

# Legal Studies 2025 v1.2

## IA3: 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.

|                       |             |
|-----------------------|-------------|
| <b>Student name</b>   | sample only |
| <b>Student number</b> | sample only |
| <b>Teacher</b>        | sample only |
| <b>Issued</b>         | sample only |
| <b>Due date</b>       | sample only |

## Marking summary

| <b>Criterion</b>    | <b>Marks allocated</b> | <b>Provisional marks</b> |
|---------------------|------------------------|--------------------------|
| Comprehending       | 5                      |                          |
| Selecting           | 4                      |                          |
| Analysing           | 6                      |                          |
| Evaluating          | 6                      |                          |
| Creating a Response | 4                      |                          |
| <b>Overall</b>      | <b>25</b>              |                          |

# Conditions

|                           |  |
|---------------------------|--|
| <b>Technique</b>          | Investigation - analytical essay   |
| <b>Unit</b>               | Unit 4: Human rights in legal contexts   |
| <b>Topic/s</b>            | Topic 1: Human Rights<br>Topic 2: Australia's legal response to international law and human rights |
| <b>Duration</b>           | Approximately 15 hours of class time   |
| <b>Mode / length</b>      | Written: up to 2000 words  |
| <b>Individual / group</b> | This is an individual task   |
| <b>Other</b>              | -  |
| <b>Resources</b>          | Open access to resources   |

# Context

In this unit you have explored human rights and Australia's legal response to international law and human rights. In this analytical essay you are going to investigate the issue of modern slavery in Australia and in the Asia and Pacific regions.

Modern slavery is a global problem. Despite increasing awareness about modern slavery, the number of those trapped in modern slavery is increasing.

UNSW Australian Human Rights Institute (n.d.) *What is modern slavery?* [www.humanrights.unsw.edu.au/research/modern-slavery](http://www.humanrights.unsw.edu.au/research/modern-slavery)

# Task

In this analytical essay you are required to investigate Australia's legal response to the issue of modern slavery in Australia and in the Asia and/or Pacific region/s.

Select one area of modern slavery to focus on from the list below, and create an analytical essay in response to the statement:

'Australia's legal response to the international human rights issue of modern slavery in the Asia and/or Pacific region/s is effective.'

- human trafficking
- forced marriage
- forced labour.

To complete this task you must:

- comprehend and explain the relevant legal concepts, principles and/or processes of Australia's legal response to the contemporary international human rights issue of modern slavery in the Asia and/or Pacific region/s
- select legal information from sources relevant to modern slavery including primary and/or secondary sources to support your analysis and legal reasoning
- analyse the legal issue to determine the nature and scope of the contemporary international human rights issue. Examine two different relevant viewpoints and their consequences involving modern slavery and Australia's legal response
- evaluate two legal alternatives from the analysis and make one recommendation, justifying the recommendation through the use of legal criteria. Discuss the implications of the recommendation.
- create a response that communicates meaning to suit the intended purpose in the form of an analytical essay.

# Checkpoints

- Week \_: Planning
- Week \_: Progress check
- Week \_: Progress check
- Week \_: 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 ensure class cross-marking occurs.

## Instrument-specific marking guide (IA3): Investigation – Analytical essay (25%)


| Comprehending   | Marks |
|---|-------|
| The student response has the following characteristics:   |       |
| <ul style="list-style-type: none"> <li>comprehensive description of the essential legal features of the contemporary international human rights issue being investigated</li> <li>perceptive explanation of relevant legal concepts, principles and/or processes of Australia's legal response to the contemporary international human rights issue</li> <li>precise use of relevant legal terminology</li> </ul> | 4–5   |
| <ul style="list-style-type: none"> <li>effective description of the legal features of the contemporary international human rights issue being investigated</li> <li>effective explanation of relevant legal concepts, principles and/or processes of Australia's legal response to the contemporary international human rights issue</li> <li>satisfactory use of relevant legal terminology</li> </ul>           | 2–3   |
| <ul style="list-style-type: none"> <li>identification of some concepts, principles or processes of Australia's response to a contemporary international human rights issue.</li> </ul>  | 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"> <li>discerning choice of current and relevant legal information from primary and/or secondary sources relevant to the contemporary international human rights issue being investigated, and Australia's legal response to it</li> <li>perceptive use of legal information</li> <li>consistent and accurate documentation of legal information in the form of a reference list and citations</li> </ul> | 3–4   |
| <ul style="list-style-type: none"> <li>satisfactory choice of current or relevant legal information from primary and/or secondary sources relevant to the contemporary international human rights issue being investigated and Australia's legal response to it</li> <li>satisfactory use of legal information</li> <li>satisfactory documentation of legal information in the form of a reference list and/or citations</li> </ul>       | 2     |
| <ul style="list-style-type: none"> <li>narrow choice of legal information from primary and/or secondary sources relevant to the contemporary international human rights issue being investigated and/or Australia's response to it</li> <li>some use of legal information</li> <li>narrow documentation of sources.</li> </ul>  | 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"> <li>• perceptive application of relevant legal concepts, principles and/or processes to determine the nature and scope of the contemporary international human rights issue and Australia's legal response to it</li> <li>• interpretation of legal information to perceptively examine different relevant viewpoints and their consequences</li> <li>• discerning use of evidence to support the analysis</li> </ul> | 5–6   |
| <ul style="list-style-type: none"> <li>• effective application of relevant legal concepts, principles and/or processes to determine the nature and scope of the contemporary international human rights issue and Australia's legal response to it</li> <li>• interpretation of legal information to effectively examine different relevant viewpoints and their consequences</li> <li>• satisfactory use of evidence within the analysis</li> </ul>     | 3–4   |
| <ul style="list-style-type: none"> <li>• superficial description of legal concepts, principles and/or processes that link to the nature and/or scope of an international human rights issue and/or Australia's legal response to it</li> <li>• description or identification of superficial viewpoints</li> <li>• narrow use of evidence.</li> </ul>   | 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"> <li>• perceptive legal alternatives presented from the analysis leading to an informed recommendation</li> <li>• synthesis of information to justify the recommendation through the discerning use of legal criteria</li> <li>• discussion of considered implications of the recommendation</li> </ul> | 5–6   |
| <ul style="list-style-type: none"> <li>• effective legal alternatives presented from the analysis leading to an effective recommendation</li> <li>• synthesis of information to justify the recommendation through the effective use of legal criteria</li> <li>• discussion of relevant implications of the recommendation</li> </ul>    | 3–4   |
| <ul style="list-style-type: none"> <li>• alternative/s presented and/or recommendation made</li> <li>• some justification of the recommendation</li> <li>• identification of implication/s of the alternative/s or recommendation</li> </ul>  | 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"> <li>• concise expression and logical development of relevant ideas that enhance legal meaning</li> <li>• features of an analytical essay genre are consistently demonstrated</li> <li>• minimal errors in spelling, grammar and punctuation</li> </ul> | 3–4   |
| <ul style="list-style-type: none"> <li>• adequate expression and development of ideas that convey legal meaning</li> <li>• features of an analytical essay genre are demonstrated</li> <li>• some errors in spelling, grammar and punctuation</li> </ul>                                  | 2     |
| <ul style="list-style-type: none"> <li>• some elements of essay formatting and inconsistent use of language conventions</li> </ul>  | 1     |
| The student response does not satisfy any of the descriptors above.   | 0     |

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