



ASSESSMENT TASK NOTIFICATION

YEAR 10

'Famous Criminal Cases'

Subject:	COMMERCE
Title of Task:	Assessment Task 1: Law & Society
Date of issue:	Monday 24th February, 2020 (Week 5, Term 1)
Weighting of Task:	20%
Due Date:	Wednesday 11th March, 2020 (Week 7, Term 1)
Course Components:	Research Report

Outcomes assessed:

The student:

- 5.1** applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
 - 5.3** examines the role of law in society
 - 5.4** analyses key factors affecting commercial and legal decisions
 - 5.7** explains commercial and legal information using a variety of forms
 - 5.9** works independently and collaboratively to meet individual and collective goals within specified timelines
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Context:

Studying Law and Society helps you develop an understanding of how laws affect individuals and groups and regulate society. By investigating a high-profile criminal case that has generated notoriety in society, students will appreciate the roles and responsibilities of all parts of the legal system. Thorough analysis will enable you to gain an educated perspective as to why people in society may not agree with the outcome of some legal cases.

Task Description:

You will select a **criminal** case **from the list below**. It is always wise to look at all 6 cases and examine the amount of information which is available. Your task will be easier when plenty of relevant resources are available. When selecting your case please reflect on the following:

- Your unique research angle – why does the case interest you – *remember this is one of the headings in your report*. Perhaps you may empathise with the victim’s family or even the accused. Perhaps the controversy or media frenzy generated by the case interests you.

You are then to prepare a research report that details the following:

- Name of the case and date of offence
- Explain why the case interested you
- Outline the facts of the case (using correct legal terminology) including the charges faced by the accused
- Create a timeline that depicts the events of the case from the date of the offence, through to the resolution of the case, including hearings, appeals or any notable legal changes in the case
- Do you agree with the verdict? Justify your reasons for this.
- *Hypothesize why the case has achieved public interest or media notoriety.*

Cases:

- R v. Knight 2001 (Katherine Knight murdered partner and fed him to his children in soup)
- R v. Bui 2008 (Thi Rien Bui had been adjudged to have exposed her children to the cultivation of cannabis).
- R. v. Campbell (2010) (Ex-police officer Des Campbell was convicted of the murder of his wife who he threw off a cliff)
- R. v. Loveridge 2013 (Kieran Loveridge killed Thomas Kelly in a one-punch attack in King’s Cross)
- R. v. Curtis 2016 (Oliver Curtis was convicted of insider trading, and is the husband of PR queen Roxy Jacenko)
- R. v. Pell 2018 (Cardinal Pell was charged with five counts of sexual offending)

Assessment criteria:

You will be assessed on how well you:

- Demonstrate knowledge and understanding of your chosen case
- Use research to support your analysis of your chosen case
- Communicate using relevant legal terminology and concepts in the form of a business report
- Present a sustained, logical and cohesive response in the form of a business report
- Your report must be no longer than **1,200 words** in length (+/- 10%).
 - Reports that do not comply with this will be penalised (refer to the marking guidelines).
 - Images, captions and the bibliography will **not** be included in the word count.

Guidelines:

- You are to submit your report using the Turn-it-in software through a link on CANVAS **before 11am on Wednesday the 11th March, 2020**. Your teacher will provide you with instructions on how to do this. Students are also required to submit a printed version of their report.
- Your report needs to be prepared using the **St Luke's Grammar School Business Studies Report Writing Guidelines 2020**. Your teacher will provide you with this guide in class.
- Your report should include **supporting documentation** e.g. Newspaper articles, photographs, court transcripts etc.
- Your report must include a **bibliography** (Harvard referencing format) for all information and supporting documentation contained in your report, including in-text citations. Refer to page 7 and 8 of this document

List of Resources:

- LIAC Crime Library
- <http://www.legalanswers.sl.nsw.gov.au>
- <http://www.smh.com.au>
- www.abc.net.au
- www.dailytelegraph.com.au
- <http://au.tv.yahoo.com/news/>

This list of resources is just to get you started. It is not exhaustive.

CATEGORY	MARKING GUIDELINES			
Content	20 - 15	14-10	9-5	4-1
	<ul style="list-style-type: none"> Covers topic in-depth with details and examples. All questions have been comprehensively addressed Subject knowledge is excellent. Three or more supporting documents are used throughout the report Convincing arguments presented to support/disagree with the verdict. 	<ul style="list-style-type: none"> Includes essential knowledge about the topic. All questions have been addressed Subject knowledge appears to be good. Some supporting documents have been included in the report Some arguments have been presented to support / disagree with the verdict. 	<ul style="list-style-type: none"> Includes essential information about the topic but there are factual errors. Some questions have been addressed Some documents have been included in the report although do not necessarily support the analysis presented Limited arguments have been presented to support / disagree with the verdict. 	<ul style="list-style-type: none"> Content is minimal and there are factual errors. No supporting documents included in the report, or documents included do not support the analysis presented. Student has made no personal opinion about the verdict of the case.
Report Organisation and Style	3	2	1	0
	<ul style="list-style-type: none"> Content is well organised and detailed, using headings or bulleted lists to group related material. The report-writing guide has been followed accurately. 	<ul style="list-style-type: none"> Uses headings or bulleted lists to organise, but the overall organisation of topics appears flawed. The report-writing guide has been followed. 	<ul style="list-style-type: none"> Content is logically organised for the most part. Some attempt to follow the report writing guidelines has been made 	<ul style="list-style-type: none"> There was no clear or logical organisational structure to the report. Report did not follow the report writing guidelines.
Bibliography	3	2	1	0
	<ul style="list-style-type: none"> Presents an extensive, correctly referenced bibliography, minimum of 5 references Complies with word limit 	<ul style="list-style-type: none"> Presents a correctly referenced bibliography, with a minimum of 4 references Complies with word limit 	<ul style="list-style-type: none"> Presents a basic bibliography Does not comply with word limit 	<ul style="list-style-type: none"> No bibliography Does not comply with word limit
Total Mark	/26			

Bibliography and Referencing

A bibliography must be attached to every essay, project or assignment. It should contain the complete details of the books, articles, Internet sites, reference books, artworks, CD-ROMS, etc., that you used or consulted. Your list is to be arranged in alphabetical order according to the author's surname. If there is no author then it is arranged by the first word of the title (excluding "a", "an" or "the").

The online referencing generator is available through "Online Classroom" in Edumate. It uses the Harvard referencing system.

Example Bibliography

Archer, N. (1993) [Interview with Helen Burns, author of Sense and Perception.] Journal of Sensory Studies, 21, pp. 211-216.

Auden, W.H. Introduction to Poets of the English Language. Vol.5 Tennyson to Yeats. Ed. Pearson, N.H. Heron Books.

Bronowski, J. (1996), 'The Ascent of Man: The Music of the Spheres'. British Broadcasting Commission, London. [Viewed Clickview, 2 August 2001].

Cook, K. (2001) Telephone Interview. 12 December 2001.

Edelman, H. (1994) Motherless Daughters: The Legacy of Loss. Sydney: Hodder and Stoughten.

Gratten, M. (1987), 'Hawkes Demise', The Age, 13 August, p.14.

Howard. George, S. (1997), 'The Tragedy of Maximisation'. Essay. Eco psychology, on-line. <http://www.csuhayard.edu/ALSS/ECO/1097/howard.htm> [Accessed: 21 October. 97]

Schneider Adams, L (2008) A History of Western Art 4th Ed., McGraw Hill Co.'s, New York.

Citing References

Use the **Author-Date** system to cite references. It dispenses with footnotes and instead the reference is incorporated into the body of work. At the end of the essay a **Reference List** is given. NB. A reference list is different and additional to a bibliography. A reference list records the details of **ONLY** those works that are cited in the text. The most common citation uses the **author(s) name and the date of publication**.

Example: *Children who read widely perform well in IQ tests. (Baker & Hobbes, 1996).*

All assessment tasks should be fully referenced according to the Harvard method.

Use of Computers and Word Processors

A computer or printer malfunction will not be accepted as an excuse for failure to submit an assessment task on time. A disk alone will not be accepted. A printed copy of the assessment is required. Students are advised to regularly save and backup work in progress, to avoid loss of work.

YEAR 10 ASSESSMENT GUIDELINES 2020

IMPORTANT INFORMATION FOR ALL STUDENTS

Absence or Illness on the day a task is due or during preparation of a task

If a student is away on the day of an exam/test or on the day a task is due because of illness or misadventure:

- A parent should ring the School to inform the School of the absence and ask Reception to notify the Head of Department or class teacher.
- On the day the student returns, they should bring a note from the parent detailing the nature of the illness or misadventure.

If students are absent on the day of the task (for an in-class task) or on the day a task is due, they will be expected to hand in the task or do the test on the day they return to school unless there is valid reason for an extension.

If students are away from school due to illness, misadventure or extenuating circumstances, they **can request an extension or re-scheduling from the Head of Department** for a hand-in task, or a re-scheduled in-class task. **Application for extensions must be made in writing by the parent** to the Head of Department **before the due date** of the task and must include the reason for the extension request. Heads of Department may grant extensions if there are genuine and valid reasons for a student's inability to hand in a task by the due date. It is then the student's responsibility to submit the task by the re-scheduled date.

Students must always complete all Assessment Tasks in order to meet the NES (formerly BOSTES) course requirements and be eligible to proceed to Year 11.

Only in very exceptional circumstances, will the Deputy, Curriculum, consider an estimate mark for a task and if so, this will be based on past performance in similar tasks.

Students and parents should note that absence from an in-class task or non-submission of a task due to a family holiday for which Principal's Approve Leave has not been granted will result in a zero mark being recorded in Edumate.

Late Submission

There is a penalty for late assessment tasks unless students have been granted an extension in advance. Students will lose 10% of the total possible mark for each day an Assessment Task is late. The number of days' late means calendar days (including weekends) and not the number of lessons late. Parents will be informed by a phone call or an email, from the class teacher if students have not handed in a task.

MR. D. HINTON
COMMERCE TEACHER

MS. C. NEWMAN
COMMERCE TEACHER