

Forming Government

ACHCK075 ACHCK076

Year 6

Essential concepts:

- Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.
- Students continue to build on their understanding of the concepts of the Westminster system, democracy, democratic values, justice and participation.
- Students examine the role of key players in the political system, the way citizens' decisions are shaped during an election campaign and how a government is formed.

Achievement standard:

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

Curriculum descriptor	Suggested Lessons	Resources	Assessment	Excursions
<p>Content: ACHASS075</p> <p>Skills: WAHASS79 WAHASS80</p> <p>Cross</p>	<p>Lesson 1: Focus Questions:</p> <ul style="list-style-type: none"> • What is Australia's system of government? • And in particular, what role do political parties and independents play in Australia's system of government? <p>1. Identify student's prior knowledge with a brainstorm using key words/terms. Students assigned a word/term</p>	<p>PEO Fact Sheets</p> <p>MOAD Prime Facts System of government</p> <p>Parliament @ work</p>		

<p>Curriculum Priorities: NIL</p> <p>General Capabilities: L, ICT, CCT</p>	<p>they do not understand to research and provide a definition for a whole class glossary.</p> <p>2. Class to construct a range of questions based on “who, what, where, how and why” on two key features of our system of government – namely political parties and independents.</p> <p>3. Students to research and report back.</p>			
<p>Content: ACHASS075</p> <p>Skills: WAHASS82 WAHASS85</p> <p>Cross Curriculum Priorities: NIL</p> <p>General Capabilities: L, ICT, CCT, PSC, EU</p>	<p>Lesson 2: Focus Question:</p> <ul style="list-style-type: none"> Why do we have different political parties? <p>1. Divide students into teams to research the history and platforms of current political parties. Teams to produce a brochure/flyer including the political party’s history and current platform.</p> <p>2. Teams to create and name their own political party (and slogan) and present its platform (perhaps to be based on an issue at school or in the local community) through a 30 second advertisement via a medium of their choice.</p> <p>3. Once all advertisements have been watched/heard, students to write an explanation to justify which political party they would vote for allowing students the opportunity to make the connection: we vote for the political party which most closely aligns to our values and priorities.</p>	<p>AEC Current register of political parties</p>		<p>Visit to the Constitutional Centre of WA Forming Government Students investigate examples of different types of political parties, independent members of parliament and how government is formed. A short role play highlights the hung parliament of 2010. The activity concludes with a jeopardy style quiz. Make a booking</p>
<p>Content: ACHASS075</p> <p>Skills: WAHASS91</p> <p>Cross Curriculum Priorities: NIL</p>	<p>Lesson 3: Focus Question:</p> <ul style="list-style-type: none"> What role do political parties and independents play in forming government? <p>1. Using the current breakdown of the House of Representatives, discuss how government is formed in the lower house. Identify if it is a majority or minority government. Class to replicate the current formation of government as a whole class activity (students to split into government/opposition/minor parties/independents as required.)</p>	<p>APH House of Representatives</p> <p>SMH article Minority government fear campaign</p> <p>The Conversation What Westminster can learn from minority government in Australia</p>	<p>Graphic Organiser Comparison of majority and minority governments</p>	

<p>General Capabilities: L, N, ICT, CCT, PSC</p>	<p>2. Discuss and/or role play how bills would proceed in this chamber and why. Compare this to how bills would proceed in the opposite type of government. (Extension activity: replicate the activity for the current make-up of the Upper House and the passing of a bill).</p> <p>3. Assessment Task: Students to compare majority and minority governments including the role of political parties and independent MPs. Research the advantages and disadvantages of both and draw conclusions. Students to present their findings and conclusion in a graphic organiser.</p>			
<p>Content: ACHASS76</p> <p>Skills: WAHASS91 WAHASS92</p> <p>Cross Curriculum Priorities: NIL</p> <p>General Capabilities: L, N, ICT, CCT, PSC,</p>	<p>Lesson 4: Focus Question:</p> <ul style="list-style-type: none"> How are citizens' choices shaped at election time? <p>1. With 2019 being a Federal election year, students to research what issues and concerns may influence citizen's choices at the ballot box. In their research: public debate, the media, opinion polls, advertising, interest groups, and political party campaigns.</p> <p>2. Students to share their findings and conclusions.</p>			
<p>Content: ACHASS076</p> <p>Skills: WAHASS85 WAHASS90</p> <p>Cross Curriculum</p>	<p>Lesson 5: Focus Question:</p> <ul style="list-style-type: none"> How is social media used to influence people's understanding of current issues? <p>1. Students to read/research articles on how political parties use social media to promote their political campaigns and causes.</p> <p>2. Students to write a letter to the editor on their reaction to</p>	<p>ABC article WA Election – how political parties are using your Facebook profile to target you</p> <p>ABC article Queensland Election the power of the social media campaign</p>		

<p>Priorities: NIL</p> <p>General Capabilities: L, ICT, CCT, PSC</p>	<p>the articles.</p> <p>3. Students to share their letter with other students to promote discussion on alternative views. Class to decide if a letter/s should be forwarded to the newspaper.</p>			
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Key	
ATSI HC	Aboriginal and Torres Strait Islander histories and cultures
AAA	Asia and Australia's engagement with Asia
S	Sustainability
L	Literacy
N	Numeracy
ICT	Information and Technology capability
CCT	Critical and creative thinking
PSC	Personal and social capability
EU	Ethical Understanding
IU	Intercultural Understanding