

## Tour for Stage One Legal Studies students

Location	Tour talking points	Link to Legal Studies 2020 outline
<b>Mosaic</b>	<ul style="list-style-type: none"> <li>• NT Floral emblem the petals represent 6 states and 1 territory (NT)</li> <li>• In Australia there are 6 states, 10 territories, including Norfolk and Christmas Islands'</li> <li>• In Australia there are 6 state, 2 territory and 1 federal parliament</li> <li>• Federal system in Australia means that between state and federal parliaments, no parliament is more powerful over the other</li> <li>• Section 121 of Constitution allows the Commonwealth to establish new states, so any territory (other than ACT) can become a state.</li> <li>• Section 122 of Constitution means Commonwealth can legislate for territories, including granting Self-Government (and taking it away, like Norfolk Island)</li> <li>• <i>Questions: What can state and federal parliaments legislate on? What was Federation? What is the Constitution?</i></li> </ul>	<p style="text-align: center;">Topic 2: People, Structures and Processes <i>Consider the role of legal institutions such as parliament, government</i></p>
<b>Northern Territory Flag</b>	<ul style="list-style-type: none"> <li>• Physical description of flag</li> <li>• Compare to state flags which were designed by British in colonial times. NT was never a British colony. The NT was surrendered by SA to the Commonwealth in 1911 under S122 of Constitution</li> <li>• Brief description of Legislative Council from 1948</li> <li>• NT self-government 1 July 1978</li> </ul> <p><i>Questions: Is Self-Government close enough to statehood? What are the differences between being a territory and a state? Should NT become a state?</i></p>	<p style="text-align: center;">Topic 2: People, Structures and Processes <i>Consider the role of legal institutions such as parliament, government</i> <i>How representative is parliament?</i> Learning requirement 7: <i>Communicate opinions on contemporary legal issues</i></p>
<b>Remonstrances</b>	<ul style="list-style-type: none"> <li>• 1962 Remonstrance arguing for more democracy and legislative powers in NT</li> <li>• 1996 Remonstrance arguing against the introduction of the Federal Euthanasia Laws Bill 1996 in House of Representatives (The bill was ultimately passed anyway and the Rights of the Terminally III Act was no longer valid).</li> <li>• 2018 Remonstrance presented to the Parliament of Australia requests that the House of Representatives as soon as practicable consider and pass legislation to repeal section 50A of the Northern Territory (Self Government) Act 1978, to enable the NT Parliament to legislate on Euthanasia.</li> </ul>	<p style="text-align: center;">Topic 2: People, Structures and Processes: <i>How representative is parliament?</i></p>

<b>Legislative Assembly Member Portraits</b>	<ul style="list-style-type: none"> <li>Elicit from students definitions of: government, opposition, independents, examples of minor parties, coalition, hung parliament, balance of power</li> <li>25 Members of Parliament in NT. Each member represents about 5000 voters. (Compare to NSW, each Member represents about 50,000 voters)</li> <li>Diversity of the Assembly: Look at ratios of Women and Indigenous Members in NT</li> <li><i>Questions: Are we over-governed in NT? (Consider NT has similar number of government departments and parliamentary committees to administer as the states)</i></li> <li><i>What are Ministers? What are Backbenchers?</i></li> </ul>	<p>Topic 2: People, Structures and Processes: <i>Students explore representative government</i> <i>How representative is parliament?</i></p>
<b>Looking at Chamber from ceremonial doors</b>	<ul style="list-style-type: none"> <li>NT is unicameral, but Parliament House designed to accommodate second chamber, should it be required. Most other Australian parliaments are bi-cameral</li> <li><i>Questions: Is this a responsible way of making laws? Are there enough checks and balances in NT, without an upper house</i></li> </ul>	<p>Topic 2: People, Structures and Processes: <i>How responsible is government?</i></p> <p>Topic 3: Law-making <i>How is legislation made and controlled?</i> <i>...understanding of the legislative process</i></p>
<b>Speaker's Green</b>	<ul style="list-style-type: none"> <li>Point out 5 levels of Parliament House. Level 5 houses offices for every NT member, but most of the floor is for the executive branch: i.e. Cabinet (Ministerial suites)</li> <li>Separation of powers is usually physical too, it is not common for minister to have their suites in a Parliament House. (Originally an atrium but designers later changed it to house the executive to make the building more useable, and therefore justify such a grand and expensive building)</li> <li>Viewing Government House</li> <li><i>Questions: What is this building? Who lives there? What is there role?</i></li> </ul>	<p>Topic 2: People, Structures and Processes <i>Students explore....separation of powers</i></p>
<b>Level 3 Mezzanine</b>	<ul style="list-style-type: none"> <li>Ngarra Law painting – Yolngu elder and artist, James Gaykamangu produced two paintings (Parliament and the Supreme Court) telling the story of honey –bee dreaming, which describes their system of customary law. The artist wanted all to be reminded that customary law has existed for thousands of years, and is still present in the NT</li> </ul>	<p>Topic 1: Law and Society: <i>Students explore how Australia's laws have developed over time from.....</i> <i>Indigenous customary law</i></p>
<b>Committees</b>	<ul style="list-style-type: none"> <li>Visit Committee's area and talk with Committees Secretary about the work of Parliamentary committees and delegated legislation in the NT.</li> <li>Show and explain recent examples of topics looked at by Committees</li> </ul>	<p>Topic 1: Australian Legal System: <i>Responsible government</i></p> <p>Topic 3: Law-making <i>Delegated legislation</i></p>

<b>Portrait Gallery: Chief Ministers</b>	<ul style="list-style-type: none"> <li>• Viewing Chief Minister's portraits on mezzanine</li> <li>• <i>Questions: Who is the Chief Minister? What role does the Chief Minister serve?</i></li> </ul>	<p>Topic 3: Law-making <i>Students develop.....understanding of the legislative process</i></p>
<b>Parliamentary Counsel</b>	<ul style="list-style-type: none"> <li>• Parliamentary counsel drafts (very detailed and precise) government bills</li> <li>• The bill will be checked against current legislation (NT and Commonwealth) for inconsistencies and how this bill will impact other bills</li> </ul>	<p>Topic 3: Law-making <i>Students develop.....understanding of the legislative process</i></p>
<b>Portrait Gallery: Speaker</b>	<ul style="list-style-type: none"> <li>• Describe the Standing Orders</li> <li>• Describe the functions of the Clerk and Deputy Clerk</li> <li>• <i>Question: What is the role of the Speaker</i></li> </ul>	<p>Topic 3: Law-making <i>Students develop.....understanding of the legislative process</i></p>
<b>Public Galleries</b>	<ul style="list-style-type: none"> <li>• Observe Parliament in session (Question time if possible, 2pm – 3pm)</li> <li>• Q&amp;A with the students after, to determine what they learned and to encourage conscious participation in the legislative process</li> <li>• Describe layout of the Chamber and Westminster conventions</li> <li>• Explain history of the Mace and Dispatch boxes</li> </ul>	<p>Topic 2: People, Structures and Processes: <i>How responsible is government</i></p> <p>Topic 3: Law-making <i>Students encouraged to participate in the democratic process</i></p>