

**Task 1: Research and Multimedia
Presentation**

Task Name: Research and Multimedia	Unit: Law, Society and Political Involvement
Task Distributed: Friday, 8 March 2024	Task Due: Monday, 25 March 2024
Task Type: Research and Presentation	Syllabus Outcomes: COM3-5, COM3-6, COM3-7, COM 3-8, COM 3-9
Task Weighting: 25%	Task number for Course: 1

Task Description:

Group Research and Presentation (20 marks)

Choose ONE current issue that you are interested in as a young person. You can choose from the list below:

Current Issues	
• Abortion	• Sydney's Lock-out laws
• Cyber bullying	• One punch laws
• Victims of crime	• Family law (e.g. Custody)
• Domestic violence	• Animal rights law
• Surrogacy/ Adoption	• Medicinal Marijuana
• Children's rights	• Youth homelessness
• Mobile phones in schools	• Children in asylum seeker detention centres
• Same sex marriage	• Detention of asylum seekers
• Workplace laws (e.g. changes to Sunday penalty rates)	• Discrimination against women in the workplace

In groups of 2-3, you are to conduct research about your current issue to create an engaging and informative presentation which you will present to the class.

Your presentation will need to include the following information:

- A description on background information and an overview about the issue and why you chose it.
- Identification of current legislation and an explanation of how it supports the issue.

- An analysis of an Australian case that has gone through the court system that is related to the issue.
- A discussion of how would you change the law/ issue to make it fairer or more effective? Provide reasons why this change would be beneficial to society.

This information will form the basis of your group presentation/slides. You may include a short video, images, text and sound to create a visually appealing and educational presentation. Your presentation should be approximately 8-10 min.

You must provide a bibliography (Harvard Style Referencing)

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- Describe: Provide characteristic and features
- Explain: Relate cause and effect; make the relationships between things; provide why and/or how
- Discuss: Identify issues and provide points for and/or against
- Analyse: Identify components and the relationship between them; draw out and relate implications
- Check the NESA Glossary of Key Words
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission: GOOGLE CLASSROOM

The presentation must be submitted in your Google Classroom by ALL members of the group on the due date.

Please Note: You may not have Commerce on, however it will be your responsibility to submit the task by the end of the day.

Presentations will begin the first Commerce lesson in that week randomly selected by the teacher.

All students must be prepared to present on the due date.

Time will be allocated in class to work on this assessment task, (up to four lessons)

All members of the group must be involved in both the research and presentation of this task.

Any concerns regarding the cooperation and application of each group member must be brought to the teacher's attention prior to the due date. If this has not occurred, all group members are agreeing to a single group mark.

Absences on the day will be dealt with in accordance with school policies.

Assessment Procedures

All students should be fully aware of the school assessment procedures. Students should access their 2024 Assessment Guide for more information.

Feedback provided

- The task will be typically returned to students within two school weeks of the submission date.
- At this time feedback including information on how to improve will be delivered through mechanisms such as marking criteria, and/or written comments.
- Students can clarify or seek further feedback by arranging to meet with their teacher.

Self-Reflection Component

Students will be required to complete a self-reflection form at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of your performance, as well as areas that have been identified to strengthen in future tasks.

What Areas of Learning will this Assessment Task Report On?	
Content	Skills
The role and structure of the legal system	Working independently and collaboratively.
Law reform, political action and decision-making	Gathering and processing relevant questions
	Developing and implementing plans
	Developing evidence-based conclusions/decisions and reasoned argume

Marking Criteria

Mark	Presentation Criteria
17-20	<ul style="list-style-type: none"> • Demonstrates extensive legal, social and political knowledge • A highly engaging presentation integrating a variety of visuals to support audience understanding. • Presentation meets all the technical and content requirements and within allocated time frame. • Extensive bibliography using relevant and a variety of sources • Highly developed presentation skills including speaking voice, eye contact and clarity
13-16	<ul style="list-style-type: none"> • Demonstrates thorough legal, social and political knowledge • A mostly engaging presentation integrating a variety of visuals to support audience understanding. • Presentation meets all the technical and content requirements and within allocated time frame. • Extensive bibliography using relevant sources • Developed presentation skills including speaking voice, eye contact and clarity
9-12	<ul style="list-style-type: none"> • Demonstrates sound legal, social and political knowledge • A somewhat engaging presentation integrating some visuals to support audience understanding. • Presentation meets most of the technical and content requirements and within allocated time frame. • Includes a bibliography using mostly relevant sources • Progressing presentation skills including speaking voice, eye contact and clarity
5-8	<ul style="list-style-type: none"> • Demonstrates basic legal, social and political knowledge • A somewhat engaging presentation integrating some visuals to support audience understanding. • Presentation meets most of the technical and content requirements and within allocated time frame. • Includes a bibliography using mostly relevant sources • Basic presentation skills including speaking voice, eye contact and clarity
1-4	<ul style="list-style-type: none"> • Demonstrates elementary legal, social and political knowledge • A presentation including some visuals to support audience understanding. • Presentation may meet some of the technical and content requirements and may be within allocated time frame. • Includes a limited bibliography or no bibliography showing limited research. • Limited presentation skills including speaking voice, eye contact and clarity

Literacy Criteria	Mark
Effectively uses the functional elements of the Literacy Criteria (Vocabulary, Punctuation and Sentences) to communicate key ideas in the presentation.	5
Uses the functional elements of the Literacy Criteria (Vocabulary, Punctuation and Sentences) to communicate key ideas in the presentation.	4
Mostly uses the functional elements of the Literacy Criteria (Vocabulary, Punctuation and Sentences) to communicate key ideas in the presentation.	3
Attempts to use the functional elements of the Literacy Criteria (Vocabulary, Punctuation and Sentences) to communicate key ideas in the presentation.	2
Elementary attempt to use the functional elements of the Literacy Criteria (Vocabulary, Punctuation and Sentences) to communicate key ideas in the presentation.	1

Comments:
