



## Sample assessment task

<b>Year level</b>	4
<b>Learning area</b>	Humanities and Social Sciences
<b>Subject</b>	Civics and Citizenship
<b>Title of task</b>	Rules and Laws

## Task details

<b>Description of task</b>	Students demonstrate their knowledge and understanding of the differences between a rule and a law. In formative testing, students complete a quiz to determine any remaining misconceptions and allow for further teaching. During the summative component, students provide a visual representation of their learning, illustrating the difference between a rule and a law, accompanied by a brief explanation.
<b>Type of assessment</b>	Part A: Formative assessment (quiz and short-answer questions) Part B: Summative assessment (visual explanation)
<b>Purpose of assessment</b>	To assess students' understanding and plan for further teaching (quiz) and to assess progression of learning (illustration)
<b>Assessment strategy</b>	Quiz Visual explanation
<b>Evidence to be collected</b>	Students' completed quiz and illustration
<b>Suggested time</b>	Quiz – 20 minutes (plus additional feedback/teaching time) Illustration – one hour

## Content description

<b>Content from the Western Australian Curriculum</b>	<b>Knowledge and Understanding</b> The differences between 'rules' and 'laws'  <b>Humanities and Social Sciences skills</b> Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet). Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences) Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms.
<b>Key concepts</b>	Democracy

## Task preparation

<p><b>Prior learning</b></p>	<p>Students develop an understanding of why we need rules and laws. Within a school and community setting, students examine the rules that apply to them and the laws that are applicable to their daily lives (rules in games, school rules, laws in society).</p> <p><b>Optional resources (activities and links to support teaching and learning)</b></p> <ul style="list-style-type: none"> <li>• Rules and Laws (Discovering Democracy) (unit of work) <a href="http://www1.curriculum.edu.au/ddunits/units/mp2rules-glance.htm">http://www1.curriculum.edu.au/ddunits/units/mp2rules-glance.htm</a></li> <li>• Rules for games, school and in the community (Civics and Citizenship Education) (unit of work) <a href="http://www.civicsandcitizenship.edu.au/cce/cce_rules_introduction,22540.html">http://www.civicsandcitizenship.edu.au/cce/cce_rules_introduction,22540.html</a></li> <li>• Make the rules: Keep it fair (Civics and Citizenship Education) (digital resource) <a href="http://www.civicsandcitizenship.edu.au/cce/make_the_rules,28847.html">http://www.civicsandcitizenship.edu.au/cce/make_the_rules,28847.html</a></li> </ul> <p><b>Literature to support or engage student understanding</b></p> <ul style="list-style-type: none"> <li>• <i>Rules of Summer</i> by Shaun Tan</li> <li>• <i>David Goes to School</i> by David Shannon (also available on YouTube <a href="https://www.youtube.com/watch?v=ggDAaANhxOs">https://www.youtube.com/watch?v=ggDAaANhxOs</a>)</li> </ul> <p>As a whole class, or in groups, students undertake research to investigate different rules and laws, again with a particular focus on those that are relevant to themselves or their family. Distinctions should be drawn between a rule and law and a definition of what constitutes a rule or a law should be developed. Students should have a sound understanding of who makes the rules or laws and how they are enforced. They should also develop an understanding of the consequences for breaking rules and laws. The differences between the consequences of breaking a rule and a law should be investigated.</p>
<p><b>Assessment differentiation</b></p>	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment task.</p>
<h2>Assessment task</h2>	
<p><b>Assessment conditions</b></p>	<p>This is an in-class assessment.</p>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Illustration A3 sheet (students will require coloured pencils or crayons to illustrate this)</li> <li>• Coloured pencils or crayons</li> </ul>

## Instructions for teacher

### Rules and Laws

#### Part A: Formative assessment (quiz and short-answer questions)

The formative assessment should take place during the cycle of teaching and allows the teacher to check understanding and provide further direction or teaching time should students require it. The quiz is administered individually and midway through the teaching cycle. The questions are a range of multiple-choice, single-word answers and short responses, with the students given a total of 20 minutes to complete it. The answers should be used as teaching and discussion points. Formative feedback should be given and students' misconceptions or misunderstandings should be clarified.

#### Part B: Summative assessment (visual explanation)

The summative assessment should be conducted at the conclusion of teaching and provides teachers with an overall picture of their students' understanding.

At the completion of teaching, students create a pictorial display to demonstrate the difference between a rule and a law.

On one half of an A3 sheet, students' draw an example of a rule, and on the other side, an example of a law. Their pictures should clearly demonstrate the rule and the law that they are representing. It may be a sign or symbol associated with that rule or law or a situation that the rule/law is applicable to. Underneath, students give an explanation for the following:

- what the rule/law is
- why we need this rule/law
- the consequences if this rule/law is broken.

## Instructions to students

## Rules and Laws

### Part A:

#### The difference between rules and laws

Circle the correct answer.

1. An example of a rule is
  - (a) keeping to 40 km an hour in school zones.
  - (b) wearing a helmet when riding your bike.
  - (c) no running on hard surfaces.
  - (d) no stealing lollies from the shops.

Circle the correct answer.

2. An example of a law is
  - (a) no running around the swimming pool.
  - (b) wearing a seatbelt in the car.
  - (c) no electronics before bedtime.
  - (d) wearing a hat in the playground.

3.

Instructions	Rule or law?
No littering	
You must line up at the canteen	
No talking during assembly	
Your dog must be registered with the local council	
No eating while running around	
Stopping at a red light	
Wearing a helmet when riding your bike	
You must wear school uniform	

#### Short-answer questions

4. A rule that affects me is:

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5. A law that affects me is:

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6. A punishment for breaking a rule might be:

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7. A punishment for breaking a law might be:

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8. Explain, in your own words, the differences between a rule and a law.

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## Sample marking key

### Part A: Formative assessment – quiz and short-answer responses

Description	Answers
<b>Quiz</b>	
1. An example of a rule is:	(c) no running on hard surfaces
2. An example of a law is:	(b) wearing a seatbelt in the car
Description	Answers
3. Rule or law	
No littering	law
You must line up at the canteen	rule
No talking during assembly	rule
Your dog must be registered with the local council	law
No eating while running around	rule
Stopping at a red light	law
Wearing a helmet when riding your bike	law
You must wear school uniform	rule
<b>Short-answer responses</b>	
<b>Description:</b>	
4. A rule that affects me is	
Correctly identifies a rule, giving a specific example and an explanation of its impact upon the individual (the student)	
Correctly identifies a rule, giving an example and attempting to describe its impact	
Attempts to identify a rule	
<b>Answers might include, but are not limited to:</b>	
<ul style="list-style-type: none"> <li>• Classroom/school rules</li> <li>• Rules enforced at home</li> <li>• Community groups/sporting club rules</li> </ul>	
<b>Description</b>	
5. A law that affects me is	
Correctly identifies a law, giving a specific example and an explanation of its impact upon the individual (the student)	
Correctly identifies a law, giving an example and attempting to describe its impact	
Attempts to identify a law	
<b>Answers might include, but are not limited to:</b>	
<ul style="list-style-type: none"> <li>• laws regarding road/pedestrian safety</li> <li>• laws regarding home/personal safety</li> <li>• laws regarding community safety</li> </ul>	

Description
6. Punishment for breaking a rule might be
Correctly identifies an appropriate punishment for their chosen rule and gives a clear explanation of the punishment
Correctly identifies an appropriate punishment and attempts to give an explanation
Attempts to identify an appropriate punishment
<b>Answers might include, but are not limited to:</b>
<ul style="list-style-type: none"> <li>• school detention</li> <li>• exclusion/withdrawal from activities</li> <li>• loss of privileges</li> <li>• loss of freedom</li> </ul>
Description
7. Punishment for breaking a law might be
Correctly identifies an appropriate punishment for their chosen law and gives a clear explanation of the punishment
Correctly identifies an appropriate punishment and attempts to give an explanation of the punishment
Attempts to identify an appropriate punishment
<b>Answers might include, but are not limited to:</b>
<ul style="list-style-type: none"> <li>• a warning</li> <li>• a fine</li> <li>• arrest (dependent upon the severity of the law broken)</li> <li>• court appearance (dependent upon severity and frequency law is broken)</li> <li>• jail</li> </ul>
Description
8. Explain, in your own words, the differences between a rule and a law.
Clearly and correctly explains a number of differences between a rule and a law
Clearly and correctly explains one difference and makes an attempt to describe another difference
Makes an attempt to describe one difference between a rule and a law
<b>Answers might include, but are not limited to:</b>
<ul style="list-style-type: none"> <li>• consequences of breaking a rule are generally lighter than a law</li> <li>• laws are enforced by the police or government agency</li> <li>• rules are more flexible and set by individuals or organisations</li> <li>• rules might differ between homes/organisations, but laws are consistent across the state or territory</li> <li>• laws must be passed by government</li> <li>• rules only apply to certain people at certain times but laws apply to everyone all of the time</li> </ul>

## Sample marking key

### Part B: Summative assessment – Illustration and explanation

Description	Marks
<b>Illustration</b>	
Provides an accurate and detailed visual representation of <b>both</b> a rule and a law	5–6
Provides an accurate and detailed visual representation of <b>either</b> a rule or a law; <b>or</b> gives a simple visual representation of <b>both</b> a rule and a law	3–4
Attempts to visually represent an example of a rule and a law	1–2
<b>Subtotal</b>	<b>6</b>
<b>1. What the rule is</b>	
Provides a clear and detailed description of the rule, using Civics and Citizenship terminology	3
Provides a brief description of the rule	2
Limited description of the rule and may confuse it with a law	1
<b>Subtotal</b>	<b>3</b>
<b>2. Why we need this rule</b>	
Correctly describes, in detail, why we have this rule; may provide multiple reasons	3
Correctly describes one reason why we have the rule, but provides few details	2
Attempts to describe the reasons why we have the rule, but may include some misconceptions	1
<b>Subtotal</b>	<b>3</b>
<b>Answers might include, but are not limited to:</b> <ul style="list-style-type: none"> <li>• help us understand how to be law abiding</li> <li>• protect the rights/safety of others</li> <li>• to provide expectations on appropriate behaviour</li> </ul>	
<b>3. The consequences if this rule is broken</b>	
Provides a clear and detailed understanding of how the consequences of breaking a rule are different from the consequences of breaking a law, and gives specific examples	3
Describes the consequences for breaking a rule (and gives examples of some consequences)	2
Provides some examples of consequences of breaking a rule	1
<b>Subtotal</b>	<b>3</b>
<b>Answers might include, but are not limited to:</b> <ul style="list-style-type: none"> <li>• depends on who set the rules</li> <li>• consequence normally relates to the rule it is trying to enforce</li> <li>• does not involve authorities (such as police)</li> <li>• punishment is generally not as severe as when a law is broken</li> <li>• should be consistently and fairly applied</li> </ul>	



<b>Written explanation of the visual representation – Laws</b>	
<b>Description</b>	<b>Marks</b>
<b>1. What the law is</b>	
Provides a clear and detailed description of the law, using Civics and Citizenship terminology	3
Provides a brief description of the law	2
Provides a limited description of the law and may confuse it with a rule	1
<b>Subtotal</b>	<b>3</b>
<b>2. Why we need this law</b>	
Correctly describes and details why we have this law, may provide multiple reasons	3
Correctly describes one reason why we have the law, but provides little detail	2
Attempts to describe the reasons why we have the law, but may include some misconceptions	1
<b>Subtotal</b>	<b>3</b>
<b>Answers might include, but are not limited to:</b> <ul style="list-style-type: none"> <li>• protect the rights of everyone</li> <li>• ensure everyone’s safety</li> <li>• solve conflicts</li> </ul>	
<b>3. The consequences if this law is broken</b>	
Provides a clear and detailed understanding of the consequences of breaking a law, and gives specific examples	3
Describes the consequences for breaking a law, and gives an example of a consequence	2
Provides an example of a consequence for breaking a law	1
<b>Subtotal</b>	<b>3</b>
<b>Answers might include, but are not limited to:</b> <ul style="list-style-type: none"> <li>• takes into account the seriousness of the crime</li> <li>• can result in a criminal conviction</li> <li>• will involve the authorities</li> <li>• applies to everyone, although may be dependent upon the offender’s previous convictions</li> </ul>	
<b>Total</b>	<b>24</b>