



Government of **Western Australia**  
**School Curriculum and Standards Authority**

# Humanities and Social Sciences: Civics and Citizenship

Teaching, learning and assessment exemplar

Year 9

Shaping voter decisions



## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Background**

This teaching, learning and assessment exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

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## **Disclaimer**

Any resources, such as texts and websites, that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandated or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any resources they may wish to use.

This resource utilises electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video has played to prevent default ‘auto play’ of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.

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## The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the *Outline* – <https://k10outline.scsa.wa.edu.au/>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment, and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

### The Humanities and Social Sciences curriculum

The mandated curriculum is presented in the year level syllabus documents.

The Humanities and Social Sciences curriculum delivers a sequential and age-appropriate progression of learning with the following key elements:

- a year level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required in the next year.



## **This exemplar**

This Humanities and Social Sciences exemplar articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar demonstrates a sequence of teaching and learning, including suggested assessment points, for 16 lessons.

## **Catering for diversity**

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.



## Using this exemplar

This teaching, learning and assessment exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:






- a teaching and learning sequence
- the mandated curriculum content to be taught at each point of the teaching and learning sequence, suggested resources, a sample assessment task and marking key
- the number of lessons to deliver the teaching and learning experiences
- learning intentions and support notes that may provide focus questions and additional information and/or examples to assist with the interpretation of curriculum content
- support notes to assist teachers to unpack the content and support teaching and learning experiences
- teaching and learning experiences that outline the structure of the lesson. These explicitly state each activity that the lesson will progress through and the key focus area for that activity.

## Links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video, has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.

## Resources legend

The following symbols are used in this teaching, learning and assessment exemplar to provide teachers with information on the nature of the resources included in the lesson sequence.

Symbol	Name	Description	Examples of use
	Multimedia	Video or audio materials to be shown to the class	<ul style="list-style-type: none"><li>• YouTube clips</li><li>• documentary</li><li>• podcasts</li></ul>
	Webpage	Online information source	<ul style="list-style-type: none"><li>• news article</li><li>• museum website</li><li>• government website</li></ul>
	Student resource	Resource that students need to access for learning	<ul style="list-style-type: none"><li>• student worksheets</li><li>• graphic organiser template</li><li>• interactive webpage</li></ul>
	Lesson materials	Materials that require teacher preparation prior to lesson	<ul style="list-style-type: none"><li>• collection of images</li><li>• card-sort activities</li><li>• materials for practical activities</li></ul>
	Teacher support resource	Additional information to support teachers in the suggested lesson	<ul style="list-style-type: none"><li>• thinking routine instructions</li><li>• example of completed graphic organisers</li><li>• additional information on topic</li></ul>

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## Best practice

### Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

This sample may prove a useful starting point for amplifying creativity in the classroom, while presenting the embedded expectations of the Western Australian Curriculum: Humanities and Social Sciences.

Teachers may find opportunities to incorporate the General Capabilities and the Cross-curriculum Priorities into the teaching and learning program.

**Ways of teaching** – teachers can locate additional information on the Ways of teaching from the School Curriculum and Standards Authority (the Authority) website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/humanities-and-social-sciences/overview/humanities-and-social-sciences-ways-of-teaching>.

### Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content descriptions selected to allow their students the opportunity to demonstrate achievement in relation to the year level achievement standard. Teachers are best placed to make decisions about whether the suggested assessment/s are used as formative or summative assessment and/or for moderation purposes.

**Ways of assessing** – a range of assessment strategies that can enable teachers to understand where students are in their learning is available on the Authority website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/humanities-and-social-sciences/overview/humanities-and-social-sciences-ways-of-assessing>.

### Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning.

This exemplar supports reflective practice and provides flexibility for teachers in their planning. The exemplar shows how content can be combined and revisited throughout the year. Teachers will choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.



## Shaping voter decisions

This exemplar can be used to develop students' understanding of key Civics and Citizenship concepts, knowledge and skills as they apply to the way political parties use different strategies to shape voter decisions. Throughout the teaching and learning sequence, teachers will explicitly teach students the role of political parties in forming government and how voter decisions are influenced during election campaigns.

If the suggested learning experiences and the relevant syllabus content for this unit have been studied, students will be well positioned to address the requirements of the assessment task to the best of their ability. The assessment task will require students to complete an ongoing commentary task covering the knowledge, understanding and skills developed in this teaching and learning sequence, with a final validation response in the final lesson.



## Year level description

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

In Humanities and Social Sciences, students build on their understanding of important concepts and continue to develop their awareness of the complexity of the natural environment, social issues and the impact of technological advances. Students consider how the relationship between knowledge, technology and values influences their own role within society.

In Year 9, students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of the Westminster system, democracy, democratic values, justice and participation. They examine the role of political parties and independent representatives, and the way citizens' decisions are shaped during an election campaign. Students investigate how Australia's court system works in support of a democratic and just society.

Students are introduced to the concepts of specialisation and trade while continuing to further their understanding of the key concepts of scarcity, making choices, interdependence, and allocation and markets. They examine the connections between households and businesses, and the financial, government and overseas sectors through the flow of goods, services and resources in a global economy. Students develop an understanding of the risks and rewards involved in investing money and explore ways to practise financial management.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which enable students to inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways. Students apply this understanding to a wide range of places and environments at a range of scales, from local to global and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of Australia's colonial history and World War I. They consider how the experiences of people and groups reflected the attitudes of these time periods, and the significance of both colonisation and World War I.



## Achievement standard

By the end of the year:

Students construct a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. They use a range of methods to select, record and organise relevant information and/or data from multiple sources. When interpreting sources, students identify their origin and purpose, and draw conclusions about their usefulness. They examine sources to compare different points of view/perspectives and describe different interpretations. Students analyse information and/or data to identify simple patterns, trends, relationships and/or change over time. They draw evidence-based conclusions, using information and/or data to consider multiple perspectives and/or to propose action in response to contemporary challenges. Students develop a range of texts appropriate to the type of discussion and/or explanation required. They use subject-specific terminology and concepts, and provide evidence from a range of sources to support conclusions, and acknowledge these sources.

Students describe some ways individuals and political parties participate within the electoral system in Australia's democracy and how their voting preferences can be shaped by external influences. They describe Australia's court system and how the courts resolve disputes. Students identify the principles of justice and the threats to these principles.

Students explain the interdependence between Australia and other economies by identifying Australia's trading partners and describe how specialisation results in the exchange of goods and services between countries. They describe the risks and rewards that result from making consumer and financial choices.

Students explain the spatial variation and characteristics of biomes and the interconnections between people, places and environments. They identify the cause and effect of these interconnections and predict possible implications for people, places and natural environments, now and in the future. Students make inferences about the spatial outcomes of the interconnections between people, places and environments.

Students explain the different experiences of Australia's colonial history, and the causes and effects of World War I over both the short and long term, including its significance. Students use evidence to explain patterns of change and continuity over time and identify the motives and actions of the individuals and groups at that time.

The background features several overlapping circles of varying sizes and colors, including light blue, light green, and light red. A solid red horizontal bar is positioned at the bottom of the page, containing the text 'Lessons 1-16' in white. A thin white horizontal line is located directly below the text within the red bar.

## Lessons 1–16

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## Lessons 1–2

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The Western Australian Curriculum content addressed in these lessons is below.

### Shaping voter decisions

- The role of political parties and independent representatives in Australia’s system of government

### Questioning and researching

- Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others

### Analysing

- Apply subject-specific skills and concepts in familiar, new and hypothetical situations

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### Resources

Department of the Premier and Cabinet – Forming government



<https://www.online-learning.dpc.wa.gov.au/FormingGovernment/index.html#/lessons/rS7l-BBRDcihEWcADx-6qGyEGKRneakw>

### Teacher information

The online resource used for these two lessons provides students with the opportunity to review previous content from the Year 7 and 8 Civics and Citizenship *Scope and sequence* that provides the context for subsequent lessons, while building new knowledge around the role of political parties and independent representatives in Australia’s system of government. A detailed lesson plan and comprehensive teacher background notes that has been developed by the Department of the Premier and Cabinet and can be found at <https://www.wa.gov.au/government/document-collections/constitutional-centre-year-9-additional-resources>.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• review the structure of the House of Representatives and the Senate in Australia's Federal Parliament, and how government is formed in Australia</li><li>• explore the meaning of key concepts</li><li>• develop an understanding of how values impact the policies of Australian political parties.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• identify other key concepts and vocabulary such as minor parties and independents</li><li>• categorise political parties on a political spectrum of left to right</li><li>• explain how government and the opposition are formed in Australia's federal parliamentary system.</li></ul>

### Introduction

- Students complete Activity 1 – Australia's system of government: Knowledge check on the *Forming government* online activity.

### Main activity

- Students read through the information and view the videos in the *Forming government* online lesson linked to Activities 1–5.
- Students complete the exercises in Activities 1–5 in the *Forming government* online lesson.

### Review of learning

- Students complete Activity 6 – Trivia Time Quiz in the *Forming government* online lesson.

## Lesson 3

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The Western Australian Curriculum content addressed in this lesson is below.

### Shaping voter decisions

- The role of political parties and independent representatives in Australia's system of government

### Analysing

- Account for different interpretations and points of view/perspectives in information and/or data

### Communicating and reflecting

- Reflect on why all findings are tentative
- 

### Resources



Develop Good Habits – My core values

<https://www.developgoodhabits.com/core-values-worksheet/>



Parliamentary Education Office – Create political parties

<https://peo.gov.au/teach-our-parliament/classroom-activities/parliament-and-its-people/create-political-parties>



Parliamentary Education Office – Political parties

<https://peo.gov.au/understand-our-parliament/parliament-and-its-people/people-in-parliament/political-parties>

### Teacher information

The 'My core values' worksheet is the second downloadable PDF document on the webpage provided. You will need to scroll down the page to find the appropriate document, located under the heading '2. My Core Values'.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• explore how shared values influence the formation of political parties and their platforms.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• identify their core values</li><li>• develop a party platform and policies that align with these shared values</li><li>• contribute to writing a party constitution that reflects their group's principles</li><li>• communicate their party's key ideas and values in a class presentation.</li></ul>

### Introduction

- Individually, students complete the *My core values* worksheet to identify their values.

### Main activity

- Provide students with the instructions and worksheet from the 'Activity' section of the *Create political parties* webpage and break students into groups as per these instructions. Where possible, groups should be made up of students with similar values based on the values from the *My core values* worksheet.
- Students develop a political party and platform as per the downloadable worksheet from the *Create political parties* webpage. Groups should attempt to reflect their shared values in their party platforms/policies.
- Students complete the 'Discussion questions' section of the *Create political parties* webpage.
- Students read the *Political parties* webpage and work with their party to develop a party constitution that guides their party.

### Review of learning

- As a class, each group presents a short summary of their political party to the class, including their name, key values, policies and one feature of their party constitution.

## Lesson 4

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The Western Australian Curriculum content addressed in this lesson is below.

### Shaping voter decisions

- The role of political parties and independent representatives in Australia's system of government

### Questioning and researching

- Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed with and without the use of digital and spatial technologies

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### Resources



ABC News – Vote compass

<https://votecompass.abc.net.au/survey>



Australian Electoral Commission – Register of political parties

[https://www.aec.gov.au/Parties\\_and\\_Representatives/party\\_registration/Registered\\_parties/index.htm](https://www.aec.gov.au/Parties_and_Representatives/party_registration/Registered_parties/index.htm)



John Hopkins University, Boundless Learning – Give one, get one

<https://blinstructionalstrategiesbank.elevio.help/en/articles/12-give-one-get-one>



Student access to a computer and the internet

### Teacher information

The body of this lesson requires students to select and research a political party from the *Register of political parties* webpage. Please be aware that some of the smaller parties do not have a significant online presence and therefore may be difficult for students to research. Teachers should plan accordingly. Students may also choose to research independents, including the 'teal' independents.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• explore personal political alignment</li><li>• investigate the platforms and policies of Australian political parties.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• research and summarise key information about a political party, including its platform, leader and policies</li><li>• compare different political parties based on their platforms and policies</li><li>• discuss the factors influencing the size, appeal and engagement strategies of political parties in Australia.</li></ul>

### Introduction

- Students to complete the *Vote compass* online activity and record their results.

### Main activity

- Direct students to visit the *Register of political parties* webpage, select a political party (or independent candidate) to research and visit that party/independent's website.
- Students to identify and record the following information:
  - The full name of the political party/independent
  - The leader of the party
  - The platform of the party/independent
  - Three party policies
  - Other important/interesting information about the political party/independent
- Using the *Give one, get one* instructional strategy, students share their findings with other students and record information about the different political parties.

### Review of learning

- As a class discussion, pose the following questions:
  - What differences can be seen between the political parties and/or independents?
  - Which Australians might vote for each party? Who is likely to vote for an independent?
  - Why are some political parties larger than others?
  - Did any of the websites ask people to join the party, volunteer or donate to the party?
  - Which party/independent do you feel most closely aligned to your values and interests? Was it the same as your *Vote compass* result?

## Lesson 5

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The Western Australian Curriculum content addressed in this lesson is below.

### Shaping voter decisions

- The role of political parties and independent representatives in Australia's system of government
- How citizens' choices are shaped at election time

### Analysing

- Account for different interpretations and points of view/perspectives in information and/or data
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### Resources



Parliamentary Education Office – Rights, Power, Action. Negotiate a minority government pp. 12–14

[https://peo.gov.au/assets/Public/2024-PEO\\_Rights-Power-Action.pdf](https://peo.gov.au/assets/Public/2024-PEO_Rights-Power-Action.pdf)



Parliamentary Education Office – Government

[https://peo.gov.au/understand-our-parliament/parliament-and-its-people/government/government?page=students%2Ffact\\_sheets%2Fgovernment.html](https://peo.gov.au/understand-our-parliament/parliament-and-its-people/government/government?page=students%2Ffact_sheets%2Fgovernment.html)

### Teacher information

Prior to the lesson, the teacher will need to print the 'Secret instructions' from page 14 of the *Rights, Power, Action* document.

This lesson requires students to complete Entry 1 of their Commentary assessment task.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• explore how a hung parliament functions and how a minority government is formed</li><li>• understand the role of independents, crossbenchers and the press in Australian politics</li><li>• examine the impact of negotiations between parties and the media on the parliamentary process.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• explain the process of forming a government in a hung parliament</li><li>• identify the values, priorities, and strategies of political parties, crossbenchers and independents</li><li>• simulate parliamentary negotiations</li><li>• analyse the influence of media coverage on political negotiations and decision-making.</li></ul>

### Introduction

- Complete the 'Before you begin' section of the 'Negotiate a minority government' chapter in the *Rights, Power, Action* PDF.

### Main activity

- Complete the 'Getting started' section of 'Negotiate a minority government' chapter, including providing students with a copy of the 'Secret instructions' from page 14.
- Complete the 'Activity' section of the 'Negotiate a minority government' chapter.

### Review of learning

- Individually or as a class, complete the 'What happened' section of the 'Negotiate a minority government' chapter.
- Students complete Entry 1 from their Commentary assessment task, which can be found in Appendix A.

## Lesson 6

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The Western Australian Curriculum content addressed in this lesson is below.

### Shaping voter decisions

- The role of political parties and independent representatives in Australia's system of government
- How citizens' choices are shaped at election time

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### Resources



Selection of election campaign media (posters, advertisements, etc.)



Project Zero: Harvard Graduate School of Education – Think, pair, share

<https://pz.harvard.edu/resources/think-pair-share>



ABC Behind the News – 2019 Australian Election Campaign

<https://www.youtube.com/watch?v=av7NaULa0W8>



Students will require access to computers and the internet for research to complete the second activity in this lesson

## Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none"><li>• explore the idea of election campaigns in Australia.</li></ul>	Students can: <ul style="list-style-type: none"><li>• define what an election campaign is and explain the goals of a campaign</li><li>• identify and analyse the key components of an election campaign.</li></ul>

## Introduction

- While viewing the selection of campaign materials that the teacher has prepared prior to the lesson, students respond to the question 'What do these have in common?' Prompt them to describe what they are seeing (e.g. persuasive language, advertising, public speaking).
- Using the *Think, pair, share* thinking routine, students respond to the following questions:
  - What do you think the purpose of these materials is?
  - Who are they trying to influence?
  - Why might politicians use posters, videos and speeches?

## Main activities

- Introduce the term 'election campaign' and explain that all the materials they analysed are part of how politicians try to win votes.
- Students view the *2019 Australian election campaign video*.
- As students view the *2019 Australian election campaign video*, they should record information to create their own definition of election campaigns.
- Divide the class into different groups and allocate each group a different major political party (e.g. Labor, Liberal, Greens).
- Students research content from a recent state or federal election for their chosen party.
- Groups research and record information about the following:
  - What were the main objectives of the party's campaign?
  - What strategies did they employ to achieve these goals?
  - How did they use the media and advertising?
  - What key messages or slogans were featured in their campaign?
- Each group presents their findings to the class, highlighting the goals and strategies used by their party.

## Review of learning

Based on the information presented, students assess the effectiveness of each campaign against the three election goals of promoting a party, persuading voters and creating a public image that people trust.

## Lesson 7

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The Western Australian Curriculum content addressed in this lesson is below.

### Shaping voter decisions

- How citizens' choices are shaped at election time

### Analysing

- Use criteria to analyse the reliability, bias, usefulness and currency of primary sources and/or secondary sources
- 

### Resource/s



Museum of Australian Democracy at Old Parliament House – Social media check-in  
<https://www.moadoph.gov.au/learn/activities-and-resources/social-media-check-in>



ABC Education– Activity: Could we live in a world without news?  
<https://www.abc.net.au/education/media-literacy/could-we-live-in-a-world-without-news/12714070>



New York Times– Improving your 'news diet': A three-step lesson plan for teenagers and teachers  
<https://www.nytimes.com/2017/11/02/learning/lesson-plans/improving-your-news-diet-a-three-step-lesson-plan-for-teenagers-and-teachers.html>



New York Times – Personal news audit chart  
<https://static01.nyt.com/newsgraphics/documenttools/d5bd0fce2b4b3c4c/6bd0bd8d-full.pdf>

### Teacher information

The *Social media check-in* activity used in the Introduction to this lesson requires teachers or students to download the *Digital citizenship - activity sheet* PDF from the linked Museum of Australian Democracy at Old Parliament House webpage.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• explore the role and importance of news in daily life</li><li>• reflect on personal news consumption habits</li><li>• understand steps to improve the quality and diversity of news sources consumed.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• identify the importance of news in shaping individual and collective understanding</li><li>• analyse and reflect on own current news consumption habits</li><li>• develop actionable steps to improve the variety and reliability of own news sources.</li></ul>

### Introduction

- Students complete the *Social media check-in* activity.
- Complete Steps 1-4 from the *Could we live in a world without news? activity* webpage. Step 5 is optional.

### Main activity

- Teacher provides summarised information on the three steps covered by the *Improving your 'news diet': A three-step lesson plan for teenagers and teachers* webpage.
- Students complete an audit of their news consumption habits using the *Personal news audit chart* PDF. This is based on Step 1 of the *Improving your 'news diet': A three-step lesson plan for teenagers and teachers* webpage.
- Students make decisions on how they would like to change their news consumption habits using the prompts from Step 2 of the *Improving your 'news diet': A three-step lesson plan for teenagers and teachers* webpage.

### Review of learning

- Students create an infomercial (informative commercial) that provides advice to other students about how to improve their news consumption habits in the leadup to elections. Students may choose to cover topics such as media bias and the reliability of news sources.

## Lessons 8–9

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The Western Australian Curriculum content addressed in these lessons is below.

### Shaping voter decisions

- How citizens' choices are shaped at election time

### Analysing

- Analyse information and/or data in different formats
- Analyse the 'big picture'

### Evaluating

- Critically evaluate information and/or data and ideas from a range of sources
- 

### Resources



Stobart, Anika and Griffiths, Kate – Explainer: The rules (or lack thereof) for political advertising

<https://grattan.edu.au/news/the-rules-or-lack-thereof-for-political-advertising/>



Australian Electoral Commission – Persuasive techniques

<https://education.aec.gov.au/teacher-resources/files/persuasive-techniques.pdf>



Australian Labor Party – A fair go for Australia

<https://www.youtube.com/watch?v=Rf7jO8lAtyE>



Liberal Party of Australia – Building a stronger economy

<https://www.youtube.com/watch?v=LLye3o05A14>



ABC Education – Spin vs agenda

<https://www.abc.net.au/education/media-literacy/spin-agenda/11157584>



Pauline Hanson's Please Explain – Political donations – Episode 3

[https://www.youtube.com/watch?v=PfPNBH3vux4&list=PLAxn3qhG\\_qL8nhNNRVAUsTWAbuqwMIwFN&index=3](https://www.youtube.com/watch?v=PfPNBH3vux4&list=PLAxn3qhG_qL8nhNNRVAUsTWAbuqwMIwFN&index=3)



Project Zero: Harvard Graduate School of Education – Think, pair, share

<https://pz.harvard.edu/resources/think-pair-share>

### Teacher information

Students are required to view political advertisements and engage in activities following each viewing. Teachers should view the videos prior to the lesson to determine their suitability for your school context; however, if using alternative video clips, teachers should provide a balanced perspective on political parties.

## Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none"><li>understand how political messages and advertising influence public opinion and decision-making during elections.</li></ul>	Students can: <ul style="list-style-type: none"><li>identify techniques used in political advertising, such as emotional appeals, slogans and framing</li><li>analyse real-world examples of political messaging and evaluate their impact on citizens' choices.</li></ul>

### Introduction

- Ask students 'What influences your decisions when choosing a product, movie or restaurant?' Prompt student to consider advertisements, reviews and recommendations. Relate this question to elections: 'What might influence someone's decision when voting in an election?'

### Main activities

- Students read the *Explainer: The rules (or lack thereof) for political advertising* webpage.
- Using the information from the *Explainer: The rules (or lack thereof) for political advertising* webpage, students complete a T-chart under the headings of 'fair' and 'unfair', classifying information that helps to make elections fair, and information that may make elections unfair.
- Students preview the following discussion questions prior to viewing the political advertisements:
  - What emotions do you think each advertisement is trying to evoke?
  - What persuasive techniques are being used? Students view the *Persuasive techniques* PDF.
- Students view the *A fair go for Australia* video and the *Building a stronger economy* video.
- Students view the *Spin vs agenda* video.
- Following a discussion on the previous video, students view the *Political donations – Episode 3* video.
- Students record their responses to the questions while viewing the *A fair go for Australia* and the *Building a stronger economy* videos.
- Using the information from the *Spin vs agenda* video, students discuss the agenda of each video.
- After watching the *Political donations – Episode 3* video, students use the *Think, pair, share* thinking routine to discuss the agenda of Pauline Hanson's advertisement, and the techniques used to achieve this agenda.

### Review of learning

- As a class, students use information from the lesson to debate the following prompt: 'Only the two major political parties benefit from political advertising.'

## Lesson 10

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The Western Australian Curriculum content addressed in this lesson is below.

### Shaping voter decisions

- How social media and other emerging technologies are used to influence people's understanding of political issues

### Analysing

- Apply subject-specific skills and concepts in familiar, new and hypothetical situations

### Communicating and reflecting

- Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate
- Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts

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### Resources



ABC News – Australian politicians taking to TikTok to campaign for federal election

[https://youtu.be/-GN\\_SFwQjT4](https://youtu.be/-GN_SFwQjT4)

Parliamentary Education Office – Teaching Civics and Citizenship: A Classroom Guide.



Running a social media election campaign

<https://peo.gov.au/teach-our-parliament/education-resources/print-resources/teaching-civics-and-citizenship-a-classroom-guide>

## Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none"><li>• explore how social media is used in political campaigns.</li></ul>	Students can: <ul style="list-style-type: none"><li>• analyse how social media influencers and politicians engage their audiences</li><li>• identify effective and ineffective strategies in social media campaigning</li><li>• create engaging and persuasive social media content for a political campaign.</li></ul>

### Introduction

- As a class, students brainstorm techniques and strategies that social media influencers use to engage their audience.
- Students view the *Australian politicians taking to TikTok to campaign for federal election* video, noting where the politicians use strategies identified in the brainstorm, and features used by politicians that were not effective.
- Using the information from these exercises, students create a list of 5–10 rules that campaign managers should follow when creating a social media election campaign.

### Main activity

- Students will need to refer to their platforms and policies from Lesson 3 of this teaching, learning and assessment exemplar to complete the student activity.
- Using the platform and/or policies developed for their political party, students complete Steps 2–5 from page 13 of the 'Running a social media election campaign' chapter from the *Teaching Civics and Citizenship: A Classroom Guide* PDF. Students should attempt to apply their rules from the Introduction activity.

### Review of learning

- Students review the finished posts and comments from the activity. In pairs, students discuss the most effective and least effective strategies used in this activity.
- Each pair writes down one key takeaway on a sticky note and posts it on the board.
- As a class, review each response and categorise into 'what works' and 'what to avoid'.

## Lesson 11

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The Western Australian Curriculum content addressed in this lesson is below.

### Shaping voter decisions

- How citizens' choices are shaped at election time
- How social media and other emerging technologies are used to influence people's understanding of political issues

### Questioning and researching

- Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others

### Evaluating

- Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; negotiate and resolve contentious issues; propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena

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### Resources



Project Zero: Harvard Graduate School of Education – Think, pair, share  
<https://pz.harvard.edu/resources/think-pair-share>



University of Oxford – What does AI mean for democracy?  
<https://www.youtube.com/watch?v=0eHlfxBSNEU>



ABC News – Cage fighting and Facebook targeting: The evil genius of microcampaigning in the data age  
<https://www.abc.net.au/news/2017-08-25/microcampaigning-in-the-data-age/8842440>



ABC News – Politicians fear deepfakes could change the face of this election campaign  
<https://www.abc.net.au/news/2025-01-31/politicians-fear-deepfakes-could-impact-election/104876130>



Project Zero: Harvard Graduate School of Education – I used to think... Now I think...  
<https://pz.harvard.edu/resources/i-used-to-think-now-i-think>

### Teacher information

This lesson provides students with an opportunity to examine the role of artificial intelligence, algorithms and other emerging technologies in influencing peoples' understanding of political issues, and how this understanding can shape decisions at election time. The videos/online articles used in this lesson may be updated to reflect contemporary issues in the rapidly evolving area of technology.

This lesson requires students to complete Entry 2 of their Commentary assessment task.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• understand how social media influences the information people view</li><li>• explore the impact of emerging technology on information production and consumption.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• explain how social media affects the news they consume</li><li>• define artificial intelligence and list its benefits and challenges</li><li>• summarise and evaluate how AI-driven technology influences elections.</li></ul>

### Introduction

- Students use the *Think, pair, share* thinking routine to respond to the following question: ‘How does social media influence what news we see?’ Teachers should encourage students to think back to the media audit they conducted in a previous lesson, adding in any other information they may have on the topic.

### Main activity

- As a class, students view the *What does AI mean for democracy?* video.
- While watching the *What does AI mean for democracy?* video, students define what artificial intelligence is, and then record a list of positives and negatives of this technology.
- Organise students into pairs, with student A in each pair reading the *Cage fighting and Facebook targeting: The evil genius of microcampaigning in the data age* online article, and student B reading the *Politicians fear deepfakes could change the face of this election campaign* online article.
- As students read one of the two online articles, they should create a summary of the article covering the following points:
  - What technology is being discussed in the article? How would you describe this technology to a family member who doesn’t understand technology very well?
  - How is the technology being used to influence voters?
  - What impact does the article say the technology is having on elections?
  - Do you think this technology makes elections fairer? Why/why not?
- Once complete, students compare their summaries with their partner, and as a pair, students respond to the question: ‘Is social media better for democracy than traditional media, such as newspapers? Why/Why not?’

### Review of learning

- Using the *I used to think... Now I think...* thinking routine, students complete Entry 2 from their Commentary assessment task, which can be found in Appendix A.

## Lesson 12

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The Western Australian Curriculum content addressed in this lesson is below.

### Shaping voter decisions

- How citizens' choices are shaped at election time

### Analysing

- Use criteria to analyse the reliability, bias, usefulness and currency of primary sources and/or secondary sources

### Evaluating

- Critically evaluate information and/or data and ideas from a range of sources
- 

### Resources



ABC Behind the News – Opinion polls

<https://www.abc.net.au/btn/classroom/opinion-polls/13878376>



BBC Bitesize – Data handling

<https://www.bbc.co.uk/bitesize/guides/zk89r2p/revision/1>



Teacher Toolkit – Exit ticket

<https://www.theteachertoolkit.com/index.php/tool/exit-ticket>

## Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none"><li>understand what opinion polls are and how they are used in election campaigns.</li></ul>	Students can: <ul style="list-style-type: none"><li>define an opinion poll</li><li>identify and describe some of the variables that influence opinion polls</li><li>explain how opinion polls shape voter behaviour, political strategies and media coverage.</li></ul>

### Introduction

- Ask students 'How do we know which political party is likely to win an election before the votes are counted?'
- Students view the *Opinion polls* video, writing a definition of opinion polls.

### Main activities

- Students read through the pages on the *Data handling* webpage covering data, graphs and surveys.
- For each 'page' of the *Data handling* webpage, students record the key points of information.
- Ask students why they think different sample sizes, selection of sample groups and how the data is presented may influence an opinion poll.
- Divide students into three groups, each representing different polling organisations.
- Each group conducts a mock poll on a simple question (e.g. What is your favourite sporting team?), using different sample sizes and selection methods.
- Students select their own way to display the results of their individual polls.
- As a class, compare the results and discuss variations in outcomes.
- Ask students to respond to one of the following three questions and discuss their answers as a class.
  - How do you think that the results of opinion polls may shape voter decisions?
  - How do you think political parties shape their policies or campaign strategies based on opinion polls?
  - How could media use opinion polls to shape their stories on elections?

### Review of learning

Using the *Exit ticket* instructional strategy, students respond to the question 'What are the strengths and weaknesses of opinion polls in democracy?'

## Lesson 13

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The Western Australian Curriculum content addressed in this lesson is below.

### Shaping voter decisions

- How young people can participate in and contribute to civic life in Australia and as a global citizen

### Questioning and researching

- Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed with and without the use of digital and spatial technologies

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### Resources



Parliament of Australia – Civics and Electoral Education ch. 2: Young people’s civic engagement

[https://www.aph.gov.au/Parliamentary\\_Business/Committees/Joint/Completed\\_Inquiries/em/education/report/chapter2#are](https://www.aph.gov.au/Parliamentary_Business/Committees/Joint/Completed_Inquiries/em/education/report/chapter2#are)



PowerPoint or student handout with summary of information, as outlined in Teacher information

### Teacher information

Preparation for this lesson will require the teacher to access ‘Chapter 2: Young people’s civic engagement’ from the *Civics and Electoral Education* online report and transfer key information into a format that is appropriate to present to their students (e.g. PowerPoint or handout).

This information should include:

- a definition of civic engagement (including both rights and responsibilities)
- key statistics on the under-enrolment of young Australians (17–25 years old) in the electoral process, highlighting concerns about disengagement
- how conventional forms of politics may appear unappealing, irrelevant or exclusionary to young people
- the role of parents, media and electoral commissions in shaping young people's views on civic participation
- how being digital natives affects the way young people engage with political content and the potential for online platforms to enhance engagement.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• understand different ways that young people can engage in civic and political activities</li><li>• explore factors influencing civic engagement.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• identify and explain different forms of civic engagement</li><li>• analyse key factors that impact youth participation in politics</li><li>• propose solutions to overcome challenges related to civic engagement.</li></ul>

### Introduction

- As a class, play a game of 'Would you rather?' where students choose between two options related to civic engagement. Example questions include:
  - Would you rather vote in an election or debate a political issue online?
  - Would you rather lead a protest or start a social media campaign for change?
  - Would you rather write a letter to your local MP or create a petition?
- Briefly discuss their choices to highlight different ways young people can be involved in their communities.

### Main activity

- Present the teacher-prepared PowerPoint or read through the handout with students.
- Divide students into small groups and assign each group a specific factor influencing civic engagement (e.g. perceptions of politics, role of media, digital engagement).
- Each group will discuss their assigned factor and brainstorm potential solutions to overcome challenges associated with it.
- Groups will present their findings and proposed solutions to the class.
- Encourage questions and discussions after each presentation to deepen understanding.

### Review of learning

- Divide the class into two teams.
- Ask rapid-fire questions related to the lesson e.g. 'What's one reason young people don't vote?' or 'Name a way social media can increase civic engagement.'
- Teams take turns answering. If a team can't answer, the other team can steal the point.
- After five minutes, the team with the most points wins.

## Lesson 14

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The Western Australian Curriculum content addressed in this lesson is below.

### Shaping voter decisions

- How young people can participate in and contribute to civic life in Australia and as a global citizen

### Questioning and researching

- Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives
- Analyse and clarify the purpose of an inquiry using appropriate methodologies, ethical protocols and concepts to plan for, and inform, an investigation

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### Resources



Mentimeter – Mentimeter

<https://www.mentimeter.com/>



Selection of websites that illustrate young people who are recognised for their contribution to civic life in Australia



ABC News – Meet the 2025 Trailblazers innovating and inspiring regional Australia

<https://www.abc.net.au/news/2025-02-04/heywire-2025-trailblazers-making-a-difference/104838108>



Australian of the Year Awards – Young Australian of the Year

<https://australianoftheyear.org.au/>

### Teacher information

Prior to starting this lesson, you will need to create a free account with the Mentimeter platform and create a 'room'. Once you have created a room, record the code for this room, as you will need to provide it to students. On a question slide, prepare the prompt 'What does it mean to be a good citizen of Australia? Submit words or phrases that answer this question.' A second Mentimeter question slide should read 'What does it mean to be a good citizen of Australia?' If Mentimeter is not available, this may be replaced by students placing sticky notes on a whiteboard.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• understand the qualities shared by exceptional citizens in Australia</li><li>• explore real-life examples of young Australians making a difference in their communities.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• identify and describe the key characteristics of good citizens</li><li>• research and analyse real-life examples of young Australians making civic contributions</li><li>• articulate their personal commitment to being an active and responsible citizen.</li></ul>

### Introduction

- Provide students with the *Mentimeter* code prepared prior to the lesson and ask them to respond online to the prompt 'What does it mean to be a good citizen of Australia?'
- As a class, discuss the responses that have been provided by students.

### Main activity

- Using the websites suggested in Resources, students select three young Australians who are being recognised for going above and beyond in their civic contributions.
- Students should also access additional online news articles, websites and videos to support their research.
- From their research, students record information on the following for each young person:
  - What are they doing to improve their community?
  - What is the impact of their work?
  - How did they get involved in doing this work for their community?
- Students compare the results for the three young people they have examined and develop a list of characteristics that apply to all three young people.
- As a class, students compare their list of characteristics and condense this into 3–5 key points.

### Review of learning

- Students return to the second *Mentimeter* slide and respond to the prompt 'What does it mean to be a good citizen of Australia?'
- As a class, discuss the changes between the results of this *Mentimeter* and the one from the lesson introduction.

## Lesson 15

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The Western Australian Curriculum content addressed in this lesson is below.

### Shaping voter decisions

- How young people can participate in and contribute to civic life in Australia and as a global citizen

### Questioning and researching

- Analyse and clarify the purpose of an inquiry using appropriate methodologies, ethical protocols and concepts to plan for, and inform, an investigation

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### Resources



Material for Introduction activity

- set of teacher-prepared reason cards
- four signs (Community, Cultural, Sports, Volunteering)

### Teacher information

Prior to the lesson, the teacher should prepare a list of *reason cards* for the Introduction activity. Each card has a different reason why people join groups. Some examples include:

- To make new friends
- To learn new skills
- To help others in the community
- To stay physically active
- To connect with their culture
- To have fun
- To improve mental health and wellbeing
- To prepare for a future career
- To be part of a team
- To support a cause they believe in

This lesson requires students to complete Entry 3 of their Commentary assessment task.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• understand different types of community groups</li><li>• reflect on personal interests and how they align with community participation.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• identify different types of community groups and their roles</li><li>• explain why people join different groups based on their motivations</li><li>• develop an action plan for joining a group of interest.</li></ul>

### Introduction

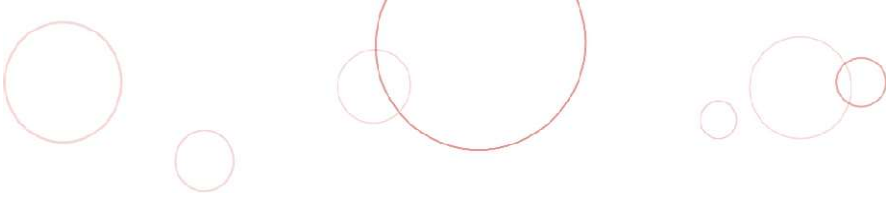
- Place a sign with the main group categories (community, cultural, sports, volunteering) in different corners of the room.
- The teacher reads out a *reason card* and students move to the corner that best represents that reason. Note: There are no wrong answers and students should move to the corner based on their personal perspectives.
- In each corner, students quickly discuss why that category fits the reason, and the teacher asks a few students to share their thoughts.
- Repeat for 5–6 *reason cards*, and then ask students, ‘Which categories stood out to you the most?’ and ‘Which of the four group categories are you most likely to join in real life, and why?’

### Main activity

- Students select one group they would be interested in joining and complete a short personal action plan (this may require online research). Students should consider:
  - What organisation am I interested in?
  - Who do I need to contact?
  - Why does it appeal to me?
  - What steps will I take to be involved?
  - What challenges might I face, and how can I overcome them?

### Review of learning

- Students write a short personal pledge on how they can contribute to their own community based on what they’ve discovered in this lesson.
- Students complete Entry 3 from their Commentary assessment task, which can be found in Appendix A.



**Lesson 16**

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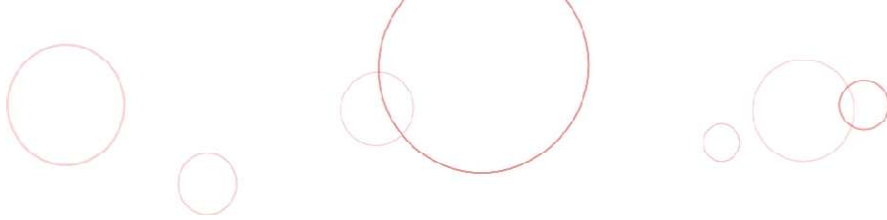
See Appendix A: Assessment task – Commentary



## **Appendix A**

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Assessment task  
Commentary



## Task details

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<b>Title</b>	Commentary
<b>Description</b>	Students will complete a commentary structured overview over the course of this Civics and Citizenship unit. This involves completing three entries and completing a reflection at the conclusion of this unit.
<b>Way of assessing</b>	Commentary
<b>Evidence to be collected</b>	Written response
<b>Suggested time</b>	Three 10-minute entries (Lessons 5, 11 and 15) One 20-minute reflection (Lesson 16)
<b>Differentiation</b>	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 tasks.

## Content descriptions

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### Knowledge and understanding

- The role of political parties and independent representatives in Australia's system of government
- How citizens' choices are shaped at election time
- How social media and other emerging technologies are used to influence people's understanding of political issues
- How young people can participate in and contribute to civic life in Australia and as a global citizen

### Humanities and Social Sciences skills

#### Analysing

- Apply subject-specific skills and concepts in familiar, new and hypothetical situations

#### Evaluating

- Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; negotiate and resolve contentious issues; propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena

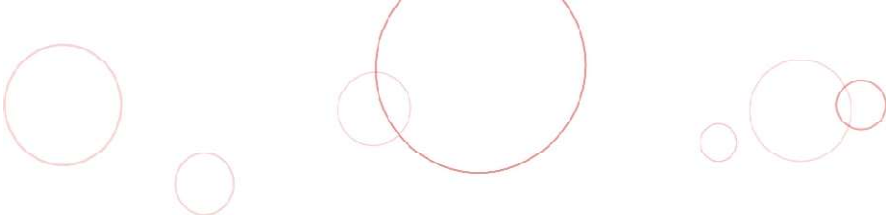
#### Communicating and reflecting

- Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments

## Key concepts

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Democracy, participation, rights and responsibilities.



**Instructions to students**

The commentary has three entries and a final reflection. Complete all sections.

<p><b>Entry 1:</b></p> <p>Describe <b>two</b> facts you have learnt about the roles of political parties and independents in Australia’s government.</p> <p>(4 marks)</p>	<p>Develop <b>two</b> open-ended questions about the role of independents that you would like to research.</p> <p>(4 marks)</p>
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**Entry 2:**

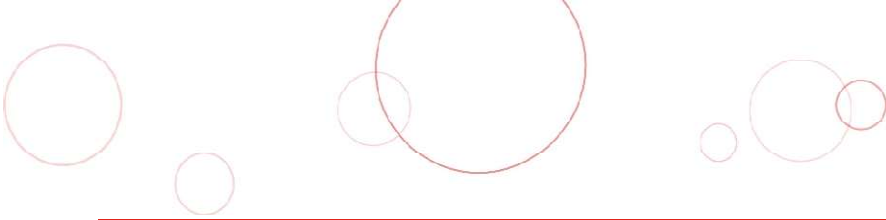
Describe **two** ways that emerging technologies have changed the way people receive information during a political campaign.

(4 marks)

Explain **two** ways this has supported or challenged your thinking about the use of emerging technologies in election campaigns.

(6 marks)

- I used to think ...
  
  
  
  
  
  
  
  
  
  
- Now I think ...
  
  
  
  
  
  
  
  
  
  
- Because ...



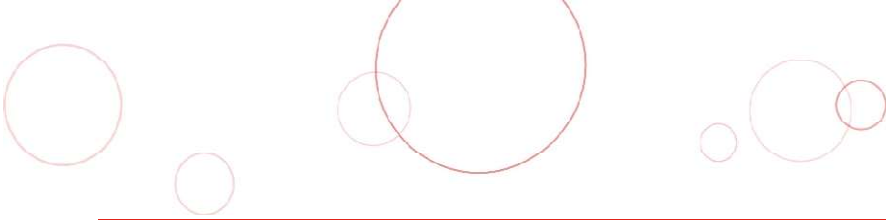
**Entry 3:**

Describe **two** ways that young people can participate and contribute to civic life.

(4 marks)

Explain why it is important to be **both** an informed and an active citizen.

(6 marks)



**Final reflection:**

Reflect on your learning over the course of this unit. Discuss the importance of young people being active, informed and engaged citizens during election campaigns.

Use information from Entries 1–3 to support your response.

(8 marks)



**Entry 1:**

Describe **two** facts you have learnt about the roles of political parties and independents in Australia's government. (4 marks)

Description	Marks
For each fact (2 x 2 marks)	
Describes a fact about the roles of political parties and independents in Australia's government	2
Makes a general statement about the roles of political parties and independents in Australia's government	1
<b>Subtotal</b>	<b>/2</b>
<b>Total</b>	<b>/4</b>

Develop **two** open-ended questions about the role of independents that you would like to research. (4 marks)

Description	Marks
For each question (2 x 2 marks)	
Develops a relevant and appropriate open-ended question, which clearly relates to the role of independents	2
Develops a question, which relates partially to the role of independents	1
<b>Subtotal</b>	<b>/2</b>
<b>Total</b>	<b>/4</b>

**Entry 2:**

Describe **two** ways that emerging technologies have changed the way people receive information during an election campaign. (4 marks)

Description	Marks
For each fact (2 x 2 marks)	
Describes a way that emerging technologies have changed the way people receive information in election campaigns	2
Makes a general statement about the use of emerging technologies in election campaigns	1
<b>Subtotal</b>	<b>/2</b>
<b>Total</b>	<b>/4</b>

Explain **two** ways this has supported or challenged your thinking about the use of emerging technologies in election campaigns. (6 marks)

Description	Marks
For each way learning has changed thinking (2 x 3 marks)	
Explains how the information learned has supported or challenged thinking, with reference to relevant supporting evidence	3
Describes how the information learned has supported or challenged thinking, with reference to some supporting evidence	2
Makes a general statement with limited or irrelevant evidence to support the development in thinking	1
<b>Subtotal</b>	<b>/3</b>
<b>Total</b>	<b>/6</b>

**Entry 3:**Describe **two** ways that young people can participate and contribute to civic life.

(4 marks)

Description	Marks
For each example (2 x 2 marks)	
Describes a way that young people can participate and contribute to civic life	2
Makes a general statement about young people participating and contributing to civic life	1
<b>Subtotal</b>	<b>/2</b>
<b>Total</b>	<b>/4</b>

Explain why it is important to be **both** an informed and an active citizen.

(6 marks)

Description	Marks
Informed citizen	
Explains the importance of informed decisions in the democratic process, with reference to examples	3
Describes the actions that an informed citizen may take in the democratic process, such as engaging with the media	2
Makes a general statement about being an informed citizen	1
<b>Subtotal</b>	<b>/3</b>
Active citizen	
Explains the importance of being involved in their community, with reference to examples	3
Describes actions that an informed citizen may take to be an active citizen	2
Makes a general statement about being an active citizen	1
<b>Subtotal</b>	<b>/3</b>
<b>Total</b>	<b>/6</b>



**Final reflection:**

Reflect on your learning over the course of this unit. Discuss the importance of young people being active, informed and engaged citizens during election campaigns.

Use information from Entries 1–3 to support your response.

(8 marks)

Description	Marks
Discusses and draws conclusions about the importance of young people being active, informed and engaged citizens during election campaigns, using supporting evidence and examples Selects and applies terminology and concepts	7–8
Explains and draws simple conclusions about the importance of young people being active, informed and engaged citizens during election campaigns, using supporting evidence and examples Uses terminology and concepts	5–6
Outlines the importance of young people being active, informed and engaged citizens during election campaigns, using some supporting evidence and examples Uses some terminology and concepts	3–4
Makes statements about the importance of young people being active, informed and engaged citizens during election campaigns Uses limited terminology and concepts	1–2
<b>Total</b>	<b>/8</b>
<b>Assessment total</b>	<b>/36</b>



