Chapter One
Introduction to parliamentary government

Chapter Two
How a bill becomes law

Chapter Three
Role of the Presiding Officers

Chapter Four
Voting in the Chamber

Chapter Five
What does an MP do?

Chapter Six
Parliamentary traditions

Chapter Seven
How voters can ‘have their say’
**Chapter 1** of the DVD gives an introduction to parliamentary government in Victoria.

**Question 1**
Discuss these questions in groups before viewing Chapter 1 of the DVD:

a. What is the main issue in the media that concerns you? What is your opinion about it?

b. Who makes decisions about these issues? How?

c. Do you know where Parliament House is in Melbourne?

d. Have you ever been inside it?

e. What do you think is meant by the word “House” in these names:
   
   *Parliament House*  
   *Upper House* and *Lower House*?

**Question 2**
Answer these questions after the first viewing:

a. Tick the issues the students talked about at the start of the DVD
   - water
   - economy
   - women
   - trains
   - overseas doctors
   - dentists
   - hospitals
   - TAFE
b Tick one:

☐ Victoria used to be part of Canberra
☐ Victoria used to be part of the Colony of New South Wales

c Each House of Parliament has two names. Complete them.

Legislative ________________ = ___________ House
Legislative ________________ = ___________ House

d What does a political party have to do to become the Government?

e Who becomes the Opposition?

f In Victoria, for how long is Parliament elected? ________ years

Question 3 Vocabulary work from watching and listening to the DVD

a Before watching the DVD for a second time, place these words in the correct column, and underline the stressed syllable. The first one has been done for you. Practise pronouncing the words.

<table>
<thead>
<tr>
<th>Parliament</th>
<th>Constitution</th>
<th>Legislative</th>
<th>Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>Opposition</td>
<td>elected</td>
<td>Council</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Two syllables</th>
<th>Three syllables</th>
<th>Four syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parliament
b Second viewing

Tick the words above as you hear them during the second viewing.

**Question 4  Third and extra viewings: cloze exercise**

Place the following words in the gaps.

<table>
<thead>
<tr>
<th>four-year term</th>
<th>most</th>
<th>not</th>
<th>the essential thing red</th>
<th>Lower</th>
</tr>
</thead>
<tbody>
<tr>
<td>that green</td>
<td>the rules</td>
<td>so</td>
<td>Lower</td>
<td>Upper so</td>
</tr>
<tr>
<td>election</td>
<td>least</td>
<td>Upper</td>
<td>responsibilities</td>
<td></td>
</tr>
<tr>
<td>seat</td>
<td>wins</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

“…Parliament makes the Laws, but there is a Law which sets out ___ _____ which defines the powers and ________________ of the Victorian Parliament. ___________ set of rules is called the Constitution.

_________ _______________ ____________with the Victorian Parliament is that we’re a bicameral system, ___we have a ________ House, the Legislative Assembly, and our ____________House is the Legislative Council. The Legislative Assembly is ____________, and the Legislative Council is ____________. The Legislative Assembly is the _____ of government. To form government, or what becomes the government, is the party, the political party, that ________ the greatest number of seats at the election.

In the Legislative Assembly, the Opposition is that group of Members or that party that has ________ reached the majority of seats at the ___________.

So you have the Government who’ve got the ___________number of seats ... the Opposition with the ___________number of seats.

The _____of the Parliament now is four years; ______Members of the Assembly are elected for __________-__________terms…”
Question 5

a Show whether these statements are true or false:

Victoria has its own Constitution

☐ True  ☐ False

The party with the most seats in the Legislative Assembly forms government

☐ True  ☐ False

b Put a letter in the third column to match the abbreviation with its meaning:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Member of the Legislative Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>MP</td>
<td>Member of Parliament</td>
</tr>
<tr>
<td>B</td>
<td>MLA</td>
<td>Member of the Legislative Assembly</td>
</tr>
<tr>
<td>C</td>
<td>MLC</td>
<td></td>
</tr>
</tbody>
</table>

c A timeline

Write the following events in historical order (earliest event first):

- The Parliament of Victoria opens and work starts on the building

- The Parliament House building in Spring Street is used by the Commonwealth Parliament for 27 years

- Great Britain grants independence from the NSW colony to the colony of Victoria
Question 6  Some mathematics

The bicameral system

a Any bicameral system has two Houses within its Parliament. What does the prefix bi- suggest?

- one
- two
- three

b Think of two more words in which the bi- prefix gives the same meaning (as shown in the words ‘bicameral’, or in ‘bicycle’).

c Match words with examples:

<table>
<thead>
<tr>
<th>A</th>
<th>Queensland has only one House of Parliament</th>
<th>The Commonwealth, State and local governments are three separate governments</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Australia celebrated 200 years of European settlement a few years ago</td>
<td>A unicameral system of parliament</td>
</tr>
<tr>
<td>C</td>
<td>There are three levels of government in Australia</td>
<td>A bicentenary celebration</td>
</tr>
</tbody>
</table>

d Which political party becomes the government?

Assume that no ‘deals’ are done between political parties or independent Members

If political party M gets nine representatives elected to the Parliament, political party N has 55 representatives, political party O has 23 representatives, and there is one Independent MP, which party forms government and how big is its majority?
**Question 7    Fact and opinion**

At the beginning of Chapter 1 on the DVD, students describe some of the issues which they believe are important responsibilities of the State Government.

**a** Cross out the one issue which is NOT mentioned.

☐ Water recycling
☐ Free public hospitals
☐ Security on the trains
☐ Punctuality of trains
☐ Study at TAFE
☐ Genetically-modified crops

**b** From the other five issues, mark the two issues [1] and [2] which are most important to you.

**c** Why are your two items important? Why are these issues so complex?
Chapter 2 of the DVD describes how a bill becomes a law in the Victorian Parliament.

Question 1

**Discuss** these questions after you have watched Chapter 2 at least once.

**a** What is another word for “laws” that is used here?

**b** What reasons do the students give on the DVD for having laws in society?

**c** Use these words to fill in the boxes:

- **Legislative House**
- **Upper House**

<table>
<thead>
<tr>
<th>Lower House</th>
<th>____ Assembly</th>
<th>house of origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______ House</td>
<td>Legislative Council</td>
<td>_______ of review</td>
</tr>
</tbody>
</table>

**d** What do you think is meant by “house of origin” and “house of review”? Discuss with a partner.
Question 2

Fill in the gaps to show the process of making a law. Then pause the DVD at the diagram to check your answer.

House of _________

1st reading of the Bill

2nd reading

3rd reading

Second House

1st reading of the Bill

2nd reading

3rd reading

Governor signs

____of Parliament
**Question 3**

*Discuss* with another student:

When the Governor arrives at Parliament House there is music in the background of this chapter. What is the song, and why did the filmmakers choose to put it in here?

**Question 4**

Put a letter in the shaded section to match these words to their meanings.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>bill</td>
<td>accepted</td>
</tr>
<tr>
<td>B</td>
<td>debated</td>
<td>changes</td>
</tr>
<tr>
<td>C</td>
<td>passed</td>
<td>proposed law</td>
</tr>
<tr>
<td>D</td>
<td>formulates</td>
<td>King or Queen of England</td>
</tr>
<tr>
<td>E</td>
<td>amends</td>
<td>discussed or argued about</td>
</tr>
<tr>
<td>F</td>
<td>British monarch</td>
<td>makes</td>
</tr>
<tr>
<td>H</td>
<td>Act of Parliament</td>
<td>Law</td>
</tr>
</tbody>
</table>

Discuss with your teacher any words that you are unsure about.

**Question 5**

Listen to Chapter 2 again. Use the words provided to fill in the gaps.

laws reject amends authority
passed based both been

**Speaker:** The very special thing about Parliament I suppose is that it is the only place where ________can be made for Victoria.

A bill is...I suppose, it’s a proposal, it’s a proposed law, and until it’s debated, and __________through the Assembly, it can’t be a law, and it can be changed.

**President:** The Assembly actually formulates or makes the laws or amendments to the laws. The Legislative Council reviews, __________, or can in fact
legislation presented to it from the Assembly.

**President:** The Victorian Constitution highlights the fact that the Governor of Victoria is the highest ________. The Governor in fact represents the British monarch and our legal system is ________on the Crown.

**Speaker:** For a bill to become an Act of Parliament, it must be read and debated in ________the Legislative Assembly and the Legislative Council. When it is agreed upon by both of the Houses, it then goes to the Governor who signs it on behalf of the Queen. And once it’s signed by the Governor, it’s an Act of Parliament, or a law.

**Speaker:** Since 1856 there’s ________about 12,000 Acts of Parliament passed through the Parliament of Victoria.

---

**Question 6  Some mathematics**

Think about these statements:

“**Since 1856 there’ve been about 12,000 Acts of Parliament passed through the Parliament of Victoria.**”

“**Recently, Parliament celebrated its 150-year anniversary.**”

a If Parliament opened in 1856, in which year was the 150-year anniversary?

b During those 150 years, how many Acts (on average) were passed every twelve months? Tick the correct answer.

[ ] 60  [ ] 80  [ ] 150
Question 7  Discussion Topic:

Read the following expression of opinion.

“Laws take ages to make and they are just a waste of time. Every person in society should have freedom to do exactly what they want”

What do you think? Give reasons and examples to support your view.
Chapter 3 describes the role of the two Presiding Officers: The Speaker and the President.

Answer the questions below after you have watched Chapter 3 at least once.

Question 1
Which Presiding Officer works in which Chamber?

<table>
<thead>
<tr>
<th>Chamber</th>
<th>Upper House or Lower House</th>
<th>Title of the Presiding Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Legislative Assembly</td>
<td>The _ _ _ _ House</td>
<td>The _ _ _ _ _ _</td>
</tr>
<tr>
<td>The Legislative Council</td>
<td>The _ _ _ _ House</td>
<td>The _ _ _ _ _ _</td>
</tr>
</tbody>
</table>

Question 2  Standing Orders
The President and The Speaker make sure that the Standing Orders are followed in sessions of Parliament.
According to the DVD, what are the Standing Orders?

Question 3  During debates in the Chamber...
According to the DVD, what does an MP have to do to be permitted to speak during a debate?

Question 4  Officers of the Parliament
The Clerks are parliamentary employees who are elected by the MPs

☐ True or ☐ False
Question 5  Some language practice

The following question about the role of the Presiding Officers is taken from Chapter 3 of the DVD. There are three parts to the question.

**a Vocabulary**

Put a letter in the third column to match each word with its meaning.

<table>
<thead>
<tr>
<th>A</th>
<th>Removed</th>
<th>It’s okay for this to happen</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Allowed</td>
<td>Taken out of the Chamber</td>
</tr>
<tr>
<td>C</td>
<td>Committed</td>
<td>Insist or require</td>
</tr>
<tr>
<td>D</td>
<td>Difficult</td>
<td>Emotional</td>
</tr>
<tr>
<td>E</td>
<td>Role</td>
<td>Things the rules say you can do to force something to happen</td>
</tr>
<tr>
<td>F</td>
<td>Vote</td>
<td>The job you are expected to do</td>
</tr>
<tr>
<td>G</td>
<td>Demand</td>
<td>Not easy to do</td>
</tr>
<tr>
<td>H</td>
<td>Powers</td>
<td>Show what you support</td>
</tr>
<tr>
<td>I</td>
<td>Heated</td>
<td>Holding beliefs very strongly</td>
</tr>
</tbody>
</table>

**b Comprehension**

- What are the titles of the two Presiding Officer positions?

- What is the final power that the Presiding Officer can use during a debate if an MP continues to contravene (break) the rules set out in the Standing Orders?

- Even when Presiding Officers are elected to Parliament as a member of a political party they are expected to be ‘neutral’ when they work as The Speaker or as The President of the House.

- What does the word ‘neutral’ mean in this sentence? Choose one:
  - Impartial
  - Uninterested
  - Absent
Fill in the gaps by using the words from the following list.

removed  allowed  committed  runs  speak
only    difficult  role  way  demand
ask     powers   heated  vote  removed

**Speaker:** The Speaker’s ultimate authority is that I can have Members_____ from the Chamber. It can be very __________sometimes. It is a house of debate. There are quite passionate issues; people hold their convictions very strongly. If you get elected to Parliament, you are a ____________person so debate can be quite willing. The ultimate authority, though, is to __________people to leave, or __________that they leave, or have them _____________.

**President:** My role as President is to preside over the actual Chamber and to ensure that it _______ properly and in accordance with the Standing Orders in particular. I play a neutral ____________. Whilst I’m obviously a Member of one side of the House and I do have a__________, I am expected to be as neutral as I possibly can but, basically, it is to ensure that the House operates in the ____________it’s designed to do.

**President:** The Member has to attract the attention of the Presiding Officer to _______ and will be given the call from the Presiding Officer. Without that they cannot speak.

**President:** ____________the Member on their feet is entitled to speak. Of course, we know interjections take place and, generally speaking, they are___________. But if the Presiding Officer feels they are getting a little out of control, he will rein them in and prevent those interjections taking place.

**President:** In the event that debate is ____________and one Member may, for example, make an unacceptable remark about another Member or a government, I will use my ____________to discipline that particular Member. I can insist on a withdrawal of such a comment or I can actually remove the Member from the chamber.
Question 6

Put a letter in the third column to match the following four expressions (adapted from language used in the DVD) with their meanings.

<table>
<thead>
<tr>
<th>Difficult language used in the DVD</th>
<th>Possible meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>A To be the ultimate authority</td>
<td>To bring back under control</td>
</tr>
<tr>
<td>B To be passionate about something</td>
<td>To make sure that you don’t favour one side or the other</td>
</tr>
<tr>
<td>C To rein in</td>
<td>To have very strong beliefs, ideas and opinions</td>
</tr>
<tr>
<td>D To be neutral when making a decision</td>
<td>To have the final say</td>
</tr>
</tbody>
</table>

Question 7  Some mathematics

a There are 88 MPs in the Lower House. If \( \frac{3}{4} \) of the Members are in favour of a proposed bill, and everyone else votes against it, how many MPs oppose it?

b If 87 MPs vote for or against a proposed bill, what were the number of votes FOR, and the number AGAINST, if it wins by a MAJORITY of one vote?

c Assume that ten minutes were allocated to a speech about a proposed bill.

Assume that during this time there were ten interjections which each took 12 seconds and that the Presiding Officer needed six seconds to restore “Order! Order!” after each interjection!

- How much time was left for the actual speech?
- What percentage of the total time was this?
- What (decimal) fraction of the ten minutes was spent on interjections and the responses by the Presiding Officer?

☐ 0.5
☐ 0.1
☐ 0.3
Question 8  Facts and opinion. Discuss.

Chapter 3 describes the role of the Presiding Officers.

a How does the Presiding Officer maintain order during a debate?

b The Presiding Officer can insist that an MP withdraws from the Chamber.

• Do you agree with this power?
• Do you think that this system is likely to work effectively? Why?
Chapter 4 of the DVD explains how Members of Parliament vote for or against proposals in the chamber.

Question 1

After watching Chapter 4 of the DVD, discuss these questions with another student.

a A ‘division’ is actually a v____.

b For how long do the bells ring after a division is called?

c What reasons could there be for this?

d What does it mean when the Presiding Officer declares: “All of that opinion say ‘Aye’”? 

e What does the ‘teller’ do?

Question 2

Fill in the missing words in this “opposites table”:

<table>
<thead>
<tr>
<th>In favour of</th>
<th>“aye”</th>
<th>Sit on the right</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ ________ contrary</td>
<td>“ ”</td>
<td>Sit __ __ ___________</td>
</tr>
</tbody>
</table>
Question 3

**Choose** the correct answer for the two questions below.

**a** When does a division occur?

☐ When someone disagrees with the proposed bill

☐ When there is a dispute between Members of Parliament

☐ When a Member challenges the Presiding Officer’s count of ayes and noes

**b** What is the main purpose of a division? Choose one.

☐ To have a tea break

☐ To get an accurate count of MPs in favour and those against

☐ To separate male and female Members in the Chamber

Question 4

As you listen to Chapter 4 again, use the words provided to fill the gaps.

___ decision ___ numbers ___ call ___ right ___ which

___ vote ___ dispute ___ then ___ only ___

___ disagreement ___ votes ___ call ___ left ___

**Speaker:** When the House needs to make a __________, the Chair asks “All of that opinion say ‘Aye’...”, which means yes, “...and those on the contrary say “No”.

So Members say ‘yes’ or ‘no’, depending on __________way they want to vote.

**President:** Any one Member of the Chamber can __________for a Division.
**President:** A Division is, in fact, a vote. It occurs when there is ____________ in the Chamber as to whether the ‘ayes’ or the ‘noes’ have actually got the______________. Any Member can __________ the ‘ayes’ or the ‘noes’ simply by saying, or opposing, that. As Presiding Officer, I will ___________ call for a Division.... The bells will ring for three minutes. Members will have __________ three minutes to get to the Chamber to register their actual ____________.

**President:** The actual process for the Division is that I will _______ all Members who agree to sit on my ___________ and those who oppose to sit on my___________. I will then appoint tellers, people from the membership on either side of the House, to actually tally the ______________ formally.

**Question 5  Summary statement**

Use the words below to complete the summary statement, check with your teacher, and then copy it into your notebook.

| favour | vote | no | contrary | tellers |

During a Division which is, in fact, a ________, the Presiding Officer asks Members in ___________ of a proposal to say “aye”.

People who, on the______________, wish to vote the opposite way will say “_____”.

The ______________ take an accurate count of the votes.
Question 6  Some mathematics

Every second counts!

Members have three minutes to get back to the chamber so that they can vote when a division has been called by the Presiding Officer.

a How many seconds are there in 3 minutes? ________ seconds

b If eighty-seven MPs vote and the results are: 45 ayes and 42 noes…

• How do you describe this winning margin of votes and how big is the margin?

It is a m_ _ _ _ity of _ votes

Question 7  Beyond the chapter ...

Discuss:

• What do you think is meant by the words party lines?

• Do you think that MPs will always vote according to party lines?

• Why/Why not?

• What is a conscience vote?

• Do you know of any occasion in which a conscience vote has been held? Explain.
Chapter 5 of the DVD describes the work done each day by a Member of Parliament.

Watch Chapter 5 to understand the main ideas, then:

**Question 1**
Tick the box which shows the purpose of Chapter 5 (one answer only)

- [ ] To tell people why politicians should get more pay
- [x] To explain what politicians do
- [ ] To make people want to vote for a particular party.

**Question 2**
Understand these words before you listen again

<table>
<thead>
<tr>
<th>Word/s</th>
<th>and their meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>electoral office</td>
<td>the local office of a politician</td>
</tr>
<tr>
<td>local issues</td>
<td>things that people are concerned about in their area</td>
</tr>
<tr>
<td>following things through</td>
<td>finishing jobs</td>
</tr>
<tr>
<td>constituents</td>
<td>the people an MP (Member of Parliament) represents</td>
</tr>
<tr>
<td>Parliament House</td>
<td>the central place where politicians meet (see the picture on the DVD cover)</td>
</tr>
<tr>
<td>portfolio</td>
<td>an area of special responsibility for a Minister</td>
</tr>
</tbody>
</table>
Question 3

_Pronounce_ these words before you listen again. Put each word in the box that shows its syllable stress.

<table>
<thead>
<tr>
<th>Parliament</th>
<th>electoral</th>
<th>issues</th>
<th>local</th>
<th>portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>emails</td>
<td>concerns</td>
<td>politician</td>
<td>following</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>●</th>
<th>●</th>
<th>●●</th>
<th>●●●</th>
<th>●●●</th>
<th>●●●</th>
</tr>
</thead>
</table>

_parliament_

Question 4

_Listen carefully to one of the politicians in Chapter 5_, MP, Andrea Coote, as she describes what she does in a normal day.

Make sure you understand the questions below. Answer them after you listen.

a. What time does she start working? ______________________
What does she read in the morning? _____________________

What time does she get to her electoral office? ______________

Does she ring people back?  ☐ Yes  ☐ No

What do people often want to talk about? Circle one:

- weather
- movies
- local issues

Is Parliament House close to her office?  ☐ Yes  ☐ No

Question 5
Now listen again and use the words provided to fill in the gaps

<table>
<thead>
<tr>
<th>Parliament</th>
<th>electoral</th>
<th>constituents</th>
<th>portfolio</th>
<th>emails</th>
</tr>
</thead>
<tbody>
<tr>
<td>concerns</td>
<td>following</td>
<td>House</td>
<td>issues</td>
<td>return</td>
</tr>
</tbody>
</table>

“I think the best way to tell you how I work in this office is to give you some description of a day.

First of all, I do all of my _______________ at home. I start about 7 o’clock in the morning and I read the newspapers and I look at all of the emails and see what the _______________ are for the day.

Then I come here. I’m usually here into my _______________ office about quarter past eight, half past eight, and once again I look at local issues. I’m usually _______________ things through. I’ve got a number of phone calls to _______________ and it is really important to ring people back and to write to people and to answer their _______________. Then I will see _______________ and they can have concerns of a whole range of things.
Then I will probably go into ________________________ House because it’s only a short distance from here and many people it’s easier for them to get to Parliament ____________ than to come to this electorate office, and I will deal with some of their issues, particularly in my _________________________ areas.”

**Question 6**

*Discuss* with another student

a What do you think about Andrea and what she says?

b Tick the words that describe her manner:

- friendly
- sleepy
- angry
- unhappy
- enthusiastic
- energetic

**Question 7  Some mathematics**

Luke Donnellan is a Member of the Legislative Assembly in the Parliament of Victoria. The Legislative Assembly has 88 Members, all elected, and in addition 40 MPs are elected to the Upper House.
If the population of Victoria (2009) is slightly more than five million, approximately how many people does Luke Donnellan represent in his electorate?

☐ 50   ☐ 500   ☐ 5000   ☐ 50,000

Explain your thinking to another student.
Chapter 6 of the DVD describes some traditions of the Parliament of Victoria.

After watching Chapter 6 of the DVD, discuss these questions with another student:

**Question 1**  The origins of parliamentary tradition

Where do most of Victoria’s parliamentary traditions come from?

- [ ] New Zealand
- [ ] England
- [ ] USA

**Question 2**  Upper House and Lower House

Fill the eight gaps in the two charts with appropriate words from the box.

<table>
<thead>
<tr>
<th>red</th>
<th>the Mace</th>
<th>Council</th>
<th>Serjeant-at-Arms</th>
</tr>
</thead>
<tbody>
<tr>
<td>green</td>
<td>The Speaker</td>
<td>Assembly</td>
<td>The President</td>
</tr>
</tbody>
</table>

**UPPER HOUSE**

<table>
<thead>
<tr>
<th>The British name for this House is...</th>
<th>...the House of Lords</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Victorian Parliament’s name for this house is...</td>
<td>...the Legislative __________________</td>
</tr>
<tr>
<td>The color of the carpet in this chamber is...</td>
<td>...__________________</td>
</tr>
<tr>
<td>The name of the Presiding Officer is...</td>
<td>The P __________________</td>
</tr>
<tr>
<td>The Executive Officer is...</td>
<td>...The Usher of the Black Rod</td>
</tr>
<tr>
<td>The symbol of this Executive Officer’s authority is...</td>
<td>...The Black Rod</td>
</tr>
</tbody>
</table>
**Lower House**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the British system, this House is called...</td>
<td>the House of Commons</td>
</tr>
<tr>
<td>The Victorian Parliament’s name for this House is...</td>
<td>the Legislative</td>
</tr>
<tr>
<td>The color of the carpet in this chamber is...</td>
<td></td>
</tr>
<tr>
<td>The name of the Presiding Officer is...</td>
<td>The S</td>
</tr>
<tr>
<td>The Executive Officer is...</td>
<td>S at-at-</td>
</tr>
<tr>
<td>The symbol of this Executive Officer’s authority is...</td>
<td>The M</td>
</tr>
</tbody>
</table>

**Question 3**  **Changing traditions**

This chapter describes traditions - those which are old and those which are new. Discuss your answers with other students.

**a** What new tradition is shown in Chapter 6 of the DVD?

**b** Two old traditions have been left behind. What were they?
Question 4  Some language practice

a Write a letter in the third column to match each word with its meaning.

<table>
<thead>
<tr>
<th>A</th>
<th>Westminster</th>
<th>A house of the British Parliament whose members are chosen by the monarch</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Mace</td>
<td>A suburb in London, England, where you will find the British Houses of Parliament</td>
</tr>
<tr>
<td>C</td>
<td>Lords</td>
<td>Room where the Members of Parliament meet for Question Time and to debate proposed bills</td>
</tr>
<tr>
<td>D</td>
<td>Chamber</td>
<td>A long rod used as a symbol of authority - protecting the independence of the Speaker</td>
</tr>
</tbody>
</table>

b Watch Chapter 6 again and fill in the gaps by using the words from the following box...

Lords      red   green   Mace    obvious
Westminster    history   Parliament  Chamber  Black

President: Well, the Parliament itself is modelled on the British system, the Parliament at W__________, where they have both the Commons and the House of __________, and given our historical relationship with Britain it’s one that we have inherited.

President: The direct relationship is quite ________ when one sees the make-up of Westminster being the House of Lords, the Upper House, fitted out in _____ ...it was more of a royal colour representing the aristocracy...and the Commons in ______, representing the working man or the ordinary man.
**Speaker:** The traditions of the Serjeant-at-Arms and the Mace also go back in _______ to the bygone days of England where the Serjeant-at-Arms was actually the Speaker’s bodyguard and the _______ was his weapon to protect the Speaker and over time it’s become much more of a ceremonial role, although in today’s _______ the Serjeant-at-Arms still has the enforcement, I suppose, of the Speaker’s ruling. And if a member is asked to leave the _______ and refuses to do so, then the Serjeant-at-Arms would be the person that would escort the member from the Chamber.

**President:** An authoritative figure in the Legislative Council is the Usher, the Usher of the Black Rod. He is the counterpart to the Sergeant-at-Arms in the Assembly. He carries a __________ Rod as a symbol of his power and authority, and tradition has it, when the Parliament is actually opened, the Usher will use that Rod and bang on the door to open the chamber for parliamentarians.

### Question 5   Mathematical language

**a** Match the words and meanings

[A] 10 years  A MILLENNIUM  [ ]

[B] 100 years  A DECADE  [ ]

[C] 1000 years  A LEAP YEAR  [ ]

[D] A year of 366 days  A CENTURY  [ ]

**b** Select the two correct words from the following list to fill in the two gaps below:

- millenium
- decades
- leap year
- centuries
In England, the new Parliament tried to become independent of the King more than six ________________ ago.

A long time ago, the Mace was a weapon to protect The Speaker. The Mace has been a symbol of authority in the Parliament of Victoria since the middle of the 1850s, which is more than 150 years ago (or, in other words, more than 15 ____________ ago).

c The Clerks are full time employees of the Parliament. They help Parliament to follow correct procedures in day-to-day matters.

From the following list, which number means the same as the words full time?

- 0.5
- 1.0
- 0.8

d Think about these three mathematical symbols:

= > <

Put one symbol in each bracket [  ] to change the information below into sentences which are ‘mathematically correct’.

- The number of hours of work in full time employment [        ] the number of hours in part time employment

- The number of years in a decade [        ] the number of years in a century

- A millennium [        ] 1000 years
Question 6  Facts and opinion. Discuss.

Chapter 6 finishes with The Speaker talking about the value of tradition. The Speaker says that some traditions might be important even if they seem quaint, or not relevant.

a Use your answer to Question 3 to list three or more examples of traditions mentioned in this chapter.

b What do you think about each of these traditions? Discuss your opinion with the other students.

c Discuss the following question:

• In general, is there any value in preserving traditions? Give examples from any culture to support your arguments.
Chapter 7 of the DVD discusses ways in which voters can ‘have their say’.

Watch Chapter 7 of the DVD and discuss these questions with other students:

Question 1

**a How long?**
In Chapter 7 of the DVD, the President of the Legislative Council tells us that parliamentary democracy in Victoria has existed for approximately...

- [ ] 50
- [ ] 100
- [ ] 150 years

**b Contact – where?**
According to Chapter 7 in the DVD, MPs want members of the public to contact them and so they invite people to approach them at the Parliament House or at the in their .

**c The ballot paper**
In Chapter 7 of the DVD, one student describes voting as a “...a tick in the box...”

Discuss and decide: in parliamentary elections, do we vote with a tick in a box?

- [ ] YES
- [ ] NO

If NOT, what system do we use?

Question 2

a Other ways to make contact...
In Chapter 7 of the DVD, one student suggests three ways that voters can approach their local MPs. Tick his three suggestions below.

- Go into the office
- Send an email
- Make a phone call
- Write a letter

b Your preference
Discuss: which approach would you use if you wanted to consult one of your local MPs about something which is important to you, and why would you choose that way of approaching them?

Question 3 Vocabulary
Write a letter in the third column to match each expression with its meaning.

<table>
<thead>
<tr>
<th>A</th>
<th>“...have a voice...”</th>
<th>Your local Member of Parliament</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>“...the person who’s representing your area...”</td>
<td>To influence the future direction of government policy</td>
</tr>
<tr>
<td>C</td>
<td>“...to participate in the future...”</td>
<td>To have my say</td>
</tr>
</tbody>
</table>
Question 4  Cloze

Listen to and watch Chapter 7 of the DVD again and use the words in the box to fill in the gaps.

<table>
<thead>
<tr>
<th>importance</th>
<th>relevant</th>
<th>peace</th>
<th>participate</th>
</tr>
</thead>
<tbody>
<tr>
<td>continues</td>
<td>freedom</td>
<td>system</td>
<td>essential</td>
</tr>
<tr>
<td>protect</td>
<td>opportunities</td>
<td>ensure</td>
<td>150 years</td>
</tr>
</tbody>
</table>

**Speaker:** “The ___________ work of Parliament and I suppose the essential ___________ that I see of Parliament is that it does ___________ our way of life. It passes Laws that are ___________ to today to ensure that we can continue to live life with the ___________ that we have, the ___________ that we have, and the ___________ and harmony that we enjoy in our community.

**President:** I hope after this you will not only know how the ___________ works, but be encouraged to _______ into the future to _______ our system of parliamentary democracy ___________ and serves the people as it has over the last _______ ________.”

Question 5  Some mathematics

In Chapter 7 on the DVD, one male Member of Parliament is worried that emails are not a good way to contact your local MP. The emails could be “…lost in the process…”

Let us say that there are 50,000 voters in an electorate, and that two different voters in every 100 voters in his electorate send an email to him each month of the year.

How many emails from local voters would hit the computer screen of that MP in twelve months?
Question 6  Confidence, facts and opinion

a Some people might think it is difficult to contact their local MPs. Would you feel more confident in contacting YOUR local MPs if you have been on a tour of Parliament House?

b Check the website of the Parliament of Victoria to find the following details:

www.parliament.vic.gov.au

› The Parliament Building
› Public Tours

• How frequently are public tours available?

• Do you have to book days ahead for these tours?

• When are public tours NOT available?

• What telephone number do you ring to book into a school or group public tour?

• What is a ‘virtual tour’ of Parliament House?
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