



Sample assessment task

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| Year level | 6 |
| Learning area | Humanities and Social Sciences |
| Subject | Civics and Citizenship |
| Title of task | Making a Law |

Task details

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| Description of task | Students, as a class, agree on a new law to be passed. They prepare a flowchart to show the various stages in the legislative process from the initiation stage to its proclamation and the points of view of the various personnel involved as it progresses through parliament. |
| Type of assessment | Summative |
| Purpose of assessment | To assess students' understanding of how laws are initiated and passed through Parliament |
| Assessment strategy | Graphic organiser - flowchart |
| Evidence to be collected | Flowchart |
| Suggested time | 1 x 60 minutes |

Content description

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| Content from the Western Australian Curriculum | <p>Knowledge and understanding</p> <p>How laws are initiated and passed through the federal parliament</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>A> Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge)</p> <p>A> Translate collected information and/or data into a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph)</p> <p>E> Use decision-making processes</p> <p>C&R> Present findings, conclusions and/or arguments, appropriate to audience and purpose using subject specific terminology</p> |
| Key concepts | The Westminster system, Justice, Participation |

Task preparation

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| Prior learning | <p>Teaching and learning for this assessment should allow students to develop an understanding of the process for initiating and passing a law in Australia, the key players in this process, the separation of powers and how this is the Westminster system in practice. <i>See video: Making a Law</i> and/or Constitutional Centre Year 5 to 6 incursion <i>Making laws (listed in resources)</i>.</p> <p>In class, choose a subject for a new Bill (it will need to be a substantive issue) and find out, as a class, the role and views/statements of: the Minister/Prime Minister; the leader of the Opposition/Shadow Minister; the Greens and/or another minor party/Independent on this Bill. Identify the stages of a Bill that these</p> |
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| | roles/views/statements would become evident. Students make their own notes that they can use during the assessment. |
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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 | This is an individual, in-class assessment |
| Resources | <p>Optional resources (activities and links to support teaching and learning):</p> <ul style="list-style-type: none"> • Making a Law http://www.peo.gov.au/multimedia/videos/about-parliament-making-a-law.html • Constitutional Centre of Western Australia Year 5 to 6: incursion and excursion options: Making laws https://www.constitutionalcentre.wa.gov.au/ForSchools/Pages/StandardProgramsAtTheCentre.aspx |

Instructions for teacher

Questions to use with students to develop their conceptual understanding:

The Westminster system

What is bicameralism?

What is responsible government?

Who becomes Prime Minister?

What is the Opposition?

What is representative government?

Justice

How are laws made?

What are the stages in the legislative process in Australian Parliaments?

Participation

What role do political parties, pressure groups and community groups play in the legislative process (the sources of legislation as well as the legislative process itself)?

How is the individual involved in the legislative process?

Brainstorm some current issues that have been, or are being, legislated by either the Commonwealth or Western Australian Parliaments.

Discuss the origins of a particular piece of legislation and how it passed through the Parliament. Include the role and views of the various personnel involved at particular stages in the legislative process.

Instruct students that they will be creating a new law. Brainstorm suggestions for this new law as a class (this will need to be a substantive issue). Agree on one law. *This could be done as a vote, thereby illustrating the democratic process.* Remind students about the video on the process of developing a law and getting it passed. *Show video again if there is a need.* Instruct students that they will be developing a flowchart to show their understanding of the lawmaking process by Parliament.

Teachers may use a template or ask students to create their own.

Instructions to students

As a class, you have decided on a new law for Australia (you have your notes with you).

Your task: On an A3 blank piece of paper, create a flowchart that clearly shows the process of passing a Bill, from initiation of the Bill to it being signed into law as an Act of Parliament.

You need to include:

- the origin of the Bill
- who is involved at each stage
- key points on what might be said/argued/done by which person/people at each stage.

Watch the video '*Making a Law*' again to remind yourselves of the process. You may make some notes on your note-sheet which will help you when you need to put the information into the flowchart.

Sample marking key

| Flowchart – how laws are passed in Australia | |
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| Description | Marks |
| How laws are passed (Knowledge and understanding) | |
| Clearly states ‘new’ law and, in specific detail, outlines the processes/stages for a new Australian law to be passed and all parts of the process are correct. | 5–6 |
| Clearly states ‘new’ law, outlines the processes for a new Australian law to be passed and all parts of the process are correct. | 3–4 |
| States ‘new’ law and outlines the processes (including the courts and Parliaments) for a new Australian law to be passed; however, some parts of the process are inaccurate. | 1–2 |
| Subtotal | 6 |
| Description | Marks |
| Flowchart (Communicating and reflecting) | |
| Information in flowchart is clearly presented, is a sequential representation of the process for the development and passing of a new law and is based on factual information. Uses appropriate, subject-specific terminology. | 3-4 |
| Information in flowchart is clearly presented, is a mostly sequential representation of the process for the development and passing of a new law with some factual basis. Uses some appropriate, subject-specific terminology. | 2 |
| Information in flowchart is untidy and/or a non-sequential representation of the process for the development and passing of a new law. | 1 |
| Subtotal | 4 |
| Description | Marks |
| Flowchart (Analysing, Evaluating) | |
| Connects information gained from discussion, learning and prior knowledge to create a flowchart that correctly shows all the parties/personnel involved. Identifies issues and different points of view on the legislation (e.g. the Government’s, the Opposition, minor parties and/or the Independents). | 5–6 |
| Connects some information gained from discussion, learning and prior knowledge to create a flowchart that shows some of the parties/personnel involved. Attempts to identify issues and different points of view on the legislation. | 3–4 |
| Makes limited connection between information from discussion, learning and prior knowledge to create a flowchart which contains limited and/or factually incorrect information concerning the parties/personnel involved. Limited identification of issues and/or different points of view. | 1–2 |
| Subtotal | 6 |
| Total | 16 |