



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

Humanities and Social Sciences: Civics and Citizenship

Teaching, learning and assessment exemplar

Year 8

Freedom and democracy



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, websites and so on 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 mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any 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">• YouTube clips• documentary• podcasts |
|  | Webpage | Online information source | <ul style="list-style-type: none">• news article• museum website• government website |
|  | Student resource | Resource that students need to access for learning | <ul style="list-style-type: none">• student worksheets• graphic organiser template• interactive webpage |
|  | Lesson materials | Materials that require teacher preparation prior to lesson | <ul style="list-style-type: none">• collection of images• card-sort activities• materials for practical activities |
|  | Teacher support resource | Additional information to support teachers in the suggested lesson | <ul style="list-style-type: none">• thinking routine instructions• example of completed graphic organisers• additional information on topic |

Stock images from Microsoft 365® used with permission from Microsoft®.



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.



Freedom and democracy

This exemplar can be used to develop students' understanding of the concepts and skills as they apply to investigating the freedoms that enable active participation in Australia's democracy within the bounds of the law and the ways citizens can participate in this system. Throughout the teaching and learning sequence, teachers will explicitly teach the skills students require to conduct the summative assessment task at the end of the sequence.

If the suggested learning experiences and 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 exemplar presents a teaching and learning sequence that will enable students to understand and apply the concepts of democracy, participation, and rights and responsibilities to a real-world issue.



Year level description

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

In Humanities and Social Sciences, students assume increased responsibility and engage in important decision-making within the class and school to support their growing independence and collaborative skills. Exploration of alternative ideas, perspectives and world views allows students to see themselves as active participants in their own continuing development and that of their society.

In Year 8, 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 and participation. They investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy, including the election process.

The concept of markets is introduced to further develop students' understanding of the concepts of interdependence, making choices and allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Students consider the influences on the way people work and explore the factors that influence people's financial decision-making.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations. They apply this understanding to a wide range of places and environments at the full 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 the medieval period into the modern period. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of conflict, revolution and technological advancement.



Achievement standard

By the end of the year:

Students construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources. They develop criteria to determine the usefulness of primary and/or secondary sources for a purpose. When interpreting sources, students identify their origin and purpose, and distinguish between fact and opinion. They interpret information and/or data to identify points of view/perspectives, relationships and/or trends, and to sequence events and developments. Students apply subject-specific skills to translate information and/or data from one format to another, in both familiar and unfamiliar situations. They draw simple evidence-based conclusions in a range of contexts. Students represent information and/or data in appropriate formats to suit audience and purpose. They develop texts using appropriate subject-specific terminology and concepts. Students use evidence to support findings and acknowledge sources of information.

Students explain the types of laws and how laws are made within the Westminster system. They apply aspects of democracy, describe the rights and responsibilities of participants in the process, and explain the freedoms that underpin Australia's democratic values.

Students explain how markets allocate resources in Australia and describe the interdependence of consumers, businesses and the government as a result of their involvement in the market. They identify how consumers and businesses influence and respond to each other in the market. They identify how individuals earn an income, and methods used to achieve financial goals.

Students describe different landforms and landscapes, and explain how places are perceived and valued differently. They consider the environmental and human characteristics of places to compare strategies for responding to a geomorphic challenge that takes into account environmental, economic and social factors. Students describe the interconnections within environments, and between people and places, to explain the movement of people at a local, national and global scale.

Students explain the feudal system in Medieval Europe and describe patterns of change and continuity over the time period. They explain the significance of individuals, groups, events and developments, and how they were influenced by the beliefs and values of the time period. They explain the factors that led to the Industrial Revolution and the effects that this had on Europe and the world.



Lessons 1–16

Freedom and democracy

Lesson 1

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

Freedom and democracy

- The freedoms that enable active participation in Australia’s democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement

Questioning and researching

- Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives

Resources



Australian Human Rights Commission – What is Democracy?

<https://www.youtube.com/watch?v=8Eu6G5YrBt4>



Museum of Australian Democracy at Old Parliament House – Defining Democracy

<https://moadoph.gov.au/explore/democracy/defining-democracy>



Parliamentary Education Office – Teaching Civics and Citizenship: What is democracy and why is it important? (pp. 2–3)

https://peo.gov.au/assets/Public/2024-PEO_Teaching-Civics-and-Citizenship.pdf



School Curriculum and Standards Authority – Appendix A: Defining democracy graphic organiser

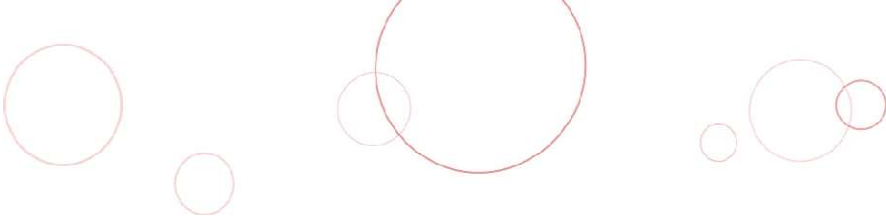


Project Zero: Harvard Graduate School of Education (2015) Claim, Support, Question

<https://pz.harvard.edu/resources/claim-support-question>

Teacher information

Two truths and a lie can be used as a collaborative review strategy. It involves students developing three statements on the content covered in the lesson, with two statements being true, and one statement intentionally being incorrect. Students share their statements with a partner, who has to decide which two statements are correct based upon their own learning in the lesson.



Lesson outline

| Learning intention/s | Success criteria |
|---|--|
| <p>Students will:</p> <ul style="list-style-type: none">• understand the concept of democracy and its key features• explore why democracy is important in society. | <p>Students can:</p> <ul style="list-style-type: none">• define democracy and explain its key elements• discuss the importance of democracy and summarise why it matters. |

Introduction

- Introduce the lesson with the *What is Democracy?* video. Students write down five points of information while watching the video, and then use these five points to write their own definition of democracy.

Main activity

- Read through *Defining Democracy* webpage from the Museum of Australian Democracy at Old Parliament House website.
- Using the graphic organiser in Resource 1 (Appendix A), students record information from the reading.
- Employing one of the four discussion strategies from *Teaching Civics and Citizenship: What is democracy and why is it important?* (p. 3), use the provided prompts to lead a class discussion or debate about why democracy is important.

Review of learning

- Students complete the *Claim, Support, Question* thinking routine, making a claim about the importance of democracy.



Lessons 2–3

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

Freedom and democracy

- The freedoms that enable active participation in Australia’s democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement

Analysing

- Translate information and/or data from one format to another
-

Resources



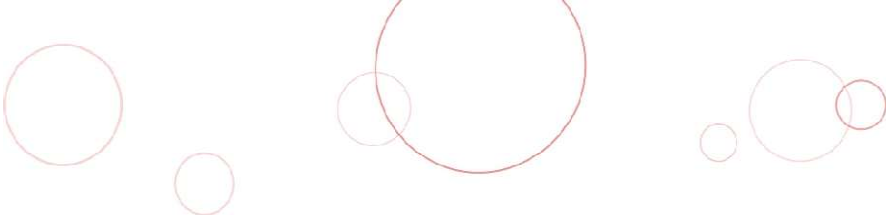
Australian Human Rights Commission Magna Carta – The story of our freedom
<https://www.youtube.com/watch?v=gA-y8uOJs9k>



Australian Human Rights Commission Magna Carta – The story of our freedom
<https://humanrights.gov.au/magnacarta/infographic/>



Supplies for students to create a comic strip



Lesson outline

| Learning intention/s | Success criteria |
|---|---|
| <p>Students will:</p> <ul style="list-style-type: none">• understand the significance of the Magna Carta in the development of human rights• explore how human rights have developed globally, including in Australia. | <p>Students can:</p> <ul style="list-style-type: none">• explain the importance of the Magna Carta and its role in shaping human rights• create a comic strip showing the key stages in the development of human rights. |

Introduction

- Introduce the lesson with the *Magna Carta – The story of our freedom* video and ask students to record as many facts as they can during viewing.

Main activity

- Students read through *Magna Carta – The story of our freedom* infographic.
- Students create an eight-frame comic strip illustrating the development of human rights around the world, including in Australia.

Review of learning

- Students complete *two truths and a non-truth* activity based on the information they have read about the Magna Carta – The story of our freedoms, then attempt to pick the ‘non-truth’ developed by a partner.



Lesson 4

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

Freedom and democracy

- The freedoms that enable active participation in Australia’s democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement

Questioning and researching

- Select the best method for recording selected information and/or data
-

Resources



Parliamentary Education Office – Rights in Australia

<https://peo.gov.au/understand-our-parliament/how-parliament-works/system-of-government/rights-in-australia>



Project Zero – What Can Be

<https://pz.harvard.edu/resources/what-can-be>

Teacher information

This lesson provides an opportunity for teachers to explicitly teach reading comprehension and note-taking strategies using a strategy appropriate for their students and school context.

Lesson outline

| Learning intention/s | Success criteria |
|---|--|
| <p>Students will:</p> <ul style="list-style-type: none">• understand the concept of rights and their significance in Australia• identify the sources and protections of human rights in Australia. | <p>Students can:</p> <ul style="list-style-type: none">• list and categorise rights they believe they have in Australia• explain possibilities for improving human rights in Australia. |

Introduction

- Students individually brainstorm the rights that students believe they have in Australia. Students should write each idea on a Post-it note.
- In groups, students organise these rights into categories and feed back to the class what the different categories are.

Main activity

- Read through the Parliamentary Education Office's *Rights in Australia* factsheet.
- Students make dot point notes for each of the following headings:
 - Rights in Australia
 - What are rights?
 - Sources of rights in Australia
 - Protecting human rights in Australia
 - An Australian Bill of Rights
- Students return to the categorised Post-it notes from the introduction activity, and answer the following questions:
 - Which rights from their brainstorm were covered in the *Rights in Australia* factsheet?
 - How closely aligned are the categories they developed to the categories presented in the 'type of rights' image?
- Explain that the focus of this lesson and the following lesson is civil and political rights, and ask students to write down a definition for each.

Review of learning

- Students complete the *What Can Be* thinking routine, using 'Human rights in Australia' as the topic.

Lesson 5

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

Freedom and democracy

- The freedoms that enable active participation in Australia’s democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement

Evaluating

- Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships

Resources



Student reference material provided by teacher (summary of key information from Australian Constitution Centre’s Teacher Reference Documents):



Australian Constitution Centre – Teacher Reference Document 81–82: Freedom of Speech <https://www.australianconstitutioncentre.org.au/wp-content/uploads/2023/12/TRD-81-82-and-Lesson-2-1.pdf> (p. 1 only)



Australian Constitution Centre – Teacher Reference Document 83–85: Freedom of Movement <https://www.australianconstitutioncentre.org.au/wp-content/uploads/2023/12/TRD-83-86-and-Lesson-3.pdf> (p. 1 and paragraph 1 on p. 2 only)



Australian Constitution Centre – Teacher Reference Document 86: Freedom of Association <https://www.australianconstitutioncentre.org.au/wp-content/uploads/2023/12/TRD-83-86-and-Lesson-3.pdf>



Australian Constitution Centre – Teacher Reference Document 87: Freedom of Religion <https://www.australianconstitutioncentre.org.au/wp-content/uploads/2023/12/TRD-87-88-and-Lesson-4.pdf>



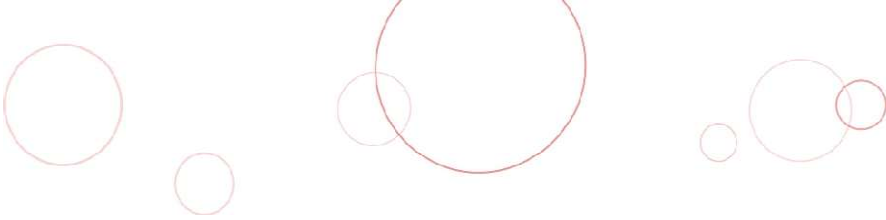
School Curriculum and Standards Authority – Appendix A: Freedoms in Australia retrieval chart

Teacher information

The intended audience for these reference documents are teachers, so teachers will need to filter the information and present it in a way that is suitable for their students (e.g. summary sheets, Microsoft® PowerPoint etc.).

The focus is on Speech and Political Communication (Teacher Reference Document 81), Movement (Teacher Reference Document 83), Association and Assembly (Teacher Reference Document 86) and Religion (Teacher Reference Document 87).

A one-minute elevator pitch involves students speaking on a topic for one minute, uninterrupted to a peer, structuring the information in a manner that is easy for the audience to understand.



Lesson outline

| Learning intention/s | Success criteria |
|--|--|
| <p>Students will:</p> <ul style="list-style-type: none">• explore key civil and political rights in Australia• understand when and why rights might be limited. | <p>Students can:</p> <ul style="list-style-type: none">• identify and categorise rights in Australia• explain key civil and political rights, and consider when it is acceptable to limit these rights. |

Introduction

- Students rank freedom of speech, association, assembly, religion and movement in order of importance to them, justifying their response.

Main activity

- Students are presented with information from Australian Constitution Centre factsheets (as summary sheets/PowerPoint etc.) on freedom of movement, assembly, speech, association and religion.
- Using information from the Australian Constitutional Centre, students complete Resource 2: *Freedoms in Australia Retrieval Chart* (Appendix A).
- Students return to their ranking exercise from the introduction, changing their order if needed and adding to their justification.

Review of learning

- Students pair up and complete a one-minute elevator pitch to their partner answering the question 'When is it acceptable for Australians to give up their rights? Justify your answer.'

Lesson 6

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

Civics and Citizenship

- The election process and how government is formed

Communicating and reflecting

- Represent information and/or data using appropriate formats to suit audience and purpose
-

Resources



Parliamentary Education Office – House of Representatives

<https://www.youtube.com/watch?v=5lyLUfxtBhk>



Parliamentary Education Office – The Senate

<https://www.youtube.com/watch?v=49tiG-svkX4>



Parliamentary Education Office – pp. 10–13 Your Parliament: Australia’s Parliament House

https://peo.gov.au/assets/Public/2024-PEO_Your-Parliament.pdf



Parliamentary Education Office – pp. 18–19 Your Parliament: Forming Government

https://peo.gov.au/assets/Public/2024-PEO_Your-Parliament.pdf

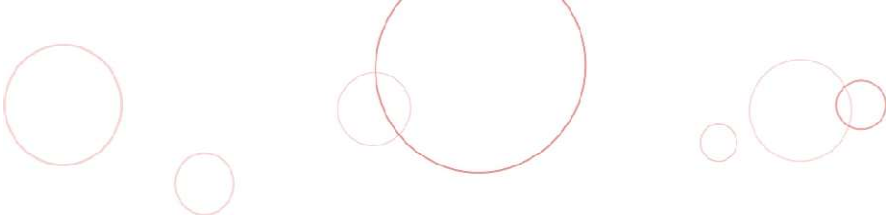


Parliamentary Education Office Forming the Australian Government

<https://peo.gov.au/teach-our-parliament/education-resources/quizzes/forming-the-australian-government>

Teacher information

This lesson recalls content that may have been covered in the Year 7 Civics and Citizenship content description ‘The different roles of the House of Representatives and the Senate in Australia’s bicameral parliament’ to set the foundation for the election process and how government is formed. The introduction activity serves as formative assessment to assess the students’ prior knowledge on this topic. Based on the results, the teacher should adjust the lesson accordingly.



Lesson outline

| Learning intention/s | Success criteria |
|---|---|
| <p>Students will:</p> <ul style="list-style-type: none">• understand the structure and function of the two houses of Australia's parliament• learn how the government is formed. | <p>Students can:</p> <ul style="list-style-type: none">• create an annotated sketch map of the House of Representatives and the Senate, including the roles and responsibilities of members of parliament and senators• explain the key differences between the House of Representatives and the Senate. |

Introduction

- Students recall knowledge from Year 7 Civics and Citizenship by answering the questions 'What is government?' and 'What does a bicameral parliament look like?'

Main activities

- Students watch the *House of Representatives* and the *Senate* videos.
- Students create an annotated sketch map of the two houses of parliament. They should include information about the roles and responsibilities of different members of parliament and senators.
- Using the images from *Your Parliament: Australia's Parliament House* pdf students add to their annotated sketch maps and correct any misunderstandings they may have included.
- Students read through *Your Parliament: Forming Government* pdf, and make notes for each of the headings, focussing on information related to the 'formation of government.'

Review of learning

Students complete the 10-question *Forming the Australian Government* online quiz.

Lesson 7

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

Freedom and democracy

- The election process and how government is formed

Questioning and researching

- 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

Resources



Australian Electoral Commission – Voting in Australia: Voting Rights p. 4
<https://education.aec.gov.au/teacher-resources/files/voting-in-australia.pdf>



Australian Electoral Commission – Voting in Australia: Getting ready to vote p. 12
<https://education.aec.gov.au/teacher-resources/files/voting-in-australia.pdf>



Behind the News – Compulsory Voting in Australia – Ask Annabel Crabb: Australian Election & Politics <https://youtu.be/RQhCsl-1LU>



National Museum of Australia – Defining Moments: Secret Ballot
<https://www.youtube.com/watch?v=bWwR2CUNudA>



Parliamentary Education Office – Federal Elections
<https://peo.gov.au/teach-our-parliament/education-resources/quizzes/federal-elections>



The Teacher Toolkit – 3-2-1
<https://www.theteachertoolkit.com/index.php/tool/3-2-1>

Teacher information

This lesson provides opportunity for teachers to explicitly teach reading comprehension and note-taking strategies using a strategy appropriate for their students and school context.

Lesson outline

| Learning intention/s | Success criteria |
|--|--|
| <p>Students will:</p> <ul style="list-style-type: none">understand key aspects of the Australian voting system, including voter eligibility, the secret ballot, and compulsory voting. | <p>Students can:</p> <ul style="list-style-type: none">identify and describe voter eligibility requirements, the secret ballot process, and the role of compulsory voting in Australiajustify their opinions on whether voting should be compulsory in Australia. |

Introduction

- Explain to students that in some democracies, such as the USA, voting is not compulsory. Conduct a class vote (use a simple hands up) on whether voting in Australia should be compulsory, and then prompt student from both sides of the vote to justify their view.

Main activity

- Students view the following four written and video information sources.
 - Voting in Australia: Voting Rights* pdf
 - Voting in Australia: Getting ready to vote* pdf
 - Compulsory Voting in Australia – Ask Annabel Crabb: Australian Election & Politics* video
 - Defining Moments: Secret Ballot* video
- Students make notes on voter eligibility, the secret ballot and compulsory voting in Australia using information from the information sources they view.
- Students complete a 3-2-1 strategy on their learning, and compare this with a partner.
- Revisit the class vote on compulsory voting on Australia, and highlight any changes to the number of students voting in favour/against compulsory voting. Ask students if anyone has changed the reason for their vote.

Review of learning

Students complete the 10-question *Federal Elections* online quiz.

Lesson 8

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

Freedom and democracy

- The election process and how government is formed

Analysing

- Interpret information and/or data to identify key relationships and/or trends displayed in various formats
-

Resources



Guardian Australia – The Australian election has been called ... now what? | voting 101
<https://www.theguardian.com/australia-news/video/2022/apr/10/voting-101-the-2022-australian-election-has-been-called-now-what-video>



Guardian Australia – Your election day guide – where and how to vote in the 2022 Australian election? | voting 101
<https://www.theguardian.com/australia-news/video/2022/may/17/voting-101-your-election-day-guide-where-and-how-to-vote-in-the-2022-australian-election-video>



Guardian Australia – What is preferential voting and how does it work in Australian elections? | voting 101
<https://www.theguardian.com/australia-news/video/2022/apr/22/voting-101-what-is-preferential-voting-and-how-does-it-work-in-australian-elections-video>



Parliamentary Education Office – Federal Elections
<https://peo.gov.au/understand-our-parliament/having-your-say/elections-and-voting/federal-elections>



Parliamentary Education Office –Your Parliament: Electing members of parliament pp. 14–15
https://peo.gov.au/assets/Public/2024-PEO_Your-Parliament.pdf



K20 Learn – Gallery Walk/Carousel
<https://learn.k20center.ou.edu/strategy/118>



K20 Learn – Two Stars and a Wish
<https://learn.k20center.ou.edu/strategy/83>

Teacher information

Students should have some prior knowledge of this process from Year 5 Civics and Citizenship. The introduction acts as a formative assessment task to establish the prior knowledge and understanding students have of the election process. Teachers should adjust their lessons appropriately based on students' current understanding of the topic.

A flow diagram is a simple graphic organiser that links ideas in a linear sequence, showing the progression from start to finish.

Lesson outline

| Learning intention/s | Success criteria |
|--|--|
| <p>Students will:</p> <ul style="list-style-type: none">• understand the election process in Australia, from the calling of an election to the counting of votes• learn how the outcomes of elections are determined. | <p>Students can:</p> <ul style="list-style-type: none">• create a flow diagram outlining the election process in Australia and identify any prior knowledge gaps• students can design a clear and informative 'how to vote' brochure for either the House of Representatives or the Senate. |

Introduction

- Students complete a two-minute flow diagram addressing/answering/in response to the question 'What is the election process in Australia?' to identify prior knowledge.

Main activity

- Students view the three *Voting 101* videos from Guardian Australia.
- As a class, identify and record the key information in the process from an election being called through to the counting of votes. Allow students to add this to their mind maps, correcting any misunderstandings and adding detail.
- Students produce a 'how to vote' brochure that instructs the public on how to prepare for a federal election, what to expect on the day, and how the outcome of the election results are determined. Teachers may assign the class to create this brochure for the House of Representatives, the Senate, or a combination of both.

Review of learning

- Students complete a *Gallery Walk/Carousel* of students completed brochures and reflect on their own work using the *Two Stars and a Wish* instructional strategy.

Lesson 9

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

Freedom and democracy

- The election process and how government is formed
- 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

Communicating and reflecting

- Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena

Resources



Guardian Australia – *What is preferential voting and how does it work in Australian elections | voting 101*

https://www.youtube.com/watch?v=eC_QqArDDiQ



Election material, including ballot papers (see teacher information)



Electoral Education Centre – *Student Elections: Teacher's Pack*

<https://www.elections.wa.gov.au/EEC/services/student-elections/teachers-pack>



Project Zero: Harvard Graduate School of Education – *The Explanation Game*

<https://pz.harvard.edu/resources/the-explanation-game>

Teacher information

This lesson can be adapted to suit your school's Years 7–10 planning and programming. The focus of this lesson should be on the procedure of an election and types of voting, using abstract candidates such as cartoon characters for the vote. This approach allows students to gain an understanding of the difference between first-past-the-post and preferential voting systems without involving political parties. In the Year 9 'Shaping voters decisions' unit, a political campaign may be conducted, ending in a class election that allows students to revisit this learning.

You will need to download, edit and print ballot papers for first-past-the-post and preferential voting. You should also review the guides within the teachers pack prior to the lesson.

The Electoral Education Centre also provides an online voting program and offers programs for excursions to its location in West Perth as well as incursions for schools unable to visit the Electoral Education Centre, including regional schools.

Lesson outline

| Learning intention/s | Success criteria |
|---|---|
| <p>Students will:</p> <ul style="list-style-type: none">• understand how first-past-the-post and preferential voting systems work in Australian elections• experience and compare these voting systems through in-class elections. | <p>Students can:</p> <ul style="list-style-type: none">• describe the first-past-the-post and preferential voting systems, including how votes are counted and winners are determined• complete an in-class election, accurately record the votes using a tally sheet, and identify the outcomes of each system. |

Introduction

- Students view the *What is preferential voting and how does it work in Australian elections | voting 101* video.

Main activities

- With reference to the first-past-the-post teachers guide from the *Student Elections: Teacher's Pack* activity, identify the candidates in your first election and explain the process of voting in a first-past-the-post election, including how votes will be counted at the end.
- Using the instructions in the *Student Elections: Teacher's Pack* activity, conduct an in-class election, and count the votes. Record the votes on the count tally sheet provided in the teachers pack.
- With reference to the 'Preferential voting' teachers guide, identify the candidates in your first election and explain the process of voting in a fully preferential system election, including how votes will be counted at the end.
- Conduct an in-class election, and count the votes. Record the votes on the count tally sheet provided in the teachers pack.

Review of learning

- In small groups or as a class, students complete *The Explanation Game* thinking routine using ideas from the election process as the focus, such as:
 - Who won in each type of election?
 - Why was it different?
 - Which system led to the fairest outcome?

Lesson 10

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

Freedom and democracy

- 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

Analysing

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

Resources



Parliamentary Education Office – Get involved

<https://peo.gov.au/understand-our-parliament/having-your-say/getting-involved/get-involved>



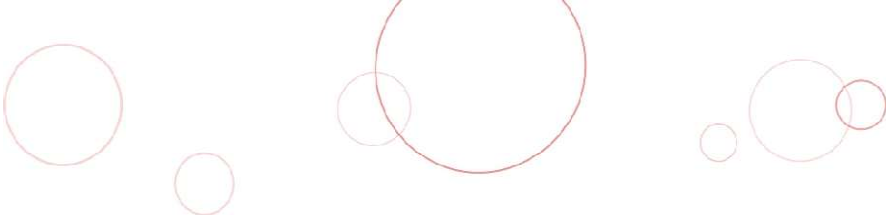
Parliamentary Education Office – Active Citizenship from Your Parliament pp. 26–27

https://peo.gov.au/assets/Public/2024-PEO_Your-Parliament.pdf



National Museum of Australia – Can you save Dingo Reserve? [https://digital-](https://digital-classroom.nma.gov.au/learning-modules/active-participation-defining-moments/can-you-save-dingo-reserve)

[classroom.nma.gov.au/learning-modules/active-participation-defining-moments/can-you-save-dingo-reserve](https://digital-classroom.nma.gov.au/learning-modules/active-participation-defining-moments/can-you-save-dingo-reserve)



Lesson outline

| Learning intention/s | Success criteria |
|--|--|
| <p>Students will:</p> <ul style="list-style-type: none">• understand the concept of active citizenship and how it can be practised• explore different methods of active citizenship and their impacts on communities. | <p>Students can:</p> <ul style="list-style-type: none">• summarise the seven types of active citizenship• assess the actions that an active citizen may take in a hypothetical situation. |

Introduction

- Working in groups, students brainstorm active citizenship using the following prompts:
 - What does it look like? (What would you see?)
 - What does it sound like? (What would you hear?)
 - What does it feel like? (How would it make you, or others, feel?)
- With the whole class, discuss what individuals and groups can do to be an active citizen.

Main activity

- Students read *Active Citizenship* (pp26–27) in the *Your Parliament* pdf.
- Students write a dot-point summary for each of the seven methods of Active citizenship.
- Students complete the *Can you save Dingo Reserve?* online activity.

Review of learning

Students to share their answers to Q3 and Q4 from the *Can you save Dingo Reserve?* online activity with a partner.

Lesson 11

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

Freedom and democracy

- 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

Communicating and reflecting

- Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources

Resources



ABC News – How to contact your local politician and be heard

<https://www.abc.net.au/news/2017-12-06/tips-for-contacting-local-politicians/9226664>



Parliament of Australia – How to address Senators and Members

https://www.aph.gov.au/Senators_and_Members/Contacting_Senators_and_Members/How_to_address_Senators_and_Members



Prompt material (e.g. newspaper articles or videos) providing information about current issues that affect young people in Australia



AITSL – Peer Feedback https://www.aitsl.edu.au/docs/default-source/feedback/aitsl-peer-feedback-strategy.pdf?sfvrsn=372dec3c_2

Teacher information

The prompt material provided for this lesson should address the major current issues facing young people in Australia today, and be relevant to the specific context of the school in which you teach.

Lesson outline

| Learning intention/s | Success criteria |
|--|---|
| <p>Students will:</p> <ul style="list-style-type: none">• understand how young people can engage in Australia’s democracy by contacting local members of parliament• develop skills in writing effective communication to government representatives. | <p>Students can:</p> <ul style="list-style-type: none">• propose possible solutions to current issues experienced by young people• develop a persuasive email or script to a local member of parliament• present constructive feedback to a peer on their written communication using a peer assessment tool. |

Introduction

- Students read prompt material supplied by teacher for current issues affecting young people. Ask students to select one issue that they are interested in and brainstorm possible solutions.

Main activity

- Explain that one method of participating in Australia’s democracy is through contacting your local member of parliament and telling them about how you feel about an issue.
- Students to read the ABC News article on ‘How to contact your local politician and be heard’ and the Parliament of Australia webpage on ‘How to address senators and Members’.
- Students create an email or script to their local member of parliament, highlighting the challenges and possible solutions from the prompt/s in the introduction activity, using information from the two readings.
- Students pair up and complete a peer assessment of their partner’s email or script using one of the strategies outlined in the AITSL *Peer Feedback* document.

Review of learning

- As a class, create a list of the positives and negatives of this method of participating in Australia’s democracy.

Lesson 12

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

Freedom and democracy

- 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

Resources



Parliamentary Education Office – Petitions

<https://peo.gov.au/understand-our-parliament/having-your-say/getting-involved/petitions>



National Museum of Australia – What happened with the Franklin Dam?

<https://digital-classroom.nma.gov.au/learning-modules/active-participation-defining-moments/11-what-happened-franklin-dam>

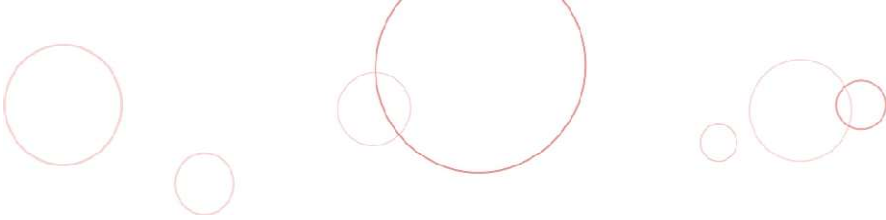


Parliamentary Education Office – Getting Involved

<https://peo.gov.au/teach-our-parliament/education-resources/quizzes/getting-involved>

Teacher information

The introduction to this lesson requires students to recall content from Lesson 11.



Lesson outline

| Learning intention/s | Success criteria |
|---|---|
| <p>Students will:</p> <ul style="list-style-type: none">• explore different methods of citizen participation in democracy• understand the role of petitions in Australian democracy and their historical significance, such as in the Franklin Dam case. | <p>Students can:</p> <ul style="list-style-type: none">• identify and explain the similarities and differences between the different methods citizens can use to participate in democracy• evaluate the effectiveness of different democratic participation methods. |

Introduction

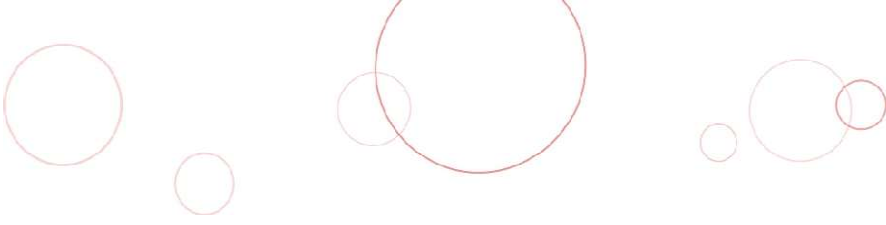
- Students read through the Parliamentary Education Office's *Petitions* fact sheet, and complete a Venn diagram illustrating the similarities and differences between 'contact with their local representatives' and 'petitions'.

Main activity

- Students read the information on the *What happened with the Franklin Dam?* activity.
- Students complete the questions on the *What happened with the Franklin Dam?* activity.

Review of learning

- Students write a description of the different methods (e.g. elections, protests, petitions, contacting their elected representatives) that citizens can use when participating in democracy. They then rank these from most effective to least effective. Students explain to a partner why they have placed the methods in this order.



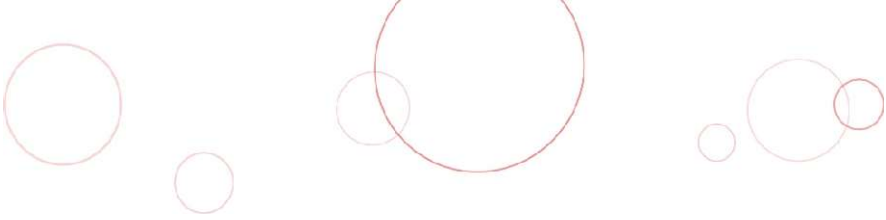
Lessons 13–16

See Appendix B: Assessment task – Inquiry



Appendix A

Resources



Resource 1: Defining democracy graphic organiser

| | |
|---|---|
| 1. Define the concept of democracy | |
| 2. Outline the principles of democracy | 3. How is the success of democracy measured? |
| 4. What challenges are faced by democracy? | 5. How can I participate in democracy? |



Resource 2: Freedoms in Australia retrieval chart

| | |
|--|---|
| <p>Speech and political communication (TRD 81)</p> <p>(a) What is the ‘implied freedom of political communication’?</p> <p>(b) Does Australia have an absolute right to free speech?</p> <p>(c) Why did the High Court say that political communication is important in Australia?</p> <p>(d) What types of communication are included under political communication?</p> <p>(e) Can some laws limit political communication? Provide an example.</p> | <p>Movement (TRD 83)</p> <p>(a) What does Section 92 of the <i>Australian Constitution</i> say about interstate movement?</p> <p>(b) Can a state prevent someone from another state entering it?</p> <p>(c) What was the outcome of the High Court case involving Dulcie Johnson during World War II?</p> <p>(d) How did the states restrict interstate movement during the COVID-19 pandemic?</p> <p>(e) Did the High Court allow Clive Palmer’s challenge to Western Australia’s border closure during the pandemic?</p> |
| <p>Association and assembly (TRD 86)</p> <p>(a) What is freedom of association?</p> <p>(b) What does freedom of assembly allow people to do?</p> <p>(c) Does the Australian Constitution directly protect freedom of association and assembly?</p> <p>(d) How can the ‘implied freedom of political communication’ protect freedom of assembly?</p> <p>(e) Why might some laws limit freedom of association, like the crime of ‘consorting’?</p> | <p>Religion (TRD 87)</p> <p>(a) What does Section 116 of the <i>Australian Constitution</i> say about religion?</p> <p>(b) Does Australia have an official national religion?</p> <p>(c) Can the government give money to religious schools in Australia?</p> <p>(d) Can someone refuse to follow a law because of their religion in Australia?</p> <p>(e) What was the High Court’s decision in the <i>Krygger v Williams</i> case about military service and religion?</p> |



Appendix B

Assessment task

Inquiry



Task details

| | |
|---------------------------------|---|
| Title | Inquiry |
| Description | Students conduct a brief inquiry into an issue and then construct an action plan for a particular strategy aimed at achieving political change or raising awareness of the issue. They will then complete an in-class written assessment in response to six questions. |
| Way of assessing | Inquiry |
| Evidence to be collected | Inquiry booklet Extended in-class written task |
| Suggested time | Inquiry, three lessons in class (Lessons 13–15) Extended in-class written task, 50 minutes (Lesson 16) |
| 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 tasks. |

Content descriptions

Knowledge and understanding

- The freedoms that enable active participation in Australia’s democracy within the bounds of the law, including freedom of speech, association, assembly, religion and movement
- 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

Humanities and Social Sciences skills

Questioning and researching

- Construct a range questions, propositions and/or hypotheses
- 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 appropriate ethical protocols to plan and conduct an inquiry

Analysing

- Use criteria to select relevant information and/or data such as accuracy, reliability, currency and usefulness to the question
- Interpret information and/or data to identify key relationships and/or trends displayed in various formats
- Apply subject-specific skills and concepts in familiar and new situations



Evaluating

- Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships

Communicating and reflecting

- Represent information and/or data using appropriate formats to suit audience and purpose
- Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena

Key concepts

Participation, rights and responsibilities.



Instructions to students

In this task you will research and construct draft materials for a strategy to promote change on an issue. The aim of the strategy is to influence State or Federal Parliament to make or change a law/regulation, or to raise public awareness of the issue in the community using methods that are within the bounds of the law.

Your inquiry must include:

- Step 1: Focus questions and Research
 - questions to cover the areas of your research
 - research notes on the issue of your choice
 - a bibliography using the format provided.
- Step 2: Action plan
 - your position on the issue
 - the purpose/goal of your strategy (The change you want to promote through your strategy and the message of your strategy.)
 - identification of the target audience
 - identification of the strategy to be used and the reason for selecting that strategy
 - identification of the freedoms that would be necessary in order for the strategy to be used
 - the methods needed for the strategy to stay within the bounds of the law.
- Step 3: Drafting materials
 - identification of the materials that must be created for the strategy
 - drafts of the strategy materials using subject-specific terms and concepts.

This assessment is made up of two parts:

Part 1

- Your revised research notes, bibliography and action plan that form part of the student inquiry booklet will be collected and assessed.

Part 2

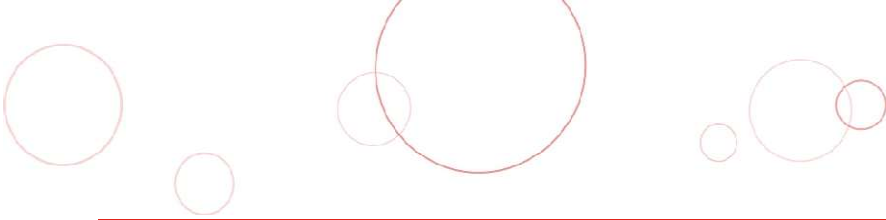
- This is an in-class written assessment based on your research and action plan.
- You will be able to refer to your student inquiry booklet.



Questioning and researching

Develop focus questions for each area of your research.

| Research area | Focus questions |
|--|-----------------|
| Issue being investigated | |
| Extent of the issue being investigated | |
| Level of government responsible for issue | |
| Arguments for resolving the issue | |
| Arguments against resolving the issue; e.g. costs involved | |
| Consequences if issue is not resolved/acted on | |
| Focus question 1: | |
| Notes | |

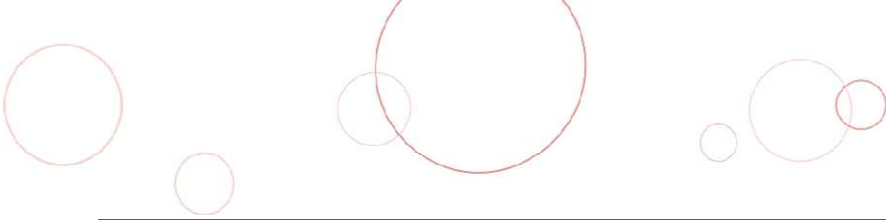


Focus question 2:

Notes

Focus question 3:

Notes

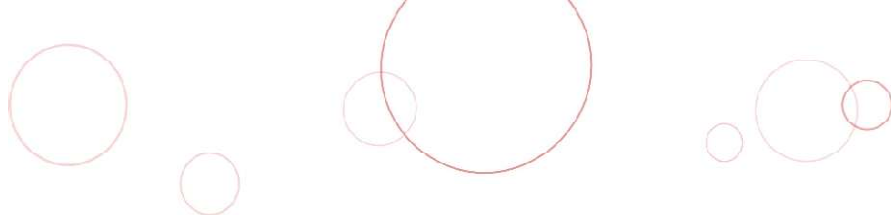


Focus question 4:

Notes

Focus question 5:

Notes



References

The ethical recording and communicating of evidence

List the bibliographical information of all the resources you have used for your research. You are legally required to acknowledge the author or editor who wrote or compiled the information you have used to complete the task.

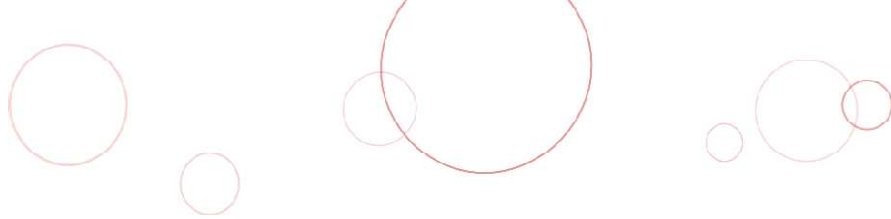
Bibliography/reference list framework

Books

| Author | Year | Title | Publisher | Place |
|--------|------|-------|-----------|-------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Encyclopedia or dictionary

| Author | Year | Title of article | Title of encyclopedia | Vol | Publisher | Place | Page/s |
|--------|------|------------------|-----------------------|-----|-----------|-------|--------|
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Magazine articles

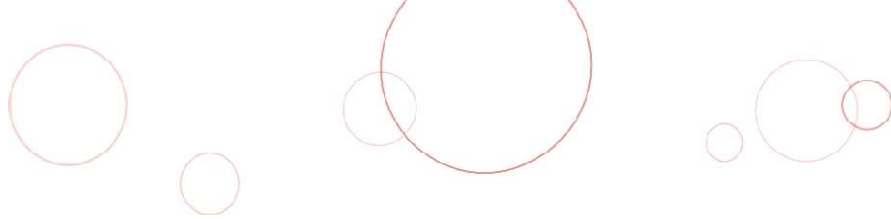
| Author | Year | Title of article | Title of magazine | Volume | Number | Page/s |
|--------|------|------------------|-------------------|--------|--------|--------|
| | | | | | | |
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| | | | | | | |

Newspaper articles

| Author | Year | Title of article | Title of newspaper | Date | Page/s |
|--------|------|------------------|--------------------|------|--------|
| | | | | | |
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Films or videos

| Title | Year | Format | Publisher | Place |
|-------|------|--------|-----------|-------|
| | | | | |
| | | | | |



World wide web – documents

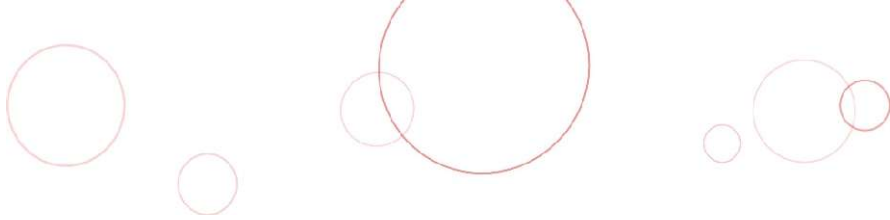
| Author | Year or last update | Title of website | Date retrieved | URL (website address) |
|--------|---------------------|------------------|----------------|-----------------------|
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World wide web – images

| Title | Format | Year | Date retrieved | URL (website address) |
|-------|--------|------|----------------|-----------------------|
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Online encyclopedias

| Title of article | Year | Title of website | Date retrieved | URL (website address) |
|------------------|------|------------------|----------------|-----------------------|
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Analysing and evaluating

Step 2: Action plan

Draft a plan for promoting change for your chosen issue.

Do you support or oppose the issue?

Change/Message

What change do you want to promote? What is your key message (e.g. slogan or phrase)?



Audience/s

Who is your target audience/s? Who needs to hear or see your message? What level of government has responsibility for this issue? (Local Council, State Government, Australian Government). Explain your answer.

Strategies

What strategy will you use? Choose one from the following:

- a letter to the Member of Parliament responsible for the issue
- a petition with an explanatory pamphlet to accompany it
- a promotional poster and explanatory pamphlet for a rally or protest
- a television or radio advertisement to launch your campaign or advertise a rally or protest march.

Strategy you have chosen and reason/s for your choice (think about your audience):



Freedoms needed for strategy

Refer to your notes on the freedoms that enable active participation in Australia's democracy.

What freedoms would be necessary in order to conduct your strategy?

Why are these freedoms necessary for your strategy?

Participation within the bounds of the law

Refer to your notes about the freedoms that enable active participation in Australia's democracy and the limits that are placed on these freedoms

- How will you stay within the bounds of the law while presenting your strategy for change?

- What limits could be placed on your strategy?

- Will you need to contact the police or another organisation for permission to carry out your strategy?



Written validation: How can we participate in Australia's democracy?

Part 2

This task is to be completed in class under standard test conditions.

Students may refer to their student inquiry booklet.

Time for the task: **50 minutes**

Refer to your student inquiry booklet and what you have learnt in class to help answer the questions below.

1 (a) Name the issue you selected for your inquiry.

1 (b) Describe the change or message you wanted to promote through your strategy. (2 marks)

2 (a) Name the strategy you chose to use.

2 (b) Explain why you chose to use this strategy. (3 marks)



3 Give **two** reasons people use particular strategies to promote their ideas for change. (6 marks)

Reason 1

Reason 2

4 Explain why all strategies need to take place within the bounds of the law in a democracy.
Use examples to support your answer. (4 marks)



Reflection

5 Give **one** reason why this strategy might succeed and **one** reason this strategy might not succeed. (4 marks)

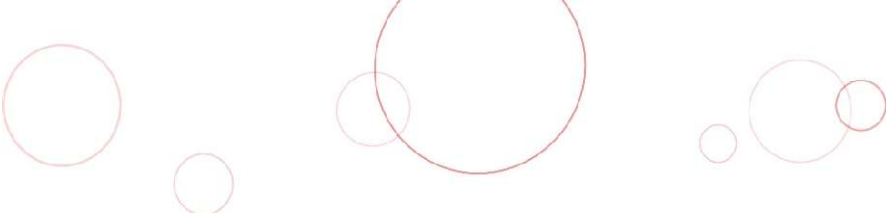
Reason strategy may succeed

Reason strategy may not succeed

6 (a) Identify the parts of your inquiry task that you did well. (2 marks)

Marking key: Part 1

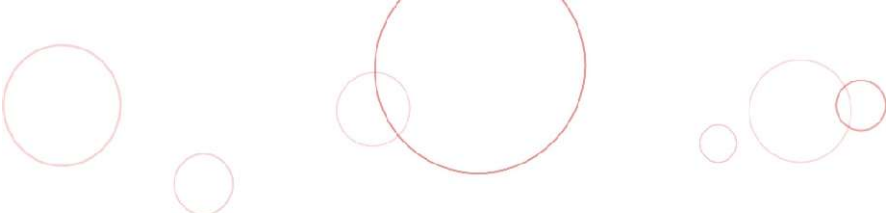
| Description | Marks |
|--|-----------|
| Student inquiry booklet – Focus questions | |
| Constructs a range of questions that relate to the areas of the inquiry. | 3 |
| Constructs questions that relate to some areas of the inquiry. | 2 |
| Constructs simple questions that may not relate closely to the areas of the inquiry. | 1 |
| Subtotal | /3 |
| Student inquiry booklet – Collection of information | |
| Collects relevant information and/or data from a range of appropriate sources. | 3 |
| Collects information and/or data from a few sources. | 2 |
| Collects some facts from one or two sources. | 1 |
| Subtotal | /3 |
| Student inquiry booklet – Bibliography | |
| Includes a range of sources (web sites, print materials and visual media) in the bibliography and correctly follows the referencing techniques approved by the school. | 2 |
| Includes limited sources in the bibliography and mostly follows the referencing technique approved by the school. | 1 |
| Subtotal | /2 |
| Action plan – Message and target audience | |
| Provides a clear message/purpose/goal for the strategy. | 2 |
| Provides a message/purpose/goal that may not be clear. | 1 |
| Subtotal | /2 |
| Identifies correctly the target audience/s for the strategy and explains why this group is the target audience. | 3 |
| Identifies correctly the target audience/s for the strategy. | 2 |
| Identifies an audience for the strategy which may not be the most relevant audience. | 1 |
| Subtotal | /3 |



| Description | Marks |
|--|------------|
| Action plan – Freedoms and participation within the bounds of the law | |
| Explains the freedoms that would be necessary to conduct the strategy. Explains the limits that may be placed on the strategy to stay within the bounds of the law. | 5–6 |
| Outlines some of the freedoms that would be necessary to conduct the strategy. Outlines some of the limits that may be placed on the strategy to stay within the bounds of the law. | 3–4 |
| Lists one or two the freedoms that would be necessary to conduct the strategy. Or Identifies a limit that may be placed on the strategy to stay within the bounds of the law. | 1–2 |
| Subtotal | /6 |
| Total | /19 |

Marking key: Part 2

| Description | Marks |
|---|-----------|
| Validation – Question 1 (b) | |
| Describes the change/message that was promoted through the strategy. | 2 |
| Lists the change/message promoted. | 1 |
| Subtotal | /2 |
| Validation – Question 2 (b) Analysing | |
| Explains the choice of strategy giving clear reasons for the choice. | 3 |
| Identifies a reason for the choice of strategy. | 2 |
| Makes general statements about the strategy that was chosen. | 1 |
| Subtotal | /3 |
| Validation – Question 3 Analysing and evaluating For each reason provided: (2 x 3 marks) | |
| Provides a valid reason for people choosing to use particular strategies to promote their ideas for change at election time. | 3 |
| Provides a reason for people choosing to use particular strategies to promote their ideas for change. May not make the connection to the importance of the strategies used at election time. | 2 |
| Makes general statements about using particular strategies. | 1 |
| Subtotal | /6 |
| Validation – Question 4 Analysing and evaluating | |
| Explains clearly why strategies need to take place within the bounds of the law. Provides relevant examples to support the response. | 4 |
| Explains why strategies need to take place within the bounds of the law. Provides an example/s that may support the response. | 3 |
| Describes why strategies need to take place within the bounds of the law. May provide an example. | 2 |
| Makes general statements about strategies and/or the bounds of the law. | 1 |
| Subtotal | /4 |
| Reflection – Question 5 Communicating and reflecting For each reason provided: (2x 2 marks) | |
| Provides a reason why the campaign strategy might succeed/might not succeed. | 2 |
| Makes general statements about the campaign strategy. | 1 |
| Subtotal | /4 |



| Description | Marks |
|--|------------|
| Reflection – Question 6 (a) Communicating and reflecting | |
| Identifies correctly those parts of the inquiry that were done well. | 2 |
| Makes general statements about the inquiry process. | 1 |
| Subtotal | /2 |
| Reflection – Question 6 (b) Communicating and reflecting | |
| Reflects on the inquiry task to correctly identify those parts that could have been improved and explains in detail how the improvements could have been made. | 4 |
| Reflects on the inquiry task to correctly identify some parts that could have been improved and explains how the improvements could have been made. | 3 |
| Describes the inquiry process, lists some things that could have been improved and describes how the improvements could have been made. | 2 |
| Makes general statements about improving the inquiry task process. | 1 |
| Subtotal | /4 |
| Total | /25 |

