



LEGAL STUDIES LEVEL 3 TEACHING & LEARNING SUPPLEMENT

Teaching and Learning Supplement

LEGAL STUDIES (LST315117)

ADVICE TO TEACHERS

This document helps to describe the nature and sequence of teaching and learning necessary for students to demonstrate achievement of course outcomes.

It suggests appropriate learning activities to enable students to develop the knowledge and skills identified in the course outcome statements.

Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills, and different learning styles. It is important to note that tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

COURSE SPECIFIC ADVICE

This Legal Studies level 3 Teaching and Learning Supplement must be read in conjunction with the Legal Studies level 3 course document and relevant External Assessment Specifications and Examination Guidelines. The TASC accredited course document is the sole authoritative source for Legal Studies 3 LST 315117.

This supplement contains advice to assist teachers delivering the course and can be modified as required. This Teaching and Learning Supplement is designed to support teachers new to or returning to teaching this course.

Legal and political decisions are fundamental to the lives of people in Tasmania, Australia as well as throughout the world. Developing within learners an appreciation of questions of the origins and distribution of power in a democracy, dispute resolution, treatment of the accused and victims as well as the nature of global politics and law is fundamental in establishing and maintain an informed civil and democratic society. The study of Legal Studies can help individuals, groups and societies make informed choices that assist them to improve their civic knowledge, engagement and quality of life.

As a subject, Legal Studies is distinctive because of the range, immediacy and complexity of many of the concepts and issues that it investigates, the development of insights of the relationship between politics and the law, and the knowledge and understandings that it develops. A student who successfully completes Legal Studies 3 should have knowledge and skills enabling them to:

- understand the origins and principles of Liberal Democracy
- describe and analyse Australia's parliamentary Westminster system of government
- comprehend the background and implications of contemporary Australian Federalism
- identify the origins and practice of Statute and Common Law
- understand the participants in, and processes of, law reform in Australia
- understand the basis of International Law and its institutions, application and enforcement mechanisms
- understand the differing forms and interrelationship between Customary Laws and European-derived Law as it is practiced in Australia,
- identify, the purpose of the adversary trial, the differences between criminal and civil law and alternative dispute resolution
- understand the elements of crime and the safeguards and rights of the accused in the criminal justice system.

Legal Studies introduces learners to the foundational elements of Australia's legal and political order. Learners develop an understanding of the impact of political and legal decisions on their lives as citizens and will greatly assist in structuring their relationship with the law, the legal profession and law enforcement bodies and agencies. The course provides an opportunity for learners to not only develop a rich understanding of legal and political institutions and

practices in Australia, but additionally, enable them to become critical and reflective members of a robust liberal democracy.

Discussion of politics and the application of the law dominates the media. By understanding Legal Studies, learners can make informed judgements about legal and political issues and policies and participate responsibly in our democratic society.

SEQUENCE OF CONTENT

	Unit Title	Indicative Times
Part 1	Principles and Practices of Australia's Westminster Parliamentary System of Government	30 hrs
Part 2	Australian Federal Constitutional Government	22.5 hrs
Part 3	Australian and International Law	37.5 hrs
Part 4	Dispute Resolution – Civil and Criminal	45 hrs
Work Requirement	Topical Legal Issue	15 hrs

All units are compulsory. There is also a compulsory Work Requirement. The order in which units are delivered and assessed is as follows: Unit 1 must be studied first, Unit 2 must be studied second. Unit 3 and 4 may be studied in either order, provided Units 1 and 2 have already been studied

TEACHING AND LEARNING

Part 1 Principles and Practices of Australia's Westminster Parliamentary System of Government

The focus of this unit is a consideration of the fundamental elements of liberal democracy, including legitimacy, separation of powers and institutional protection of human rights. This unit considers the practical manifestation of liberal democratic principles as they are revealed in Australia's Westminster parliamentary system of government.

This unit introduces learners to:

- the pre-existence and continuance of Indigenous Customary Laws and the impact of the European concept of Terra Nullius on Aboriginal and Torres Strait Islander peoples
- the principles of Liberal Democracy and how these principles provide an underpinning to our system of government and provide for and support civil society
- the elements of Australia's Westminster parliament system of government including concepts of representative and responsible government, constitutional conventions and the influence of the party system on Australia's Westminster system of government.

Part 1: Key Concepts:

- Customary Law
- Liberal democracy
- Terra Nullius
- Legitimate authority



- Separation of powers
- Human rights
- pluralism
- Bicameral
- Constitutional conventions
- Responsible government
- government
- parliament
- royal assent
- Westminster principles,
- Constitutionalism
- Procedural fairness
- Constitutional monarchy
- Cabinet
- Representative government
- Crown
- Minister
- Prime minister
- Statute
- Federation/federalism

Examples of learning activities

Learners:

construct a mind map (include annotations, illustrations diagrams etc.) which shows their understanding of the principles of Liberal Democracy; the mind map should include as much detail as possible to illustrate both the theoretical underpinning of Liberal Democracy, as well as specific examples from within Australia and elsewhere, of its six main characteristics as described in the syllabus.

undertake a jigsaw group work task in order to learn about sources of market failure, public goods, externalities and asymmetric information

explain the meaning of terra nullius as well as customary law. Prepare an explanation of the following statement to someone who has no knowledge of Legal Studies:

‘The concept of Terra Nullius ignores and contradicts the concept of indigenous customary law in Australia.’

analyse media sources such as newspaper articles, internet reports, TV and youtube which illustrate the key role of the Governor-General in Australia's parliamentary system

produce a multimedia presentation on the 1975 Constitutional Crisis and illustrate its relationship to Australia's (unwritten) constitutional conventions

invite a guest speaker who is expert in law or politics to speak to the class about the concepts of representative and responsible government in Australia

research and document examples of where the party system has influenced the Westminster system in Australia

prepare a PowerPoint to share with your classmates on the key elements of Westminster Government in Australia



Part 2

Australian Federal Constitutional Government

The focus of this unit is the federal constitutional arrangements which provide for the division of powers in Australia between the Australian government, on one hand, and the state and territory governments, on the other. This unit provides learners with an overview of the ways in which the division of power between the national and state and territory governments has changed over time and considers the status of Aboriginal and Torres Strait Islander peoples in the Constitution of the Commonwealth of Australia

This unit introduces learners to:

- the main features of Australia's variant of federalism including shared sovereignty, a division of powers defined by a written constitution and the role of the high court in Australia's federal arrangements
- the way in which the division of power between the national and state and territory governments has altered since federation
- the role of the High Court of Australia in determining the division of power within the Commonwealth
- the important role of referendums as a means of constitutional change

Learners will examine and critique the strengths and limitations of federalism within the Australian context. They will complete this part by considering the legal and political arrangements necessary for the constitutional recognition of Aboriginal and Torres Strait Islander peoples.

Part 2 Key Concepts:

- Constitution of the Commonwealth of Australia
- Section 51 of the Constitution of the Commonwealth of Australia
- Section 96 of the Constitution of the Commonwealth of Australia
- Section 109 of the Constitution of the Commonwealth of Australia
- Division of powers
- Separation of powers
- Referendum
- Double majority
- Concurrent powers
- Exclusive powers
- Specific powers
- Residual powers
- Heads of power
- Referral of power
- Representative government
- Responsible government



- Reconciliation

Examples of learning activities

Learners:

- prepare a written speech to present to a younger year level on what the Constitution is and how it can be altered
- create a word puzzle including terminology from this part
- undertake a review of the previous week's newspapers and social media to identify at least one aspect of Australian Federal Constitutional Government
- construct a wall poster outlining the arguments for and against constitutional recognition of Aboriginal and Torres Strait Islander peoples as well as detailing the process by which the Australian Constitution can be altered

Part 3

Australian and International Law

The focus of this unit is identifying and assessing the sources and basis of law both in Australia and in an international context. It covers Australian statute law; law made by parliaments, Australian common law; law made by judges in court rooms, as well as the increasing prominence of International law. The unit considers the principle institutions of both Australian and International law as well as considering the nature of, and participants in, Australian law reform.

This unit introduces learners to:

- the processes of initiating, drafting and passing a bill through parliament
- the different roles of the parliament and cabinet in law making
- the advantages and limitations of Statute Law.
- the hierarchies and jurisdictions of the Tasmanian and Commonwealth court systems
- the role judges have in lawmaking
- the advantages and limitations of judges in the law making process
- the interaction between the courts and parliament when judges interpret legislation
- the role of individuals and groups in influencing change in Australian Law
- An introduction to International Law by reference to a themed case study.

Key Concepts:

- Act
- Bill
- Cabinet
- Delegated legislation
- Legislation
- Lobbying



- Office of parliamentary counsel
- Interest group
- Pressure group
- Private members bill
- Parliamentary sovereignty
- Statutory interpretation
- Court hierarchy
- The doctrine of Precedent
- Stare decisis
- Ratio decidendi
- Obiter dictum
- binding precedent
- persuasive precedent
- Statute law
- Common law
- International law (International Customary Law, International Conventions, Treaties, Protocol's and International judicial decisions)

Examples of learning activities

Learners:

Australian Law

develop a glossary of terms used throughout the part

maintain a media file on laws, legal issues and law-makers

create a wall poster demonstrating the structure of the Tasmanian and Commonwealth court hierarchy

construct a wall chart or poster outlining the structure of the Tasmanian parliament and the Commonwealth Parliament including the role played by the Crown

construct a wall chart of the legislative process

participate in a role-play of the passing of a bill

brainstorm the advantages and limitations as parliament strengths

Arrange an excursion to the Tasmanian Parliament, or organised a Member of Parliament to attend class to speak to learners about the role of Parliament in creating law

prepare a brochure for the general public on the differences between common and statute law

conduct a class debate on the proposition: 'that there the advantages of judges in the law making process outweigh their limitations'



write a letter to the editor of your local newspaper outlining a contemporary issue in society and possible changes to the law to accommodate the issue

maintain a media file on current legal issues and proposed changes in the law

investigate a case study of a law or an area of the law that has been reviewed by the Tasmanian Law Reform Institute; prepare a report identifying the methods used by the Institute and summarise and assess the need for change

watch the film *Mabo- Life of an Island Man* and complete a report

International Law

conduct a forum or conference where contemporary issues in international law can be examined in detail e.g.

Climate Change presents policymakers with significant difficulties, as responses require global cooperation by states at an unprecedented level, whether national interests prevail over global climate challenges, and how other economic priorities and political factors play a role; learners study the ongoing work of the United Nations Intergovernmental Panel on Climate Change (UNIPCC) or the European Union (EU), highlighting attitudes, policies and actions to avert climate change.

Human Rights: China's emphasis on economic rights over civil rights, the rights of women in fundamentalist Islamic states, the rights of the child in developing states, the use of torture in combating terrorism, the 'Responsibility to Protect' in Libya and Syria.

People Movement: Australian government policy and the treatment of asylum seekers, work of the UNHCR in the Syrian crisis, Rohingya crisis and statelessness, Mediterranean migrant crisis and European Union policy on resettlement.

Armed conflict, for example in Syria, Afghanistan, Iraq, or the Ukraine, are all good examples of case studies that show the complexities of modern conflict as well as conflict as a common instrument of state power; learners consider whether mechanisms of global governance in the UN Security Council or regional groups like the North Atlantic Treaty Organisation (NATO) are effective in responding to and resolving conflict.

Terrorism could be based on case studies used to develop learners' understanding that terrorism is due to the perceived success of tactics, which are attracting publicity and promoting the rise of support networks to facilitate terrorist objectives; learners should consider the effectiveness of terrorism in achieving its aims and consider the reasons why some groups resort to violence to achieve their objectives.

Within each of the case studies, learners explore key international treaties associated with each issue. It is important to consider that International law

is broader than treaties and to make the distinction between declarations and international treaties. Declarations, such as the Universal Declaration of Human Rights or the Millennium Declaration, are not international treaties. According to the United Nations, international treaties are legally binding multilateral agreements between states in written form and governed by international law. Intergovernmental organisations may also be party to a treaty.

Examples of other learning activities:

Climate Change

discuss the causes of climate change using edited clips from the film *Inconvenient Truth*

produce a flow chart or an annotated timeline of the key events and developments in the emergence of the climate change crisis

collect and produce maps to show the potential effects of climate change on sea levels, temperature changes, environmental degradation, including desertification and water shortages

analyse cartoons of the key terms: 'crisis diplomacy', 'international cooperation', 'globalisation' and 'unilateralism'

research the responses and proposed solutions from relevant global actors, including the Kyoto Protocol, the work of United Nations Framework Convention on Climate Change (UNFCCC), 2015 Paris negotiations COP21; create a newspaper and journal collage

discuss difficulties in achieving effective resolutions outlined in the United Nations Framework Convention on Climate Change (UNFCCC); conduct a conference role play

discuss key aspects of the crisis of climate change, including resource exploitation, national interests, and methods of adapting to and reducing climate change

use the 2015 Paris negotiations COP21 to create a newspaper and journal collage

research and share in a class blog articles and journal analysis of climate change and include up-to-date reports

International Conflict

discuss the meaning of the terms 'crisis', 'crisis diplomacy', 'international cooperation', 'sustainability' and 'utility of violence' and find examples of each in practice

create a map identifying the name of nations involved in armed conflict, their allies, and annotate the attitudes towards the armed conflict

identify and debate conflicting views of the causes of the invasion and occupation of Iraq 2003–2014

watch edited clips from the film *Fahrenheit 9/11* and describe the images of the Iraq war; discuss censorship and bias



conduct research into the causes and reasons for the conflict in Iraq; create a mind map of the causes

carry out a newspaper archive study of *The New York Times*, *Al Jazeera*, *The Age* and *The Australian Archives*

role-play a member of the Security Council of the United Nations and write a speech about a conflict and deliver it at a conference session of the Security Council; the role-play should aim to illuminate the concepts of 'crisis', 'diplomacy' and 'international cooperation'

compile a list and explanation of the difficulties in achieving an effective resolution to the Iraq armed conflict; note the responses and proposed solutions from relevant global actors, the occupation and rebuilding of Iraq, the sectarian and civil conflict including ISIS and the effect of the staged withdrawal of US and coalition ground troops

role-play a political analyst advising the US President of background and assessment of different strategies and aspects of the armed conflict including intervention, war as an instrument of state policy, prosecuting war and war crimes in international law

War on Terror

in groups research the aims, strategies and actions of Al Qaeda, Hezbollah, Hamas, PLO, Jabhat al-Nusra, Islamic State of Iraq and the Levant (ISIL), Boko Haram or Jemaah Islamiyah

define key terms in the context of the crisis of terrorism, crisis diplomacy, international cooperation, globalisation and unilateralism

in groups use a hexagon activity to identify and explain the causes of terrorism

research the origins of ISIL and its connections with other terrorist groups like Al Qaeda, Jabhat al-Nusra, Hamas and Hezbollah

research responses to terrorism, war on terror, counter terrorism, anti-terrorism, US air support for Iraq, use of drones, key aspects of the crisis of terrorism, including non-state terrorism, terrorism as an instrument of state policy and the role of asymmetric warfare

identify the responses and proposed solutions from relevant global actors, for example non-negotiation with terrorist policy

explain the difficulties in achieving an effective resolution to terrorism; for example, ISIL in Syria and Iraq as a result of asymmetric warfare, integration with civilians, counter terrorism and anti-terrorism

create a class blog that collates research articles and journal analysis on terrorism

Part 4

Dispute Resolution –

The focus of this unit is dispute resolution in Australia. It involves both formal adversarial trials as well as alternative dispute resolution processes. The unit examines the nature of crime and criminal procedure including sentencing options

Civil and Criminal

available to a court, as well as safeguards in the criminal justice system to protect the interests of victims, accused and the community.

Key Concepts:

- Adversary System
- Accused
- Bail
- Beyond reasonable doubt
- Committal proceedings
- Committal hearing
- Crime
- Hearing
- Indictable offence
- Indictable offence heard summarily
- Recidivist
- remand
- Sanction
- Summary offence
- Summons
- Trial
- Burden of proof
- Standard of proof
- Circumstantial evidence
- Inquisitorial system
- Party control
- Rules of procedure
- Rules of evidence

Examples of learning activities

Learners:

present different legal scenarios and identify whether the scenario fall within criminal or civil law

consider the sentencing approaches used in Tasmania and complete a written report

watch the film *Dead Man Walking* and discuss as a class the use of capital punishment

research a criminal case and the features of the adversarial trial processes

attend the Supreme Court of Tasmania to view a criminal case



watch the film *Secrets of the Jury Room* and complete the associated worksheets

construct a mind map outlining the options available to an individual when attempting to resolve a dispute

prepare a wall chart outlining criminal pre-trial procedures

prepare a list of strengths and weaknesses of alternative methods of dispute resolution and discuss as a class

write a letter to a friend who is asking for advice on which method he/she should use when resolving her dispute

watch the film *Twelve Angry Men* and complete a report on the role of the jury and the burden and standard of proof

complete a multimedia presentation outlining the key features of the adversary system

role-play different court personnel and guess who each character is (e.g. judge, a solicitor, a juror)

invite a police officer from the local police station to speak to the class about police powers and individual rights and responsibilities

design a brochure which outlines the rights of the accused in the criminal justice system

undertake research and prepare a report on sentencing reform in Tasmania

conduct a class debate on the proposition: 'That Alternative Dispute Resolution overcomes the limitations of the adversary system'

write a letter to the Attorney-General advocating specific reforms to Tasmania's Criminal Justice System.

Work Requirement
Topical Legal Issue

During this course learners will research and assess **one (1)** topical legal issue current in the year of study. The topic will be selected from a set of topics determined and published by TASC by the end of February in each year of the period of course accreditation.

Learners will:

- undertake initial research to identify the research topic they propose to study from the given set and negotiate the final research topic with the course provider
- develop and use a research plan, including timeline
- undertake research using appropriate methodologies
- reflect on progress towards meeting goals (including meeting timelines and task characteristics), and take appropriate actions.

The inquiry will result in a formal report (of approximately 900 words / 3 pages) that includes:

- identification of current political and legal institutions / processes related to the topic

- identification of differing views on the issue while ensuring focus is on legal and political dimensions (and not the sociological, economic aspects etc. of the issue)
- assessment of issue through:
 - relevant aspects of the nature and function of law
 - processes of changing the law, including the impact of interest/lobby/pressure groups
 - the role of national political and legal institutions, including, where relevant, assessment of the issues through the interaction of national and international legal and political institutions
 - as well as, where relevant, assessment of the issue through relevant aspects of public international law in terms of its formation, enforcement and effect on domestic law.

Examples of learning activities

As the work requirement has a strong research component, it is important that learners develop their capacity to undertake an independent investigation. Learners need to demonstrate skills including planning and organising, defining and questioning, researching analysing and evaluating, reflecting and communicating. The links between these elements need to be made explicit by teachers in their guidance of learners.

This unit requires learners to demonstrate their level of engagement with Criterion 6, *describe and analyse a topical legal issue* and Criterion 7. *Apply inquiry and research skills to plan and undertake investigations into a legal issue*. Accordingly learning activities must be designed to allow students to demonstrate their achievement against these two criteria.

Learners may require specific and scaffolded support from teachers in order to engage with the work requirement. The earlier this process occurs the better served the stronger the possible learning outcomes for learners.

SUPPORTING STUDENT RESPONSES AND ELABORATIONS

There is scope in all course modules for teachers to select learning activities which will engage their learners and challenge them appropriately. All suggested learning activities in this course supplement can be adapted to allow learners to develop the required knowledge and skills.

Teaching strategies that are particularly relevant and effective in *Legal Studies* level 3, either individually or in combination, include:

Oral skills

- debate and discussion
- games and simulations
- group work
- brainstorming



- presentations

Written skills

- short responses
- extended responses
- research and analytical essays
- projects and inquiries
- classroom displays
- timelines
- graphic organisers

Community based learning

- specialist speakers and lectures
- excursions including galleries and museums
- forums
- cooperative learning

Analysis

- statistics and data
- graphical representations
- interpretation of historical analysis
- audio, visual and television reviews
- research and inquiry

Applications

- applied practical exercises
- software packages or applications
- interactive and multimedia packages
- podcasts, wikis, blogs
- social media, e.g. twitter

Examples of assessment tasks across all modules include:

- Multiple choice items
- Short response items
- Extended written responses
- Debate
- Timelines, Crosswords, Venn Diagrams and other Graphic organisers
- Review of documentaries, film and written reports

Specific Approaches



Establishing the relevance of Legal Studies and engaging with the big ideas of the subject are important ways of establishing student 'buy-in' to the course. This is why the course begins with a focus on both Indigenous law and with the principles of Liberal Democracy.

Part of establishing commitment from learners, as well as ensuring topicality and relevance, is to ensure that classroom discussion is influenced by observations of the political and legal dimensions of what is going on in the local, national and international communities and point out how the study of Legal Studies may assist in exploring and explaining these observations.

Student understanding of the integrated nature of Legal Studies and legal and political thinking is an important skill and disposition to develop. Students should be encouraged to develop a 'mental map' of the ideas, institutions, variables and players in the Legal Studies 'game', both nationally and internationally, in order to achieve mastery in the study of Legal Studies.

Learners appreciate the complexity of legal studies when they understand the range of 'players' including, with respect to the politics aspects of the course, parliaments, individuals, pressure groups, political parties, the role of the three levels of government and the differing roles of the legislative, executive and judicial branches of government as well as the centrality of the Constitution of the Commonwealth of Australia in framing our federal system of government. Learners will develop an understanding of key concepts including Westminster, Representative and Responsible government as well as the role of the High Court of Australia as providing a concrete link between the political and legal dimensions of Australian life. With respect to the parts of the syllabus with a specific focus on the law, Learners will understand the nature of the adversary system of trial, key distinctions between criminal civil law, law made by Parliament and law made by courts, as well as the role of individuals and groups have in changing the law. For learners to develop a more compete understating of the law, learners will be introduced to the nature of indigenous customary law and the interactions between it and European-derived law. A new and central focus of learners examination of law will be a themed study on one aspect of international law, selected from the following:

- Protection of the atmosphere and climate change
- Human Rights
- Migration and Refugees
- International Conflict.

RESOURCES

Key Resources

Beazer, M, Humphreys, M & Filippin, L., 2014, *Justice and Outcomes*, 13th edition, Oxford University Press, Melbourne.

Heywood, A 2014, *Global Politics* second edition. Palgrave MacMillan, Basingstoke, United Kingdom.

Additional Resources

There are a number of highly accessible resources which introduce the principles of Legal Studies in ways that relate to everyday life. Students beginning Legal Studies should be encouraged to read this material. Examples of this sort of material includes:

Ashdown, K, Bates, N, Walker, C & Bates, M, 2010, *Essential VCE Legal Studies Units 3 & 4*, 2nd edn, Cambridge University Press, Melbourne.

Ashdown, K & McGregor, T, 2010, *Essential VCE Legal Studies Units 1-4 CD-Rom*, 2nd edn, Cambridge University Press, Melbourne.

Aldous, J, Blakston, V, Lapsanas, K & Shaw G, 2010, *Making and Breaking the Law*, 9th edn, Macmillan, Melbourne.

Carvan, J 2005, *Understanding the Australian Legal System*, 6th edn, Lawbook Co of Australasia., Sydney.



Dyke, J 2007, Questions and Answers: Legal Studies Examination Revision, 4th edn, Oxford University Press, Melbourne.

Farrar, P, Wilson, J, Gentile, C, Phelan, S & Bruno, E 2010, Key Concepts in VCE Legal Studies Units 3 & 4, Jacaranda, Melbourne.

Fleiner, T & Saunders, C 1999, What are Human Rights?, Federation Press, NSW.

Flynn, M 2003, Human Rights in Australia, Treaties, Statutes and Cases, LexisNexis Butterworths, Australia.

French, R, Lindell, G and Saunders, C (eds) 2003, Reflections on the Australian Constitution, The Federation Press, NSW.

Humphreys, M 2010, Legal Notes VCE Units 3 & 4, 2nd edn, Cengage Publishing, Melbourne.

Joseph, S & Castan, M 2009, Federal Constitutional Law, 3rd ed. Thomson Reuters, Australia.

Kinley, D 1998, Human rights in Australian Law: Principles, Practice and Potential, Federation Press, NSW.

Knox, M 2002, Secrets of the Jury Room, Random House, Sydney.

Milgate, P. et al/ Cambridge Legal Studies HSC third Edition. Cambridge. Melbourne.

Mountford, P & Walker, C, 2010, Cambridge Checkpoints VCE Legal Studies Units 3 and 4, Cambridge University Press, Melbourne.

Lindsay, K 1999, The Australian Constitution in Context, LBC Information Services, Sydney.

Orr, G, Mercurio, B & Williams, G 2003, Realising Democracy: Electoral Law in Australia, Federation Press, NSW.

Saunders, C 2003, It's Your Constitution: Governing Australia Today, 2nd edn, Federation Press, NSW.

The CPAP Study Guide to VCE Legal Studies, Commerce Presentations and Publications.

JOURNALS

Alternative Law Journal: www.altlj.org

Compak, Victorian Commercial Teachers' Association: www.vcta.asn.au

E-Law: www.murdoch.edu.au/elaw

Federal Law Review: www.federallawreview.com.au

Law Institute Journal: www.liv.asn.au

WEBSITES

Part 1

Parliament of Australia: <http://www.aph.gov.au/>

Parliamentary Library – Parliament of Australia:
http://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library

Rule of Law Institute of Australia: <http://www.ruleoflaw.org.au>

Australian Government: indigenous.gov.au: <http://www.indigenous.gov.au/>

Part 2

The Australian Constitution:

http://www.aph.gov.au/About_Parliament/Senate/Powers_practice_n_procedures/Constitution

Parliamentary Education Office: <http://www.peo.gov.au/>

Australian Politics; <http://australianpolitics.com/>



National Archives of Australia: Australian Constitution and Federation:

<http://www.naa.gov.au/collection/explore/federation/>

Parliamentary Library – Parliament of Australia:

http://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library

Council of Australian Governments: <https://www.coag.gov.au/>

Aboriginal and Torres Strait Islander Peoples Constitutional Recognition: <http://www.recognise.org.au/>

Part 3

Parliament of Australia: <http://www.aph.gov.au/>

Parliament of Tasmania: <http://www.parliament.tas.gov.au/>

High Court of Australia: <http://www.hcourt.gov.au/>

Supreme Court of Tasmania: <http://www.supremecourt.tas.gov.au/>

Magistrates Court of Tasmania: <http://www.magistratescourt.tas.gov.au/>

Parliamentary Library – Parliament of Australia:

http://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library

Australian Law Reform

Australian Law Reform Commission: <http://www.alrc.gov.au/>

Tasmanian Law Reform Institute: <http://www.utas.edu.au/law-reform>

Australian Lawyers Alliance: <http://www.lawyersalliance.com.au/>

International Law

The Department of Foreign Affairs and Trade (in particular their international relations and international law tabs):

<http://dfat.gov.au/pages/default.aspx>

Attorney-General's Department – International Law:

<https://www.ag.gov.au/Internationalrelations/InternationalLaw/Pages/default.aspx>

United Nations: <http://www.un.org/en/index.html>

International Court of Justice: <http://www.icj-cij.org/>

International Criminal Court: <https://www.icc-cpi.int/>

The Economist: <http://www.economist.com/topics/international-relations>

Foreign Affairs: <https://www.foreignaffairs.com/>

Part 4

Australia Government: Your Guide to Dispute Resolution

<https://www.ag.gov.au/LegalSystem/AlternateDisputeResolution/Documents/Your%20Guide%20to%20Dispute%20Resolution.pdf>

Tasmanian law Handbook: <http://www.hobartlegal.org.au/tasmanian-law-handbook>



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