Legal Studies Assessment Support Material

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| **Unit standard** | 27848 | | | | |
| **Title** | Explain a law making process | | | | |
| **Level** | 2 | **Credits** | 4 | **Version** | 3 |

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**Ākonga/Learner Guidelines**

Introduction

People credited with this unit standard are able to explain a law making process.

**Award of Grades**

* For award with ***Achieved***, candidates must be able to explain law making processes, with supporting detail, in terms of the evolution of a specific law.
* For award with ***Merit*** the explanation of the law making process is demonstrated by selecting and applying relevant supporting detail that clearly explains differing viewpoints, and that may include but is not limited to any one of:
* case studies, actual examples, statistics;
* news media reports.
* For award with ***Excellence***, the explanation of the law making process is fully developed by demonstrating:
* discussing differing viewpoints in terms of the known and/or predicted effects of an actual law;
* selecting and applying a range of relevant supporting detail;
* communicating clear conclusions.

**Conditions of Assessment**

Assessors will set the conditions of assessment as appropriate.

**Assessment activity**

This assessment activity has two tasks.

**Task One** involves you explaining with supporting evidence how the interpretation of the equality provisions of the fourteenth amendment to the United States Constitution evolved from the interpretation as defined in the case of *Plessy v Ferguson* to the interpretation as defined in the case of *Brown v Topeka Board of Education.*

Your explanation must include:

1. The reasons and/or needs for the new interpretation of the Constitution.
2. The key features and/or steps involved.
3. The agent/s (people/institutions/organisations) involved.

**Task Two**

Discuss:

1. the differing viewpoints of at least two interested parties.
2. the known and/or predicted effects of the new interpretation of the Constitution from their points of view.

Discussion must be supported with relevant detail, such as news media reports, case studies or statistics.

## **Resource requirements**

Assessors may find the following resources useful in gathering information on the law making process used for this assessment.

* Summaries of the cases of *Plessy v Ferguson* and *Brown v Topeka Board of Education.*
* Background information on the history of black civil rights in the United States of America.
* The 14th Amendment to the United States Constitution.