

Three Levels of Government Poster — Answers

Years 5–6 | Ages 8–13 with support | 15 minutes

Teacher / parent guide · Check reasoning as well as answers.

Accept any circled example in each labelled group. Ask the child to describe what the service does.

These are usual lead responsibilities, not exclusive boundaries. Levels often fund or deliver services together. Arrangements vary; the ACT also handles local services.

RUN THE ACTIVITY

Use the poster as a reference while children identify one familiar service in each section.

Allow pointing, oral answers or a partner scribe. Keep colour optional. Use fictional examples and invite explanations without asking about family voting choices.

Three Levels of Government Worksheet — Answers

Years 5–6 | Ages 8–13 with support | 20 minutes

Teacher / parent guide · Check reasoning as well as answers.

1. Federal → whole country; state/territory → state or territory; local → local community.
2. In order: F, S, L, F, S, L, F, S, L.
3. Example: federal funding can support a hospital operated by a state or territory. Accept a sensible shared role.

These are usual lead responsibilities, not exclusive boundaries. Levels often fund or deliver services together. Arrangements vary; the ACT also handles local services.

RUN THE ACTIVITY

Read the short reference box together; allow F, S or L codes instead of copying long labels.

Allow pointing, oral answers or a partner scribe. Keep colour optional. Use fictional examples and invite explanations without asking about family voting choices.

Who Looks After It? — Answers

Years 5–6 | Ages 8–13 with support | 20 minutes

Teacher / parent guide · Check reasoning as well as answers.

Top row: S, S, S. Middle row: L, L, L. Bottom row: F, F, F.

These are usual lead responsibilities, not exclusive boundaries. Levels often fund or deliver services together. Arrangements vary; the ACT also handles local services.

RUN THE ACTIVITY

Name each pictured service first, then discuss which level usually manages the listed task.

Allow pointing, oral answers or a partner scribe. Keep colour optional. Use fictional examples and invite explanations without asking about family voting choices.

Government Responsibility Sorting Cards — Answers

Years 5–6 | Ages 8–13 with support | 30 minutes

Teacher / parent guide · Check reasoning as well as answers.

- | | |
|---|--|
| 1. Defence → Federal | 13. Foreign affairs → Federal |
| 2. Government schools → State/territory | 14. State prisons → State/territory |
| 3. Council parks → Local | 15. Local pet registration → Local |
| 4. Immigration → Federal | 16. Age Pension payments → Federal |
| 5. Public hospitals → State/territory | 17. Ambulance services → State/territory |
| 6. Household rubbish collection → Local | 18. Council sports grounds → Local |
| 7. Currency → Federal | 19. National census → Federal |
| 8. State / territory police → State/territory | 20. Driver licensing → State/territory |
| 9. Council libraries → Local | 21. Council swimming pools → Local |
| 10. Citizenship → Federal | 22. Australian passports → Federal |
| 11. Public transport networks → State/territory | 23. State consumer affairs → State/territory |
| 12. Council footpaths → Local | 24. Local building approvals → Local |

These are usual lead responsibilities, not exclusive boundaries. Levels often fund or deliver services together. Arrangements vary; the ACT also handles local services.

Australian Parliament Diagram — Answers

Years 5–6 | Ages 8–13 with support | 20 minutes

Teacher / parent guide · Check reasoning as well as answers.

Building: Parliament House. City: Canberra.

Underline House of Representatives; circle Senate.

The two houses are elected. Constitutionally, Parliament also includes the King, represented by the Governor-General.

The boxes explain representation, not the physical location of the chambers.

RUN THE ACTIVITY

Explain that the diagram shows relationships, not the physical positions of rooms in the building.

Allow pointing, oral answers or a partner scribe. Keep colour optional. Use fictional examples and invite explanations without asking about family voting choices.

House of Representatives Information Sheet — Answers

Years 5–6 | Ages 8–13 with support | 20 minutes

Teacher / parent guide · Check reasoning as well as answers.

electorate → area represented by a member

MP → Member of Parliament

bill → proposed law

Government normally forms with majority support in the House; Parliament is broader than government.

RUN THE ACTIVITY

Introduce MP as Member of Parliament, then connect an electorate with its elected House member.

Allow pointing, oral answers or a partner scribe. Keep colour optional. Use fictional examples and invite explanations without asking about family voting choices.

House of Representatives Fill in the Blanks — Answers

Years 5–6 | Ages 8–13 with support | 20 minutes

Teacher / parent guide · Check reasoning as well as answers.

1. houses 2. Parliament 3. electorate

4. government 5. Speaker 6. bills

Drawing: people in one electorate connect to one House member. Accept a labelled sketch or spoken explanation.

RUN THE ACTIVITY

Read the word bank aloud. Ask learners to explain the words they used, rather than only checking spelling.

Allow pointing, oral answers or a partner scribe. Keep colour optional. Use fictional examples and invite explanations without asking about family voting choices.

Australian Senate Information Sheet — Answers

Years 5–6 | Ages 8–13 with support | 20 minutes

Teacher / parent guide · Check reasoning as well as answers.

senator → elected Senate representative

bill → proposed law

scrutinise → examine closely

Senators represent states and territories and take part in federal law-making.

RUN THE ACTIVITY

Compare state or territory representation with the electorate representation explained on the House sheet.

Allow pointing, oral answers or a partner scribe. Keep colour optional. Use fictional examples and invite explanations without asking about family voting choices.

Senate Fill in the Blanks — Answers

Years 5–6 | Ages 8–13 with support | 20 minutes

Teacher / parent guide · Check reasoning as well as answers.

1. houses 2. senators 3. territory
4. bills 5. President 6. government

Drawing: people in a state or territory connect to their senators. Accept a labelled sketch or spoken explanation.

RUN THE ACTIVITY

Use the companion information sheet as a reference and accept oral answers or a partner scribe.

Allow pointing, oral answers or a partner scribe. Keep colour optional. Use fictional examples and invite explanations without asking about family voting choices.

Senate vs House of Representatives — Answers

Years 5–6 | Ages 8–13 with support | 25 minutes

Teacher / parent guide · Check reasoning as well as answers.

1. H — Each member represents one federal electorate.
2. S — Its elected representatives are called senators.
3. B — Debates proposed federal laws.
4. B — Is one of the two houses of Federal Parliament.
5. H — Government formation depends on support here.
6. S — Its presiding officer is the President.
7. H — Its presiding officer is the Speaker.
8. B — Can examine issues in committees.
9. S — Represents states and territories.
10. H — Has green furnishings in its main chamber.
11. S — Has red furnishings in its chamber.
12. B — Scrutinises the work of government.
13. H — Elects one member per federal electorate.
14. S — Elects several representatives for each state or territory.
15. B — Votes on bills and proposed changes.

H = House, S = Senate, B = both. Accept explanations grounded in the listed parliamentary roles.

RUN THE ACTIVITY

Explain S, H and B before starting. Ask pairs to discuss any statement they initially classify differently.

Allow pointing, oral answers or a partner scribe. Keep colour optional. Use fictional examples and invite explanations without asking about family voting choices.

House, Senate or Both? Sorting Activity — Answers

Years 5–6 | Ages 8–13 with support | 30 minutes

Teacher / parent guide · Check reasoning as well as answers.

1. H — Each member represents one federal electorate.
2. S — Its elected representatives are called senators.
3. B — Debates proposed federal laws.
4. B — Is one of the two houses of Federal Parliament.
5. H — Government formation depends on support here.
6. S — Its presiding officer is the President.
7. H — Its presiding officer is the Speaker.
8. B — Can examine issues in committees.
9. S — Represents states and territories.
10. H — Has green furnishings in its main chamber.
11. S — Has red furnishings in its chamber.
12. B — Scrutinises the work of government.
13. H — Elects one member per federal electorate.
14. S — Elects several representatives for each state or territory.
15. B — Votes on bills and proposed changes.
16. B — Its representatives are chosen in federal elections.

H = House, S = Senate, B = both. Accept explanations grounded in the listed parliamentary roles.

RUN THE ACTIVITY

Cut the cards or let children write their numbers on the mat. Keep the answer sheet separate.

Allow pointing, oral answers or a partner scribe. Keep colour optional. Use fictional examples and invite explanations without asking about family voting choices.

Parliament Venn Diagram — Answers

Years 5–6 | Ages 8–13 with support | 25 minutes

Teacher / parent guide · Check reasoning as well as answers.

HOUSE ONLY: 1, 4, 6.

BOTH (overlap): 3, 7, 9.

SENATE ONLY: 2, 5, 8.

Examples of shared work: debating bills, committees and scrutinising government.

RUN THE ACTIVITY

Model how the overlap means both houses, then let learners place numbers rather than copy each statement.

Allow pointing, oral answers or a partner scribe. Keep colour optional. Use fictional examples and invite explanations without asking about family voting choices.

Preferential Voting Explained — Answers

Years 5–6 | Ages 8–13 with support | 20 minutes

Teacher / parent guide · Check reasoning as well as answers.

Next available choice after Science Show and Giant Slide are excluded: Petting Zoo.

With 20 formal ballots the winning target is 11. Ten is exactly half, not more than half.

One ballot is counted for one continuing option at a time. Later preferences may transfer it; they do not create extra votes.

RUN THE ACTIVITY

Use the fictional ranking as a worked example. Distinguish one transferable ballot from several votes.

Allow pointing, oral answers or a partner scribe. Keep colour optional. Use fictional examples and invite explanations without asking about family voting choices.

Preferential Voting Practice Ballot — Answers

Years 5–6 | Ages 8–13 with support | 20 minutes

Teacher / parent guide · Check reasoning as well as answers.

The child's ballot may use any ranking that includes 1, 2, 3 and 4 exactly once.

A: YES. B: NO (2 repeats and 3 is missing). C: NO (2 is missing and 5 is outside 1–4). D: YES.

Fix B or C by using each number from 1 to 4 once. There is no preferred activity.

These judgements use the printed classroom rule. They do not claim to cover every legal formality exception.

RUN THE ACTIVITY

Use every number from 1 to 4 once. The checks teach this activity rule, not every legal formality exception.

Allow pointing, oral answers or a partner scribe. Keep colour optional. Use fictional examples and invite explanations without asking about family voting choices.

Count a Preferential Election — Answers

Years 5–6 | Ages 8–13 with support | 40 minutes

Teacher / parent guide · Check reasoning as well as answers.

Target: 11 of 20 formal votes.

Round 1: A 7, B 6, C 4, D 3. Exclude D.

Ballot 18 → C; ballot 19 → C; ballot 20 → B.

Round 2: A 7, B 7, C 6, D excluded. Total 20. Exclude C.

Ballots 14, 15, 16 and 18 → A. Ballots 17 and 19 → B.

Final: A 11, B 9. Petting Zoo wins with a majority.

The first-preference leader may be overtaken when later preferences transfer. There are no tied lowest options in this worked set.

RUN THE ACTIVITY

Print the ballot sheet and tally sheet. Keep ballot IDs visible so every paper can be tracked through transfers.

Allow pointing, oral answers or a partner scribe. Keep colour optional. Use fictional examples and invite explanations without asking about family voting choices.

Preferential Voting Flowchart — Answers

Years 5–6 | Ages 8–13 with support | 20 minutes

Teacher / parent guide · Check reasoning as well as answers.

Winning target: 11.

Only ballots currently held by the excluded option move at that step. Each moves to its next preference still in the count.

Follow the NO path through exclusion, transfer and recount, then return to the majority question.

This is a simplified House-style count. An educator must set a tie procedure before running a different classroom election.

RUN THE ACTIVITY

Trace the NO loop with a finger. Explain that only ballots held by the excluded option move at that step.

Allow pointing, oral answers or a partner scribe. Keep colour optional. Use fictional examples and invite explanations without asking about family voting choices.

How a Bill Becomes a Law — Answers

Years 5–6 | Ages 8–13 with support | 25 minutes

Teacher / parent guide · Check reasoning as well as answers.

1. An idea is proposed — People suggest a change.
2. A bill is drafted — The proposed law is written.
3. First house considers it — The bill is introduced, debated and passed.
4. Other house considers it — The other house debates and passes it.
5. Both agree on the same text — Changes may need further agreement.
6. Royal Assent is given — The Governor-General signs the bill.
7. It becomes an Act — It is now a law; its start date can be later.

Circle Royal Assent: it changes the bill into an Act. An arrow can return a changed bill to the other house for agreement.

A simplified successful pathway. Bills may be changed, delayed or rejected. Many can start in either house; some financial bills must start in the House of Representatives.

RUN THE ACTIVITY

Read the diagram as a simplified successful pathway. Bills can be amended, delayed or rejected.

Allow pointing, oral answers or a partner scribe. Keep colour optional. Use fictional examples and invite explanations without asking about family voting choices.

Put Law-Making in Order — Answers

Years 5–6 | Ages 8–13 with support | 25 minutes

Teacher / parent guide · Check reasoning as well as answers.

Numbers down the worksheet: 4, 1, 7, 3, 6, 2, 5.

Both houses need to agree on identical wording so they have passed the same proposed law.

A simplified successful pathway. Bills may be changed, delayed or rejected. Many can start in either house; some financial bills must start in the House of Representatives.

RUN THE ACTIVITY

Allow learners to refer to the flowchart, then ask them to explain the sequence without copying it.

Allow pointing, oral answers or a partner scribe. Keep colour optional. Use fictional examples and invite explanations without asking about family voting choices.

Law-Making Cut and Paste — Answers

Years 5–6 | Ages 8–13 with support | 30 minutes

Teacher / parent guide · Check reasoning as well as answers.

1. An idea is proposed — People suggest a change.
2. A bill is drafted — The proposed law is written.
3. First house considers it — The bill is introduced, debated and passed.
4. Other house considers it — The other house debates and passes it.
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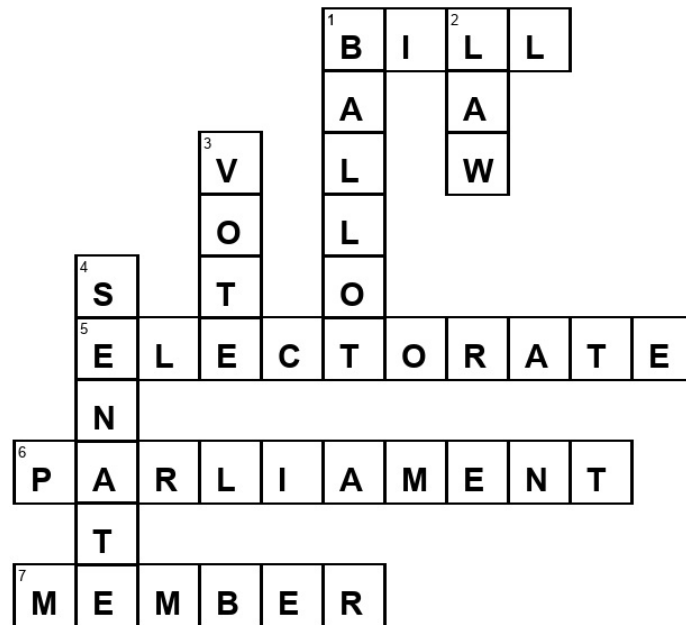
A simplified successful pathway. Bills may be changed, delayed or rejected. Many can start in either house; some financial bills must start in the House of Representatives.

RUN THE ACTIVITY

Print the card sheet and pathway mat. Place cards before gluing and check the sequence with a partner.

Allow pointing, oral answers or a partner scribe. Keep colour optional. Use fictional examples and invite explanations without asking about family voting choices.

Completed grid and clue answers.



1. BILL
5. ELECTORATE
6. PARLIAMENT
7. MEMBER

1. BALLOT
2. LAW
3. VOTE
4. SENATE