

Title	My Right, My Responsibility, My Vote!
Learning area	HASS (Civics and Citizenship)
Other LAs	English (writing) and Digital Technologies
Year Level(s)	Year 5

Background information

Brief Description of the Task:	Students create a brochure (or infographic) describing the key features of Australia's electoral process, including the role of the Australian Electoral Commission, compulsory and preferential voting and any other interesting facts about our system of voting. https://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0008/194219/HASS-C-And-C-Year-5-Sample-Assessment-Task-How-to-vote-brochure.pdf Prior to this task, students will participate in a voting experience as outlined by the WA Electoral Education Centre www.elections.wa.gov.au/EEC sourced from the Teacher's pack (guide to conducting elections in the classroom) www.elections.wa.gov.au/EEC/services/student-elections/teachers-pack
Context summary	WA Curriculum Content Descriptor: The key features of the electoral process in Australia, such as compulsory voting, secret ballot, preferential voting
Description of purpose (Learning Intention)	Students will demonstrate several key concepts and skills in completing this research activity, including democratic values, the Westminster system, participation, rights and responsibilities by questioning, analysing sources and developing evidence-based facts to include in their brochure.

Summary of Links to the Western Australian Curriculum *(Relevant areas shaded at completion of the student activities)*

Content Strand	HASS Knowledge and Understanding			HASS Skills			
	Key Concepts <i>History</i> <i>Civics and Citizenship</i>	Continuity and change	Cause and effect		Significance	Perspectives	Empathy
Participation		Rights and Responsibilities		Democracy			
General capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical Understanding	Personal and social capability	Intercultural understanding
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures		Asia and Australia's engagement with Asia		Sustainability		

Relevant Aspects of the Achievement Standard

Highlighted areas show the parts of the achievement standard relevant to this task, in YOUR context.

At Standard, students develop questions for a specific purpose. They locate and collect relevant information and/or data from primary and/or **secondary sources**, using appropriate methods to organise and record information. Students apply **ethical protocols** when collecting information. They use criteria to determine the relevance of information and/or data. Students interpret information and/or data, sequence information about events, identify different perspectives, and describe **cause and effect**. They use a variety of appropriate formats to translate collected information and draw conclusions from **evidence** in information and/or data. Students engage in a range of processes when making decisions in drawing conclusions. They consider audience and purpose when selecting appropriate communication forms. Students develop a variety of texts that incorporate **source** materials, using some subject-specific terminology and concepts. They reflect on findings to refine their learning. Students identify the key **features** of **Australia's democracy**, describe the electoral process, and explain the **significance** of laws and how they are enforced. They describe how participation in groups can benefit the **community**. Students identify the imbalance between **wants** and resources, and the impact of **scarcity** on **resource allocation**. They identify that, when making choices, people use strategies to inform their purchasing and financial decisions. Students identify the location of North America and South America and their major countries, in relation to Australia. They describe the **characteristics of places**, and the interconnections between places, people and environments. Students identify the impact of these interconnections and how people manage and respond to a geographical challenge. Students identify the **cause and effect of change** on Australia's colonies, and describe aspects of the past that have remained the same. They describe the different experiences of people in the past. Students recognise the **significance** of a group, individual, event or **development** in bringing about **change** in the Swan River Colony.