

Research Australian electorates

Select 3 electorates (your own, an electorate from another state or territory, and an electorate that is either larger or smaller than your own) and fill in the table below.

ELECTORATE NAME	SIZE	LOCATION	POPULATION	TOP 3 OCCUPATIONS	TOP 3 AGE GROUPS	NAME DERIVATION (WHY DID THEY CALL THE ELECTORATE BY THIS NAME?)

What groups do you know of in Australia? Write 3 specific examples in each category.

GROUP TYPE	SPECIFIC EXAMPLES
<p>Religious groups e.g. Sikhism, Christianity</p>	
<p>Community groups e.g. Rotary, Rural Fire Service</p>	
<p>Sporting groups e.g. rowing clubs, netball clubs</p>	
<p>Special interest groups e.g. choirs, community theatre</p>	
<p>Place-based groups e.g. local stream watch group</p>	
<p>Political/social change groups e.g. issue based groups</p>	
<p>Clubs e.g. dog club, bushwalking group</p>	
<p>Other</p>	

Pick 3 of the groups you identified above (1 only from each category) and complete the table below.
 Use the *national symbols* fact sheet to complete the Australia column.

	GROUP A	GROUP B	GROUP C	AUSTRALIA
What is the purpose of the group?				
Does the group have regular gatherings or events?				
Does the group have special songs, words, jargon or slang?				
What symbols does the group have? Are there flags, insignia, emblems, crests, mascots, uniforms or other?				

Activity 1

Imagine that your group is the social committee for your local sports club. You are holding a party to raise money for the club and you need to organise it. How many people do you expect to attend? Do you need to cater for a large or small group?

Provide a shopping list of what you will need.

SHOPPING LIST

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Activity 2

Two committee members will be doing the shopping. Will you let them make some decisions about the types of items or the brands they buy? Decide which details the whole committee needs to organise altogether and which details you will leave up to those shopping. This is called **delegating** power to the shoppers.

DETAILS TO BE ORGANISED	COMMITTEE DECISION	DELEGATED POWER
EXAMPLE: <i>Soft drink</i>	<i>Amount to buy</i>	<i>Choose flavours and brands</i>

Delegated law

The Australian Parliament makes laws for Australia. Sometimes it gives the power to make decisions about the details of these laws to the relevant minister, executive office-holder or government department. This is called delegated law because the power has been delegated to that person or department. The Parliament holds the right to overrule these delegated decisions if it does not agree with them.

Curriculum alignment — Year 8

Australian Curriculum 8.4

After completing this Unit of work and associated assessment tasks, students will have met the achievement standard for the Year 8 Australian Civics and Citizenship Curriculum.

Knowledge

By the end of Year 8, students analyse features of Australian democracy, and explain features of Australia's democracy that enable active participation. They recognise different types of law in Australia and explain how laws are made. They identify the diverse belief systems in Australia and analyse issues about national identity and the factors that contribute to people's sense of belonging.

Skills

When researching, students develop a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance. They explain different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and develop solutions to an issue. Students develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They identify ways they can be active and informed citizens in different contexts.

Australian Curriculum 9.0

For students to meet the achievement standard for the Year 8 Australian Civics and Citizenship Curriculum, they will need to complete this Unit of work and additional topics from the Year 7 and 9 Units of work, and associated assessment tasks.

Knowledge

By the end of Year 8, students explain how Australians are informed about and participate in their democracy. They describe the roles of political parties and elected representatives in Australian government. They explain the characteristics of laws, how laws are made and the types of law in Australia.

Skills

Students develop questions and locate, select and organise relevant information from different sources to investigate political and legal systems, and contemporary civic issues. They analyse information and identify and describe perspectives and challenges related to political, legal or civic issues. They explain the methods or strategies related to civic participation or action. Students use civics and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments.

Unit assessment overview

This Unit of work provides a range of informal and formal assessment items. The suggested formal assessment task is a written submission to a parliamentary committee that explains an issue and presents perspectives. This task aligns to the Year 8 Australian Civics and Citizenship Curriculum, including skills components. [PEO quizzes](#) could be used as further assessment items. Teachers will need to develop an appropriate marking criterion and rubric using the relevant Australian Curriculum content descriptors.

Australian Curriculum 8.4	Australian Curriculum 9.0	Topic	Learning goals and success criteria
<p>Knowledge ACHCK061 ACHCK065 ACHCK066 ACHCK067</p> <p>Skills ACHCS068 ACHCS069 ACHCS070</p>	<p>Knowledge AC9HC8K05 AC9HC8K06</p> <p>Skills AC9HC8S01 AC9HC8S02 AC9HC8S03</p>	<p>Topic 1 Belonging and identity</p>	<p>Students will understand: The features of Australia's democracy that enable active participation.</p> <p>Different perspectives about our national identity and factors that contribute to a sense of belonging.</p> <p>Identify the diverse belief systems in Australia and analyse issues about national identity and the factors that contribute to people's sense of belonging.</p> <p>Students will be able to: Develop and answer a range of questions to investigate Australia's political system.</p> <p>Critically analyse information and ideas from a range of sources.</p> <p>Explain different points of view on civics/citizenship.</p>
<p>Knowledge ACHCK063 ACHCK064</p> <p>Skills ACHCS070</p>	<p>Knowledge AC9HC8K03 AC9HC8K04</p> <p>Skills AC9HC8S03</p>	<p>Topic 2 Laws</p>	<p>Students will understand: The different types of laws in Australia and how these laws are made.</p> <p>Students will be able to: Develop a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from a range of sources for relevance.</p>
<p>Knowledge ACHCK061 ACHCK062</p> <p>Skills ACHCS071 ACHCS072 ACHCS073 ACHCS074</p>	<p>Knowledge AC9HC8K01</p> <p>Skills AC9HC8S04 AC9HC8S05</p>	<p>Topic 3 Active citizenship</p>	<p>Students will understand: How citizens can participate in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement.</p> <p>Students will be able to: Identify ways they can be active and informed citizens.</p> <p>Explain different points of view on civics/citizenship.</p> <p>Take into account multiple perspectives and use democratic processes to develop solutions to an issue.</p> <p>Present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts.</p>
	<p>And: Knowledge AC9HC8K05</p>	<p>Addressed in Year 7 Topic 3: A diverse and cohesive society</p>	
	<p>And: Knowledge AC9HC8K01 AC9HC8K02</p>	<p>Addressed in Year 9 Topic 1: Media literacy Topic 2: Political parties Topic 3: Election campaigns</p>	