



Legal Studies 2025 v1.2

IA2: Sample assessment instrument

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name	sample only
Student number	sample only
Teacher	sample only
Issued	sample only
Due date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Comprehending	5	
Selecting	4	
Analysing	6	
Evaluating	6	
Creating a response	4	
Overall	25	

Conditions

Technique	Investigation — inquiry report
Unit	Unit 3: Law, governance and change
Topic/s	Topic 2: Law reform within a dynamic society
Duration	Approximately 15 hours of class time
Mode / length	Written: up to 2000 words
Individual / group	Individual
Other	Students can develop their responses in class time and their own time
Resources	Open access to resources

Context

During this unit you have been learning about law reform and the many reasons for change. The world of artificial intelligence (AI) is constantly changing and updating. Australia does not have specific legislation that regulates the use of AI. In this report you are to investigate the legal issue of regulating AI in Australia.

Task

Create an inquiry report that analyses the nature and scope of the issue of regulating AI in Australia. Examine two viewpoints and their consequences. Present two legal alternatives from your analysis. Make a recommendation to reform this issue in Australia. Use legal criteria to justify your recommendation.

To complete this task, you must:

- comprehend and explain legal concepts, principles and/or processes surrounding the legal issue of regulating AI that may require reform in Australia
- select legal information from sources relevant to Australian and/or Queensland law reform including legislation and/or case law
- analyse the legal issues and examine different relevant viewpoints and their consequences
- evaluate the law and legal issues presenting two legal alternatives from the analysis and then make a recommendation and justify using legal criteria. Discuss the implications of the recommendation
- create a response that communicates meaning to suit the intended purpose in the form of an inquiry report.

Checkpoints

- ☐ Week [X]: Planning
- ☐ Week [X]: Progress check
- ☐ Week [X]: Progress check
- ☐ Week [X]: Final response

Authentication strategies

- Your teacher will collect and annotate a draft.
- You must acknowledge all sources.
- You must submit a declaration of authenticity.
- Your teacher will compare the responses of students who have worked together in groups.
- Your teacher will ensure class cross-marking occurs.

Instrument-specific marking guide (IA2): Investigation – inquiry report (25%)

Comprehending	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> comprehensive description of the relevant features of the Australian and/or Queensland law reform issue being investigated perceptive explanation of relevant legal concepts, principles and/or processes of the Australian and/or Queensland law reform issue being investigated precise use of legal terminology 	4–5
<ul style="list-style-type: none"> effective description of the relevant features of the Australian and/or Queensland law reform issue being investigated effective explanation of relevant legal concepts, principles and/or processes of the Australian and/or Queensland law reform issue being investigated satisfactory use of legal terminology 	2–3
<ul style="list-style-type: none"> identification of some relevant legal concepts, principles or processes of the Australian and/or Queensland law reform issue being investigated. 	1
The student response does not satisfy any of the descriptors above.	0

Selecting	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> discerning choice of current and relevant legal information from primary and/or secondary sources relevant to the Australian and/or Queensland law reform issue being investigated perceptive use of legal information consistent and accurate documentation of legal information in the form of a reference list and citations 	3–4
<ul style="list-style-type: none"> satisfactory choice of current and/or relevant legal information from primary and/or secondary sources relevant to the Australian and/or Queensland law reform issue being investigated satisfactory use of legal information satisfactory documentation of legal information in the form of a reference list and/or citations 	2
<ul style="list-style-type: none"> narrow choice of primary and/or secondary sources relevant to Australian and/or Queensland law reform some use of legal information narrow documentation of sources. 	1
The student response does not satisfy any of the descriptors above.	0

Analysing	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • perceptive application of relevant legal concepts, principles and/or processes, to determine the nature and scope of the law reform issue that involves Australian and/or Queensland legislation being investigated • interpretation of legal information to perceptively examine different relevant viewpoints and their consequences • discerning use of evidence to support the analysis 	5–6
<ul style="list-style-type: none"> • effective application of relevant legal concepts, principles and/or processes, to determine the nature and scope of the law reform issue that involves Australian and/or Queensland legislation being investigated • interpretation of legal information to effectively examine different relevant viewpoints and their consequences • satisfactory use of evidence within the analysis 	3–4
<ul style="list-style-type: none"> • superficial description of legal concepts, principles and/or processes, that link to the law reform issue that involves Australian and/or Queensland legislation being investigated • description or identification of different viewpoints • narrow use of evidence. 	1–2
The student response does not satisfy any of the descriptors above.	0

Evaluating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • perceptive legal alternatives presented from the analysis leading to an informed recommendation • synthesis of information to justify the recommendation through the discerning use of legal criteria • discussion of considered implications of the recommendation 	5–6
<ul style="list-style-type: none"> • effective legal alternatives presented from the analysis leading to an effective recommendation • synthesis of information to justify the recommendation through the effective use of legal criteria • discussion of relevant implication/s of the recommendation 	3–4
<ul style="list-style-type: none"> • alternative/s presented and/or recommendation made • some justification of the recommendation • identification of implication/s of the alternative/s or recommendation 	1–2
The student response does not satisfy any of the descriptors above.	0

Creating a response	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • concise expression and logical development of relevant ideas that enhance legal meaning • features of a report genre are consistently demonstrated • minimal errors in spelling, grammar and punctuation 	3–4
<ul style="list-style-type: none"> • adequate expression and development of ideas that convey legal meaning • features of a report genre are demonstrated • some errors in spelling, grammar and punctuation 	2
<ul style="list-style-type: none"> • some elements of report formatting and/or inconsistent use of language conventions. 	1
The student response does not satisfy any of the descriptors above.	0



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