

Find your topic below and complete the associated research.

## GROUP 1

### Separation of powers

As a group, discuss the separation of powers under the Australian Constitution using the PEO *Separation of powers: Parliament, Executive and Judiciary* fact sheet and by viewing the PEO *Playing fair* interactive. Consider how your group can best illustrate what these powers are and how they work together to the rest of the class, and then work on producing your poster.

## GROUP 2

### The Governor-General

As a group, discuss the role of the Governor-General under the Australian Constitution using the PEO *Governor-General* fact sheet. Consider how your group can best illustrate the role of the Governor-General to the rest of the class, and then work on producing your poster.

## GROUP 3

### Role of the Executive

As a group discuss the role of the Executive using the PEO *Ministers and shadow ministers* and PEO *Cabinet* fact sheets. Consider how your group can best illustrate the roles of ministers and Cabinet to the rest of the class, and then work on producing your poster.

## GROUP 4

### Roles of the houses of Parliament

As a group, watch the PEO *The Senate* and *The House of Representatives* videos, and discuss the composition and roles of the Australian Parliament using the PEO *Australian Parliament* fact sheet. Consider how your group can best illustrate the composition and role of the Senate and House of Representatives to the rest of the class, and then work on producing your poster.

## GROUP 5

### Division of powers (three levels of government)

As a group, watch the PEO *Three levels of government* video, and discuss the division of powers (three levels of government) under the Australian Constitution using PEO *The roles and responsibilities of the three levels of government* fact sheet. Consider how your group can best illustrate the different levels of government to the rest of the class, and then work on producing your poster.

## GROUP 6

### The Judiciary

As a group, discuss The Constitution and the High Court of Australia sections of PEO *The Australian Constitution* in focus and *The role of the High Court* from the High Court of Australia's website. Consider how your group can best illustrate the role of the High Court to the rest of the class, and then work on producing your poster.

## GROUP 1 – Separation of powers

*Scenario: 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 (even with 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?

## GROUP 2 – The Governor-General

*Scenario: Minority government*

There has been an election for the House of Representatives and no political party, or coalition of parties, has achieved a majority of seats. The government and opposition teams both have 72 members elected and there are 6 minor party and independent members.

Who will decide which party or team will form the next Australian government? How will they come to their decision?

## GROUP 3 – Role of the Executive

*Scenario: Endangered species*

The Minister for the Environment has been talking to their 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—a proposal 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?

## GROUP 4 – Roles of the houses of Parliament

*Scenario: Junk food advertising*

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

What role do the Senate and House of Representatives have in the law-making process?

## GROUP 5 – Division of powers (three levels of government)

*Scenario: 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?

## GROUP 6 – The Judiciary

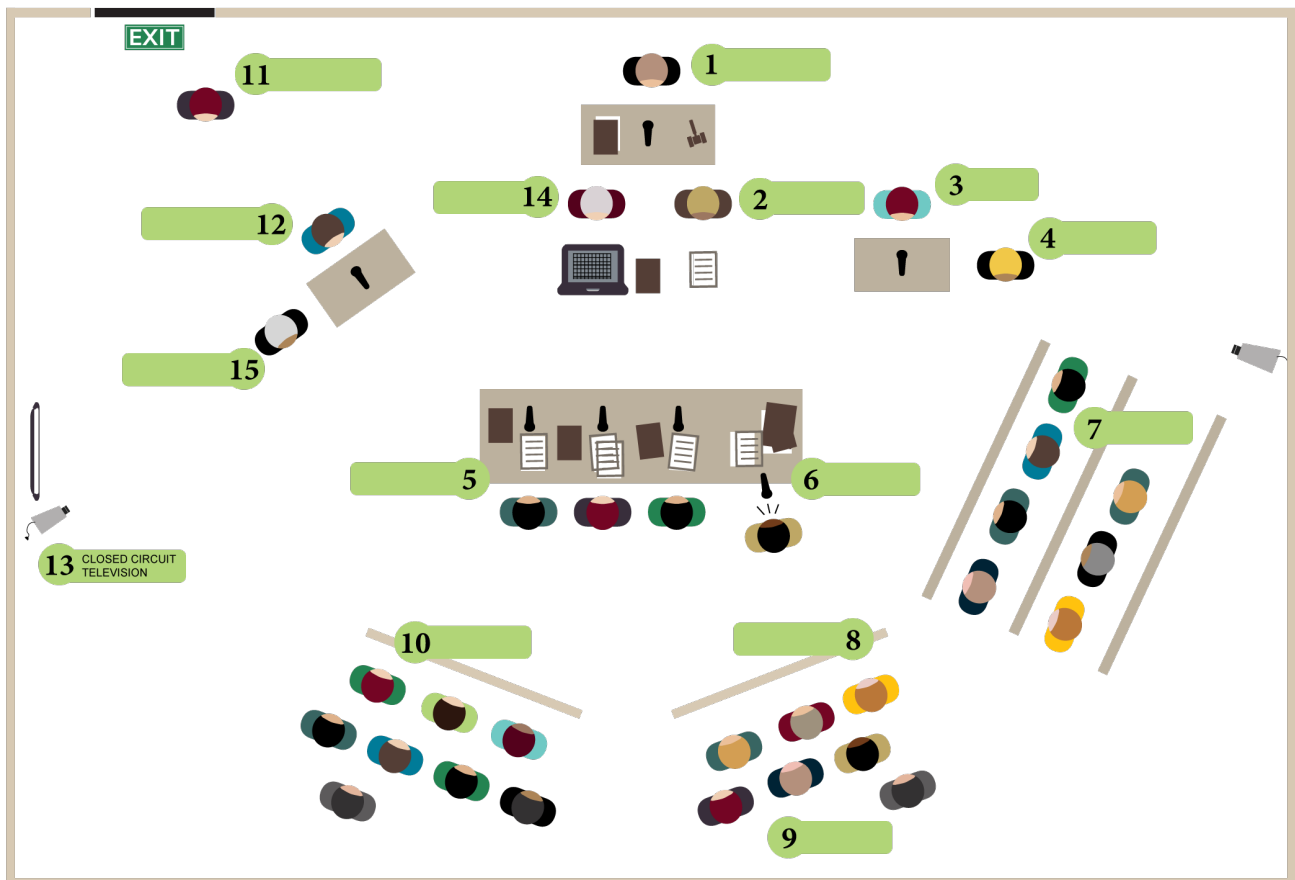
*Scenario: Graffiti issue*

The Australian Government has decided that there is too much graffiti in Australian cities. A study has shown that most graffiti is done by young people at night. 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 young people to be in public spaces without adult supervision between 8pm and 6am. The consequence of breaking this law would be community service.

Can the Australian Government make this law? Who would determine whether this is a valid law? If the law was made, who would put it into action?

A **civil law** case is a dispute between 2 people about a matter which affects only them. For example, if someone owed you money and would not repay it, it is a civil matter; only you can take the person to court to get the money from them. In a dispute between neighbours over an overhanging tree, a neighbour might take the person living next to them to court if they were unable to solve a dispute over the tree in any other way.

A **criminal law** case involves a situation in which a person has done something which is seen as a threat to the whole community as well as to victims. Theft, murder and physical assault are examples of criminal acts. The 'state'—meaning the government—takes responsibility for taking people accused of these crimes to court on behalf of the whole. In a criminal law case, the aim is to decide what happened in a situation and if someone broke the law.



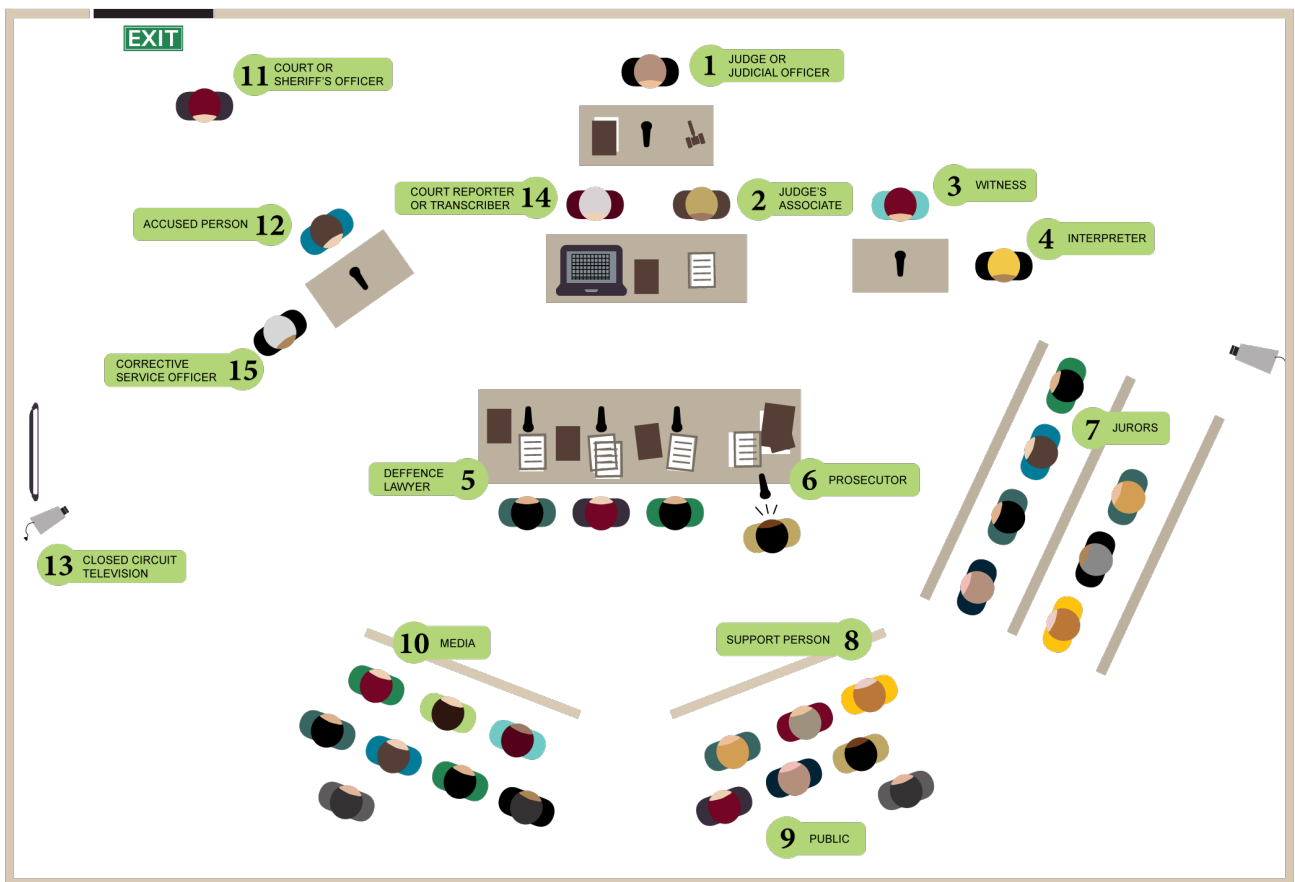
Label each role title with the matching number on the diagram:

NO.	TITLE	NO.	TITLE	NO.	TITLE
13	<i>Closed circuit television</i>		Court or Sheriff's officer		Judge or judicial officer
	Accused person		Witness		Judge's associate
	Court reporter or transcriber		Defence lawyer		Prosecutor
	Jurors		Interpreter		Support person
	Media		Public		Corrective service officer

List 5 situations that could lead to a civil law case and a criminal law case.

CIVIL LAW	CRIMINAL LAW
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Courtroom roles, solution:



SECULAR	MULTI-FAITH
<p><b>DEFINITION:</b> Of or relating to the world, or to things not religious, sacred or spiritual</p>	<p><b>DEFINITION:</b> Involving, relating to, or made up of people of more than one religion</p>
<p><b>Provide 5 examples of secular groups in Australia</b> E.g. Netball Association</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>	<p><b>Provide 5 examples of different faith groups in Australia</b> E.g. Catholic Church</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>

## Curriculum alignment — Year 7

### Australian Curriculum 8.4

After completing this Unit of work and associated assessment tasks, students will have met the achievement standard for the Year 7 Australian Civics and Citizenship Curriculum.

#### Knowledge

By the end of Year 7, students explain features of Australia's Constitution, including the process for constitutional change. They explain how Australia's legal system is based on the principle of justice. Students explain the diverse nature of Australian society and identify the importance of shared values in promoting a cohesive society.

#### Skills

When researching, students develop a range of questions and gather and analyse information from different sources to investigate Australia's political and legal systems. They consider different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives to develop solutions to an issue. Students develop and present arguments on civics and citizenship issues using appropriate texts, terms and concepts. They identify ways they can be active and informed citizens.

### Australian Curriculum 9.0

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

#### Knowledge

By the end of Year 7, students describe the key features of Australia's system of government, and the principles and features of the Australian legal system. They explain the characteristics of Australian democracy.

#### Skills

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

### Unit assessment overview

This Unit of work provides a range of informal and formal assessment items. The suggested formal assessment tasks are a group research task and the development of a persuasive brochure that explains arguments and processes for a referendum. These tasks align to the Year 7 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><b>Knowledge</b> ACHCK048 ACHCK049</p> <p><b>Skills</b> ACHCS054 ACHCS055 ACHCS056 ACHCS058 ACHCS059</p>	<p><b>Knowledge</b> AC9HC7K01</p> <p><b>Skills</b> AC9HC7S01 AC9HC7S02 AC9HC7S03 AC9HC7S05</p>	<p><b>Topic 1</b> How is Australia shaped by the Constitution?</p>	<p><b>Students will understand:</b> Key features of Australia's Constitution, including the process for constitutional change.</p> <p><b>Students will be able to:</b> Gather and analyse information from different sources to investigate Australia's political system.</p>

Australian Curriculum 8.4	Australian Curriculum 9.0	Topic	Learning goals and success criteria
<p><b>Knowledge</b> ACHCK050</p> <p><b>Skills</b> ACHCS055 ACHCS057 ACHCS059 ACHCS060</p>	<p><b>Knowledge</b> AC9HC7K03</p> <p><b>Skills</b> AC9HC7S02 AC9HC7S04 AC9HC7S05</p>	<p><b>Topic 2</b> What is justice?</p>	<p><b>Students will understand:</b> How Australia's legal system is based on the principle of justice.</p> <p><b>Students will be able to:</b> Gather and analyse information from different sources to investigate Australia's legal system.</p>
<p><b>Knowledge</b> ACHCK051 ACHCK052 ACHCK053</p> <p><b>Skills</b> ACHCS055 ACHCS056 ACHCS059 ACHCS060</p>	<p><b>Knowledge</b> AC9HC7K04 AC9HC7K05</p> <p><b>Skills</b> AC9HC7S02 AC9HC7S03 AC9HC7S05</p>	<p><b>Topic 3</b> A diverse and cohesive society</p>	<p><b>Students will understand:</b> The diverse nature of Australian society.</p> <p><b>Students will be able to:</b> Identify stereotypes and the importance of shared values in promoting a cohesive society.</p>
	<p><b>And:</b> <b>Knowledge</b> AC9HC7K02</p>	<p>Addressed in <a href="#">Year 8</a> <b>Topic 1:</b> Belonging and identity <b>Topic 3:</b> Active citizenship</p>	