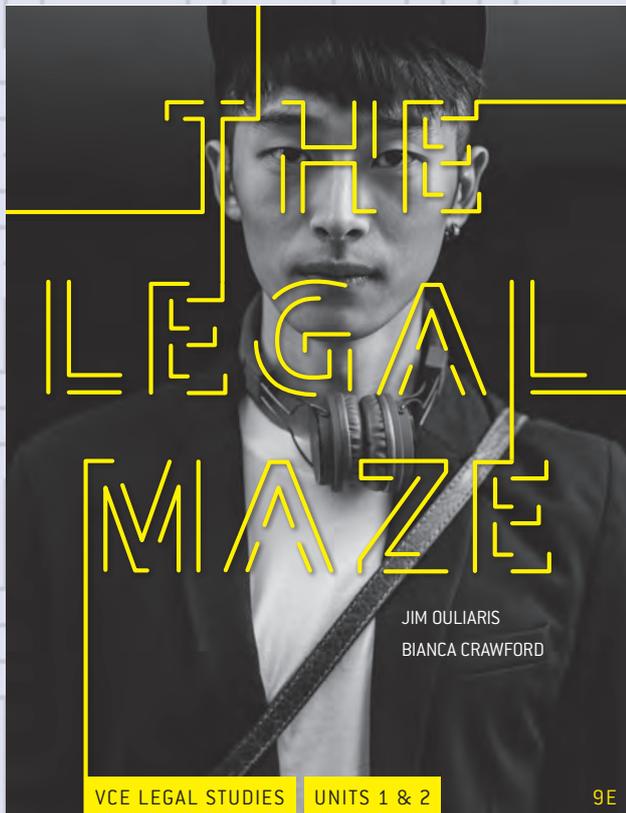


DIGITAL TEACHER RESOURCE PACK SAMPLE



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The Legal Maze will be supported by extensive digital teacher resources to help you save time and to help your students achieve **exam success**.

Each textbook will be supported by printable, editable teacher resources including **additional activities, answers, teaching programs, website guides, exam practice resources** and MORE.

Content will be **updated regularly**, with 2–3 new and recent case studies and articles added each term for five years.



The Legal Maze teacher resource

The Legal Maze will be supported by extensive digital teacher resources to help you save time and to help your students achieve exam success.

Each textbook will be supported by printable, editable teacher resources including additional activities, answers, teaching programs, website guides, exam practice resources and MORE.

Content will be updated regularly, with 2–3 new and recent case studies and articles added each term for five years.

This 48-page sample of teacher resources includes extracts from:

- Units 1–4 Teacher resource outline
- Units 1 & 2 2018–2022 Legal Studies Study design alignment
- Units 1 & 2 activities and answers:
 - ‘Check Your Understanding’ answers
 - Additional ‘Apply Your Understanding’ activities
 - ‘Apply Your Understanding’ answers
- Units 1 & 3 Teaching programs
- Units 1 & 2 Mock trial Student guide
- Units 1 & 2 Mock trial Teacher’s guide
- Units 1 & 2 Website and online resource guide
- Units 3 & 4 Exam preparation support



Legal Maze Units 1 & 2 teacher resource

Textbook chapters

Unit 1

1. Individuals and the law
2. What makes an effective law?
3. Parliament, courts and the law
4. Key concepts of criminal law
5. Criminal law in action: Crimes against the person
6. Criminal law in action: Crimes against property
7. Key concepts of civil law
8. Civil law in action

Unit 2

9. Law enforcement
10. Criminal courts
11. Sentencing
12. Resolving civil disputes
13. Rights in Australia
14. International rights

Content outline

For each chapter:

- Answers for the Check activity
- Answers or suggested responses for Apply activities
- Additional Apply activities
- Marking guidelines for the end-of-chapter assessment task

For each unit:

- Teaching program
- One practice exam with answers
- Study tip videos

Whole-title:

- Guide to running a mock trial
- Guide to relevant law websites
- Study aids and exam practice resources for students



Legal Maze Units 3 & 4 teacher resource

Textbook chapters

Unit 3

1. Justice and criminal law
2. Determining a criminal case
3. Outcomes in criminal law
4. Reforms to criminal law
5. Justice and civil law
6. Resolving a civil dispute
7. Outcomes in civil law
8. Reforms to civil law

Unit 4

9. Our Constitution
10. Constitutional checks on parliament
11. High Court Interpretation
12. Factors affecting law-making
13. The relationship between parliament and courts
14. Reforming our law
15. Law reform bodies

Content outline

For each chapter:

- Answers for the Check activity
- Answers or suggested responses for Apply activities
- Additional Apply activities
- Marking guidelines for the end-of-chapter exam practice task

For each unit:

- Teaching program
- One practice exam with answers
- Study tip videos

Whole-title:

- Guide to relevant law websites
- Study aids and exam practice resources for students

Unit/ AoS	Chapter	Key knowledge	Key skills
1 / 1: Legal foundations	1	<ul style="list-style-type: none"> the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals 	<ul style="list-style-type: none"> define key legal terminology
	2	<ul style="list-style-type: none"> the principles of justice: fairness, equality and access characteristics of an effective law, such as it reflects society's values; is enforceable; is known; is clear and understood; and is stable sources of law such as common law and statute law types of law such as criminal law and civil law the distinction and relationship between criminal law and civil law 	<ul style="list-style-type: none"> define key legal terminology research and analyse relevant information about the sources and types of laws classify a law according to its source and type
	3	<ul style="list-style-type: none"> an overview of the relationship between parliament and the courts an overview of, and reasons for, the Victorian court hierarchy 	<ul style="list-style-type: none"> define key legal terminology explain the relationship between parliament and the courts, using examples justify the existence of the Victorian court hierarchy
1 / 2: The presumption of innocence	4	<ul style="list-style-type: none"> the purposes of criminal law the presumption of innocence key concepts of criminal law, including: <ul style="list-style-type: none"> the elements of a crime: <i>actus reus</i> and <i>mens rea</i> strict liability the age of criminal responsibility the burden of proof the standard of proof the distinction between summary offences and indictable offences possible participants in a crime such as principal offenders and accessories 	<ul style="list-style-type: none"> define and use legal terminology research and analyse relevant information about criminal law and offences explain the purposes and key concepts of criminal law distinguish between types of crime, and indictable offences and summary offences, using examples
	5	<ul style="list-style-type: none"> types of crime such as crimes against the person and crimes against property two criminal offences and for each offence: <ul style="list-style-type: none"> the elements of the offence possible defences the role of statute law and common law in developing the elements of the offence and the defences trends and statistics in relation to the offence in Victoria and in one other jurisdiction the possible impact of the offence on individuals and society 	<ul style="list-style-type: none"> define and use legal terminology research and analyse relevant information about criminal law and offences synthesise and apply legal information to actual and/or hypothetical scenarios in relation to two offences use legal reasoning and principles to identify and argue the elements of an offence, possible defences and culpability in relation to two actual and/or hypothetical scenarios
	6	<ul style="list-style-type: none"> types of crime such as crimes against the person and crimes against property two criminal offences and for each offence: <ul style="list-style-type: none"> the elements of the offence possible defences the role of statute law and common law in developing the elements of the offence and the defences trends and statistics in relation to the offence in Victoria and in one other jurisdiction the possible impact of the offence on individuals and society 	<ul style="list-style-type: none"> define and use legal terminology research and analyse relevant information about criminal law and offences synthesise and apply legal information to actual and/or hypothetical scenarios in relation to two offences use legal reasoning and principles to identify and argue the elements of an offence, possible defences and culpability in relation to two actual and/or hypothetical scenarios
1 / 3: Civil liability	7	<ul style="list-style-type: none"> the purposes and types of civil law key concepts of civil law, including: <ul style="list-style-type: none"> breach causation loss limitation of actions the burden of proof the standard of proof possible plaintiffs and defendants to a civil dispute 	<ul style="list-style-type: none"> define and use legal terminology research and analyse relevant information about civil law explain the purposes and key concepts of civil law

Unit/ AoS	Chapter	Key knowledge	Key skills
	8	<ul style="list-style-type: none"> two areas of civil law and for each area of law: <ul style="list-style-type: none"> the rights protected by the law the elements required to establish liability the limitations of actions possible defences the role of statute law and common law in developing the elements and defences the impact of the breach on the parties 	<ul style="list-style-type: none"> define and use key legal terminology research and analyse relevant information about civil law synthesise and apply legal information to actual and/or hypothetical scenarios in relation to two areas of civil law apply legal reasoning and principles to identify and argue the elements, possible defences and civil liability in relation to two actual and/or hypothetical scenarios
2 / 1: Sanctions	9	<ul style="list-style-type: none"> the principles of justice: fairness, equality and access institutions that enforce criminal law, such as the police and delegated bodies the balance between institutional powers and individual rights two recent criminal cases and for each case: <ul style="list-style-type: none"> an overview of the charges and the central facts of the case courts that may be or were involved sanctions that could be or were imposed and their appropriateness factors that may be or were taken into consideration in sentencing possible avenues of appeal the extent to which the principles of justice could be or were achieved 	<ul style="list-style-type: none"> define and use legal terminology describe the institutions that enforce criminal law discuss the principles of justice in relation to the enforcement of criminal law and sanctions research, analyse and apply information in relation to criminal law and two recent criminal cases analyse the extent to which the principles of justice could be or were achieved in two recent criminal cases
	10	<ul style="list-style-type: none"> an overview of the role and criminal jurisdictions of the Victorian courts the role of the jury in a criminal trial alternate approaches to sentencing, such as the use of the Drug Court, the Koori Courts and diversion programs two recent criminal cases and for each case: <ul style="list-style-type: none"> an overview of the charges and the central facts of the case courts that may be or were involved sanctions that could be or were imposed and their appropriateness factors that may be or were taken into consideration in sentencing possible avenues of appeal the extent to which the principles of justice could be or were achieved 	<ul style="list-style-type: none"> define and use legal terminology explain the role of the Victorian courts and juries in criminal cases research, analyse and apply information in relation to criminal law and two recent criminal cases analyse the extent to which the principles of justice could be or were achieved in two recent criminal cases
	11	<ul style="list-style-type: none"> the purposes of sanctions: punishment, deterrence, denunciation, protection and rehabilitation types of sanctions such as fines, community correction orders and imprisonment factors considered by judges in sentencing aspects of sentencing practices in Victoria and in one other jurisdiction 	<ul style="list-style-type: none"> define and use legal terminology discuss the principles of justice in relation to the enforcement of criminal law and sanctions research, analyse and apply information in relation to criminal law and two recent criminal cases analyse the extent to which the principles of justice could be or were achieved in two recent criminal cases

Unit/ AoS	Chapter	Key knowledge	Key skills
2 / 2: Remedies	12	<ul style="list-style-type: none"> the principles of justice: fairness, equality and access methods used to resolve a civil dispute such as mediation, conciliation and arbitration institutions that resolve civil disputes, such as tribunals, ombudsmen and complaints bodies an overview of the role and civil jurisdictions of the Victorian courts the role of the jury in a civil trial the purposes of remedies types of remedies, such as damages and injunctions two recent civil cases and for each case: <ul style="list-style-type: none"> an overview of the claim and the central facts of the case dispute resolution bodies that may be or were involved methods of dispute resolution and their appropriateness remedies that could be or were awarded and their appropriateness possible avenues of appeal the extent to which the principles of justice were or could be achieved 	<ul style="list-style-type: none"> define and use legal terminology research, analyse and apply information in relation to civil law and two recent civil cases describe the institutions that resolve civil disputes explain the role of the Victorian courts and juries in civil cases discuss the principles of justice in relation to the resolution of civil disputes and remedies discuss the ability of remedies to achieve their purposes analyse the extent to which the principles of justice were or could be achieved in two recent civil cases
	13	<ul style="list-style-type: none"> an overview of the ways in which rights are protected in Australia, such as through the Australian Constitution, the Victorian Charter of Human Rights and Responsibilities, statute law and common law possible reforms to the protection of rights in Australia one case that has had an impact on the protection of rights in Australia: <ul style="list-style-type: none"> the role of the individual in taking a case to court the facts and issues central to the case, including the rights in question the laws that applied to the case the outcome of the case and its impact on the rights of individuals and on the legal system possible conflicting attitudes in relation to the case 	<ul style="list-style-type: none"> define and use legal terminology discuss possible reforms to the protection of rights in Australia evaluate the ways in which rights are protected in Australia describe the role of individuals in bringing about changes in protections of rights through cases analyse the impact of a case on the rights of individuals and on the legal system
2 / 3: Rights	14	<ul style="list-style-type: none"> the influence of international declarations and treaties on the protection of rights in Australia the approach adopted by one other country in protecting rights one Australian case that has had an impact on the protection of rights in Australia, including: <ul style="list-style-type: none"> the role of the individual in taking a case to court the facts and issues central to the case, including the rights in question the laws that applied to the case the outcome of the case and its impact on the rights of individuals and on the legal system possible conflicting attitudes in relation to the case 	<ul style="list-style-type: none"> define and use legal terminology compare Australia's approach to the protection of rights with the approach of another country evaluate the ways in which rights are protected in Australia discuss possible reforms to the protection of rights in Australia describe the role of individuals in bringing about changes in protection of rights through cases analyse the impact of a case on the rights of individuals and on the legal system research and analyse relevant information about the protection of rights apply legal principles to actual cases



Chapter 1: Check Your Understanding answers

1. Explain the concept of the 'legal maze'.

A maze is an intricate web of passages that you have to work through to find the exit. Similarly, the legal system is a complex system of rules and procedures that individuals must work through in order to reach an outcome. 'The legal maze' is thus a metaphor used to describe the difficulty of navigating the legal system.

2. Define social cohesion.

Social cohesion is the ability of a community to live together in peace, order and harmony by recognising that all people have rights and responsibilities.

3. Explain why 'ignorance is not an excuse' and how people can ensure they are aware of their rights and responsibilities.

Laws apply to everyone in a society, not just those who know about or understand them. Being ignorant of a law is not an acceptable excuse for breaking that law.

Individuals can research their rights and responsibilities this by looking on the internet, watching the news, reading the newspaper, listening to the radio and actively engaging with their society.

4. Explain how a person's actions can help or hinder social cohesion.

By choosing to follow the laws that exist, individuals ensure that society is peaceful and others in society are free from fear and harm. If major laws are not followed, people live in fear and may have to rely on the police and courts to seek help.

5. Compare the terms 'rights' and 'responsibilities'. Use examples in your answer to support your comparison.

Rights are what every human being deserves, no matter who they are, so that we can live in a world that is fair and just. A responsibility is something that you are accountable for, and that affects your life and the lives of others. They are linked concepts, because a core responsibility of individuals in a just society is to respect their rights of others, even while exercising your own.

For example, you have the right to speak your mind in a free society, but you also have a responsibility to allow others the same right, and not to use your speech to suppress theirs. On the other hand, you do not have a responsibility to listen to, or agree with, their speech.

6. Define the terms 'criminal law' and 'civil law'. How do these types of laws aid social cohesion?

Criminal law is the body of law that deals with behaviour considered harmful to society as a whole, as well as to individuals. Civil law is the body of law that regulates the behaviour of private individuals and how they interact with others.

Laws describe the rights and responsibilities of individuals and groups. They establish codes of behaviour, provide ways to resolve disputes, and impose sanctions on those who harm others. All these elements aid social cohesion.



Chapter 1: Check Your Understanding answers

7. Suggest how establishing codes of behaviour achieves social cohesion.

Codes of behaviour are meant to ensure that individuals don't commit actions that might harm others. They also encourage individuals to behave in ways that help others or that reduce the possibility of harm. These restrictions and encouragements help members of a society live together in peace, with their rights respected, achieving social cohesion.

8. Describe the main functions of the law. Which of the main functions do you feel best aids the development of social cohesion in our society? Justify your answer.

The main functions of the law are to reflect community values, establish acceptable behaviour, resolve disputes and to provide for change.

Of these functions, establishing acceptable behaviour and resolving disputes are likely to be the most important in developing social cohesion. These functions ensure that individuals in that society share a code of behaviour that supports a peaceful and harmonious society, and can rely on the law to deal appropriately with any disputes or conflicts that could disrupt that harmony.

9. Explain how the Australian legal system developed.

Australia's legal system was established on 1 January 1901, when the former British colonies federated to become the states of Australia and created the Australian Constitution.

The Australian legal system, as defined in the Constitution, is based largely on the British Westminster system, but also takes some elements from the United States' federalist or 'Washington' system. As well as defining a set of laws, it also defined processes for creating new laws through legislation or court rulings, so that the legal system could change and develop over time.

10. Describe how the following elements of the Australian legal system help to achieve social cohesion:

- a. Parliaments create the laws that establish the rights and responsibilities that all citizens must follow; these form the basis of our society and ensure that it functions peacefully.
- b. Courts and tribunals resolve disputes, whether in criminal or civil cases, and impose sanctions or award remedies as appropriate. They maintain social cohesion as they bring peaceful and lawful ends to disputes.
- c. The police are responsible for enforcing the law and ensure that individuals abide by the codes of conduct established by the law. This assists in maintaining peace and protecting the rights of individuals to live in a safe and harmonious society.



Chapter 1: Additional Apply Your Understanding activity

Why change the law?

One of the functions of the law is that it must provide for change. Why is this?

For each of the reasons for change in the table, provide an explanation of why the law may need to change, as well as one or more recent example of laws changing for this reason.

Reasons for change	Description	Examples
Changes in community attitudes and values		
Expectations of the legal system		
Community awareness		
The needs of government departments		

Chapter 1:
 Additional Apply Your Understanding activity

Reasons for change	Description	Examples
Technology		
International relationships		
The pace of change in the community		

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Chapter 5: Additional Apply Your Understanding activity

Hypothetical case– Neighbourhood dispute gone wrong

Consider the following situation, then answer the questions.

Neighbourhood dispute gone wrong

As a result of constant loud music, residents of a quiet Melbourne neighbourhood woke up to a major police investigation.

It is alleged that Jerome del Rio, 47, had enough of his neighbour's loud music. del Rio went next door and had an argument with his neighbour, 26-year-old Oscar Bloom, causing a physical altercation. During this dispute, Bloom pushed del Rio against a wall, causing Bloom to strike his head. Bloom lost consciousness and died on the scene before an ambulance could arrive.

The accused has been charged with murder. The prosecutor informed the court that this was an ongoing issue between the two men.

Questions

1 To be convicted of a crime in general, what elements are required? (2 marks)

2 If this case were heard in Melbourne, what court would have jurisdiction over the matter? (1 mark)

3 Who has the role of determining the outcome of this case? (1 mark)

4 Briefly outline how the elements of murder apply in this case. (6 marks)



Chapter 5: Additional Apply Your Understanding activity

5 Describe and evaluate the standard of proof required in this case. (3 marks)

6 How does murder differ from manslaughter? Use the facts in this case to illustrate. (4 marks)

7 Explain the possible defence/s that might be used in this case. (4 marks)

8 Explain what is meant by the term 'strict liability', and how it relates to this case. (2 marks)

Chapter 2: Apply Your Understanding answers

Mix and match (page 39)

A person (defendant) charged with a criminal offence where the case is heard in the County or Supreme Courts	Accused
A duty by the party making the allegation or assertion to prove their case such as the prosecution or the plaintiff	Burden of proof
Laws regulating the behaviour of private individuals	Civil law
Laws concerned with the welfare of society as a whole, as well as the rights of individuals	Criminal law
A civil remedy providing monetary compensation	Damages
Written or verbal statements that injure a person's good reputation	Defamation
A person charged with a criminal offence; a person against whom a civil action has been taken	Defendant
To be sentenced to serve time in prison	Imprisonment
Serious criminal offences heard by judge and jury	Indictable offences
A panel of citizens that listen and reach an outcome based on the evidence	Jury
A person taking a civil action to court	Plaintiff
Every person is considered to be innocent until proven guilty	Presumption of innocence
A judgment or penalty imposed by a court specifying a punishment for a crime	Sentence
The standard against which cases are measured such as beyond reasonable doubt or the balance of probabilities	Standard of proof
A civil wrong	Tort



Chapter 10: Apply Your Understanding answers

Word find—The operation of the jury system (page 261)

Anybody over the age of 18 years who is enrolled to **vote** can be called for jury service. The Juries Commissioner prepares **jury lists**. The Juries Commissioner will notify the **electoral** officer of the number of jurors that are likely to be needed in an area for the following 12 months. Names of potential jurors are selected at **random** from the electoral roll. Each person selected is sent a **questionnaire** to determine if they are **eligible** to complete jury service.

Some people, such as judges and police officers, will be considered to be **ineligible** for jury service. Others may be considered **disqualified** as they are either currently serving, or have recently served, a sentence for a criminal offence. Some jurors may request to be **excused** for a good reason such as illness or care of children. Jurors who are not excused, ineligible or disqualified are sent a **summons** to attend court and form a **jury pool**. Potential jurors for individual trials are selected from the jury pool. When a jury is sworn in for a particular trial they form the **jury panel**.

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Area of Study 1: Legal foundations				
Outcome 1 – On completion of this unit the student should be able to explain key legal foundations, and use examples to describe the main sources and types of law.				
Lesson	Key knowledge	Textbook topics	Learning content	Teaching resources
1	The role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals	Chapter 1: Individuals and the law <ul style="list-style-type: none"> The legal maze (p.4) Social cohesion (p.4) The role of individuals in achieving social cohesion (pp.4-5) 	Chapter 1: Individuals and the law <ul style="list-style-type: none"> Apply activity: Knowledge of the law (p.5) Case study: Apex of fear (p.5-6) Apply activity: Apex of fear (p.7) 	<ul style="list-style-type: none"> Answers: Knowledge of the law Answers: Apex of fear
2	The role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals	<ul style="list-style-type: none"> The role of laws in achieving social cohesion (pp.7-10) The role of the legal system in achieving social cohesion (pp.11-12) 	<ul style="list-style-type: none"> Apply activity: Group work–Laws (p.9) Apply activity: Class discussion–Values and the law (p.10) 	<ul style="list-style-type: none"> Answers: Group work–Laws
3	Review and assessment	<ul style="list-style-type: none"> Chapter summary (pp.12-13) 	<ul style="list-style-type: none"> Check Your Understanding (p.13) Apply activity: Social cohesion (p.14) 	<ul style="list-style-type: none"> Answers: Check activity Additional Apply activity Online summary quiz
4	Review and assessment		<ul style="list-style-type: none"> Assessment task: Speed limits–Helping achieve social cohesion (p.15-17) 	<ul style="list-style-type: none"> Assessment task marking guidelines Video clip
5	The principles of justice: fairness, equality and access	Chapter 2: What makes an effective law? <ul style="list-style-type: none"> The principles of justice (pp.20-23) 	Chapter 2: What makes an effective law? <ul style="list-style-type: none"> Apply activity: Understanding and applying the concept of justice (pp.23-24) 	
6	Characteristics of an effective law, such as it reflects society’s values; is enforceable; is known; is clear and understood; and is stable	<ul style="list-style-type: none"> Characteristics of an effective law (pp.24-29) 	<ul style="list-style-type: none"> Apply activity: Patrolled beaches in Victoria—now smoke-free (p.29) 	<ul style="list-style-type: none"> Answers: Patrolled beaches in Victoria
7	Characteristics of an effective law, such as it reflects society’s values; is enforceable; is known; is clear and understood; and is stable	<ul style="list-style-type: none"> Characteristics of an effective law (pp.24-29) 	<ul style="list-style-type: none"> Apply activity: Pair activity—Characteristics of an effective law (p.30) Case study: Tradition rules on ‘witchcraft’ laws (p.31) 	<ul style="list-style-type: none"> Answers: Characteristics of an effective law
8	Sources of law, such as statute law and common law Types of law, such as criminal law and civil law The distinction and relationship between criminal law and civil law	<ul style="list-style-type: none"> Sources of law (pp.32-24) Types of law: Criminal law and civil law (p.36) 		<ul style="list-style-type: none"> Additional Apply activity
9	Review and assessment	<ul style="list-style-type: none"> Chapter summary (p.37) 	<ul style="list-style-type: none"> Check Your Understanding (pp.37-39) Apply activity: Mix and match (p.39) 	<ul style="list-style-type: none"> Answers: Check activity Answers: Mix and match Online summary quiz

Area of Study 1: Legal foundations				
Outcome 1 – On completion of this unit the student should be able to explain key legal foundations, and use examples to describe the main sources and types of law.				
Lesson	Key knowledge	Textbook topics	Learning content	Teaching resources
10	Review and assessment		<ul style="list-style-type: none"> Apply activity: Group activity—Shipwrecked! (p.40) Apply activity: Pair activity—Assessing the effectiveness of laws (p.41) 	<ul style="list-style-type: none"> Answers: Assessing the effectiveness of laws
11	Review and assessment		<ul style="list-style-type: none"> Assessment task: Folio and report—What makes an effective law? (p.42-45) 	<ul style="list-style-type: none"> Assessment task marking guidelines Video clip
12	An overview of the relationship between parliament and the courts	Chapter 3: Parliament, courts and the law <ul style="list-style-type: none"> Parliament (pp.48-52) The legislative process in Victoria (p.53) 	Chapter 3: Parliament, courts and the law <ul style="list-style-type: none"> Apply activity: The division of powers (p.49) Apply activity: Research—Understanding parliament (p.52) Apply activity: Poster—Careers in parliament (p.54) 	<ul style="list-style-type: none"> Answers: The division of powers
13	An overview of the relationship between parliament and the courts	<ul style="list-style-type: none"> The relationship between parliament and courts (pp.54-56) 	<ul style="list-style-type: none"> Apply activity: Hypothetical cases—Statutory interpretation (pp.56-57) 	<ul style="list-style-type: none"> Answers: Hypothetical cases
14	An overview of, and reasons for, the Victorian court hierarchy	<ul style="list-style-type: none"> The court hierarchy (pp.57-58) 		<ul style="list-style-type: none"> Additional Apply activity
15	Review and assessment	<ul style="list-style-type: none"> Chapter summary (p.59) 	<ul style="list-style-type: none"> Check Your Understanding (pp.60-61) Apply activity: The process of making and applying laws (p.61) 	<ul style="list-style-type: none"> Answers: Check activity Answers: The process of making and applying laws Online summary quiz
16	Review and assessment		<ul style="list-style-type: none"> Assessment task: Division of powers and same-sex marriage (pp.62-63) 	<ul style="list-style-type: none"> Assessment task marking guidelines Video clip

Teachers should allow up to 5 additional lessons for explicit skills teaching, assignment work, out-of-class activity and other tasks.

Area of Study 2: The presumption of innocence

Outcome 2 – On completion of this unit the student should be able to explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.

Lesson	Key knowledge	Textbook topics	Learning content	Teaching resources
1	The purposes of criminal law	Chapter 4: Key concepts of criminal law <ul style="list-style-type: none"> The need for criminal law (pp.66-70) 	Chapter 4: Key concepts of criminal law <ul style="list-style-type: none"> Apply activity: The purposes of criminal law (pp.68-69) 	<ul style="list-style-type: none"> Answers: The purposes of criminal law
2	Key concepts of criminal law, including: <ul style="list-style-type: none"> the elements of a crime (<i>actus reus</i> and <i>mens rea</i>) the concept of strict liability the presumption of innocence 	<ul style="list-style-type: none"> The elements of a crime: <i>actus reus</i> and <i>mens rea</i> (pp.70-71) the concept of strict liability (pp.71-72) The presumption of innocence (pp.72-73) 	<ul style="list-style-type: none"> Apply activity: The presumption of innocence (p.74) 	<ul style="list-style-type: none">
3	Key concepts of criminal law, including: <ul style="list-style-type: none"> the burden of proof the standard of proof the age of criminal responsibility 	<ul style="list-style-type: none"> The burden and standard of proof (p.74) The age of criminal responsibility (pp.74-76) 	<ul style="list-style-type: none"> Case study: Children as criminals (p.76-78) Apply activity: Children as criminals (p.79) 	<ul style="list-style-type: none"> Answers: Children as criminals
4	Possible participants in a crime, including principal offenders and accessories The distinction between summary offences and indictable offences	<ul style="list-style-type: none"> Possible participants in a crime (pp.80-81) Summary and indictable offences (pp.81-82) Example summary offence: Jaywalking (pp.83-86) 	<ul style="list-style-type: none"> Apply activity: Jaywalking (pp.84-85) Apply activity: Jaywalking—Application and analysis (p.86) 	<ul style="list-style-type: none"> Answers: Jaywalking
5	The distinction between summary offences and indictable offences	<ul style="list-style-type: none"> Example indictable offence: Assault (pp.86-93) 	<ul style="list-style-type: none"> Apply activity: Assault (pp.91-92) Apply activity: Assault—Application and analysis (p.93) 	<ul style="list-style-type: none"> Answers: Assault
6	Review and assessment	<ul style="list-style-type: none"> Chapter summary (pp.93-94) 	<ul style="list-style-type: none"> Check Your Understanding (pp.94-95) Apply activity: Key concepts in criminal law (pp.95-97) 	<ul style="list-style-type: none"> Answers: Check activity Answers: Key concepts in criminal law Additional Apply activity Online summary quiz
7	Review and assessment		<ul style="list-style-type: none"> Assessment task: Essay—Principles of justice (pp.98-99) 	<ul style="list-style-type: none"> Assessment task marking guidelines Video clip
8	The distinction between crimes against the property & crimes against the person	Chapter 5: Criminal law in action: crimes against the person <ul style="list-style-type: none"> Crimes against the person (pp.102-103) 	Chapter 5: Criminal law in action: crimes against the person	

Area of Study 2: The presumption of innocence

Outcome 2 – On completion of this unit the student should be able to explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.

Lesson	Key knowledge	Textbook topics	Learning content	Teaching resources
9	two criminal offences and for each offence: <ul style="list-style-type: none"> the elements of the offence the role of statute law and common law in developing the elements of the offence and the defences the possible impact of the offence on individuals and society 	<ul style="list-style-type: none"> Homicide (pp.104-105) Murder (pp.107-109) Attempted murder (pp.109-110) 	<ul style="list-style-type: none"> Case study: The role of common law – Attempted murder (pp.109-110) Apply activity: Structured questions on common law (p.110) 	<ul style="list-style-type: none"> Answers: Structured questions on common law
10	two criminal offences and for each offence: <ul style="list-style-type: none"> the elements of the offence the role of statute law and common law in developing the elements of the offence and the defences the possible impact of the offence on individuals and society 	<ul style="list-style-type: none"> Manslaughter (pp.110-112) Infanticide and child homicide (p.112) Driving-related homicides (p.113) 	<ul style="list-style-type: none"> Case study: <i>The Queen v. ZZMM [2015]</i> (p.112) Apply activity: <i>The Queen v. ZZMM</i> (p.112) Apply activity: Culpable driving (pp.113-114) 	<ul style="list-style-type: none"> Answers: <i>The Queen v. ZZMM</i> Answers: Culpable driving
11	two criminal offences and for each offence: <ul style="list-style-type: none"> trends and statistics in relation to the offence in Victoria and in one other jurisdiction 	<ul style="list-style-type: none"> A snapshot: Homicide statistics (pp.105-107) 	<ul style="list-style-type: none"> Apply activity: Homicide profiles (p.107) 	<ul style="list-style-type: none"> Answers: Homicide profiles
12	two criminal offences and for each offence: <ul style="list-style-type: none"> possible defences the role of statute law and common law in developing the elements of the offence and the defences 	<ul style="list-style-type: none"> Possible defences to homicide (pp.114-120) 	<ul style="list-style-type: none"> Case study: Diminished capacity (p.118) Apply activity: Diminished capacity (p.118) Case study: Necessity and survival (pp.120-121) Apply activity: Necessity and survival (pp.120-121) 	

Area of Study 2: The presumption of innocence

Outcome 2 – On completion of this unit the student should be able to explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.

Lesson	Key knowledge	Textbook topics	Learning content	Teaching resources
13	Review and assessment	<ul style="list-style-type: none"> Chapter summary (pp.121-122) 	<ul style="list-style-type: none"> Check Your Understanding (p.123) Apply activity: Murder and intent (pp.123-124) Apply activity: What defence? (p.125) Apply activity: Murder or manslaughter? (p.126) Apply activity: Is it murder? (pp.126-127) Apply activity: Report—A creative homicide investigation (p.127) 	<ul style="list-style-type: none"> Answers: Check activity Answers: Murder and intent Answers: What defence? Answers: Murder or manslaughter? Answers: Is it murder? Additional Apply activity Online summary quiz
14	Review and assessment		<ul style="list-style-type: none"> Assessment task: Research, investigation and annotated report (pp.128-129) 	<ul style="list-style-type: none"> Assessment task marking guidelines Video clip
15	The distinction between crimes against the property & crimes against the person	<p>Chapter 6: Criminal law in action: crimes against property</p> <ul style="list-style-type: none"> Crimes against property (pp.132-135) 	<p>Chapter 6: Criminal law in action: crimes against the person</p> <ul style="list-style-type: none"> Online research—Bringing in the new year with a bang (p.133) 	
16	Two criminal offences and for each offence: <ul style="list-style-type: none"> the elements of the offence possible defences the role of statute law and common law in developing the elements of the offence and the defences trends and statistics in relation to the offence in Victoria and in one other jurisdiction 	<ul style="list-style-type: none"> Burglary (pp.135-137) 	<ul style="list-style-type: none"> Apply activity: Burglary and aggravated burglary (pp.137-138) 	<ul style="list-style-type: none"> Answers: Burglary and aggravated burglary

Area of Study 2: The presumption of innocence

Outcome 2 – On completion of this unit the student should be able to explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.

Lesson	Key knowledge	Textbook topics	Learning content	Teaching resources
17	Two criminal offences and for each offence: <ul style="list-style-type: none"> the elements of the offence possible defences the role of statute law and common law in developing the elements of the offence and the defences trends and statistics in relation to the offence in Victoria and in one other jurisdiction 	<ul style="list-style-type: none"> Carjacking (pp.138-140) 	<ul style="list-style-type: none"> Apply activity: Carjacking (pp.140-141) 	<ul style="list-style-type: none"> Answers: Carjacking
18	Two criminal offences and for each offence: <ul style="list-style-type: none"> the possible impact of the offence on individuals and society. 	<ul style="list-style-type: none"> The impact of crime (pp.141-145) 	<ul style="list-style-type: none"> Apply activity: The impact of crime (p.145) 	
19	Review and assessment	<ul style="list-style-type: none"> Chapter summary (pp.145-146) 	<ul style="list-style-type: none"> Check Your Understanding (pp.146-147) Apply activity: Annotated visual display—Crimes against property (p.147) Apply activity: The law in action—<i>Graffiti Prevention Act 2007 (Vic)</i> (pp.147-148) Apply activity: Glossary words—Crimes against property (p.148) 	<ul style="list-style-type: none"> Answers: Check activity Answers: The law in action—<i>Graffiti Prevention Act 2007 (Vic)</i> Additional Apply activity Online summary quiz
20	Review and assessment		<ul style="list-style-type: none"> Apply activity: Debate—Piracy and theft (p.148) Apply activity: Research—Costs associated to the prevention of crime (p.149) Apply activity: Crimes against property (p.149) 	<ul style="list-style-type: none"> Answers: Crimes against property
21	Review and assessment		<ul style="list-style-type: none"> Assessment task: Research, investigation and annotated report (pp.150-151) 	<ul style="list-style-type: none"> Assessment task marking guidelines

Teachers should allow up to 5 additional lessons for explicit skills teaching, assignment work, out-of-class activity and other tasks/activities.

Area of Study 3: Civil liability				
Outcome 3 – On completion of this unit the student should be able to explain the purpose and key concepts of civil law, and use legal reasoning to determine the liability of a party in civil law based on actual and/or simulated facts				
Lesson	Key knowledge	Textbook topics	Learning content	Teaching resources
1	The purposes and types of civil law Key concepts of civil law, including: <ul style="list-style-type: none"> breach causation loss 	Chapter 7: Key concepts of civil law <ul style="list-style-type: none"> The need for civil law (p.154) Breach (p.155) Causation (pp.155-156) Loss (p.157) 	Chapter 7: Key concepts of civil law	
2	Key concepts of civil law, including: <ul style="list-style-type: none"> limitation of actions vicarious liability the burden of proof the standard of proof 	<ul style="list-style-type: none"> Limitation of actions (pp.157-159) Vicarious liability (pp.159-160) The burden and standard of proof (p.160) 		
3	Key concepts of civil law, including: <ul style="list-style-type: none"> limitation of actions vicarious liability the burden of proof the standard of proof 		<ul style="list-style-type: none"> Case study: Breach of contract and negligence (pp.161-162) Apply activity: Breach of contract and negligence (p.162) 	<ul style="list-style-type: none"> Answers: Breach of contract and negligence
4	Possible plaintiffs and defendants to a civil dispute	<ul style="list-style-type: none"> Possible defendants to a civil dispute (p.162-163) Tort law and contract law (p.163) 		
5	Review and assessment	<ul style="list-style-type: none"> Chapter summary (pp.164-165) 	<ul style="list-style-type: none"> Check Your Understanding (p.165) Apply activity: Contract law or tort law? (p.166) 	<ul style="list-style-type: none"> Answers: Check activity Answers: Contract law or tort law? Additional Apply activity Online summary quiz
6	Review and assessment		<ul style="list-style-type: none"> Assessment task: Newspaper folio and report (p.167) 	<ul style="list-style-type: none"> Assessment task marking guidelines
7	Two areas of civil law and for each area of law: <ul style="list-style-type: none"> the rights protected by the law the elements required to establish liability the role of statute law and common law in developing the elements and defences 	Chapter 8: Civil law in action <ul style="list-style-type: none"> Tort law (p.170) Negligence (pp.170-176) 	Chapter 8: Civil law in action <ul style="list-style-type: none"> Case study: The snail in a bottle (p.171) Case study: Roller-skating injury (p.173) Apply activity: Elements of negligence (pp.175-176) 	

Area of Study 3: Civil liability				
Outcome 3 – On completion of this unit the student should be able to explain the purpose and key concepts of civil law, and use legal reasoning to determine the liability of a party in civil law based on actual and/or simulated facts				
Lesson	Key knowledge	Textbook topics	Learning content	Teaching resources
8	Two areas of civil law and for each area of law: <ul style="list-style-type: none"> the limitation of actions possible defences the role of statute law and common law in developing the elements and defences 	<ul style="list-style-type: none"> Defences to negligence (pp.176-177) Limitations to actions (p.178) 	<ul style="list-style-type: none"> Apply activity: Defences to negligence (p.178) Case study: Caution: wet floor (p.179) Apply activity: Caution: wet floor (p.179) 	<ul style="list-style-type: none"> Answers: Defences to negligence Answers: Caution: wet floor
9	Two areas of civil law and for each area of law: <ul style="list-style-type: none"> the rights protected by the law the elements required to establish liability possible defences the role of statute law and common law in developing the elements and defences 	<ul style="list-style-type: none"> Defamation (pp.180-181) Defences to defamation (pp.182-185) 	<ul style="list-style-type: none"> Apply activity: Elements of defamation (pp.181-182) 	<ul style="list-style-type: none"> Answers: Elements of defamation
10	Two areas of civil law and for each area of law: <ul style="list-style-type: none"> the rights protected by the law the limitation of actions the role of statute law and common law in developing the elements and defences the impact of the breach on the parties. 	<ul style="list-style-type: none"> Limitations of actions (pp.186-187) Impact of negligence and defamation on the plaintiff (p.187) 	<ul style="list-style-type: none"> Case study: Celebrity defamation (pp.185-186) Apply activity: Celebrity defamation (p.186) 	<ul style="list-style-type: none"> Answers: Celebrity defamation
11	Review and assessment	<ul style="list-style-type: none"> Chapter summary (pp.187-189) 	<ul style="list-style-type: none"> Check Your Understanding (p.189) Apply activity: Negligence and defamation (p.190) 	<ul style="list-style-type: none"> Answers: Check activity Answers: Negligence and defamation Additional Apply activity Online summary quiz
12	Review and assessment		<ul style="list-style-type: none"> Assessment task: Case files—Negligence in Australia (p.191-192) 	<ul style="list-style-type: none"> Assessment task marking guidelines

Teachers should allow up to 5 additional lessons for explicit skills teaching, assignment work, out-of-class activity and other tasks/activities.

Area of Study 1: The Victorian criminal justice system
Outcome 1 – On completion of this unit the student should be able to explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.

Lesson	Key knowledge	Textbook topics	Textbook resources	Teaching resources
1	The principles of justice: fairness, equality and access	Chapter 1: Justice and criminal law <ul style="list-style-type: none"> The legal maze (pp.4-6) The principles of justice (p.7) 	Chapter 1: Justice and criminal law <ul style="list-style-type: none"> Apply activity: Pair work–The legal maze (p.6) Apply activity: The principles of justice (p.8) 	<ul style="list-style-type: none"> Answers: The legal maze Answers: The principles of justice
2	Key concepts in the Victorian criminal justice system, including: <ul style="list-style-type: none"> the distinction between summary offences and indictable offences the burden of proof the standard of proof the presumption of innocence 	<ul style="list-style-type: none"> Key concepts in the Victorian criminal justice system (pp.8-13) 	<ul style="list-style-type: none"> Apply activity: Pair work–Key concepts in the Victorian criminal justice system (p.13) 	<ul style="list-style-type: none"> Answers: Key concepts in the Victorian criminal justice system
3	The rights of an accused, including the right to be tried without unreasonable delay, the right to a fair hearing, and the right to trial by jury	<ul style="list-style-type: none"> The rights of an accused (pp.13-18) 	<ul style="list-style-type: none"> Apply activity: The rights of an accused (p.19) 	<ul style="list-style-type: none"> Answers: The rights of an accused
4	The rights of victims, including the right to give evidence as a vulnerable witness, the right to be informed about the proceedings, and the right to be informed of the likely release date of the accused	<ul style="list-style-type: none"> The rights of victims (pp.20-22) 	<ul style="list-style-type: none"> Apply activity: The rights of victims (p.23) 	<ul style="list-style-type: none"> Answers: The rights of victims
5	Review and exam preparation	<ul style="list-style-type: none"> Chapter summary (p.24) 	<ul style="list-style-type: none"> Check Your Understanding (pp.25-26) 	<ul style="list-style-type: none"> Answers: Check activity Additional Apply activity Online summary quiz
6	Review and exam preparation		<ul style="list-style-type: none"> Exam practice: Extended-response questions (p.27) 	<ul style="list-style-type: none"> Exam practice marking guidelines Video clip
7	The role of institutions available to assist an accused, including Victoria Legal Aid and Victorian community legal centres	Chapter 2: Determining a criminal case <ul style="list-style-type: none"> The criminal justice process (p.30) Victoria Legal Aid (pp.31-32) 	Chapter 2: Determining a criminal case <ul style="list-style-type: none"> Apply activity: The criminal justice process (p.31) Case study: Legal Aid refuses case (pp.32-33) Apply activity: Legal Aid refuses case (p.33) 	<ul style="list-style-type: none"> Answers: The criminal justice process Answers: Legal Aid refuses case

Area of Study 1: The Victorian criminal justice system

Outcome 1 – On completion of this unit the student should be able to explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.

Lesson	Key knowledge	Textbook topics	Textbook resources	Teaching resources
8	The role of institutions available to assist an accused, including Victoria Legal Aid and Victorian community legal centres	<ul style="list-style-type: none"> Community legal centres (pp.33-34) Other institutions (p.35) 	<ul style="list-style-type: none"> Apply activity: Scenario–Community legal centre support (p.34) Apply activity: Legal assistance organisations (p.35) 	<ul style="list-style-type: none"> Answers: Scenario–Community legal centre support
9	The purposes of committal proceedings	<ul style="list-style-type: none"> Committal proceedings (p.35-38) 	<ul style="list-style-type: none"> Apply activity: Committal proceedings (p.39) 	<ul style="list-style-type: none"> Answers: Committal proceedings
10	The purposes and appropriateness of plea negotiations and sentence indications in determining criminal cases	<ul style="list-style-type: none"> Means of determining a criminal case (pp.39-41) 	<ul style="list-style-type: none"> Apply activity: Pair/class work—Determining a criminal case (pp.41-42) 	<ul style="list-style-type: none"> Answers: Determining a criminal case
11	The reasons for a Victorian court hierarchy in determining criminal cases, including specialisation and appeals	<ul style="list-style-type: none"> The court hierarchy (pp.42-48) 	<ul style="list-style-type: none"> Apply activity: The court hierarchy (p.48) 	<ul style="list-style-type: none"> Answers: The court hierarchy
12	The responsibilities of key personnel in a criminal trial, including the judge, jury, parties and legal practitioners	<ul style="list-style-type: none"> Key personnel in a criminal trial (pp.49-53) 	<ul style="list-style-type: none"> Apply activity: Key personnel in a criminal trial (p.54) 	<ul style="list-style-type: none"> Answers: Key personnel in a criminal trial (p.54)
13	Review and exam preparation	<ul style="list-style-type: none"> Chapter summary (pp.55-56) 	<ul style="list-style-type: none"> Check Your Understanding (p.56) 	<ul style="list-style-type: none"> Answers: Check activity Additional Apply activity Online summary quiz
14	Review and exam preparation		<ul style="list-style-type: none"> Exam practice: Extended-response questions (p.57) 	<ul style="list-style-type: none"> Exam practice marking guidelines Video clip
15	The purposes of sanctions: rehabilitation, punishment, deterrence, denunciation and protection	<p>Chapter 3: Outcomes in criminal law</p> <ul style="list-style-type: none"> Sentencing (pp.60-61) The purposes of sanctions (pp.62-63) 	<p>Chapter 3: Outcomes in criminal law</p> <ul style="list-style-type: none"> Case study: A just punishment (pp.64-65) Apply activity: A just punishment (p.66) 	<ul style="list-style-type: none"> Answers: A just punishment
16	Fines, community corrections orders and imprisonment, and their specific purposes	<ul style="list-style-type: none"> Types of sanctions (p.66-67) Fines (p.67) Community Corrections Orders (pp.67-70) 		
17	Fines, community corrections orders and imprisonment, and their specific purposes	<ul style="list-style-type: none"> Imprisonment (pp.70-73) 	<ul style="list-style-type: none"> Apply activity: Structured questions–Sanctions (pp.73-74) 	<ul style="list-style-type: none"> Answers: Structured questions–Sanctions

Area of Study 1: The Victorian criminal justice system				
Outcome 1 – On completion of this unit the student should be able to explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.				
Lesson	Key knowledge	Textbook topics	Textbook resources	Teaching resources
18	Fines, community corrections orders and imprisonment, and their specific purposes	<ul style="list-style-type: none"> How sanctions achieve their purpose (pp.74-76) 	<ul style="list-style-type: none"> Apply activity: Extended response–Sanctions (p.76) Case study: The drug court (pp.77-78) Apply activity: The drug court (p.78) 	<ul style="list-style-type: none"> Answers: Structured questions–Sanctions Answers: The drug court
19	Factors considered in sentencing, including aggravating factors, mitigating factors, guilty pleas and victim impact statements	<ul style="list-style-type: none"> Factors considered in sentencing (pp.78-81) 	<ul style="list-style-type: none"> Apply activity: Structured questions– Factors considered in sentencing (p.81) 	<ul style="list-style-type: none"> Answers: Structured questions– Factors considered in sentencing
20	Review and exam preparation	<ul style="list-style-type: none"> Chapter summary (pp.81-83) 	<ul style="list-style-type: none"> Check Your Understanding (pp.83-84) 	<ul style="list-style-type: none"> Answers: Check activity Additional Apply activity Online summary quiz
21	Review and exam preparation		<ul style="list-style-type: none"> Exam practice: Extended-response questions (p.85) 	<ul style="list-style-type: none"> Exam practice marking guidelines Video clip
22	Factors that affect the ability of the criminal justice system to achieve the principles of justice including in relation to costs, time and cultural differences	<p>Chapter 4: Reforms to criminal law</p> <ul style="list-style-type: none"> The need to reform criminal law (p.88) Costs (pp.89-90) Time (pp.90-92) 	<p>Chapter 4: Reforms to criminal law</p>	
23	Factors that affect the ability of the criminal justice system to achieve the principles of justice including in relation to costs, time and cultural differences	<ul style="list-style-type: none"> Cultural differences (pp.92-97) 	<ul style="list-style-type: none"> Apply activity: Class discussion—Different world: understanding indigenous justice (p.98) Apply activity: Pair activity—Building your understanding (p.98) Apply activity: Evaluating the criminal justice system (p.99) 	<ul style="list-style-type: none"> Answers: Class discussion Answers: Building your understanding
24	Recent reforms and recommended reforms to enhance the ability of the criminal justice system to achieve the principles of justice	<ul style="list-style-type: none"> Recent reforms to the criminal justice system (pp.99-100) Expansion of the Koori Court (p.100) Amendments to the <i>Jury Directions Act</i> (pp.100-102) Standard sentencing scheme (p.102) 	<ul style="list-style-type: none"> Apply activity: Recent law reforms (p.103) 	

Area of Study 1: The Victorian criminal justice system

Outcome 1 – On completion of this unit the student should be able to explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.

Lesson	Key knowledge	Textbook topics	Textbook resources	Teaching resources
25	Recent reforms and recommended reforms to enhance the ability of the criminal justice system to achieve the principles of justice	<ul style="list-style-type: none"> Recommended reforms to the criminal justice system (p.103) Abolishment of committal proceedings (pp.103-104) Decrease in challenges to jurors (pp.104-105) Development of a dedicated bail and remand court (p.107) 	<ul style="list-style-type: none"> Apply activity: Pair and class activity— Consolidate your learning (p.108) 	
26	Review and exam preparation	<ul style="list-style-type: none"> Chapter summary (pp.108-109) 	<ul style="list-style-type: none"> Check Your Understanding (p.110) 	<ul style="list-style-type: none"> Answers: Check activity Additional Apply activity Online summary quiz
27	Review and exam preparation		<ul style="list-style-type: none"> Exam practice: Extended-response questions (p.111) 	<ul style="list-style-type: none"> Exam practice marking guidelines Video clip

Teachers should allow up to 10 additional lessons for explicit skills teaching, assignment work, exam practice, out-of-class activity and other tasks.

Area of Study 2: The Victorian civil justice system				
Outcome 2 – On completion of this unit the student should be able to analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.				
Lesson	Key knowledge	Textbook topics	Textbook resources	Teaching resources
1	The principles of justice: fairness, equality and access	Chapter 5: Justice and civil law <ul style="list-style-type: none"> The civil justice system (pp.114-116) The principles of justice (p.118) 	Chapter 5: Justice and civil law <ul style="list-style-type: none"> Apply activity: The Victorian civil justice system—Structured questions (p.116-117) 	<ul style="list-style-type: none"> Answers: Structured questions
2	Key concepts in the Victorian civil justice system, including: <ul style="list-style-type: none"> the burden of proof the standard of proof representative proceedings 	<ul style="list-style-type: none"> Key concepts in the Victorian civil justice system (p.118) The burden of proof (p.119) The standard of proof (p.119-120) 	<ul style="list-style-type: none"> Apply activity: Pair work– Key concepts in the Victorian civil justice system (p.121) 	<ul style="list-style-type: none"> Answers: Key concepts in the Victorian civil justice system
3	Key concepts in the Victorian civil justice system, including: <ul style="list-style-type: none"> the burden of proof the standard of proof representative proceedings 	<ul style="list-style-type: none"> Representative proceedings (p.121-122) 	<ul style="list-style-type: none"> Case study: Class actions (pp.123-124) Apply activity: Class actions (pp.124-125) 	<ul style="list-style-type: none"> Answers: Class actions
4	Review and exam preparation	<ul style="list-style-type: none"> Chapter summary (pp.125-126) 	<ul style="list-style-type: none"> Check Your Understanding (p.126) 	<ul style="list-style-type: none"> Answers: Check activity Additional Apply activity Online summary quiz
5	Review and exam preparation		<ul style="list-style-type: none"> Exam practice: Extended-response questions (p.127) 	<ul style="list-style-type: none"> Exam practice marking guidelines Video clip
6	Factors to consider when initiating a civil claim, including negotiation options, costs, limitation of actions, the scope of liability and enforcement issues	Chapter 6: Resolving a civil dispute <ul style="list-style-type: none"> What is a civil dispute? (p.130) Deciding whether to take civil action (pp.131-133) 	Chapter 6: Resolving a civil dispute	
7	Factors to consider when initiating a civil claim, including negotiation options, costs, limitation of actions, the scope of liability and enforcement issues	<ul style="list-style-type: none"> Enforcement issues (pp.133-135) 	<ul style="list-style-type: none"> Apply activity: Initiating a civil claim (p.135) 	<ul style="list-style-type: none"> Answers: Initiating a civil claim

Area of Study 2: The Victorian civil justice system

Outcome 2 – On completion of this unit the student should be able to analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

Lesson	Key knowledge	Textbook topics	Textbook resources	Teaching resources
8	The purposes and appropriateness of Consumer Affairs Victoria (CAV) and the Victorian Civil and Administrative Tribunal (VCAT) in resolving civil disputes	<ul style="list-style-type: none"> Consumer Affairs Victoria (pp.135-138) 	<ul style="list-style-type: none"> Case study: Consumer Affairs Victoria in action (p.139) Apply activity: Consumer Affairs Victoria in action (p.139) Apply activity: Investigation–Consumer Affairs Victoria (p.140) 	<ul style="list-style-type: none"> Answers: Consumer Affairs Victoria in action Answers: Investigation–Consumer Affairs Victoria
9	The purposes and appropriateness of Consumer Affairs Victoria (CAV) and the Victorian Civil and Administrative Tribunal (VCAT) in resolving civil disputes	<ul style="list-style-type: none"> Victorian Civil and Administrative Tribunal (pp.141-144) 	<ul style="list-style-type: none"> Apply activity: VCAT (p.144) Apply activity: Online research–VCAT (p.145) 	<ul style="list-style-type: none"> Answers: VCAT Answers: Online research–VCAT
10	The purposes of civil pre-trial procedures	<ul style="list-style-type: none"> The civil pre-trial process (pp.146-151) 	<ul style="list-style-type: none"> Apply activity: Settling out of court (pp.152-153) 	<ul style="list-style-type: none"> Answers: Settling out of court
11	The reasons for a Victorian court hierarchy in determining civil cases, including administrative convenience and appeals	<ul style="list-style-type: none"> The Victorian court hierarchy (pp.153-156) 	<ul style="list-style-type: none"> Apply activity: Research task (p.156) 	<ul style="list-style-type: none"> Answers: Research task
12	Review and exam preparation	<ul style="list-style-type: none"> Chapter summary (pp.156-158) 	<ul style="list-style-type: none"> Check Your Understanding (p.158) 	<ul style="list-style-type: none"> Answers: Check activity Additional Apply activity Online summary quiz
13	Review and exam preparation		<ul style="list-style-type: none"> Exam practice: Extended-response questions (p.159) 	<ul style="list-style-type: none"> Exam practice marking guidelines Video clip
14	The responsibilities of key personnel in a civil trial, including the judge, jury, the parties and legal practitioners	<p>Chapter 7: Outcomes in civil law</p> <ul style="list-style-type: none"> Civil trials (p.162) Key personnel in a civil trial (pp.162-164) 	<p>Chapter 7: Outcomes in civil law</p> <ul style="list-style-type: none"> Apply activity: Key personnel in a civil trial (p.165) 	<ul style="list-style-type: none"> Answers: Key personnel in a civil trial
15	Judicial powers of case management, including the power to order mediation and give directions	<ul style="list-style-type: none"> Judicial powers of case management (pp.165-168) 	<ul style="list-style-type: none"> Apply activity: Judicial powers of case management (p.169) 	<ul style="list-style-type: none"> Answers: Judicial powers of case management

Area of Study 2: The Victorian civil justice system

Outcome 2 – On completion of this unit the student should be able to analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

Lesson	Key knowledge	Textbook topics	Textbook resources	Teaching resources
16	The methods used to resolve civil disputes, including mediation, conciliation and arbitration, and their appropriateness	<ul style="list-style-type: none"> Methods used to resolve civil disputes (pp.169-171) 	<ul style="list-style-type: none"> Apply activity: Alternative dispute resolution (p.171) 	
17	The purposes of remedies Damages and injunctions, and their specific purposes	<ul style="list-style-type: none"> The purposes of remedies (pp.171-173) Injunctions (p.174) Damages (p.174) 	<ul style="list-style-type: none"> Apply activity: Methods used to resolve disputes (p.173) Apply activity: Disputes resolved by VCAT (p.173) 	<ul style="list-style-type: none"> Answers: Methods used to resolve disputes Answers: Disputes resolved by VCAT
18	Review and exam preparation	<ul style="list-style-type: none"> Chapter summary (pp.175-176) 	<ul style="list-style-type: none"> Check Your Understanding (p.177) 	<ul style="list-style-type: none"> Answers: Check activity Additional Apply activity Online summary quiz
19	Review and exam preparation		<ul style="list-style-type: none"> Exam practice: Extended-response questions (p.178-179) 	<ul style="list-style-type: none"> Exam practice marking guidelines Video clip
20	Factors that affect the ability of the civil justice system to achieve the principles of justice, including in relation to costs, time and accessibility	<p>Chapter 8: Reforms to civil law</p> <ul style="list-style-type: none"> The principles of justice and civil law (pp.182-185) 	<p>Chapter 8: Reforms to civil law</p> <ul style="list-style-type: none"> Apply activity: E-learning investigation (p.185) 	<ul style="list-style-type: none"> Answers: E-learning investigation
21	Factors that affect the ability of the civil justice system to achieve the principles of justice, including in relation to costs, time and accessibility	<ul style="list-style-type: none"> Costs (pp.186-187) Court delays (pp.187-189) 	<ul style="list-style-type: none"> Apply activity: Inquiry into accessibility (p.189) 	<ul style="list-style-type: none"> Answers: Inquiry into accessibility
22	Factors that affect the ability of the civil justice system to achieve the principles of justice, including in relation to costs, time and accessibility	<ul style="list-style-type: none"> Social and economic barriers (pp.189-192) 	<ul style="list-style-type: none"> Apply activity: Women and children facing barriers to the law (p.192) 	<ul style="list-style-type: none"> Answers: Women and children facing barriers to the law
23	Recent and recommended reforms to enhance the ability of the civil justice system to achieve the principles of justice	<ul style="list-style-type: none"> Recent reforms to civil law in Victoria (p.193) Changes to discovery provisions (pp.193-196) 	<ul style="list-style-type: none"> Case study: Addressing underquoting (pp.199-200) Apply activity: Addressing underquoting (p.200) 	<ul style="list-style-type: none"> Answers: Addressing underquoting

Area of Study 2: The Victorian civil justice system

Outcome 2 – On completion of this unit the student should be able to analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

Lesson	Key knowledge	Textbook topics	Textbook resources	Teaching resources
		<ul style="list-style-type: none"> The <i>Wrongs Amendment Act 2015</i> (Vic) (pp.196-197) Underquoting and real estate pricing (pp.197-199) 		
24	Recent and recommended reforms to enhance the ability of the civil justice system to achieve the principles of justice	<ul style="list-style-type: none"> Recommended reforms to civil law in Victoria (p.200) The <i>Access to Justice Review</i> (pp.200-201) Victoria Legal Aid and alternative dispute resolution (p.201) 'No win, no pay' arrangements (pp.201-202) 	<ul style="list-style-type: none"> Apply activity: Research task–Civil law reform recommendations (p.203) Case study: Unfair practices in insurance (pp.204-205) Apply activity: Unfair practices in insurance (p.205) Apply activity: Extension task (p.205) 	<ul style="list-style-type: none"> Answers: Unfair practices in insurance
25	Review and exam preparation	<ul style="list-style-type: none"> Chapter summary (pp.205-206) 	<ul style="list-style-type: none"> Check Your Understanding (p.207) 	<ul style="list-style-type: none"> Answers: Check activity Additional Apply activity Online summary quiz
26	Review and exam preparation		<ul style="list-style-type: none"> Assessment task: Research task (p.208) 	<ul style="list-style-type: none"> Assessment task marking guidelines
27	Review and exam preparation		<ul style="list-style-type: none"> Exam practice: Extended-response questions (p.208) 	<ul style="list-style-type: none"> Exam practice marking guidelines Video clip

Teachers should allow up to 10 additional lessons for explicit skills teaching, assignment work, exam practice, out-of-class activity and other tasks.

The facts of the case

Ms Cianca was walking through the car park of the Always Cheaper Supermarket on 31 November at 10.15pm when her bag was snatched. Three young people, Danielle Mack, Alex Millar and Charlie Kingsley, saw the crime and ran after the bag-snatcher, who disappeared around the corner of the car park and into a laneway. They temporarily lost sight of the offender. When the three went around the corner, they saw the bag on the ground in the gutter. They also saw Matty Arnold running away.

Rudy Carroll, an elderly man who is the local representative of Neighbourhood Watch, also saw the attack on Ms Cianca. He called the police.

Police Constable Rossetti responded to the call and arrived at the scene. Ms Cianca gave Constable Rossetti a brief description of the offender and pointed out the direction in which the offender ran off. She said the offender was male—20 or so years old, wearing a beanie, a dark jumper (possibly a football jumper) and dark pants (probably tracksuit pants), with no beard or moustache.

Constable Rossetti ran to the laneway. When he got there, he saw that Alex Millar and Charlie Kingsley had wrestled Matty Arnold to the ground.

Nineteen-year-old Matty was known to the police in the area. He was wearing a Carlton beanie, dark blue windcheater and dark jeans. He had not shaved and had a dark stubble. He matched the general description given to Constable Rossetti by Ms Cianca.

Constable Rossetti placed handcuffs on Matty and took him to the police station, where he was taken into custody and charged with the robbery of Ms Cianca's bag. He was asked to turn out the contents of his pockets. He had an iPhone, a set of keys and a wallet. The wallet contained a driver's licence and \$26.65.

Ms Cianca was asked to come to the police station and identify the offender as the man who stole her bag. At the police station she confirmed that Matty Arnold was the individual who took her bag. She was also asked to identify if anything was missing from her bag. Her purse, containing about \$40, a MasterCard and an iPhone were missing.

Constable Rossetti's statement

My name is Jim Rossetti. I am a constable currently assigned to the Hypothetical Police Station. On 31 November of last year I was assigned to a patrol of the shopping area. About 10.15pm I received a call to go to the Always Cheaper Supermarket car park on a bag snatching. I was the first police officer at the scene. It took me less than a minute to respond.

When I arrived I saw a woman who was very upset and a teenager picking up some shopping. The two of them called me over. I got out of the car and the woman told me someone had just stolen her bag and she gave me a description. After I got the description I put out a radio call and ran down the laneway.

As I reached the end of the laneway I saw three people struggling on the ground. Two young people told me that the third man was the bloke that snatched the woman's bag. He matched the description given to me by the victim so I handcuffed him.

I later went to the victim's home and told the victim we had a suspect in custody. I asked her if she would accompany me to the station and make an identification. She was able to positively identify Matty Arnold as the person who snatched her bag.

Before the trial

- Read the facts of the case and the statement your character has made.
- Think about your character.
- Think about the questions you may be asked by both the prosecution and the defence. They may try to identify any inconsistencies in your statement and generally try to show you are 'unreliable' or might have been mistaken. Remember to stick to the facts in your statement.

During the trial

- Use the running sheet on the next two pages to keep track of what should happen next.
- Try to act the part of the character you are playing.
- Follow any instructions you are given by the judge, judge's associate or tipstaff.
- You must not add in new facts or change the statements that you have made.
- If you are asked a question that requires an answer that isn't covered by your statement, you should say 'I don't know,' 'I can't remember' or 'That isn't in my statement'.
- If you are asked to describe what the defendant looked like, you may alter your description to match the person playing the role of the defendant.
- Keep your answers short and use your own words—don't just recite what's in your statement.

Court procedures running sheet

Step 1	Participants (except judge)	take their seats in the courtroom
Step 2	Tipstaff	advises judge when the court is ready
Step 3	Judge	enters the courtroom
Step 4	Judge’s associate	says ‘Silence, all stand’. Everyone in the room should stand and remain standing.
Step 5	Judge	sits. The judge is addressed as ‘Your Honour’. Everyone can sit after the judge has taken their seat. The defendant remains standing.
Step 6	Judge’s associate	gives the judge a note with the name of the case and the names of the lawyers representing the prosecution and the defence
Step 7	Judge’s associate	asks defendant to stand and reads out the charge against the defendant. Then asks, ‘How do you plead?’
Step 8	Defendant	says ‘Not guilty’.
Step 9	Judge	asks defendant to sit. Asks the prosecution lawyer to make the opening speech
Step 10	Prosecution lawyer	makes opening speech
Step 11	Defence lawyer	presents a response to the opening address of the prosecution
Step 12	Prosecution lawyer	calls first prosecution witness by saying, ‘Your Honour, I now call ...’ and states name of first witness.
Step 13	First prosecution witness	moves to the witness stand
Step 14	Tipstaff	swears in the witness asking them to repeat, ‘I swear to tell the truth, the whole truth and nothing but the truth’.
Step 15	Witness	repeats the oath after the tipstaff.
Step 16	Prosecution lawyer	examines the prosecution witness. At the end says, ‘Thank you. I have no further questions’.
Step 17	Defence lawyer	cross-examines the prosecution witness. When finished says, ‘I have no further questions, Your Honour’.
Step 18	Judge	thanks witness.
Step 19	Tipstaff	leads the witness back to their seat.
Step 20	Prosecution lawyer	stands and says, ‘Your Honour, I now call ...’ and gives name of the next witness. Repeat steps 12–19 until all prosecution witnesses have been heard.
Step 21	Defence lawyer	‘Your Honour, I now call [defendant] ...’ and states the name of defendant.
Step 22	Defendant	stands.
Step 23	Tipstaff	leads defendant to witness box and swears them in.
Step 24	Defence lawyer	examines the defendant. At the end says, ‘Thank you, I have no further questions’.
Step 25	Prosecution lawyer	cross-examines defendant. At the end says ‘I have no further questions’.

Step 26	Judge	thanks witness.
Step 27	Tipstaff	leads witness back to seat.
Step 28	Defence lawyer	stands and says, 'Your Honour, I now call ...' and gives name of the next witness. Repeat steps 21–27 until all defence witnesses have been heard.
Step 29	Prosecution lawyer	makes closing speech.
Step 30	Defence lawyer	makes closing speech.
Step 31	Judge	sums up and instructs jury to 'Retire and consider your verdict'.
Step 32	Jury members	move to a separate area of the classroom to consider their verdict. The jury should elect one person to act as a foreperson.
Step 33	Tipstaff	leads the jury, when ready, back to their seats in the courtroom.
Step 34	Judge's associate	says to jury: 'Have you considered your verdict?'
Step 35	Jury foreperson	'Yes'.
Step 36	Judge's associate	'Do you find the defendant guilty or not guilty?'
Step 37	Jury foreperson	says 'Guilty' or 'Not guilty'.
Step 38	Judge	if found not guilty, says '[Defendant], you are free to go'; if guilty says 'The court will now consider the sentence that is appropriate'.

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Running a mock trial

Running a mock trial can be a good way to prepare for a visit to a court, or a substitute for a court visit when this is not possible. A mock trial is also an excellent way to introduce students to the operation of the court system and provide them with a basic introduction to court procedures. Students participating in a mock trial develop listening, reasoning, thinking and oral presentation skills.

This mock trial activity has been adapted for classroom purposes. Court procedures have been simplified and the case includes a jury, which would not be the case in reality. Some aspects can be adapted according to the particular needs in your class—for example, the number of people on the jury.

Before starting, students should have been introduced to some foundation concepts of the criminal justice system, including:

- the distinction between criminal and civil law
- the basic principles of an adversary trial
- key aspects of the rules of evidence, for example:
 - the standard of proof and onus of proof in a criminal case
 - the understanding that leading questions cannot be asked during an examination-in-chief but can be asked during a cross-examination
 - that hearsay evidence is not permitted.

This activity would be best attempted after students have completed Unit, 2, Area of Study 1, 'Sanctions' in the 2018-2022 VCE Legal Studies study design.

Preparation

Print out a character reference document for each role being played by students. Each of these documents lists the facts of the case, notes for individual characters, and instructions on what to do during the mock trial.

Print out a separate copy of the 'Court procedures running sheet' for yourself and for anyone assisting you.

If you have additional time to prepare, you (or any students assisting you) could create the following exhibits to be used in the trial:

- Old handbag
- iPhone
- Police report
- Diagram of the crime scene
- Pictures of the crime scene

Lesson 1

- Outline the situation described in the case and briefly describe the procedure for the activity.
- Allocate the roles that students will play and use the table below to note the roles allocated.
- Distribute the appropriate character reference documents to students.
- Allow time for the students to prepare.
- Observers or jury members can prepare posters describing the roles of the different legal personnel in the courtroom while the prosecution and defence prepare their case and witnesses.

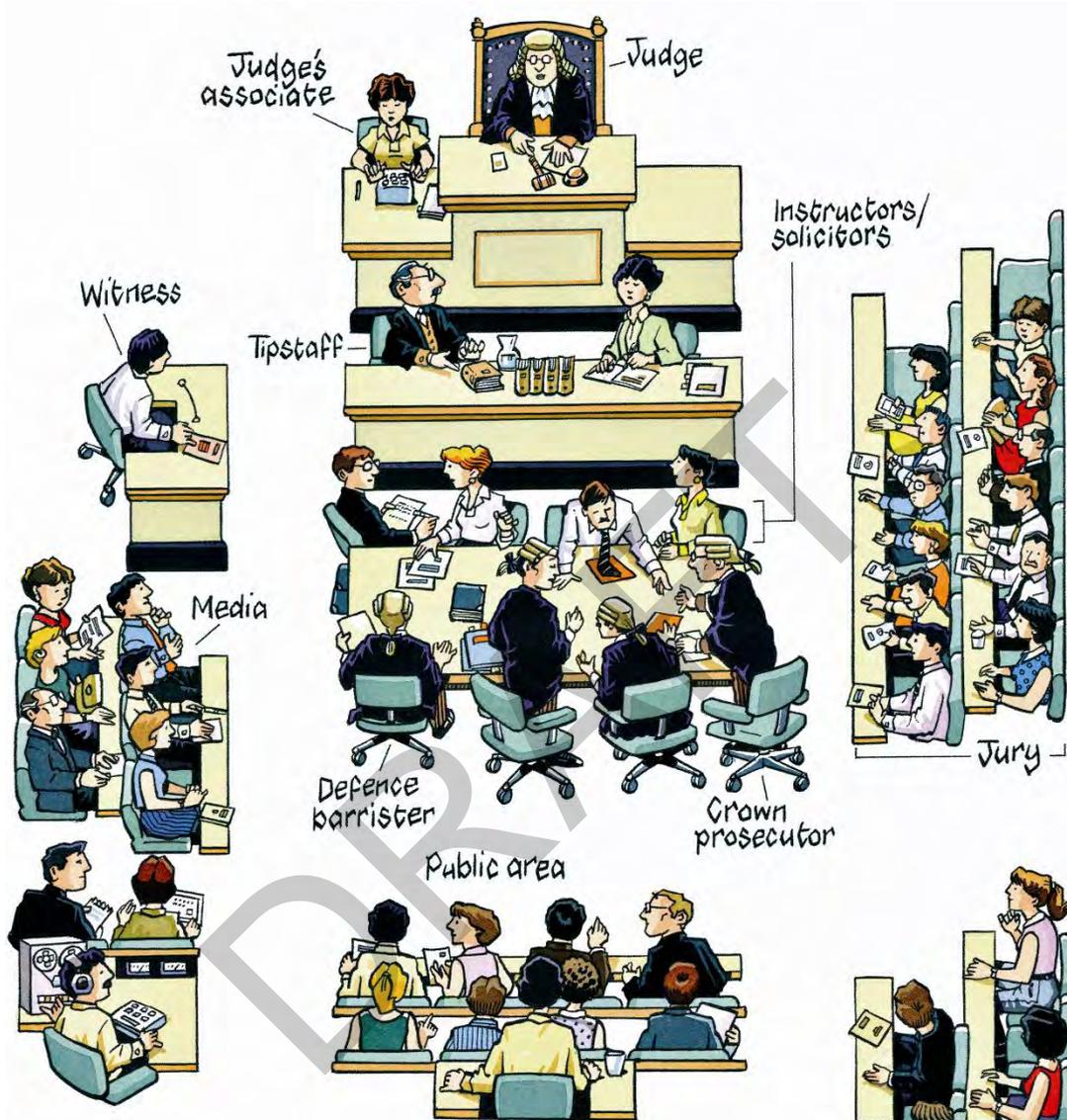
Mock trial—roles

<i>Character</i>	<i>Student</i>
Constable Rossetti	(1)
Victim—Ms Cianca	(2)
Witness—Danielle Mack	(3)
Witness—Alex Millar	(4)
Witness—Charlie Kingsley	(5)
Defendant—Matty Arnold	(6)
Defendant's friend—Lewis Kipples	(7)
Witnessing neighbour—Rudy Carroll	(8)
Judge	(9)
Judge's associate	(10)
Prosecution lawyer (Barrister)	(11)
Prosecution lawyer (Solicitor)*	(12)
Defence lawyer (Barrister)	(13)
Defence lawyer (Solicitor)*	(14)
Tipstaff	(15)
Jury	(16)
Jury	(17)
Jury	(18)
Jury	(19)
Jury	(20)
Jury	(21)
Jury	(22)
Jury	(23)
Observer*	(24)
Observer*	(25)
Observer*	(26)
Observer*	(27)

* these are optional roles, best assigned only if you have a large class

Lesson 2

Set up the classroom as in the illustration below.



Oversee the class as they conduct the trial using the notes and procedures in their handouts. Step in only if necessary

If the accused is found guilty by the jury, involve the entire class in considering the sentence.

As a follow-up activity, you could ask students to prepare a newspaper, television or online media report of the case.



Mock trial Teacher's guide

Additional resources for running mock trials

[Victoria Law Foundation](#)

The Victoria Law Foundation publishes a number of free teaching resources for Legal Studies. Their publications include two model trial kits:

[*Danielle come to judgment: A model hearing in the Magistrates' Court*](#)

A comprehensive overview of the criminal jurisdiction of the Magistrates' Court of Victoria for VCE students, outlining the roles of court officers and hearing procedures. It includes a variety of research and discussion activities, as well as an observation assignment for students to complete during an excursion to the court.

[*Death at Blue Hills: A model criminal trial in the Supreme Court*](#)

Eamonn Murtagh has been charged with murder but claims to have acted in self-defence. With your students playing the roles of prosecutor, defence counsel, judge and jury members, will he be found guilty or not guilty? This partly scripted mock court activity, set in the Supreme Court of Victoria, introduces students to criminal law, and the rules of evidence and procedure, in a fun and engaging way.

These kits include notes for the previous VCE Legal Studies study design, which can be updated to the 2018-2022 study design with minimal effort.

[Courts Administration Authority of South Australia](#)

The CAASA provides two free mock trials for school use. These may need a small amount of adaptation for use in Victorian classes – or you may like to run them as-is, then get students to identify and discuss the points of difference between the SA and Victorian systems.

[Streetlaw](#)

[The Classroom Law Project](#)

Streetlaw and the Classroom Law Project are both US legal studies education services that provide a range of free criminal and civil mock trials. These could be used as an activity in class by adapting the content to an Australian case.



Website and online resource guide

General Legal Studies resources

ABC Online

www.abc.net.au

The ABC website lists top world, national and state news stories, which can be used as recent case studies to examine in class. It links to other ABC programs, as well as having an extensive list of legal, political and educational topics in the 'Explore the ABC' section, useful for class activities and discussion.

Australasian Legal Information Institute

www.austlii.edu.au

Austlii provides free internet access to legal material. It contains cases, verdicts, legislation and subject-specific collections. It allows for database searches for cases across the country, with links to cases and legislation, specific legal libraries and latest updates to changes to Australian laws. This site is an invaluable resource and one students should regularly consult in their study.

Australian Bureau of Statistics (ABS)

www.abs.gov.au

Australia's official statistical organisation, which assists and encourages informed decision-making, research and discussion by providing a high quality, objective and responsive national statistical service. Search the site to find the latest products on crime- and law-related topics.

Federal Register of Legislation

www.legislation.gov.au

The Federal Register of Legislation is the whole-of-government website for Commonwealth legislation and related documents. It contains the full text and details of the lifecycle of individual laws and the relationships between them.

Law Handbook Online

www.lawhandbook.org.au

The Law Handbook Online is a practical guide to the law in Victoria. It has links to the Fitzroy Legal Service. The fact sheets are very detailed and useful on a wide range of topics.

Law Institute of Victoria

www.liv.asn.au

The LIV is the professional association for Victorian solicitors. The site provides a range of resources on all matters relating to the legal profession, including a facility for requesting educational material from the Education Liaison Officer, the library and other information.



Website and online resource guide

Melbourne University Law Review

<http://law.unimelb.edu.au/mulr>

This journal offers articles, critique and comment, case notes and book reviews on a wide variety of legal topics. The content here is of a higher level than VCE students will generally require (or possibly understand), but it's a useful resource for extension and higher-order discussion.

OzGuide – Internet Information Sources for Australian Journalists

www.journoz.com

This site lists a range of contacts and net-based sources of Australian facts. Use the directory to find up-to-date information on business, cases, databases, directories, governments, legislation, reports, statistics and trade figures.

Victoria Law Foundation

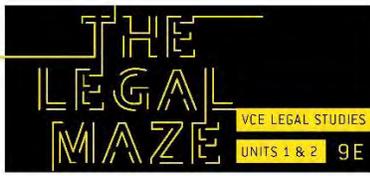
www.victorialawfoundation.org.au

The Victoria Law Foundation helps Victorians to understand the law and use it to improve their lives. Its focus is on providing better legal information for the community. The VLF also produce a number of free Legal Studies teaching resources and have a fantastic schools program.

Victorian Curriculum and Assessment Authority

<http://www.vcaa.vic.edu.au/Pages/vce/studies/legalstudies/legalindex.aspx>

The VCAA provides high quality curriculum, assessment and reporting for all Victorian students and learners. The VCAA VCE Legal Studies subject page is the single most important resource for understanding, implementing and teaching the subject. Students should also be encouraged to visit the VCAA site and understand the subject and examination requirements.



Website and online resource guide

Chapter 1: Individuals and the law

Cameras Save Lives

www.camerassavelives.vic.gov.au

This site from the Department of Justice & Regulation explains how red-light and speed cameras work and aims to promote safer road use. It also provides a variety of information about relevant laws, regulations and statistics. The Chapter 1 assessment task draws from this source.

The Scanlon Foundation

<http://scanlonfoundation.org.au/>

The Scanlon Foundation supports research into the indicators of social cohesion and makes grants to improve social cohesion in areas of greatest need within Australia. The Foundation's reports and press releases are useful resources for class discussion on the concept of social cohesion.

Victorian Legislation and Parliamentary Documents

www.legislation.vic.gov.au

This Victorian government site is a repository of all legislation and parliamentary documents, including bills under consideration, statutory rules and information sheets about Parliament and legislation. It has a huge amount of content, so can be a little difficult to search and navigate.

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Chapter 1: Exam preparation support

Unpacking assessment questions

To answer questions effectively, you need the skills to unpack a range of exam and revision tasks that test a range of key knowledge and key skills. Regardless of whether you're attempting a short or extended-response question, it's useful to annotate and clarify *exactly* what the question is asking you (and what it's *not* asking you to do). You can do this by:

- Looking for and highlighting the **key task or action word(s)** that show you what you have to do with the question, such as 'Explain', 'Discuss', 'Compare' etc.
- Looking for and highlighting the **key topic, content or subject** of the question, such as 'the rights of the accused' or 'the principles of justice'.
- Looking for and highlighting the **key focus word(s)** that focus your answer by defining or limiting the scope of the subject, such as 'give two reason' or 'provide one explanation'.
- Looking for and highlighting the **marking allocation**, which tells you how much time and space is needed to complete the question. As a general rule, 1 mark = 1.5 minutes = 3 lines.

Chapter 1: Justice and criminal law

Refer to the Exam Practice activity on page 27 of your textbook for the information and context for these questions. Use this document to annotate the questions, identify the key information and plan your response. Tick the appropriate column on the right for each question to honestly assess your exam preparation needs.

1. Some tabloid newspapers have focused a lot of negative attention on the accused, already reporting publicly about her guilt and expected sentencing. Explain how this might contravene the principles of justice. [2 marks]

Key Task Word

Key Content Word

Key Focus Word

Marking Allocation

_____ minutes _____ lines

Plan or unpack what needs to go into the answer:

-
-

I can answer this question

I can partially answer this question

I need to revise this topic/question



Chapter 1: Exam preparation support

<p>2. Describe the possible consequences of the considerable time lapse between the incident and the court case, for both the accused and the victims. [2 marks]</p> <p>Key Task Word _____</p> <p>Key Content Word _____</p> <p>Key Focus Word _____</p> <p>Marking Allocation _____ minutes _____ lines</p> <p>Plan or unpack what needs to go into the answer:</p> <ul style="list-style-type: none"> • • 	I can answer this question	I can partially answer this question	I need to revise this topic/question
<p>3. The victims of the car crash have found it difficult to leave their home after physical rehabilitation in the time since the incident. Explain the options they have when required to give evidence in court. [2 marks]</p> <p>Key Task Word _____</p> <p>Key Content Word _____</p> <p>Key Focus Word _____</p> <p>Marking Allocation _____ minutes _____ lines</p> <p>Plan or unpack what needs to go into the answer:</p> <ul style="list-style-type: none"> • • 	I can answer this question	I can partially answer this question	I need to revise this topic/question



Chapter 1:
Exam preparation support

<p>4. Define one of the following terms: [2 marks]</p> <p>a. standard of proof b. burden of proof.</p> <p>Key Task Word _____</p> <p>Key Content Word _____</p> <p>Key Focus Word _____</p> <p>Marking Allocation _____ minutes _____ lines</p> <p>Plan or unpack what needs to go into the answer:</p> <ul style="list-style-type: none"> • • 	I can answer this question	I can partially answer this question	I need to revise this topic/question
<p>5. 'In Victoria, an accused person is guilty beyond reasonable doubt for an offence they are charged with.' Explain this key concept and how it demonstrates the principles of justice. [5 marks]</p> <p>Key Task Word _____</p> <p>Key Content Word _____</p> <p>Key Focus Word _____</p> <p>Marking Allocation _____ minutes _____ lines</p> <p>Plan or unpack what needs to go into the answer:</p> <ul style="list-style-type: none"> • • • • • 	I can answer this question	I can partially answer this question	I need to revise this topic/question



Chapter 1:
Exam preparation support

<p>6. Explain the rights of the accused and ability of the criminal justice system to achieve the principles of justice. [6 marks]</p> <p>Key Task Word _____</p> <p>Key Content Word _____</p> <p>Key Focus Word _____</p> <p>Marking Allocation _____ minutes _____ lines</p> <p>Plan or unpack what needs to go into the answer:</p> <ul style="list-style-type: none"> • • • • • • 	<p>I can answer this question</p>	<p>I can partially answer this question</p>	<p>I need to revise this topic/question</p>
<p>7. Explain the rights of victims and ability of the criminal justice system to achieve the principles of justice. [6 marks]</p> <p>Key Task Word _____</p> <p>Key Content Word _____</p> <p>Key Focus Word _____</p> <p>Marking Allocation _____ minutes _____ lines</p> <p>Plan or unpack what needs to go into the answer:</p> <ul style="list-style-type: none"> • • • • • • 	<p>I can answer this question</p>	<p>I can partially answer this question</p>	<p>I need to revise this topic/question</p>



Chapter 1: Exam preparation support

8. The right to a fair hearing has been a cornerstone of our legal system. Explain this right and the role that natural justice plays in enhancing the principles of justice.
[7 marks]

Key Task Word _____

Key Content Word _____

Key Focus Word _____

Marking Allocation _____ minutes _____ lines

Plan or unpack what needs to go into the answer:

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-

I can answer this question

I can partially answer this question

I need to revise this topic/question

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Chapter 1: Exam preparation support

9. 'In recent times, the rights of victims in our criminal justice system has become of paramount concern, outweighing the rights of the accused.' To what extent do you agree with this statement? Justify your view. [8 marks]

Key Task Word _____

Key Content Word _____

Key Focus Word _____

Marking Allocation _____ minutes _____ lines

Plan or unpack what needs to go into the answer:

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I can answer this question

I can partially answer this question

I need to revise this topic/question

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Chapter 1: Exam preparation support

10. Justice can mean different things to different people at different times. To what extent do the rights of an accused and a victim upheld by the principles of justice achieved in the Victorian criminal and civil justice system? In your answer, provide an understanding of the impact of fairness, equality and access. [10 marks]

Key Task Word _____

Key Content Word _____

Key Focus Word _____

Marking Allocation _____ minutes _____ lines

Plan or unpack what needs to go into the answer:

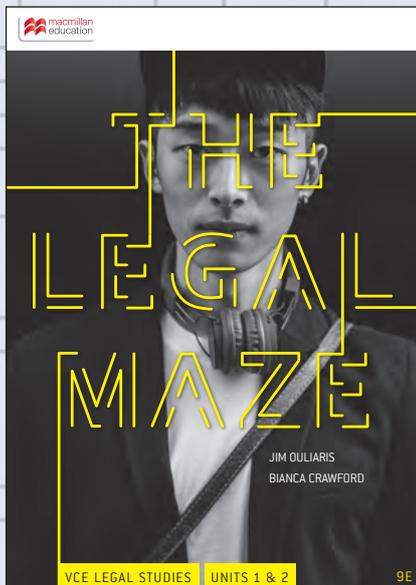
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DRAFT

I can answer this question

I can partially answer this question

I need to revise this topic/question



UNITS 1 & 2 TABLE OF CONTENTS

UNIT 1: GUILT AND LIABILITY

1. Individuals and the law
2. What makes an effective law?
3. Parliament, courts and the law
4. Key concepts of criminal law
5. Courts and criminal law
6. Criminal law in action
7. Key concepts of civil law
8. Civil law in action

UNIT 2: SANCTIONS, REMEDIES AND RIGHTS

9. Law enforcement
10. Courts and sentencing approaches
11. The sentencing process
12. Resolving civil disputes
13. Rights in Australia
14. International rights



UNITS 3 & 4 TABLE OF CONTENTS

UNIT 3: RIGHTS AND JUSTICE

1. Justice and criminal law
2. Determining a criminal case
3. Outcomes in criminal law
4. Reforms to criminal law
5. Justice and civil law
6. Resolving a civil dispute
7. Outcomes in civil law
8. Reforms to civil law

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