>3. Good versus evil:</i></p> <p><i>D. = good I. = evil</i></p> <p><i>Sh. says 'Good person → evil person'</i></p> <p><i>Who wins? Don't know because everybody = dead</i></p> |

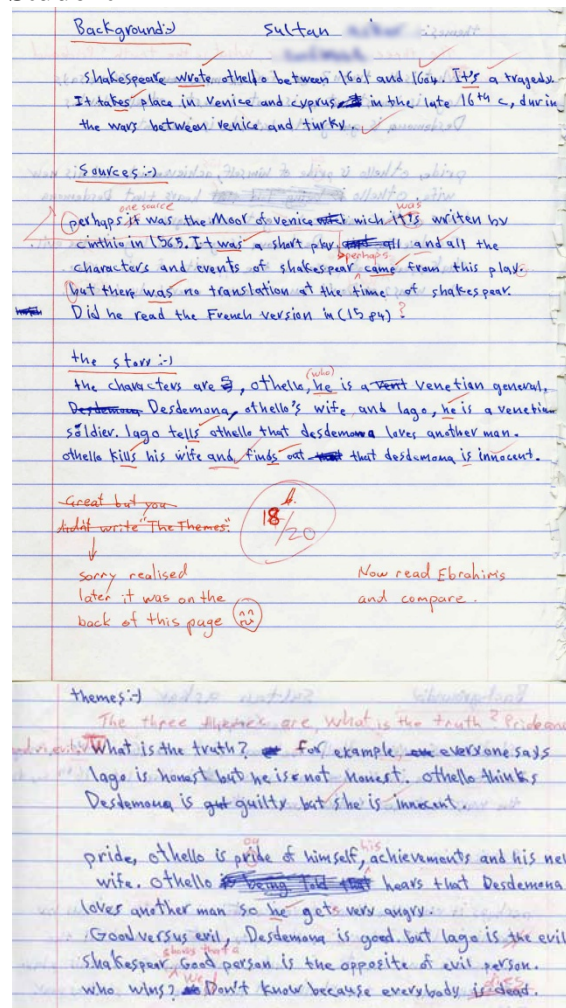
By working in pairs, students don't have to rely so much on the teacher. Consequently, some of the intellectual burden has been placed on the students and the learning environment becomes less passive and more active.

Refer to page 12 for examples of students' work who worked in pairs.

## Student A



## Student B



Student A and B examples of group work exercise on previous pages (p 10-11).

## Intellectual Burden on the Teacher (Saudi Arabia)

Conventional ways of teaching can still work if reliable assessment methods are used and students are assessed on the essential curricula content to ensure validity. Rubrics can help dispel the mystery concerning how students should tackle the assessment.

In Saudi I cannot base learning on the students' social experiences because we are not allowed to speak about many aspects of their (and our) social life and we are simply expected to teach what's in the book. Therefore, a lot of scaffolding is needed before students can engage in group work and achieve active learning via social interaction, it's the only way that I can attain what McInerney (1998, np) described in a table regarding constructivist perspectives for education as "reconciling what is found at one time with what is found at another". I would still prefer to take the control out of the teacher's hands and place it into the students' in order to encourage a more engaging, learner centered environment.



## Why New Instructional Strategies are Difficult in Saudi

Unfortunately, my teaching environment in Saudi makes it difficult to achieve a decent constructivist learning environment (via instructional strategies such as computer mediated learning) because of the nature of their society's restrictive rules and settings.

Dear User,

عزيزي المستخدم،

**Sorry, the requested page is  
unavailable.**

**عفواً، الموقع المطلوب غير متاح.**

**If you believe the requested page should not  
be blocked please [click here](#).**

**إن كنت ترى أن هذه الصفحة ينبغي أن لا تُحجب تفضل  
[بالضغط هنا](#).**

For more information about internet service in Saudi Arabia,  
please click here: [www.internet.gov.sa](http://www.internet.gov.sa)

لمزيد من المعلومات عن خدمة الإنترنت في المملكة العربية السعودية، يمكنك زيارة الموقع  
التالي: [www.internet.gov.sa](http://www.internet.gov.sa)

This page was generated by cache6.ruh.isu.net.sa on Tue, 16 Oct 2007 18:37:13

This is the page that loads when trying to access what I thought was the Orbit News website ([www.orbitnews.com](http://www.orbitnews.com)), hence the difficulty of encouraging the use of the internet via computer mediated learning in my particular teaching environment. The web in Saudi Arabia is incredibly slow, unreliable and heavily monitored. Even clicking on the above link to suggest why you think a page should not be blocked achieves absolutely nothing.....I have tried this and never had any luck unblocking websites.

The Victorian Curriculum and Assessment Authority (2007), stated the following about building breadth and depth via communication:

*As they progress through this stage, students develop a wider range of strategies for listening attentively and for extracting meaning from different kinds of communication. They regularly present ideas, information and opinions for a variety of purposes, to a range of audiences, in both formal and informal settings.*

Our academic coordinator told us not to stray from the book, which has all the lessons planned out for each day. Considering we cannot express “information and opinions for a variety of purposes” in Saudi, communication can only be restricted to in-class collaborative learning from (or by) the book.

Therefore the concept map on page 15 (Fig. 4), shows how conventional ways can still work as long as there are good rubrics for students to understand how tackle all assessment tasks. This coupled with effective communication/questioning and additional scaffolding exercises (refer to Fig. 1, p2), is the only way I can keep the students engaged.

# Efforts to Improve Teaching



## Collaborative and Computer Mediated Learning

## Why New Instructional Strategies are More Effective

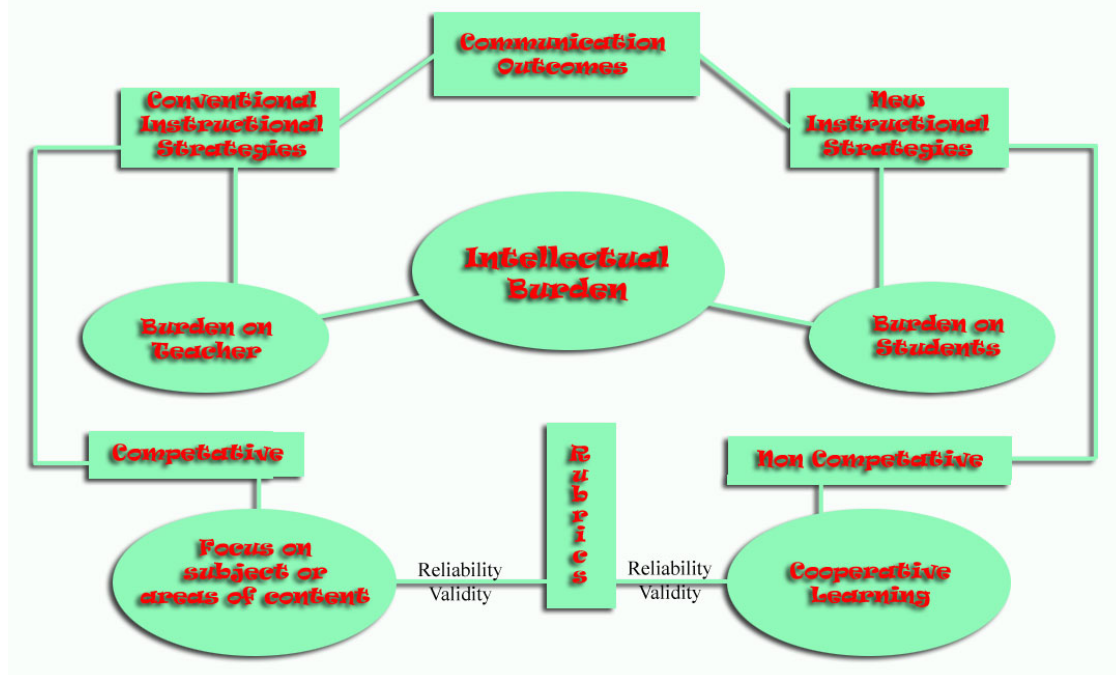


Fig. 4

The above concept map is based on my ideas on how both conventional and new instructional methods (such as computer mediated learning) can both work. However, the following pages shows why I think new instructional strategies are better.

## Constructive Learning and Multiple Intelligence

I constructed the Legal Studies Virtual Classroom (LSVC) which embodies the notion of constructive learning through the use of multiple intelligences.

The LSVC was designed for a year 9/10 Legal Studies elective for Bayview College, Australia:

<http://faculty.kfupm.edu.sa/DCC/ahamdan/>

It is not only the active learning that makes rich assessment tasks in the LSVC, the implementation of multiple instructional strategies like, learning contracts, discussion, self-directed learning, mentorship, small group work, the project method, collaborative learning, and forum, promotes the use of different learning styles (Pitt & Clark ND) – see screen shot on p16.

## Assessment

| Task   | Assessment                   | Module/Activity/discussion/homework   | Weighting |
|--------|------------------------------|---|-----------|
| Task 1 | <a href="#">Assignment A</a> | <b>Module 1</b><br>Poster<br>Discussion Activity 1 - Laws and Rules   | 10%       |
|        | <a href="#">Assignment B</a> | <b>Module 2</b><br>Discussion Activity 2.1 - Do We Take Our Laws for Granted<br>Discussion Activity 2.2 - Law Order Society and Values<br>Make a collage of newspaper clippings | 15%       |
|        | <a href="#">Assignment C</a> | <b>Module 3</b><br>Bangkok Hilton Essay<br>Discussion Activity 3 - What is Justice?   | 5%        |
|        | <a href="#">Assignment D</a> | <b>Module 4</b><br>Discussion Activity 4.1 - More on Justice<br>Discussion Activity 4.2 - What is Fairness?   | 5%        |
|        | <a href="#">Assignment E</a> | <b>Module 5</b><br>Activity 5 - What is Equality<br>Additional Exercise on Equality   | 20%       |
| Task 2 | <a href="#">Portfolio</a>    | <b>Portfolio</b><br>Summarise and reflect   | 45%       |

**Multiple Instructional Strategies.** This allows me to use some of the students' assignments as future multimedia material for the LSVC. Therefore, **students play a part in the design of the course.**

**Please refer to For the Teacher in the Appendix for assignment details.**

As the above assessment page from the LSVC indicates, students are free to learn because the variety of tasks allows them to experience a assortment of activities via a socially interactive course while the teacher can monitor their self regulated learning, all of which fits well with what McNerney, D.M & V. McNerney (1998, np) states in his *Essentials of a Piagetian Personal Constructivist Perspective for Education*:

#### *For Teachers*

- a belief that learning is an active restructuring of thought...
- a high regard for self regulated learning;
- provision for a wide variety of experiences to maximise cognitive development;
- use of social interaction to promote increases in both interest and comprehension in learning;
- commitment to spending many hours observing [students]

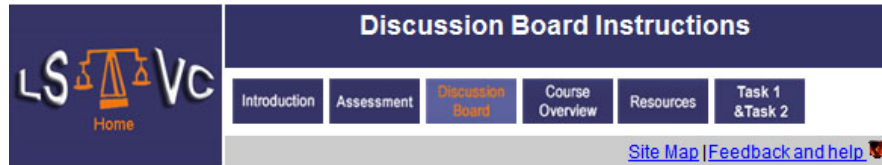
#### *For Students*

- active physical and mental involvement
- posing questions and seeking their own answers
- comparing findings with those of other children



## Collaborative Learning

As mentioned in Fig. 1 (page 2), collaborative learning is important. Students can engage in this through the discussion forums in the LSVC.



### Discussion Board

#### Instructions



**Discussion forums** to encourage group work and collaborative/active learning.

The web site you have to access to complete your discussion activities will be [www.nicenet.org](http://www.nicenet.org) [new window].

Below is a class's key that allows you to gain access to the class, please copy this key so you can paste it in the appropriate field on the Nicenet website.

1. Go to the following website:

[www.nicenet.org](http://www.nicenet.org) [new window]

2. Look at the top right and click on join a class link.

3. Join the class with the following class key:

W78Z4ZQ49

4. After you have logged into the Nicenet site, scroll down to the bottom of the page and read 'week at a glance'

LEARNING CONTRACT FOR SUCCESSFUL COMPLETION OF TASK 1 AND TASK 2

I understand the following agreement if I am to successfully complete this course:

Students must complete the orientation tasks, before moving on to the modules in Task 1.

In Task 1, Students must complete each module before moving on to the next, i.e. finish Module 1, before attempting Module 2, and so on.

Students must have attempted all assessment activities in Task 1 and use each finished activity to start working on Task 2 well before it is due, i.e. Task 2 is a work in progress so you are not meant to leave it to the last minute.

**Learning contract** – students centered learning. Intellectual burden placed on students.

**Note:** this is a modified screen shot; please visit <http://faculty.kfupm.edu.sa/DCC/ahamdan/> to view the full page.

Students must post an “I understand” message in the discussion forums stating that they have read and understood the **rules and conditions and the learning contract, an essential part of using multiple instructional strategies.**

**Course objectives** – a good basis for students wanting to study Legal Studies at VCE level, therefore, the LSVC is not only valid because it serves a useful purpose, it's also valid because of the courses authenticity. (Hildebrand 2007).



## Course Overview

### Course Objectives

Here are the four topics that we will be introduced to this semester and which you are expect to gain knowledge in in order to study them in mor detail next semester.

- A. The Legal System – Understanding the difference between laws and rules. For example, focusing on problems such as underage crime, drinking, traffic offences, violence and assault etc.
- B. Criminal Law – In the context of the above problems you will know about the kinds of laws we have in Australia and the kinds of crime that ca be committed.
- C. Civil Obligations – Understand why there are laws put into place and what there end purpose is. Why it's not only a 'bunch of rules' just to restrict your behaviour, it's more about equity, fairness and justice.
- D. You and the Law in Society – How does the law impact on you and the rest of your community if you get a criminal record? The concept of regulating behaviour and why there is such regulation in the first place.

### Course Schedule

Note: This course schedule will open each link in a separate window. It is here for you to quickly check what is due and conveniently provide a printable window for each module and assignment. It is not the main navigational page.

| Week   | Module   | Activities/Assessment/Resources   | Assessment Due Dates  |
|--------|--|---|---|
| 1      | <a href="#">Introduction Orientation</a> : Lets get started  | Orientation Activities: <a href="#">1.1, 1.2 and 1.3</a><br>General Resources: <a href="#">Austlii Databases</a> , <a href="#">Crime and Justice: Law and Justice</a> , <a href="#">Pauls Justice Page</a>  |   |
| 19 Jul |  |   |   |
| 2      | <a href="#">Module 1: You and the Law</a>  | Resources: <a href="#">Australia Law Online</a> , <a href="#">Legal Dictionaries</a> and <a href="#">Australasian Legal Information Institute</a><br>Activity/assessment: <a href="#">Activity 1.1 and posters</a> , note the different due dates for this. | <a href="#">Activity 1.1</a> : Complete in class. Thu, 29 July<br><a href="#">Portfolio homework</a> : Work in progress, you should start this now, you should finish your first title page and write your paragraph about why you chose your responses. Start working on the general presentation of your portfolio. |
| 28 Jul |  |   |   |
| 3      | <a href="#">Module 2: Our Records, It Might Be Otherwise, Kinds of Law, Kinds of Crime</a><br>Police Visit | Resources: <a href="#">Children Out Of Detention (ChilOut)</a> and <a href="#">Law and Legal Studies</a><br>Activity/assessment: <a href="#">2.1, 2.2 and collage</a><br>Police Visit: 5 August   | <a href="#">Posters (Assignment A)</a> : Due Thu, 5 August  |
| 2 Aug  | Movie  | Start watching Bangkok Hilton   |   |
| 4      | Movie  | Bangkok Hilton  |   |
| 9 Aug  |  |   |   |
| 5      | Movie  | Bangkok Hilton  |   |
| 16 Aug |  |   |   |
| 6      | Movie  | Bangkok Hilton  | <a href="#">Assignment B</a> : Due. Thu, 26 August  |
| 23 Aug |  |   |   |
| 7      | <a href="#">Module 3: Borrowing or Theft, Just Plain Stealing</a>  | Resources: <a href="#">Exploring motor vehicle theft in Australia</a> and <a href="#">Minister for Justice and Customs</a><br>Activity/assessment: <a href="#">Activity 3 and Bangkok Hilton Essay</a> , note the different due dates.                      | <a href="#">Activity 3</a> : Complete in class. Thu, 2 Sep<br><a href="#">Portfolio homework</a> : Work in progress, complete your next title page. Start organising presentation of existing artifacts.  |
| 30 Aug |  |   |   |
| 14     | <a href="#">Module 5: Summarise and reflect</a>  | Activity/assessment: <a href="#">Activity 5 and Portfolio</a>   | <a href="#">Portfolio</a> : Hand in Portfolio. Thu, 21 Oct  |
| 18 Oct |  |   |   |
| 15     | School Camp  |   |   |
| 25 Oct |  |   |   |

Course Evaluation

Course objectives allow students to know what knowledge they are expected to gain, e.g. these objectives are a good basis of the VCE Legal Studies Syllabus, considering the syllabus has the subject *Criminal Law and Justice* as its first unit (Victoria Curriculum and Assessment Authority 2007).

Computers can assist with dissemination of information, e.g. course schedule with assignment due dates and links to resources, this reduces the need for handouts (The Commonwealth of Learning 2000).

Teaching needs constant evaluation, hence the course evaluation button so students have a say in the constant evolution of the course.

**Note:** this is a modified screen shot; please visit <http://faculty.kfupm.edu.sa/DCC/ahamdan/> to view the full page.

## Reliability and validity

Orientation tasks should be easy to understand, with enough scaffolding to encourage autonomous learning. The following orientation tasks achieve this and make it easy for other educators to reproduce the tasks because they're self explanatory and have built in rubrics.

**The Legal System - An Introduction**

Task 1 & 2 Orientation Assessment Discussion Board Course Overview Resources

**Orientation**

Task 1 Task 2

Remember what this icon means??? Yes, that's right. It's an **online discussion activity**. So please go to the [discussion board](#) link (above) for instruction on how to access the discussion forums. After this, every time you see this icon you must participate in the online discussion forums.

**Orientation 1.1 - Compulsory, terms and conditions**

Go to the discussion forums and post an "I understand" message to the rules and conditions conference link

**Orientation 1.2 - Question for Police**

Post your questions to the police on the discussion boards (also in Nicenet) I have organised headings for you to post questions in the discussion board based on the brainstorming we did in class. The Police will come to visit in week 3 to answer your questions.

You will have to post questions under the following headings:

- underage crime
- driving offences
- violence/assault
- alcohol

**Orientation 1.3 - Your Learning Style**

Find out your learning style. There is a website I would like you to visit so I can find out what learning style you have. The purpose of this is so I can tailor the course to suite you. Please go to the [Learning Style website](#) so you can copy and paste your results in the conferencing link in Nicenet

[Grading rubric for online discussions | Nicenet Site](#)

[Go to first Module](#)

Need for scaffolding via orientation activities and student responsibility via learning contracts and terms and conditions.

I need to know the learning styles of my students, so that multiple intelligences are catered for.

**Note:** this is a modified screen shot; please visit <http://faculty.kfupm.edu.sa/DCC/ahamdan/> to view the full page.

## Objectives and Rubrics

**The Legal System - An Introduction**

Home Task 1 & 2 Orientation Assessment Discussion Board Course Overview Resources

**Task 1 - Module 1**

Task 1 Task 2

Module 1 | [Module 2](#) | [Module 3](#) | [Module 4](#) | [Module 5](#) | [Portfolio](#)

**Objectives**

At the end of this module you will be able to:

- Distinguish the difference between laws and rules
- Give examples of both laws and rules

**You and the Law**

THIS IS A FREE COUNTRY! So why can't we do anything we want to? Here's why: we live in a world with other people. And those other people have the same right to freedom we have. But freedom is something we don't all know how to use. Some of us abuse it. And too many of us resent having it regulated.

We need to know why we have laws and why we should obey them. We need to understand why we have people among us to guide us and even insist that we enjoy our freedom within the framework of certain rules and regulations called laws.

**Assignment A:**

[Posters and Online Discussion Activity 1 - Laws and Rules](#)

For this assignment you will be creating some posters and completing a discussion activity, i.e. activity 1.

Resources: [Australia Law Online](#), [Legal Dictionaries](#) and [Australasian Legal Information Institute](#)

Next [Module](#)

Module 1 | [Module 2](#) | [Module 3](#) | [Module 4](#) | [Module 5](#) | [Portfolio](#)

All learning modules should have objectives so students understand what the assessment entails.

Assignments should encourage the use of multiple intelligences, e.g. Assignment A, poster making *and* discussion (refer below and p21).

**Note:** this is a modified screen shot; please visit <http://faculty.kfupm.edu.sa/DCC/ahamdan/> to view the full page.

Rubrics are necessary for students to stay on target and understand how to achieve the modules objectives.




## Grading for Online Discussion Activities

Below is a rubric of how your performance will be evaluated for your answers to all activities in the modules.

|                                  | Beginning  | Developing   | Accomplished   | Exemplary  | Score |
|----------------------------------|--|--|--|--|-------|
|                                  | 1  | 2  | 3  | 4  |       |
| Answers to Discussion Activities | <p>Responded to few or no discussion threads.</p> <p>Only replied to responses made about <i>their own</i> answers. Very little evidence of collaborative learning.</p> <p>Did not effectively answer all questions.</p> | <p>Responded to some discussion threads.</p> <p>Replied to a few discussion threads beyond <i>their own</i> answers, displaying some collaborative learning.</p> <p>Answered most questions effectively.</p> | <p>Responded to a good amount of discussion threads beyond their own.</p> <p>Effective collaborative learning achieved.</p> <p>Answered all questions effectively.</p> | <p>Responded to an impressive amount of discussion threads beyond their own.</p> <p>Highest level of collaborative learning evident.</p> <p>All questions answered with excellent insight and understanding.</p> |       |

## Catering for Different Learning Styles



### The Legal System - An Introduction

[Task 1 & 2 Orientation](#)
[Assessment](#)
[Discussion Board](#)
[Course Overview](#)
[Resources](#)

Task 1  
Task 2

### Assignment A (10%)

#### Activity 1 - Laws or Rules

Complete in class, Thu 22 July



What do you think the differences are between laws and rules?  
Please give examples and discuss with your peers if you think the examples are correct. Use what you created on your poster as examples?

Hint: You can find rules everywhere, think about sport or schools, now how are these different to laws.

[Grading rubric for online discussions](#) | [Nicenet Site](#)

#### Posters

Due 5 August



After reading Module 1 and completing the online discussion activity, you are also required to create two posters. One about a law and one about a rule.

I don't want to give too much away because your posters are part of trying to answer the discussions for Activity 1. Remember, some posters will be scanned and used as graphics for this website. The rest will be hung up in our room. Min size of poster is A3.

[Grading rubric for this poster](#)

Assignment A | [B](#) | [C](#) | [D](#) | [E](#) | [Portfolio](#)

[Back to Module 1](#)

Discussion activity,  
rubric on p20.

Creative assignment,  
rubric below.

## Grading for Poster


This Gives you information for how you will be graded for your poster in Assignment A

|                                | Beginning<br>1  | Developing<br>2   | Accomplished<br>3  | Exemplary<br>4  | Score |
|--------------------------------|---|---|--|---|-------|
| Collage of Newspaper Clippings | <p>Minimum required size of poster not adhered to.</p> <p>No creative thought process visible in the work, i.e. is poorly displayed. Not much use of colour and/or other media.</p> <p>Only one poster created. Did not adequately represent a law or rule, i.e. based on what you learnt in Mod 1.</p> | <p>Minimum required size of poster not adhered to.</p> <p>Some creative thought process visible in the work. Good use of colour and/or other media.</p> <p>Only one poster created, but did represent either a law or rule adequately, based on what you understand from Mod 1.</p> | <p>Poster meets minimum required size.</p> <p>Creative work with very good representation of information. Excellent use of colour and/or other media.</p> <p>Both posters adequately represented a Law and a Rule. Shows very good these issues.</p> | <p>Poster meets minimum required size.</p> <p>Highly creative representation of information. Imaginative creation of poster with unique use of colour and/or media.</p> <p>Shows excellent understanding of Laws and Rule via both posters.</p> |       |

Grading rubric for poster.

[Back to Assignment A](#)

## Reflection, Evaluation and Metacognition



### The Legal System - An Introduction

[Task 1 & 2 Orientation](#)
[Assessment](#)
[Discussion Board](#)
[Course Overview](#)
[Resources](#)

[Task 1](#)
[Task 2](#)

## Task 2 - Portfolio

[Module 1](#) | [Module 2](#) | [Module 3](#) | [Module 4](#) | [Module 5](#) | [Portfolio](#)

### Objectives

At the end of this module you should be able to:

- Summarise what you learnt regarding this introduction to the legal system
- Reflect on your answers and solidify your knowledge
- Discuss your knowledge with your peers to help provide feedback on the course and how it can be improved

### What Have I Learnt?

Because a criminal record can do so much damage, our laws provide many protections to be sure that no one is wrongly convicted of a crime. When a suspect is arrested, he has the right to contact his family or friends to let them know what has happened and to obtain the services of a lawyer. He is brought as soon as possible (usually within 24 hours) before a magistrate or a justice.

The magistrate or justice listens to the arresting policeman's story and decides whether there is enough evidence to go further with the case. He explains to the accused person the charge that is being made against him and advises him of his legal right to bring in a lawyer and to present witnesses. If the accused person cannot afford a lawyer, he may ask the court to appoint one to defend him free of charge. And he is told if his case is one that will be dealt with in the lower courts or if he must be tried before a judge and jury. If he has to appear before the judge and jury, his lawyer and the prosecutor will try to bring out all the facts of the case, and a jury of twelve people will decide whether or not he committed the crime. They must all agree on the verdict; he cannot be convicted if even one juror believes he is not guilty.

Students should be able to think about and reflect on what they have learnt (refer to p22).

In our country, the rights of an accused person to a fair trial are just as important as the rights of the persons who were injured by the crime.

Laws are made for the good of us all. Respect for and obedience to these laws enable us to live together safely and peacefully. We want our rights protected, so we must protect the rights of others. All of this sounds pretty serious. And it is! Let's take a last look at the whole subject from your point of view. Let's get practical again.

### How Do I Present What I Have Learnt?

This is your major assignment. The great thing about this assignment is that you would have created most of it over time via task one. Now all you have to do is present it in a portfolio in the following way:

#### Portfolio:

##### Summarise and reflect discussion

Now that you have completed the reading all modules, I would like all of you wonderful bright students to go to the final discussion activity. This is the final assignment. It is basically to sum up what you have learnt and discuss it with your peers.


##### Final portfolio project

This is it, your final project I hope you have been completing this as a work in progress throughout the session :)

[Module 1](#) | [Module 2](#) | [Module 3](#) | [Module 4](#) | [Module 5](#) | [Portfolio](#)

A portfolio is great for organising the learning process they have experienced into a tangible reference and it gives them a sense of achievement.

## Benefits of Portfolios




### The Legal System - An Introduction

[Task 1 & 2 Orientation](#)[Assessment](#)[Discussion Board](#)[Course Overview](#)[Resources](#)

[Task 1](#)[Task 2](#)

### Portfolio Assignment (45%)

#### Activity 6 - Summarise and Reflect



Summarise what you think are the main issues based on what you have learnt in this course.

1. The important points raised regarding the legal system? What are the main issues?
2. What parts of the legal system do you think work well?
3. What parts of the legal system do you think should work better or needs improvement?
4. Did you find anything difficult to understand?
5. What do you think is the most important aspect of the law?
6. Comment on a person who you thought answered and discussed the issues you learnt about particularly well. Why?

Remember to *discuss* the answers with your peers.

[Grading rubric for online discussions](#)

#### Portfolio

You must present the materials you have finished in Task 1 in a portfolio. This is a work in progress, so please go to the [course overview](#) for suggestions on when you should be doing your portfolio homework to keep you on track.

In regard to your portfolio, all of the answers from your Task 1 assignments are called artifacts. It is not expected that you include all discussion threads in your portfolio, therefore, here are the artifacts and general things that I will expect to see in your portfolio:

- All assignments completed in Task 1, i.e. all creative and general take home assignments
- *Your* answers to the discussion activities. In addition, one that you responded to and one *other* persons response to your answers. You must write a short paragraph explaining why you chose these responses
- Excellent presentation, with a title page for each Module

Final discussion/reflection exercise (refer to appendix, p46).

Your portfolio should start with an introduction. This is simply showing the questions you posted for the police in your orientation activity and why you posted these questions and how you think these relate to the course.

Your portfolio should end with answers to the following [self reflection](#).

It is recommended that you think about your presentation well before the assignment is due to avoid running short on time.

[Grading rubric for portfolio](#)

Assignment [A](#) | [B](#) | [C](#) | [D](#) | [E](#) | Portfolio

[Back to Task 2](#)

## Major assignment – portfolio/reflection.

### Grading for Portfolio

On a scale of 1 to 5, how successfully does the work in the portfolio meet the following criteria:

|  | Highest |   |   |   |   | Lowest |
|--|---------|---|---|---|---|--------|
|  | 1       | 2 | 3 | 4 | 5 |        |
| 1. Shows creativity  | 1       | 2 | 3 | 4 | 5 |        |
| 2. Shows the variety of work from Task 1 as per Task 2 instructions                  | 1       | 2 | 3 | 4 | 5 |        |
| 3. Is well organised   | 1       | 2 | 3 | 4 | 5 |        |
| 4. Has a good introduction   | 1       | 2 | 3 | 4 | 5 |        |
| 5. Ends with a thoughtful self reflection  | 1       | 2 | 3 | 4 | 5 |        |
| 6. Looks neat and professional   | 1       | 2 | 3 | 4 | 5 |        |
| 7. Shows a good summary of what you learnt about an introduction to the legal system | 1       | 2 | 3 | 4 | 5 |        |
| 8. Shows a sharing of knowledge with your peers                                      | 1       | 2 | 3 | 4 | 5 |        |
| 9. Shows a favourable response from the class when being assessed by your peers      | 1       | 2 | 3 | 4 | 5 |        |

[Back to portfolio assignment](#)

### Portfolio rubric:

Important for students to have a form of self evaluation whilst completing their reflection/portfolio assignment.

A broad range of assessment gives more chance of encouraging effective learning and catering for and greater range of abilities (McInerney, D.M & V. McInerney 2002). Indeed this is the strength the LSVC, i.e. how Task 1 is supported by the portfolio project in Task 2 which allows students to build a repertoire of the knowledge that *they* actually created. McInerney, D.M & V. McInerney (p56) echoes this when they commented on the educational implications of Gardner's multiple intelligences:

*Assessments should be intrinsically interesting, and tests for specific intelligences should be appropriate to that intelligence. Hence assessments such as work samples.....and portfolios are encouraged.*



# Products of Teaching (Refer to Appendix)



## References:

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McInerney, D.M and V. McInerney (2002). *Educational Psychology: Constructing Learning*. Sydney, Prentice Hall.

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Tyson, T. (1989). *Working with Groups*. South Melbourne, Macmillan Education.

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Victorian Curriculum and Assessment Authority. (2005). State Government of Victoria, *Legal Studies*. Retrieved June 11, 2007, from <http://www.vcaa.vic.edu.au/vce/studies/legalstudies/legalsd.pdf>

## **Appendix – Products of teaching**

### **The Legal Studies Virtual Classroom (LSVC)**

#### **Notes for the teacher (Regarding Task 1 & 2, Year 9/10 Legal Studies Elective)**

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# **For the Teacher**

On the following pages are both Task 1 and Task 2 assignments. Under the Rubrics section (p14) are all the rubrics for each assignment.

To access the content materials to aid students in completing Tasks 1 and 2, please refer them to the following website – the Legal Studies Virtual Classroom (LSVC):

<http://faculty.kfupm.edu.sa/DCC/ahamdan/>

**All discussion activities are to be completed in class, in the school computer labs**

**Students should start by going to the *Introduction* link in the LSVC and reading through it.**

Task 1 and 2 should be completed over 15 weeks, please refer to the *course overview* in the above website.

## **Task 1:**

This is divided into five modules, each with five assignments (refer to page 3).

These activities are designed to cater for different learning preferences.

The majority of activities are discussion activities which are to be completed in the computer labs online (I will book the labs for this), and all the instructions for this are in the *discussion* link on the above LSVC website.

## **Task 2:**







This is a work in progress, whereby students use the completed activities in Task 1 to build a portfolio. The instructions for task 2 are on page 12 – 13 and the rubric is on page 20.

Students can also look at the *course overview* on the LSVC for ideas on when they should be working on Task 2.



# Assessment

This is taken directly from the *assessment* link in the LSVCL

| Task   | Assessment  | Module/Activity/discussion/homework   | Weighting |
|--------|---|---|-----------|
| Task 1 | <a href="#">Assignment A</a><br>   | <b>Module 1</b><br><br>Poster<br><br>Discussion Activity 1 - Laws and Rules   | 10%       |
|        | <a href="#">Assignment B</a><br>   | <b>Module 2</b><br><br>Discussion Activity 2.1 - Do We Take Our Laws for Granted<br><br>Discussion Activity 2.2 - Law Order Society and Values<br><br>Make a collage of newspaper clippings | 15%       |
|        | <a href="#">Assignment C</a><br> | <b>Module 3</b><br><br>Bangkok Hilton Essay<br><br>Discussion Activity 3 - What is Justice?   | 5%        |
|        | <a href="#">Assignment D</a><br> | <b>Module 4</b><br><br>Discussion Activity 4.1 - More on Justice<br><br>Discussion Activity 4.2 - What is Fairness?   | 5%        |
|        | <a href="#">Assignment E</a><br> | <b>Module 5</b><br><br>Activity 5 - What is Equality<br><br>Additional Exercise on Equality   | 20%       |
| Task 2 | <a href="#">Portfolio</a><br>    | <b>Portfolio</b><br><br>Summarise and reflect   | 45%       |

# Task 1

For assignment due dates please refer to *course overview* in the LSV.

## Assignment A (10%)

### **Activity 1 - Laws or Rules**

**Complete in class, Thu 22 July**



What do you think the differences are between laws and rules?  
Please give examples and discuss with your peers if you think the examples are correct.  
Use what you created on your poster as examples?

Hint: You can find rules everywhere, think about sport or schools, now how are these different to laws.

[Grading rubric for online discussions](#) | [Nicenet Site](#)

---

### **Posters**

**Due 5 August**



After reading Module 1 and completing the online discussion activity. You are also required to create two posters. One about a law and one about a rule.

I don't want to give too much away because your posters are part of trying to answer the discussions for Activity 1. Remember, some posters will be scanned and used as graphics for this website. The rest will be hung up in our room. Min size of poster is A3.

## Assignment B (15%)

Yes, that's right you will have to complete module 2 in your own time because for the next three and a half classes we will be watching a great movie called *The Bangkok Hilton*.

This assignment is quite simple, just read **Module 2** and complete the Activities 2.1, 2.2 and the collage.

**All Due 26 August**

---

### ***Activity 2.1 - Do We Take Our Laws for Granted***



Considering we have a democratic government here in Australia, have a think about our policy with asylum seekers. What is your view on this? Please search the web, and form your view on the information that you found – make sure you copy and paste the web address that you looked at so I can see where you got your information from. Try to use papers that have some authority behind them, not single or narrow minded viewpoints (there is too much of this on the web). The purpose of this activity is to get you thinking about other kinds of law. Please express your own opinion, good or bad but let us know 'why' and back it up with some research on the web.

There are some links in the Resources section above.  
Here are some questions to get the discussion started:

Why do you think people try to seek asylum in our beautiful country? Try to comment on a specific nation and their rights (or lack of) to vote and have elections in their own country, you will have to do some research on this.

Do you think the law protects the asylum seekers in there own countries?

Do you think the law protects the asylum seekers when they are here in Australia?

What is your opinion on how Australia treats asylum seekers?

What about the kids in detention centers, what law protects them?

What about the section in module one that talks about Our Records does anyone base their opinion on asylum seekers with this in mind (e.g. some people are concerned that some asylum seekers might have bad criminal records)?

## ***Activity 2.2 Law Order Society and Values***

You need to read [\*Kinds of Crime\*](#) to complete this assignment (scroll half way down the page).



"As opposed to rules, law is enforceable. Unlike rules, Laws come from some authority that is capable of enforcing them" (Churchman, White, Williams, 1990)..

"The purpose of the law is not just to punish, but mainly to teach, so that our records can be kept clean, and genuine mistakes and carelessness are not treated as criminal cases" (Module 2, 2004).

With this in mind, please discuss the following questions with your peers:

1. Why do you think our Society create laws?
2. Values and laws are a must in our society. Why do you think these two things are necessary in our Society? - This well know saying will give you a hint: "Do as you would be done by" (golden rule of Christianity)
3. What is a summary offence? What is an indictable offence. Give examples from your orientation 1.2 activity (questions). Find a question you think is an example of a misdemeanour and another question you feel is an example of a felony.

[Grading rubric for online discussions](#) | [Nicenet Site](#)

---

## ***Make a Collage of Newspaper Clippings***





Collect newspaper clippings and make a collage. By now I would have emailed you to let you know what group you are in. [Please print out instructions](#) and complete this collage in your own time. I will always be available for help in class, so please make sure you regularly ask me if you require help. That is the beauty of the face to face component of this course.

## Assignment C (5%)

### ***Activity 3 What is Justice***

**Complete** in class, **Thu 2 Sep**



You have considered what Law actually means and why society creates them.

But what are these legal structures actually trying to achieve in the end, for you and everybody else around you. Is there an end purpose?

To answer this, you must find a definition of justice (on the net). Copy and paste the definition and tell me what you understand of the definition you found. The key is to relate it to what you just read in Module 3.

---

### ***Bangkok Hilton Essay***

**Due 15 September**



Considering you will have to complete this in your own time, please print out the following [instructions](#) [new window] for your essay.

# Assignment D (5%)



**Complete** in class, **9 Sep**

---

## ***Activity 4.1 - More on Justice***

One of the theoreticians about justice is John Rawls. He has defined two basic principles of justice:

- each person has a right to the maximum amount of liberty which is compatible with a similar amount of liberty for everyone else;
- any inequalities should work out for the benefit of the most disadvantaged, and there should be equality of opportunity among all people who wish to occupy a privileged position.

### **EXERCISE:**

Rawls suggested an interesting exercise for working out just rules for a society. Imagine that there are several classes in society: for example, people on social security benefits, employers, politicians, home owners, speculators on the stock market, school students and people looking after the family at home. You know that you will belong to one of these classes in society, but you do not know which one. Comment on all the statements (laws) below. Which of these laws would you agree to be just or unjust?

1. Social security recipients should be given special training, where possible, to equip them for jobs for which there are not enough qualified people.
2. Married women are only entitled to a job when there are no men or single women who want it.
3. Employers should have to give available jobs to the qualified applicant who has been out of work the longest.
4. No one should be entitled to own a home which has more bedrooms than the number of people who will live in it.
5. No one who is in the business of buying and selling shares may claim a tax deduction for money borrowed to finance this business.

Before giving an opinion on this next law, try and find out the salary of the manager of a large business. Ask me in class if you need help searching:

- Politicians should be paid at the same rate as the managers of very large businesses.

## **Activity 4.2 - What is Fairness**

The Shorter Oxford English Dictionary gives "free from bias, fraud or injustice" as one of the meanings of fair.

Fair is a more general word than Justice, more colloquial and less precise.

1. Give your opinion on what is or is not fair about the case with Bill and his friends (Module 4). Name each character and comment on what happened, what they did and the resulting action that was taken when they were caught.
2. How do you think the court uses fairness in these cases?
3. Think of examples that you feel may or may not be fair (remember your essay on Bangkok Hilton). Use the internet and read some stories about cases that you find interesting. Give your comments about fairness regarding your example. Please put the internet site/s you use as a reference at the end of your answer.

Below is an example to help you think about how to answer number 3, but don't use this, please find your own:

We may think that it is fair to have a law that no one may steal another's property. However, if the thief is someone who is acting for a starving family who cannot be fed in any other way, it may seem less fair to punish that person under this law.

What if the thief believed that he or she was needy, simply because other people were richer?

What if the starving thief took food from someone who could not spare it?

The judge must use what is called **discretion** when confronted with these issues so that justice can be served.

## **Assignment E (20%)**

**Complete in class. Thu, 15 Sep**

## **Activity 5.1 - What is Equality**



Aristotle referred to the importance of equality in describing justice. The two concepts are intimately related. However, there are many types or definitions of equality, and on occasion, one type of equality may even conflict with another. Equality may mean equal

treatment for everyone, or it may mean that the treatment should be varied, according to the person's merits, needs, rank or other personal characteristics.

Please give your opinion on the issues listed below:

Do you think that these are good examples of equality?

1. Everyone must attend school until the end of Year 12, and no one may undertake further education after that.
2. Everyone who works should be paid the same wage.
3. The old age pension should be paid to everyone over 65, no matter what their income and assets.
4. No one may own a car who does not have off-street parking for it. (This is a law in Tokyo.)
5. Everyone should pay the same percentage of their income as income tax.
6. Everyone should be entitled to free hospital treatment, funded out of taxes. Everyone should have to pay for the hospital treatment they receive.

### ***Activity 5.2 - Additional Exercise on Equality and Justice (interview questions)***



Please [print out the following page for instructions](#) on this assignment, I have organised 3 groups and informed each of you by email which groups you are in. You can post your answers in the online forums as I have created a link for this also.

I have provided you with with some questions (in the instructions) to get you started. However, I want you to wrap up your interview with a question or questions based on these criteria:

#### **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.

[Grading rubric for online discussions](#) | [Nicenet Site](#)



**Interviews:** After I have approved (in class) the questions from Activity 5.2, in the following week you will interview either the Police, a Lawyer or the Court House. First a lawyer and Police Officer will come to us (week 10), the following week we will visit the Court House. Your recordings will later be compressed and used on this site as supplementary multimedia material. I will give you instructions about the interviews in class. I want us all to be together when I give these instructions and you will have to take notes.

The basic rule when you interview is to get all the your questions answered first, after that you can elaborate on the answers with additional questions of your own. But all additional questions have to relate to your topic and issues of *equality and justice*.

# Task 2

## Portfolio Assignment (45%)

### Activity 6 - Summarise and Reflect



Summarise what you think are the main issues based on what you have learnt in this course.

1. The important points raised regarding the legal system? What are the main issues?
2. What parts of the legal system do you think work well?
3. What parts of the legal system do you think should work better or needs improvement?
4. Did you find anything difficult to understand?
5. What do you think is the most important aspect of the law?
6. Comment on a person who you thought answered and discussed the issues you learnt about particularly well. Why?

Remember to *discuss* the answers with your peers.

[Grading rubric for online discussions](#)

### Portfolio

You must present the materials you have finished in Task 1 in a portfolio. This is a work in progress, so please go to the [course overview](#) for suggestions on when you should be doing your portfolio homework to keep you on track.

In regard to your portfolio, all of the answers from your Task 1 assignments are called artifacts. It is not expected that you include all discussion threads in your portfolio, therefore, here are the artifacts and general things that I will expect to see in your portfolio:

- All assignments completed in Task 1, i.e. all creative and general take home assignments
- *Your* answers to the discussion activities. In addition, one that you responded to and one *other* persons response to your answers. You must write a short paragraph explaining why you chose these responses
- Excellent presentation, with a title page for each Module

Your portfolio should start with an introduction. This is simply showing the questions you posted for the police in your orientation activity and why you posted these questions and how you think these relate to the course.

Your portfolio should end with answers to the following [self reflection](#) (copied below).

It is recommended that you think about your presentation well before the assignment is due to avoid running short on time.

## **Self Reflection**

1. After completing this course, please explain what you think your strengths are, why?
2. Please list the areas that you think you need improvement in, why?
3. After completing this course, what goals can you set for yourself to help improve your learning?
4. Are the goals in question 3 ones that you can reach and that challenge you?
5. If you were presenting it, how would you respond to your portfolio?

# Rubrics

## Rubrics for Task 1:

## Grading for Online Discussion Activities

All assignments involve online discussions, i.e.  
Assignments A, B, C, D, E and Portfolio

Below is a rubric of how your performance will be evaluated for your answers to all activities in the modules.

|   | Beginning<br>1   | Developing<br>2  | Accomplished<br>3  | Exemplary<br>4   | Score |
|---|--|--|--|--|-------|
| <b>Answers to Discussion Activities</b> | <p>Responded to few or no discussion threads.</p> <p>Only replied to responses made about <i>their own</i> answers. Very little evidence of collaborative learning.</p> <p>Did not effectively answer all questions.</p> | <p>Responded to some discussion threads.</p> <p>Replied to a few discussion threads beyond <i>their own</i> answers, displaying some collaborative learning.</p> <p>Answered most questions effectively.</p> | <p>Responded to a good amount of discussion threads beyond their own.</p> <p>Effective collaborative learning achieved.</p> <p>Answered all questions effectively.</p> | <p>Responded to an impressive amount of discussion threads beyond their own.</p> <p>Highest level of collaborative learning evident.</p> <p>All questions answered with excellent insight and understanding.</p> |       |

# Assignment A, Grading for Poster

This Gives you information for how you will be graded for your poster in Assignment A

|                                       | <b>Beginning</b>  | <b>Developing</b>   | <b>Accomplished</b>  | <b>Exemplary</b>  | <b>Score</b> |
|---------------------------------------|---|---|--|---|--------------|
|                                       | <b>1</b>  | <b>2</b>  | <b>3</b>   | <b>4</b>  |              |
| <b>Collage of Newspaper Clippings</b> | <p>Minimum required size of poster not adhered to.</p> <p>No creative thought process visible in the work, i.e. is poorly displayed. Not much use of colour and/or other media.</p> <p>Only one poster created. Did not adequately represent a law or rule, i.e. based on what you learnt in Mod 1.</p> | <p>Minimum required size of poster not adhered to.</p> <p>Some creative thought process visible in the work. Good use of colour and/or other media.</p> <p>Only one poster created, but did represent either a law or rule adequately, based on what you understand from Mod 1.</p> | <p>Poster meets minimum required size.</p> <p>Creative work with very good representation of information. Excellent use of colour and/or other media.</p> <p>Both posters adequately represented a Law and a Rule. Shows very good these issues.</p> | <p>Poster meets minimum required size.</p> <p>Highly creative representation of information. Imaginative creation of poster with unique use of colour and/or media.</p> <p>Shows excellent understanding of Laws and Rule via both posters.</p> |              |

[Back to Assignment A](#)



# Assignment B, Grading for Collage

This Gives you information for how you will be graded for your collage in Assignment B

|                                | <b>Beginning</b>   | <b>Developing</b>  | <b>Accomplished</b>  | <b>Exemplary</b>   | <b>Score</b> |
|--------------------------------|--|--|--|--|--------------|
|                                | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>   |              |
| Collage of Newspaper Clippings | <p>Minimum required size of collage not adhered to.</p> <p>No creative thought process visible in the work, i.e. is poorly displayed.</p> <p>Collage does not represent the issues of Justice, Fairness and Equality</p> | <p>Minimum required size of collage not adhered to.</p> <p>Some creative thought process visible in the work.</p> <p>Collage only represents one of the following issues: Justice, Fairness and Equality</p> | <p>Collage meets minimum required size.</p> <p>Creative work with very good display of information.</p> <p>At least 2 of the following issues were represented: Justice, Fairness and Equality</p> | <p>Collage meets minimum required size.</p> <p>Highly creative display of information.</p> <p>All three areas of Justice, Fairness and Equality were represented in the collage.</p> |              |

[Back to Assignment B](#)

# Assignment C, Grading for Bangkok Hilton Essay

Below is a rubric of how will be graded for your essay. If you have any questions please don't hesitate to ask me.

Please do not forget that it is an essay so you must provide the typical structure of an introduction, body and conclusion.

|   | Beginning<br>1   | Developing<br>2   | Accomplished<br>3   | Exemplary<br>4   | Score |
|---|--|---|---|--|-------|
| <b>Bangkok Hilton essay</b><br><br><b>Min 400 words</b> | No reference to the characters or gaol (i.e. the Bangkok Hilton) in the movie. Issue of Justice not covered. | Not much reference to the characters or gaol (i.e. the Bangkok Hilton) in the movie. Vague reference to Justice.    | Very good reference to characters and gaol in the movie, and evidence of relating them to the question. Good reference to the issue of Justice. | Reference to characters and gaol show and excellent understanding of how to relate it to the question. |       |
|   | Did not adequately address the issue of punishment.  | The issue of punishment only addressed slightly.  | Obvious evidence of a well developed argument and personal opinion regarding punishment   | A fantastically developed argument regarding punishment  |       |
|   | No website references provided showing little research.  | Only provided one website as reference material.  | At 3 websites used as reference material.   | At least 3 websites referenced with an extra relevant site found via personal research of the web.     |       |
|   | No reference material to support your argument regarding punishment.<br><br>No structure to the essay.       | No evidence of linking website reference material to your argument.<br><br>Essay has structure but lacks substance. | Very accomplished essay with very good use of reference material to support your argument.  | Essay has excellent structure with great use of reference material to support your argument.           |       |

# Assignment E, Activity 5.2

## Additional Exercise - What is Equality and Justice?

Our society tolerates many inequalities. Our economic system is built on a notion of greater reward for greater effort, at least in theory. In practice, the skilled manipulator of financial markets will be far better rewarded than the hard-working labourer.

It may be argued following Rawls, that the financial dealer has more potential to benefit the disadvantaged in society. However, it is equally true that he or she is just as likely to cause harm to the many working people who suffer in economic depressions through no fault of their own. Free enterprise markets reward the behaviour that pleases them in the short-term, but these are not necessarily the behaviours that are of the greatest social value. For example, tobacco production is a profitable activity for those involved in it.

### Equality and Justice Assignment

Activity 5 was to get you thinking about equality and what it generally means. Now that you have discussed issues regarding equality, you will need to narrow it down to issues you read about in Modules 3, 4 and 5 and the assignments associated with these modules. Each group has to Prepare 10 questions regarding Equality and Justice.

1. Each group will need to come up with 10 questions about equality. This is based on the topics listed below, which are the same as what you covered in assignment B. These are the original topics you brought up in our brainstorming session in the first class when had.
2. Use your previous collage assignments to spark ideas about what questions you want to ask concerning equality. Each group has to submit your questions in class; it has to be neatly printed.
3. I have been kind enough ☺ to provide you with some starting questions, I will also be available to help you complete all 10 questions in class, remember look at your collages to help inspire you.
4. Have a look at the resources section for information on these topics.
5. Don't forget the criteria (LSVC, Activity 5.2) I've asked you to use to wrap up your interview.

### Topic for Group 1 (Police interview):

- Can you describe the strengths of the processes and procedures for of criminal charges or simple police intervention, when it comes to treating people equally?
- Do these procedures truly representing justice and equality?
- Can you give examples of police intervention contributing to equality and justice, when it comes to enforcing the law?

### **Topic for Group 2 (Court house interview):**

- What does hierarchy mean in our court system?
- How can hierarchy help contribute to the concept of equality and Justice?
- Can hierarchy benefit the individual, family or community?
- What about other examples of how the court can help treat people equally and justly when it comes to dealing with crime or disputes?

### **Topic for Group 3 (Lawyer interview): Deaths in Custody**

- Can you describe the weaknesses of the processes and procedures for the resolution of deaths in custody?
  - Can you inform us of possible solutions to problems within the processes and procedures for the resolution of deaths in custody?
  - Does mandatory sentencing of juveniles contribute to or prevent deaths in custody?
- 

### **Some quotes to remember:**

It wouldn't hurt to have this with you in the interviews.

1. One of the theoreticians about justice is John Rawls. He has defined two basic principles of justice:
  - each person has a right to the maximum amount of liberty which is compatible with a similar amount of liberty for everyone else;
  - any inequalities should work out for the benefit of the most disadvantaged, and there should be equality of opportunity among all people who wish to occupy a privileged position.
2. Aristotle referred to the importance of equality in describing justice. The two concepts are intimately related. However, there are many types or definitions of equality, and on occasion, one type of equality may even conflict with another. Equality may mean equal treatment for everyone, or it may mean that the treatment should be varied, according to the person's merits, needs, rank or other personal characteristics.

## Task 2

### Grading for Portfolio

On a scale of 1 to 5, how successfully does the work in the portfolio meet the following criteria:

|  | Highest |   |   |   | Lowest |
|--|---------|---|---|---|--------|
| 1. Shows creativity  | 1       | 2 | 3 | 4 | 5      |
| 2. Shows the variety of work from Task 1 as per Task 2 instructions                  | 1       | 2 | 3 | 4 | 5      |
| 3. Is well organised   | 1       | 2 | 3 | 4 | 5      |
| 4. Has a good introduction   | 1       | 2 | 3 | 4 | 5      |
| 5. Ends with a thoughtful self reflection  | 1       | 2 | 3 | 4 | 5      |
| 6. Looks neat and professional   | 1       | 2 | 3 | 4 | 5      |
| 7. Shows a good summary of what you learnt about an introduction to the legal system | 1       | 2 | 3 | 4 | 5      |
| 8. Shows a sharing of knowledge with your peers                                      | 1       | 2 | 3 | 4 | 5      |
| 9. Shows a favourable response from the class when being assessed by your peers      | 1       | 2 | 3 | 4 | 5      |


[Back to portfolio assignment](#)



## Appendix - Products of learning

### Conferencing Topic: Portfolio Assignment

[\[Post Message to "Portfolio Assignment"\]](#) | [\[Create New Topic\]](#)

- **Date Limit:**  
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**FROM:** Mr Hamdan (11/19/03 3:27 PM GMT -06:00) [[Send a personal message to Mr Hamdan](#)]

**SUBJECT:** Summarise and Reflect (Activity 6)

[\[Reply\]](#)

Summarise what you think are the main issues based on what you have learnt in this course.

Don't forget to answer the [self reflection](#) in the *Final Portfolio Project* link in Task 2 of the LSVC.

1. The important points raised regarding the legal system? What are the main issues?
2. What parts of the legal system do you think work well?
3. What parts of the legal system do you think should work better or needs improvement?
4. Did you find anything difficult to understand?
5. What do you think is the most important aspect of the law?
6. Comment on a person who you thought answered and discussed the issues you learnt about particularly well. Why?

Remember to *discuss* the answers with your peers.

[\[Reply\]](#)

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**FROM:** Aimee Lucas (11/19/03 8:31 PM GMT -06:00) [[Send a personal message to Aimee Lucas](#)]

**SUBJECT:** Summarise and Reflect!!! ; )

[\[Reply\]](#)

The important points raised regarding the legal system? What are the main issues?

the main issues of the legal system that we learnt, i think, were what is the difference between law and rules, and some other laws.

What parts of the legal system do you think work well?

What parts of the legal system do you think should work better or needs improvement?

the one about a robber sueing you if hurts himself while his is robbing you. that is stupid. that's the only one i can think of right now.

Did you find anything difficult to understand?

not really. the one about being under 16 and drinking only when eating a meal in a public place was a bit confusing though.

What do you think is the most important aspect of the law?

having respect for others, like not stealing murdering, graffiting.

Comment on a person who you thought answered and discussed the issues you learnt about particularly well. Why?

i think the policeman did the best out of everyone. he seemed to know alot about the law and would have liked to talk to him again with the class!

**REPLIES (1):** [ [Hide Replies](#) ]

- **FROM:** Camille Alexander (11/19/03 8:38 PM GMT -06:00) [ [Send a personal message to Camille Alexander](#) ]  
**SUBJECT:** good stuff  
[ [Edit](#) | [Delete](#) ]

What parts of the legal system do you think should work better or needs improvement?

the one about a robber sueing you if hurts himself while his is robbing you. that is stupid. that's the only one i can think of right now.

I AGREE Its CrAzY

[ [Reply](#) ]

---

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**FROM:** Camille Alexander (11/19/03 8:36 PM GMT -06:00) [ [Send a personal message to Camille Alexander](#) ]  
**SUBJECT:** ASPECTS  
[ [Reply](#) ]

What do you think is the most important aspect of the law?

I think the most important aspect of the law is upholding the law, obeying the law & and keeping the law just and fair for all and when punishment is needed that they be kept in perspective and decisions made wisely

---

[\[Edit\]](#) [\[Delete\]](#)

**FROM:** Camille Alexander (11/19/03 8:42 PM GMT -06:00) [[Send a personal message to Camille Alexander](#)]  
**SUBJECT:** my stuff

[\[Reply\]](#)

The important points raised regarding the legal system? What are the main issues?

That there are consequences to breaking the law

What laws are and What rules are

---

[\[Edit\]](#) [\[Delete\]](#)

**FROM:** Jessica Keller (11/19/03 8:43 PM GMT -06:00) [[Send a personal message to Jessica Keller](#)]  
**SUBJECT:** important point

[\[Reply\]](#)

The important points raised regarding the legal system? What are the main issues?  
some of the important points raised have been why we should follow the law and how  
rules are there for our safty

**REPLIES (1):** [[Hide Replies](#)]

- **FROM:** Camille Alexander (11/19/03 8:46 PM GMT -06:00) [[Send a personal message to Camille Alexander](#)]  
**SUBJECT:**  
[\[Edit\]](#) [\[Delete\]](#)

good stuff jess

---

[\[Edit\]](#) [\[Delete\]](#)

**FROM:** Camille Alexander (11/19/03 8:43 PM GMT -06:00) [[Send a personal message to Camille Alexander](#)]  
**SUBJECT:** ????????????

[\[Reply\]](#)

What parts of the legal system do you think work well?

I think the prisons work well not to sure but i think they do.

**REPLIES (3):** [[Hide Replies](#)]

- **FROM:** Cliona (11/19/03 8:53 PM GMT -06:00) [[Send a personal message to Cliona](#)]  
**SUBJECT:**  
[\[Edit\]](#) [\[Delete\]](#)

Even though our prison system is a million times better than those in poorer countries, it still  
sucks.

- **FROM:** Aimee Lucas (11/19/03 9:01 PM GMT -06:00) [[Send a personal message to Aimee Lucas](#)]  
**SUBJECT:** mmmm  
[\[Edit\]](#) | [\[Delete\]](#)

i think they work well kinda because they can punish people well. but i also like community service for normal things like a 15 y.o. stealing a minor thing or sumthing.

- **FROM:** amba houlihan (11/19/03 9:24 PM GMT -06:00) [[Send a personal message to amba houlihan](#)]  
**SUBJECT:** prison  
[\[Edit\]](#) | [\[Delete\]](#)

I think the prison system is stupid. They are overcrowded. People should not have to go to jail for all the things they do. I think it is unfair to go to jail for manslaughter. It has already been classified as an accident.

---

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**FROM:** Camille Alexander (11/19/03 8:45 PM GMT -06:00) [[Send a personal message to Camille Alexander](#)]  
**SUBJECT:** needs improvement  
[\[Reply\]](#)

What parts of the legal system do you think should work better or needs improvement?

The sentencing some judges make very bad decisions on how long people are in jail.

The way you can be sued for almost everything its ridiculous.

**REPLIES (3):** [[Hide Replies](#)]

- **FROM:** Cliona (11/19/03 8:55 PM GMT -06:00) [[Send a personal message to Cliona](#)]  
**SUBJECT:**  
[\[Edit\]](#) | [\[Delete\]](#)

I agree Camille, suing is getting past the stage of ridiculous. People are suing for anything and everything now. it is ludicrous.

- **FROM:** Aimee Lucas (11/19/03 9:06 PM GMT -06:00) [[Send a personal message to Aimee Lucas](#)]  
**SUBJECT:** yeah!  
[\[Edit\]](#) | [\[Delete\]](#)

yeah like all the different ways u can sue for "emotional stress" "phscological strain" etc. it's just crap. well most of it neway.

sum maybe legit. but most ar just people screwing other people over for money and hopefully most judges/jury's can see thru that nonsense.

- **FROM:** Manda Whitehead (12/02/03 4:20 AM GMT -06:00) [[Send a personal message to Manda Whitehead](#)]  
**SUBJECT:** wigham  
[\[Edit\]](#) | [\[Delete\]](#)

I agree, suing for such things as "emotional stress" and "phscological strain" is there to help

people with genuine cases were they have been effected by such things. but the reality is that many ppl are takin advantage of things like this, and in many cases sendin innocent ppl broke because others are money hungry. the real problem is with the judges that are handing down the verdicts, and allowing these pay outs..... its not the suein, its the so called justice thats handed down that is the real problem....

---

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**FROM:** Nicole (11/19/03 8:46 PM GMT -06:00) [[Send a personal message to Nicole](#)]

**SUBJECT:**

[\[Reply\]](#)

Summarise what you think are the main issues based on what you have learnt in previous activities.  
???

The important points raised regarding the legal system? What are the main issues?  
I think that learning about things u can and cant do was best, because it is interesting 2 no what we are and aren't supposed to do, and what happens if we do this.

What parts of the legal system do you think work well?

The way that ppl get a fair chance, and that there are laws stopping ppl going out of control.

What parts of the legal system do you think should work better or needs improvement?  
Sometimes people let their opinion interfere too much in cases. And like Amy said how a burglar can sue u if they get hurt at ur house. DUMB LAW

Did you find anything difficult to understand?

Not really

What do you think is the most important aspect of the law?

That there are laws stopping ppl going out of control.

**REPLIES (1):** [[Hide Replies](#)]

- **FROM:** Cliona (11/19/03 8:59 PM GMT -06:00) [[Send a personal message to Cliona](#)]

**SUBJECT:**

[\[Edit\]](#) | [\[Delete\]](#)

yeah getting back to if a burglar is about to rob you and hurts himself he can sue you, i totallt agree its a dumb law. its more than that, it is a legal loophole that awards people for the wrong things and there are far too many loopholes in our legal system.

[\[Reply\]](#)

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**FROM:** Jessica Keller (11/19/03 8:49 PM GMT -06:00) [[Send a personal message to Jessica Keller](#)]



**SUBJECT:** answers

[\[Reply\]](#)

What parts of the legal system do you think work well? i think that the judges usually know what they are doing. but sometimes they dont give good sentences

What parts of the legal system do you think should work better or needs improvement?  
above

also i think the way people can sue other people for any reason is just stupid

**REPLIES (1):** [\[ Hide Replies \]](#)

- **FROM:** Cliona (11/19/03 8:57 PM GMT -06:00) [\[ Send a personal message to Cliona \]](#)  
**SUBJECT:**  
[\[Edit\]](#) [\[Delete\]](#)

yeah jess, i agree. Even though our judges and juries are SUPPOSED to be fair and unbiased and equal and blah blah blah, there are the odd ones out there that are bent.

---

[\[Edit\]](#) [\[Delete\]](#)

**FROM:** Cliona (11/19/03 8:51 PM GMT -06:00) [\[ Send a personal message to Cliona \]](#)

**SUBJECT:** reflecting

[\[Reply\]](#)

I think the whole legal system needs an overthrow. too many things need to be reworked. yeah some of it IS fair but a lot more isn't fair with legal loopholes to let even the most notorious criminal get away.

The main points of the legal system? i'd say we didn't really cover enough aspects on the law to know the main points. From what we did learn though, justice, fairness and equality are all things the law strives to achieve- it's just whether or not those things are properly dealt with. They are often seen as the most important.

the parts of the law that work well? being taken before a majistrate within 24 hours seems to be pretty efficient. As is the aspect of being able to give evidence in a case via video camera is also very good.

The stuff written on the Module apge was all easy to understand. Most of it was in Lamen's Terms and explained thoroughly anyway and i liked how there was always an example case. That made it heaps easier to understand.

I think the most important part of the law is the right to fair treatment by unbiased people. like a jury and judge.

I think a few of the people who put real effort into answering the questions and others answers were: Camille, Nicole, Aimee,Amber and ME!!!

**REPLIES (2):** [\[ Hide Replies \]](#)

- **FROM:** Aimee Lucas (11/19/03 9:02 PM GMT -06:00) [\[ Send a personal message to Aimee Lucas \]](#)  
**SUBJECT:**

[\[Edit\]](#) | [\[Delete\]](#)

agreed

well done cona

- **FROM:** Andrea Rieger (11/19/03 9:13 PM GMT -06:00) [[Send a personal message to Andrea Rieger](#)]  
**SUBJECT:** reply  
[\[Edit\]](#) | [\[Delete\]](#)

I agree, I think there are too many loop holes that need to be addressed, as they are being abused.

[\[Reply\]](#)

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**FROM:** Justin T (11/19/03 9:02 PM GMT -06:00) [[Send a personal message to Justin T](#)]

**SUBJECT:** Summarise and Reflect

[\[Reply\]](#)

### **Summarise and reflect:**

Summarise what you think are the main issues based on what you have learnt in previous activities.

The important points raised regarding the legal system? What are the main issues?

Our Rights, and what laws are for what crimes.

What parts of the legal system do you think work well?

Well, most of it I suppose

What parts of the legal system do you think should work better or needs improvement?

Juries judges and courts, the one about a robber suing you if he hurts himself while his is robbing you. That is stupid. That's the only one I can think of right now...thankx aimee

Did you find anything difficult to understand?

No not really

What do you think is the most important aspect of the law?

Our rights, and how secure prisons are :-@

Comment on a person who you thought answered and discussed the issues you learnt about particularly well. Why?

Well I think Justin did really well, and deserves special recognition for his achievements.

Go to

<http://www.freewebs.com/justinsmusic>

It's my site!

[\[Reply\]](#)

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[\[Edit\]](#) [\[Delete\]](#)

**FROM:** Natasha Wilson (11/19/03 9:03 PM GMT -06:00) [[Send a personal message to Natasha Wilson](#)]

**SUBJECT:** Sumarise

[\[Reply\]](#)

The important points raised regarding the legal system? What are the main issues?

- the way we treat boat people
- stealing and the affects
- drinking and drugs
- Justice, Equality and Fairness

What parts of the legal system do you think work well? I think everything works well, but after doing the discussion on boat people it made me realise that we dont really treat them the best we could. All there after is a better life and living in a detention centre is certainly not what they were after!!!!

What parts of the legal system do you think should work better or needs improvement? How long people stay in jail for. I was reading a story about a guy who raped 6 girls and only stayed in jail for 20 years, to me that guy should be in jail for life or taken of the face of the planet!!!!

Did you find anything difficult to understand?

Not really the forum was very easy to use, and every thing about the legal system was very straiht forward!!!

What do you think is the most important aspect of the law?

I think stealing and rape are the two most important things we should worry about. Because they are serious affences and should be treated much better. If someone is a rapist they should go to jail for life, and if a person steals they should be charged and go to jail for a few nights!!!! (or something bad).

Comment on a person who you thought answered and discussed the issues you learnt about particularly well. Why?

I think amy nicole amber and kate did extreamily well to answer the questions their answers were always long and in full depth. Well done guys:)

**REPLIES (1):** [ [Hide Replies](#) ]

- **FROM:** Andrea Rieger (11/19/03 9:18 PM GMT -06:00) [ [Send a personal message to Andrea Rieger](#) ]  
**SUBJECT:** response  
[ [Edit](#) | [Delete](#) ]

I agree with the points that you made, except I don't think that anyone would be 'taken of the face of the planet'.

[ [Reply](#) ]

---

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**FROM:** Andrea Rieger (11/19/03 9:04 PM GMT -06:00) [ [Send a personal message to Andrea Rieger](#) ]  
**SUBJECT:** My Views  
[ [Reply](#) ]

The main issues that we have learnt in previous activities, have been what the law means to us, why we have laws, and the importance of abiding by them for the safety of others and ourselves. We also learnt about the importance of avoiding a criminal record and the repercussions if we developed one.

Some important points raised during the discussions, were the equality, justice, fairness and rules, and the difference between them, as well as the role that they play in our society.

I think the way in which the legal system deals with drug offenders and juveniles is effective and fair.

My only problem with the legal system here in Australia is the amount of successful suing cases, I think you can't blame unfortunate accidents on others for money.

I think the most important aspect of the law is to protect everyone, and their rights.

**REPLIES (1):** [ [Hide Replies](#) ]

- **FROM:** Aimee Lucas (11/19/03 9:10 PM GMT -06:00) [ [Send a personal message to Aimee Lucas](#) ]  
**SUBJECT:** yup!  
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i agree andrea

the law is there to protect everybody.

no just the rich's but the hobo's as well! : )

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**FROM:** Aimee Lucas (11/19/03 9:09 PM GMT -06:00) [ [Send a personal message to Aimee Lucas](#) ]  
**SUBJECT:**  
[ [Reply](#) ]

I think people who have done well are,  
Cona  
Amber  
Natasha  
Camille  
Steph (she made me do it!)  
Samantha  
Justin  
Andrea  
Jess  
Kate  
Nicole  
And everyone else!

---

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**FROM:** amba houlihan (11/19/03 9:12 PM GMT -06:00) [[Send a personal message to amba houlihan](#)]

**SUBJECT:** summarise and reflect

[\[Reply\]](#)

The important points raised regarding the legal system?

What are the main issues?

The main issues we have addressed in this topic would be:

- \* Drug Dealing

The difference between laws and rules.

Fairness

Does the punishment fit the crime?

Equality

Justice

What parts of the legal system do you think work well?

I believe that all of the legal system works pretty well. There are a few flaws but overall it is pretty satisfactory. High fines for speeding definitely keeps the speeders down.

Stealing means that you can have trouble with employment later in life and people understand this, which is good. People usually do the right thing and therefore it works well.

What parts of the legal system do you think should work better or needs improvement?

Underage drinking is a huge problem that needs to be looked at closer. Also something needs to be done different because there are a hell of a lot of people in jail. Why can't people see that they don't want to go there. There should not be rewards like pay t.v in jail. There maybe should be a thing on t.v showing what jail really is like, because I really don't think people understand what it is like.

Did you find anything difficult to understand?

Most of the law is pretty difficult to understand. One law suggests one punishment but there is always another law that suggests another. For example: My cousin was caught



stealing and was going to court with 24 charges. Her lawyer ended up bringing that down to just 4 charges. It is strange how all 24 fitted into those 4.

What do you think is the most important aspect of the law?

I think fairness was the most important aspect. There is no point even having laws unless they are fair and fit the crime. It is more important to know if the punishment fits the crime than it is to know whether it is for example, civil or criminal.

Comment on a person who you thought answered and discussed the issues you learnt about particularly well. Why?

I believe that Kate and Natasha answered the questions very well. Their answers had a lot of depth and thought and you could tell they felt strongly about their answers. Their answers were also very similar to mine so naturally I am going to agree with them.

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**FROM:** kate geraldene (11/19/03 9:12 PM GMT -06:00) [[Send a personal message to kate geraldene](#)]

**SUBJECT:**

[\[Reply\]](#)

Summarise what you think are the main issues based on what you have learnt in previous activities.

The important points raised regarding the legal system? What are the main issues?

The issues were,

- Drug and alcohol abuse
- Equality fairness and justice
- Criminal offences
- Asylum seekers live.

What parts of the legal system do you think work well?

I think that most of the law works well. With a few exceptions, but so far I have not come into contact with any major problems concerning it.

What parts of the legal system do you think should work better or needs improvement?

I think the program concerning the asylum seekers is defiantly not one of Australia's strongest points. They treat them like dirt and this needs to change, we need to become a more welcoming county.

Did you find anything difficult to understand?

No I am very smart and understand everything you said!

What do you think is the most important aspect of the law?

I think manslaughter is the most important aspect, because the criminals who commit this type of crime obviously need mental help, I myself could never have the stomach to do a thing like that.

Comment on a person who you thought answered and discussed the issues you learnt about particularly well. Why?

I think that amber and Natasha answered the questions really well, because their answers were always in depth and they took the topic and made it personal.

Remember to discuss the answers with your peers  
Done done and done!

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