

Assessment – Group work

NAMES

The Australian Constitution presentation

Your group must consider your scenario and which parts of the Constitution it involves.

Your scenario will relate to one of the following curriculum topics:

- separation of powers
- levels of government
- roles of the houses of Parliament
- role of the Executive.

Prepare a class presentation that gives a solution to your scenario and explains how it relates to one of the above curriculum topics.

Your presentation could be a media interview with experts, a poster to describe to the class, a play, a movie, a song, or another idea that your group decides on.

Each group member must participate in research **and** presentation.

Before you begin, spend a few minutes as a group thinking of questions about your scenario and curriculum topic to focus your research. You must include evidence to support your solution.

Your presentation must include:

- How your topic relates to the Constitution.
- Three to five main points for the class to copy down.
- At least one visual element.
- A correctly-referenced written list of sources (bibliography).

Your presentation should go for 4 to 7 minutes, and should be planned and rehearsed.

Use the list provided to begin your research (but try to use more resources than these).

Don't forget to check on the marking rubric that you have remembered everything

Marking rubric

	ABOVE SATISFACTORY	SATISFACTORY	BELOW SATISFACTORY
CONTENT			
Explanation of how the topic relates to the Australian Constitution	Demonstrates an excellent understanding of how the topic relates to the Australian Constitution	Demonstrates a satisfactory understanding of how the topic relates to the Australian Constitution	Does not demonstrate a satisfactory understanding of how the topic relates to the Australian Constitution
Research of the specific topic	Excellent research of the curriculum topic is evident	Satisfactory research of the curriculum topic is evident	Satisfactory research of the curriculum topic is not evident
Inclusion of obvious 'main points' of topic	Main points included are a clear and accurate summary of the topic	Main points included are a summary of the topic	Main points are not included or not relevant to the topic No main points are included
Use of a range of sources to gather evidence	Three or more sources used to gather evidence Sources are referenced correctly	One to two sources used to gather evidence Sources are mostly referenced correctly	No sources referenced Sources are not referenced correctly
Solution to the scenario	A clear and appropriate explanation of all aspects of the solution to the scenario	An appropriate explanation of main aspects of the solution to the scenario	A limited or incongruous explanation of the solution to the scenario
PRESENTATION			
Using subject-specific language	Frequent accurate use of subject-specific terms and language	Some accurate use of subject-specific terms and language	Limited correct use of subject-specific terms and language
Communication	Well planned, rehearsed, fluent delivery of presentation demonstrated	Planned and somewhat rehearsed delivery of presentation demonstrated	Delivery of presentation shows a lack of planning and rehearsal
Interaction skills	Displayed excellent interaction skills such as body language and voice qualities to add interest and meaning	Displayed satisfactory interaction skills such as body language and voice qualities to add interest and meaning	Displayed limited interaction skills such as body language and voice qualities to add interest and meaning
Group involvement	All group members contributed effectively to planning, research and presentation	Group members generally contributed to planning, research and presentation	Group was not cohesive and tasks were not divided amongst all members
Length of presentation	Presentation goes for 4 to 7 minutes	Presentation goes for 2 to 4 minutes or 7 to 9 minutes	Presentation goes for less than 2 minutes or more than 9 minutes

Teacher's comments:

Grade/mark:

Scenario 1: Graffiti issue

The Australian Government has decided that there is too much graffiti in Australian cities. A study has shown that most graffiti is done by youths at night time. The government plans to prevent more graffiti by imposing a curfew on 12 to 17 year olds throughout Australia. This curfew would make it illegal for youths to be in public spaces without adult supervision during the hours of 8pm and 6am. The consequence of breaking this law would be community service. Who would make this law? Who would put this law into action? Who would make judgements about this law? How would all this be done?

To start research:

- Fact sheet: tinyurl.com/FS-Sep-Powers
- House of Representatives Infosheet: tinyurl.com/Infosheet20

Scenario 2: Movie classifications

The Australian Government has decided that stricter movie classification ratings should now be enforced. In particular, the government believes that children under the age of 15 should not be able to view M rated movies at the cinema without an accompanying adult. Who would make this law? Who would put this law into action? Who would make judgements about this law? How would all this be done?

To start research:

- Fact sheet: tinyurl.com/FS-Sep-Powers
- House of Representatives Infosheet: tinyurl.com/Infosheet20

Scenario 3: Flood disaster

A major flood has affected communities in your state or territory. Houses have been destroyed, as well as lots of commercial and public buildings. Roads, electricity lines and sportsgrounds have also been damaged. Many things need to be cleaned up and fixed. What can the different levels of government do to help the situation? What can each level do to try to prevent a similar disaster from happening again?

To start research:

- Fact sheet: tinyurl.com/FS-Three-Levels
- Closer Look: tinyurl.com/CL-Gov-Aust

Scenario 4: Making Australia greener

The Australian Government has conducted a national survey and found out that many people would like to make Australia greener. People have given lots of suggestions for how this might be done. What can the different levels of government do to put suggestions into action?

How would they be able to work together to do this? Which plans might be organised by each level of government?

To start research:

- Fact sheet: tinyurl.com/FS-Three-Levels
 - Closer Look: tinyurl.com/CL-Gov-Aust
-

Scenario 5: Junk food advertising

The Australian Government wants to make a law to ban junk food advertising on television, to encourage children to make healthy choices. The opposition is concerned the bill is unfair to adults who want to see these ads. A minor party member agrees with the bill, but suggests that fast food companies should be allowed to advertise healthier options.

How are the roles of the houses of Parliament part of the process for making this law?

To start research:

Fact sheets:

- tinyurl.com/FS-HoR
 - tinyurl.com/FS-Senate
 - tinyurl.com/FS-Parliament
-

Scenario 6: Sports program

The Australian Government wants to make a law to pay top professional sports people to run intensive 20 hour programs in primary schools. The opposition is concerned that this will make students feel they have to perform at an elite level. A minor party member thinks the sports program is a good idea, but suggests that 20 hours is too much.

How are the roles of the houses of Parliament part of the process for making this law?

To start research:

Fact sheets:

- tinyurl.com/FS-HoR
 - tinyurl.com/FS-Senate
 - tinyurl.com/FS-Parliament
-

Scenario 7: Endangered species

The Australian Minister for the Environment has been talking to their government department about the need to protect endangered tree frogs. The minister wants to create a policy (a plan of action) to save these frogs. This plan will include writing a bill (an idea for a law) to set out how this will be achieved. Who will be involved in preparing this policy? Who will write the bill? How will the law be made? How will the law be put into action?

To start research:

Fact sheets:

- tinyurl.com/FS-Ministers
- tinyurl.com/FS-Cabinet

Scenario 8: Preschool equipment

The Australian Minister for Education has been talking to their government department about the need to help young children develop their physical skills. The minister wants to create a policy (a plan of action) to provide more outdoor play equipment for preschools. This plan will include writing a bill (an idea for a law) to set out how this will be achieved. Who will be involved in preparing this policy? Who will write the bill? How will the law be made? How will the law be put into action?

To start research:

Fact sheets:

- tinyurl.com/FS-Ministers
- tinyurl.com/FS-Cabinet