Legal Studies Assessment Support Material

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| **Unit standard** | 27835 | | | | |
| **Title** | Describe concepts of democracy and government | | | | |
| **Level** | 1 | **Credits** | 4 | **Version** | 3 |

Assessor Guidelines

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| **Notes** The following guidelines are supplied to enable assessors to carry out valid and consistent assessment using this internal assessment resource.  Assessors must manage authenticity for any assessment from a public source, because ākonga/learners may have access to the assessment schedule or ākonga/learner exemplar material. Use of this assessment resource without modification may mean that ākonga/learners' work is not authentic. The assessor will need to change figures, measurements or data sources or set a different context or topic.  While this ASM lends itself to written assessments, there are other activities and approaches that could be taken. Consider the benefits of using different assessment approaches.  See [Gathering evidence of learner achievement](https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-standards/assessment/resources/gathering-evidence-of-learner-achievement/) and [Online Assessor Support](https://www2.nzqa.govt.nz/ncea/ncea-for-teachers-and-schools/assessor-support/catalogue/online-workshops-courses-and-modules/)  Assessors should use innovative, valid and fair ways of recognising achievement, without overburdening themselves or the learner with too much assessment. |

Page 1 of 7

Page 1 of 7

# **Context/Setting**

In this activity, ākonga/learners will describe concepts of democracy and government in relation to three characteristics of New Zealand’s system of government and one other form of government.

Another form of government refers to a form of government, other than New Zealand’s, such as – theocracy, oligarchy, dictatorship, another form of democracy.

The concepts of democracy and government may include but are not limited to – rule of law, checks and balances, separation of powers, rights and their limitations, civil liberties and civil rights.

A characteristic is a key feature of a form of government and may include but is not limited to – suffrage, elections, human rights, media, executive power, rule of law and judicial processes, treatment of minorities.

# **Award of Grades**

* For award with ***Achieved***, ākonga/learners must be able to describe two concepts of democracy and government, in relation to three characteristics for each of New Zealand’s system of government and another form of government.
* For award with ***Merit***, the description of two concepts of democracy and government is demonstrated by selecting and applying relevant supporting detail that may include but is not limited to any one of:
* particular facts and legislation;
* past or present events or processes from New Zealand and overseas;
* case law;
* news media reports.
* For award with ***Excellence***, the description of two concepts of democracy and government is demonstrated by:
* comparing two concepts of democracy and each form of government;
* selecting and applying a range of relevant supporting detail;
* drawing clear conclusions.

# **Conditions of Assessment**

Assessors will set the conditions of assessment as appropriate.

# **Assessment activity**

This assessment activity has three tasks.

**Task One**

Describe concepts and characteristics of democracy in the New Zealand context.

**Task Two**

Describe the concepts and characteristics of democracy in the Iranian context.

**Task Three**

Compare two concepts of democracy and government (the New Zealand and Iranian forms), selecting and applying a range of relevant supporting detail and drawing clear conclusions.

# **Resource requirements**

There are no specific resources required for this assessment.

# **Additional information**

Teaching and learning guidelines that inform legal studies as it is taught in New Zealand can be found at <https://seniorsecondary.tki.org.nz/Social-sciences/Legal-studies>

# **Assessment Schedule**

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| --- | --- | --- | --- | --- | --- |
| **Unit standard** | 27835 | | | | |
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# **Assessment Criteria**

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| --- | --- | --- |
| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
| Ākonga/learners must be able to describe two concepts of democracy and government, in relation to three characteristics for each of New Zealand’s system of government and another form of government. | The description of two concepts of democracy and government is demonstrated by selecting and applying relevant supporting detail that may include but is not limited to any one of:   * particular facts and legislation; * past or present events or processes from New Zealand and overseas; * case law; * news media reports. | The description of two concepts of democracy and government is demonstrated by:   * comparing two concepts of democracy and each form of government; * selecting and applying a range of relevant supporting detail; * drawing clear conclusions. |

# **Evidence**

| ****Task**** | ****Achievement**** | ****Achievement with Merit**** | ****Achievement with Excellence**** |
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| ONE  Outcome 1  PC 1.1 | A **part** answer for Task 1 could read   1. Separation of powers 2. Civil liberties 3. Unrestrained media   *Democratic governments, including New Zealand’s have three branches* - the Legislative, the Executive and the Judicial which are independent of each other. The Legislative is the part that makes laws. The Executive carries out (executes) the laws, and. the Judicial Branch - the courts decide if the law has been broken.  Freedom of thought, expression and action and the protection of these rights from government interference.  *The press/media are not restricted or controlled by government censorship.* | A **part** answer for Task 1 could read   1. Separation of powers 2. Civil liberties 3. Unrestrained media   Separation of powers – New Zealand has checks and balances to ensure that the three branches are separate and independent.  For example, the legislature can check on the executive, and the judiciary can check on laws that have been passed by the legislature.  Also, the Office of the Ombudsman and the Office of the Auditor-General can provide checks on the government to counter possible abuses of power. |  |
| TWO  Outcome 1  PC 1.1 | A **part** answer for Task 2 could read   1. Separation of powers 2. Civil liberties 3. Unrestrained media   This concept doesn’t exist, as Iran’s Supreme Leader controls all aspects of the government.  Answers for question 2 are required.  3, again this concept doesn’t exist as Iran’s Supreme Leader controls the media. | Iran’s Supreme Leader appoints key state figures: the head of the judiciary; the Council of Guardians’ six clerical members.  Answers for question 2 are required. |  |
| THREE  Outcome 1  PC 1.1 |  |  | A **part** answer for Task Three could read:   * *Iran has a special court which monitors the print media.* * *The court can suspend publication or revoke the licenses of papers or journals that a jury finds guilty of publishing antireligious material, slander, or information detrimental to the national interest.* * *Since the late 1990s, the court has shut down many pro-reform newspapers and other periodicals.* * *The government of Iran has one of the strictest censorship programmes to limit 'bad influences' seen in western culture. This includes blocking websites such as Facebook and YouTube.* * *New Zealand operates under the principle of freedom of speech, which includes the media.* * *Freedom of speech means anyone may say and publish what they choose as long as they don’t break the law.* * *The main restrictions to the freedom of speech are sedition, indecency, breach of the peace, defamation, and contempt of Court.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.