



Year 5: Civics And Citizenship

Aligned with the Australian National Curriculum



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Teachers' Notes

Year 5: Civics And Citizenship is part of a series which helps teachers in Australia to implement the new Civics and Citizenship national curriculum with ease. Which part of the curriculum each activity page in this book is assessing is clearly marked at the bottom of each sheet. Students have the opportunity to demonstrate civics and citizenship skills throughout the entire book. The book is divided into three sections: *Government And Democracy*, *Democratic Laws*, and *Working In Groups*.

The first section of this book helps students to identify the fundamental values of a democracy - freedom, equality, fairness and justice. It also makes clear our responsibilities as electors and the responsibilities of those wishing to be elected. The electoral process is explored in some detail - the secret ballot, compulsory voting, preferential voting and proportional representation are all discussed.

The second section is entitled *Democratic Laws* and examines the types and importance of laws in Australia. It encourages students to identify our law enforcers and explain the laws that they are responsible for enforcing. The Australian legal system, the courts and the key people within the courts are all investigated.

The third and final section in this book is entitled *Working In Groups*. It asks students to think about the benefits of working in groups rather than as an individual. Students are prompted to investigate local, regional and global groups, as well as Aboriginal and Torres Strait Islander organisations.

To demonstrate their knowledge and skills, students will be asked to use their research skills, work in groups, question, sequence, experiment, create, organise, interpret and voice their opinion.

The pages in this book can be used sequentially or in no particular order. To make life even easier for the teacher, the answers are provided at the back of this book.

Read the information, then answer the questions below.



Every country has a government – a system of management. Not every country has the same type of government. There are democracies. Australia is an example of a democracy. There are autocracies – North Korea is an example of an autocracy. These two forms of government operate differently, but both types of government make decisions for their people.

The people who live in democracies have a lot of influence over their governments' decisions – which is why democracies are often referred to as 'rule by the people'. The word *democracy* derives from two Greek words - *demos* meaning *the people* and *kratos* meaning *power*. The people who live in autocracies have no influence over their governments' decisions. One person is in charge of an autocracy and therefore one person makes all of the decisions. In Australia the values which underpin our democratic system are: freedom, equality, fairness and justice.

1. What type of government is in place in Australia?

2. How do you think Australian people influence their government's decisions?

3. Refer to a recent event that was designed to influence decisions made by our government.

4. In your opinion which type of government is the fairest – a democracy or an autocracy? Support your answer.

5. Use your research skills to name some autocratic countries other than North Korea.

Activity

Who Has The Right To Vote In Australia? 2

- ☐ Read the information on the previous page to help you to complete the questions below.

1. What are the responsibilities of Australian electors during federal elections?

2. What are the responsibilities of electors in **your state or territory** on state and local election days?

3. What does the term suffrage mean?

4. What is a suffragette?

5. Examine the table on voting rights on the previous page. Which state gave women the right to vote first?

6. Which state was the last to give women the right to vote?

7. When were Indigenous women given the right to vote?

Research

Use your research skills to find out the rules for voting in: Lebanon, Brunei, Saudi Arabia, The Vatican City and The United Arab Emirates.

- ☐ Use the example on the previous page to create your own examples of first and second counts below. Create a clear winner after the second count.

The Votes Are In ...

The First Count

Candidate 1	Candidate 2	Candidate 3	Candidate 4
Votes	Votes	Votes	Votes

The Second Count

Candidate 1	Candidate 2	Candidate 3	Candidate 4
Votes	Votes	Votes	Votes

- ☐ After the second count the clear winner is: _____

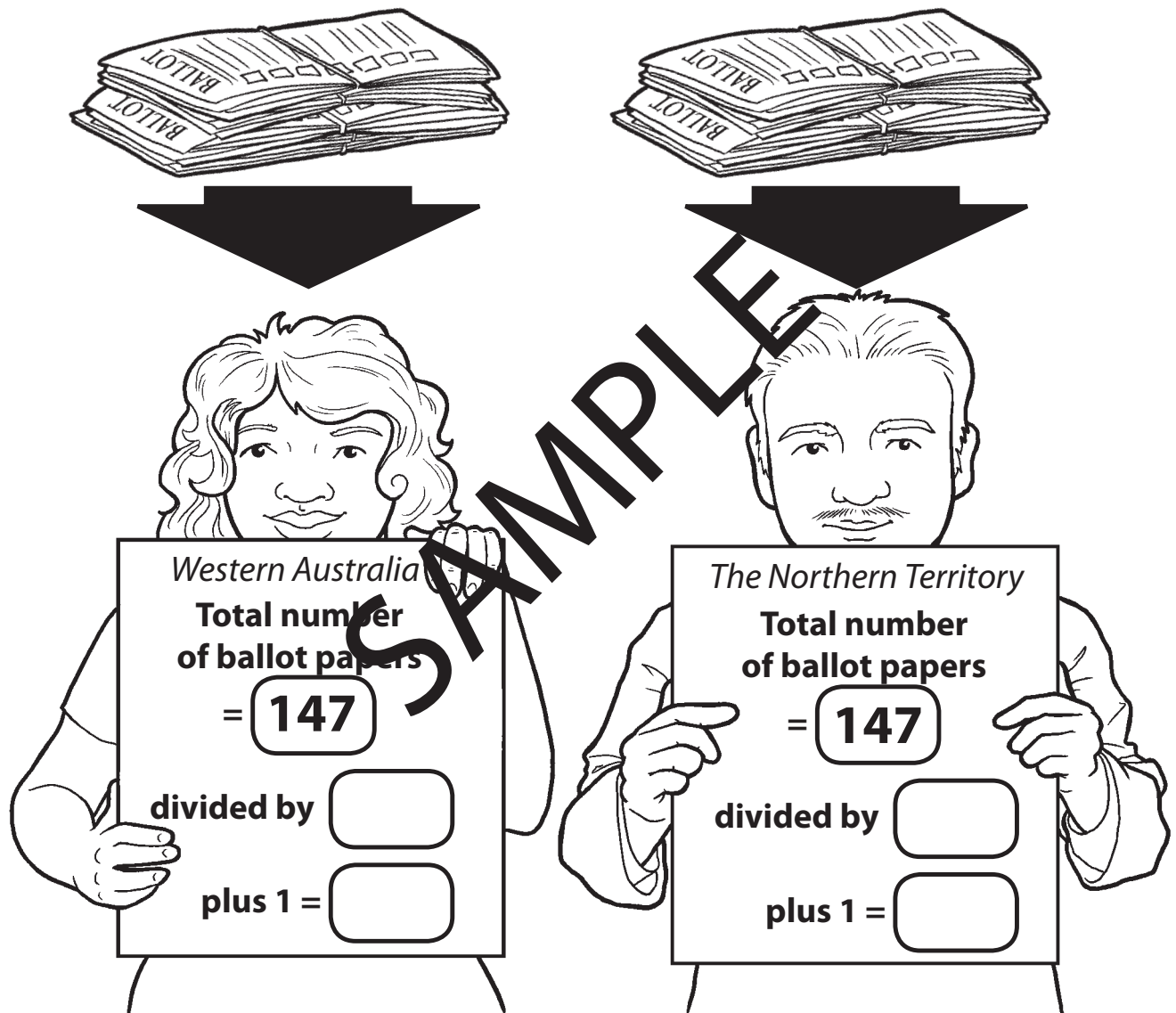
Challenge: Not all countries use a preferential voting system, some countries use a system known as 'First-Past-The-Post'. This means that the candidate who polls the highest number of votes is elected. This method of voting is also known as 'Winner-Takes-All' or 'Simple Plurality'. Find out which countries use the 'First-Past-The-Post' voting system. Record your responses on the back of this sheet.



- ☐ Read the information on the previous page, then complete the tasks below.

Complete The Diagrams

- ☐ Complete the diagrams to explain the formulas used to calculate a candidate's quota of votes when using proportional representation. The formula used to calculate a candidate's quota of votes in an Australian state is different from the formula used to calculate a candidate's quota of votes in an Australian territory.



- ☐ In your own words, explain why proportional representation is fair.

☐ Complete the quiz below to test your knowledge of the Australian election process.

1. A _ _ _ _ _ election is held at least once every three years.
2. There are 150 members in the House of _ _ _ _ _.
3. _ _ _ _ _ is a democratic value.
4. An _ _ _ _ _ is very different than a democracy.
5. The government is located in _ _ _ _ _.
6. The Queen is the head of _ _ _ _ _.
7. The _ _ _ _ _ is also known as the upper house or the legislative council.
8. The House of Representatives and the Senate make up _ _ _ _ _.
9. There are _ _ senators altogether.
10. The _ _ _ _ _ originated in Australia in 1859.
11. The current head of state is represented in Australia by the Governor _ _ _ _ _.
12. A _ _ _ _ _ is sometimes held to decide a question by the people that may alter Australia's Constitution.
13. _ _ _ _ _ is the national law-making body of Australia.
14. _ _ _ _ _ is a term used to describe the right to vote.
15. Voting in _ _ _ _ _ elections is not compulsory in all states and territories.
16. We vote for candidates from the House of Representatives using the _ _ _ _ _ voting system.
17. We vote for parties from the Senate using the _ _ _ _ _.
18. _ _ _ _ _ in Australian federal elections is compulsory.
19. Australia has a _ _ _ _ _ government, meaning representatives are elected by the people.

Activity

Enforcing Laws 1

☐ Read the information, then complete the tasks.

When laws are introduced into society, they must be enforced. The majority of laws are enforced by the police, however some laws are enforced by public servants (people who work for the government), such as health inspectors and rangers.



**park
ranger**



**police
officer**



**public health
inspector**



**parking
inspector**



**fisheries and
boating officer**



**customs
official**

☐ Choosing from the people pictured above, write down who enforces the laws listed below.

1. Obey speed limits on the water.
2. You must show a valid passport on entry into Australia.
3. Wear a helmet when riding a motorbike.
4. All dogs must be placed on a lead in public parks.
5. Do not park on the verge.
6. Do not feed the ducks.
7. Do not sell undersized fish.
8. Register all mobile food premises.
9. Food preparation areas are required to be clean and sanitised.
10. Keep to the speed limit on the freeway.
11. Wipe down and switch off all park barbeques after use.
12. Declare all food items being brought into the country.

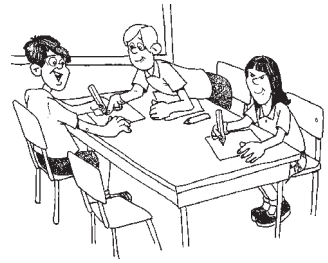
☐ On the back of this sheet write down three laws that an environmental protection officer would enforce and three laws that a quarantine officer would enforce.

Activity

Working Together 2

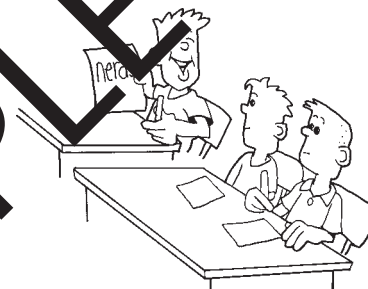
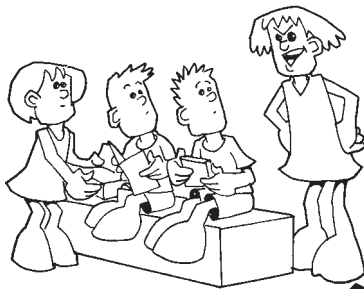
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- ☐ There are many different types of groups. Look at the groups below. In pairs identify the name of each group and its possible shared aims and/or shared beliefs. Team up with another pair and share responses.



2

- ☐ There are advantages and disadvantages to working in a group. Look at the two pictures below. Underneath each, identify one possible disadvantage of working in a group.



SAMPLE

3

- ☐ There are advantages and disadvantages to working in a group. Look at the two pictures below. Underneath each, identify one possible advantage of working in a group.

