**LOURDES HILL COLLEGE**



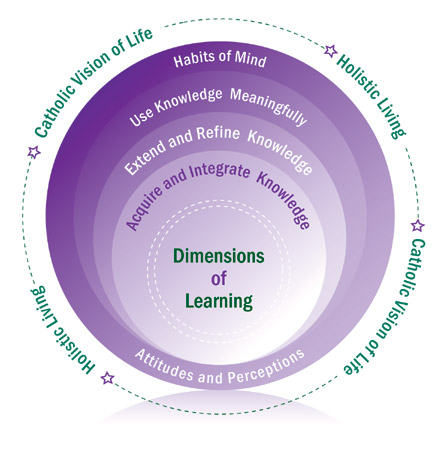
**YEAR 12**

**SEMESTER THREE 2014**

**LEGAL STUDIES**

**You, the Law and Society**

**Section: ii – Family Law**



**Name:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Home Group:**\_\_\_\_\_\_\_\_\_\_\_\_\_

**ASSESSMENT ITEM: No. 1 - Summative**

**ASSESSMENT TYPE: Non-written Presentation**

**TEACHER: Ms Dodds and Ms Rynne**

**DATE: Presentations begin week 5 (3/3/13)**

**DIMENSIONS OF LEARNING**

**Dimensions of Learning** is designed to improve students’ thinking skills. The program translates the best of current research in learning theory and cognitive psychology, into a practical framework that teachers can use in any subject area, to transform traditional schooling into a learning-centred approach. The learning at LHC is founded on 6 basic criteria:

**Dimension 1 – Attitudes and Perceptions**

*Classroom Climate*: Experience a sense of comfort and order, feel accepted by teachers and peers.

*Classroom Tasks*: Perceive tasks as valuable and interesting, understand and be clear about tasks, believe students have the ability and provide resources to complete tasks.

**Dimension 2 – Acquire and Integrate Knowledge**

*Declarative Knowledge* allows a student to construct meaning through concepts such as graphic organisers, KWL charts, three minute pause, helping students experience content using a variety of senses, construct meaning for vocabulary terms, the use of instructional techniques that provide students with strategies before, during and after they receive information. This process therefore involves constructing meaning, organising information and storing this information.

*Procedural Knowledge* involves three phases; constructing models, shaping and internalising. This is achieved through the development of algorithms and tactics.

**Dimension 3 – Extending and Refining knowledge**

Students develop specific mental processes that enable them to view knowledge in new ways, expressing insights, understandings, ideas and discoveries. Through this Dimension we are helping students to develop complex reasoning processes such as compare/contrast, classifying, abstracting, inductive reasoning, deductive reasoning, constructing support and analysing errors.

**Dimension 4 – Using knowledge Meaningfully**

Students develop the ability to use complex reasoning processes as they complete long term tasks. Through this Dimension we are helping students to further develop their complex reasoning processes through decision making, problem solving, invention, experimental inquiry, investigation and systems analysis.

**Dimension 5 – Habits of Mind**

The student develops into a Critical thinker, creative thinker and a self-regulated thinker.

There are 16 Habits of Mind and they are Persistence, Managing Impulsivity, Listening with empathy and understanding, Thinking Flexibly, Thinking about Your Thinking (Metacognition), Striving for Accuracy, Applying Past Knowledge, Questioning and Posing Problems, Thinking and Communicating with Clarity and Precision, Gathering data through all the Senses, Creating, Imagining and Innovating, Responding with Wonderment and Awe, Taking Responsible Risks, Finding Humour, Thinking Interdependently, and Remaining Open to Continuous Learning.

**Dimension 6 – a Holistic Catholic Vision of Life-long Learning and Life.**

Students develop an understanding of what it means to live a Holistic Catholic Life through experiences at school and within the wider community. Across the curriculum, each subject area will implement strategies that affirm the dignity of the human person, embrace the Christian values as a way of living, value the elements of Benedictine Spirituality, foster right relationships, develop a holistic view of the world.

**Conditions Sheet**

**Conditions:** Individual work, NO joint submissions

Length is 8-12 minutes

Students to choose own topic

Presentation time to be decided in consultation with your teacher

Drafts Due – Date to be set by teacher

**Submit:** A script of your oral/ presentation with all aids must be submitted

A complete reference list

Draft of oral/presentation and research book with evidence of planning/notes

Criteria Sheet

**CCE’s:** Written structure, argue, deduce, infer, hypothesise, evaluate

(Standards matrix over page)

|  |  |
| --- | --- |
| **Criteria Results** | **Result** |
| Knowledge and Understanding |  |
| Investigation |  |
| Evaluation |  |
| Communication |  |

**Teacher Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FAMILY LAW NON-WRITTEN PRESENTATION**

**TASK: *Research and* *Prepare a non-written presentation on a current issue in Family Law.***

You may choose a topic from the list provided, or you are encouraged to structure your own topic provided your teacher has approved your choice**.** Your topic can be presented in a variety of structures and styles to engage your target audience: an informative seminar presentation with interaction from the audience; a current legal issue presented in a “media” style or interactive “multi-media” format; a debate concerning recent or potential changes to law; or a more formal lecture proving a thesis (with visuals).

**PREPARATION GUIDELINES**

1. **Decide on a topic** and then gain approval from your teacher**.**
2. **Prepare** a set of key questions. Ensure that these relate to **issues** and **relevant legislation**. **Begin your research**. Use a **variety of suitable resources** and compile a reference list. You will need to make direct reference to statutes and/or common law areas relevant to your topic.
3. Ensure that you have identified and resolved the issues you have raised. You should consider **relevant stakeholders** and their **views/ responses to the current legislation**.
4. Outline a **detailed and convincing justification** of your argument with regards to your issue. For example: Is the current legislation meeting the needs of society? Why/why not? Make sure that you offer suggestions/conclusions in regard to your argument.
5. **Ensure that the length is appropriate**. Provide a suitable introduction and conclusion.
6. Decide on the medium which you will use for your presentation. These may include:

* A *seminar presentation with accompanying items of evidence* (eg OHT, PowerPoint etc) followed by a question-answer session with the audience
* a debate in which an issue is formally evaluated according to the conventions of debate with key items of evidence
* Develop a *video, website or a computer program* which is interpretive and interactive
* Any compatible item such as: *Interview, TV documentary, Radio news report, TV news report.*

1. **Drafts due – Date to be set by your teachere**
2. **Practise** your presentation.
3. Copies of your final presentation/oral script as well as **evidence of planning** and **drafts** **MUST** be submitted on the date of your presentation/oral. This includes a **Research Notebook** and a correctly formatted and presented **Reference List**.

**Standards Matrix for Non-Written Presentation**

**Year 12 (ii) Family, Semester 1, 2014**

**Student name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criterion Results** | A | B | C | D | E |
| Knowledge & understanding | The student work has the following characteristics:   * accurate and comprehensive information about key concepts, identifying links to significant aspects of family law * thorough explanation and recognition of legal issues with links between knowledge and highly relevant examples. | The student work has the following characteristics:   * substantial information about most key concepts, identifying significant aspects of the law * significant explanation and recognition of legal issues illustrated with relevant examples. | The student work has the following characteristics:   * general information about key concepts, identifying relevant aspects of the law * explanation of some legal issues with use of appropriate examples. | The student work has the following characteristics:   * information about some legal concepts with tenuous links to aspects of the law * inclusion of some examples related to legal issues. | The student work has the following characteristics:   * information about some legal concepts * inclusion of some examples. |
| Investigation | The student work has the following characteristics:   * analysis of legal issues and problems in significant detail * consistent selection and application of relevant legal principles and procedures * identification of a wide range of relevant legal responses to problems and issues. | The student work has the following characteristics:   * analysis of legal issues and problems in considerable detail * in the main, selection and application of relevant legal principles and procedures * identification of a range of relevant legal responses to problems and issues. | The student work has the following characteristics:   * some analysis of legal issues and problems * selection and application of some relevant legal principles and procedures * identification of some relevant legal responses to problems and issues. | The student work has the following characteristics:   * identification of some legal issues and problems * selection of some legal procedures * identification of some legal responses to problems and issues. | The student work has the following characteristics:   * occasional identification of some legal issues, problems, procedures or responses. |
| Evaluation | The student work has the following characteristics:   * comprehensive, well-informed critiques of legal issues * valid and detailed conclusions about the suitability of legal outcomes | The student work has the following characteristics:   * informed critiques of legal issues * valid conclusions about the suitability of legal outcomes | The student work has the following characteristics:   * critiques of legal issues * some valid conclusions about the suitability of legal outcomes | The student work has the following characteristics:   * description of legal issues * some conclusions about legal outcomes | The student work has the following characteristics:   * occasional description of legal issues * some conclusions about legal outcomes. |
| Communication &  Research skills | The student work has the following characteristics:   * clear, concise and fluent organisation and presentation of information * effective research, with a wide variety of relevant sources * proficient use of legal and law-related terminology and definitions * proficient use of appropriate modes, forms and styles of communication. | The student work has the following characteristics:   * clear and concise organisation and presentation of information * effective research with a range of mostly relevant sources * correct use of legal and law-related terminology and definitions * effective use of appropriate modes, forms and styles of communication. | The student work has the following characteristics:   * organisation and presentation of information with some clarity * adequate research with some useful sources * use of legal and law-related terminology and definitions with some inconsistencies * use of appropriate modes, forms and styles of communication with minor lapses. | The student work has the following characteristics:   * presentation of some information * some use of a research process * some use of legal and law-related terminology and definitions * some use of appropriate modes, forms and styles of communication. | The student work has the following characteristics:   * location of some information * presentation of some information. |
| Draft submitted | Yes/No |