

**CIVICS AND CITIZENSHIP
Party Time! – Who influences my vote?**

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| **Unit name:** Party Time! – Who influences my vote? | **BAND:** Levels 9-10 | **Time:** 12 x 50 mins  |
| **Civics and Citizenship Strand/s:**Government & Democracy  |
| **Learning intention:** Students will be able to identify factors that influence electoral choices and explain how these affect voters. They will be able to understand a number of persuasive devices and be able to use these to present their own political argument. |

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| **CIVICS AND CITIZENSHIP CONTENT** |
| **STRAND** | **CONTENT DESCRIPTIONS** | **ACHIEVEMENT STANDARDS** |
| **Government & Democracy** | Discuss the role of political parties and independent representatives in Australia’s system of government, including the formation of governments. (VCCCG028)Explain the values and key features of Australia’s system of government compared with at least one other system of government in the Asia region (VCCCG029)Analyse how citizens’ political choices are shaped, including the influence of the media. (VCCCG030) | ***Students at level 7-8 will be able to: (extract only)**** Explain features of Australia’s system of government, and the purpose of the Constitution in Australia’s representative democracy.
* Analyse features of Australian democracy, and explain features that enable active participation.
 | ***Students working at level 9-10 will be able to: (extract only)**** **Evaluate features of Australia’s political system.**

* **Identify and analyse the influences on people’s electoral choices.**
* **Compare and evaluate the key features and values of systems of government**
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***PRIOR LEARNING – Students should be able to explain how citizens can participate in Australia’s democracy, including the use of the electoral system.***

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| **LEARNING ACTIVITIES** | **TEACHING NOTES** |
| **Lesson 1: Comparing Australian Democracy (VCCCG029)**Using Visible Thinking, [Generate Sort Connect Elaborate](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/GSCE/GSCE_Routine.html) **Resource 1**1. Ask students to Generate initial ideas about the definition of citizenship and democracy and rights. Generate additional ideas by watching **Resource 2** and the teacher may provide additional stimulus to prompt discussion.
* Why was democracy important for the Athenians?
* What do you predict were the consequences for global society?
1. Sort/Group ideas, make connections between ideas.
2. Elaborate:

Watch **Resource 3-4** Video Clip- elections, protests- Discuss why there is a need for democracy. * What are the characteristics and features of a democracy?
* How do people participate in a democracy?
1. Use Freedom House, About Freedom in the World <http://www.freedomhouse.org/report-types/freedom-world>. **Resource 5**
* Observe the Freedom in the World Map. What observations about Freedom do you make? Think Puzzle Explore.
* Choose one country in the Asian Region from the map to compare with Australia. Create a Venn-diagram that compares both. Use the following headings to shape the comparison: Values (political rights and civil liberties) and key features of Australia’s system of government.
* Pair up with another student who compared a different Asian country. Discuss observations about democracy, citizenship and rights in our region.
* Reflection: Using Article 21 of the UN Declaration of Human Rights respond to “Democracy, citizenship and human rights in the Asian region is…”
 | **Resource 1-** Visible Thinking, Harvard Project Zero, Generate Sort Connect Elaborate, viewed July 2016. <http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/GSCE/GSCE_Routine.html> **Resource 2 -**History Channel, Mankind The Story of All of Us: Birth of Democracy, viewed July 10 2016, <http://www.history.com/shows/mankind-the-story-of-all-of-us/videos/birth-of-democracy>**Resource 3 -** The National Film and Sound Achieve, The Government Machine, viewed July 10 2016, <http://dl.nfsa.gov.au/module/1044/> **Resource 4 –**Democracy is…, Animation by Lukasz Szozda, viewed May 9 2016, <https://www.youtube.com/watch?v=Arn8Fp1jyok> **Resource 5 –**Freedom House, About Freedom in the World, Viewed July 10 2016, https://freedomhouse.org/report-types/freedom-world |

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| **LEARNING ACTIVITIES** | **TEACHING NOTES** |
| **Lesson 2: Australian Political Parties (VCCCG028)****The role of contemporary political parties and independent representatives in Australia’s democracy and system of government.** 1. **Why do we have Political Parties?**
* Students design 3-4 questions to explore the question: **Why do we have Political Parties?**
* Whole class to brainstorm names of Australian political parties. Discuss what students already know about any of these political parties.
* In small groups or pairs, students refer to a complete list of Australian political parties available in **Resource 6**, and tick those of which they have heard. Going by the names alone, highlight any in which they might be interested and discuss reasons why.
* Students create a biographical data chart on 5 political Parties using Resource 6.
* Alternatively, conduct a general knowledge quiz on contemporary Australian politics; eg: Which party is in government? Who is the leader? How many seats did each party win in the last general election? Who is your local (and state) member and which party does he/she represent? Who is the leader of each party in the Federal Parliament? What is a double dissolution? What is a hung parliament? Which is the oldest Australian political party? What is a coalition?
1. What is the role of a political party? Think, Pair, Share

Students collectively identify a political issue in the media and follow that issue over a 24 Hours news cycle or week by recording how the issue is represented by political parties, different media including social media and commentators. Students could create a political issue wall and add to the wall as the issue evolves. After a period of time, students could use their media file to analyse what influences politics and evaluate which was the most effective influence and methods used to influence. Report back in lesson 11.  |  |

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| **LEARNING ACTIVITIES** | **TEACHING NOTES** |
| **Lesson 3 – 4: Australian Political Parties (VCCCG028)**Review and discuss definition of a political party, parliamentary party, minor party, coalition. See **Resource 6 and 7**.Ask students: * How do groups form in Parliament?
* What are the benefits of collaborating with like-minded people?
* What are the main political parties in Australia? Who do these parties represent?

BRAINSTORM: What cause/s or big issues do you care about? Group like issues under 3 or 4 subject headings.Group students into parties based on shared views and concerns. Parties may vary in size. Retain two students to act as Independents.Ask students to determine a party name, to select a spokesperson, to develop a party platform which reflects the party’s priorities and to present an election campaign speech of 2 to 5 minutes.Optional extra – have an election and use **Resource 8 and 9** to determine the successful candidate via the three methods of voting.Ask students to describe their experience of belonging to a party. * Were party members committed and motivated?
* Was input shared or dominated by individuals?
* Was the party well organised and effective in communicating its philosophy?

What was it like to be an Independent and act alone? (VCCCG028) | **Resource 6**Australian Electoral Commission (AEC), Current Register of Political Parties, updated April 2016, viewed May 9 2016, <http://www.aec.gov.au/parties_and_representatives/party_registration/Registered_parties/> **Resource 7 -** Parliamentary Education Office (PEO) 2016, Political Parties, viewed 19 July 2016, <http://www.peo.gov.au/learning/fact-sheets/political-parties.html>**Resource 8-** Parliamentary Education Office (PEO) 2016, Federal elections factsheet, viewed 19 July 2016,<http://www.peo.gov.au/learning/fact-sheets/federal-elections.html>**Resource 9 -** Parliamentary Education Office (PEO) 2016, Parliamentary Lesson Plan Representation: Elections, viewed 19 July 2016, <http://www.peo.gov.au/uploads/peo/docs/parliamentary-lesson-plans/lessonPlan-elections.pdf> |

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| **LEARNING ACTIVITIES** | **TEACHING NOTES** |
| **Lesson 5 – 6: Influences on voters** **(VCCCG030)****How citizens’ choices are shaped at election time through public debate, the media, social media, opinion polls, advertising and political party campaigns.****How do groups of people influence elections?**1. Read the facts about the main political parties found in **Resource 10** and read the online summary major party policies for the 2016 election, found in **Resource 11.** Construct a table listing the main political parties, whose interest each represents, their values, how many seats they have in the House of Representatives and what each party says it will do about the economy, health, families, education, environment, NBN, Citizenship, rural and regional affairs, and workplace relations. Based on this information, which party do students find most appealing and why? Which party seems the least appealing and why? (VCCCG028)
2. Brainstorm other ways political parties may appeal to people and thus attract voters. Provide students with a mind map **Appendix 1**, or with headings and discuss in pairs how each area of influence might affect the way people vote. Ask a range of people what influences their vote. Complete the **mind map** showing various possible influences on electoral decision making. For each influence, also state how it might persuade someone. (VCCCG030)
 | **Resource 10 -** Parliament@work, Political Parties, viewed 19 July 2016, <http://www.parliament.curriculum.edu.au/pol_parties.htm> **Resource 11 -** Australian Broadcasting Corporation, “Election 2016: Where the parties stand on the big issues”, updated 1 Jul 2016, viewed 19 July 2016, <http://www.abc.net.au/news/2016-05-13/election-2016-policy-big-issues/7387588> |

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| **LEARNING ACTIVITIES** | **TEACHING NOTES** |
| **Lesson 7 – 8: Political campaign advertisements (VCCCG030)** 1. Watch one or two political campaign advertisements. See **Resource 12**. Teacher-led class discussion:
* How does each makes you feel and what is the main message/intention of each?
* Identify one example of persuasive language. Example: Persuasive techniques identified in advertisements – what these look like, how they are used, likely effect on audiences.

2. Teacher to use these ads to identify/define/revise and model the use of:* rhetorical devices (including false dichotomy, begging the question and suppressed premises) and;
* appeals (such as appeals to: authority/expert, bandwagon, common sense, fear, hip pocket, empathy, needs, pride/patriotism, tradition, responsibility, humanity, equality & fairness, inclusion, security/reassurance).

E.g. Identify and discuss persuasive elements of Bob Katter’s advertisement such as:* use of casual, typically “Australian” terms such as, “flogging off our assets”, “mates will make it worse”
* opposing parties represented by cartoon heads bobbing senselessly over grave images
* voice over presents threats and creates fear, “poisoning our water and wrecking lives”, “ foreign workers … take our jobs”
* cartoon images to back this up include images of opposition’s head next to dead cattle, and Russian armies marching
* appeals to patriotism via allusion to foreign workers as a threat and the “UNAUSTRALIAN” on the foreheads of the opposition
* offer of hope at end; “last chance” begs audience to take action by voting Katter
 | **Resource 12 -** There are many and varied campaign ads available for viewing online including:1. Democrats 2007 2. Liberals – 2010 3. Labour 2007, 20134. National 1982 5. Greens 2007, 2010 6. One Nation 2000, 20077. Family First 2013 8. Palmer United 2013 9. Bob Katters Australian Party 2012 10. Australian Sex Party 2013 11. 2016 Federal Election party advertisements  |
| **LEARNING ACTIVITIES** | **TEACHING NOTES** |
| **Lesson 9 – 10 (Continued): Political campaign advertisements (VCCCG030)** 1. Students to watch a series of different campaign advertisement from **Resource 12**, and complete the  **Political campaign advertisements**  table in **Appendix 2**, identifying what strategies are used, eg, rhetorical devices, appeals, and assumptions and how effective these are in influencing viewers. Students then create a question of their own that challenges the views represented in each ad.

Ask students to reflect on the intent of one of the political advertisements and evaluate its effectiveness. What was their intention versus the effect of the political advertisement? 1. Class Discussion:

What methods/strategies are used to influence? How effective are they in achieving this? How can being aware of the use of these influences affect our electoral decision making?  |  |

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| **LEARNING ACTIVITIES** | **TEACHING NOTES** |
| **Lesson 11: Political Issues Wall. Report Back!**Students collectively identify a political issue in the media and follow that issue over a 24 Hours news cycle or week by recording how the issue is represented by political parties, different media including social media and commentators. Students could create a political issue wall and add to the wall as the issue evolves. After a period of time, students could use their media file to analyse what influences politics and evaluate which was the most effective influence. Students complete a reflection based on the activity begun in lesson 2. * Who influenced the issue?
* What methods were used to influence the issue?
* Were these methods effective? Why?
* What were the premises and assumptions made about the issue?
* How did the discussion on the issue change over the week?
* Were there any outcomes?
* How did your perspective change on the issue? Why? What influenced your view?
* What did you learn about the political process?
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| **LEARNING ACTIVITIES** | **TEACHING NOTES** |
| **Lesson 12: Writing about influences on electoral choices**Students to choose one of the following tasks to complete:1. Create an advertisement for a political party
2. Oral presentation how voters choices are influenced.
3. Choose a political influence from the mind map and create a multimodal presentation
4. Create a social media campaign on a contemporary issue from the perspective of an interest group.
5. Essay: Political parties should not be allowed to use the media to promote their ideas. Discuss.

 Students must:* Identify who influences people’s electoral choices and/or political parties and the methods and strategies used to influence them.
* Analyse the effects of how these strategies and methods influence people’s electoral choices and/or political parties
* Explain how the features of Australia’s political system are used to influence people’s electoral choices.
* Evaluate the positives and negatives of methods and strategies used to influence people’s electoral choices.
* Evaluate the impact of influences on people’s electoral choices and the effects on maintaining a robust democracy.
 | **Assessment Task**Choose one of the following: 1. Create an advertisement for a political party
2. Oral presentation on how voter’s choices are influenced during elections.
3. Choose a political influence from the mind map and create a multimodal presentation
4. Create a social media campaign on a contemporary issue from the perspective of an interest group.
5. Essay: Political parties should not be allowed to use the media to promote their ideas. Discuss.
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| **RESOURCES** |
| **Resource 1:** Visible Thinking, Harvard Project Zero, Generate Sort Connect Elaborate, viewed July 2016. <http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/GSCE/GSCE_Routine.html> **Resource 2:** History Channel, Mankind The Story of All of Us: Birth of Democracy, viewed July 10 2016,  <http://www.history.com/shows/mankind-the-story-of-all-of-us/videos/birth-of-democracy>**Resource 3:** The National Film and Sound Achieve, The Government Machine, viewed July 10 2016, <http://dl.nfsa.gov.au/module/1044/> **Resource 4:** Democracy is…, Animation by Lukasz Szozda, viewed May 9 2016, <https://www.youtube.com/watch?v=Arn8Fp1jyok> **Resource 5:** Freedom House, About Freedom in the World, Viewed July 10 2016, <https://freedomhouse.org/report-types/freedom-world> **Resource 6:** Australian Electoral Commission (AEC), Current Register of Political Parties, updated April 2016, viewed May 9 2016, <http://www.aec.gov.au/parties_and_representatives/party_registration/Registered_parties/> **Resource 7:** Parliamentary Education Office (PEO) 2016, Political Parties, viewed 19 July 2016, <http://www.peo.gov.au/learning/fact-sheets/political-parties.html>**Resource 8:** Parliamentary Education Office (PEO) 2016, Federal elections factsheet, viewed 19 July 2016, <http://www.peo.gov.au/learning/fact-sheets/federal-elections.html>**Resource 9:** Parliamentary Education Office (PEO) 2016, Parliamentary Lesson Plan Representation: Elections, viewed 19 July 2016, <http://www.peo.gov.au/uploads/peo/docs/parliamentary-lesson-plans/lessonPlan-elections.pdf>**Resource 10:** Parliament@work, Political Parties, viewed 19 July 2016, <http://www.parliament.curriculum.edu.au/pol_parties.htm> **Resource 11:** Australian Broadcasting Corporation, “Election 2016: Where the parties stand on the big issues”, updated 1 Jul 2016, viewed 19 July 2016, <http://www.abc.net.au/news/2016-05-13/election-2016-policy-big-issues/7387588>**Resource 12:** There are many and varied campaign ads available for viewing online including: 1. Democrats 2007  2. Liberals – 2010  3. Labour 2007, 2013 4. National 1982  5. Greens 2007, 2010  6. One Nation 2000, 2007 7. Family First 2013  8. Palmer United 2013  9. Bob Katters Australian Party 2012  10. Australian Sex Party 2013  11. 2016 Federal Election party advertisements  |

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| **OTHER RESOURCES** |
| Parliamentary Education Office (PEO) 2016, Civics and Citizenship Unit of Work year 9, viewed May 9 2016<http://www.peo.gov.au/teaching/units-of-work/year-9.html>Parliamentary Education Office (PEO) 2016, Federal elections factsheet, viewed May 9 2016<http://www.peo.gov.au/uploads/peo/docs/fact-sheets/federal_elections.pdf>Parliamentary Education Office (PEO) 2016, Government, viewed May 9 2016<http://www.peo.gov.au/uploads/peo/docs/fact-sheets/government.pdf>Parliamentary Education Office (PEO) 2016, Independents, viewed May 9 2016<http://www.peo.gov.au/uploads/peo/docs/fact-sheets/independents.pdf>Parliamentary Education Office (PEO) 2016, Political Parties, viewed May 9 2016 <http://www.peo.gov.au/uploads/peo/docs/fact-sheets/political_parties.pdf>Parliamentary Education Office (PEO) 2016, Press Gallery, viewed May 9 2016<http://www.peo.gov.au/uploads/peo/docs/fact-sheets/press_gallery.pdf>Australian Electoral Commission (AEC) updated April 2016, Looking at issues in electorates, activity 3 pg 67, viewed May 9 2016<http://education.aec.gov.au/democracy-rules/files/complete-teacher-guide.pdf> |

**MIND MAP - INFLUENCES ON VOTING DECISIONS
Level 9-10 Civics & Citizenship: Party Time! – Who influences my vote?** *Students discuss in pairs how each area of influence listed on the mind map below, might affect the way people vote. They may ask a range of people what influences their vote then complete the* ***mind map*** *showing various possible influences on electoral decision making.*

**INTEREST GROUPS**

Interest Group 1:

Interest Group 2:

Interest Group 3:
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**PREVIOUS
PERFORMANCES**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INFLUENCES**

**CURRENT ISSUES**

Issue 1:

Issue 2:

Issue 3:
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**IDENTIFICATION WITH CANDIDATE**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SOCIAL MEDIA**

TWITTER
FACEBOOK
BLOGS
YOUTUBE
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**MEDIA**

TELEVISION

RADIO

MAGAZINES

NEWSPAPERS

POLITICAL CARTOONS

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**FRIENDS’**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FAMILY**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VOTER’S BACKGROUND**

OCCUPATION
INTERESTS
FINANCIAL STATUS
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**ADVERTISING CAMPAIGNS**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Party Time! – Who influences my vote?**

*Students watch a series of different campaign ads* ***Resource 12*** *and complete the table below identifying what strategies/methods are used in each advertisement, and how effective these are in influencing viewers/voters.*

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| **Party** | **STRATEGIES USED** | **APPEALS** | **ASSUMPTIONS MADE** | **LIKELY VIEWER RESPONSE** | **COUNTER QUESTION** |
| **Australian Democrats** |  |  |  |  |  |
| **Australian Greens** |  |  |  |  |  |
| **Family First** |  |  |  |  |  |
| **Katter’s Australian Party** |  |  |  |  |  |
| **Labor** |  |  |  |  |  |
| **Liberal** |  |  |  |  |  |
| **The Nationals** |  |  |  |  |  |
| **One Nation** |  |  |  |  |  |
| **Other**  |  |  |  |  |  |
| **Other**  |  |  |  |  |  |

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| **ASSESSMENT** **Party Time! – Who influences my vote?****Level 9-10 Civics & Citizenship: Government and Democracy** *The following uses the Achievement Standard and is for teacher use only. Teachers may choose to elaborate on the Achievement Standards by developing an assessment rubric to describe student learning and achievement in the task.* |
| **Content Descriptions** | **Achievement Standards** | **Assessment task 1**Choose 1 of the 5 tasks to complete |
| High | Medium | Low |
| Discuss the role of political parties and independent representatives in Australia’s system of government, including the formation of governments. (VCCCG028)Explain the values and key features of Australia’s system of government compared with at least one other system of government in the Asia region (VCCCG029)Analyse how citizens’ political choices are shaped, including the influence of the media. (VCCCG030) | **Students working at Level 7 - 8 will be able to:*****(extract only)*** | * Explain features of Australia’s system of government, and the purpose of the Constitution in Australia’s representative democracy.
 |  |  |  |
| * Analyse features of Australian democracy, and explain features that enable active participation.
 |  |  |  |
| **Students working at Level 9 - 10 will be able to:*****(extract only)*** | * **Evaluate features of Australia’s political system.**
 |  |  |  |
| * **Identify and analyse the influences on people’s electoral choices.**
 |  |  |  |
|  | * **compare and evaluate the key features and values of systems of government**
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