



Sample assessment task	
Year level	8
Learning area	Humanities and Social Sciences
Subject	Civics and Citizenship
Title of task	Direct action
Task details	
Description of task	In pairs, students will create a visual and written display for the Museum of Australian Democracy as part of their Living Democracy: the Power of the People exhibition. The exhibition will investigate an example where citizens have taken direct action such as organising a public demonstration or social media campaign. Students will present their final product as either a hardcopy such as a poster or an electronic display
Type of assessment	Formative
Purpose of assessment	To inform progression in a learning cycle
Assessment strategy	Visual representation (museum display) and written work
Evidence to be collected	<ul style="list-style-type: none"> Written summaries Primary and secondary source visual material Hard copy or electronic display for their museum piece
Suggested time	Four periods
Content description	
Content from the Western Australian Curriculum	<p>Knowledge and understanding How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups and direct action</p> <p>Humanities and Social Sciences skills Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork Use criteria to select relevant information and/or data such as accuracy, reliability, currency and usefulness to the question Apply subject-specific skills and concepts in familiar and new situations Represent information and/or data using appropriate formats to suit audience and purpose (e.g. tables/graphs, visual displays, models, timelines, maps, other graphic organisers)</p>
Key concepts	Participation
Task preparation	
Prior learning	Students have prior knowledge of how Australia's democratic system of government enables its citizens to participate actively through use of the electoral system, contact with their elected representatives and use of lobby groups.
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 tasks.</p>

Assessment task

Assessment conditions	All activities are completed in pairs.
Resources	<ul style="list-style-type: none">• Internet/computers• Newspapers/online news services• Poster paper• Pens• Photographs

Instructions for teacher

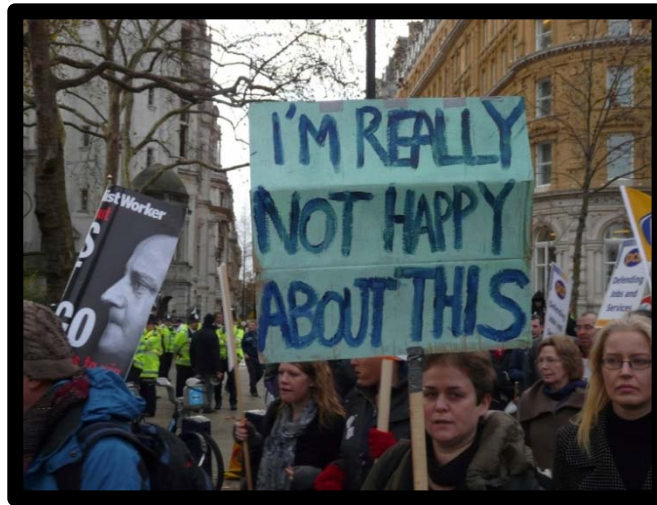
Direct action

1. Revise the key concepts of democracy and participation that relate to this topic.
 - **Democracy** – a system of government based on the people of an entity, that is, ‘government by the people’; a form of government where the supreme power is vested in the people and exercised directly by them or by their elected representatives under a free and fair electoral system
 - **Direct action** – people participating in person and directly on issues they seek to change, within the bounds of the law
 - **Participation** – the way in which individuals as citizens take part in and make a contribution to society
2. Show students the websites <http://moadoph.gov.au/exhibitions/living-democracy-the-power-of-the-people/> and <http://made.org/explore/exhibitions/disability-rights-exhibition/> for examples.
3. Brainstorm as a class various examples where citizens have taken direct action such as organising a public demonstration or social media campaign.
 - social justice
 - animal welfare
 - environmental protection
 - political activism
 - A suggested website is <https://www.getup.org.au/campaigns> for ideas.
4. Discuss the importance of democracy and direct action in Australia and include these points in your brainstorm:
 - government being answerable to the people
 - individual rights and freedoms being upheld – freedom of speech, assembly and association
 - can influence the government to generate change
 - provides an expression for minority viewpoints
5. With reference to the <http://made.org/explore/exhibitions/disability-rights-exhibition/#protest> have students read through the case study provided and find examples of how this group actively participated in Australian democracy and how this led to changes in laws or behaviours. Examples could include:
 - protests and sit-ins led to changes in public transport laws for people with a disability
 - formation of ‘Community Residential Units’ enabled people with disabilities to be more independent and this led them to becoming more politicised and advocates for further change for people with disabilities.
6. Organise students into pairs.
7. Each pair is to select an example of a group direct action. They are to undertake research, referring to the task guidelines.
8. Before the students have submitted their museum display, review and check each small group’s work.

Instructions to students

Direct action

Democracy in action in Australia: Museum display



[Pycock, L. (2011). *N30 public sector demonstration, not happy* [Image]. Retrieved November, 2015, from www.flickr.com/photos/blahflowers/6436444859]

In pairs, you are to create a museum display of democracy in action in Australia. Your exhibition will display a specific example of how citizens have taken direct action such as organising a public demonstration or social media campaign. The exhibition will provide both a written and visual recording of how your selected group participated in Australian democracy and how this has generated or is generating, change. Students can present this either as a hard copy such as a poster or an electronic copy.

Lesson 1

- Brainstorm examples of direct action in Australia carried out through a public demonstration or social media campaign.
- In your brainstorm, add the various ways/methods that these groups/individuals have.
- Organise a partner to work with.
- Using the task guidelines begin research the following elements:
 - Describe the background to your selected group/individual – when they formed, why, membership.
 - The issue of your selected group/individual – why are they campaigning?
 - List the methods used by your selected group/individual – social campaigning, rallies, petitions, lobbying their elected representative, sit-ins.
 - Effectiveness of your selected group/individual in bringing about change – In what ways has your selected group/individual been successful. Why or why not?
 - Discuss how your selected group/individual's social media campaign or public demonstration demonstrates democracy in action.
 - Include visual documentation of your selected group/individual's campaign – examples of direct action used; arguments for and against your issue, online campaign material, lyrics etc.
- Present your information and visual materials in a large box/display cabinet as a hard copy or an electronic copy. Make it interesting and visually engaging for visitors to the museum. You could include interactive materials such as quizzes or online images.
- Record the websites that you have used by including a full bibliography.

Lessons 2 and 3

1. Make detailed notes using the task guidelines.
2. Gather photographs, newspaper clippings, video footage that you can embed or paste into your display.

Lesson 4

1. Construct your museum display – either as a hard copy or electronically.
2. Submit your museum display, note-making sheets and a fully referenced bibliography.

Sample marking key	
Description	Marks
Note making	
Selects relevant information and/or data from a number of sources Uses appropriate recording techniques to collect and present the information and/or data required by the task Records sufficient information and/or data	8
Selects mostly relevant information and/or data from a number of sources Uses mostly appropriate recording techniques to collect and present the information and/or data required by the task Records sufficient information and/or data	6
Selects some relevant information and/or data from a limited number of sources Uses simple incomplete recording techniques to collect and present the information and/or data required by the task Records insufficient information and/or data	4
Selects mostly irrelevant information and/or data from a limited number of sources Uses no logical or organised recording techniques to collect and present the information and/or data required by the task Records insufficient information and/or data	2
Subtotal	8
Presents a bibliography which includes a comprehensive list of sources (e.g. online maps, websites, spatial software applications, print resources and visual media) which correctly follows the referencing technique approved by the school	2
Presents a bibliography which includes a limited list of sources which may follow the referencing technique approved by the school	1
Subtotal	2
Note making total	10
Description	Marks
Museum display	
Explains in detail an example of a public demonstration or social media campaign Justifies why this is an example of participation through direct action in Australian democracy Applies relevant terminology and information to suit audience and purpose Includes illustrations which represents in a variety of mediums	16–20
Provides an explanation of an example of a public demonstration or social media campaign Explains why this is an example of participation through direct action in Australian democracy Applies mostly relevant terminology and information to suit audience and purpose Includes illustrations	11–15
Outlines an example of a public demonstration or social media campaign Provides some explanation of why this is an example of participation through direct action in Australian democracy Applies some relevant terminology and concepts to suit audience Includes illustrations which lack relevant detail	6–10
Provides a limited outline of a public demonstration or social media campaign Includes a brief explanation of why this is an example of participation through direct action in Australian democracy Uses limited terminology Uses little to no visual materials	0–5
Subtotal	20
Museum display total	20
Total	30