

Task 3: Research and Writing Task

Task Name: Research and Writing Task	Unit: Law in Action
Task Distributed: 19/8/25	Task Due: Tuesday 2 nd September (Week 7A)
Task Type: Research and In-Class Written Exam	Syllabus Outcomes: COM5-3, COM5-4, COM5-7, COM5-8 & COM5-9
Task Weighting: 20%	Task number for Course: 3

Task Description

Part A: Research

Students are to research ONE of the following High Court of Australia cases that are considered significant landmark cases in Australia's legal history.

- a) Mabo v Queensland No.2 (1992)
- b) Wik Peoples v Queensland (1996)
- c) Commonwealth v Tasmania "The Dams Case" (1983)
- d) The Commonwealth v Australian Capital Territory (2013)
- e) At-Kateb v Godwin (2004)
- f) Chamberlain v The Queen (1984)
- g) Dietrich v The Queen (1992)

Part B: In Class Report (20 marks + 5 literacy)

Using information from Part A, students will write a report in class that addresses the following:

1. Provide a summary of the reasons for the court case
2. Outline the legal arguments and reasoning for both sides of the case
3. Outline the decision made by the High Court of Australia
4. Outline the impact this decision has had on Australian society and justify your own opinion on whether you believe this change is positive or negative.

Students are permitted to bring the research scaffold into the exam to assist in the formation of their report. However, the scaffold must be **handwritten, with no more than 3 bullet points per section**. Your research scaffold will be checked prior to entering the exam room. If it does not meet the above criteria, you will be unable to bring it into the exam.

NESA Glossary of Key Words

- **Outline:** Sketch in general terms; indicate the main features of. Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.
- **Summarise:** Express, concisely, the relevant details.
- **Justify:** Support an argument or conclusion.
- 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

The in-class writing task will take place in class during your history period.

- The task will be completed in exam conditions during the scheduled period on Tuesday 2nd September 2025.
- Students will have 45 mins to complete the task.
- Students are permitted to bring the research scaffold into the exam with them. However, the scaffold must be **handwritten, with no more than 3 bullet points per section**
- 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 2025 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 worksheet 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?

In this task you will be assessed on your ability to:

- The completion of this task links to students learning of research and Law in Action
- Demonstrate knowledge and understanding of the impacts of court decisions on Australian society
- Demonstrate the ability to use evidence to construct a report
- Demonstrated the ability to apply judgement within a report

Research Scaffold

Plan your in-class writing task using the guide below.

Note: You are allowed to bring this into the exam with you. The scaffold must be hand-written, with no more than 3 bullet points per assigned box.

<p>Detailed summary of the reasons for the court case.</p> <p><i>Outline the background of the case. Points of interest might include what events, decisions or people led to the case occurring, when did it occur, where did it occur, and who did it involve.</i></p>	
<p>Legal arguments and reasoning for both sides of the case.</p> <p><i>Outline what arguments were made by both sides of the case. Your goal should be to clearly identify and describe why each side thought they were legally right in this issue.</i></p>	
<p>Decisions made by the High Court of Australia.</p> <p><i>Write what the court decision was and why they made the decision. Much of this information can be found on the High Court of Australia website in the 'Cases' section.</i></p>	
<p>Impact of the decision on Australian society AND justification of whether this change was positive or negative.</p> <p><i>Describe what the consequence of this decision is for Australian society. Why is the case important? How does it change Australian law and the rights we have as people?</i></p> <p><i>Provide your opinion but justify it. Why is this your opinion. Provide quotes from the case or decision that explains why you believe this has made society better or worse.</i></p>	

Marking Criteria

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge of their chosen case • Demonstrates extensive ability to analyse key factors affecting decisions and logically explains information • Demonstrates extensive ability to interpret and apply legal decisions to real-world situations and justify their opinion on the impact on society • Uses detailed and relevant evidence to justify a logical argument • Communicates using effective terms and concepts 	17-20
<ul style="list-style-type: none"> • Demonstrates thorough knowledge of their chosen case • Demonstrates thorough ability to analyse key factors affecting decisions and generally explains information logically • Demonstrates thorough ability to interpret and apply legal decisions to real-world situations and justify their opinion on the impact on society • Uses relevant evidence to justify a mostly logical argument • Communicates using appropriate terms and concepts 	13-16
<ul style="list-style-type: none"> • Demonstrates sound knowledge of their chosen case • Demonstrates sound ability to analyse key factors affecting decisions but explanations may lack clarity or depth • Demonstrates sound ability to interpret and apply legal decisions and may justify their opinion on the impact on society • Uses some evidence to support argument which may lack full logic • Communicates using simple or general terms and concepts 	9-12
<ul style="list-style-type: none"> • Demonstrates limited knowledge of their chosen case • Demonstrates limited ability to analyse key factors with minimal or unclear explanations • Demonstrates limited ability to interpret and apply legal decisions to real-world situations and does not justify their opinion on the impact on society • Uses minimal evidence to support argument • Communicates using basic terms and concepts, often unclear or inaccurate 	5-8
<ul style="list-style-type: none"> • Demonstrates little or no knowledge of their chosen case • Demonstrates little or no ability to analyse key factors or explain information • Demonstrates little or no ability to interpret or apply legal decisions • Uses insufficient or no evidence to support argument • Communicates with unclear or incorrect terms and concepts 	1-4

Teacher Comment:

GTHS Literacy Criteria - V2. 2023

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
	0	1	2	3	4
Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
	0	1	2	3	4
Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
	0	1	2	3	4
Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
	0	1	2	3	4
Text Structure <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of all the appropriate structural features of the text type.
	0	1	2	3	4
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation