

# Planning and Writing an Assignment

Angelito Sciberras

Date: 18 October 2024



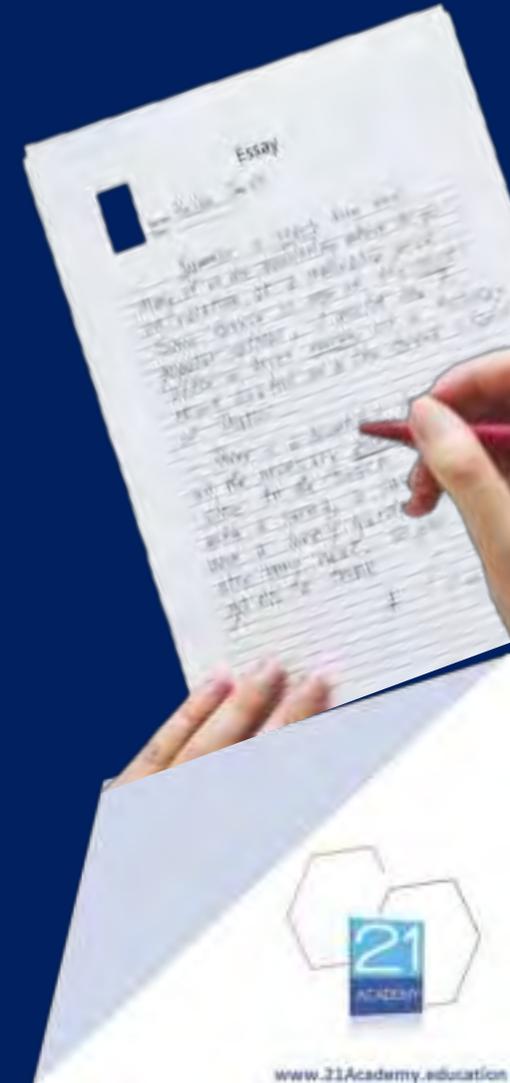
*“Assignments should align with intended learning outcomes to ensure that students demonstrate understanding in a way that reflects course goals.”*

- John Biggs 2011



# Assignment

- Student's understanding of the subject
- Presentation
- Uniqueness (no plagiarism)
- Appropriate referencing



# Assignment Submission Form



# Assignment Submission Form



**Diploma in Law (Malta): Intake October 2024**

Assessment Task: Written assignment based on chosen questions	
Module: Award in The Maltese Legal System	Tuition Centre: 21 Academy Elisavie Huelken - 2018-017
Level: Award MQF Level 5	Student Name:
Date:	ID Number: (same no. submitted in student profile)
Assignment Deadline: 23 January 2025	
<p><b>Task</b></p> <p>The objective of this unit is to foster a deeper understanding of a specific topic related to the Maltese Legal System, which you will explore in your written assignment.</p> <p><b>Notes</b></p> <p>This assessment offers students the opportunity to apply relevant legal provisions in connection to the chosen topic within the Maltese Legal System.</p> <p>You are advised to allocate approximately 20 hours to researching the assignment question, preparing, and composing your written submission. The suggested word count for the assignment is 1,700 words.</p> <p>Please ensure that you refer to 21 Academy's <a href="#">Assignment Guidelines</a> for comprehensive information regarding the submission of your assignment. Additionally, the assignment submission form must be included with your completed work, clearly indicating which question you have chosen to answer by ticking the box next to the question number.</p>	
Choose 1 (one) question from the following:	
<input type="checkbox"/>	Question 1: Write about two courts of your choice. Special attention is to be given to competence and instruction of proceedings.
<input type="checkbox"/>	Question 2: Analyse and discuss the case <i>Soverij v United Kingdom</i> .
<input type="checkbox"/>	Question 3: Compare and contrast the common law system and the civil law system. Give your opinion on the pros and cons of each system.
Module Pass Mark - 50% of assignment and self-assessment (weighted scores)	Total Assignment Weighting - 80%
By submitting this sheet I confirm that this assignment is my own work	

- the due date
- the word limit

You are advised to allocate approximately 20 hours to researching the assignment question, preparing, and composing your written submission. The suggested word count for the assignment is 1,700 words.

Please ensure that you refer to 21 Academy's [Assignment Guidelines](#) for comprehensive information regarding the submission of your assignment. Additionally, the assignment submission form must be included with your completed work, clearly indicating which question you have chosen to answer by ticking the box next to the question number.



# Assignment Submission Form

**Question 1:**  
You have been asked to deliver a keynote speech at a conference on a subject that is dear to your heart. What steps must you evaluate in order to provide a speech that is effective? If you plan to use any visual aids, please explain how.

**Question 2:**  
A job posting piqued your friend's interest, so she decided to apply. She requested that you assist her. She is quite anxious about the job interview and has no idea how to prepare a curriculum vitae or a covering letter. What are the hints and techniques you have picked up from the lecture that will help you ace the job interview and send the curriculum vitae and cover letter?

**Question 3:**  
You've been given the responsibility of planning an official company function. What actions should be taken to ensure its success?

- Choose which question to answer
- Read it well and understand it
- Identify keywords
- Discuss them with your lecturer/s



# Keywords



# Keywords

- **Focus** - Identifying keywords helps you understand the main focus of the assignment question, ensuring you address the correct topic.
- **Research** - Keywords serve as a foundation for conducting effective research, allowing you to find relevant information and sources.
- **Relevance** - They help you stay aligned with the question's requirements, ensuring that your response is relevant and on-topic.
- **Prevents Misinterpretation** - Highlighting keywords reduces the risk of misunderstanding the question, leading to more accurate answers.
- **Structure** - Keywords can assist in structuring your response by outlining the key components that need to be addressed.



# Keywords

Identify the key words in this assignment question?

Explain the principles and concepts of Financial Accounting, giving details and examples of each; their relevance; and any limitations that the application of such principles and concepts have on businesses in today's world.



# Keywords

Identify the key words in this assignment question?

Explain the **principles and concepts** of **Financial Accounting**, giving **details** and **examples** of each; their **relevance**; and any **limitations** that the application of such principles and concepts have on businesses in **today's** world.



# Searching for Keywords

The screenshot shows a Google Scholar search for "financial accounting". The search bar at the top contains the text "financial accounting" and a magnifying glass icon. Below the search bar, the page is divided into a left sidebar with filters and a main content area with search results.

**Filters (Left Sidebar):**

- Articles** (with a blue arrow icon)
- Any time:**
  - Since 2024
  - Since 2023
  - Since 2020
  - Custom range
- Sort by relevance** (selected)
- Sort by date
- Any type:**
  - Review articles
  - include patents
  - include citations
  - Create alert

**Search Results (Main Content Area):**

Articles (about 2.3K other results (0.09 sec))

**Result 1:** **Experimental research in financial accounting** [PDF] psu.edu  
 B. Luby, B. Bloomfield, MW Nelson - **Accounting**, organizations and society, 2002 - Elsevier  
 ... experimental studies of **financial accounting** to illustrate our ... important features of **financial accounting** settings influence ... the criticisms of earlier **financial accounting** experiments. We  
 ☆ Save ⓘ Cite Cited by 1598 Related articles All 14 versions

**Result 2:** **Financial accounting** [book] books.google.com  
 C. Horngren, W. Harrison, S. Oliver, P. Best, D. Fraser... - 2012 - books.google.com  
 ... current **accounting** theory and practice in Australia, within a business context. It emphasises how **financial** decision-making is based on accurate and complete **accounting** information ...  
 ☆ Save ⓘ Cite Cited by 108 Related articles All 5 versions

**Result 3:** **Financial accounting** [PDF] hoasen.edu.vn  
 CS Warren, JM Reeve, JE Duchac - 2018 - thuvienso-hoasen.edu.vn  
 This edition helps you connect concepts to the bigger picture with features such as the new chapter opening schema that allows you to see how each chapter's specific content fits  
 ☆ Save ⓘ Cite Cited by 136 Related articles All 4 versions ⓘ

**Result 4:** **Financial accounting theory** [PDF] luk.ac.ke  
 WR Scott - 2015 - repository.luk.ac.ke  
 ... deal about the role of **financial accounting** and reporting in ... many years, and that **financial accounting** theory comes into its own ... it as relevant to the **financial accounting** environment and  
 ☆ Save ⓘ Cite Cited by 8298 Related articles All 9 versions ⓘ

**Related searches:**  
 financial accounting reporting      financial accounting deegan



# Searching for Keywords

The screenshot shows a Google Scholar search for the keywords "financial accounting principles concepts". The search bar at the top contains the text "financial accounting principles concepts" and a magnifying glass icon. Below the search bar, the results are listed under the heading "Articles". The first result is "Fundamental accounting principles" by J.L. Wild and K.W. Shaw, published in 2019. The second result is "Financial accounting: a concepts-based introduction" by D. Kolitz, published in 2016. The third result is "Principles of financial accounting" by I. Gillespie, R. Lewis, and K. Hamilton, published in 2004. The fourth result is "Principles of accounting. Volume 1: Financial accounting" by M. Franklin, P. Graybeal, and D. Cooper, published in 2019. The fifth result is "Accounting concepts and standards underlying corporate financial statements" by the Committee of the American Accounting, published in 1948. The search results are filtered by "Articles" and show "About 370,000 results (0.34 sec)". The left sidebar contains filters for "Any time", "Sort by relevance", "Any type", and "include citations".



# Searching for Keywords

The screenshot shows a Google Scholar search interface. The search bar at the top contains the text "financial accounting relevance" and is highlighted with an orange oval. Below the search bar, the results are displayed in a list format. On the left side, there are filters for "Articles" (with a count of about 1,036,000), "Any time" (with options for "Since 2024", "Since 2023", "Since 2020", and "Custom range..."), "Sort by relevance" (with "Sort by date" as an alternative), "Any type" (with "Review articles" as an option), and checkboxes for "include patents" and "include citations". There is also a "Create alert" button.

The search results list several articles. The first article is titled "The value **relevance** of financial accounting information in a transition economy: The case of the Czech Republic" by K. Helström, published in the *European accounting review* in 2006. It is available as a PDF from fhs.se. The second article is titled "Relevance" by K. Shwayder, published in the *Journal of Accounting Research* in 1968. The third article is titled "Does financial disclosure influence the value **relevance** of accounting information?" by D. Shamsi and A. Abdul Rahman, published in *Education, Business and Society* in 2013. The fourth article is titled "The usefulness of financial accounting information: Evidence from the field" by S. Casano and M. A. Clowdworthy, published in *The Accounting* in 2021. This article is also highlighted with an orange oval and is available as a PDF from warwick.ac.uk.





# Planning the Assignment

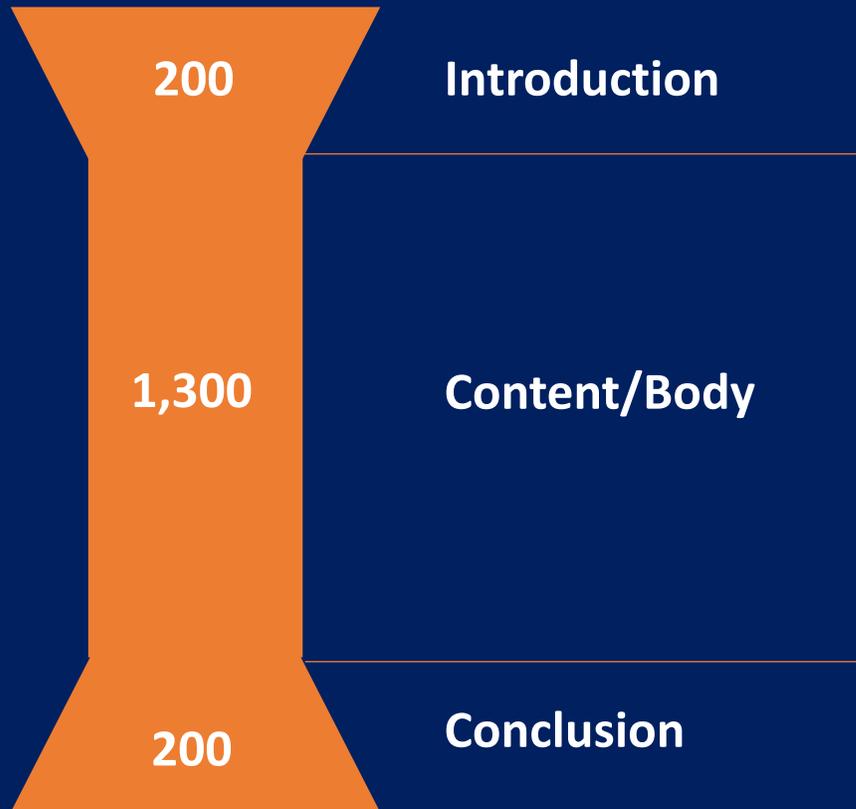


# Plan

- **Provides Clear Structure:** Planning the assignment ensures that your writing follows a logical flow, making it easier for the reader to understand your argument or analysis.
- **Helps Address All Aspects:** By organising the introduction, body, and conclusion, you ensure that each part of the question is addressed thoroughly and appropriately.
- **Strong Introduction:** A planned introduction outlines the main points and establishes the purpose of the assignment, giving the reader a clear understanding of what to expect.
- **Focus:** Planning the body helps keep the discussion focused on the key arguments or themes without veering off-topic.
- **Cohesive Argument:** Careful planning ensures that the argument flows logically from one point to the next, linking the sections of the body in a coherent manner.
- **Strong Conclusion:** Planning the conclusion allows you to summarise key points effectively and reinforce the main argument or findings, leaving a lasting impact on the reader.



# Assignment Plan



Choose 1 question from the following:

**Question 1:**

Discuss the importance of the Constitution in the Maltese Legal system. Refer to the main principles enshrined in it.

**Question 2:**

What are the main sources of the Maltese legal system? Can it comfortably fit under one of the legal systems?

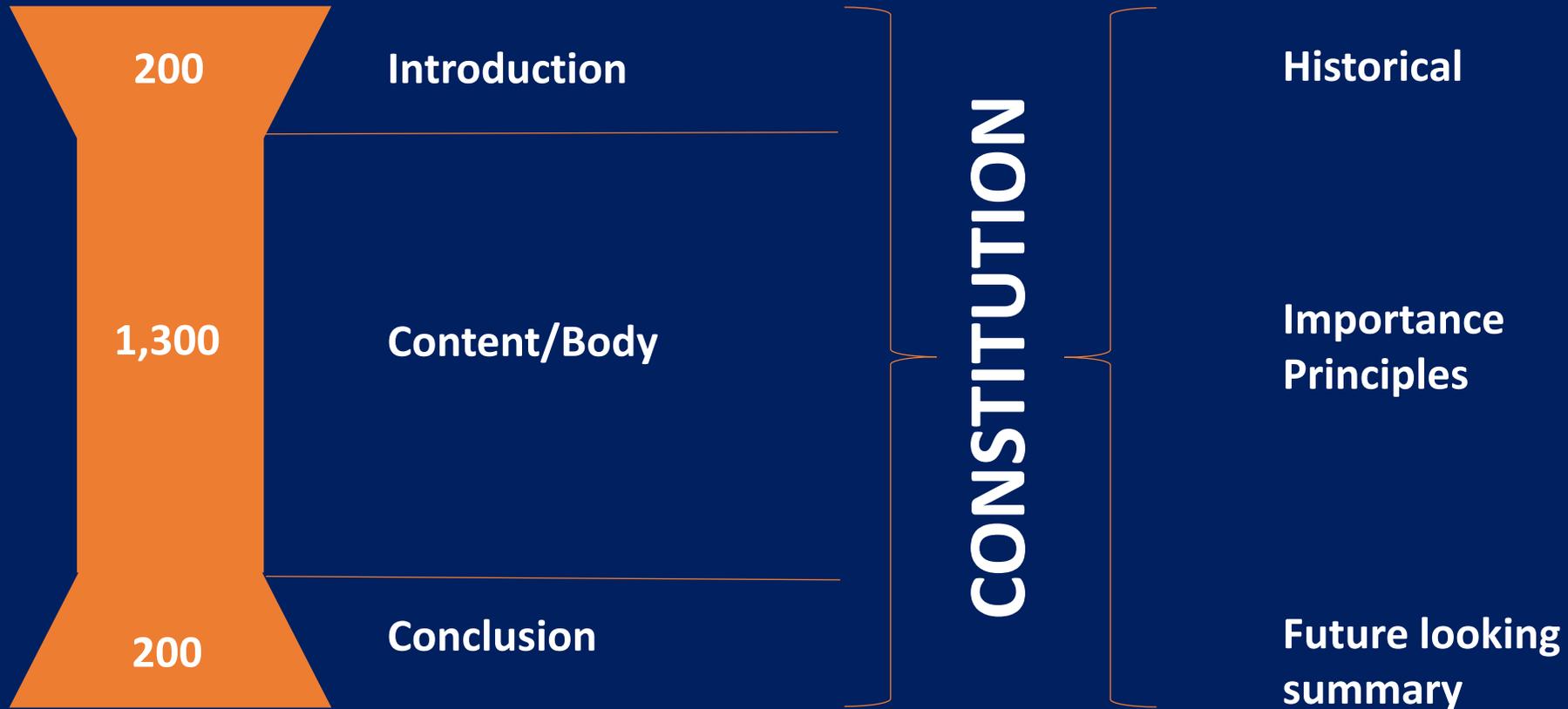
**Question 3:**

Who is empowered to legislate? Describe the legislative process? How does the Constitution provide to ensure that laws are in line with the Constitution?

# Assignment Plan



# Assignment Plan



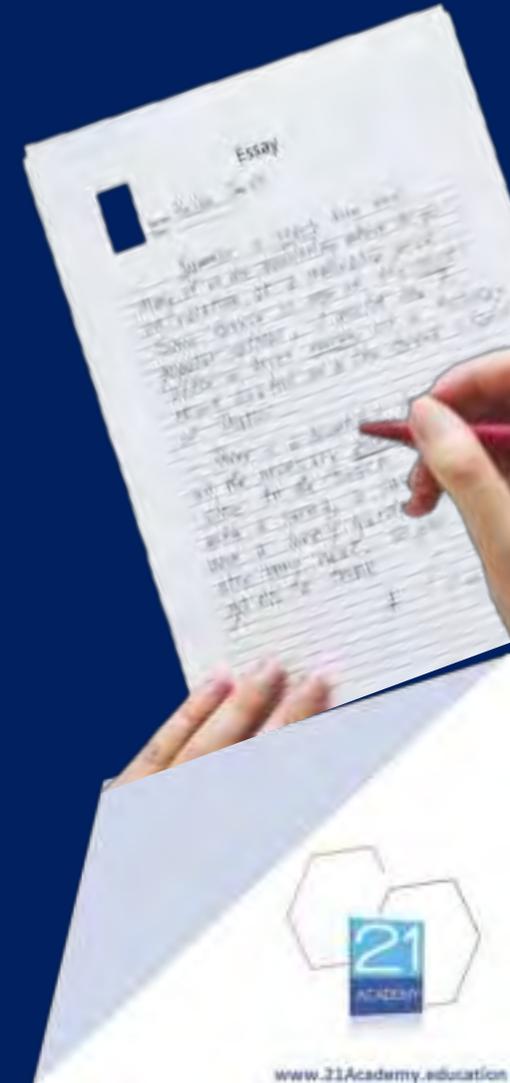


# Research Sources



# Sources

- Lecture Notes/Slides
- Books - suggested reading lists
- Online Tools



# Lecture Notes/Slides

**Diploma in Law (Malta)**

**The Constitution**

**Lecturer: Dr Dennis Zammit**

**Date: 11th October 2021**



**Diploma in Law (Malta)**

**21 CAMILLERI PREZIOSI MAMO TCV**



# Lecture Notes/Slides

## Constitutional Law

Diploma In Law (Malta)

- Constitution of Malta is the actual law
- Constitutional law refers to a wider array of laws such as electoral laws, decisions of the constitutional court, HoR standing orders....
- What give life to the word of the Constitution

## Overview



# Lecture Notes/Slides

## Principles

Diploma in Law (Malta)

- List of 14 principles which are not enforceable
- State should aim at applying these principles when enacting laws
  - Right to work
  - Promotion of culture
  - Compulsory and free education
  - Hours of work
  - Safeguarding children from child labour
  - Protection of artisan trades

## Principles



# Lecture Notes/Slides

## Amending the Constitution

Diploma in Law (Malta)

- Constitution can be amended as long as there is the majority of the members present in the House
- Different ways to amend different parts of the Constitution
  - Absolute majority
  - 2/3 majority
  - 2/3 majority + majority in a referendum voting

# Future looking





# Books - suggested reading lists

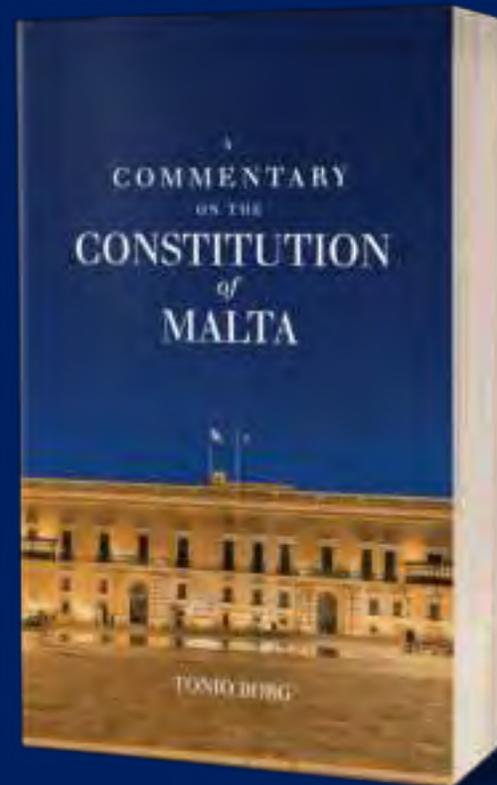
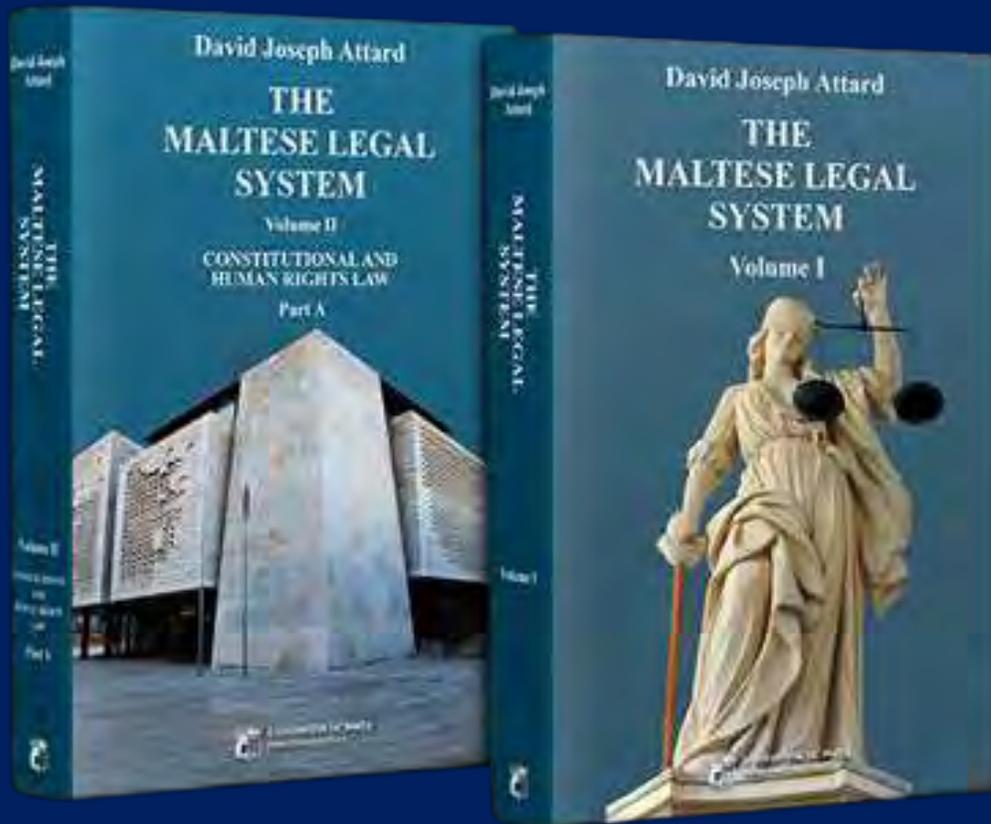
## Lecture 1 - Introduction to Payroll - MR ANTOINE PORTELLI

The first lecture will be an introduction to payroll, payroll processing overview, payroll systems, outsourcing , Maltese Legislating Payroll and sources of information relevant to payroll processing. The second part of the lecture will cover Tax, Final Settlement System, Tax Rates for Residents and Non-Residents, Social Security Contributions and Rates, Statutory Bonus, Weekly Allowance, Payslip Format, gathering employee information for payroll and FSS Forms.

### Core Reading List

- Office of the Commissioner for Revenue available from: <https://cfr.gov.mt/en/Pages/Home.aspx>
- Department for Industrial and Employment Relations available from <https://dier.gov.mt/en/Pages/home.aspx>

# Books - suggested reading lists

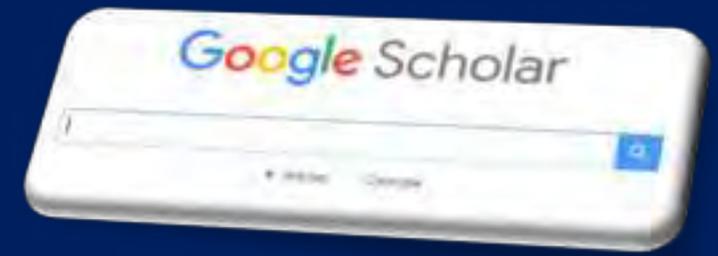
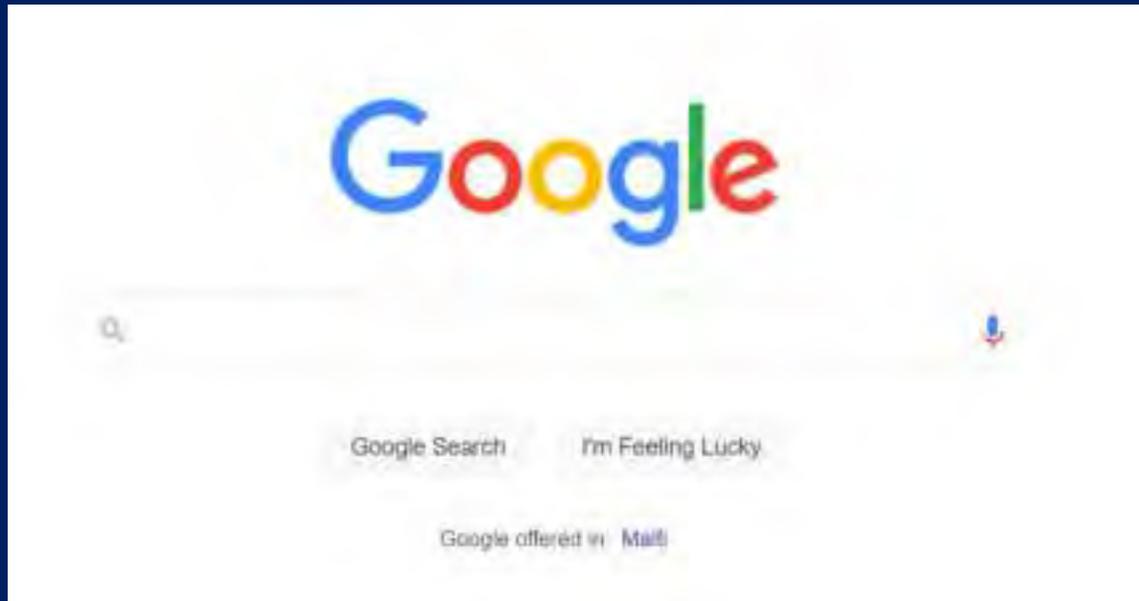


Text Scanner OCR





# Online

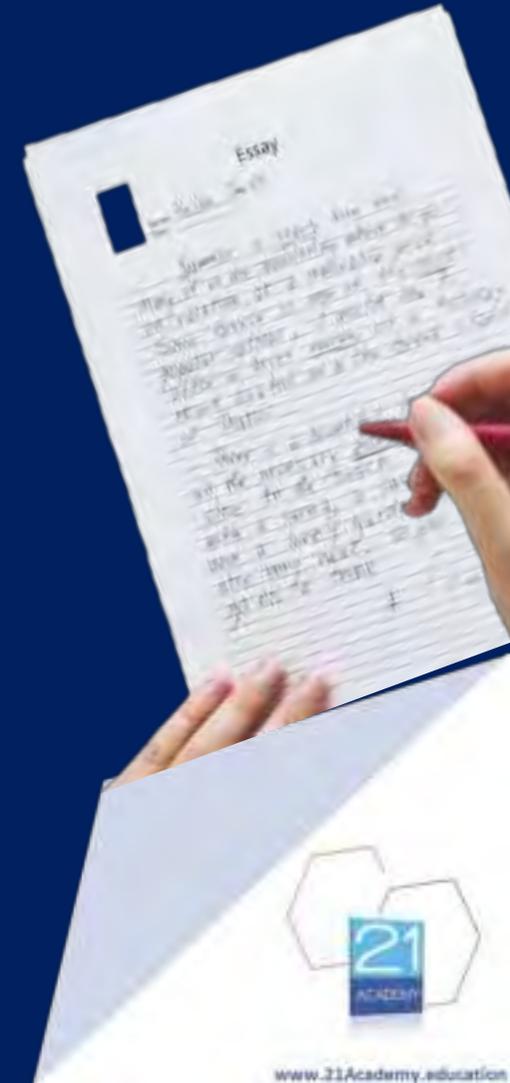


Google Scholar



# Online

- Check that sources are reliable
- European Qualification Framework 5
- Avoid Wikipedia
- Use keywords
- Use AI with caution





# Online - <https://scholar.google.com>

The screenshot shows a Google Scholar search interface. The search bar contains the text "importance of the constitution in the maltese legal system". Below the search bar, the results are displayed in a list format. The first result is titled "The size of the Maltese legislature: a critical and comparative analysis" by A Camilleri, published in 2020. The second result is "Foreword: Constitutional Courts in the European Legal System After the Treaty of Lisbon and the Euro-Crisis" by M Dicosola, C Fasone, and L Spigolo, published in 2015. The third result is "The Judiciary and politics in Malta" by CA Agius and NA Grosselfinger, published in 1995. The fourth result is "[PDF] Legislative Drafting and Statutory Interpretation in the Maltese Mixed Legal System" by K Aquilina, published in 2017. The fifth result is "EU Law and Maltese Law—An Integration or Legal Irritants". The left sidebar contains filters for "Articles", "Any time", "Sort by relevance", "Any type", and "include citations".

Google Scholar

importance of the constitution in the maltese legal system

Articles About 24,800 results (0.11 sec)

Any time  
 Since 2022  
 Since 2021  
 Since 2018  
 Custom range...

Sort by relevance  
 Sort by date

Any type  
 Review articles

include patents  
 include citations

Create alert

**The size of the Maltese legislature: a critical and comparative analysis**  
 A Camilleri - 2020 - um.edu.mt  
 ... within the State of **Malta**, is of utmost **importance**. It is one of ... and amendments within the **Maltese legal system**. The main ... the legislature through mechanisms within **Malta's Constitution**.  
 ☆ Save 📄 Cite 📄

**Foreword: Constitutional Courts in the European Legal System After the Treaty of Lisbon and the Euro-Crisis** [PDF] heinonline.org  
 M Dicosola, C Fasone, L Spigolo - German Law Journal, 2015 - cambridge.org  
 ... The **Maltese Constitutional Court**, in spite of the name, ... **system**. \* See the European Parliament resolution of 9 July 2008 on the **role** of the national judge in the European **judicial system**.  
 ☆ Save 📄 Cite Cited by 24 Related articles All 5 versions

**The Judiciary and politics in Malta**  
 CA Agius, NA Grosselfinger - The Global Expansion of **Judicial** ... , 1995 - books.google.com  
 ... **Malta** enables its citizens to live in freedom is to a large extent a consequence of the **Maltese judicial system** and the **Maltese** ... Periodically, the **Maltese** courts in their **constitutional role** ...  
 ☆ Save 📄 Cite Cited by 7 Related articles All 2 versions

[PDF] **Legislative Drafting and Statutory Interpretation in the Maltese Mixed Legal System** [PDF] heinonline.org  
 K Aquilina - IJDLR, 2017 - HeinOnline  
 ... and specificities of the **Maltese legal system**, this paper will address the **relevance** to ... in the sense that it is made by the **Maltese constitutional** organs, yet its origin and source, is ...  
 ☆ Save 📄 Cite Related articles

**EU Law and Maltese Law—An Integration or Legal Irritants**



Online



# Online

PAST

PRESENT

FUTURE

**A REVIEW OF THE CONSTITUTION OF MALTA AT FIFTY: RECTIFICATION OR REDESIGN?**

CONTENTS

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PART V: Conclusions: Rectification or Redesign? .....	84
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**A REVIEW OF THE CONSTITUTION OF MALTA AT FIFTY**





# Online

- Artificial Intelligence
  - ChatGPT
  - Quillbot
  - Claude



# Online

When was Malta' first self government?

Malta's first instance of self-government was in 1921. This occurred under the **Malta Constitution of 1921**, which was granted by the British colonial authorities. The constitution allowed Malta to have its own **bicameral legislature**, which included the **Senate** and the **Legislative Assembly**, giving the Maltese people a measure of control over domestic affairs, while Britain retained authority over foreign policy and military matters. This period of self-government was short-lived, as it was suspended in 1933 due to political instability and tensions with the British administration.



# Online

AN How is a law enacted in Malta?

In Malta, the process of enacting a law typically involves several stages, which may include the following steps:

1. **Proposal:** A bill may be proposed by a member of the Parliament, the government, or a committee.
2. **First Reading:** The bill is introduced to the House of Representatives for the first reading. This stage involves a general debate on the principles and objectives of the bill.
3. **Committee Stage:** The bill is referred to a parliamentary committee for further examination and discussion. During this stage, the committee reviews the bill in detail, often consulting with experts and stakeholders, and may propose amendments.
4. **Second Reading:** The bill is then debated again in the House of Representatives, with specific focus on the details and amendments suggested during the committee stage.
5. **Consideration of Amendments:** Any amendments proposed during the second reading are considered, and further discussions may take place to reach a consensus on the final version of the bill.
6. **Third Reading:** The final version of the bill is debated and voted on by the members of the House of Representatives.
7. **Senate Review (if applicable):** If the bill affects certain constitutional matters, it may be referred to the Senate for review and approval.
8. **Presidential Assent:** Once the bill is approved by both the House of Representatives and the Senate (if applicable), it is then presented to the President of Malta for assent. The President's assent is the final step in the legislative process, and upon receiving it, the bill becomes law.

This general process may vary slightly depending on the specific requirements and procedures outlined in the Maltese Constitution and parliamentary rules.

Regenerate





# Assignment Rubric



# Rubric

- **Clarity of expectations:** A rubric clearly outlines what is required for each grade level.
- **Consistency in scoring:** Helps ensure all students are assessed using the same criteria.
- **Efficient feedback:** Allows assessors to provide targeted comments on particular aspects.
- **Reduces disputes:** Provides a transparent basis for grades, minimising disagreements.



# The Rubric

**Assignments Rubric**



	5 marks	4 marks	3 marks	2 marks	0 marks
<b>Cover Page</b>	Title, Student's Name, Teacher's Name, Course intake month and year, Submission Date, Neatly finished-no errors	Evidence of four	Evidence of three	Evidence of two or less	No cover page
<b>Citations</b>	All cited works, both text and visual, are done in the correct format with no errors.	Some cited works, both text and visual, are done in the correct format. Inconsistencies evident	Few cited works, both text and visual, are done in the correct format.	Not Applicable	No citations
<b>Appearance</b>	Creative and attractive cover, clear organization, readable and neat, title page, table of contents.	Contains title page, table of contents	Poorly organized and difficult to read; lacking neatness.	No organization, missing significant criteria.	Absent structure and organization.
<b>Support</b>	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.	Depends on cliches or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.
	<b>61 - 80 marks</b>	<b>41 - 60 marks</b>	<b>21 - 40 marks</b>	<b>01 - 20 marks</b>	<b>0 marks</b>
<b>Content</b>	Excels in responding to the assignment question. Interesting, demonstrates sophistication of thought. Central idea is clearly communicated, worth developing; limited enough to be manageable. Assignment recognizes some complexity of the subject; may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	A solid assignment, responding appropriately to the question. Clearly states a central idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully.	Adequate but weaker and less effective, possibly responding less well to assignment question. Presents central idea in general terms, often depending on platitudes or cliches. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.	Does not have a clear central idea or does not respond appropriately to the assignment question. May be too vague or obvious to be developed effectively. Student may misunderstand sources.	Does not respond to the assignment question, lacks a central idea, and may neglect to use sources where necessary.



# The Rubric

**Assignments Rubric**



	5 marks	4 marks	3 marks	2 marks	0 marks
Cover Page	Title, Student's Name, Teacher's Name, Course intake month and year, Submission Date, Neatly finished no errors.	Evidence of four	Evidence of three	Evidence of two or less	No cover page
Citations	All cited works, both text and visual, are done in the correct format with no errors.	Some cited works, both text and visual, are done in the correct format. Inconsistencies evident.	Few cited works, both text and visual, are done in the correct format.	Not Applicable	No citations
Appearance	Creative and attractive cover, clear organization, readable and neat, title page, table of contents.	Contains title page, table of contents.	Poorly organized and difficult to read, lacking neatness.	No organization, missing significant criteria.	Absent structure and organization.



# Assignment Guidelines



- Assignment Submission Form - indicate question you are answering
- Cover Page
- Contents Page
- Introduction - Body - Conclusion
- Reference List
  
- Styles
  - Times New Roman
  - Size 12, Normal - Text
  - Size 14, Bold - Titles
  - 1.5 line spacing
  - Justified







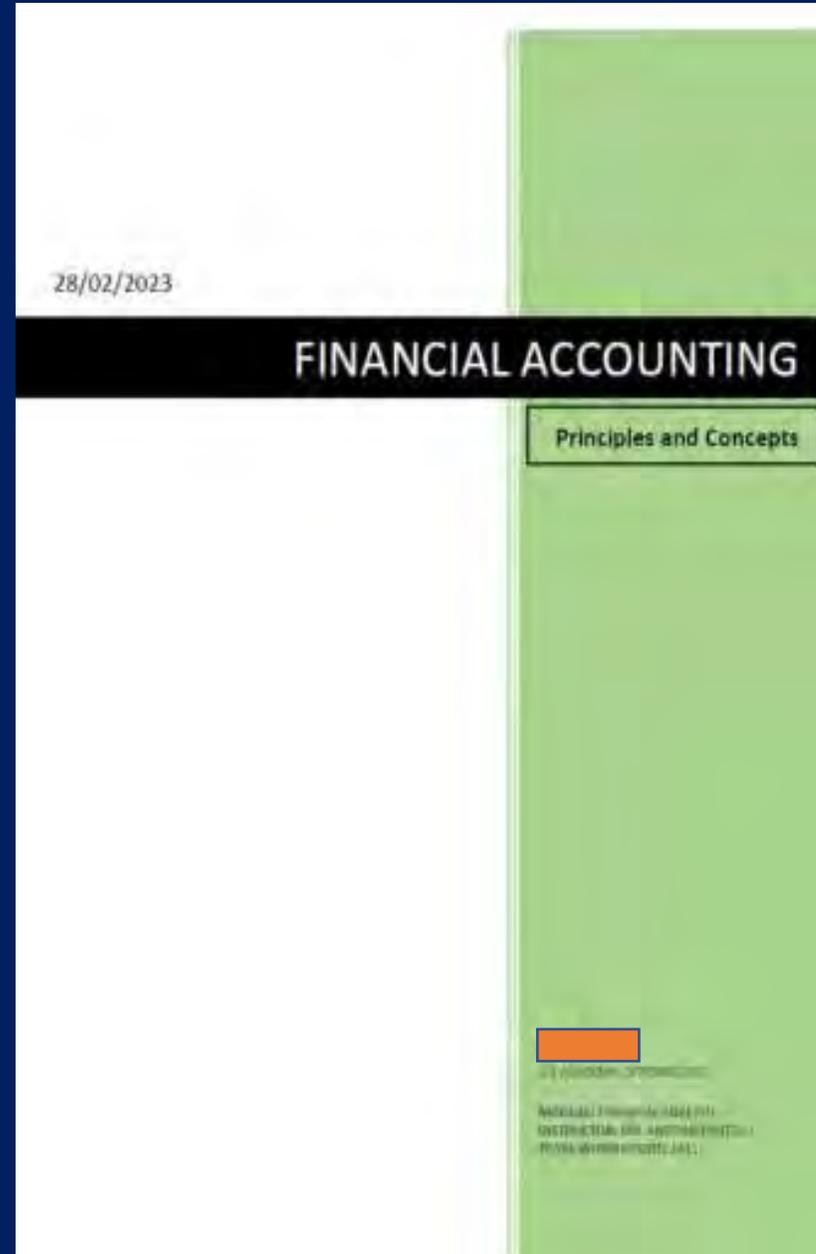
# Cover Page

	5 marks
Cover Page	Title, Student's Name, Teacher's Name, Course Intake month and year, Submission Date, Neatly finished-no errors



# Cover Page

	5 marks
Cover Page	Title, Student's Name, Teacher's Name, Course Intake month and year, Submission Date, Neatly finished-no errors





# Referencing

## In text

<b>Citations</b>	All cited works, both text and visual, are done in the correct format with no errors.
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# Referencing

- **Acknowledges intellectual property:** Referencing properly credits the original authors for their ideas, theories, and research, respecting intellectual property rights.
- **Demonstrates scholarship:** It shows that one has engaged with relevant literature and positioned their work within the broader academic discourse.
- **Supports arguments:** References provide evidence to bolster one's claims and arguments, lending credibility to the work.
- **Enables verification:** Readers can locate and examine the original sources, allowing for fact-checking and further exploration of the topic.
- **Avoids plagiarism:** Proper referencing distinguishes between one's own ideas and those borrowed from others, thus preventing unintentional academic misconduct.
- **Provides context:** References help readers understand the theoretical and empirical foundations upon which the current work is built.



# Referencing

## OSCOLA Referencing Style

- Diploma in Law (Malta)
- Undergraduate Certificate in Notarial Law Fundamentals for Office Assistants

## Harvard Referencing Style

- Undergraduate Diploma in Occupational Health & Safety)
- Undergraduate Diploma Business Administration
- Undergraduate Diploma in Digital Marketing
- Award in Office Management and Administration Fundamentals
- Award in Payroll Fundamentals



# Referencing

OSCOLA Referencing Style



Harvard Referencing Style



# Referencing - OSCOLA

While the direct effect principle is not included in the Treaties, the ground-breaking case, *Van Gend en Loos*<sup>1</sup>, laid the foundations of the 'direct effect' principle in which an EU Law provision converts into a primary source of law for the national court and public bodies when it grants individuals with rights that need to be upheld in the proceedings before national courts.<sup>2</sup> In other words, direct effect means that an EU law provision does not require transposition into the national law to have an effect and be implemented, as it is already a part of the said legal order.<sup>3</sup> Through the Van Gend decision, a bold but monumental step in differentiating EU law from any other international law as a legal order that is new and sovereign was taken by the Court of Justice of the European Union (CJEU) to make sure that the EU law was upheld by national courts. Furthermore, this case set out a number of conditions, namely, *clarity, unconditionality, and independency*, that help determine whether provisions of EU law should have a direct effect or otherwise.<sup>4</sup> In time, these conditions were further developed and turned into what is now known as the test of direct effect, which includes the following criteria - unconditionality, clarity, precision, independency (*regardless of the availability of any judicial remedies under national law*

<sup>1</sup> Rafal Manka, *60 Years of Van Gend & Loos*, EPRS, 2023

<sup>2</sup> *ibid.*

<sup>3</sup> Alina Ireland, *European Union Law*, 4<sup>th</sup> Edition, Routledge, 2016

<sup>4</sup> Eur-Lex, *The direct effect of European Union Law*, accessed on 1 May 2023



# Referencing - OSCOLA

## References

### Articles

- *Albert-Ludwig Albersma, The Direct Effect of EU Directives: Fresh Controversy or a Storm in a Teacup?* *European Law Review*, Vol. 39, Sweet & Maxwell, 2014
- *Angus Raitment, The Supremacy of the European Union Law: An Inevitable Revolution or Federalism in Action?* *Journal of Postgraduate Research*, Trinity College Dublin, 2014
- *Bohák, Michal, The Effects of EU Law in the National Legal Systems*, *European Union Law*, Oxford University Press, 2014
- *Cyprien Artyts, The Scope, Nature and Effect of EU Law*, Chapter 44, *East African Community Law*, Brill Nijhoff, 2017
- *Dimitris Arvanitis, Contemporary Issues Regarding Member State Liability for Breach of EU Law by National Courts*, *EU and Comparative Law Issues and Challenges Series*, Issue 4, 2020
- *Maria Ruffin, 60 Years of The Genie & Lora*, *EPRS*, 2021

### Books

- *Chalmers, Damian, Davies, Gareth and Ewing, George, European Union Law*, *Cases and Materials*, Second Edition, Cambridge University Press, 2010
- *Kaczmarek-Jedwab Aida, European Union Law*, Fourth Edition, Routledge, 2018

### Cases

- *Case 6-64, Flaminio Costa v ENEL*, [1964], *ECLI:EU:C:1964:06*
- *Case 11/70, Internationale Handelsgesellschaft mbH v Einfuhr und Vorratshilfe für Getreide und Futtermittel* [1970], *ECLI:EU:C:1970:114*
- *Case 43-75, Gabrielle Defrenne v Société anonyme belge de navigation aérienne Sabena*, [1975], *ECLI:EU:C:1975:36*
- *Case 106-77, Spontazzioni delle Finanze dello Stato v Simmenthal SpA*, [1977], *ECLI:EU:C:1977:49*



# Referencing - Harvard

Page 1

**The Essay**

After determining an essay's topic, a student will need to analyse the topic, find information, evaluate these resources and present the information in essay format (TAFE SA 2014a). Requirements for essays can vary, but will generally include an introduction, body, conclusion and reference list (TAFE SA 2013). The completed essay will then provide evidence to the assessor of the student's research and learning (468 Campbell 2014).

The first step is to carefully analyse the topic in order to fully understand what is and is not required from the essay (Spur n d ). Usually a topic will be designed to give students an opportunity to develop an argument and the essay should generally agree or disagree with the central idea (Dawson 2013). Carradus (2002) stresses to ensure relevance: 'answer the question, the whole question and nothing but the question'.

Next, resources on the topic should be gathered from a variety of sources such as websites, books, newspapers or journal articles (Summers & Smith 2010). Lecture notes should only be referred to with the agreement of the lecturer (TAFE SA 2014b) and need only be given an in-text citation as these are considered a personal communication (TAFE SA 2013). A quick evaluation of each resource should be undertaken to establish that the information is up-to-date, relevant, and from a reputable author (Dawson 2013). The student should question whether the author's points are backed up by adequate and convincing evidence and why the author might have published this work (468 Campbell 2014).

After reading these resources, the student can form an educated opinion and begin to plan the flow of their essay (Jackson et al. 2000). The essay should be typed and include any specified formatting such as page numbering, appropriate headers, footers and a cover sheet (Spur n d ). Points made should be supported with quotes, statistics or records from the time (Carradus 2002), which according to copyright law must all be referenced (Commonwealth Amendment (Moral Rights) Act 2000, Dawson 2013, p. 106). At TAFE SA the Harvard system of referencing is required (TAFE SA 2014b).

The introduction should comprise about 10% of the essay's word count (TAFE SA 2014a) to establish an overall point and provide any background information.

The body of the essay will contain several paragraphs, each paragraph dedicated to an argument or fact, and each subsequent paragraph building support for the point of view being suggested (Levin 2004). This section should take about 80% of the word count (TAFE SA 2013).

The essay should end with a clear and concise statement (Dawson 2013) that sums up the argument and reinforces the point of view expressed in the introduction (TAFE SA 2014a).

On completion of the draft essay, a student should proofread their work for spelling and grammar (Jackson et al. 2000) and re-read the topic to double check that the essay has not strayed from the points being assessed (Carradus 2002).

An appropriately formatted and well-researched essay serves not only as a tool for learning assessment, but develops ability to build an educated argument in a strong form of communication essential in many careers (Summers & Smith 2010).

**In-text citations**



# Citations - Harvard

Page 2

**References**

Carvidus, D 2002, 'How to write a great history essay', *The Age*, 21 March 2002, viewed 16 July 2014, <<http://www.theage.com.au/articles/2002/03/21/1016660121034.html>>.

*Copyright Amendment (Moral Rights) Act 2000*

Dawson, C 2013, *Basic study skills: a practical guide to learning for all students*, Constable & Robinson, ProQuest Ebook Central

Hill Campbell, K 2014, 'Beyond the five-paragraph essay', *Educational Leadership*, April 2014, vol. 71, issue 7, pp. 60-65, MasterFILE Premier

Jackson, J, Mohan, T, Saunders, H & Arhee, R 2000, *Writing skills*, Dorling Kindersley, London

Levin, P 2004, *Write great essays: reading and essay writing for undergraduates and taught postgraduates*, Open University Press, Maidenhead, UK.

Spier, B n.d., *Successful essay writing for senior high school, college and university*, New Frontier Publishing, Epping, NSW

Summers, J & Smith, B 2010, 'Essay writing' in *Communication skills handbook*, 3rd edn, John Wiley & Sons Australia, Milton, Qld

TAFE SA 2013, 'Structure of an essay', *My information skills: how do I present it?*, viewed 16 July 2014, <<http://telesa.libguides.com/content.php?pid=421835&aid=3448757>>

TAFE SA 2014a, 'Doing assignments: essay writing', *TAFE SA library guides*, viewed 15 July 2014, <<http://telesa.libguides.com/content.php?pid=272677&aid=2256230>>

TAFE SA 2014b, *Essay writing: study guide*, TAFE SA, Adelaide

**End-text citations  
in a reference list**





# Citations - Cite This For Me - <https://www.citethisforme.com>



The screenshot shows the 'OSCOLA Referencing Generator' page on the 'Cite This For Me' website. The page features a navigation bar with 'Citation Generator' and 'Citation Basics' links. Below the title, there are tabs for different citation styles: 'Website', 'Book', 'Journal', and 'More'. A search input field is present with a 'Search' button. A section titled 'What is OSCOLA referencing?' provides an explanation of the style, stating it is used in law schools and by publishers. A small green circular logo is visible in the bottom left corner of the page.

Cite This For Me  
Citation Generator Citation Basics

## OSCOLA Referencing Generator

Powered by Chegg

Select style: APN MLA Harvard Chicago ASA IEEE AMA

Website Book Journal More

Copy and Paste the Website URL Address

### What is OSCOLA referencing?

OSCOLA is the abbreviated name for Oxford Standard for the Citation of Legal Authorities. It's the style many students use for referencing authorities, legislation and other legal materials. It is widely used in law schools and by journal and book publishers both in the UK and abroad.

The fourth edition of OSCOLA is available to purchase in book stores and online, with a

# Referencing

## Reference List & Bibliography

**Reference List**

**Texts**

- *Crucibles*. (2016). Chapter 1. (Book 4)

**Books**

- *Richard III: A History*. (2016). (London: Duckworth)
- *The History of the Kings of England*. (2016). (London: Duckworth)
- *The History of the Kings of England*. (2016). (London: Duckworth)
- *The History of the Kings of England*. (2016). (London: Duckworth)
- *The History of the Kings of England*. (2016). (London: Duckworth)

**Online Journals**

- *The History of the Kings of England*. (2016). (London: Duckworth)
- *The History of the Kings of England*. (2016). (London: Duckworth)
- *The History of the Kings of England*. (2016). (London: Duckworth)
- *The History of the Kings of England*. (2016). (London: Duckworth)

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VS

**Bibliography**

**Texts**

- *Crucibles*. (2016). Chapter 1. (Book 4)

**Online Journals**

- *The History of the Kings of England*. (2016). (London: Duckworth)

**Books**

- *The History of the Kings of England*. (2016). (London: Duckworth)





# Appearance

<b>Appearance</b>	Creative and attractive cover, clear organization, readable and neat, title page, table of contents.
-------------------	--

- Assignment Submission Form - indicate question you are answering
- Cover Page
- Contents Page
- Introduction - Body - Conclusion
- Reference List
  
- Styles
  - Times New Roman
  - Size 12, Normal - Text
  - Size 14, Bold - Titles
  - 1.5 line spacing
  - Justified



# Appearance

## Appearance

Creative and attractive cover, clear organization, readable and neat, title page, table of contents.

The Maltese Legal System

Contents

Assignment Question	1
Contents	1
Power to Legislate	2
Constitutionally abiding laws	2
Legislative Process	4
First Reading	6
Second Reading	6
Committee Stage	6
Report Stage	6
Third Reading	6

Page 11

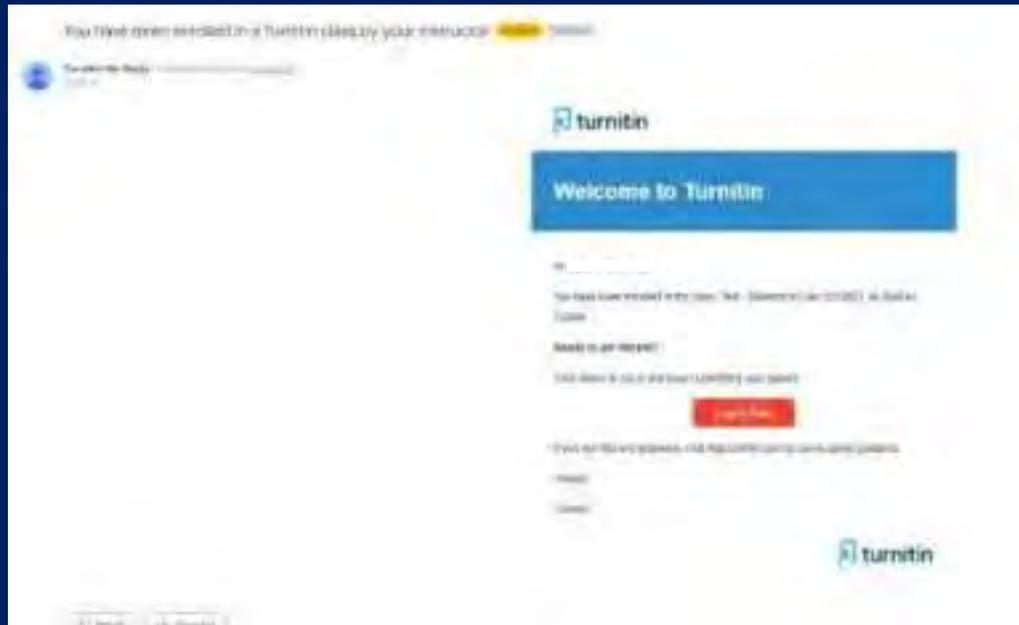




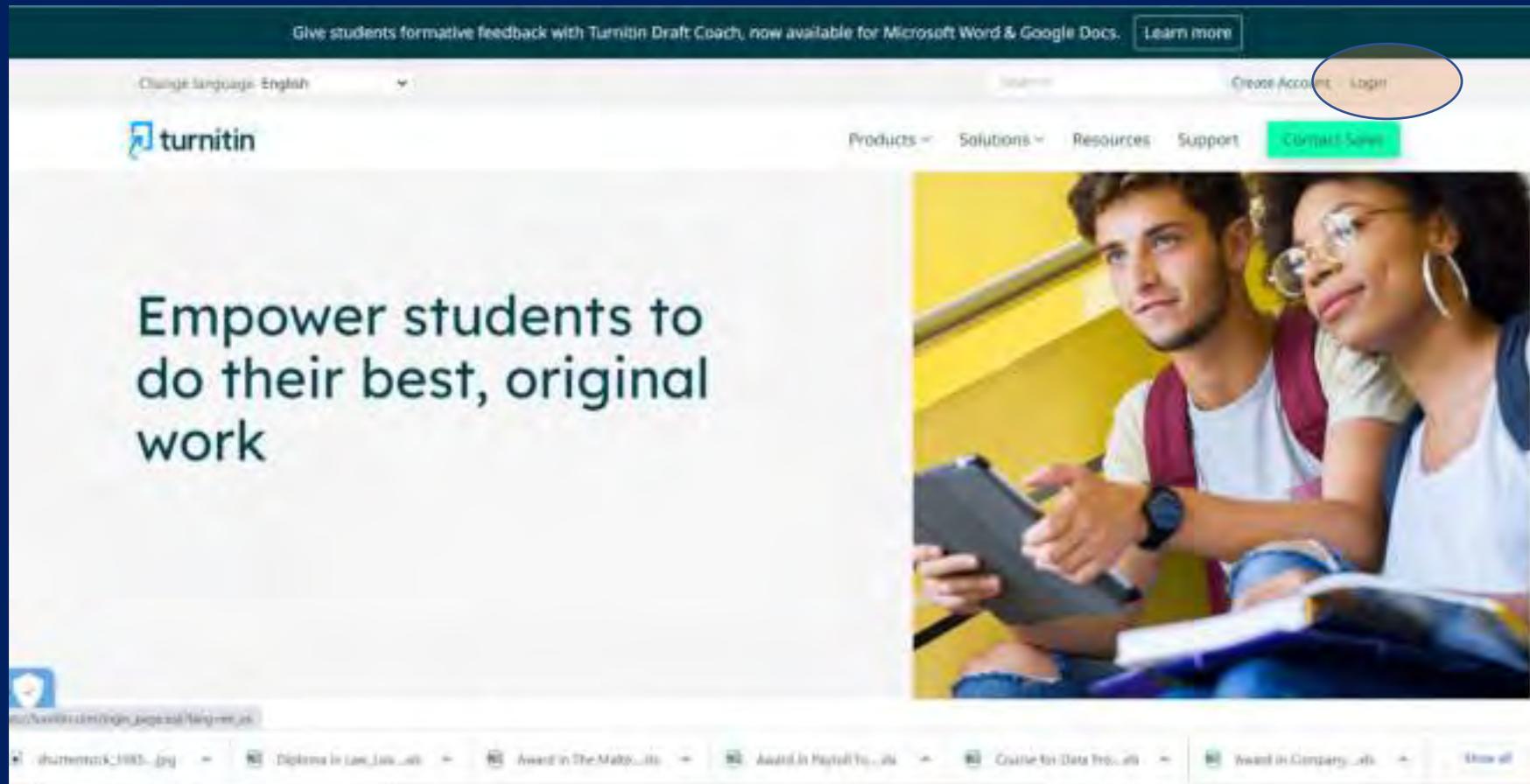
# Submitting the Assignment



- 21 Academy will create a student account for you
- You will receive an email (on the email address provided to us) that will ask you to create a password for your account



## Step 1: Go to [www.turnitin.com](http://www.turnitin.com)



Step 2: Fill in your details as per email received via the system

Step 3: Log into the system and select the class you will be uploading an assignment for

turnitin

All Classes | Enroll in a Class | What is Plagiarism? | Citation Help

NOW VIEWING HOME

About this page

This is your student homepage. The homepage shows the classes you are enrolled in. To enroll in a new class, click the enroll in a class button. Click a class name to open your class homepage for the class. From your homepage, you can submit a paper. For more information on how to submit, please see our help page.

Class ID	Class name	Instructor	Status	Start Date	End Date	Drop class
3028988	Test - Diploma in Law Oct 2021 (Civil Law)	[Redacted]	Active	28-Sep-2021	30-Sep-2021	[Icon]

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Privacy Policy | Privacy Pledge | Terms of Service | EU Data Protection Compliance | Copyright Protection | Legal FAQs | Helpdesk | Research Resources

This is only applicable for those who are reading for a course which is made up of different modules



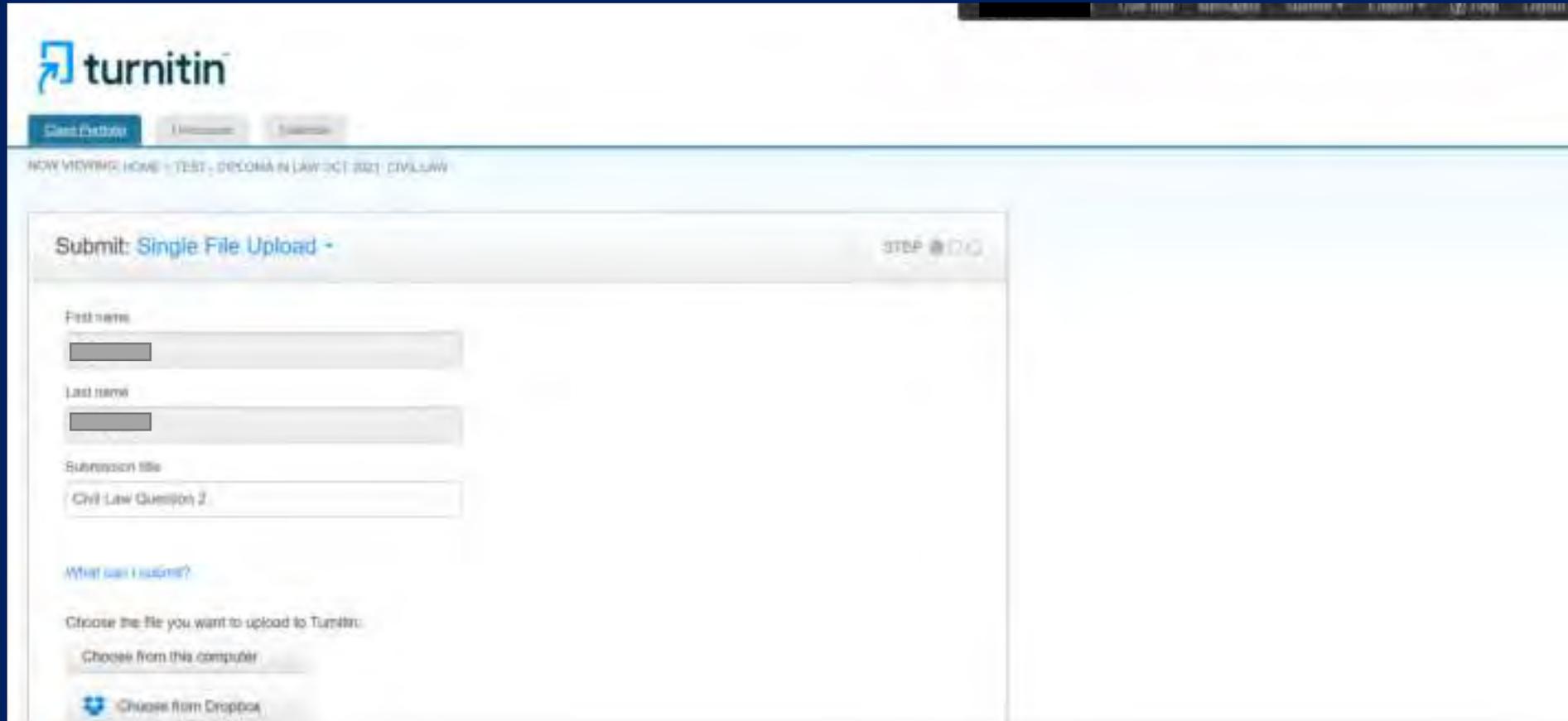
## Step 4: Select 'submit' next to the assignment you wish to upload

The screenshot shows the Turnitin Class Homepage for a 'DIPLOMA IN LAW OCT 2021: CIVIL LAW' class. The page includes a navigation bar with 'Class Portfolio', 'Discussion', and 'Calendar'. A welcome message states: 'Welcome to your new class homepage! From the class homepage you can see all your assignments for your class, view additional assignment information, submit your work, and access feedback for your papers. Hover on any item in the class homepage for more information.' Below this is a 'Class Homepage' section with instructions: 'This is your class homepage. To submit to an assignment click on the "Submit" button to the right of the assignment name. If the Submit button is grayed out, no submissions can be made to the assignment. If resubmissions are allowed the submit button will read "Resubmit" after you make your first submission to the assignment. To view the paper you have submitted, click the "View" button. Once the assignment's post date has passed, you will also be able to view the feedback left on your paper by clicking the "View" button.'

Assignment Title	Info	Dates	Summary	Actions
Civil Law 1		Start: 20-Sep-2022 5:21PM Due: 22-Sep-2022 11:58PM Post: 22-Sep-2022 11:58PM		<a href="#">Submit</a> <a href="#">View</a>
Civil Law 2		Start: 20-Sep-2022 5:26PM Due: 22-Sep-2022 11:58PM Post: 22-Sep-2022 11:58PM		<a href="#">Submit</a> <a href="#">View</a>
Civil Law 3		Start: 20-Sep-2022 5:29PM Due: 22-Sep-2022 11:58PM Post: 22-Sep-2022 11:58PM		<a href="#">Submit</a> <a href="#">View</a>



## Step 5: Insert your details and the Assignment Question Number



The screenshot shows the Turnitin submission interface. At the top left is the Turnitin logo. Below it are navigation buttons for 'Class Explorer', 'Home', and 'Dashboard'. The breadcrumb trail reads 'NOW VIEWING: HOME > TEST > DECONA IN LAW (OCT 2021) > CIVILLAW'. The main content area is titled 'Submit: Single File Upload' and includes a progress indicator 'STEP 1/3'. The form contains the following fields:

- First name:** An empty text input field.
- Last name:** An empty text input field.
- Submission title:** A text input field containing the text 'Civil Law Question 2'.

Below the form, there is a section titled 'What can I submit?' and a prompt 'Choose the file you want to upload to Turnitin:'. Two options are provided: 'Choose from this computer' and 'Choose from Dropbox'.

## Step 6: Upload your assignment, and click on 'Upload'

Submit: [Single File Upload](#) > STEP 1 2 3

First name

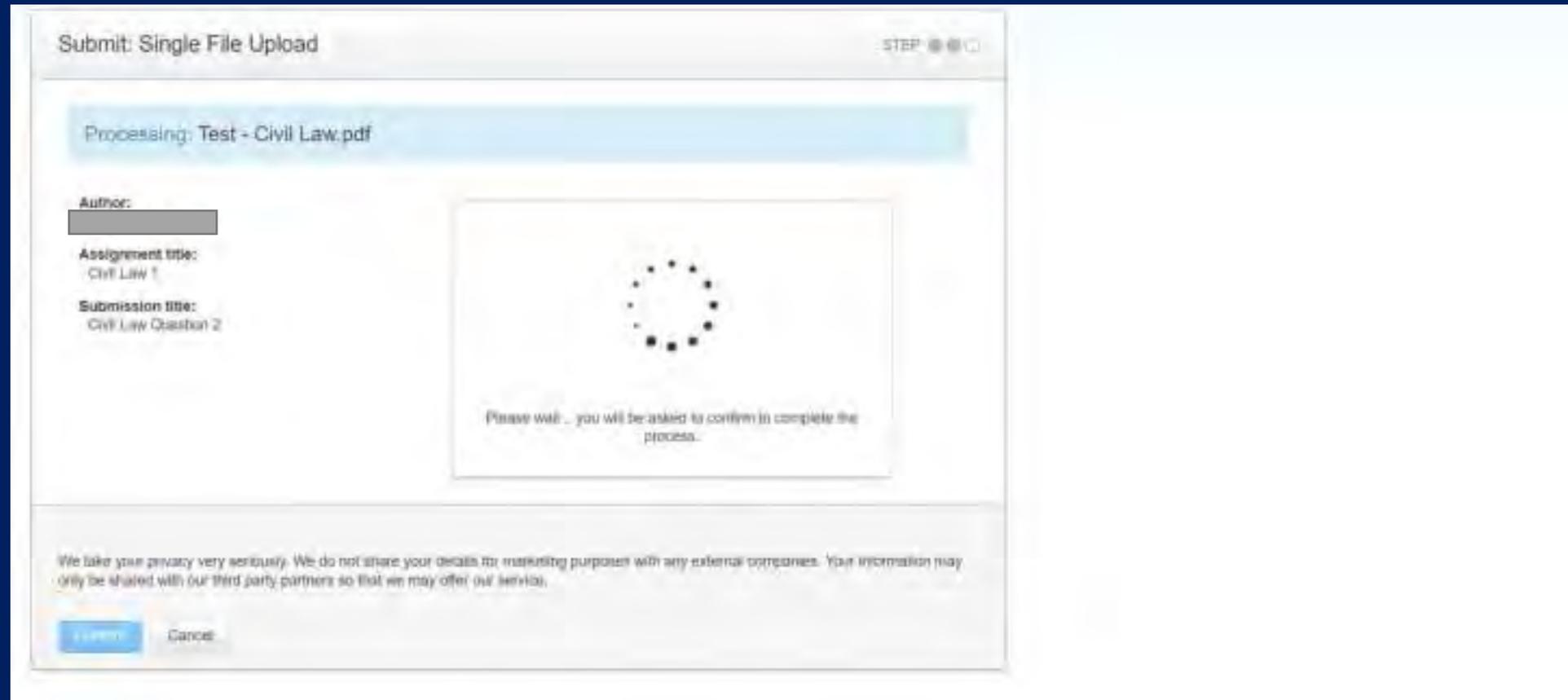
Last name

Submission title

What can I submit?

We take your privacy very seriously. We do not share your details for marketing purposes with any external companies. Your information may only be shared with our third party partners so that we may offer our service.

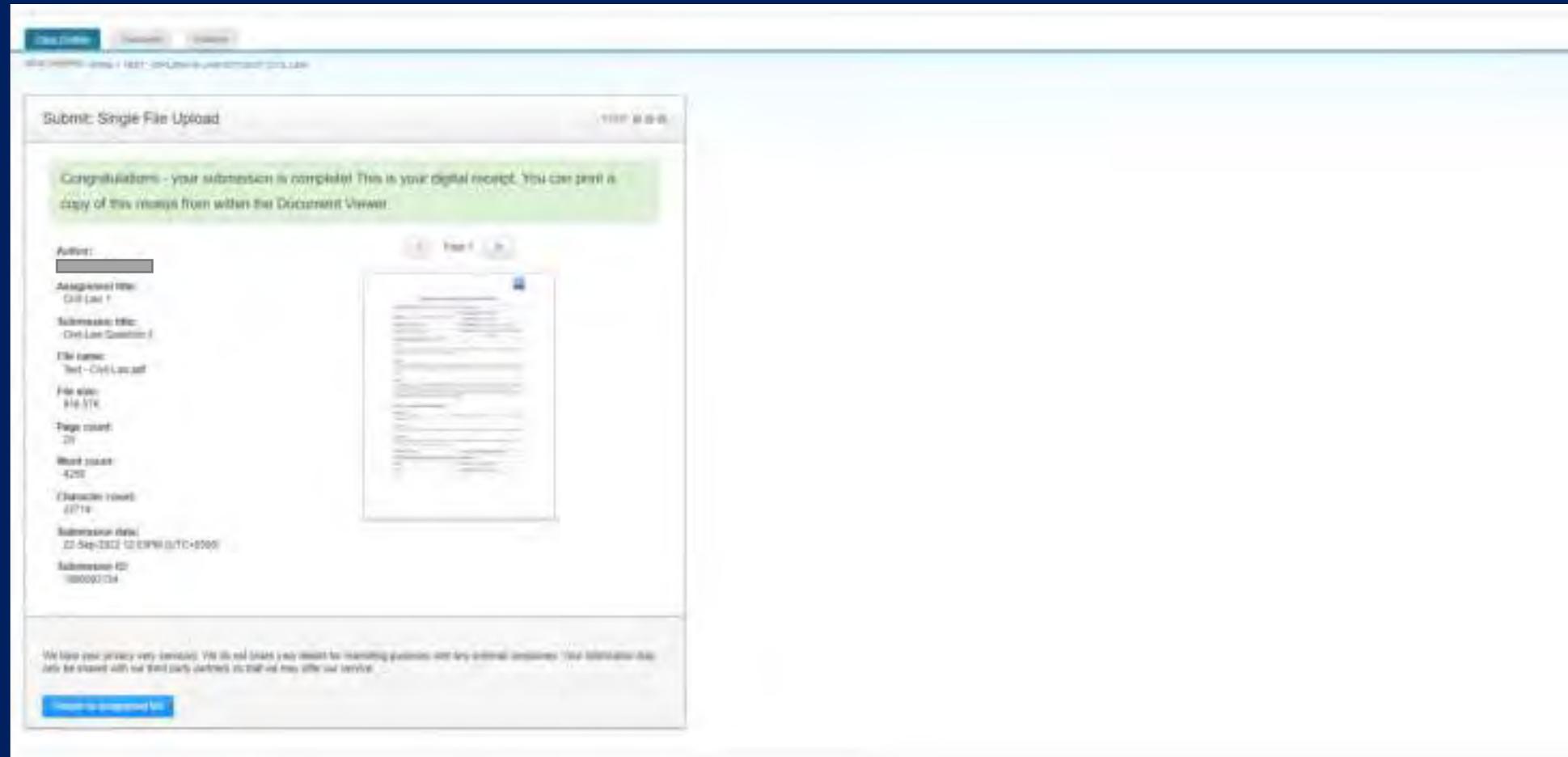
## Step 7: Wait for the document to upload



Step 8: Once the document uploads, click 'confirm' on the bottom left



## Step 9: The system will generate a digital receipt for your submission



The screenshot shows a web interface for a submission receipt. At the top, there are navigation tabs for 'Data', 'Details', and 'Comments'. Below this, the page title is 'Submit: Single File Upload'. A green message box states: 'Congratulations - your submission is complete! This is your digital receipt. You can print a copy of this receipt from within the Document Viewer.' To the right of this message is a 'Print' button. Below the message is a preview of the receipt document. To the left of the preview, the following details are listed:

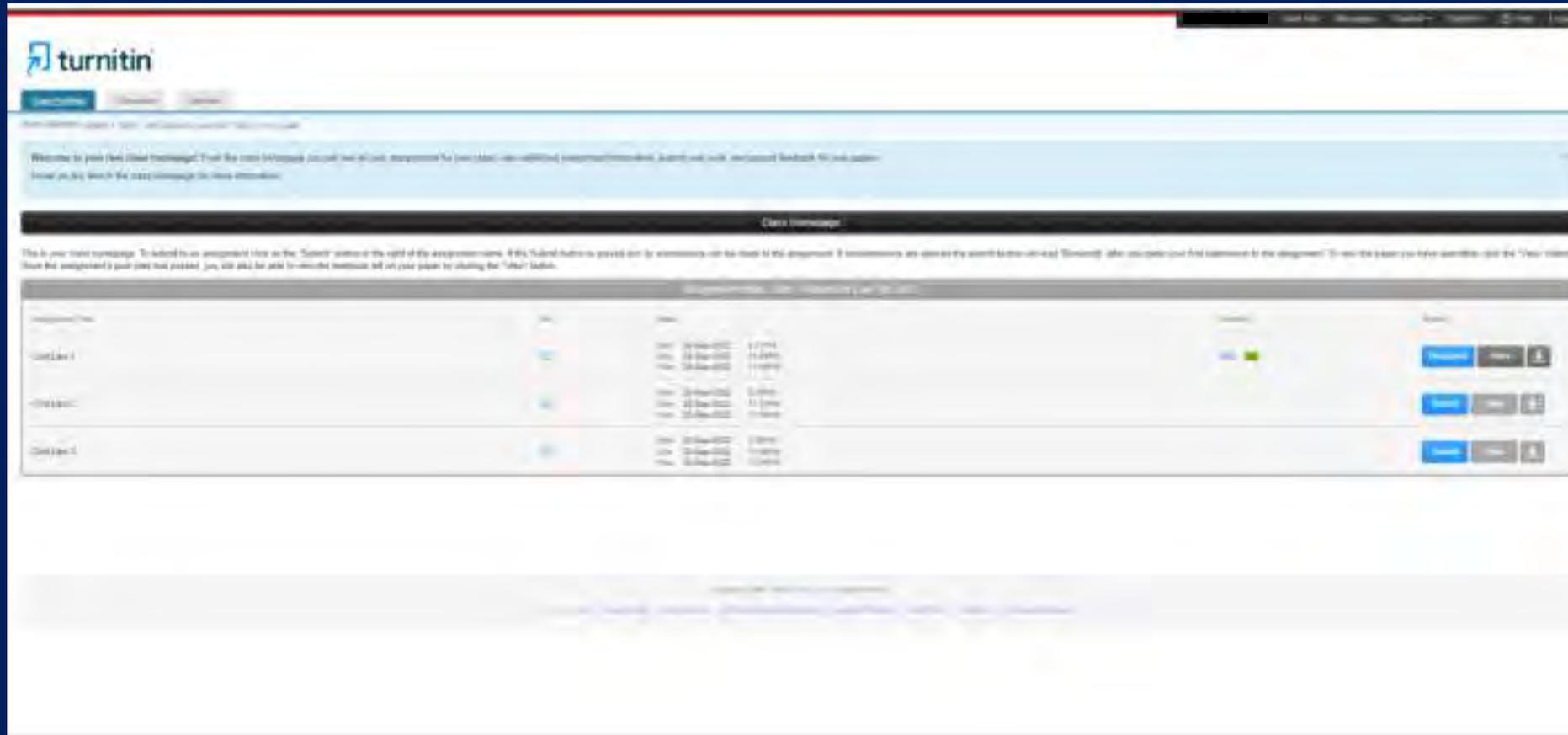
- Author:** [Redacted]
- Assigned title:** Civil Law 1
- Submission title:** Civil Law Question 1
- File name:** Test - Civil Law.pdf
- File size:** 816.57K
- Page count:** 20
- Word count:** 4200
- Character count:** 22719
- Submission date:** 22-May-2022 12:09PM (UTC+0900)
- Submission ID:** 1880002134

At the bottom of the receipt area, there is a privacy notice: 'We take your privacy very seriously. We do not share your content for marketing purposes with any external companies. Your submission data will be stored with our third party partners to help us improve our service.' Below the notice is a 'View the complete list' button.

## Step 10: You will then receive confirmation of submission via email



Step 11: Once the system processes your upload, you will be able to see the similarity percentage on Turnitin under the class Portfolio tab



Step 12: You can download the similarity report by clicking on the % icon  
 The report will highlight the similar sections as per below

Article 11(1) of the Interpretation Act states that any *“Act of Parliament or other Act passed by the Legislature of Malta or an Ordinance confers power to make rules or regulations or other subsidiary legislation of a like nature”* is to be placed on the table of the House of Representatives. There is then a period of twenty eight days during which the House is able to resolve whether it is to be withdrawn or altered in anyway. This will not take away any legality from enforcements coming from this act during the period before which the change or withdrawal is made.<sup>6</sup>

This means that there is a chance that new subsidiary legislation is passed and not opposed or debated because no member of the House of Representatives comes across it and asks for withdrawal or amendments.

It is important to note that Subsidiary Legislation cannot in any way contradict Primary Legislation. In his article ‘When a subsidiary law breaches a primary law’, Kevin Aquilina discusses a private members Motion that was tabled by two opposition MPs (Motion No. 66), to amend Legal Notice L56 of 2017 (Medically Assisted Procreation National Standard Order). The motion requested that a definition of the term ‘prospective parents’ be defined in terms of the Embryo Protection act (chapter 542 of the laws of Malta). This Primary law had a different

Step 13: At the end of the downloaded document, you will be able to identify the sources that the similar sections relate to

**ORIGINALITY REPORT**

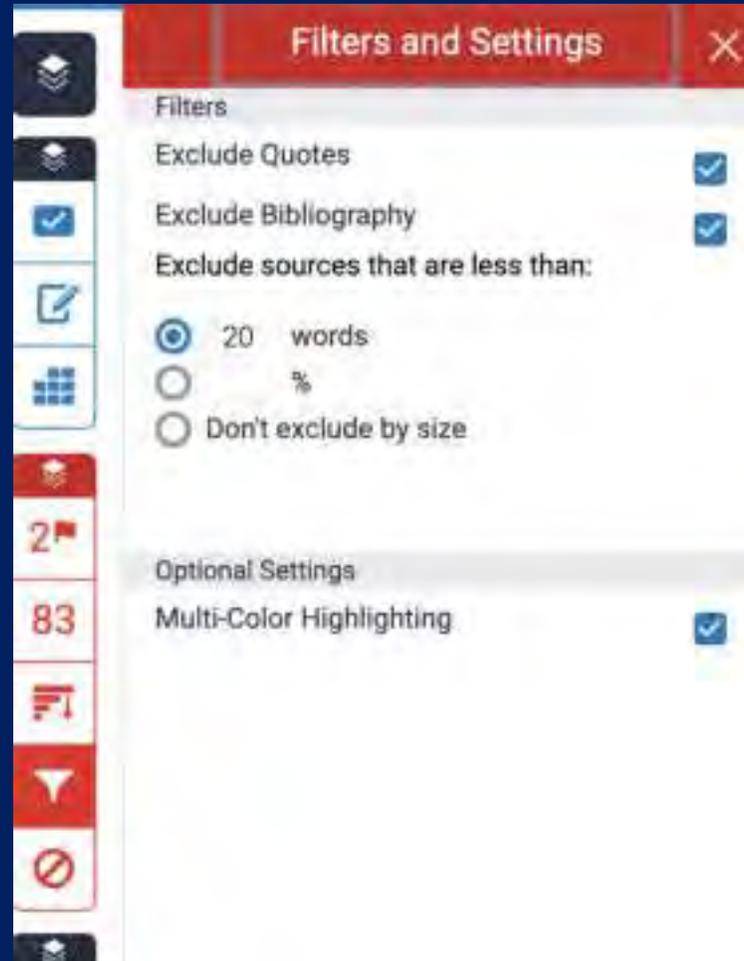
<b>35%</b>	<b>13%</b>	<b>8%</b>	<b>29%</b>
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

**PRIMARY SOURCE**

<b>1</b>	Submitted to (school name not available) Student Paper	<b>14%</b>
<b>2</b>	Submitted to University of Malta Student Paper	<b>5%</b>
<b>3</b>	Submitted to Leeds Beckett University Student Paper	<b>3%</b>
<b>4</b>	timesofmalta.com Internet Source	<b>3%</b>
<b>5</b>	www.robertmusumecli.com Internet Source	<b>2%</b>
<b>6</b>	Kevin Aquilina, "The Parliament of Malta versus the Constitution of Malta: parliament's law-making function under section 65(1) of the Constitution", Commonwealth Law Bulletin, 2012 Publication	<b>1%</b>
<b>7</b>	www.um.edu.mt Internet Source	<b>1%</b>
<b>8</b>	www.constitution.org Internet Source	



Step 14: You can choose to exclude the Bibliography from the parameters to be included in the similarity analysis



# Resubmission

- You can resubmit an assignment as many times as you wish before the deadline communicated to you on the Assignment submission form. Only 2 uploads in a 24 hour window will be scanned.
- The similarity percentage will update with each new submission. Always remember that this needs to be below 20% including direct quotations
- The uploaded version of the assignment at the time of the deadline will be considered as the final submission.



## Remember

- Your upload should include the Assignment Submission Form. This will NOT be counted as part of the word count or for similarity purposes
- Uploaded documents should be in PDF Format. These should NOT be scanned
- Assignments uploaded after the submission deadline will be considered as late submissions and may result in a grade deduction, UNLESS a request for an extension has been made and approved by 21 Academy's Administration prior to the deadline. This request should be made via the appropriate Form available in the Student Resource Centre
- You have the possibility to download a copy of the document version you have uploaded





# Planning and Writing an Assignment

Angelito Sciberras

Date: 18 October 2024

