STUDENT NUMBER:	
TEACHER:	

BAULKHAM HILLS HIGH SCHOOL

HIGHER SCHOOL CERTIFICATE

2025 **TRIAL HSC EXAMINATION**

Legal Studies

General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black pen
- Write your Student Number and teacher's name in the spaces provided

Total marks: 100

Section I – 20 marks (pages 3–7)

- Attempt Questions 1–20
- Allow about 30 minutes for this section

Section II – 30 marks (pages 9–15)

This section has two parts, Part A and Part B

- Allow about 1 hour for this section

Part A – 15 marks

- Attempt Question 21–23

Part B – 15 marks

- Attempt Question 24

Section III – 50 marks (pages 17–19)

- Attempt TWO questions from Question 25–31, each from a different Option
- Allow about 1 hour and 30 minutes for this section

Questions	Marks
Multiple Choice Q1-20	/ 20
Short Answer Part A Q21-23	/ 15
Short Answer Part B Q24	/ 15
Extended Response Option 1	/ 25
Extended Response Option 2	/ 25
TOTAL	**/ 100**

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Section I

20 marks
Attempt Questions 1–20
Allow about 30 minutes for this section

Use the multiple-choice answer sheet for Questions 1–20.

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1 In a contested matter heard by the Local Court, who holds the burden of proof?

A. The Prosecution

B. The Defendant

C. The Magistrate

D. The Jury

2 Which of the following charges constitute a show cause offence in NSW for the purposes of bail?

A. Offensive conduct

B. Possession of stolen property

C. Assault causing actual bodily harm

D. Possession of a prohibited firearm in a public place

3 Which of the following concepts relates to collective action in employment?

A. Trade unionism

B. Universal suffrage

C. Self-determination

D. Universal Education

4 Rob, 14 years old, is suspected of committing aggravated burglary. Police want to take a DNA sample for forensic analysis, which Rob does not consent to.

Under specific legal circumstances, may the police proceed with collecting Rob's DNA?

A. If a forensic expert is present during the collection of the DNA

B. If Rob is charged with the offence

C. If Rob's parents agree

D. With a court order

5 Which of the following offences does NOT require the presence of mens rea for a conviction?

A. Driving an unregistered vehicle

B. Assaulting a police officer

C. Possession of stolen goods

D. Supplying narcotics

6 Mick, a bus driver, conceals his seizure condition from his employer and the authorities. He has a seizure while driving and veers off the road, resulting in multiple fatalities.

What criminal charge is likely to be applied in this matter?

A. Assault

B. Murder

C. Negligence

D. Manslaughter

7 Which of the following can be an effective non-legal means of promoting human rights?

A. The United Nations

B. Domestic police

C. The media

D. Interpol

8 Simi has received a court attendance notice.

Which of the following would have led to Simi receiving this?

A. Simi has been charged with an offence

B. Simi has been released without charge

C. Simi has been detained for questioning

D. Simi has received a subpoena to give evidence

9 The NSW Government has introduced school-based workshops aimed at educating teenagers about the risks associated with substance use and driving under the influence. These workshops focus on building decision making skills and increasing awareness of support services.

What type of crime prevention strategy does this represent?

A. Social crime prevention

B. Situational crime prevention

C. Community based sentencing

D. Restorative justice conferencing

10 What is the purpose of punishment that speed cameras attempt to achieve?

A. Deterrence

B. Retribution

C. Incapacitation

D. Rehabilitation

11 Which of the following is the most significant penalty that does NOT involve the individual spending time in prison?

A. Community Correction Order

B. Intensive Correction Order

C. Conditional Release Order

D. Probation

12 Jonny was forced at gunpoint to commit a crime.

Which complete defence could Jonny use to justify his actions?

A. Mental illness

B. Automatism

C. Provocation

D. Duress

13 What is the maximum criminal penalty that can be imposed in New South Wales as of 2025?

A. Suspended sentence

B. Capital punishment

C. Life without parole

D. 25 years

14 Estelle, an 18-year-old resident of New South Wales, is present with her lawyer while police are questioning her regarding an aggravated assault. She decides to exercise her right to silence during the interrogation.

Which of the following is true in relation to Estelle's right to silence?

A. The right to silence only applies during police questioning and not during court proceedings

B. If Estelle chooses to remain silent, the court may later draw an unfavourable inference

C. Estelle can remain silent, but the prosecution cannot use her silence against her in court

D. The right to silence is absolute, and there are no consequences for remaining silent

15 The Human Rights Committee monitors the compliance of countries that have ratified which of the following?

A. Universal Declaration of Human Rights (UDHR)

B. International Covenant on Civil and Political Rights (ICCPR)

C. United Nations Convention on the Rights of the Child (UNCRC)

D. International Covenant on Economic, Social, and Cultural Rights (ICESCR)

16 Under what conditions is a police search of a motor vehicle considered lawful?

A. When there are reasonable grounds for suspicion

B. When the police administer a random breath test

C. When the owner has a prior criminal record

D. When the occupant is known to the police

17 George, who is 43 years old, is about to be sentenced for drink driving. How would his extensive history of similar offences be viewed during sentencing?

A. An aggravating factor

B. A mitigation factor

C. A leniency plea

D. A defence

18 Which international institution is responsible for prosecuting individuals charged with human rights violations?

A. The International Human Rights Council

B. The United Nations Security Council

C. The International Criminal Court

D. International Court of Justice

19 After serving two years of a custodial sentence, Chanel is moved to a different prison with fewer restrictions.

Which of the following describes this situation?

A. Parole

B. Continued detention

C. Preventative detention

D. Security reclassification

20 Wakanda, a newly recognised nation, has been urged by a resolution of the United Nations General Assembly to uphold human rights and allow civil society to operate freely. However, Wakanda refuses to comply with this resolution.

What does this situation best illustrate?

A. The principle of state sovereignty

B. The binding authority of the United Nations member state

C. The United Nations General Assembly's power to enforce compliance

D. The role of non-government organisations in promoting international law

End of Section I

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STUDENT NUMBER:	
TEACHER:	

2025 **TRIAL HSC EXAMINATION**

Legal Studies

Section II Answer Booklet

30 Marks
Attempt Questions 21–23
Allow about 1 hour for this section

Instructions

- Write your Student Number and teacher's name at the top of this page.
- Part A – Human Rights
  Answer Questions 21–23 in the spaces provided. These spaces provide guidance for the expected length of your response.
  Extra writing space is provided on pages 13–15. If you use this space, clearly indicate which question you are answering.
- Part B – Crime
  Answer Question 24 in the Section II Writing Booklet.

Please turn over

Section II

Part A – Human Rights
15 marks
Attempt Questions 21–23

Answer the questions in the space provided. These spaces provide guidance for the expected length of response.

Question 21 (3 marks)

Explain how the concept of universal suffrage developed to protect human rights. **3**

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End of Question 21

Question 22 (5 marks)

Discuss the role of state sovereignty in the protection of human rights. **5**

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End of Question 22

Question 23 (7 marks)

Using examples, evaluate the extent to which ad hoc tribunals have been effective in enforcing human rights. **7**

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End of Section II Part A

Section II Part A – Extra writing space

If you use this space, clearly indicate which question you are answering.

Section II Part A – Extra writing space

If you use this space, clearly indicate which question you are answering.

Section II Part A – Extra writing space

If you use this space, clearly indicate which question you are answering.

Legal Studies

Section II (continued)

Part B – Crime
15 marks
Attempt Questions 24

Answer Question 24 in the Section II Writing Booklet. Extra writing paper is available.
Write your Student Number and teacher's name on the booklet.

Your answer you will be assessed on how well you:

- demonstrate knowledge and understanding of legal issues relevant to the question
- communicate using relevant legal terminology and concepts
- refer to relevant examples such as legislation, cases, media, international instruments and documents
- present a sustained, logical and cohesive response

Question 24 (15 marks)

The use of discretion is important in achieving justice for individuals and the community.

To what extent is this statement true in relation to the criminal justice system?

Please turn over

Section III – Options

50 Marks
Attempt TWO questions from Questions 25–31, each from a different Option
Allow about 1 hour and 30 minutes for this section

Answer both questions in the Section III Writing Booklets. Extra writing paper are available.
Use a separate writing booklet for each question. Clearly state the question attempted.
Write your Student Number and teacher's name on the booklet.

Your answer will be assessed on how well you:

- demonstrate knowledge and understanding of legal issues relevant to the question
- communicate using relevant legal terminology and concepts
- refer to relevant examples such as legislations, cases, media, international instruments and documents
- present a sustained, logical and cohesive response

Question 25 – Consumers (25 marks)

(a) Evaluate the effectiveness of legal and non-legal responses in achieving justice for consumers. In your response, refer to at least ONE contemporary issue.

OR

(b) *Over time, society changes, but the law is slow to respond.* **25**

Assess this statement in relation to achieving justice for consumers.

Question 26 – Global Environmental Protection (25 marks)

(a) Evaluate the effectiveness of legal and non-legal responses in achieving environmental protection. In your response, refer to at least ONE contemporary issue. **25**

OR

(b) *Over time, the global community changes, but the law is slow to respond.* **25**

Assess this statement in relation to the need to protect the global environment.

Question 27 – Family (25 marks)

(a) Evaluate the effectiveness of legal and non-legal responses in achieving justice for Family members. In your response, refer to at least ONE contemporary issue. **25**

OR

(b) *Over time, society changes, but the law is slow to respond.* **25**

Assess this statement in relation to the law achieving for family members.

Question 28 – Indigenous Peoples (25 marks)

(a) Evaluate the effectiveness of legal and non-legal responses in achieving justice for Indigenous Peoples. In your response, refer to at least ONE contemporary issue. **25**

OR

(b) *Over time, the global community changes, but the law is slow to respond.* **25**

Assess this statement in relation to achieving the rights of Indigenous Peoples.

Question 29 – Shelter (25 marks)

(a) Evaluate the effectiveness of legal and non-legal responses in achieving justice for people seeking shelter. In your response, refer to at least ONE contemporary issue. **25**

OR

(b) *Over time, society changes, but the law is slow to respond.* **25**

Assess this statement in relation to achieving for people seeking shelter and providing shelter.

Question 30 – Workplace (25 marks)

(a) Evaluate the effectiveness of legal and non-legal responses in achieving justice in the workplace. In your response, refer to at least ONE contemporary issue **25**

OR

(b) *Over time, society changes, but the law is slow to respond.* **25**

Assess this statement in relation to achieving justice in the workplace.

Question 31 – World Order (25 marks)

(a) Evaluate the effectiveness of legal and non-legal responses in achieving world order. In your response, refer to at least ONE contemporary issue. **25**

OR

(b) *Over time, the global community changes, but the law is slow to respond.* **25**

Assess this statement in relation to promoting peace and resolving conflict between nation states.

End of paper

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STUDENT NUMBER:	
TEACHER:	

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2025 **TRIAL HSC EXAMINATION**

Legal Studies

Section I – Answer Sheet

20 marks

Attempt Questions 1–20

Allow about 30 minutes for this section

Select the alternative A, B, C or D that best answers the question. Fill in the response oval completely.

Sample: 2 + 4 = ? **(A) 2** **(B) 6** **(C) 8** **(D) 9**

A○ B● C○ D○

If you think you have made a mistake, put across through the incorrect answer and fill in the new answer.

A○ B⊗ C○ D○

If you change your mind and have crossed out what you consider to be the correct answer, then indicate this by writing the word *correct* and drawing an arrow as follows:

correct ↙

A⊗ B⊗ C○ D○

1.	A○	B○	C○	D○	**11.**	A○	B○	C○	D○
2.	A○	B○	C○	D○	**12.**	A○	B○	C○	D○
3.	A○	B○	C○	D○	**13.**	A○	B○	C○	D○
4.	A○	B○	C○	D○	**14.**	A○	B○	C○	D○
5.	A○	B○	C○	D○	**15.**	A○	B○	C○	D○
6.	A○	B○	C○	D○	**16.**	A○	B○	C○	D○
7.	A○	B○	C○	D○	**17.**	A○	B○	C○	D○
8.	A○	B○	C○	D○	**18.**	A○	B○	C○	D○
9.	A○	B○	C○	D○	**19.**	A○	B○	C○	D○
10.	A○	B○	C○	D○	**20.**	A○	B○	C○	D○

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Suggested Marking Guidelines for the 2025 Trial Examination

Section I

Question	Marks	Content	Outcomes Tested	M.C. answers
1	1	Crime – Criminal Trial Process- Courts	H1,H2	A
2	1	Crime – Criminal Investigation process- Bail	H1,H2	D
3	1	Human Rights – Nature and Development – Human Rights	H1,H3	A
4	1	Crime – Criminal Investigation process- Young offenders	H1,H3	D
5	1	Crime – Nature of Crime – Mens Rea	H1,H2	A
6	1	Crime – Nature of Crime – Criminal Investigation Process - Charges	H1,H3	D
7	1	Human Rights – Promoting and Enforcing – No legal measures	H1,H2	C
8	1	Crime – Criminal Trial Process - CAN	H1,H3	A
9	1	Crime – Nature of Crime- Crime Prevention Strategies	H1,H3	A
10	1	Crime – Nature of Crime- Purpose of Punishment	H1,H2	A
11	1	Crime – Sentencing- Penalties	H1,H2	B
12	1	Crime – Criminal Trial Process – Defences	H1,H3	D
13	1	Crime – Sentencing- Maximum Penalties	H1,H2	C
14	1	Crime – Criminal Investigation process- Right to Silence	H1,H3	B
15	1	Human Rights – Promoting and Enforcing - Institutions	H1,H2	B
16	1	Crime – Criminal Investigation process- Police search	H1,H2	A
17	1	Crime – Sentencing – Aggravating and Mitigating Factors	H1,H3	A
18	1	Human Rights – Promoting and Enforcing - Institutions	H1,H2	C
19	1	Crime Post-Sentencing Consideration – Security Classification	H1,H3	D
20	1	Human Rights – Promoting and Enforcing	H1,H3	A

Section II

Part A – Human Rights

Question	Marks	Content	Outcomes Tested
21	3	Human Rights	H1 & H2
22	4	Human Rights	H4 & H5
23	8	Human Rights	H1, H3, H4, H5, H6

Part A – Crime

Question	Marks	Content	Outcomes Tested
24	15	Crime	H1, H3, H4, H5, H6, H8, H9

Section II – Options

Question	Marks	Content	Outcomes Tested
25	25	Consumers	a) H1, H3, H5, H6, H8, H9, H10 b) H1, H3, H5, H7, H8, H9, H10
26	25	Global Environmental Protection	a) H1, H3, H5, H6, H8, H9, H10 b) H1, H3, H5, H7, H8, H9, H10
27	25	Family	a) H1, H3, H5, H6, H8, H9, H10 b) H1, H3, H5, H7, H8, H9, H10
28	25	Indigenous Peoples	a) H1, H3, H5, H6, H8, H9, H10 b) H1, H3, H5, H7, H8, H9, H10
29	25	Shelter	a) H1, H3, H5, H6, H8, H9, H10 b) H1, H3, H5, H7, H8, H9, H10
30	25	Workplace	a) H1, H3, H5, H6, H8, H9, H10 b) H1, H3, H5, H7, H8, H9, H10
31	25	World Order	a) H1, H3, H5, H6, H8, H9, H10 b) H1, H3, H5, H7, H8, H9, H10

Section II
Part A- Human Rights (15 marks)

Question 21 (3 marks)

Criteria	Marks
• Demonstrates a clear understanding of the development of universal suffrage in protecting human rights • May refer to a relevant example	**3**
• Demonstrates a sound understanding of the development of universal suffrage in protecting human rights • May refer to a relevant example	**2**
	1

Suggested response
Universal suffrage refers to the right of all eligible adults to vote in elections which determine by whom and how they are governed. In Australia, this fundamental right has developed from being restricted to property-owning males to being formally recognised for women at Commonwealth level by the *Franchise Act 1902.* Global suffragette movements led to more nations recognising women's right to vote. International recognition of universal suffrage was included in the Universal Declaration of Human Rights (1948) and the International Covenant on Civil and Political Rights (1966).

However, Indigenous Australians only gained the option to enrol and vote in Federal elections in 1962 and at State level around the same time. In this respect, truly universal suffrage in Australia was very slow in its development.

Student sample

Answer the questions in the space provided. These spaces provide guidance for the expected length of response.

Question 21 (3 marks)

→ 19th Amendment 1920 American

3

Explain how the concept of universal suffrage developed to protect human rights. 3

universal suffrage refers to the right to all individuals regardless of gender, race and status to vote and take part in government. Suffrage movement originated ~~post WWI~~, as initiated by the UK Representation of People (1891) which allowed access to majority of men to vote in the elections for government, however this was still only limited to men with status and owned property. Later revised when gained global recognition ~~after~~ post WWI under the UDHR Article 21 and ICCPR (1966) drafted and implemented in 1976 ~~after~~ article 4. Additionally, whilst men gained first access to ~~universal~~ voting regardless of age and status. This was a ~~simultaneous~~ movement by Suffragettes initially in the 19th Amendment of ~~the~~ United States (1920) and correspondingly Australias Commonwealth Franchise (1902) which allowed women the right to vote. First ~~recognised~~ developed to protect New Zealand women's rights, then South Australia then globally. Thus evolved a individuals to vote aged regardless of age, gender and status in protecting human rights

End of Question 21

Q22

Criteria	Marks
• Demonstrates a thorough understanding of the relationship between state sovereignty and the protection of human rights • Provides reasoned arguments for and/or against how state sovereignty affects the protection of human rights • May integrate a relevant example	**5**
• Demonstrates a sound understanding of the relationship between state sovereignty and the protection of human rights • Provides arguments for and/or against how state sovereignty affects the protection of human rights • May refer to an example	**3–4**
• Demonstrates some understanding of state sovereignty OR • Provides some arguments for/or against how state sovereignty affects the protection of human rights • May refer to an example	**2**
• Makes general comments about state sovereignty and/or human rights	**1**

Answers could include:

- State sovereignty refers to the right of a nation-state to make decisions within its jurisdiction without external interference.
- State sovereignty may either improve or limit the protection of human rights. Nation states can adopt international instruments for the protection of human rights and implement this into domestic laws. For example, the Convention on the Elimination of Racial Discrimination has been adopted into Commonwealth domestic legislation in Australia with the passing of the *Racial Discrimination Act 1975 (Cth)*.
- State sovereignty can remove protection for human rights when domestic laws and practices conflict with international obligations. Examples range from breaches of the Convention on the Rights of the Child in relation to asylum seeker's children in Australia through to egregious violations which amount to genocide such as in Rwanda and Srebrenica.

- Other relevant considerations include the role of the UN (esp. the Security Council/Security Council Veto), the evolving responsibilities in relation to 'self-defence' and 'armed aggression' and the principle of a responsibility to protect (R2P).

Student sample

Question 22 (5 marks)

5

Discuss the role of state sovereignty in the protection of human rights. 5

The role of state sovereignty is moderately ~~in the protection~~ effective in the ~~of human rights~~ protection of human rights, acting as both a support and a barrier as it refers to the right of states to govern themselves. The effectiveness of the role of state sovereignty in protecting human rights is seen in its capacity to enable countries to ~~partici~~ engage in international relations, signing and ratifying treaties to ensure the protection of human rights. This is seen in Australia's signatory and ratification of one of the key international human rights treaties, the Universal Declaration of Human Rights (1948) and the enactment of its principles (les) around slavery in the Modern Slavery Act 2002. However, State sovereignty can also significantly hinder the protection of human rights, especially when nations act in their own self-interest. This is seen in the sovereign right for nations

End of Question 22

to make 'reservations' that allow them to decide which parts of international treaties they wish to follow; as despite being a signatory to the UDHR, the USA continues to reserve the right to execute offenders who committed acts before the age of 18 and women who are pregnant, thus failing to protect human rights.

Q23

Criteria	Marks
• Demonstrates a thorough understanding of the extent to which at least TWO (2) ad hoc tribunals have been effective in enforcing human rights • Evaluates using a clear judgement, supported by evidence and integrated at least TWO examples	**7**
• Demonstrates a sound understanding of the extent to which at least TWO (2) ad hoc tribunals have been effective in enforcing human rights • Evaluates using a clear judgement, supported by some evidence and refers to at least TWO examples	**6-5**
• Demonstrates some understanding of the extent to which at least TWO (2) ad hoc tribunals have been effective in enforcing human rights • Makes a judgement and refers to examples	**4-3**
• References relevant tribunals • Attempts to make a judgement of effectiveness	**2**
• Makes general comments regarding human rights	**1**

Answers may include

International Criminal Tribunal for Rwanda 1995

- 62 sentenced, 14 acquitted, considerable success in terms of ratio of indicted to sentenced
- Established key precedents surrounding genocide and was the first institution to recognise rape as a means of perpetrating genocide.
- It was the first ever international tribunal to deliver verdicts in relation to genocide, and the first to interpret the definition of genocide set forth in the *1948 Geneva Convention*.
- ICTR became the first international tribunal to hold members of the media responsible for broadcasts intended to inflame the public to commit acts of genocide.
- **Limitations**: Failure to indict a single member of the Rwandan Patriotic Front, leaving a legacy of "victor's justice" and impunity, linked by some commentators as encouraging RPF crimes and incursions into the Democratic Republic of Congo. Prosecutor allowed Rwanda to conduct a sham trial into a notorious massacre involving thirteen clergy that his office had investigated.

International Criminal Tribunal for Yugoslavia 1993

- In its precedent-setting decisions on genocide, war crimes and crimes against humanity, the Tribunal has shown that an individual's senior position can no longer protect them from prosecution.
- 90 sentenced, 19 acquitted, included high-profile leadership: Radovan Karadžić (political leader of Bosnian Serbs) – life sentence after appeal; Ratko Mladić (General of the Bosnian-Serb army) – life sentence. Slobodan Milošević (president of Serbia) – passed away during trial, indicted following regime change.
- Giving victims a voice: The Tribunal has provided thousands of victims the opportunity to be heard and to speak about their suffering. Included 4,650 witnesses.
- **Limitations**: The partial acquittal of Vojislav Šešelj, leader of Serbian Radical Party (served only 11 years) was severely criticised; and so was the controversial plea bargain involving Biljana Plavšić, the former President of the Serb Republic, who was sentenced to 11 years in prison by the ICTY; however served only 6 years, widely believed to be treated so leniently due to her age and status as a female leader. It must also be said that most people in the former Yugoslavia have never supported the Hague Tribunal's work and there is still a strong tendency to deny the crimes of the past. Nationalist propaganda is at least partly responsible for this failure.

Student sample

7/7

Question 23 (7 marks)

Using examples, evaluate the extent to which ad hoc tribunals have been effective in enforcing human rights.

Adhoc tribunals refer to specific courts created under order by the UNSC to address specific human rights abuses. The Ad-hoc tribunals have effectively investigated individuals to ensure human rights of the (UDHR, ICCPR art 7) by enforcing int. law against genocide. This is evident in the International Criminal Tribunal for Yugoslavia (ICTY) created in 1993 that successfully prosecuted 81 of 160 individuals involved in the genocide of over 100k Bosniak Muslims, where ICTY has been effective to a major extent in enforcement.

to a great extent

Furthermore, ICTR (ICT for Rwanda) 1994 have effectively enforced HR by setting precedents. This is seen as the court prosecuted 41 of 60 individuals involved in the Rwandan genocide, forming the legal precedent that rape can be a form of genocide. This has been effective to a major extent in advancing and enforcement of future HR to life & security by creating precedent

End of Section II Part A

cat 13

23. However, the Extraordinary Chambers in the Courts of Cambodia (2003) reflects resource inefficiencies. Despite over $200m USD of cost, and 11 years of operation, only 5 individuals have been prosecuted for genocide under (lower) range (1.3m deaths) that historically warranted HR. This was effective to a lesser extent due to resource inefficiency.

Thus, tribunals have overall been effective to a greater extent in

Question 24

The use of discretion is important in achieving justice for individuals and the community.

To what extent is this statement true in relation to the criminal justice system?

Criteria	Marks
• Demonstrates extensive knowledge of the use of discretion within the criminal justice system • Makes an informed judgement about the extent to which the use of discretion in achieving justice for individuals and the community • Integrates relevant examples such as legislation, cases, media, international instruments and documents into the response • Presents a sustained, logical and cohesive answer to the question using relevant legal terminology and concepts	13 – 15
• Demonstrates substantial knowledge of the use of discretion within the criminal justice system • Makes a sound judgement about the extent to which the use of discretion in achieving justice for individuals and the community • Uses relevant examples such as legislation, cases, media, international instruments and documents • Presents a logical and cohesive answer to the question using relevant legal terminology and concepts	10 – 12
• Demonstrates some knowledge of the use of discretion within the criminal justice system • Makes a judgement about the extent to which the use of discretion in achieving justice for individuals and the community • Makes reference to examples such as legislation, cases, media, international instruments and documents • Presents a structured answer to the question using relevant legal terminology and concepts	7 – 9
• Demonstrates limited knowledge of the use of discretion within the criminal justice system • Makes general statements about discretion and justice for individuals and the community • Makes limited reference to examples such as legislation, cases, media, international instruments and documents • Uses some legal terminology and concepts	4 – 6
• Writes in general terms about the criminal justice system and/or criminal law • May include reference to legislation, cases, media, international instruments and documents • Uses legal terminology	1 – 3

Answers and areas of the syllabus that could be considered in this question

Criminal Investigation Process

- Police powers
- Use of warrants, searches, arrests - police discretion
- Gathering evidence and the admissibility of evidence
- Police discretion in cautions, warnings, and referrals to diversionary programs.

Criminal Trial process

- Charge negotiation (plea bargaining) - prosecutorial discretion
- Legal representation - Legal Aid Commission and merit tests (impact on justice)
- Role of the judge and jury - judicial discretion in directions, admissibility rulings.
- Judicial discretion vs. "show cause" provisions, *Bail Act 2013 (NSW)* reforms after 2014

Sentencing and Punishment

- Sentencing Guidelines - Statutory & judicial guidelines
- Factors affecting sentencing decisions - Aggravating and Mitigating factors, Maximum penalty
- Judicial discretion in sentencing: CROs, CCOs, ICOs
- Mandatory Sentencing vs discretion – impacts justice
- The role of the victim in sentencing - Thomas Kelly.
- Alternative methods of sentencing - Circle Sentencing & Restorative justice

Young Offenders

- Alternatives to court: warnings, cautions, youth justice conferences (*Young Offenders Act 1997 (NSW)*
- Police discretion in using diversionary options
- Balancing rehabilitation for individuals with community safety

Legislation:

- *Law Enforcement (Powers and Responsibilities) Act 2002 (NSW)*
- *Evidence Act 1995 (NSW*
- *Young Offenders Act 1997 (NSW)*
- *Bail Act 2013*
- *Crimes Act 1900 NSW - s19 Maximum Penalty*
- *Contains offence provisions and sentencing maxima, but judges have discretion within those limits*
- *Crimes (Sentencing Procedures) Act 1999 NSW - Judicial guidelines, Section 21A - lists aggravating and mitigating factors)*
- *Children (Criminal Proceedings) Act 1987 (NSW)*
- *Crimes (Sentencing Procedure) Amendment (Sentencing Options) Act 2017 (CSP Amendment Act)*
- *Crimes and Other Legislation Amendment (Assault and Intoxication) Act 2014 (NSW)*
- *Victims' Rights and Support Act 2013 (NSW)*

Reference to cases such as

- R v Loveridge [2014] NSWCCA 120
- R v Hawi [2014] NSWSC 837
- R v GDP (1991) 53 A Crim R 112
- R v Sam [2009] NSWSC 803, (Gloria)
- R v Laupama 2001 NSWSC 1057
- R v Jacobs 2013 NSWSC 1411 (murder of police officer)
- R v Milat 1996 NSWSC 457
- R v Skaf 2000 NSWSC 1399
- R v Baden Clay 2015 QCA 265

Better responses

- Carefully read the set question, look at the directive term & spend time planning the written response.
- Extensively covered the use of discretion within the criminal justice system - elaborating how (demonstrating specific content knowledge). Consideration of the use, including police discretion, judicial discretion, the lack of discretion in mandatory sentencing and post-sentencing consideration
- Judgements are well-articulated using explicit criteria, the extent to which the use of discretion in achieving justice for individuals and the community.
- Provided justification and balanced reasoning in support of the comprehensive judgments. (Highlighting the difficulty and the ease of the use of discretion
- Integrate a variety of relevant supporting examples (especially *cases, legislation*, media, international instruments, documents, and statistics) as evidence to demonstrate the effectiveness. (Evidence needs to be made to support your judgment.)
- Consistently used appropriate legal terms/concepts throughout the response

General Comments:

- If it is a statement, you need to engage with it very explicitly, referring to the statement once or twice in your paragraph, not just at the end of the paragraph
- This question required reference to both appropriate legislation & cases to highlight the extent to which the use of discretion achieves justice for individuals and the community.
- In making an evaluation, give a balanced view and look at factors that help deal with the tension & factors that limit the achievement of this.
- Some students also need to improve their handwriting skills
- Answer the question - knowing your syllabus dot points will help ensure you are answering the question
- PLAN!!!!!
- Use PLEEL/PEEEL Structure -Improve essay style and make use of *distinct paragraphs* throughout their responses
- Not rushing to examples or evidence, needed to demonstrate specific knowledge of the role of the sentencing process.
- Quote cases & legislation correctly.
- Link the end of the paragraph to the question, even though it is repetitive.
- Avoid being too descriptive - focus on the relevance of the evidence as these aids demonstrate the effectiveness/ineffectiveness of the responses

Sample Paragraph #1

While the use of discretion within the criminal justice system can be effective at achieving justice for individuals and the community, improper use of discretion can lead to miscarriages of justice for all stake-holders involved. ~~The use of discretion~~ Discretion plays a key role in police powers, guideline sentencing and mandatory sentencing and victim impact statements (VIS). However, within these areas of the criminal justice system, it achieves holistic justice to a limited extent.

The Law Enforcement (Powers and Responsibilities) Act 2002 (NSW), (LEPRA) lays out the obligations and powers of the NSW police force. The Act attempts to regulate police discretion in a variety of areas to prevent an abuse of power and limit the infringement of civil liberties. However, one particularly contentious issue is the use of strip searches, laid out under sections 31-34 of LEPRA. While police can order a strip search if they possess reasonable suspicion to do so, as ~~laid out under~~ defined in R v Rondo (2001), recent trends suggest that this discretion is being misused. The study by the Redfern Legal Centre and UNSW on strip searches (Rethinking Police Strip searches in ~~2007~~ NSW, 2019) revealed a 20 fold increase in strip searches between 2008 and 2018. Furthermore, more than 90% of these searches are conducted for minor drug offences. ~~The~~ This disproportionate use of police discretion infringes upon the rights of individuals and reduces trust in

the criminal justice system, hindering the achievement of justice. Meanwhile, an Operation Gennaker report into the strip searches of 30 juveniles at the Lost Music Festival found that 25 of them were conducted without the presence of a support person, infringing Article 34 of LEPRA. This suggests a lack of police training on strip searches, compromising justice for individuals. Furthermore, the case Attalla v The State of NSW (2018) ~~revealed~~ involved Attalla being strip searched without reasonable suspicion. Although he was subsequently compensated $100,000, this further undermines the trust between the community and the police, failing to achieve justice for the community. As such, police discretion in the area of strip searches have failed to achieve justice for individuals and the community.

Sample Paragraph #2

Discretion is further applied in diversionary programs during and alternative / rehabilitative punishment in both the ~~sentencing~~ trial & sentencing & punishment system. ~~The role~~ The Magistrate for offenses involving drugs and alcohol may choose to refer defendants to the MERIT drug rehabilitation system, demonstrating judicial discretion in sentencing / punishment. This effectively balances individual & community justice, where the 60 week program ~~that~~ may lead to recidivism for treated convictions falling from ~~63~~ 63% to 27% (1990-2020), hence achieving justice for offenders and society in reducing long-term crime levels. Hence, the statement is more correct to a greater extent when examining MERIT.

Discretion is further evident in the penalties available to children, seen as the Crimes (Children Proceedings) Act 1987 allows for cautions to be provided for less serious crimes under the discretion of both judicial & police processes. This effectively promotes justice for offenders, seen reducing the disruption to youth education of a Court appearance, although varies more for crimes, seen in the ABC Article 'Amber Sated' Let down by police' where her bullies received cautions, with the victim expressing dissatisfaction. Contrary to the statement, discretion more actually protects justice for offenders! evident in the diversion diluting for (YJC), instead of a Children's Court Appearance

va, seen in X v CW, where due to the defendant's remorse, a YJC was instead arranged, according to the defendat's youth & remorse. Thus, as defendat's moral & role are better considered with diversion, this improves justice for ~~so~~ offenders at the expense of victims on occasion, demonstrating the partial ~~ext~~ extent where the statement is true.

Question 26 – Global Environmental Protection (25 marks)

(a) Evaluate the effectiveness of legal and non legal responses in achieving environmental protection. In your response refer to at least ONE contemporary issue.

CRITERIA	MARK
• Demonstrates extensive understanding of environmental protection • Makes an informed judgement, using criteria, about the effectiveness of legal and non legal responses in achieving environmental protection • Integrates at least ONE contemporary issue concerning environmental protection • Integrates relevant examples such as legislation, cases, media, international instruments and documents • Presents a sustained, logical and cohesive response to the question using relevant legal terminology and concepts	21-25
• Demonstrates substantial understanding of environmental protection • Makes a sound judgement, using explicit or implicit criteria about the effectiveness of legal and non legal responses in achieving environmental protection • Uses at least ONE contemporary issue concerning environmental protection • Uses relevant examples such as legislation, cases, media, international instruments and documents • Presents a logical and cohesive response to the question using relevant legal terminology and concepts	16-20
• Demonstrates an understanding of environmental protection • Makes some judgement about the effectiveness of legal and non legal responses in achieving environmental protection • Makes some reference to at least ONE contemporary issue concerning environmental protection • Makes some reference to examples such as legislation, cases, media, international instruments and documents • Presents a structured response to the question using relevant legal terminology and concepts	11-15
• Demonstrates limited understanding of environmental protection • Makes statements about the role of legal and non legal responses in achieving environmental protection • Makes limited reference to examples such as legislation, cases, media, international instruments and documents • Uses some relevant legal terminology	6-10
• Writes in general terms about global environmental protection • May include reference to legislation, cases, media, international instruments and documents • May refer to general legal terms	1-5

In better responses, students were able to identify the contemporary responses in the introduction rather than make the marker guess which issue the responses referred to. They used examples of legal responses to the challenges that protecting the environment faces and the international and national solutions to these challenges. These responses supported judgements with evidence including statistics, international initiatives, domestic legislative and common law decisions and media articles. Most of the best responses showed evidence of planning and stuck to the question. These students then examined non legal responses and made a judgement of the effectiveness of these non legal means. Paragraphs were organised and concise with continued reference to the question.

(b) *Over time the global community changes, but the law is slow to respond*
Assess this statement in relation to the need to protect the global environment

CRITERIA	MARK
• Demonstrates extensive understanding of global environmental protection. • Makes an informed judgement, using criteria, about the speed of law reform in relation to protection of the global environment. • Integrates relevant examples such as legislation, cases, media, international instruments and documents • Presents a sustained, logical and cohesive response to the question using relevant legal terminology and concepts	21-25
• Demonstrates substantial understanding of global environmental protection • Makes a sound judgement, using explicit or implicit criteria, as to the speed of law reform in relation to the protection of the global environment • Uses relevant examples such as legislation, cases, media, international instruments and documents • Presents a logical and cohesive response to the question using relevant legal terminology and concepts	16-20
• Demonstrates understanding of global environmental protection • Makes a sound judgement, using explicit or implicit criteria, about the speed of law reform in relation to the protection of the global environment • Makes some reference to examples such as legislation, cases, media, international instruments and documents • Presents a structured response to the question using relevant legal terminology and concepts	11-15
• Demonstrates limited understanding of global environmental protection • Makes general statements about the role of law reform in attempting to protect the global environmental protection issues. • Makes limited reference to such as legislation, cases, media, international instruments and documents • Uses some relevant legal terminology	6-10
• Writes in general terms about global environmental protection • May include reference to legislation, cases, media, international instruments and documents • May refer to general legal terms	1-5

In better responses students identified the issue of law lag which is central to this question. Better responses showed evidence of planning and were well organised. Students who were able to identify the need to protect the environment and the legal initiatives at an international and domestic level to address these needs tended to achieve better results. Some of the less higher scoring responses tended to fall into a more generic answer of the issues and the responses rather than the change over time and the different speed that initiatives take compared to societal changes. Better responses referred to the question throughout and stressed the link that is between domestic and international responses times. These responses used appropriate examples, statistics, international and domestic initiatives, domestic common law and media articles.

NOTES TO CANDIDATES

As this is the last note to the cohort the list is getting shorter – your teachers will mark practices and give you specific advice as to the improving of your results.

- Read the multiple choice question FULLY. These marks are ready for you to pick – do well here and it will be difficult for other candidates to catch you in the writing tasks
- Take care to use CAPITALS for proper nouns – it won't cost you any time and looks much better. Remember the markers are supposed to spend a combined time of 10 minutes on each long response.
- Read the extended question – some people were costing themselves marks by answering a preferred question as opposed to the one being asked
- Use the term *legislation* when referring to domestic laws – use the term *initiative* when referring to international legal responses
- Use a line space between paragraphs – makes it easier to read
- Avoid making personal viewpoints – they are unsupported opinion and add nothing to your responses
- Try to refer to the question at least once in the paragraph – more is better in this regard
- If you are answering a question on international law you have to refer to state sovereignty – it is so important to whether international law works or not
- In the intro inform the marker as to where you are heading - particularly if you are using a contemporary issue.
- Use extra paper on the short answers rather than write to the bottom of the page – let the marker know that there is more to mark on the extra page
- PLAN your response – it will get marked

Question 31 (a) (25 marks)

Evaluate the effectiveness of legal and non-legal responses in achieving world order. In your response, refer to at least ONE contemporary issue.

Outcomes Assessed: H1,H2,H3,H4,H5,H6,H7,H8,H9

Targeted Performance Bands 2-6

Criteria	Marks
• Demonstrates **comprehensive** understanding of legal **and** non-legal responses in achieving world order with reference to at least ONE contemporary issue • Makes an **informed judgement**, incorporating criteria, about the effectiveness of legal and non-legal responses in achieving world order • **Integrates** relevant examples such as legislation, cases, media, international instruments and documents • Presents a **sustained**, **logical** and **cohesive** response to the question using relevant legal terminology and concepts	21-25
• Demonstrates **substantial** understanding of legal **and** non-legal responses in achieving world order with reference to at least ONE contemporary issue • Makes a **sound** judgement, using criteria, about the effectiveness of legal and non- legal responses in achieving world order • **Uses** relevant examples such as legislation, cases, media, international instruments and documents • Presents a **logical** and **cohesive** response to the question using relevant legal terminology and concepts	16--20
• Demonstrates **an understanding** of legal **AND/OR** non-legal responses concerning world order with reference to at least ONE contemporary issue • Makes **some judgement** about the effectiveness of legal AND/OR non-legal responses in achieving world order • Makes **some** reference to examples such as legislation, cases, media, international instruments and documents • Presents a **structured** response to the question using relevant legal terminology and concepts	11-15
• Demonstrates a limited understanding of legal AND/OR non-legal responses concerning world order • Makes statements about the effectiveness of legal AND/OR non-legal responses in achieving world order • Makes limited reference to examples such as legislation, cases, media, international instruments and documents • Uses some relevant legal terminology	6-10
• Writes in general terms about world order • May include reference to legislation, cases, media, international instruments and documents • May refer to general legal terms	1-5

Answers may include:

- Definition and explanation of "world order" as a system of rules, norms, and institutions to maintain peace, security, and cooperation among states.
- Distinction between legal responses (treaties, international law, courts, tribunals, legal responses by the UN bodies) and non-legal responses (diplomacy, political negotiation, persuasion, media, advocacy by NGOs).
- Clear identification and contextualisation of at least ONE contemporary issue:
    - the principle of 'responsibility to protect'
    - regional and global situations that threaten peace and security
    - the success of global cooperation in achieving world order
    - rules regarding the conduct of hostilities.
- Evaluation of **legal** responses, including relevant international laws, treaties, conventions, and institutions addressing the issue (e.g., UN Charter, UN Security Council, ICC, ICJ, tribunals, sanctions, peacekeeping missions).
- Evaluation of the effectiveness of these responses in enforcing compliance, resolving conflicts, or promoting cooperation.
- Consideration of challenges such as state sovereignty, enforcement difficulties, or lack of universal ratification.
- Explanation of **non-legal** responses, including media responses, diplomatic efforts, public advocacy, NGOs or multilateral negotiations related to the issue.
- Assessment of their effectiveness in influencing state behaviour and contributing to world order.
- Consideration of limitations such as political interests, inconsistent application, or unintended consequences.
- Analysis of how legal and non-legal responses complement or undermine each other.
- Examples where combined approaches have succeeded or failed in achieving world order.

Case study examples may include:

- Australia/East Timor
- South China Sea
- Russia/Ukraine
- Syria
- ICTY/ICTR/ECCC
- Iran
- Killing of Qasem Soleimani

General Feedback Q31 (a)

Higher-range responses:

- Included a decent amount of content knowledge for BOTH legal and non-legal responses
- Clearly referred to a contemporary issue from the syllabus (better scripts included explicit reference to it as a contemporary issue)
    - the principle of 'responsibility to protect'
    - regional and global situations that threaten peace and security
    - the success of global cooperation in achieving world order
    - rules regarding the conduct of hostilities.
- Integrated a variety of relevant LCMID
- Had a clear essay thesis, judging legal and non-legal responses separately and according to their own relevant, specific criteria

Mid-range responses:

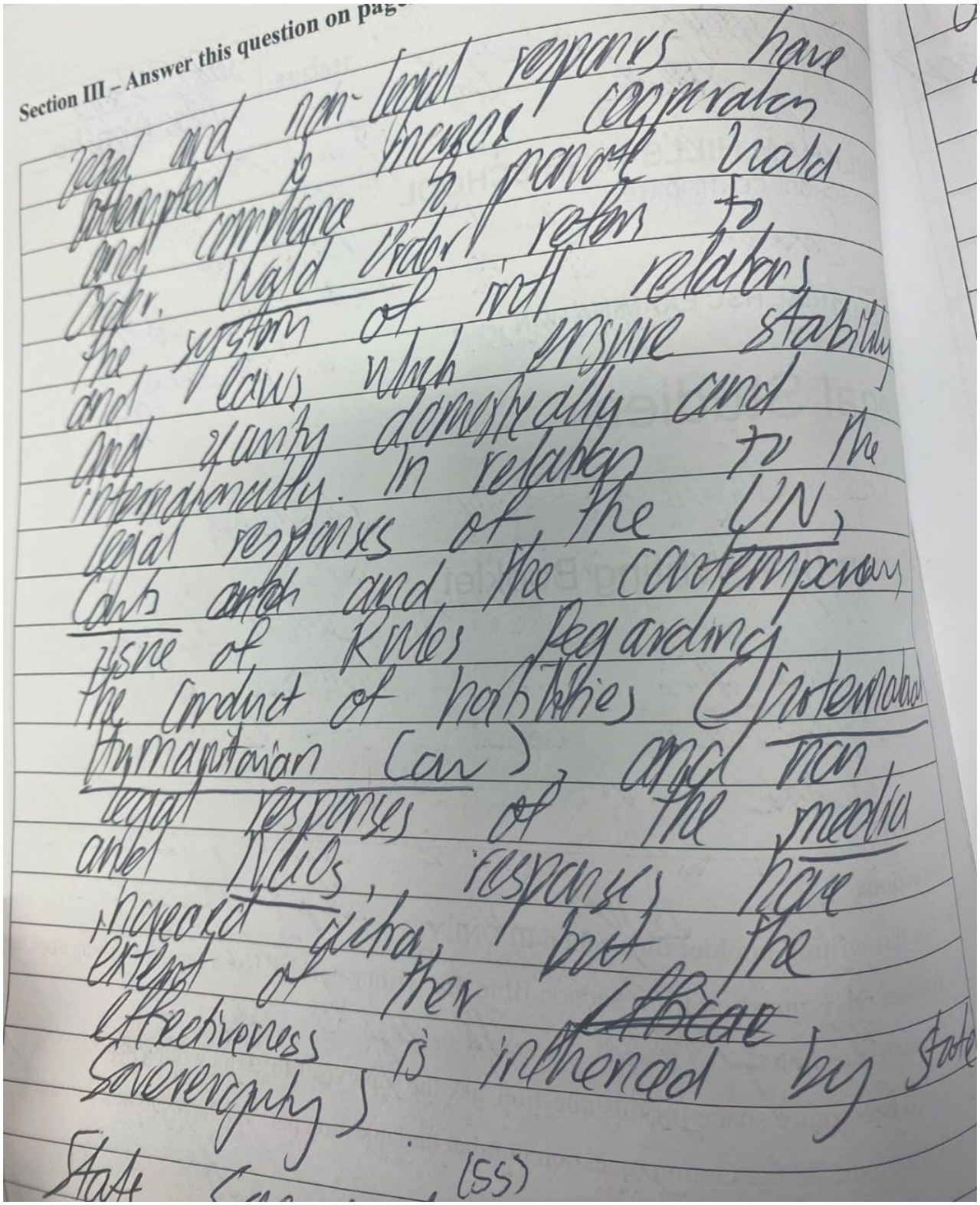
- Lacked content in non-legal responses, very imbalanced essay
- Contemporary issue was less prominent
- Lacked LCMID to support the judgement
- Essay thesis "mixed effectiveness" or "varied effectiveness", lumping legal and non-legal in the same sentence, not evaluating accordingly

Lower-range responses lacked adequate content for a 25 mark essay.

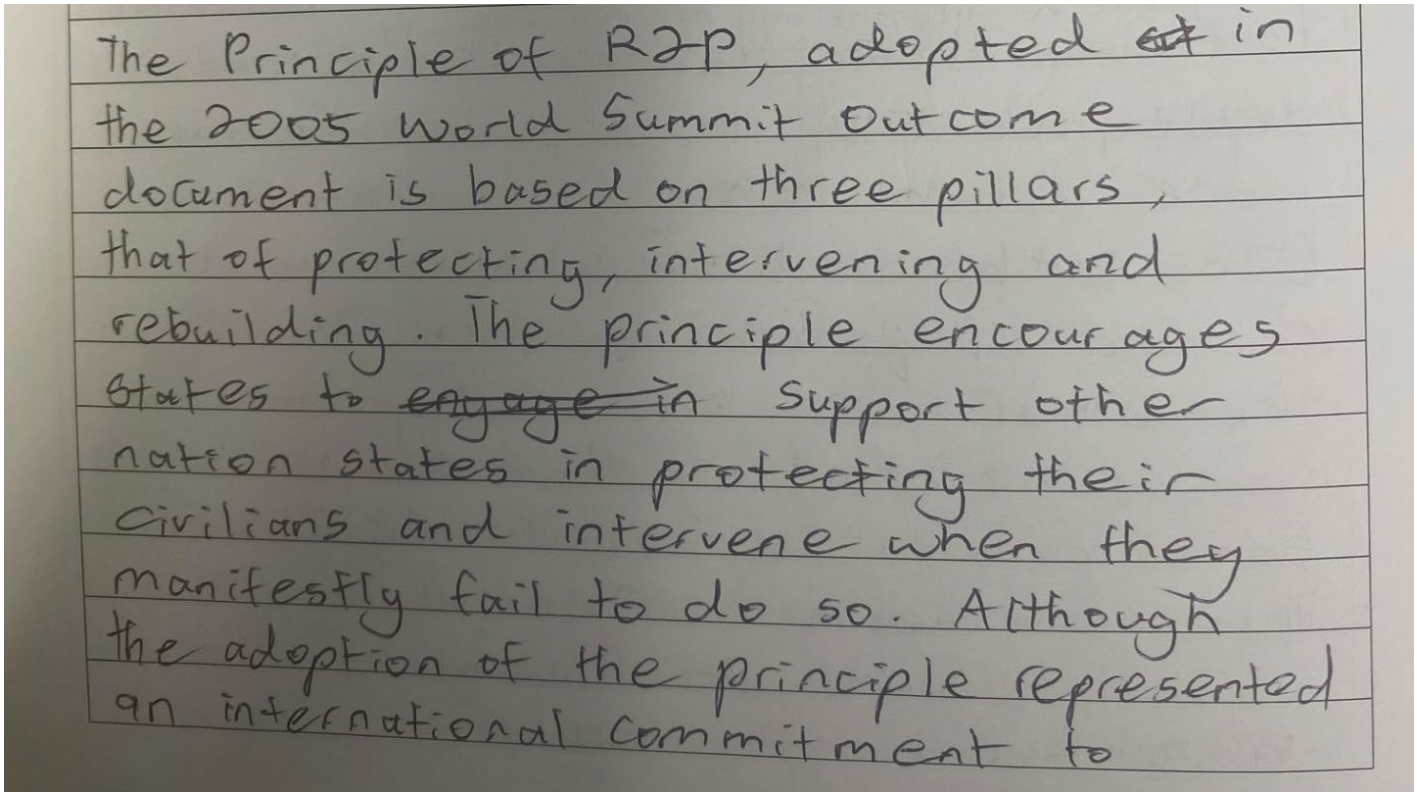
Comments:

1. Memorise contemporary issues from the syllabus. If the Q asks for a contemporary issue, explicitly refer to it as such and do so in the introduction or your "theoretical platform" paragraph about state sovereignty.
2. Do not just keep repeating the same judgement over and over again, e.g. state sovereignty has impeded the effectiveness of a response; state sovereignty has enabled the compliance with an international response. Why or what antecedents have led to this different application?
3. Geopolitical and economic power differences could be pointed to and explicitly explored, particularly within the context of the P5 nations. "Middle powers" such as Australia could be contrasted with P5 nations, give some context for different conflicts and how/why is it in each nation's interest to either comply or not comply with legal responses?
4. Non-legal responses are not meant to enforce the law, so this is not an appropriate criterion by which to judge them.

Sample introduction



Sample paragraph #1



The Principle of R2P, adopted ~~at~~ in the 2005 World Summit Outcome document is based on three pillars, that of protecting, intervening and rebuilding. The principle encourages states to ~~engage in~~ support other nation states in protecting their civilians and intervene when they manifestly fail to do so. Although the adoption of the principle represented an international commitment to

preventing a situation similar to the Rwandan Genocide or the Yugoslav wars, the principle faces obstacles by virtue of the fact it is not encoded into international law. Furthermore, it has seen infrequent use since its invocation during the Libyan Crisis. In response to an unfolding crisis in Libya, in 2011 the UNSC authorised military intervention under Resolution ~~19~~ 1973, marking the first time the principle was used in such a manner. Although a UN mandated NATO force quickly restored order through the deposition of Muammar Gaddafi, the international community failed to uphold the third pillar of R2P, that of rebuilding, leaving Libya in a state of turmoil that fed into another Civil War in 2013, and the European migration crisis in 2025. The failures of R2P in Libya have stalled further action on Syria, with Russia using its veto powers repeatedly under Article ~~25~~ 27(5) of the UN Charter to block humanitarian or military action for Syria. Despite the high death toll of the Syrian conflict

[580000 dead, 13 million displaced, Global Centre for R2P 2025), there ~~has been~~ was continued inaction on the crisis as it unfolded. Thus, although R2P is a step in the right direction, it has been limited in achieving world order.

Question 3l (b)

Over time, the global community changes, but the law is slow to respond.
Assess this statement in relation to promoting peace and resolving conflict between nation states.

Outcomes Assessed: H1,H2,H3,H4,H5,H6,H7,H8,H9
Targeted performance: Bands 2-6

Criteria	Marks
• Demonstrates **extensive** knowledge of the law in relation to world order • Provides an **informed** judgement of value, quality, outcomes, results or size in relation to the statement, in relation to promoting peace and resolving conflict between nation states. • **Integrates relevant** examples such as legislation, cases, media, international instruments and documents in the response • Presents a **sustained**, **logical** and **cohesive** answer, using relevant legal terminology and concepts	21-25
• Demonstrates **substantial** knowledge of the law in relation to world order • Provides a **sound** judgement of value, quality, outcomes, results or size in relation to the statement, in relation to promoting peace and resolving conflict between nation states. • **Uses relevant** examples such as legislation, cases, media, international instruments and documents in the response • Presents a **logical** and **cohesive** answer, using relevant legal terminology and concepts	16-20
• Demonstrates **some** knowledge of the law in relation to world order • Provides **some** judgement of value, quality, outcomes, results or size in relation to the statement, in relation to promoting peace and resolving conflict between nation states. • Makes **some** reference to relevant examples such as legislation, cases, media, international instruments and documents in the response • Presents a **structured** answer, using relevant legal terminology and concepts	11-15
• Demonstrates limited knowledge of the law in relation to world order • Makes general statements about promoting peace and resolving conflict between nation states. • Makes limited reference to examples such as legislation, cases, media, international instruments and documents in the response • Uses some relevant legal terminology and concepts	6-10
• Writes in general terms about the law relating to world order • May include reference to legislation, cases, media, international instruments and documents in the response • May refer to general legal terms	1-5

Answers may include

- Explanation of key terms such as "global community," "law" (including international law and legal institutions), "promoting peace," and "resolving conflict between nation states."
- Understanding that international law develops through treaties, customary law, and judicial decisions, often at a slower pace compared to rapidly evolving global political realities. Incorporating the notion of the law lagging behind.
- Examples where international law or legal mechanisms have lagged behind global changes (e.g., delays in adapting to changes in warfare such as cluster munitions, chemical weapons, nuclear weapons, slow establishment of effective legal frameworks for new forms of conflict, limitations of UN peacekeeping mandates, evolving nature of state sovereignty and its limitations).
- Discussion of challenges such as state sovereignty, political interests, and difficulties in enforcement that slow legal responses.
- Examples where international law has adapted or been effective in promoting peace and resolving conflict (e.g., R2P, establishment of the International Criminal Court, peace treaties brokered under UN auspices, evolving norms against the use of certain weapons).
- Consideration of legal developments like peacekeeping operations, sanctions regimes, and conflict resolution mechanisms.
- Discussion of non-legal responses such as diplomacy, mediation, NGOs, and media responses that may respond more quickly to changes in the global community.
- Evaluation of the interplay between legal and non-legal responses in managing peace and conflict.

Case studies may include

- ICC cases in prosecuting war crimes to promote peace and justice
- ICJ advisory opinions and cases relating to evolving nature of global community, especially ICJ cases on genocide
- Discussion of use of R2P: Lybia vs where it has not been used e.g. Syria
- Geneva Conventions (1949) and Additional Protocols (1977, 2005) – reform; ICRC's *Commentaries on the Conventions*
- *Nuclear Non-Proliferation Treaty*, Iran
- *Treaty on the Prohibition of Nuclear Weapons*
- *Convention on Cluster Munitions*
- *Biological Weapons Convention*
- *Convention on the Prohibition of the Development, Production, Stockpiling and Use of Chemical Weapons and on Their Destruction ('CWC')*
- UN peacekeeping operations adapting to new conflict environments derived from *Chapter VI* (peaceful settlement) and *Chapter VII* (use of force) e.g. East Timor, Central African Republic.
- Diplomatic efforts and sanctions in resolving conflicts e.g. South China Sea disputes.
- Responses to Darfur Genocide or Bosnian Genocide, role of media

General Feedback Q31 (b)

Higher-range responses:

- Included a decent amount of content knowledge
- Clearly referred to the statement, incorporated the notion of the legal responses lagging behind "slow to respond"
- Integrated a variety of relevant LCMID
- Had a clear essay thesis

Mid-range responses:

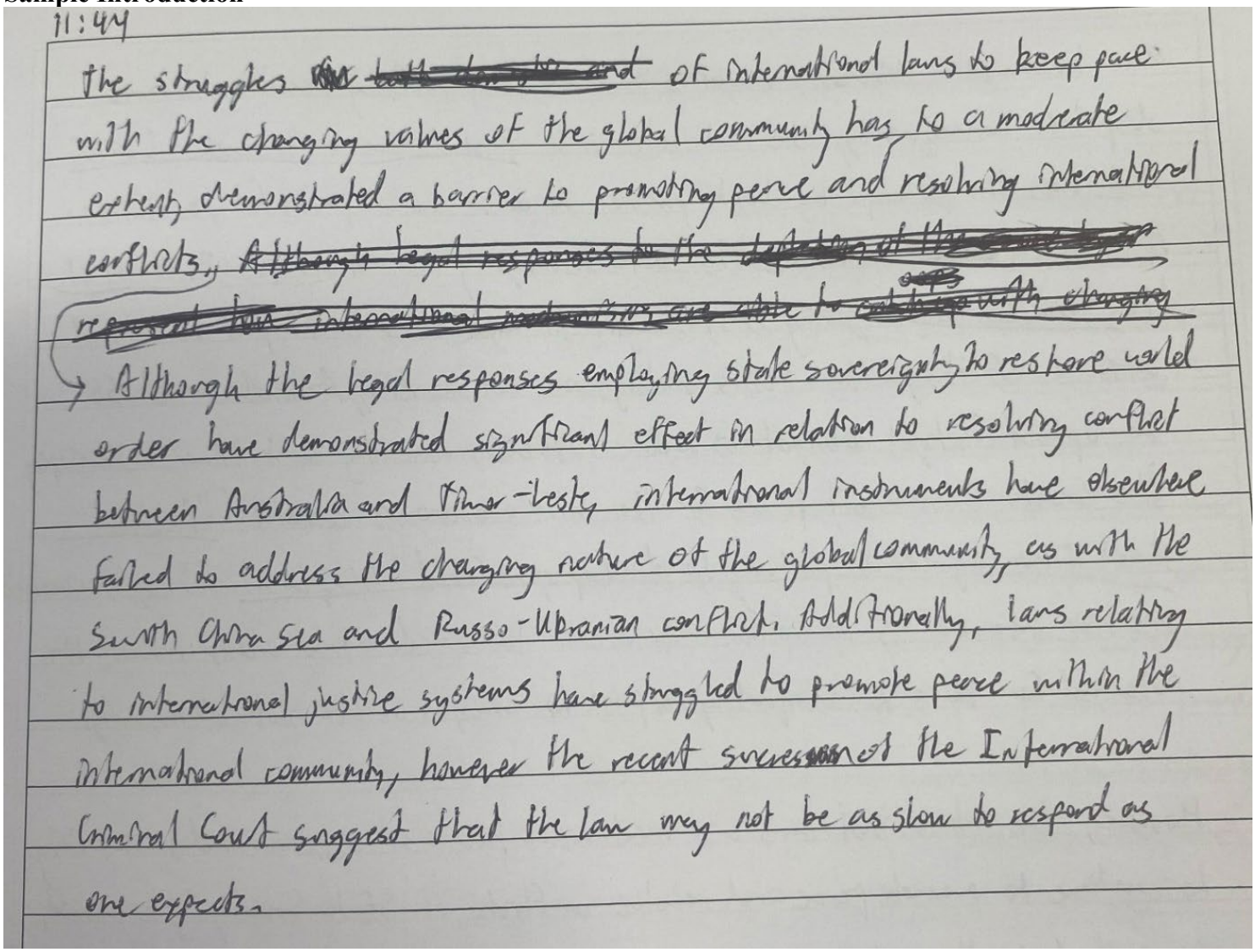
- Lacked content
- Engagement with statement was less prominent
- Lacked LCMID to support the judgement
- Essay thesis unclear or too simplistic

Lower-range responses lacked adequate content for a 25 mark essay.

Comments:

1. If there is a stimulus statement, you need to engage with it very explicitly.
2. Balance of responses that have responded to change in the global community to those that have remained rigid. For example, contrasting more recent trends such as ICJ cases on genocide, ICC as a permanent fixture that arose from the legacies of ad-hoc tribunals and R2P could be framed as being progressive towards adapting to changing values. On the other hand, rigidity of P5 veto power, composition of UN Security Council and the over-arching principle of state sovereignty could be construed as limitations in keeping up with changing values.
3. Geopolitical and economic power differences could be pointed to and explicitly explored, particularly within the context of the P5 nations, how they influence shifting global community values.
4. Non-legal responses could be incorporated to contrast with the slow response of legal responses, or to explain how they promote and instigate change.

Sample Introduction



11:44

the struggles ~~[illegible]~~ of International laws to keep pace with the changing values of the global community has to a moderate extent, demonstrated a barrier to promoting peace and resolving International conflicts. ~~Although legal responses to the [illegible]~~

~~[illegible]~~

Although the legal responses employing state sovereignty to restore world order have demonstrated significant effect in relation to resolving conflict between Australia and Timor-Leste, international instruments have elsewhere failed to address the changing nature of the global community, as with the South China Sea and Russo-Ukranian conflict. Additionally, laws relating to international justice systems have struggled to promote peace within the international community, however the recent succession of the International Criminal Court suggest that the law may not be as slow to respond as one expects.

Sample paragraph#1

account.

The United Nations Security Council (UNSC) is the main judicial organ of the United Nations, ensuring that through clauses the international community, peace is promoted. The UN is an Intergovernmental Organisation with the aim to provide peace and WO, as Article 1 of the UN Charter. The UNSC consists of the Permanent 5 (P5) and 10 other members who serve 2 year terms. The UNSC has the power to provide peace and resolve conflict, if all P5 agree. This is evident on the unanimous passing of UNSC Resolution 2270, which detailed the inspection of all cargo entering and leaving North Korea to prevent nuclear development, showcasing the effectiveness of binding law when cooperation occurs. However, the UNSC are given Veto power under Article 27(3) of the UN Charter, allowing any P5 a to reject a resolution, providing national

inherit over the primary of peace. No law can respond to the powers enshrined in the UN Charter, a ~~[illegible]~~ with such veto powers being seen in action with Russia and China's vetoing of 17 UNSC resolutions since the beginning of the Syrian Civil war, including vetoing the referral of North-Al-Assad to the ~~[illegible]~~ International Criminal Court for war crimes, thus showing the ineffectiveness of law to respond to decisions by the global community. ~~Here, as the global community argues, international legislation is [illegible]~~ An article by the Long Institute details that, "The UNSC can failed to adopt any of the tangible measures the UN Charter states it may adopt to give effect to its decisions" (The Interpreter, 2019). Here, international legislation is shown to respond to the decisions of the global community.