|  |  |
| --- | --- |
| **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? |