



Sample assessment task

Year level	5
Learning area	Humanities and Social Sciences
Subject	Civics and Citizenship
Title of task	How to vote brochure

Task details

Description of task	Students create a brochure describing the key features of Australia’s electoral process, including the role of the Australian Electoral Commission, compulsory and preferential voting and any other interesting facts about our system of voting
Type of assessment	Summative
Purpose of assessment	To assess student understanding of the electoral process
Assessment strategy	Visual representation – a digitally constructed tri-fold brochure
Evidence to be collected	Student notes and draft brochure Digitally constructed brochure
Suggested time	Research – one hour (computer required) Planning and drafting – one hour Producing brochure – one hour

Content description

Content from the Western Australian Curriculum	<p>Knowledge and understanding</p> <p>The key features of the electoral process in Australia, such as compulsory voting, secret ballot, preferential voting</p> <p>Humanities and Social Sciences skills</p> <p>Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet)</p> <p>Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise)</p> <p>Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts</p>
Key concepts	The Westminster system, Participation

Task preparation	
Prior learning	<p>Students have researched, and are familiar with, the roles and responsibilities of both electors and their parliamentary representatives in Australia’s democratic process. This should give them the background knowledge and additional content to be able to complete this task.</p> <p>Teaching and learning for this assessment should develop an understanding of elections in Australia. Students should be given opportunities to learn about the key features through research and also engage in the process through conducting class and/or school elections.</p> <p>Students should also have the opportunity to view a variety of brochures and discuss the features and elements (e.g. layout, folds, text boxes, headings, amount of text, pictures). They should also have experience with word processing programs, such as Word or Publisher, in order for them to digitally publish their brochure.</p>
Assessment differentiation	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment task.</p>
Assessment task	
Assessment conditions	This is an individual, in-class assessment
Resources	<p>Students will need access to computers for researching and publishing their:</p> <ul style="list-style-type: none"> • ‘How to Vote’ research graphic organiser • draft brochure template <p>Optional resources (activities and links to support teaching and learning)</p> <ul style="list-style-type: none"> • Civics and Citizenship Education – Voting and elections (unit of work) www.civicsandcitizenship.edu.au/cce/default.asp?id=9456 • Democracy Rules (unit of work) www.aec.gov.au/education/democracy_rules/files/completeteacherguide.pdf • Western Australian Electoral Commission (teacher and student resources) www.elections.wa.gov.au/ • Electoral Education Centre (teacher and student resources includes links to incursions and excursions) www.elections.wa.gov.au/EEC • Electoral Education Centre – Teacher’s pack (guide to conducting elections in the classroom) www.elections.wa.gov.au/EEC/services/student-elections/teachers-pack • Australian Electoral Commission – Get Voting (resources for holding elections) http://education.aec.gov.au/getvoting/ • Parliamentary Education Office (teacher and student resources) www.peo.gov.au/

Instructions for teacher

How to vote brochure

At the completion of the unit, the students should be given the assessment activity. They will need some independent research time to collect the relevant information and take notes. Upon finishing their notes, students use the draft template to organise their work and put their research into their own words and format. Remind them that both their note-taking and their draft brochure will be collected.

Student will need access to a computer to publish their brochure in a digital format.

How to vote

Your task is to create a brochure for a citizen who is new to voting in Australia and unfamiliar with the electoral process. Your brochure must define the key terms and clearly explain how voting takes place in this country. You must research the topic carefully, using the organiser below. Remember to put key words into your own words.

Why do people vote and why is it important?	Who can vote?	The role of the AEC (open, free and fair elections)	Compulsory voting
Preferential voting	Secret ballot	Other information and interesting facts	Sources used in research

Inside flap

Back cover

Front cover

Template for draft brochure

Inside left

Inside centre

Inside right

Template for draft brochure – back

Sample marking key

Description	Marks
Research sheet – Locating information	
Locates relevant information from a variety of sources	3
Locates information using a few sources	2
Locates some irrelevant information	1
Subtotal	3
Description	Marks
Research sheet – Recording information	
Clearly records key information, identifying main ideas, using key words, summarising and paraphrasing	3
Records key information, using some note taking strategies	2
Records information; however, some information is copied directly from the source/s	1
Subtotal	3
Description	Marks
Content	
Writes content in own words, demonstrating a clear understanding of the electoral process (compulsory voting, secret ballot, preferential voting) and defining key terminology correctly	3
Writes content mostly in own words, demonstrating an understanding of the electoral processes (compulsory voting, secret ballot, preferential voting) and defining most key words correctly	2
Presents content which is not written in own words and does not demonstrate an understanding of the electoral process (compulsory voting, secret ballot, preferential voting); many key words are inaccurately defined	1
Subtotal	3
Description	Marks
Presentation	
Communicates findings in a format that is appropriate and appealing to the intended audience and purpose	3
Communicates findings in a format that is mostly appropriate to the audience and purpose	2
Attempts to communicate findings for the audience and purpose (may or may not be complete)	1
Subtotal	3
Total	12