



Sample assessment task

Year level	5
Learning area	Humanities and Social Sciences
Subject	Civics and Citizenship
Title of task	Values and democracy

Task details

Description of task	Students research the values of freedom, equality, fairness and justice and how these underpin Australia's democracy. They then choose one key value underpinning Australia's democracy and complete an activity to visually illustrate this democratic value, which links to a thinking routine (Colour/Symbol/Image).
Type of assessment	Summative
Purpose of assessment	To assess students' skills of questioning and research their understanding of key values and how these underpin Australia's democracy
Assessment strategy	Thinking routines activity
Evidence to be collected	Colour/Symbol/Image worksheet
Suggested time	3 x 60 minutes

Content description

Content from the Western Australian Curriculum	<p>Knowledge and understanding</p> <p>The key values that underpin Australia's democracy, including freedom, equality, fairness and justice</p> <p>Humanities and Social Sciences skills</p> <p>Q&R> Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise)</p> <p>C&R> 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	Democracy, Democratic values

Task preparation

Prior learning	Teaching and learning for this assessment should allow students to develop knowledge of the key values that underpin Australia's democracy, including freedom, equality, fairness and justice. They will have examined how and why each of these values is important in Australia's democracy.
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Assessment differentiation	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. Where appropriate, teachers may either scaffold or extend the scope of the assessment task.
Assessment task	
Assessment conditions	<ul style="list-style-type: none"> • Activity 1 is completed in class under supervision, with limited help and discussion • Activity 2 is completed in class under supervision
Resources	<p>Optional resources (activities and links to support teaching and learning):</p> <ul style="list-style-type: none"> • Democracy video http://www.abc.net.au/btn/story/s4460249.htm • Democratic values http://www.civicsandcitizenship.edu.au/cce/default.asp?id=9221 • CSI Information http://www.rcsthinkfromthemiddle.com/csi-color-symbol-image.html

Instructions for teacher

Questions to use with students to develop their conceptual understanding:

Democracy

Name some countries that are democratic.

What are some of the key features of a democracy?

What are the key political and legal institutions in a democracy and what is their role?

What are these institutions in Australia?

How are decisions made in a democracy?

Democratic values

As a citizen in a democracy, what are our rights and responsibilities?

How do we accommodate differences within the political and legal system?

What is expected of people within our society so that we live in harmony with each other?

Brainstorm and discuss the key values underpinning Australia's democracy including freedom, equality, fairness and justice, before students start independently working on their CSI activity.

Instruct students that they will be completing an activity that requires them to ultimately choose a key value underpinning Australia's democracy, and represent that value visually, in a poster, using the thinking routine of Colour/Symbol/Image.

Tell students they will be expected to explore websites and any appropriate books, to find out as much information as they can on the values of freedom, equality, fairness and justice and *how they relate to Australian democracy*. They will be required to take detailed notes.

They will choose **one** key value underpinning Australia's democracy to research to represent in their Colour/Symbol/Image poster.

Students will then create a poster, using Colour, Symbol, Image, which represents their chosen value. The value should be clearly and imaginatively represented, through the choice of an appropriate Colour, Symbol and Image.

A short explanation of why the value was represented in that way and how it relates to Australia's democracy should be written at the base of the poster.

Note: There should be a clear connection between the student's CSI poster and their research notes.

Instructions to students

Activity 1: Research (1 to 2 lessons)

1. Research the key values underpinning Australia's democracy. Make detailed notes on these values, focusing specifically on how they underpin Australia's democracy and some examples. Use appropriate methods to record information.
2. Record the source of the information as you take notes.

Activity 2: CSI poster (1 lesson)

3. Choose **one** key value underpinning Australia's democracy to represent in your poster.
4. Represent this value in your poster, using the thinking routine of Colour/Symbol/Image.
5. Consider the Colour/Symbol/Image you chose and how the poster represents the value you have chosen. At the bottom of the poster, **explain** the reasons why you chose to represent the value in the way you did, and how it relates to Australia's democracy. You may use examples in your explanation.

Sample marking key

Colour/Symbol/Image Poster	
Description	Marks
Key value underpinning Australia's democracy (Analysing)	
Explains, in detail, how the value relates to Australia's democracy. Includes relevant and specific examples in the explanation.	4
Explains how the value relates to Australia's democracy. Includes an example in the explanation.	3
Outlines how the value relates to Australia's democracy. Limited/no use of examples in the explanation.	2
Makes a statement regarding the value and Australia's democracy.	1
Subtotal	4
<p>Specific information, related to democratic values: examples could include:</p> <p>Freedom:</p> <ul style="list-style-type: none"> • respect for political and civil liberties • freedom of speech • freedom to make decisions <p>Equality:</p> <ul style="list-style-type: none"> • all citizens over 18 are eligible to vote • gender equality • racial equality <p>Fairness:</p> <ul style="list-style-type: none"> • laws are applied impartially • processes of government are honest and transparent <p>Justice:</p> <ul style="list-style-type: none"> • all citizens are treated equally and with respect • no group/individual has special privileges, rank or status • right to a fair trial. 	
Description	Marks
Questioning and researching (notes)	
Records detailed information on key democratic values, using appropriate note-taking techniques (graphic organisers, paraphrase, summarise). References sources.	5–6
Records information on key democratic values, using some note-taking techniques. References some sources.	3–4
Records minimal information on key democratic values.	1–2
Subtotal	6
Description	Marks
Communicating and reflecting (Poster)	
Presents identified value in terms of colour, symbol and image. Explains the reasons for the choice of colour, symbol and image that best represents the value. Explanation is based on detailed and relevant information. Uses relevant, subject-specific terminology and concepts.	7–8

<p>Presents identified value in terms of colour, symbol and image. Outlines reasons for the choice of colour, symbol and image that best represents the value. Explanation is based on relevant information. Uses relevant, subject-specific terminology and concepts.</p>	5–6
<p>Presents identified value in terms of colour, symbol and image. Makes some connection to the identified value. Uses some subject-specific terminology and concepts.</p>	3–4
<p>Presents identified value in terms of colour, symbol and image, with limited connection to the identified value. Uses everyday language.</p>	1–2
Subtotal	8
Total	18