Suggested Assessment Tasks and Marking Rubrics

How to use this document

This document outlines four suggested assessment tasks, as part of the Animal Law and Policy Reform Animal Law Education module developed by Voiceless, the animal protection institute in collaboration with the Bond University Centre for Professional Legal Education.

For each suggested assessment task, we have provided an associated marking rubric template. Please note that these templates are very basic, and it is expected that they will be modified prior to use.

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ABOUT VOICELESS

Voiceless, the animal protection institute, is an independent non-profit think tank working to promote respect and compassion for animals. By encouraging critical-thinking on animal protection issues and growing the field of animal law, Voiceless is equipping today's youth to become tomorrow's decision-makers.

CONTACT

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Accompanying resources can be accessed on the Voiceless website: www.voiceless.org.au/animal-law

Produced in collaboration with the Bond University Centre for Professional Legal Education, our Animal Law Education (ALE) modules provide students and teachers with the information they need to understand and discuss animal law issues and concepts.

Written Debate Reflection

Task description and rationale

This task aims to assist students to develop their reflective writing and critical thinking skills by asking them to write a reflection on their class debate experience.

Suggested preparation

Students should be familiarised with the concept of reflective thinking and writing.

They should also be familiarised with the marking rubric for this assessment (see next page).

Task length

1000 words.

Links to Module Intended Learning Outcomes

1, 2, 3.

Assessment criteria

This assessment requires students to:

- Develop a clear, well-structured piece of writing (30%);
- Demonstrate critical thinking and reflection on the arguments raised in the debate (20%);
- Reflect on their own learning and responses to the activity (20%);
- Reflect on their own preferred position and the positions of others (20%);
- Demonstrate accurate spelling, punctuation and grammar and accurate and comprehensive referencing (10%).

Debate Reflection Marking Rubric

Criteria	High Distinction	Distinction	Credit	Pass	Fail
Clear, well-structured writing Develop a clear, well-structured piece of writing (30%)	▪ Very clear writing style, ensuring effective communication of reflection ▪ Excellent structure	▪ Clear writing, with minor areas for improvement ▪ Very good structure, with minor areas for improvement	▪ Generally clear writing, some clarity issues to be addressed ▪ Generally well structured, with some areas for improvement	▪ Adequate clarity, a number of issues to be addressed ▪ Adequate structure with a number of areas for improvement	▪ Inadequate clarity ▪ Inadequate structure
Critical thinking and reflection Demonstrate critical thinking and reflection on the arguments raised in the debate Reflect on individual preferred position and the positions of others Reflect on individual learning and responses to the activity (60%)	▪ Demonstrates excellent critical thinking in response to the arguments raised in the debate, clearly and persuasively outlining the reasons for their preferred position and thoughtful responses to the positions of others ▪ Demonstrates excellent reflection, meaningfully reflecting on individual learning and responses to the activity	▪ Very good critical thinking in response to the arguments raised, outlining the reasons for their preferred position and responses to the positions of others, with some minor areas for improvement ▪ Very good reflection on individual learning and responses to the activity, with some minor areas for improvement	▪ Good critical thinking in response to the arguments raised, outlining the reasons for their preferred position and responses to the positions of others, with a number of areas for improvement • Good reflection on individual learning and responses to the activity, with a number of areas for improvement	▪ Some critical thinking in response to the arguments raised, outlining some adequate reasons for their preferred position and some responses to the positions of others, with various areas for improvement • Some reflection on individual learning and responses to the activity, with various areas for improvement	▪ Inadequate evidence of critical thinking ▪ Inadequate evidence of reflection

Appropriate spelling, grammar and referencing Demonstrate accurate spelling, punctuation, grammar, and accurate and comprehensive referencing (10%)	▪ Completely correct spelling/grammar ▪ All sources cited accurately ▪ No missing references	▪ Almost completely correct spelling/grammar ▪ Almost all sources cited accurately ▪ Very few missing references	▪ Generally correct spelling/grammar ▪ Most sources cited accurately ▪ Some missing references	▪ Adequate spelling/grammar, however various errors ▪ Adequate citation, however various errors ▪ A number of missing references	▪ Significant spelling/grammar errors ▪ Significant citation errors ▪ Numerous missing references

Clear, well-structured writing

Develop a clear, well-structured piece of writing (30%)

In this task, you are being asked to think and reflect critically on your experience participating in the tutorial debate activity. To do this effectively, you need to ensure that your writing is clear and well-structured so that the reader/assessor can understand the reflections and critiques that you wish to share.

Clear writing means writing which is easy to understand and interpret. Someone should be able to pick up your reflection without any context and be able to clearly understand the nature of both the tutorial debate activity and this assessment task.

Clear writers:

- Ensure that the reader can easily navigate their way through the writer's logic/thought process/argument, following the clear logical steps outlined by the writer;
- Provide context and clarification where relevant to avoid confusion or ambiguity;
- Use effective concise sentences;
- Use plain English as much as possible.

Clear writers avoid:

- Unnecessarily complex and long sentences;
- Using jargon and specialised terminology without any explanatory context;
- Jumping from one issue/statement to another, without any linking sentences which help the reader to understand the logic of the argument or thought process.

Critical thinking and reflection

Demonstrate critical thinking and reflection on the arguments raised in the debate

Reflect on individual preferred position and the positions of others

Reflect on individual learning and responses to the activity (60%)

Critical thinking

James and Burton (2017) define critical thinking in the context of legal education as:

> …careful and thoughtful questioning of a legal statement, claim, argument, decision, position or action according to an explicit set of criteria or standards. It is a form of thinking about legal phenomena that is characterised by an unwillingness on the part of the law student to accept the object of critique at face value. Instead, the student insists upon forming their own judgement and reaching their own conclusion through rigorous, open-minded and even-handed interpretation, analysis, and evaluation of the object of critique.

Although there is a lot to unpack in this definition, we can take from it some key elements of effective critical thinking relevant to this task:

- Careful and thoughtful questioning of the arguments put forward in the debate;
- Not accepting the arguments at face value, but instead forming your own individual conclusions;
- Being open-minded about alternative perspectives and arguments;
- Rigorously investigating arguments and assumptions in order to explore the logic and substance of claims;
- Engaging in independent analysis and evaluation of the arguments presented in the debate.

Questions are a critical thinker's best friend. Here are some questions to help guide your critical thinking for this task:

- Which position did you find the most persuasive in the debate? Why?
- What were the key arguments that were put forward in favour of this position that you found most persuasive?
- Can you think of any counter-arguments to the arguments that were put forward? How strong are these counter-arguments?
- Do any of the arguments rely on any logically or factually inaccurate presumptions?

Reflection

In this task, you are being asked to engage in reflective thinking and writing, which is a related but distinct skill from critical thinking. In your written reflection, you will need to integrate these two types of thinking, to form a critical reflection on the tutorial debate experience.

You are being asked to critically reflect on three aspects; (1) the arguments raised in the debate (2) your own individual learning and responses to the activity (3) your own preferred position and the positions of others.

A purely critical thinking-focussed response to the tutorial debate activity would only require you to critically discuss the various arguments and counter arguments. However, a critical reflection requires you to go further than this. You must also reflect on your responses to these arguments, how they have built on your previous understandings, or perhaps, how they have challenged them. Think about how you responded to the arguments put forward by other participants – did you strongly agree/disagree? Why? What emotions did you experience as part of this process? Were you surprised by your responses to this activity? What questions are you still ruminating over?

There are no hard and fast rules about how to critically reflect. This is a subjective personal process, which will differ from student to student.

Appropriate spelling, grammar and referencing

Demonstrate accurate spelling, punctuation, grammar, and accurate and comprehensive referencing (10%)

Appropriate citation practice is accurate compliance with the rules outlined in the *Australian Guide to Legal Citation* 4th edition.

This example refers to the tutorial debate activity included in the 'Moral & Legal Status of Animals' ALE Module: https://www.voiceless.org.au/content/moral-and-legal-status-animals

"I was placed in a group tasked with arguing against granting legal personhood status to nonhuman animals. I found this position very difficult to maintain as it is completely opposed to the position I held going into the debate.

However, I actually found the process of trying to think of arguments opposed to the concept really useful for galvanising my conviction that the argument in favour of granting personhood to nonhuman animals is in fact the strongest argument.

If I hadn't been required to participate in this debate, I would have never really given these arguments any consideration.

For example, one of the students on my team put forward the argument that nonhuman animals should not be granted personhood status as they are incapable of upholding societal/legal duties.

In trying to defend this argument, it became very clear to me that it is not really defensible, as there are various examples of legal persons (such as human infants) holding rights without being expected to uphold duties.

We accept as given that of course a human infant is able to enjoy legal rights, and no one would ever suggest that human infants should have their rights removed simply by virtue of the fact that they cannot yet uphold legal duties. So why we would we adopt a different approach to the case of nonhuman animals?"

The first sentence provides the reader with context.

The second sentence reflects on how the experience made the writer feel. It also reflects on the writer's pre-existing position on the issue.

The third sentence reflects on how the experience impacted on the writer's pre-existing position.

The fourth sentence actively reflects on the writer's learning experience and responses to being required to engage in the activity.

The remainder of the piece engages in a critical discussion of the persuasiveness of the argument put forward by a member of their team.

The writer outlines the argument, then proceeds to question the strength of the argument by exploring and evaluating the logic upon which it rests.

Clear writing

Reflective writing
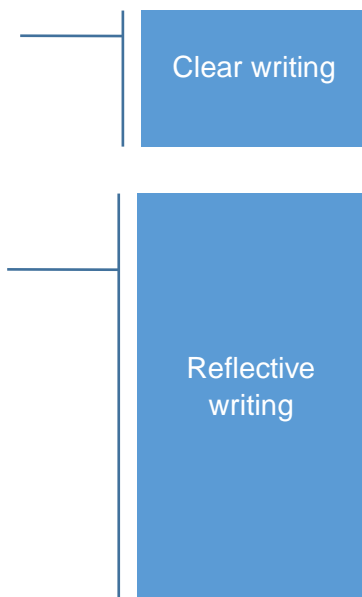
Law Reform Submission Plan

Task description and rationale

This assessment task requires students to construct a law reform submission plan, to ensure that they are adequately prepared for drafting their submission. It assesses their ability to effectively research their submission topic, adopt a position, and plan out a logical and effective submission structure.

Task instructions

Students are not required to follow any particular template for their submission plan. However, they must ensure that they adequately address each of the criteria listed below, noting the relative weight assigned to each.

Students should consult the more detailed criterion descriptions contained in the marking rubric below.

Suggested Preparation

Expectations regarding style and tone should be made clear in advance. In particular, explain how a law reform submission differs in style from an evaluative essay or reflective writing piece. Guidance on how to write an animal law reform submission can be accessed on the Voiceless website **here**, and an example of a written submission can be accessed **here**. These sources are more relevant for the next assessment (writing the submission), however they are useful to consult at this stage as well.

The following questions could be considered by students to guide their planning process:

- How is the current law failing? Why does it need to change?
- Have others identified the need for change? What did they argue? Why do you agree with them?
- Have other reforms been suggested? Why did you select this reform?
- What research have you already done, and what have you found?
- What is your research planning process?
- How will you approach researching this topic?
- How are you going to ensure that you have a good variety of sources?
- How will you ensure that your research is comprehensive?
- How will you ensure that the information you are citing is accurate and authoritative?
- How will you structure the sections of your submission?
- Why is it the most effective structure to adopt to enable you to explore your argument?
- What makes it logical?

- How does one section flow/relate to the others?
- Why have you rejected alternative possible structures? Did you consider any?
- Have you considered the possible downsides of the structure you have adopted?
- Is it possible that you are devoting too much space to one section?
- Are you including a section that doesn't really address any of the assessment criteria/add to your argument?
- Have you strayed into any irrelevant territory?
- Have you adopted a structure which helps you to avoid unnecessary repetition?
- Have you given yourself enough space to engage in critical analysis and discussion, or has a lot of the space been devoted to descriptive elements?
- Are you using headings effectively to signpost your argument?

Task length

1000 words.

Links to Module Intended Learning Outcomes

1, 2, 3.

Assessment criteria

This assessment requires students to:

- Devise a reasoned, relevant, scope and well-articulated submission proposal (30%);
- Demonstrate the ability to engage in a scholarly research process, including appropriate citation practice (30%);
- Plan a logical and effective submission structure (40%).

Submission Plan Marking Rubric

Criteria	HD	DN	CR	PP	NN
Scoped and articulated response Devise a reasoned, relevant, scoped and well-articulated submission proposal (30%)	▪ Excellent reasoning ▪ Excellent scoping ▪ Highly relevant ▪ Very well-articulated	▪ Very good reasoning ▪ Very good scoping ▪ Relevant ▪ Well-articulated ▪ Some minor areas for improvement	▪ Good reasoning ▪ Good scoping ▪ Mostly relevant ▪ Well-articulated ▪ A number of areas for improvement	▪ Adequate reasoning (significant room for improvement) ▪ Adequate scoping (significant room for improvement) ▪ Adequate relevance (significant room for improvement) ▪ Adequate articulation (significant room for improvement)	▪ Inadequate reasoning ▪ Inadequate scoping ▪ Irrelevant submissions ▪ Inadequate articulation
Scholarly research process Demonstrate the ability to engage in a scholarly research process, including appropriate citation practice (30%)	▪ Excellent research process (consults a good diversity of authoritative sources in a logical and effective manner) ▪ Excellent citation practice	▪ Very good research process (consults a good diversity of authoritative sources in a logical and effective manner, with some areas for improvement) ▪ Almost completely accurate citation practice	▪ Good research process (consults reliable and relevant sources, with some areas for improvement regarding diversity and comprehensiveness) ▪ Generally accurate citation practice, some errors	▪ Adequate research process, with various areas for improvement ▪ Adequate citation practice, various areas for improvement	▪ Inadequate research process ▪ Inadequate citation practice

Logical structure Plan a logical and effective submission structure (40%)	▪ Highly logical structure (adopts a structure which allows the proposal to be explored in a highly effective and cogent manner)	▪ Logical structure (some relatively minor areas for improvement)	▪ Generally logical structure (a number of areas for improvement)	▪ Adequate structure (various areas for improvement)	▪ Inadequate structure

Scoped and articulated response

Devise a reasoned, relevant, scoped and well-articulated submission proposal (30%)

This criterion assesses two things. Firstly, it assesses the **quality** of your law reform proposal – how well reasoned, relevant and scoped it is.

> *Reasoned* – A well-reasoned submission proposal will clearly and persuasively outline the need for law reform *and* the need for the specific reform being proposed. It explains why the current law is failing, and how the proposed reform will address these issues.

> *Relevant* - A relevant submission proposal is a proposal which addresses a genuine law reform issue. An irrelevant submission either does not establish the need for reform (i.e. issues with the current state of the law), or proposes a reform which does not relate to the issue/s identified.

> *Scoped* – A well-scoped submission proposal does not attempt to address too much within the context and word count. For example, it would not propose to amend a large number of sections within a piece of legislation, as it would not be possible to adequately justify and explain the consequences of such proposals within the word count.

Secondly, it assesses the **clarity** of your proposal.

> *Well-articulated* – A well-articulated submission proposal clearly outlines the proposal, using well-structured plain English with correct spelling/grammar.

Scholarly research process

Demonstrate the ability to engage in a scholarly research process, including appropriate citation practice (30%)

> *Scholarly research process* – A scholarly research process involves consulting a diverse and comprehensive range of relevant authoritative sources.

> *Appropriate citation practice* – Appropriate citation practice is accurate compliance with the rules outlined in the *Australian Guide to Legal Citation* 4th edition.

Logical structure

Plan a logical and effective submission structure (40%)

A logical and effective submission structure allows the issues to be explored in an effective and cogent manner. It enables the reader to clearly understand the steps in the reasoning that establishes the need for reform generally, and the justification for the proposed reform.

Law Reform Submission

Task description and rationale

This task requires students to construct their own law reform submission, in response to a real law reform proposal. The aim of the activity is to assist students to appreciate the complexities involved in the law reform process, and to further develop their critical thinking and persuasive writing skills.

Task instructions

Students must consider the potential policy and legal implications of their proposed law reform. This consideration includes (but is not limited to):

- How the proposed reforms could impact on existing legislation (would it create inconsistencies/require their repeal/amendment, etc…);
- How the proposed legislation may operate in practice, and any practical issues that may arise;
- How the proposed legislation would impact on relevant stakeholders in the community.

Students may write the submission in their own capacity. However, students are encouraged to consider writing from the perspective of a particular stakeholder (government, animal welfare group, industry, etc…)

Suggested Preparation

Expectations regarding style and tone should be made clear in advance. In particular, explain how a law reform submission differs in style from an evaluative essay or reflective writing piece. Guidance on how to write an animal law reform submission can be accessed on the Voiceless website **here**, and an example of a written submission can be accessed **here**.

Task length

1500 words

Links to Module Intended Learning Outcomes

1, 2, 3.

Assessment criteria

This assessment requires students to:

- Demonstrate accurate and comprehensive understanding of the relevant topic area and the current state of the law (20%)
- Analyse and critically discuss the issues raised by the topic and the need for law reform, in a clear and logical manner (20%)
- Persuasively argue in favour of the proposed law reform approach, addressing relevant alternatives, criticisms, consequences and challenges (25%)
- Support statements with well integrated relevant, reliable and comprehensive research (20%)
- Use an appropriate tone, correct spelling/grammar, and cite sources accurately (15%)

Law Reform Submission Marking Rubric

Criteria	HD	DN	CR	PP	NN
Accurate and comprehensive understanding Demonstrate accurate and comprehensive understanding of the relevant topic area and the current state of the law (20%)	▪ Excellent understanding of the topic area ▪ Comprehensive understanding of the topic area	▪ Very good understanding of the topic area, some minor areas of misunderstanding ▪ Almost comprehensive understanding of the topic area	▪ Good understanding of the topic area, some areas of misunderstanding ▪ Generally comprehensive understanding of the topic area	▪ Adequate understanding of the topic area, some areas of misunderstanding ▪ Adequately comprehensive understanding of the topic area	▪ Inadequate understanding of the topic area ▪ Uncomprehensive understanding of the topic area
Clear, logical and persuasive critical analysis Analyse and critically discuss the issues raised by the topic and the need for law reform, in a clear and logical manner (20%) Persuasively argue in favour of the proposed law reform approach, addressing relevant alternatives, criticisms, consequences and challenges (25%)	▪ Highly logical structure ▪ Very clear expression ▪ Very clear argument ▪ Highly consistent argument ▪ Comprehensive argument ▪ Highly persuasive argument ▪ Excellent critical analysis, addressing all relevant alternatives/criticisms/consequences and challenges	▪ Logical structure ▪ Largely clear expression ▪ Clear argument ▪ Largely consistent argument ▪ Largely comprehensive argument ▪ Persuasive argument ▪ Very good critical analysis (some room for improvement)	▪ Generally logical structure (areas for improvement) ▪ Generally clear expression (with some clarity issues) ▪ Generally clear argument (with some clarity issues) ▪ Generally consistent argument (some inconsistencies) ▪ Generally comprehensive argument (room for improvement)	▪ Adequate structure, with various areas for improvement ▪ Adequate expression, with various clarity issues ▪ Adequately clear argument, with various areas for improvement ▪ Adequately consistent argument, with some areas of inconsistency ▪ Adequately comprehensive argument, with	▪ Inadequate structure ▪ Inadequate expression ▪ Inadequate clarity of argument ▪ Inconsistent argument ▪ Uncomprehensive argument ▪ Not persuasive ▪ Inadequate critical analysis

				various areas for improvement	
			▪ Generally persuasive argument (some less persuasive aspects) ▪ Generally good critical analysis (areas for improvement)	▪ Persuasive to an extent, requires improvement ▪ Adequate critical analysis, various areas for improvement	
Quality research process Support statements with well integrated relevant, reliable and comprehensive research (20%)	▪ Highly accurate research ▪ Highly relevant research ▪ Excellent variety of sources ▪ Excellent use of sources ▪ Comprehensive research	▪ Accurate research (some minor inaccuracies) ▪ Relevant research ▪ Good variety of sources (minor room for improvement) ▪ Good use of sources (minor room for improvement) . ▪ Largely comprehensive research (minor room for improvement)	▪ Generally accurate research (with some errors) ▪ Generally relevant research (room for improvement) ▪ Some variety of sources (more variety needed) ▪ Generally good use of sources (room for improvement) ▪ Generally comprehensive research (room for improvement)	▪ Generally accurate information, although a number of errors ▪ Relevant research, although a number of irrelevant sources used ▪ Limited variety of sources (over reliance on certain sources) ▪ Average use of sources ▪ Room for improvement in terms of comprehensiveness of research	▪ Largely inaccurate research ▪ Numerous irrelevant sources ▪ Lack of variety of sources ▪ Poor use of sources ▪ Uncomprehensive research

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Appropriate presentation					
Use an appropriate tone, correct spelling/grammar, and cite sources accurately according to the *Australian Guide to Legal Citation* (15%)	▪ Appropriate tone and language for the context ▪ Completely (or almost completely) correct spelling/grammar ▪ All sources cited accurately	▪ Almost consistently appropriate tone and language ▪ Very good spelling/grammar, some minor errors ▪ Almost all sources cited accurately	▪ Generally appropriate tone and language, some room for improvement ▪ Generally correct spelling/grammar, some errors ▪ Most sources cited accurately, some errors	▪ Adequate tone/language, with some issues ▪ Adequate spelling/grammar, however various errors ▪ Adequate citation, however various errors	▪ Significant issues with tone and language ▪ Significant spelling/grammar errors ▪ Significant citation errors

Accurate and comprehensive understanding

Demonstrate accurate and comprehensive understanding of the relevant topic area and the current state of the law (20%)

Excellent understanding - This aspect of the criterion assesses the accuracy of the student's understanding of their chosen topic area and the current state of the law. It is important to accurately understand the current state of the law in order to provide a relevant and accurate critique to justify the law reform proposal.

Comprehensive understanding – This aspect of the criterion assesses the depth of the student's understanding of the topic area and the current state of the law. It assesses whether they have demonstrated a higher-level, more nuanced understanding of the topic.

Clear, logical and persuasive critical analysis

Analyse and critically discuss the issues raised by the topic and the need for law reform, in a clear and logical manner (20%)

Persuasively argue in favour of the proposed law reform approach, addressing relevant alternatives, criticisms, consequences and challenges (25%)

Logical structure – adoption of a logical structure which enables the reader to clearly follow the steps in the argument.

Clear expression – clear, straightforward language which facilitates easy navigation through the submission.

Clear argument – clearly and articulately expressed argument, which avoids misunderstanding or ambiguity.

Consistent argument – consistent argument, which avoids contradictions or inconsistencies.

Comprehensive argument – outlines all relevant angles and aspects of the issues discussed.

Persuasive argument - convinces the reader to agree with the submissions put forward.

Critical analysis – critically evaluates the relevant alternatives, criticisms, consequences and challenges of the proposal.

Quality research process

Support statements with well integrated relevant, reliable and comprehensive research (20%)

    Accurate research - statements are supported by research free from inaccurate understandings of the facts and the law.

    Relevant research - statements are supported by relevant research from authoritative sources.

    Variety of sources - a diversity of sources (both in terms of author and source type) are used to support statements.

    Effective use of sources – sources are used to effectively support the arguments made.

    Comprehensive research – research has been conducted thoroughly, ensuring that no relevant research has been omitted.

Appropriate presentation

Use an appropriate tone, correct spelling/grammar, and cite sources accurately according to the Australian Guide to Legal Citation (15%)

    Appropriate tone and language for the context - submission is written in the style of a law reform submission, rather than an academic essay. Avoids overly colloquial language, or conversely, overly technical jargon.

    Correct spelling/grammar – submission is free from spelling and grammar mistakes.

    Accurate citation – submission is referenced according to the requirements of the *Australian Guide to Legal Citation* 4th edition.

Video Reflection on Mock Inquiry

Task description and rationale

This task requires students to construct their own video reflection, reflecting on their experiences with the mock inquiry activity. The aim of the assessment is to provide students with a forum to develop their critical reflection and oral communication skills, and to demonstrate their understanding of law reform processes and challenges in this context.

Task instructions

Students are required to create a 5-minute video, reflecting on their experiences with the mock inquiry activity.

Suggested Preparation

Expectations regarding style and tone should be made clear in advance. Students should be directed to the marking rubric (see below).

Task length

5-minute video.

Links to Module Intended Learning Outcomes

1, 2, 3.

Assessment criteria

This assessment requires students to:

- Through reflection, demonstrate understanding of law reform processes (30%)
- Demonstrate reflection on individual learning (30%)
- Demonstrate critical reflection on the mock inquiry activity (30%)
- Use appropriate tone and language (10%)

Video Reflection Marking Rubric

Criteria	HD	DN	CR	PP	NN
Understanding of law reform processes Through reflection, demonstrate understanding of the political contexts and practical processes of law reform (30%)	▪ Excellent understanding of law reform processes and political contexts ▪ Excellent depth and range of understanding ▪ No misunderstandings	▪ Very good understanding of law reform processes and political contexts ▪ High level of accuracy ▪ Good depth and range of understanding ▪ Only 1 or 2 misunderstandings, all minor	▪ Good understanding of law reform processes and political contexts ▪ Mostly accurate ▪ Some depth and range of understanding, with room for improvement ▪ A few misunderstandings, mostly minor	▪ Adequate understanding of law reform processes and political contexts ▪ Understanding is adequate but lacks significant depth or range of understanding ▪ A number of misunderstandings (including some significant misunderstandings)	▪ Inadequate understanding of law reform processes and political contexts ▪ A high proportion of significant misunderstandings
Reflection on learning Demonstrate reflection on individual learning (30%)	▪ Excellent reflection on individual learning ▪ Excellent depth of reflection demonstrating significant thought and consideration	▪ Very good reflection on individual learning ▪ Very good depth of reflection, generally avoids simply descriptive reflection	▪ Good reflection on individual learning ▪ Good depth of reflection, with some purely descriptive reflection	▪ Adequate reflection on individual learning ▪ Overuse of purely descriptive reflection	▪ Inadequate reflection on individual learning (either failure to reflect on individual learning, or failure to move beyond superficial descriptive reflection)

Reflection on activity					
Reflection on activity Demonstrate critical reflection on the mock inquiry activity (30%)	▪ Excellent critical reflection on the activity ▪ Excellent depth of reflection, demonstrating understanding and critical thinking across a range of perspectives and issues	▪ Very good critical reflection on the activity ▪ Very good depth of reflection, with some minor room for improvement	▪ Good critical reflection on the activity ▪ Good depth of reflection, with a number of areas for improvement	▪ Adequate critical reflection on the activity ▪ Overuse of purely descriptive reflection	▪ Inadequate critical reflection (either failure to reflect on the activity, or failure to move beyond superficial descriptive reflection)
Appropriate tone/language Use appropriate tone and language (10%)	▪ Consistently appropriate tone and language	▪ Mostly appropriate tone and language	▪ Generally appropriate tone and language	▪ Adequate tone and language	▪ Inappropriate tone and language

Understanding of law reform processes

Through reflection, demonstrate understanding of the political contexts and practical processes of law reform (30%)

This criterion assesses the accuracy, range and depth of your understanding and comprehension of the law reform processes discussed in the tutorials. Through reflecting on the mock inquiry activity, you must demonstrate your understanding of the relevant law reform processes.

Reflection on learning

Demonstrate reflection on individual learning (30%)

This criterion assesses the nature and extent of your reflection on your own learning. It will assess how effectively students have reflected on their intellectual and emotional responses to the processes, facts, issues, concepts and arguments raised by the activity. It will assess the depth of their reflection, including consideration of how the new information learnt has built on previous understandings, or perhaps, how they have challenged them.

Reflection on activity

Demonstrate critical reflection on the mock inquiry activity (10%)

This criterion assesses the degree of critical reflection on the mock inquiry activity. James and Burton (2017) define critical thinking in the context of legal education as:

> …careful and thoughtful questioning of a legal statement, claim, argument, decision, position or action according to an explicit set of criteria or standards. It is a form of thinking about legal phenomena that is characterised by an unwillingness on the part of the law student to accept the object of critique at face value. Instead, the student insists upon forming their own judgement and reaching their own conclusion through rigorous, open-minded and even-handed interpretation, analysis, and evaluation of the object of critique.

Appropriate tone and language

Use appropriate tone and language (10%)

This criterion requires students to adopt a tone and style of language which is appropriate for the context. As this is a reflection, it should not be delivered in the style of an academic lecture. However, whilst this is a subjective and personal task, it is still an academic assessment and the tone and language should reflect this (i.e. avoiding overly informal or inappropriate language).