



NZQA Assessment Support Material

Unit standard	27847				
Title	Demonstrate understanding of law making processes				
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 demonstrate understanding of law making processes in relation to the key steps in two different law making systems.

The law making systems may include but are not limited to national systems from New Zealand, local systems from New Zealand, international, historical, customary. At least one system must be from New Zealand.

This particular activity requires the students to have familiarity with two different contexts; the New Zealand Parliamentary law-making process, and the Federal legislative process in the United States of America.

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



- For award with **Achieved**, law making processes are identified and described in relation to the key steps in two different law making systems.
- For award with **Merit**, the description of the law making processes demonstrates detailed understanding by including relevant supporting detail. Supporting detail may include, but is not limited to any one of: case studies, examples, statistics, time frames.
- For award with **Excellence**, the description demonstrates insightful understanding of law making processes by comparing both law making systems, supported by relevant detail.

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 one task.

Task One

Involves the student identifying and describing the key steps in creating a new law (or amending/repealing an existing law) in New Zealand's Parliament and in the United States federal legislative system.

The description should include relevant supporting detail which may include but is not limited to: case studies, examples, statistics, time frames.

The student must also complete a comparison of the two systems. The comparison should reference a range of important similarities or differences, supported by detail.



Resource requirements

Assessors may find the following resources useful in gathering information on the law making processes.

New Zealand Parliament

<https://www.parliament.nz/en/visit-and-learn/how-parliament-works/how-laws-are-made/>

The United States of America federal legislative system

<http://thomas.loc.gov/home/lawsmade.toc.html>.

Assessment Schedule

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Judgements for achievement		Judgements for achievement with merit	Judgements for achievement with excellence
Law making processes are identified and described in relation to the key steps in two different law making systems.		The descriptions of the law making processes demonstrates detailed understanding by including relevant reference supporting detail which may include but is not limited to any one of: case studies, examples, statistics, time frames.	The description demonstrates insightful understanding of law making processes by comparing both law making systems, supported by relevant detail.
Task	Evidence for achievement	Evidence for achievement with merit	Evidence for achievement with excellence
One Outcome 1 PC 1.1	<p>Law making processes in relation to the <u>New Zealand Parliamentary system</u> and the <u>Federal Legislative system in the United States</u> are identified and described in relation to their key steps.</p> <p>All key steps are identified and described for each system.</p> <p>A part answer could read:</p>	<p>A part answer could read:</p> <p><i>“After the Introduction and First Reading, the next step is the Select Committee. This is automatic except in respect of Bills which relate to taxes or government spending or in extreme situations when Parliament is acting under urgency. For example, the Policing (Storage of Youth Identifying Particulars) Amendment Bill 2011 was not referred to a select committee and was passed under urgency.</i></p>	<p>A part answer could read:</p> <p><i>“The last step in both law making processes is for the bill to be signed by the Head of State. In New Zealand, it is unlikely that the Queen or her representative in New Zealand, the Governor General would ever decline to give their assent to a law except in the most extreme of circumstances, in USA, however, it is not at all unusual for the President to ‘veto’ a law. President Barack Obama has done this twice since he came into office.”</i></p>

	<p><i>“...After the Introduction and First Reading, the next step is the Select Committee.</i></p> <p><u><i>The Committees are comprised of Members of Parliament from all political parties although government members will always be in the majority.</i></u></p> <p><i>They exist to consider the clauses of the new law and hear the ideas of people who want to have a say.</i></p> <p><i>The next step is the second reading where the person in charge of the Select Committee reports back to Parliament...”</i></p>	<p><i>The Select Committees are comprised of Members of Parliament from all political parties although government members will always be in the majority. The committees exist to consider the clauses of the Bill and hear submissions from the general public. They will report back to the House <u>within six months</u> with recommendations about how the Bill could be improved.</i></p> <p><i>There are several standing select committees such as one on Justice and Law Reform; however, an ad hoc committee could be established to deal with a Bill in a particular area.”</i></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.