



# Question Time Tallying

Explore the concept of “responsible government” and scrutiny of government by observing and tracking question time.

## Overview

<b>Subject:</b>	<ul style="list-style-type: none"> <li>HASS F-6</li> <li>Civics and Citizenship</li> <li>SACE Legal Studies</li> <li>SACE Politics, Power &amp; People</li> </ul>	<b>Prior Knowledge:</b>	<ul style="list-style-type: none"> <li>Who sits where in Parliament</li> <li>The functions of Parliament</li> </ul>
<b>Year Level:</b>	5 (skills only), 6, 7 (best fit), 8, 9 (skills only), 10, SACE	<b>Learning Objective:</b>	Understand how Question Time is a manifestation of responsible government, and the incomplete Separation of Powers in action.
<b>Grouping:</b>	This task can be completed in various formats – individually, in pairs, or in groups of three.	<b>Success Criteria:</b>	<ul style="list-style-type: none"> <li>Students identify that Ministers have to answer questions and can provide a reason why</li> <li>Students identify that most questions come from the Opposition, minor parties and independents and can provide a reason why</li> </ul>
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>Screen and sound</li> <li>YouTube links – choose if you would like to do the House of Assembly or Legislative Council option (different people, question themes).</li> <li>Tally chart per student/group</li> <li>Web access per student/group to research answers (tablet, laptop)</li> </ul>		

## Outline

Duration	Step	Instructions	Resources/Notes
5 minutes	Set the learning intention and identify the success criteria.	Go over the plan for the lesson with students.	Hand out tally sheets.
5 minutes	Explain the tally chart.	<ol style="list-style-type: none"> <li>You will hear a question being asked on the screen.</li> <li>When you hear a question, write who asked it in the “Member” column, e.g “The Leader”, “The Member for Schubert”, “The Honourable Ms Game”.</li> <li>Add a tally mark to that person for having asked a question.</li> <li>Then use either the <a href="#">House of Assembly Member list</a> or the <a href="#">Legislative Council Member list</a> (depending on which video you watch) to get the:</li> </ol>	You can split tasks up amongst small groups. In a group of three, one student listens and works as a scribe, and two students are responsible for working out the details to go onto the tally sheet.

Duration	Step	Instructions	Resources/Notes
		<ul style="list-style-type: none"> <li>- proper name and title;</li> <li>- electorate (if watching the House of Assembly); and</li> <li>- the party/independent status, of the person who asked the question.</li> </ul> <p>5. Then fill in the “party” and “government/opposition/minor party/independent” columns.</p> <p>6. Listen to the next question. If the same person is asking a question again, you can add to their tally. If it is a new person, add them to a new row and start a tally for that person.</p> <p>7. At the end, count up how many questions went to the opposition, how many to the government, and how many to the crossbench (minor parties and independents combined).</p>	
5 minutes	Model the first question.	<p>Play either the <a href="#">House of Assembly</a> or <a href="#">Legislative Council</a> question time video.</p> <p>Example for House of Assembly</p> <ul style="list-style-type: none"> <li>• The first question was asked by the “Leader”</li> <li>• Write “Leader” in the “Member” column.</li> <li>• Add a tally mark in the last column because the Leader has had one question.</li> <li>• While the question is being answered, look at the <a href="#">House of Assembly Member list</a>.</li> <li>• Find out who the “Leader” is (CTRL+F “Leader”). It refers to the Leader of the Opposition.</li> <li>• Add in the name “Hon Vincent Tarzia MP” to the “Member” column. You could also note he is the “Member for Hartley” and add this information underneath his name in the “Member” column.</li> <li>• You can then see he is in the Liberal party, so add that to the “party” column.</li> <li>• The Liberal party are the current opposition. Add that to the “government/opposition/minor party/independent” column.</li> </ul> <p>Example for Legislative Council</p> <ul style="list-style-type: none"> <li>• The first question was asked by the “Deputy Leader”</li> <li>• Write “Deputy Leader” in the “Member” column.</li> <li>• Add a tally mark in the last column because the Deputy Leader has had one question.</li> <li>• In the Legislative Council, the Leader is Hon Nicola Centofanti MLC, and the Deputy Leader is Hon Heidi Girolamo MLC. This is not on the Member list, so you can support the students by giving them this information.</li> </ul>	Screen, sound, YouTube.

Duration	Step	Instructions	Resources/Notes
		<ul style="list-style-type: none"> <li>While the question is being answered, look at the <a href="#">Legislative Council Member list</a>.</li> <li>Add in the name “Hon Heidi Girolamo MLC” to the Member column.</li> <li>You can then see from the Member list that she is in the Liberal party, so add that to the “party” column.</li> <li>The Liberal party are the current opposition. Add that to the “government/opposition/minor party/independent” column.</li> </ul>	
25 minutes – 1 hour (optional)	Watch question time and complete the tally.	<p>Support students as they watch and complete the tally.</p> <p>Scrobble through lengthy answers if you think students have completed the table for a question/answer set.</p>	
15 minutes	Questioning/ brainstorming as a class.	<ol style="list-style-type: none"> <li>Who asked the most questions: government, opposition, or combined minor parties/independents?</li> <li>Ministers of the Government are the ones answering the questions. Why are they answering the questions? (They are responsible to the people for how they run the state)</li> <li>Why do you think the opposition got to ask the most questions? (They scrutinise the Government)</li> </ol>	
5 minutes	Return to the learning intention.	Opportunity for formative assessment to check what students have picked up from the lesson.	

## Differentiation

Support	Extend
<ul style="list-style-type: none"> <li>Use the group work option and strategically allocate tasks to best fit student strengths</li> <li>Provide students with the expected results and get them to cross-check it for accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Do not provide the links of where to go to find the information to populate the table, and encourage students to work it out on their own</li> <li>Students self-lead the analysis</li> </ul>

## Modifications

Shorten	Lengthen
<ul style="list-style-type: none"> <li>Only use the first 25 minutes of the footage, rather than the whole hour</li> <li>Conduct the tallying in one lesson and then do the rest of the information sorting in another lesson. Analyse the results in another lesson.</li> <li>Use the groupwork option</li> <li>Scrobble through the answers (1 minute is allocated to asking a question, 5 minutes is allocated to answering a question)</li> </ul>	<ul style="list-style-type: none"> <li>Compare class results to ensure consistency</li> <li>Complete the whole question time and analysis in one lesson</li> <li>Pick one of the Members to profile and come back with their bio and key policies</li> </ul>

## Sensory Notes

- Interjections and calling out during Question Time can be loud.

## Follow Up/Assessment

- Repeat the exercise using the other House of Parliament (e.g. if you watched House of Assembly, do the exercise again with the Legislative Council footage).
- Ask students to assume the role of a Shadow Minister and prepare questions they would ask a Minister.

## Australian Curriculum

Year Level	Knowledge & Understanding	Inquiry & Skills
<b>HASS 5</b>		<p><u>AC9HS5S03</u> Evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships</p> <p><u>AC9HS5S05</u> Develop evidence-based conclusions</p>
<b>HASS 6</b>	<p><u>AC9HS6K06</u> The key institutions of Australia's system of government, how it is based on the Westminster system, and the key values and beliefs of Western democracies</p> <ul style="list-style-type: none"> <li>• Comparing the Australian system of government with the Westminster system; for example, recognising that the House of Representatives and the Senate in Australia are a Lower and Upper House of Parliament, as are the House of Commons and the House of Lords in the Westminster system, but the Senate has elected members</li> </ul>	<p><u>AC9HS6S02</u> Locate, collect and organise information and data from primary and secondary sources in a range of formats</p> <p><u>AC9HS6S05</u> Develop evidence-based conclusions</p>
<b>Civics &amp; Citizenship 7</b>	<p><u>AC9HC7K01</u> The key features of Australia's system of government, including democracy, the Australian Constitution, responsible government and federalism</p> <ul style="list-style-type: none"> <li>• Describing Australia's system of responsible and representative government set out in the Australian Constitution, with a focus on the roles of the Governor-General, the Senate and the House of Representatives, the Prime Minister and Cabinet, the Opposition and the members of parliament</li> <li>• Exploring key democratic concepts, including popular sovereignty, representation, accountability and a partial separation of powers through the election of members of a legislative branch who answer to the people and from whom the executive branch is drawn</li> </ul>	<p><u>AC9HC7S02</u> Locate, select and organise information, data and ideas from different sources</p> <p><u>AC9HC7S03</u> Analyse information, data and ideas about political, legal or civic issues to identify and explain differences in perspectives and potential challenges</p>
<b>Civics &amp; Citizenship 8</b>	<p><u>AC9HC8K02</u> The role of political parties and independent representatives in Australian democracy, including elections and the formation of governments</p> <ul style="list-style-type: none"> <li>• Investigating the roles of political parties and elected representatives, including independents</li> </ul>	<p><u>AC9HC8S02</u> Locate, select and organise information, data and ideas from different sources</p> <p><u>AC9HC8S03</u> Analyse information, data and ideas about political, legal or civic issues to identify and explain differences in perspectives and potential challenges</p>
<b>Civics &amp; Citizenship 9</b>		<p><u>AC9HC9S02</u> Locate, select and compare information, data and ideas from a range of sources</p> <p><u>AC9HC9S03</u> Analyse information, data and ideas about political, legal or civic issues to identify and</p>

		evaluate differences in perspectives and interpretations
<b>Civics &amp; Citizenship 10</b>	<p><u>AC9HC10K01</u> The key features and values of Australia's system of government compared with at least one other democratic or non-democratic system of government in the Asia-Pacific region</p> <p><u>AC9HC10K05</u> The challenges to and ways of sustaining a resilient democracy and a cohesive society in Australia and/or in our region or globally</p> <ul style="list-style-type: none"> <li>Considering threats to Australian democracy and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness, and the impact of social media on the quality of civic debate about controversial matters</li> </ul>	<p><u>AC9HC10S02</u> Locate, select and compare information, data and ideas from a range of sources</p> <p><u>AC9HC10S03</u> Analyse information, data and ideas about political, legal or civic issues to identify and evaluate differences in perspectives and interpretations</p>
<b>General Capabilities</b>		
Intercultural Understanding	Critical & Creative Thinking	Personal & Social
Numeracy	Literacy	ICT
<b>Cross Curriculum Priorities</b>		
ATSI Histories and Cultures	Asia	Sustainability

## SACE

Subject	Content
<b>Stage 1 Legal Studies</b>	Focus Area 1: Law and Communities <ul style="list-style-type: none"> <li>How does the Australian legal system reflect its English heritage?</li> <li>Separation of Powers</li> </ul> Option Areas: <ul style="list-style-type: none"> <li>Government</li> </ul>
<b>Stage 2 Legal Studies</b>	Focus Area 1: Sources of Law <ul style="list-style-type: none"> <li>Are the institutions of government fair and efficient? (<i>Consider: fairness and efficiency</i>)</li> <li>Should Australia have a complete separation of powers?</li> <li>How effective are the mechanisms for supervising the exercise of power by government institutions?</li> <li>Responsible government</li> </ul>
<b>Stage 1 Politics, Power and People</b>	Compulsory Theme <ul style="list-style-type: none"> <li>What is Australian Politics? Separation of Powers, Responsible Government</li> <li>How different are the political parties in Australia? Major parties, minor parties, independents</li> </ul>
<b>Stage 2 Politics, Power and People</b>	Compulsory Theme <ul style="list-style-type: none"> <li>To what extent does Australia's political system reflect democratic values? Responsible government, the Separation of Powers</li> </ul>

## Further Information

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