



NZQA Assessment Support Material

Unit standard	27835				
Title	Demonstrate understanding of concepts of democracy and government				
Level	1	Credits	4	Version	2

Note

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 students may have access to the assessment schedule or student exemplar material. Use of this assessment resource without modification may mean that students' 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.

See Generic Resources and Guidelines at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/>

Assessor guidelines

Context/setting

In this activity, students 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.

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

A W A R D O F G R A D E S



- For award with **Achieved**, students must be able to describe three characteristics for each of New Zealand's system of government and another form of government.
- For award with **Merit**, students must demonstrate clear understanding by including relevant supporting detail. Supporting detail may include but is not limited to any one of:
 - people and/or institutions involved;
 - particular facts, events or processes;
 - particular legislation;
 - case law, media reports.
- For award with **Excellence**, the description must demonstrate thorough understanding of concepts of democracy and government by including a range of similarities and/or differences between each form of government.

C O N D I T I O N S O F A S S E S S M E N T

Assessors will set the conditions of assessment as appropriate.

Assessment activity

This assessment activity has three tasks.

Task One involves the students describing concepts and characteristics of democracy in the New Zealand context.

Task Two involves the students describing the concepts and characteristics of democracy in the Iranian context.

Task Three involves the students describing the differences and/or similarities between the New Zealand and Iranian systems of government.

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 <http://seniorsecondary.tki.org.nz/Social-sciences/Legal-studies>.

Assessment Schedule

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Judgements for achievement	Judgements for achievement with merit	Judgements for achievement with excellence
<p>Concepts of democracy and government are described in relation to three characteristics for each of New Zealand’s system and another form of government.</p> <p>Concepts of democracy and government may include but are not limited to – rule of law, checks and balances, rights and their limitations, civil liberties.</p> <p><i>A characteristic</i> is a key feature of a form of government and may include but is not limited to – near-universal suffrage, free and fair elections, respect for human rights, an unrestrained media, constraints on executive power, rule of law and an independent judiciary, protection of minorities.</p> <p><i>Another form of government</i> refers to a form of government, other than liberal democracy, such as – theocracy, oligarchy, dictatorship, another form of democracy.</p>	<p>The description of each form of government demonstrates clear understanding by including relevant supporting detail. Supporting detail may include but is not limited to any one of:</p> <ul style="list-style-type: none"> • people and/or institutions involved; • particular facts, events or processes; • particular legislation; • case law, media reports. 	<p>The description demonstrates thorough understanding of concepts of democracy and government by including a range of similarities and/or differences between each form of government.</p>

Task	Evidence for achievement	Evidence for achievement with merit	Evidence for achievement with excellence
One Outcome 1 PC 1.1	<p>A part answer for Task 1 could read</p> <ol style="list-style-type: none"> 1. Separation of powers 2. Civil liberties 3. Unrestrained media <p><i>Democratic governments 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.</i></p> <p>Freedom of thought, expression and action and the protection of these rights from government interference.</p> <p><i>The press/media is not restricted or controlled by government censorship.</i></p>	<p>A part answer for Task 1 could read</p> <ol style="list-style-type: none"> 1. Separation of powers 2. Civil liberties 3. Unrestrained media <p>See article at https://www.lawsociety.org.nz/news-and-communications/latest-news/news/chief-district-court-judge-issues-reminder-about-judicial-independence</p> <p>See article at https://nzcccl.org.nz/content/submission-against-crime-blasphemy</p> <p>Editorial – September 7 2018 – Clark’s return no help to Ardern – article criticising PM’s toughness on recent issues.</p> <p>.</p>	
Two Outcome 1 PC 1.1	<p>A part answer for Task 2 could read</p> <ol style="list-style-type: none"> 1. Separation of powers 2. Civil liberties 3. Unrestrained media 	<p>The Supreme Leader appoints key state figures: the head of the judiciary; the Council of Guardians’ six clerical members.</p>	

	<p>1. This concept doesn't exist as the Supreme Leader controls all aspects of the government.</p> <p>Answers for question 2 are required</p> <p>3 Again this concept doesn't exist as the Supreme Leader controls the media</p>	<p>Answers for question 2 are required</p> <p>See article at https://www.bbc.com/news/blogs-trending-42612546</p>	
<p>Three Outcome 1 PC 1.1</p>			<p>A part answer for Task Three could read</p> <ul style="list-style-type: none"> • <i>Iran has a special court which monitors the print media</i> • <i>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.</i> • <i>Since the late 1990s, the court has shut down many pro-reform newspapers and other periodicals.</i> • <i>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.</i> • <i>New Zealand operates under the principle of freedom of speech, which includes the media.</i>

			<ul style="list-style-type: none"> • <i>Freedom of speech means anyone may say and publish what they choose as long as they don't break the law.</i> • <i>The main restrictions to the freedom of speech are sedition, indecency, breach of the peace, defamation, and contempt of Court.</i> <p>Supporting detail needed. See article at https://www.bbc.com/news/blogs-trending-42612546</p>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.