Legal Studies Assessment Support Material

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| **Unit standard** | 27852 | | | | |
| **Title** | Evaluate systems of government and their formation | | | | |
| **Level** | 3 | **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 ākonga/learner with too much assessment. |

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# **Context/Setting**

In this activity, ākonga/learners will produce a presentation that evaluates systems of government and their formation in relation to their key elements.

The systems of government for this task are NZ’s unitary, unicameral system and Australia’s federal, bicameral system and ākonga/learners are required to evaluate at least three key elements for each of these systems, with evidence, and describe their strengths and weaknesses.

# **Award of Grades**

* For award with ***Achieved***, ākonga/learners must be able to evaluate New Zealand’s system of government and its formation and one other country’s in terms of at least three key elements with evidence, and different viewpoints are described in relation to strengths and weaknesses of each system of government. Conditions of Assessment.
* For award with ***Merit***, the in-depth evaluation of the key elements of the systems of government and their formation is demonstrated by:
* discussing one strength and one weakness of New Zealand’s system and a system from another country
* selecting and applying relevant supporting detail
* discussing a range of differing viewpoints in relation to strengths and weaknesses of each system of government.
* For award with ***Excellence***, the comprehensive evaluation of the key elements of systems of government and their formation is demonstrated by:
* assessing the validity of differing viewpoints in relation to strengths and weaknesses of each system of government
* selecting and applying a range of relevant supporting detail
* considering actual and/or possible consequences and justifying clear conclusions: consequences may be for any one of but not limited to:
* future law making
* societal development
* civic engagement
* economic development
* environmental development.

# **Conditions of Assessment**

Assessors will set the conditions of assessment as appropriate.

# **Assessment activity**

Develop and deliver a presentation in the form of: a report as a political journalist; a PowerPoint presentation for a seminar; a wiki; or a blog, political style; or equivalent.

This assessment activity has three tasks.

**Task One**

Evaluate NZ’s system of government and its formation alongside Australia’s federal system, in relation to at least three of: voting methods, parliamentary systems, constitutional arrangements and legislative process.

**Task Two**

Discuss at least one strength and one weakness for each of New Zealand’s system and Australia’s federal system; discuss a range of different viewpoints on the strengths and weaknesses of each system and select and present relevant supporting detail.

**Task Three**

Select and present a range of relevant detail to support an assessment of the validity of the differing viewpoints on each system and consider the consequences for any one of but not limited to:

* future law making
* societal development
* civic engagement.

# **Resource requirements**

Assessors may find the following resources useful:

<https://www.parliament.nz/en/>

<https://peo.gov.au/understand-our-parliament>

https://peo.gov.au/understand-our-parliament/how-parliament-works/three-levels-of-government

https://vote.nz/

# **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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# **Assessment Criteria**

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| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
| Systems of government and their formation are evaluated with evidence in relation to at least 3 of their key elements.  Different viewpoints are described in relation to strengths and weaknesses of each system of government.  *Systems of government* may include but are not limited to – constitutional monarchy, theocracy, federal, dictatorship, absolute monarchy, Islamic republic.  *For this activity ākonga/learners evaluate New Zealand’s system of government and its formation with Australia’s federal system.* | The in-depth evaluation of the key elements of the systems of government and their formation is demonstrated by:   * discussing one strength and one weakness of New Zealand’s system and a system from another country * selecting and applying relevant supporting detail * discussing a range of differing viewpoints in relation to strengths and weaknesses of each system of government. | The comprehensive evaluation of the key elements of systems of government and their formation is demonstrated by:   * assessing the validity of differing viewpoints in relation to strengths and weaknesses of each system of government * selecting and applying a range of relevant supporting detail * considering actual and/or possible consequences: consequences may be for any one of but not limited to: * future law making * societal development * civic engagement * economic development * environmental development * justifying clear conclusions. |

| ****Task**** | ****Achievement**** | ****Achievement with Merit**** | ****Achievement with Excellence**** |
| --- | --- | --- | --- |
| ONE  Outcome 1  PC 1.1 | A **part** answer could read:  *Unicameral system*  *The central government is supreme and may delegate some powers to local authorities.*  *Federal system*  *It has the powers assigned to it by the states who still have their own sovereignty on many matters.*  *Parliamentary system of government: This is a model of government in which the executive is drawn from and is accountable to, a parliament.*  *The NZ Parliament consists of the Queen of NZ and the House of Representatives. It is unicameral – there is no upper house, just one chamber of representatives – and it is directly elected by universal suffrage. The NZ Parliament is sovereign – no other institution can over-ride its decisions.*  *The Australian Parliament is bicameral and consists of the Queen and two houses, the House of Representatives and the Senate.*  *Separation of powers:*  *Both in NZ and Australia there is clear separation of the legislature, the executive and the judiciary.*  *In both Parliaments a government must be able to maintain confidence and supply to be able to remain the dominant majority in the House.*  **Note** – this sample answer only evaluates the systems in terms of separation of powers. A further two elements would be required for Achieved.  *New Zealand’s unicameral Parliament Strengths include: the principal advantage is more efficient law making, as the legislative process is much simpler. It is therefore able to meet the community’s need for legislative changes more quickly.*  **Note –** this sample answer only identifies one strength for new Zealand’s system. For Achieved, differing viewpoints of strengths and weaknesses for each system are compared. | A **part** answer could read:  *New Zealand’s unicameral Parliament Strengths include: the principal advantage is more efficient law making, as the legislative process is much simpler. It reduces costs, as even if the number of legislators is the same, there are fewer institutions to maintain and support.*  *Unitary system more suited to a smaller country like NZ.*  *Australia’s bicameral Parliament Strengths include: linked to a federal structure it is it is designed to ensure that smaller states are not overshadowed by larger states, which have more representation in the lower house.*  *Both houses can introduce bills, but money bills can be started only in the lower house. All legislation has to pass through both houses and so all states are involved.*  **Note** – this sample answer only discusses strengths of both systems. Discussion of weaknesses would be required for Merit, along with applying supporting detail and discussing different viewpoints of the strengths and weaknesses. | A **part** answer could read:  *Whatever the costs involved, New Zealand’s laws need to be sensible and well considered, going through the full law making process, including select committees, unless there is genuine urgency.*  *Majority group can dominate. Select committee process can involve some policy horse-trading, for example the milk price bill in 2012.*  *In NZ, even with MMP and the need for coalition, the executive of the governing group in New Zealand may easily reach beyond their election mandates, e.g. charter schools in 2012.*  *In NZ, laws are easier to pass but sometimes too easy, as in urgency. The dominance of the majority in NZ has changed with MMP, with more negotiation between parties in or outside the governing coalition.*  *MMP has tended to bring a wider representation of women and ethnic groups into the House, compared to the days of FPP. The party lists have helped in this regard.*  **Note** – this sample answer only considers implications for New Zealand’s system. For Excellence, implications for both systems are required, along with applying supporting detail, assessing the validity of differing viewpoints of the strengths and weaknesses, and considering consequences. |

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