Civics and Citizenship education in the Australian Curriculum Version 9.0 and assessed in the NAP Sample program

Submission from:
Australian Curriculum, Assessment and Reporting Authority (ACARA)

Submission to:
Joint Standing Committee on Electoral Matters (JSCEM) inquiry into Civics education, engagement, and participation in Australia
May 2024

1 Overview

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is responsible for the development of the Australian Curriculum, including Civics and Citizenship. It is also responsible for the implementation of the NAP Sample assessment for civics and citizenship (NAP–CC) since 2004.

The Joint Standing Committee on Electoral Matters (JSCEM) is inquiring into and reporting on civics education, engagement, and participation in Australia. Terms of Reference have been set.

1.1 Terms of Reference

The Joint Standing Committee on Electoral Matters (JSCEM) will inquire into and report on civics education, engagement, and participation in Australia. The inquiry will have regard to:

- the effectiveness of formalised civics education throughout Australia and the various approaches taken across jurisdictions through schools and other institutions including electoral commissions, councils, and parliaments; the extent to which all students have equitable access to civics education; and opportunities for improvement;

- the vast array of informal mechanisms through which Australians seek and receive information about Australia's democracy, electoral events, and voting; and how governments and the community might leverage these mechanisms to improve the quality of information and help Australians be better informed about, and better participate in, the electoral system;

- the mechanisms available to assist voters in understanding the legitimacy of information about electoral matters; the impact of artificial intelligence, foreign interference, social media and mis- and disinformation; and how governments and the community can prevent or limit inaccurate or false information influencing electoral outcomes;

- opportunities for supporting culturally diverse, geographically diverse, and remote communities to access relevant, appropriate, and culturally suitable information about Australian democracy, electoral events, enrolment and voting to promote full electoral participation;

- social, socio-economic, or other barriers that may be preventing electoral participation; and ways governments might address or circumvent these barriers; and

- potential improvements to the operations and structures that deliver electoral events to support full electoral participation.

ACARA is providing a submission in response to the first statement.

2 Australian Curriculum: Civics and Citizenship

Civics and Citizenship has been in the Australian Curriculum since it was released in 2014 (Version 8.4).

The development of the Years 3–10 Australian Curriculum: Civics and Citizenship began with a shape paper to assist writers to prepare learning area content. A national forum was held in March 2012 and the Shape of the Australian Curriculum: Civics and Citizenship was published. Writing began with expert writers and advisory group members, following extensive consultation with a wide range of stakeholders, critical friend review and international benchmarking.

The revised Australian Curriculum: Civics and Citizenship Version 9.0 was published in 2022. It is informed by the Alice Springs (Mparntwe) Education Declaration (December 2019). It strongly reflects Goal 2: All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community.

Various professional associations for Civics and Citizenship were involved throughout the Australian Curriculum Review consultation process, including the Social and Citizenship Educators Association of Australia, Australian Parliamentary Education Office and the Museum of Australian Democracy, and their feedback was carefully considered. ACARA also employed education academics with expertise in civics education and Civics and Citizenship teachers as writers.

There was a 10-week public consultation period in the Australian Curriculum Review process. The feedback provided during consultation was through 3 mechanisms, firstly the jurisdictions and sectors were invited to provide written submissions in addition to responding a number of prompts/questions. These same prompts/questions were included in the survey (the second mechanism) that was available for anyone to complete during the 10-week public consultation period. If the survey was completed by an individual, it was anonymous, but if it was completed on behalf of an organisation then the name and additional information was collected. There was also the opportunity for anyone to make a written submission (the third mechanism).

The most detailed feedback provided during consultation was from the jurisdictions and sectors. It is important to note that we had relatively few survey responses so one respondent's answer could lead to different conclusions being drawn. ACARA was given contradictory advice during consultation for example some feedback suggested that more content needed to be removed while others wanted ACARA to add more content.

ACARA had procured the services of The University of Queensland to do the independent analysis of all the information submitted during the public consultation process and prepare a consultation report that would be made public at the completion of the process. The Humanities and Social Sciences (HASS) consultation report authored by The University of Queensland can be found here: https://www.acara.edu.au/curriculum/curriculum-review.

Humanities and Social Sciences

Humanities and Social Sciences is written on the basis that all students will study Humanities and Social Sciences from F–6. In Years 7–10, students will study History. In Years 7–8, students will study Geography, Civics and Citizenship, and Economics and Business. In Years 9–10, students' access to Geography, Civics and Citizenship, and Economics and Business will be determined by school authorities or individual schools.

Humanities and Social Sciences F-6

In the Humanities and Social Sciences from Foundation to Year 6 students are introduced to the discipline of Civics and Citizenship from Year 3.

The *Knowledge and understanding* and *Skills* strands develop the following Civics and Citizenship concepts with increasing complexity across Years 3-6:

Identity and diversity: Students understand the factors, including values and traditions, that shape personal and shared identity, and the diversity of Australia as a culturally diverse and multi-faith society.

Democracy and citizenship: Students learn about the key democratic and legal institutions, processes, rights and roles that underpin Australian democracy, and the responsibilities and obligations of citizens in local, regional, national and global communities.

Refer to **Attachment 1: Australian Curriculum HASS F-6 Version 9.0 extract including Year 3-6 Civics and Citizenship curriculum**. This attachment includes the introductory information (for example aims, rationale, structure) for HASS F-6 and then content descriptions and achievement standards for Year 3-6 that includes the Civics and Citizenship specific curriculum.

The Australian Curriculum: HASS F-6 Version 9.0 can also be viewed on the website at: https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/hass-f-6/year-3_year-4_year-5_year-6?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0

Civics and Citizenship 7-10

In Years 7–8, students will study Civics and Citizenship. In Years 9–10, students' access to Civics and Citizenship will be determined by school authorities or individual schools.

The *Knowledge and understanding* and *Skills* strands develop the following concepts with increasing complexity across Years 7–10:

Active citizenship: Citizens are entitled to certain rights, privileges and responsibilities; therefore, being an active citizen requires engagement and informed participation in the civic and political activities of society at local, state, national, regional and global levels.

Democracy: Democracy is a system of government where power is vested in the people. The will of the majority is accepted and exercised directly or indirectly through elected representatives, who may remove and replace political leaders and governments in free, fair and regular elections.

Global citizenship: Students recognise that in addition to having rights and responsibilities flowing from our Australian citizenship, we also live in an increasingly interdependent world, where citizens' concerns transcend geographical or political borders, and people can exercise rights and responsibilities at a global level.

Legal systems: Students understand the function of legal systems, the rule of law and its application. They also understand equality before the law, and the importance of judicial independence and objectivity leading to the law being perceived as fair.

Identity and diversity: Identity is a person's sense of who they are, and conception and expression of their individuality or association with a group, culture, state, nation or a region of the world, regardless of their legal citizenship status. Students' understanding of diversity includes acknowledgement of Australia as a culturally diverse, multi-faith and cohesive society.

Refer to **Attachment 2: Australian Curriculum Civics and Citizenship 7-10 Version 9.0**. This attachment includes the introductory information (for example aims, rationale, structure) and the content descriptions and achievement standards.

The Australian Curriculum: Civics and Citizenship Version 9.0 can also be viewed on the website at: https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-learning-area/humanities-and-social-sciences#accordion-219197d6ea-item-03beb8b7cb

3 NAP Sample: Civics and Citizenship (NAP-CC)

The National Assessment Program (NAP), of which the National Assessment Program – Civics and Citizenship (NAP−CC) is a component, provides useful nationally comparable evidence about student achievement. The data can be used to inform future policy development, resource allocation, curriculum planning and intervention programs. It helps governments, education authorities, schools and the community to see whether young Australians are reaching important educational goals. It helps drive improvements in student outcomes by providing information about how education programs are working, areas for improvement, and which schools need support in teaching and learning.

The NAP sample assessments test students' skills and understanding in science literacy, civics and citizenship, and information and communication technology (ICT) literacy. Only selected groups of students in Years 6 and 10 participate in these sample assessments, which are held on a rolling 3-yearly basis. NAP−CC was first assessed in 2004.

The NAP−CC is an online assessment that informs schools, education ministers and the community about the levels of achievement in civics and citizenship literacy among a sample of Year 6 and Year 10 students across Australia, with the aim of improving teaching and learning.

The content for the NAP−CC assessment is defined according to a specific assessment framework. The framework helps to provide test developers, state and territory education reviewers and policy makers with a clear definition of the scope and method of testing in the NAP−CC assessment. Representatives and subject specialists from state, territory and federal governments have been consulted closely throughout the development of the assessment framework and assessment instruments which ensures the broader coverage of the curriculum content nationally and provide a more realistic reflection of the content delivered in different jurisdictions.

It is acknowledged that states and territories sometimes vary their curriculum from that identified in the Australian Curriculum: Civics and Citizenship. Schools, and individual teachers, can vary their teaching practices and curriculum application according to state and territory curriculum guidelines. The NAP−CC Assessment Framework aims to deal with these differences by including only item content that is taught in all Australian states and territories.

Refer to Attachment 3: National Assessment Program – Civics and Citizenship – Assessment Framework 2024. This can also be viewed on the website at:

https://nap.edu.au/docs/default-source/default-document-library/nap-cc-assessment-framework-2024.pdf

In Civics and Citizenship, students:

- investigate political and legal systems
- explore the nature of citizenship, diversity and identity in contemporary society
- understand our federal system of government, derived from the Westminster and Washington systems, and the liberal democratic values that underpin it, such as freedom, equality and the rule of law
- explore how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life.

NAP–CC is a world-class online assessment designed by education experts in the field of civics and citizenship. It contains questions and tasks that let students demonstrate achievement and understanding at a range of levels. NAP–CC is an excellent learning opportunity for selected students.

Following the test, all students complete a survey that gathers information on students' attitudes towards civics and citizenship issues and their participation in civic activities.

A representative sample of students from government, Catholic and independent schools in metropolitan and rural and remote locations is sampled for participation in the main study. The field trial, held earlier, validates potential questions (items) for the main study. Sampled schools either take part in the field trial or the main study.

The NAP–CC public report provides:

- nationally comparable state and territory de-identified performance data and overall trends for Year 6 and Year 10 students.
- analysis of the achievement of various sub-groups of students, including the relative achievement of boys and girls, Indigenous and non-Indigenous students, and students from different geographic locations and language backgrounds.
- results from the survey questions.

A technical report is also released, which provides detailed information about the conduct of the NAP–CC so that valid interpretations of the relevant results can be made, and future NAP–CC assessment cycles can be undertaken, and linked with, appropriate information from past NAP–CC assessments.

More detailed information about the NAP Civics and Citizenship, including access to the public and technical report can be accesses from https://www.nap.edu.au/nap-sample-assessments/civics-and-citizenship

Attachment 1

Australian Curriculum HASS F-6 Version 9.0 extract including Year 3-6 Civics and Citizenship curriculum

F–10 AUSTRALIAN CURRICULUM: HUMANITIES AND SOCIAL SCIENCES: F–6

ABOUT HASS F–6

Rationale

In a world that is increasingly culturally diverse and dynamically interconnected, it is important that students in Foundation to Year 6 develop a deep understanding of their world, past and present. They will continue to strengthen a range of learning dispositions to respond personally and collectively to current and future challenges in innovative and informed ways.

Humanities and Social Sciences (HASS) F–6 plays an important role in harnessing students' curiosity and imagination about the world they live in. It empowers them to value their belonging and contribution to their community and beyond. HASS F–6 encompasses the knowledge and understandings of History, Geography, Civics and Citizenship, and Economics and Business. It gives students a deep understanding of the world they live in, past and present, and encourages them to appreciate and respect social, cultural and religious diversity.

HASS F–6 supports the development of a range of skills that enable students to question, think critically, consider perspectives, solve problems, make decisions and communicate effectively. Students are given opportunities to develop an understanding of the concepts that underpin the disciplines of HASS. They then apply these concepts when investigating historical, geographical, civic, and economic and business contexts relevant to their lives. These skills are developed holistically through connection to key knowledge and understandings outlined in the curriculum.

Aims

HASS F–6 aims to ensure that students develop:

- foundational knowledge and skills for History, Geography, Civics and Citizenship, and Economics and Business to support their learning in discipline-specific HASS subjects from Years 7–10

- an understanding of the concepts applied to disciplinary and/or cross-disciplinary inquiries

- a sense of their personal world, wider community, country, region and the world in terms of key historical, geographical, civic, and economic and business contexts

- an appreciation of the nature of both past and contemporary Australian society that values the contributions of the histories and cultures of First Nations Australians, Australia's Western and Christian heritage, and the diversity of other migrant cultures and groups to our prosperous, democratic nation

- skills to engage in inquiries, including questioning, researching, interpreting, analysing, evaluating, decision-making and communicating

- capabilities to engage in everyday life, including critical and creative thinking, ethical understanding and intercultural understanding.

Structure

HASS F–6 is organised under 2 interrelated strands:

- Knowledge and understanding

- Skills.

HASS F–6 is presented in year levels for *Knowledge and understanding* content and in bands for *Skills* content from Foundation to Year 6.

The 2 strands are interrelated and should be programmed and taught in an integrated way. The content descriptions of the 2 strands have been written so that this integration is possible at each year. The *Knowledge and understanding* strand provides the contexts through which the concepts and skills are developed in increasing complexity across Foundation to Year 6.

Under each strand, curriculum content is further organised into sub-strands.

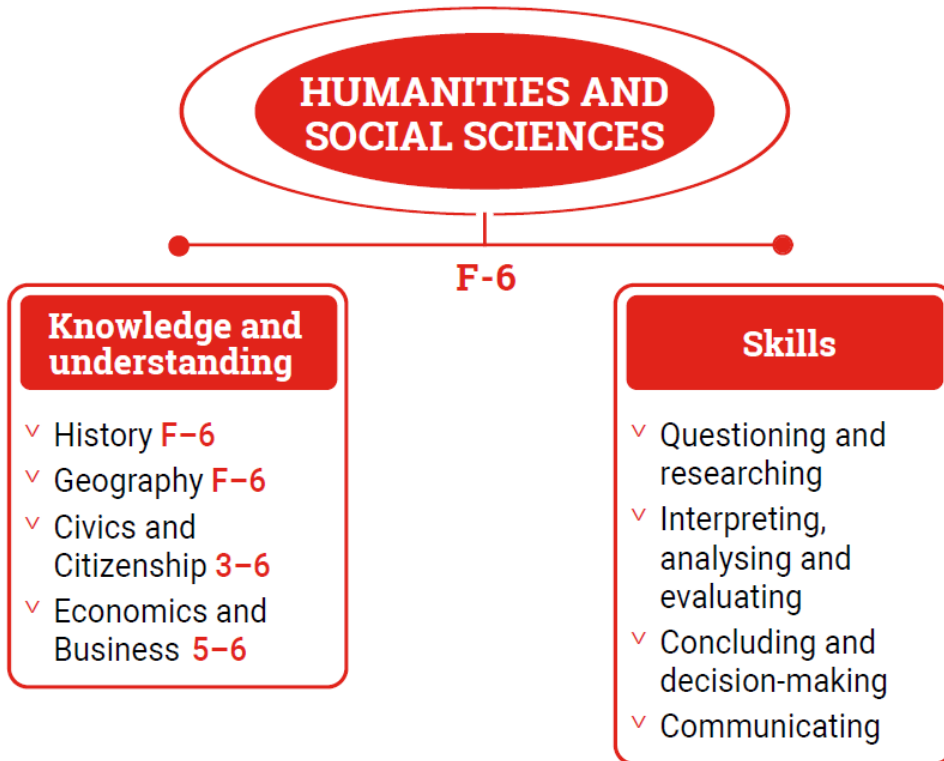The strands and sub-strands are illustrated in Figure 1.

Figure 1: Humanities and Social Sciences F–6 content structure

Knowledge and understanding strand

The *Knowledge and understanding* strand is organised under the 4 sub-strands:

- History
- Geography
- Civics and Citizenship
- Economics and Business.

The sub-strands of History and Geography exist from Foundation to Year 6, the sub-strand of Civics and Citizenship is introduced in Year 3, and the sub-strand of Economics and Business is introduced in Year 5.

Skills strand

This strand is organised in 2-year bands under 4 sub-strands. Students apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Questioning and researching

Students develop questions about events, people, places, ideas, developments, issues and/or phenomena that relate to their developing understanding of disciplinary concepts (before, during and after stages of inquiry). These questions guide their investigations, satisfy curiosity and revisit findings. Students identify and collect information, evidence and/or data from primary and secondary sources, including observations. They organise, sequence, sort and categorise them in a range of discipline-appropriate formats.

Interpreting, analysing and evaluating

Students explore information, evidence and data to identify and interpret features, patterns, trends and relationships, key points, facts and opinions, points of view, perspectives and interpretations. They identify the purpose and intent of sources and determine their accuracy and reliability.

Concluding and decision-making

Students propose explanations for events, developments, issues and/or phenomena, draw evidence-based conclusions, and use criteria and democratic processes to make informed decisions and judgements. They work respectfully with others and reflect on learning to suggest courses of action in response to an issue or problem. They predict possible and preferred effects of actions.

Communicating

Students select ideas and findings from sources including visual materials, and use relevant terms and conventions, to present narratives, observations, descriptions and explanations.

Concepts

In the *Knowledge and understanding* and *Skills* strands, students develop an understanding of the concepts of:

Significance

Students learn about the importance that is assigned to an issue, event, development, person, place, process, interaction or system over time and place.

Continuity and change

Students learn about aspects of society, such as institutions, ideas, values and problems, that remain/ed the same and/or change/d over certain periods of time (some point in the past and the present) or in the past (2 points in the past).

Cause and effect

Students identify the long- and short-term causes and the intended and unintended consequences of an event, decision, process, interaction or development.

Place and space

Students explore the characteristics of places (spatial, social, economic, physical, environmental) and how these characteristics are organised spatially (location, pattern).

Interconnections

Students examine the components of various systems such as social systems, resource systems and natural systems, and the connections within and between them, including how they impact on each other.

Identity and diversity

Students understand the factors, including values and traditions, that shape personal and shared identity, and the diversity of Australia as a culturally diverse and multi-faith society.

Democracy and citizenship

Students learn about the key democratic and legal institutions, processes, rights and roles that underpin Australian democracy, and the responsibilities and obligations of citizens in local, regional, national and global communities.

Resource allocation and making choices

Students understand the process of using available or limited resources for competing alternative uses, and the choices that individuals and societies make to satisfy needs and wants.

Key considerations

Inquiry questions

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. They allow for connections to be made within and across the HASS *Knowledge and understanding* sub-strands of History, Geography, Civics and Citizenship, Economics and Business, and other learning areas. Inquiry questions provided for each year level are examples only and may be used or adapted to suit local contexts.

Connecting HASS concepts across the primary curriculum

HASS F–6 has been flexibly designed to suit a range of implementation approaches and classroom contexts. *Knowledge and understanding* content descriptions support the development of conceptual understanding. HASS concepts provide opportunities to connect learning within HASS sub-strands, across sub-strands, and with other learning areas. Some of the major connections are outlined below:

- The concept of significance in History connects to significant places in Geography, and the impact of significant people and events on contemporary Australian democracy in Civics and Citizenship.

- The focus on continuity and change and cause and effect in History connects to changes in places in Geography, and to understanding patterns of continuity and change in the world in Science.

- The concept of interconnections in Geography aligns to the allocation of resources and consumer choices in Economics and Business. It also connects to ecosystems in Science, and food and fibre production in Design and Technologies.

- The understanding of the natural, managed and constructed features of places in Geography connects to an understanding of the form and function of materials in Science, and materials and technologies in Design and Technologies.

- A focus on the human characteristics of places around the world in Geography connects to the cultural dimensions of The Arts and Languages.

- The concept of identity and diversity in Civics and Citizenship connects to identity in Health and Physical Education, and to the exploration of diverse expressions of identity and culture through The Arts and Languages.

- Active citizenship may be connected to contexts from Geography, Economics and Business, Science, and Design and Technologies.

- Informed consumer and financial choices link to understandings in Mathematics, and Design and Technologies.

Year 3

Year level description

In Year 3, the focus is on **"diverse communities and places, and the contributions people make"**.

The Year 3 curriculum focuses on the diversity of people and places in their local community and beyond, and how people participate in their communities. Through exploring how their community has changed over time, students identify the significant causes, events and people involved in change. They investigate the importance of different events, symbols and emblems in Australia. Students examine the representation of Australia, the location of Australia's neighbouring countries, and the similarities and differences between places at those scales in terms of natural, managed and constructed features. They explore the interconnections of First Nations Australians in different parts of Australia to Country/Place. Drawing on familiar and local contexts, students develop an understanding of the importance of rules, the consequences of rules not being followed, and how individuals, including themselves, participate in and contribute to their community.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

- How do symbols, events, individuals and places in my community make it unique?
- How do people contribute to their communities, past and present?
- How are people in Australia connected to places, and what are the similarities and differences between those places?

Achievement standard

By the end of Year 3, students describe the causes, effects and contributions of people to change. They identify the significance of events, symbols and emblems to Australia's identity and diversity. They describe the representation of places within and near Australia. They identify the similarities, differences and connections of people to places across those scales. Students describe the importance of rules and people's contributions to communities.

Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and they draw conclusions. They propose actions or responses. Students use ideas from sources, and subject-specific terms to present descriptions and explanations

Strand: Knowledge and understanding	Year 3
Sub-strand: History	

Content descriptions *Students learn about:*	**Content elaborations** *This may involve students:*
causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes AC9HS3K01	• exploring photographs, newspapers, oral histories, diaries and letters to investigate how an aspect of life in the local community, such as transport, entertainment, the natural and built environment, and technologies, has changed over time; for example, from the time of European settlement to the present day • comparing photographs from the past and present of a specific location to identify the change or continuity (similarities and differences over time) associated with people, events or developments, places or ecosystems • identifying individuals and groups of diverse backgrounds from the past, who have contributed to the community's economic, social, cultural, civic and environmental development and character • investigating reasons for change in the local community, why change was brought about and what happened because of it; for example, the change in use of a building, wasteland turning to wetland
significant events, symbols and emblems that are important to Australia's identity and diversity, and how they are celebrated, commemorated or recognised in Australia, including Australia Day, Anzac Day, NAIDOC Week, National Sorry Day, Easter, Christmas, and other religious and cultural festivals AC9HS3K02	• identifying and discussing the historical origins of an important Australian celebration or commemoration, including Australia Day, Anzac Day, NAIDOC Week and National Sorry Day, as well as significant religious or cultural festivals, such as Easter, Christmas, Lunar New Year, Diwali and Eid • recognising that people have different points of view on some events that are commemorated and celebrated; for example, some First Nations Australians regard "Australia Day" as "Invasion Day" and many non-Christians celebrate Christmas • generating a list of local, state/territory, national and religious symbols and emblems (for example, the Commonwealth Coat of Arms, the Australian Flag and First Nations Australians' flags, state/territory flags and coats of arms, club emblems, school logos, flags, floral emblems, and religious symbols, such as the Christian cross, the Crescent and Star, and the Magen David), and discussing their origins, use and significance • examining the symbolism found in the design and positioning of flags (for example, the Australian flag, First Nations Australians' flags) and recognising special occasions when they are flown (for example, all three flags are flown during NAIDOC Week, National Reconciliation Week, National Sorry Day and Mabo Day) • examining the roles, rights and responsibilities the community has when observing protocols around flag flying

Sub-strand: Geography	
the representation of contemporary Australia as states and territories, and as the Countries/Places of First Nations Australians prior to colonisation, and the locations of Australia's neighbouring regions and countries AC9HS3K03	• using geographical tools to locate and name the states and territories in Australia, along with their capital cities; for example, a globe, wall map or digital source such as an online satellite image • using a globe or digital source to locate the Pacific Island nations, New Zealand, Papua New Guinea, Timor-Leste, Indonesia and countries relevant to students, labelling them on a map and identifying the direction of each country from Australia • using the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia and a states and territories map of Australia to compare the boundaries of Aboriginal Countries and Torres Strait Islander Places with the surveyed boundaries between Australian states and territories, to gain an appreciation of the different ways Australia can be represented
the ways First Nations Australians in different parts of Australia are interconnected with Country/Place AC9HS3K04	• explaining that some First Nations Australians have special connections to many Countries/Places; for example, through marriage, birth, parents, residence and chosen or forced movement, and that First Nations Australians can identify with more than one Country/Place • discussing how some people are connected to one Country; for example, because it is "Mother's" Country or "Father's" Country • exploring the ways Australian First Nations Peoples connect to Country/Place, by reading and viewing poems, songs, paintings and stories from outside the local area
the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features AC9HS3K05	• identifying and locating examples of the main climatic types in Australia and neighbouring countries (for example, equatorial, tropical, arid, semi-arid, temperate) and the features of those climate types and their impact on other natural features • identifying and describing the similarities and differences between places in Australia and places in neighbouring countries, such as Indonesia and Pacific Island nations, in their natural features; for example, rocks, landforms, bodies of water, climate, soils, natural vegetation and animal life • investigating differences in the type of housing that people use in different climates and environments • exploring different types of settlement and classifying them into hierarchical categories, such as isolated dwellings, outstations, villages, towns, regional centres and large cities • choosing a place in a neighbouring country, such as Indonesia or Pacific Island nations, to compare with a place in Australia in terms of managed and built features, to explore the reasons for similarities and differences
Sub-strand: Civics and Citizenship	

who makes rules, why rules are important in the school and/or the local community, and the consequences of rules not being followed AC9HS3K06	• developing and justifying a set of fair rules and consequences for the class • identifying familiar rules, how rules protect the rights of others, what their responsibilities are to others, and the consequences when rules are not followed • exploring who has the authority to make rules in different contexts (for example, parents, teachers, coaches) and considering why rules differ across these contexts, such as a school playground, in class, at home, or in sport • discussing situations where it is not fair to have one rule that treats everyone the same; for example, if some people, such as students with disability, have different needs or would be unable to follow the rules • exploring cultural norms behind some rulemaking; for example, removing shoes before entering places of cultural or religious significance
why people participate within communities and how students can actively participate and contribute to communities AC9HS3K07	• identifying groups that actively participate in the local community or through a virtual community and exploring their purpose • exploring how they could participate in a school or community project; for example, raising money for a relevant aid project, such as supporting disadvantaged communities overseas or working to protect a bird habitat • investigating how an individual's contribution can be recognised; for example, an Order of Australia award • exploring the motivations of individuals who contribute to communities, such as local community volunteers, leaders and Elders

Strand: Skills	Year 3
Sub-strand: Questioning and researching	

Content descriptions *Students learn to:*	**Content elaborations** *This may involve students:*
develop questions to guide investigations about people, events, places and issues AC9HS3S01	• developing inquiring questions as they investigate; for example, "Why there?" questions about location; "What might happen?" questions about future consequences of natural processes or people's actions in places; and "What ought to happen?" questions about ethical behaviour, sustainability and preferred futures • asking probing questions during an investigation; for example, "Why is that so?", "What else do we need to know?" • posing questions to compare such as "How have things changed?" and "How is my house the same or different to one in a neighbouring country?"
locate, collect and record information and data from a range of sources, including annotated timelines and maps AC9HS3S02	• locating sources suited to learning about the past, such as photographs, interviews, newspapers, digital media, stories, cemetery observations, interviews with older people, and maps, including those online • collecting information in the field; for example, taking photographs, making sketches or collecting natural objects, or interviewing or surveying people to seek information about feelings, preferences, perspectives and actions • gathering information from maps, aerial photographs, satellite images or digital application objects, to support the investigation of the natural, managed and constructed features of places • sequencing information about local people and events in annotated timelines to show change • acquiring geographical information from schools in geographically contrasting parts of Australia and neighbouring countries and recording that information by constructing and annotating maps, using the appropriate cartographic conventions, including map symbols, title and north point • creating tables or picture and column graphs to show patterns in data collected from a class vote on participation in community activities
Sub-strand: Interpreting, analysing and evaluating	
interpret information and data displayed in different formats AC9HS3S03	• distinguishing between fiction and non-fiction texts in relation to representation of places, environments and past events • interpreting climate data to describe the temperature and rainfall for a place in Australia and a place in a neighbouring country

	• interpreting information about the number of parents that volunteer at the school and why they may choose to contribute in this way
	• interpreting data to identify patterns of change over time; for example, examine building dates to make inferences about changing designs and materials used
	• using maps, ground and aerial photographs, and a digital source such as online satellite images to identify, locate and describe features, including the interpretation of cartographic information such as titles, map symbols, north point and compass direction
analyse information and data, and identify perspectives AC9HS3S04	• comparing information in different sources to identify evidence of change; for example, images and maps of the local area over time
	• comparing different accounts of historic events to determine the effects of changes; for example, how the development of local farming or industry impacted on people and the environment
	• analysing information collected from interviews with different people, such as children, teachers, coaches and community members, about rules and how decisions are made
	• using visible thinking strategies to examine a group of paintings and/or maps across a period of time, to explore evidence of continuity and change, and significant events in the local area

Sub-strand: Concluding and decision-making	
draw conclusions based on analysis of information AC9HS3S05	• reaching conclusions about how their place and community have changed and developed based on an analysis of data and information related to settlement patterns, local changes in plant and animal species, historic events or cultural celebrations • drawing conclusions about the preservation of unique features of the natural environment • drawing conclusions about the ways people are connected with places, and the similarities and differences of places in Australia and those of neighbouring countries
propose actions or responses to an issue or challenge that consider possible effects of actions AC9HS3S06	• contributing ideas to a group response to a community challenge; for example, ways their class or school could contribute to recycling or conserving energy • considering anticipated effects of actions designed to protect and improve places that people perceive as important, such as places of environmental, cultural or religious value, or historic significance • developing a plan of action to achieve a set goal; for example, to protect a place, to participate in a community festival or commemoration, to raise awareness about an issue, to raise money for a purpose • arguing a point of view on a civics and citizenship issue relevant to their lives (for example, the consequences of breaking school rules, the value of contributing to their community, the need to preserve an endangered species) and making effective use of persuasive language such as "I think" and "I dis/agree that" to gain the support of others
Sub-strand: Communicating	
present descriptions and explanations, using ideas in sources and relevant subject-specific terms AC9HS3S07	• selecting ideas from sources, such as graphs, tables, photographs and pictures • using appropriate terms when speaking, writing and illustrating; for example, historical terms such as "immigration", "exploration", "development", "settlement", "naming days of commemoration" and "emblems"; geographical terms such as "climate", "settlement", "environment", "natural" and "constructed"; and civics terms such as "community", "decision-making" and "participation"

Year 4

Year level description

In Year 4, the focus is on **"how people, places and environments interact, past and present"**.

The Year 4 curriculum focuses on interactions between people, places and environments over time and space, and the effects of these interactions. Students develop understandings about the causes and nature of significant events related to the First Fleet and the experiences of people involved in colonisation prior to 1800. They study the diversity of First Nations Australians prior to colonisation, their continuous connection to Country/Place, and the impacts of contact on them and their Countries/Places. Students examine the ways in which environments are important to people and animals, as well as the ways people sustainably allocate and manage renewable and non-renewable resources. Students' understanding of democratic decision-making is developed through investigating the role of their local government and the contribution of citizens to their community. They examine how rules and laws affect them and the importance of laws in society. Students explore cultural diversity in their community and how belonging to different groups can shape personal identity.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

- How have diverse individuals and groups, past and present, contributed to the Australian community?
- Why did Britain want to establish a colony in Australia?
- What were the effects of European colonisation on Australia, and on Australian First Nations Peoples?
- What is the significance of the environment, and what are different views on how it can be used and sustained, past and present?

Achievement standard

By the end of Year 4, students describe the diversity of experiences of people in Australia prior to and following 1788. They describe the events and causes of the establishment of the first British colony in Australia. They describe the effects of colonisation on people and environments. Students describe the importance of environments, and sustainable allocation and management of resources. They describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity.

Students develop questions and locate, collect and record information and data from a range of sources and formats. They interpret and analyse information and data to identify perspectives, and draw conclusions. Students propose considered actions or responses. Students use ideas from sources and relevant subject-specific terms to present descriptions and explanations.

OFFICIAL

Strand: Knowledge and understanding	Year 4

Sub-strand: History	

Content descriptions *Students learn about:*	Content elaborations *This may involve students:*
the diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place AC9HS4K01	• recognising that First Nations Australians include two distinct cultural groups – Aboriginal Peoples and Torres Strait Islander Peoples – and there is considerable diversity within these groups • investigating early archaeological sites (for example, Nauwalabila, Devil's Lair, Lake Mungo) that show the continuous connection of early First Peoples of Australia to Country/Place and the early lifestyles of First Nations Australians • exploring the connection of First Nations Australians to the land and water and how they manage these resources • investigating the diversity and significance of trade and exchange of ideas to First Nations Australians, including with groups outside Australia such as the Macassans
the causes of the establishment of the first British colony in Australia in 1788 AC9HS4K02	• examining the journeys of one or more European explorers who sailed parts of the route to Australia, such as Vasco da Gama and Ferdinand Magellan, using navigation maps to reconstruct their journeys, in order to investigate how exploration and knowledge of routes allowed for the later feasible settlement of Australia • examining journeys of the Australian coastline of one or more European explorers (for example, Dirk Hartog, Abel Tasman, James Cook, Comte de la Perouse, Willem Jansz) using navigation maps to reconstruct their journeys, in order to investigate the possibility of countries settling Australia to expand their empires • describing the journeys of James Cook, and that of Joseph Banks, and their role in the establishment of a British colony in Australia, including reference to Cook's "secret instructions" • investigating the reasons for the colonisation of Australia, including Britain needing a penal colony, the impact of the American War of Independence, the creation of a base in the global south and resources
the experiences of individuals and groups, including military and civilian officials, and convicts involved in the establishment of the first British colony AC9HS4K03	• describing the events around the establishment of the First Fleet and the key people involved, such as Captain Arthur Phillip, marines, Reverend Richard Johnson and convicts • describing the events and experiences of groups and individuals on the journey of the First Fleet • examining the wide range of crimes punishable by transportation and looking closely at the people who were transported • investigating attitudes to the poor, the treatment of prisoners and the social standing of those who travelled to Australia on the First Fleet, including families, children and convict guards

	• investigating daily life in the Port Jackson penal settlement, the challenges experienced by the people there and how they were managed
the effects of contact with other people on First Nations Australians and their Countries/Places following the arrival of the First Fleet and how this was viewed by First Nations Australians as an invasion AC9HS4K04	• investigating contact between First Nations Australians and people from different continents (Asia and Europe) before 1788; for example, the repulsion of the Dutch at Cape Keerweer in 1606, trade, sharing of ideas and technologies • exploring early contact of First Nations Australians with the British, including individuals such as Pemulwuy, Windradyne and Bennelong, and considering the differing perspectives of the interactions between Europeans and First Nations Australians, and how interactions could be interpreted as negative for one group and positive for the other • examining paintings and accounts by individuals involved in exploration and colonisation to explore the impact that British colonisation had on the lives of First Nations Australians; for example, dispossession, dislocation and the loss of lives through frontier conflict, disease, and loss of food sources and medicines, the embrace of some colonial technologies, the practice of colonial religion, and intermarriage between colonists and Australian First Nations Peoples

Sub-strand: Geography

the importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent AC9HS4K05	• identifying the main types of vegetation, including forest, savannah, grassland, woodland and desert, and exploring natural vegetation in Australia and another continent such as Africa or South America • exploring how vegetation has an important role in sustaining the environment by producing oxygen, protecting food-producing land from erosion, retaining rainfall, providing habitat for animals, sheltering crops and livestock, providing shade for people, cooling urban places, producing medicines, wood and fibre, and making places appear more attractive • explaining how people's connections with their environment can also be aesthetic, emotional and spiritual • exploring strategies to protect particular environments that provide habitats for animals; for example, planting bird-attracting vegetation • identifying the importance of water to the environment and to sustaining the lives of people and animals

sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations Australians have for Country/Place AC9HS4K06	• exploring how some resources are used and managed in sustainable and non-sustainable ways; for example, auditing use of renewable and non-renewable resources in the classroom, investigating recycling and waste disposal of non-renewable resources in the school and by local government, reducing waste through "nude food" lunch boxes and using recycled toilet paper, examining how renewable resources such as timber are managed • investigating how First Nations Australians adapted ways of living using knowledge and practices linked to the sustainable use of resources and environments (for example, rotational use and harvesting of resources; mutton-bird harvesting in Tasmania; the use of fire; the use of vegetation endemic in the local area for food, shelter, medicine, tools and weapons; and the collection of bush food from semi-arid rangelands), and how this knowledge can be taught through stories and songs, reflecting their inherent custodial responsibilities
Sub-strand: Civics and Citizenship	
the differences between "rules" and "laws", why laws are important and how they affect the lives of people AC9HS4K07	• distinguishing between "laws", such as not speeding in school zones, and "rules", such as practising sun safety in the school • exploring examples of laws and their purpose, recognising that laws apply to everyone in society and why they are important to students' lives • investigating the impact of laws, such as environmental laws, native title laws and laws concerning sacred sites • investigating the customary lore of First Nations Australians and how it relates to people and places; for example, the lore covers rules of living, skin groups, broad roles of men and women, economic affairs, marriage and other activities
the roles of local government and how members of the community use and contribute to local services AC9HS4K08	• examining how local government is chosen and by whom • exploring what local government does, including the services it provides, such as environment and waste management, libraries, health services, parks, cultural events, pools and sport facilities, arts and pet management • describing how local government services impact on the lives of students, and discussing how local groups/organisations and children can use their voices and make responsible choices about the services that impact them and their environment

diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity AC9HS4K09	• identifying diversity through the different social, cultural and religious groups students belong to and describing what makes them feel that they belong to the groups • listing and comparing the different beliefs, traditions and symbols used by groups • recognising that the identity of First Nations Australians is shaped by Country/Place, language and knowledge traditions

Strand: Skills	**Year 4**
Sub-strand: Questioning and researching	

Content descriptions *Students learn to:*	**Content elaborations** *This may involve students:*
develop questions to guide investigations about people, events, places and issues AC9HS4S01	• asking questions before, during and after an investigation, using tools such as a KWL chart (what they know, what they want to know and what they have learned) and five W's + H (who, what, when, where, why and how) • developing "How do we know?" questions for evidence; "How are these ideas connected to each other? What is similar/different about what you have found out?" questions about comparisons; "What could be done?" questions about alternatives; "Is that right or fair?" questions about decisions in the past and present; "How did/do certain groups respond/act when…?" questions about diverse groups; "What rules apply when…? Who was/is involved…?" questions about rules and citizenship • discussing how an investigation about the past, such as through a museum display, video or interactive website, is guided by questions at different stages, including "Why is that important now?" • developing questions that address the disciplinary concepts; for example, "What was the cause…?", "Why was this event significant?", "How did daily life change?", "What are the characteristics of this place?", "How can we manage resources sustainably?", "What rules are used by different groups I belong to?" and "What laws protect our local environment?"

locate, collect and record information and data from a range of sources, including annotated timelines and maps AC9HS4S02	• identifying the types of sources suited to historical, geographical and civic inquiry contexts (for example, paintings, maps and written records/accounts to investigate the First Fleet or a local environment; newspaper articles and database information to investigate the cultural diversity of the local community or to respond to a civic or geographic issue such as recycling; traditional ballads and stories to investigate historical events or cultural groups in the community) and discussing why particular sources might be suitable for a particular context • brainstorming ways that information might be collected for an inquiry, such as surveys, interviews and tallying, and choosing, with teacher guidance, the most effective sources of data; for example, the internet, thematic maps, photographs, satellite imagery, field data collection, interviewing members of local government • exploring stories about the groups people belong to; for example, cultural groups such as groups that value First Nations Australian or Asian heritage; interest and community groups such as recreational and volunteering organisations; and gender or religious groups • using graphic organisers, timelines, maps, graphs or tables to display data and information (for example, a food web; consequence wheels for an issue; creating a timeline related to the First Fleet; mapping locations of different types of vegetation, the loss of native species, the movement of peoples over time, or social, cultural and religious groups in Australia's society) and using digital applications as appropriate

Sub-strand: Interpreting, analysing and evaluating

interpret information and data displayed in different formats AC9HS4S03	• decoding the meaning of symbols and emblems associated with Australian history, geography and civic life, and applying an understanding of conventions, vocabulary and symbols when interpreting large-scale maps • interpreting the data presented in picture, line, bar or column graphs to identify trends; for example, explaining survey results about types of waste produced in the school or how people participate in the community • interpreting thematic maps and using online satellite images to describe the environmental characteristics of a continent or region, or to identify a particular characteristic, such as equatorial rainforests or clearance of natural vegetation for farming and settlement • comparing environments in places of similar climate and vegetation that are located on different continents; for example, sandy, icy and stony deserts of Australia, Africa and South America
analyse information and data, and identify perspectives AC9HS4S04	• comparing information in sources to identify evidence of change; for example, First Nations Australian, Dutch and French place names on Australia's west coast • analysing information collected from interviews with different people about the same issue; for example, developers, businesspeople and their employees, council members, local Elders and conservationists, regarding the management of resources

	• analysing information gathered through visible thinking strategies to examine a group of paintings and/or maps across a period of time to explore evidence of continuity and change, and significant events in Australia pre- and post-1788 (for example, images of First Nations Australian rock painting depicting early interactions and trade with the Macassans) and comparing it with written information from a historian
	• exploring different perspectives about a historical event (for example, the perspectives of convicts, soldiers, free settlers and First Nations Australians on the arrival of the First Fleet) or a contemporary issue, such as a school issue or an environmental issue

Sub-strand: Concluding and decision-making	
draw conclusions based on analysis of information AC9HS4S05	• describing risks in past times, such as those involved in sea travel, exploration and colonisation • explaining how seeking resources is connected to trade, world exploration, colonisation, economic development and environmental change, • analysing sources to draw conclusions; for example, "What are the relationships between plants and animals in an ecosystem?", "What can local government do to improve services?" and "How do students benefit from school rules?"
propose actions or responses to an issue or challenge that consider possible effects of actions AC9HS4S06	• participating in cooperative strategies that enable decision-making about roles and responsibilities in relation to an issue that may be of concern to the students (for example, waste management in their school or protecting a habitat for an endangered species) and identifying resources needed to support the actions and likely outcomes • forecasting a probable future and a preferred future relating to an environmental, local government or cultural issue; for example, developing a future scenario of what oceans will be like if humans continue to allow waste plastic to enter waterways, and a preferred scenario of what oceans would be like if plastics were to be replaced by degradable materials • reflecting on personal behaviours and identifying attitudes that may affect aspects of the environment at a local or global level; for example, pouring paints down the sink, using products sourced from cleared rainforests and proposing awareness-raising strategies to reduce impacts on the environment • proposing possible actions that could be taken to address an issue (for example, improving the management of waste in the school, choosing products that do not reduce wild animals' habitats) and identifying resources needed to support the actions and likely outcomes (for example, composting lunch waste and using it on the school garden, making socially responsible decisions)

Sub-strand: Communicating	
present descriptions and explanations, drawing ideas from sources and using relevant subject-specific terms AC9HS4S07	• describing the relative location of different features in a place by distance and compass direction; for example, the distance from their home to the local waste management site, the route of a navigator • using accurate and subject-appropriate terms when speaking, writing and illustrating; for example, using historical terms such as "exploration", "navigation", "trade", "penal", "transportation", "contact" and "colonisation"; using geographical terms such as "continents", "countries", "natural resources", "vegetation", "environments", "ecosystems", "sustainability", "consumption", "waste" and "management"; and using civic terms such as "local government", "decision-making", "services", "roles", "responsibilities", "rules", "laws" and "belonging"

Year 5

Year level description

In Year 5, the focus is on **"Australian communities – their past, present and possible futures"**.

The Year 5 curriculum focuses on the development of colonial Australia after 1800, the relationship between humans and their environment, the development of the economy, the features of Australian democracy and citizenship. Students learn about the reasons for the founding of a British colony in Australia, the impact of colonisation on the environment, and the daily lives of different people within and around the colony. They explore the roles of people, including migrants and First Nations Australians, in the development of events in an Australian colony. Students explore the human influences on the characteristics of a place and the way spaces in the Australian landscape are managed, including the management of severe weather events. Students investigate the key values and features of Australia's democracy. They determine how people in the community cooperate to achieve civic goals. Students develop an understanding of natural, human and capital resources, and how they satisfy human needs and wants.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

- How have individuals and groups in the past and present contributed to the development of Australia?

- How do people influence environments, and how do consumers and citizens contribute to a sustainable Australia?

- How have people enacted their values, beliefs and responsibilities about people, places and events, past and present?

Achievement standard

By the end of Year 5, students explain the causes of the establishment of British colonies in Australia after 1800. They explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments. They explain the influence of people on the characteristics of places and in the management of spaces. Students explain the key values and features of Australia's democracy and how people achieve civic goals. They explain the nature of resources, and how they meet needs and wants.

Students develop questions and locate, collect and organise information and data from primary and secondary sources. They evaluate sources to determine origin and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based on evidence. Students consider criteria in proposing actions or responses. Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations.

Strand: Knowledge and understanding	Year 5
Sub-strand: History	

Content descriptions *Students learn about:*	Content elaborations *This may involve students:*
the economic, political and social causes of the establishment of British colonies in Australia after 1800 AC9HS5K01	• investigating the reasons for the establishment of different types of colonies in Australia, such as a penal colony (for example, Moreton Bay, Van Diemen's Land) or a colony for free settlers, as in South Australia and Victoria • investigating economic reasons for the establishment of different colonies in Australia, such as the acquisition of land and resources, and the economic situation in Britain, including high unemployment and poverty • investigating political reasons for the establishment of different colonies in Australia, such as expanding the British empire and the threat that other countries might want to expand their territories • investigating social causes of the establishment of different colonies in Australia, such as overcrowded cities, high crime rates and overflowing prisons
the impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment AC9HS5K02	• investigating colonial life to discover what life was like at that time for different inhabitants (for example, a First Nations Australian community and a European community, a convict and a free settler, a "squatter", a sugarcane farmer and an indentured labourer), the challenges they faced and responses they made in terms of clothing, access to food and water, leisure, paid and unpaid work, use of technologies, shopping or trade, language, housing and children's lives • mapping settlement patterns in the 1800s, noting factors that shaped these patterns (for example, geographical features, climate, access to land for farming and grazing, water resources, the discovery of gold, transport and access to port facilities) and the impact these settlement patterns had on the local environment and its ecosystems (for example, comparing the present and past landscape, and the flora and fauna of the local community, including introduced species)
the role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian colony AC9HS5K03	• investigating an event or development and explaining its economic, social or political impact on a colony; for example, the impact of Blaxland, Wentworth and Lawson travelling across the Blue Mountains in 1813 on the expansion of farming; the impact of the exploration of the interior by figures such as Mitchell, Oxley and Sturt on frontier conflict; the impact of the introduction of merino sheep on economic development; the impact of the Eureka Stockade on the development of democracy; the impact of internal exploration and the advent of rail on the expansion of farming; the impact of Bennelong as a mediator between two cultures • creating "what if" scenarios by constructing different outcomes for a key event; for example, "What if Peter Lalor had encouraged gold miners to pay rather than resist licence fees?", "What if Arthur Phillip had not captured Bennelong?", "What if Chinese immigrants were not allowed to land in Robe, South Australia, during the gold

	rush?", "What if Governor Macquarie had not been removed by his enemies in 1821?", "What if he had not opened the Parramatta Native Institution?"
	• investigating the experiences and contributions of a particular migrant group within a colony, such as the Germans in South Australia, Japanese in Broome, Afghan cameleers in the Northern Territory, Chinese at Palmer River, and Pacific Islanders in the Torres Strait
	• examining the development of at least one primary industry sector of the economy during the 1800s, such as wheat, wool, meat, whaling, sugar cane, pearling or mining, including the involvement of First Nations Australians
	• examining the roles of key women in the early Australian Colonies, such as Elizabeth Macarthur, Edith Cowan, Maria Lock, Mary Bryant, Mary Reiby, Mary McKillop, and Truganini,
	• examining the roles and impacts of key administrative and political figures such the early colonial governors, and First Nations warriors such as Windradyne.

Sub-strand: Geography

the influence of people, including First Nations Australians and people in other countries, on the characteristics of a place AC9HS5K04	• identifying how First Nations Australian communities altered the environment and sustained ways of living through their methods of land and resource management; for example, firestick farming
	• exploring the extent of change in the local environment over time (for example, through vegetation clearance, fencing, urban development, drainage, irrigation, erosion, farming, the introduction of grazing livestock such as sheep and cattle, forest plantations or mining), and evaluating the effects of change on economic development and environmental sustainability
	• exploring examples of positive influences people have on the characteristics of places; for example, reforestation, land-care groups, rehabilitating former mining, industrial or waste disposal sites
	• identifying positive and negative influences of people on places in other countries, including countries in Asia, Europe and North America
the management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences AC9HS5K05	• exploring how environments are used and managed, the practices and laws that aim to manage human impact, the use of zoning to manage local environments, creation of wildlife corridors and national parks
	• examining how changes due to environmental practices create issues, such as water shortages and increased floods and bushfires, the impact of issues on places and communities, and how people can mitigate the impacts through building codes, zoning, firebreaks and controlled burns, and efficient irrigation

Sub-strand: Civics and Citizenship	
the key values and features of Australia's democracy, including elections, and the roles and responsibilities of elected representatives AC9HS5K06	• discussing the meaning of democracy, the importance of the key values of Australian democracy (for example, freedom of election and being elected; freedom of assembly and political participation; freedom of speech, expression and religious belief; rule of law; other basic human rights) and how students apply democratic values in familiar contexts, such as how religious tolerance might be achieved in a free democratic society • discussing the Australian citizenship pledge and the official statement of Australian values published by the federal government and what can be learnt about key values and Australian democracy from this material • exploring the secret ballot, compulsory voting and preferential voting as key features of Australia's democracy • recognising the role of the Australian Electoral Commission in administering elections that are open, free and fair • discussing key features of Australia's voting system, such as who has the right to vote and stand for election in Australia, including when women and First Nations Australians were first allowed to vote • considering the responsibilities of electors, including enrolling to vote, being informed and voting responsibly • identifying the characteristics that would make for a "good" representative at the local, state/territory or national level
how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal AC9HS5K07	• discussing how and why people volunteer for community groups such as religious and other charities, rural fire services, surf life-saving clubs, emergency services groups, First Nations community groups and youth groups • using social media to share and discuss ideas about how people can work together as local, regional and global citizens; for example, to promote access to educational opportunities for women and girls in developing countries • examining First Nations Australian organisations and the services they provide

Sub-strand: Economics and Business	
types of resources, including natural, human and capital, and how they satisfy needs and wants AC9HS5K08	• categorising resources as natural such as water, coal, wheat; human such as workers, business owners, volunteers, managers; and capital such as tools, machines, technologies • identifying and categorising the factors of production used in the production of goods and services that satisfy the needs and wants of a local community • distinguishing between needs and wants, and how resources might be used more sustainably to meet these needs and wants into the future

Strand: Skills	Year 5
Sub-strand: Questioning and researching	

Content descriptions *Students learn to:*	**Content elaborations** *This may involve students:*
develop questions to investigate people, events, developments, places and systems AC9HS5S01	• asking questions that address relevant disciplinary concepts before, during and after an investigation to frame and guide the stages of an inquiry; for example, "What caused Britain to establish Australian colonies after 1800?", "What does this source indicate about the significance of an event?", "How do secondary sources differ and what can I determine from primary sources?", "How do the sources help me answer my questions and reach conclusions?" • developing different types of questions for different purposes, such as probing questions to seek details, open-ended questions to elicit more ideas, and practical questions to guide financial choices • developing questions to guide the identification and location of useful sources for an investigation or project; for example, "Is this source useful?", "Who can help us do this project?", "What rules/protocols must we follow when we do this inquiry/project?", "What resources do we need to conduct this project?"
locate, collect and organise information and data from primary and secondary sources in a range of formats AC9HS5S02	• finding information in primary sources about the past (for example, maps, stories, songs, music, dance, diaries, official documents, artworks, artefacts, newspapers of the day, advertisements) and about geography (for example, fieldwork and photographs), and from secondary sources (for example, books, internet articles, maps, plans and reports in digital and non-digital form) • using geospatial tools such as a globe, wall map or a digital application to collect information; for example, to identify the influences of people on the characteristics of places in other countries, or the location of information they have collected through fieldwork • conducting surveys or interviews to gather primary data that support decision-making processes when investigating an issue, and summarising the key points or particular points of view; for example, surveying the views of conflicting parties in a planning or environmental dispute • categorising information using digital and non-digital graphic organisers, such as flow charts, consequence wheels, futures timelines, Venn diagrams, decision-making matrixes and bibliography templates, for an appropriate purpose; for example, creating flow charts that show the steps in an electoral process such as a class vote or a local council election, or the sequence of steps to rehabilitate a natural area, or the sequence of actions in achieving a civic goal • constructing timelines, maps, tables and graphs using appropriate digital applications and cartographic conventions, such as border, source, scale, legend, title and north point, to display data and information; for

	example, the movement of peoples over time in a colony, a sequence of key events, the population growth of an Australian colony, cultural and religious groups in Australia at different times, information on needs and wants
Sub-strand: Interpreting, analysing and evaluating	
evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships AC9HS5S03	• interpreting data presented in a line, bar, column or pie graph; for example, data about election results, common influences on the purchases of class members, the likelihood of an outcome or event reoccurring • examining visual and written sources to infer relationships; for example, examining photographs to see how people respond to droughts in enterprising ways; examining maps to investigate patterns in the characteristics of a place; investigating written sources to explore patterns in the development of colonial society • exploring maps and sources showing First Nations Australians' language groups and Countries/Places, to explain the diversity of their connections to Country/Place
evaluate primary and secondary sources to determine origin, purpose and perspectives AC9HS5S04	• identifying inferred messages, stereotypes and over-generalisations relating to age, gender, ethnicity, ability, religion and/or politics, and other beliefs or attitudes presented in sources and media of the past (for example, a newspaper caricature or photos of a colonial-era Chinese goldfield worker, businesspeople, First Nations Australians, South Sea Islander workers, women and children) and in sources and media of the present, such as social media opinions about a particular industry • evaluating the accuracy and the perspectives in information gained from primary and secondary sources; for example, checking publication details for the author of speeches, advertisements, campaign materials, symbols and how-to-vote cards, or comparing sources of evidence to identify similarities and/or differences in accounts of the past that reflect different perspectives • comparing sources of evidence to identify similarities and/or differences in accounts of and perspectives on the past; for example, comparing the differing experiences and feelings of miners, Chinese workers, women, children, leaders and First Nations Australian occupants during the Eureka Stockade; comparing colonial descriptions of Burke and Wills's achievements with those that have been recently published giving First Nations Australian perspectives; comparing representations of Ned Kelly in past and present publications
Sub-strand: Concluding and decision-making	

develop evidence-based conclusions AC9HS5S05	• identifying valid evidence that can be used to form a conclusion and considering the difference between a conclusion based on evidence and one based on personal preference or on the use of limited sources
	• drawing conclusions based on identified evidence from primary and secondary sources that consider differing information; for example, using analysis and evaluation of primary sources such as images, posters and newspaper articles, and secondary sources such as books and websites, on which to base conclusions
	• drawing conclusions that demonstrate consideration of questions, understanding of disciplinary concepts and evidence
	• drawing conclusions about a community and/or the environment; for example, changing democratic values from past to present, patterns of human consumption and changes in environments
	• considering the primary and secondary sources used and how this may have influenced the validity of the conclusions of the inquiry; for example, the reliability of information in a source such as a government agency website versus a private blog, the date a secondary source was created and the views that prevailed at the time
propose actions or responses to issues or challenges and use criteria to assess the possible effects

AC9HS5S06 | • forecasting probable futures for an issue; for example, how native fauna populations might change if an introduced species such as the cane toad, carp, feral cats or rabbits continues to increase in population and proposing preferred futures that relate to the issue |
	• undertaking a project that responds to an identified challenge or issue with strategies to be used that will achieve desired outcomes; for example, a school fundraising activity, an ecological preservation project, a school-based opinion poll about a relevant issue
	• asking questions in order to consider potential effects; for example, "What could be the effects of my purchasing decisions?", "Are needs and wants the same for everyone?", "Why can't all needs and wants be satisfied?", "How can I contribute to a sustainable environment?"
	• participating in a relevant democratic process, such as class votes, mock parliament and school decision-making processes such as student councils
	• making judgements about how effectively challenges have been addressed in the past (for example, relative success of a response to challenges during colonial settlement) or how effectively a current challenge is being addressed (for example, the solution to an environmental issue or a strategy for economic development)
	• using criteria to evaluate the possible options that people could take to resolve challenges, such as improving water quality, managing excess waste and providing resources, and using criteria to improve responses in communities to environmental hazards; for example, considering economic factors such as needs, wants and costs, as well as environmental, health and social factors

Sub-strand: Communicating

present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions AC9HS5S07	• selecting and referencing ideas and viewpoints from letters, graphs, tables, timelines, photographs and pictures, in descriptions and explanations • using accurate and subject-appropriate terms; for example, historical terms such as "colonial", "the gold era", "migration" and "penal"; geographic terms such as "characteristics", "environmental", "human", "ecosystems", "sustainable", "settlement" and "management"; civics terms such as "electoral process", "democracy", "shared beliefs"; and economic terms such as "scarcity", "choices", "resources" and "needs and wants"

Year 6

Year level description

In Year 6, the focus is on **"Australia in the past and present, and its connections with a diverse world"**.

The Year 6 curriculum focuses on the social, economic and political development of Australia as a nation, particularly after 1900, and Australia's role within a diverse and interconnected world today. Students explore the factors that led to Federation, the Constitution and our democratic system of government. Through studies of people's experiences of democracy and citizenship over time, students come to understand the significance of events, ideas and people's contributions in influencing the development of Australia's system of government. They learn about the way of life of people who have migrated to Australia since Federation and their contributions to Australia's development. Students explore the geographical diversity of the Asian region and how our interconnections with these countries change people and places. They study the key institutions of Australia's democratic government, and the key values and beliefs of Western democracies. Students learn about the roles and responsibilities of local, state and federal governments. They learn about the factors that influence consumer choices and how they can develop strategies to make informed consumer and financial choices.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

- How have key figures, events and values shaped Australian society, its system of government and citizenship?
- How have experiences of democracy and citizenship differed between groups over time and place, and what is the role of citizens in contributing to environmental, economic and social sustainability?
- How has Australia developed as a society with global connections, and in what ways is Australia similar and different to other countries?

Achievement standard

By the end of Year 6, students explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship. They explain the causes and effects of migration to Australia since Federation. They explain the geographical diversity of places and the effects of interconnections with other countries. Students explain the key institutions, roles and responsibilities of Australia's levels of government, and democratic values and beliefs. They explain influences on consumers and strategies for informed consumer and financial choices.

Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They evaluate sources to determine origin, purpose and perspectives. Students evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships. They evaluate evidence to draw conclusions. Students propose actions or responses and use criteria to assess the possible effects. Students select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations.

OFFICIAL

Strand: Knowledge and understanding	Year 6
Sub-strand: History	

Content descriptions *Students learn about:*	**Content elaborations** *This may involve students:*
significant individuals, events and ideas that led to Australia's Federation, the Constitution and democratic system of government AC9HS6K01	• studying Australia's path to Federation through an examination of key people and events, such as Henry Parkes, Edmund Barton, Alfred Deakin, George Reid, John Quick, the Tenterfield Oration, the Corowa Conference and the referendums held in the colonies between 1898 and 1900 • exploring how the United States of America's model of federalism (the Washington system) contributed to the ideas for Andrew Clark's first draft of the Constitution • investigating how Australia's system of law and government has origins in the Magna Carta, the English Civil War and Westminster system and, therefore, why we have a constitutional monarchy and why there was a separation of powers (legislative, executive, judiciary)
changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted on First Nations Australians, migrants, women and children AC9HS6K02	• describing the significance of the 1962 right to vote federally and the importance of the 1967 referendum for First Nations Australians • investigating developments in advancing democracy and citizenship for women, such as the suffragette movement, the right to vote, the bar on married women working, equal pay and the *Sex Discrimination Act 1984* • investigating developments in advancing democracy and citizenship for all citizens, including migrant groups; for example, the establishment of the minimum wage, anti-discrimination legislation and official national multicultural policy • investigating the experiences of children who were placed in orphanages, homes and other institutions; for example, their food and shelter, protection, education and contacts with family
the causes of people migrating to Australia since Federation and throughout the 20th century, their stories and effects on Australian society, including migrants from the Asia region AC9HS6K03	• exploring push and pull factors that have contributed to people migrating to Australia, including economic factors, conflict and seeking political refuge, and inquiring into why particular 20th century migrant groups came to Australia; for example, migrants from Europe following the Second World War, migrants from South-East Asia due to conflict, the Assisted Passage Migration Scheme • exploring individual narratives, using primary sources such as letters, documents and historical objects to interview and record an oral history of, for example, migration related to students' own family histories, and then outlining the journey and circumstances of arrival based on the sources, using approaches such as drama or digital presentations.

	• describing cultural practices related to family life, beliefs and customs of newly arrived migrant groups and exploring how these practices changed the communities in which they settled within Australia
	• examining population data that show the places of birth of Australia's people at one or more points of time in the past and today
	• investigating the role of specific cultural groups in Australia's economic and social development in, for example, the cattle industry, the Snowy Mountains Scheme and the pearling industry
	• considering the contributions to Australia of notable Australians who were migrants or from migrant families, across a range of fields; for example, Hieu Van Le (the 35th Governor of South Australia), Sir Frank Lowy, Marita Cheng, Dame Marie Bashir
Sub-strand: Geography	
the geographical diversity and location of places in the Asia region, and its location in relation to Australia AC9HS6K04	• exploring the diversity of environments and types of settlement in the Asia region, in part of the region, or in a country in North-East, South-East or South Asia, and discussing any patterns • investigating the differences in the population size and life expectancy of people in different Asian countries • describing the location of places in countries of the Asia region in absolute terms, using latitude and longitude • comparing the daily lives of people in other countries, in terms of food, clothing, personal and household goods, housing and education, and differences between the wealthy and poor in a country • identifying examples of Indigenous peoples who live in different regions in Asia, such as Orang Asli of Malaysia and Indonesia, the Tibetans and the Mongols, and appreciating their similarities and differences, and the ways they have lived sustainably over time • researching the proportion of the Australian population and of the population from their local area who were born in each world cultural region, using data from the Australian Bureau of Statistics, and then comparing aspects of selected cultures
Australia's interconnections with other countries and how these change people and places AC9HS6K05	• using geospatial tools such as a globe, wall map or a digital application, to identify the geographical divisions of the world, including the Asia and Pacific regions • researching connections between Australia and countries in the Asia and Pacific regions in terms of migration, trade, tourism, aid, education, defence or cultural influences, and explaining the effects of at least one of these connections on their own place and another place in Australia • exploring the provision of Australian government or non-government aid to a country in the Asia and Pacific regions or elsewhere in the world and analysing its effects on places in that country

Sub-strand: Civics and Citizenship	
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 AC9HS6K06	• explaining the role of the monarchy and its representatives in Australia, including the Governor-General, and the parliaments and courts in Australia's system of government • 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 • investigating sites, virtually or in situ, associated with key democratic institutions to explore their roles, such as Parliament House and the High Court in Canberra • exploring how bills are debated and scrutinised; for example, the role of parliamentary committees and the ability of citizens to make submissions to these committees • examining the role of the Executive in relation to the development of policies and the introduction of bills, including the role of Cabinet in approving the drafting of a bill and the role of the public service in drafting and implementing legislation • investigating the impact of the Western democracies such as France and the United States of America on our constitution, and the impact of British law on the Australian system of law, as well as the origin of values such as freedom of speech, equality before the law and social justice
the roles and responsibilities of the 3 levels of government in Australia AC9HS6K07	• sorting and categorising the roles and responsibilities of the 3 levels of government (local, state/territory and federal) • identifying issues where federal and state parliaments both have the power to make laws, and recognising that federal law will override the state law if federal and state laws conflict on these issues • investigating the origins of new laws; for example, from party policy, perhaps announced during an election campaign; from suggestions by members and senators; from interest groups in the community • identifying instances where there may be multiple levels of government involved; for example, in relation to the environment such as management of the Murray–Darling river system • categorising the different types of laws and regulations in their community, which level of government makes those laws, and who enforces them; for example, road laws, health laws, pollution laws

Sub-strand: Economics and Business

influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices AC9HS6K08	• identifying goods they have purchased, and categorising and explaining factors that influence consumer purchasing decisions, including personal preferences, social trends, economic factors such as budgets and the amount of money available to spend, psychological factors such as advertising and peer pressure, and cultural, environmental, legal and ethical factors • comparing the influence of a variety of selling and advertising strategies used by businesses on consumer choices; for example, the influence of television and internet advertising compared to email promotions • recognising that financial transactions can include the use of notes, coins, credit and debit cards, and barter items; explaining the advantages and disadvantages of the different transaction types; and considering how these may influence the way people purchase items • exploring the strategies that can be used when making consumer and financial decisions, such as finding more information, comparing prices, keeping a record of money spent and saving for the future • exploring how a decision to buy an item at the local supermarket affects the family (for example, "Did the family have to put off buying another item to have this one?") and the local community, such as providing jobs • considering if their actions affect the environment; for example, "Does choosing local products rather than imports affect the environment?"

Strand: Skills	Year 6

Sub-strand: Questioning and researching

Content descriptions *Students learn to:*	Content elaborations *This may involve students:*
develop questions to investigate people, events, developments, places and systems AC9HS6S01	• asking questions that address relevant disciplinary concepts, before, during and after an investigation, to frame and guide the stages of the inquiry; for example, "What were the effects of migration on Australia?", "What does this source indicate about the significance of an event?", "How do secondary sources differ and what can I determine from primary sources?", "How do the sources help me answer my questions and reach conclusions?" • developing different types of research questions for different purposes, such as probing questions to seek details, open-ended questions to elicit more ideas, practical questions to guide the application of enterprising behaviours, and ethical questions regarding sensitivities and cultural protocol

	• mind-mapping a concept to create research questions that reveal connections between economic, political, and/or environmental systems; for example, "How do the purchases my family makes influence the environment?", "How do laws aim to ensure sustainable use of resources in the products we use?", "What actions can consumers take to ensure their purchases protect the environment?"
locate, collect and organise information and data from primary and secondary sources in a range of formats AC9HS6S02	• determining the most appropriate range of methods to find information, including digital tools, such as personal observation, interviews and surveys, internet searches, census data, and primary and secondary sources, and using excursions and field trips; for example, a study trip to wetlands, or a visit to a war memorial, a cultural site, an Asian food festival, a courthouse, a town hall, a not-for-profit enterprise or a bank • identifying key words to search for relevant information when using search tools, such as internet search engines and library catalogues and indexes, and recognising that internet domain names "com", "edu" and "gov" indicate the provenance of a source • surveying businesses in the local area to find out what influences their choices concerning the way they provide goods and services • creating maps, using spatial technologies and cartographic conventions as appropriate, including border, source, scale, legend, title and north point, to show information and data such as location; for example, a large-scale map to show the location of places and their features in Australia and countries of Asia; a flow map or small-scale map to show the connections Australia has with Asian countries such as shipping or migration • developing flow charts to show steps in a sequence; for example, the flow of goods and services, the passage of a bill through parliament, the chain of events leading to the Formal Apology to the Stolen Generations, and timelines to show the chronological sequence of key events, ideas, movements and lives
Sub-strand: Interpreting, analysing and evaluating	
evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships AC9HS6S03	• examining sources to identify the causes, effects and significance of past events, developments and achievements in bringing about change; for example, the causes, effects and significance of the struggles for legal rights such as the Wave Hill walk-off and the Wik decision, and health and migration policies • using graphic organisers, maps and concept maps to identify patterns, such as settlement in regional agricultural areas, trends (for example, changes in Australian immigration statistics) and cause–effect relationships (for example, relationships between war and the movement of refugees), and the effects of consumer decisions on the individual, the broader community and on environmental sustainability • evaluating attitudes and actions of the past that now seem strange and unacceptable, and imagining what aspects of current society may be viewed in this way in the future • proposing reasons why socially sustainable practices such as negotiation, arbitration, reconciliation and cultural mediation resolve issues peacefully

evaluate primary and secondary sources to determine origin, purpose and perspectives AC9HS6S04	• examining the publishing details and content of a text to help clarify the publication's purpose, to distinguish fact from opinion, to identify potential bias in the content, to assess its relevance, and to put information presented in a historical or geographical context • identifying persuasive techniques such as modality (for example, "would", "could", "may" and "might") and the use of the passive voice (for example, "It is claimed by the government that…") rather than the active voice (for example, "The government claims that..."), and considering reasons for these choices • discussing issues explored through sources where there are, or were, a range of views, such as deportation of South Sea Islanders from 1901, the vote for women, how to manage an environment more sustainably and the encouragement of migration, and proposing reasons for different perspectives • evaluating points of view about a sustainability issue; for example, considering producers' and consumers' views on the sustainable use of resources and the expertise of people expressing views

Sub-strand: Concluding and decision-making	
develop evidence-based conclusions AC9HS6S05	• identifying valid evidence that can be used to form a conclusion, and considering the difference between a conclusion based on evidence and one based on personal bias or preference, or one that is based on use of limited sources • drawing conclusions based on identified evidence; for example, using census data to construct arguments for and against migration; using business council information to identify the ways different businesses provide goods and services to a community • drawing conclusions that demonstrate consideration of questions, understanding of disciplinary concepts and evidence
propose actions or responses to issues or challenges and use criteria to assess the possible effects AC9HS6S06	• planning a project, campaign or enterprise around an identified challenge with specification of the sequence of tasks and activities, responsibilities and deadlines • brainstorming solutions to an issue that is significant to a group, collecting evidence to build a case for action that takes account of alternative views, minimises risks and mitigates any negative outcomes, and using negotiation to reach consensus on a preferred approach to resolving the issue • relating the decisions made by individuals and organisations to criteria used to evaluate options; for example, the criteria for Australian of the Year, for the award of the Order of Australia, for the selection of a school captain

	• determining a preferred option for action by identifying the advantages and disadvantages of different proposals, surveying people's views and opinions, analysing the data, and debating and voting on alternatives
	• identifying the possible social, cultural, economic and environmental effects of consumer or financial choices and developing strategies to minimise negative effects
Sub-strand: Communicating	
present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions AC9HS6S07	• composing informative and persuasive texts, supported by evidence, to describe and explain conclusions from their economic, civic, historical and geographical inquiries • selecting and referencing findings and viewpoints from sources and visual materials such as journals, diaries, graphs, tables, timelines, photographs and pictures, in descriptions and explanations

Attachment 2

Australian Curriculum Civics and Citizenship 7-10 Version 9.0

F–10 AUSTRALIAN CURRICULUM: HUMANITIES AND SOCIAL SCIENCES – CIVICS AND CITIZENSHIP

ABOUT CIVICS AND CITIZENSHIP YEARS 7–10

Rationale

A deep understanding of Australia's federal system of government and the liberal democratic values that underpin it is essential for students to become active and informed citizens who can participate in and sustain Australia's democracy.

Civics and Citizenship provides students with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. Emphasis is placed on the federal system of government, derived from the Westminster and Washington systems, and the liberal democratic values that underpin it, such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life.

The curriculum recognises that Australia is a secular nation with a culturally diverse, multi-faith society and a Christian heritage. The curriculum promotes inclusivity by developing students' understanding of broader values such as respect, civility, equity, justice and responsibility. It acknowledges the experiences and contributions of First Nations Australians and their identities within contemporary Australia. While the curriculum strongly focuses on the Australian context, students also reflect on Australia's position and international obligations, and the role of citizens today, both within Australia and in an interconnected world.

Through the study of Civics and Citizenship, students develop inquiry skills, values and dispositions that enable them to be active and informed citizens who question, understand and contribute to the world they live in. The curriculum offers opportunities for students to develop a wide range of skills by investigating contemporary civics and citizenship issues, and fostering civic participation and engagement.

The Civics and Citizenship curriculum aims to reinforce students' appreciation and understanding of what it means to be a citizen. It fosters responsible participation in Australia's democracy and explores ways in which students can actively shape their lives, value belonging to a diverse and dynamic society, and positively contribute locally, nationally, regionally and globally. As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation.

Aims

Civics and Citizenship aims to ensure students develop:

- a lifelong sense of belonging and engagement with civic life as active and informed citizens, in the context of Australia as a secular democratic nation with a dynamic, culturally diverse, multi-faith society that has a Christian heritage, and distinct First Nations Australian histories and cultures

- knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law, and the role of the citizen in Australian government and society

- an understanding of the concepts of active citizenship, democracy, global citizenship, legal systems, and identity and diversity

- skills including questioning and research; analysis, evaluation and interpretation; civic participation and decision-making; and communicating

- the capabilities and dispositions to participate responsibly in the civic life of their nation at a local, regional and global level, and as individuals in a globalised world.

Structure

Civics and Citizenship is organised in 2 interrelated strands:

- Knowledge and understanding
- Skills.

Civics and Citizenship is presented in year levels for *Knowledge and understanding* content and in bands for *Skills* content from Year 7 to Year 10. The 2 strands are interrelated and should be programmed and taught in an integrated way. The content descriptions of the 2 strands have been written so that this integration is possible at each year.

Under each strand, curriculum content is further organised into sub-strands.

Figure 1 outlines the strands and sub-strands.
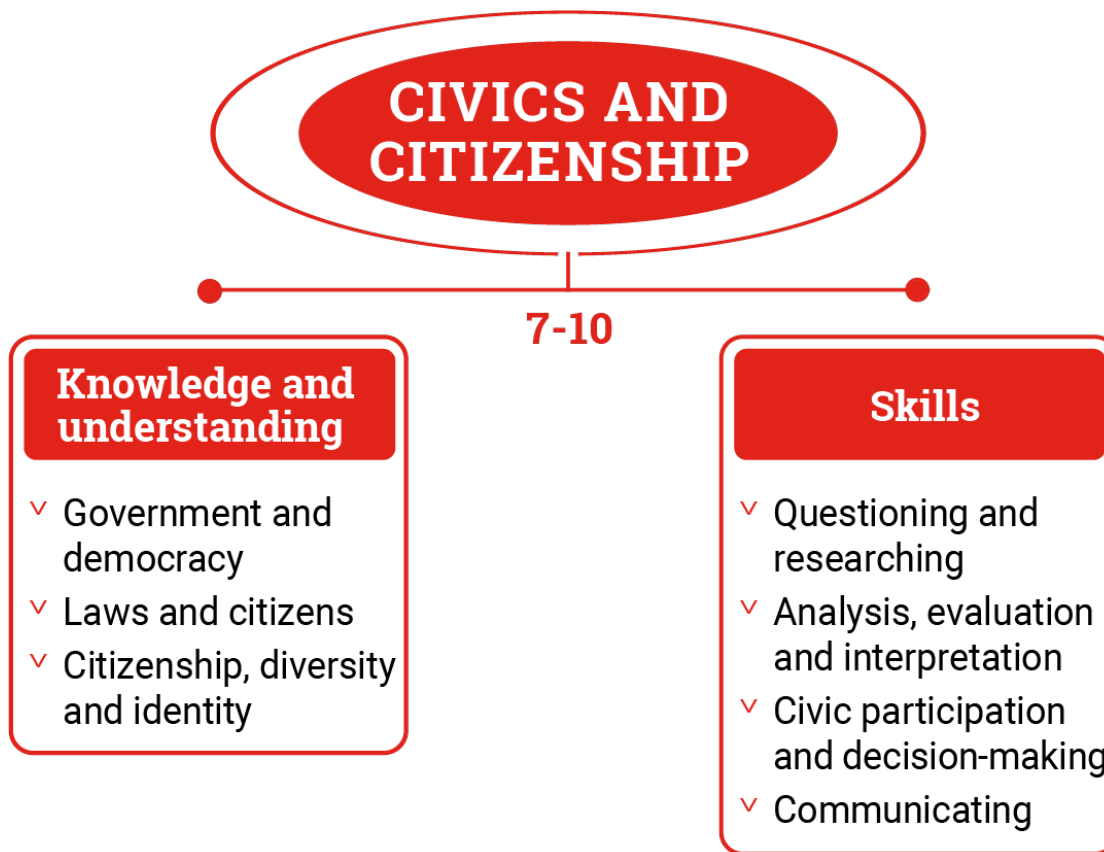
Figure 1: Civics and Citizenship content structure

Knowledge and understanding strand

The *Knowledge and understanding* strand comprises 3 sub-strands:

Government and democracy

Students study Australian democracy and the key institutions, processes and roles that people play in Australia's system of government.

Laws and citizens

Students examine Australia's legal system, the creation of laws, and the rights and legal obligations of Australian citizens.

Citizenship, diversity and identity

Students explore the shared values of Australian citizenship in a society founded on and influenced by Christian traditions and heritage, and First Nations Australians and their histories and cultures. They also explore Australia as a culturally diverse and multi-faith society, factors that shape identity and obligations for citizens in a globalised world.

The sub-strands can be taught separately or together through the exploration of a contemporary issue.

Skills strand

This strand is organised in 2-year bands under 4 sub-strands:

Questioning and researching

Students develop and modify questions to investigate Australia's political and legal systems, and contemporary civic issues. They locate, sort and evaluate information, data and ideas from a range of sources.

Analysis, evaluation and interpretation

Students analyse information, data and ideas to evaluate different perspectives, beliefs and interpretations about civic, political and legal issues, systems and processes.

Civic participation and decision-making

Students evaluate the methods and strategies related to making decisions about civic participation or action.

Communicating

Students communicate civic and citizenship knowledge, concepts and terms to develop descriptions, explanations and arguments. They use evidence from sources to describe and explain civic and citizenship topics and to develop evidence-based arguments.

Concepts

The *Knowledge and understanding* and *Skills* strands develop the following concepts with increasing complexity across Years 7–10.

Active citizenship

Citizens are entitled to certain rights, privileges and responsibilities; therefore, being an active citizen requires engagement and informed participation in the civic and political activities of society at local, state, national, regional and global levels.

Democracy

Democracy is a system of government where power is vested in the people. The will of the majority is accepted and exercised directly or indirectly through elected representatives, who may remove and replace political leaders and governments in free, fair and regular elections.

Global citizenship

Students recognise that in addition to having rights and responsibilities flowing from our Australian citizenship, we also live in an increasingly interdependent world, where citizens' concerns transcend geographical or political borders, and people can exercise rights and responsibilities at a global level.

Legal systems

Students understand the function of legal systems, the rule of law and its application. They also understand equality before the law, and the importance of judicial independence and objectivity leading to the law being perceived as fair.

Identity and diversity

Identity is a person's sense of who they are, and conception and expression of their individuality or association with a group, culture, state, nation or a region of the world, regardless of their legal citizenship status. Students' understanding of diversity includes acknowledgement of Australia as a culturally diverse, multi-faith and cohesive society.

Key considerations

Inquiry questions

Inquiry questions are examples and provide a framework for developing students' knowledge, understanding and skills. They allow for connections to be made within and across the strands of *Knowledge and understanding* and *Skills*. Inquiry questions provided for each year level are examples only and may be used or adapted to suit local contexts.

Contemporary issues

The study of Civics and Citizenship is a contemporary study. Discussions surrounding contemporary issues and engaging in real-world case studies are important for learning that is relevant and meaningful. The discussion of issues can build democratic values such as tolerance, and enhanced civic knowledge, and civic participation and engagement. Engaging students in contemporary issues provides opportunities for student voice and agency. Using contemporary issues enables students to engage with key political, legal, social and economic issues, and to become active and informed citizens.

Making connections between what is learned in class and events or issues that are occurring in the students' local area, Australia and the world is vital to the study of Civics and Citizenship. Understanding the contemporary landscape is important for being able to bring complex issues into the classroom, use them accurately and to facilitate class discussions. The curriculum can be taught through relevant and contemporary contexts, real-world issues and current affairs by integrating current events, issues and case studies into teaching and learning programs through the *Knowledge and understanding* strand. The selection of contemporary issues, examples and case studies used in learning activities should be within the recent memory of students to provide the opportunity for increased relevance and student engagement. Students explore contemporary issues through approaches such as class discussions, debates, civic action, role-plays, volunteering, student participatory research, community service and advocacy.

Active citizenship

Active citizenship focuses on the actions that citizens can take to improve their community. "Community" may refer to the school community, the local community, the state, the nation or the global community. The nature of active citizenship will differ between schools. Active citizenship may be as small as improving a classroom recycling program or include large school community social service programs, student leadership programs, volunteer programs and partnership programs with local councils or groups outside the school.

The curriculum encourages students to consider the ways they can participate in school, local, state, national and global communities. They are also asked to consider actions, options and responses in relation to contemporary issues and issues of community concern, and to develop action plans to address these.

CURRICULUM ELEMENTS

Year 7

Year level description
In Year 7, students study the key features of democracy and Australia's federal system of government, and explore how values shape our democracy. Students learn about the key features and principles of Australia's legal system. They look at how the rights of individuals are protected through the legal system, which aims to provide justice. Students also explore how Australia's secular system of government supports a diverse society with shared values that promote community cohesion.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:

- How is Australia's system of democratic government shaped by the Constitution?

- What principles of justice help to protect the individual's rights to justice in Australia's system of law?

- How do features of Australian democracy and the legal system uphold and enact democratic values?

- How is Australia a diverse society and what factors contribute to a cohesive society?

Achievement standard
By the end of Year 7, students describe the key features of Australia's system of government, and the principles and features of the Australian legal system. They explain the characteristics of Australian democracy. Students describe the nature of Australian society, its cultural and religious diversity, and identify the values that support cohesion in Australian society.

Students develop questions and locate, select and organise information from sources to investigate political and legal systems, and contemporary civic issues. They analyse information and identify perspectives and challenges related to political, legal or civic issues. They identify and describe the methods or strategies related to civic participation or action. Students use civics and citizenship concepts, terms and sources to create descriptions, explanations and arguments. |

Strand: Knowledge and understanding	Year 7
Sub-strand: Government and democracy	

Content descriptions *Students learn about:*	Content elaborations *This may involve students:*
the key features of Australia's system of government, including democracy, the Australian Constitution, responsible government and federalism AC9HC7K01	• 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 • explaining the origins of the Australian system of government by acknowledging the aspects of the Westminster and Washington systems in the overall model of Australia's Federation • 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 • investigating Australia as a federation with a division of powers and responsibilities between Commonwealth and state/territory governments
the characteristics of Australia's democracy, including freedom of speech, association, assembly, religion and movement AC9HC7K02	• explaining the origins of the characteristics of Australian democracy and how democratic freedoms, such as freedom of speech, association, assembly, religion and movement, support active participation in Australia's democracy, and investigating cases where the "bounds of law" can limit these freedoms and why this occurs • identifying how citizens can participate in a democracy (for example, engaging in community organisations, volunteering, social enterprise and collaborative problem-solving) • comparing the effectiveness of different ways of participating in Australia's democracy, including voting, standing for parliament, contributing to committees of inquiry, organising petitions or social media campaigns, and protesting • identifying characteristics of formal citizenship and the attributes of active citizenship, and identifying who has been included and excluded from the rights and freedoms of citizenship in Australia, particularly in relation to First Nations Australians • examining the active citizenship of First Nations Australians such as Neville Bonner, Adam Goodes, Noel Pearson, Murundoo Yanner, Charles Mene, Ellie Gaffney, Evelyn Scott and Pat O'Shane, and their contributions to the rights and freedoms of Australian First Nations Peoples

Sub-strand: Laws and citizens

the key principles and features of the Australian legal system, including the Australian Constitution, the rule of law and the court system AC9HC7K03	• exploring the origins of Australia's legal system, including British common law, the Magna Carta, an independent judiciary and the Court hierarchies, both federal and state/territory • explaining the principles of justice, fairness, equality, the rule of law and the importance of equal access to the protections provided by the law • making connections between a fair and just legal system and democratic principles • explaining Australia's legal and justice system, including the principles of the rule of law, presumption of innocence, burden of proof, and right to a fair trial and legal representation • discussing the elements of a "fair trial", including citizens' roles as witnesses and jurors, legal representation and due process • exploring how Australians can receive access to justice and can apply for legal representation, such as through legal aid

Sub-strand: Citizenship, diversity and identity

how Australia's secular democracy and pluralist, multi-faith society draws upon diverse cultural origins, including Christian and Western heritage, distinct First Nations Australian histories and cultures, and migrant communities AC9HC7K04	• defining the terms "secular", "multi-faith", "diverse society", "culturally diverse", "Christian heritage", "Western heritage" and "pluralist", and discussing their relevance to Australia today • exploring the diversity of First Nations Australian communities and discussing the distinctiveness of a community linked to their Country/Place • identifying trends regarding religious observance and/or cultural heritage in Australian society, using the Australian Bureau of Statistics and other data sources • exploring the diversity of spiritualities among First Nations Australian communities, from traditional spirituality to the adoption of other religions such as Christianity and Islam • appreciating the cultural and historical foundations of Australia's Christian heritage and their impact on Australia's political and legal systems
how values based on freedom, respect, fairness and equality of opportunity can support social cohesion and democracy within Australian society AC9HC7K05	• identifying how Australian values can include patriotism, inclusion, civility, personal and collective responsibility, compassion, equality, justice, a "fair go" and religious freedom, and evaluating the extent to which values are reflected in Australian society • identifying shared values across the diverse communities within Australia and how these can be expressed through customs and protocols such as flag-raising ceremonies and singing the national anthem (this could include investigating the history of changes to our national anthem)

	• evaluating the extent to which these values can promote cohesion and reconciliation in Australia's society
	• investigating why migrants and refugees wish to come to Australia and become Australian citizens
	• identifying Christian traditions and values that have influenced the development of Australian society, democracy and law, including the impacts upon First Nations Australian communities and other groups within Australian society
	• identifying the values and beliefs of religions practised in contemporary Australia, such as Judaism, Buddhism, Islam and Hinduism

Strand: Skills	**Year 7**
Sub-strand: Questioning and researching	

Content descriptions *Students learn to:*	**Content elaborations** *This may involve students:*
develop questions to investigate Australia's political and legal systems, and contemporary civic issues AC9HC7S01	• developing a key question related to a specific investigation; for example, "What is the 'rule of law' and how does it apply to Australia's legal system?" or "How does Australia's federal system of government divide powers between states and territories?" • using current events to generate questions that apply to the wider investigation; for example, "How is Australians' freedom of expression protected and limited in cases of incorrect information being published or distributed?"
locate, select and organise information, data and ideas from different sources AC9HC7S02	• locating information in online sources by exploring advanced search functions; for example, using advanced search functions or targeted criteria: "allintext: cultural and religious diversity in Australian society" • selecting print and online sources, such as articles, graphs, charts and statistics to identify information, data and ideas; for example, map cultural and religious diversity in Australian society • identifying key findings from specialist sources, such as reports into Australia's legal system by the Australian Law Reform Commission or state/territory commissions and committees • selecting and organising information from different sources, such as media reports, online publications and government websites, on the basis of similarity and relevance to the topic

Sub-strand: Analysis, evaluation and interpretation	
analyse information, data and ideas about political, legal or civic issues to identify and explain differences in perspectives and potential challenges AC9HC7S03	• examining online publications to find examples of how the system of government protects respect for human rights and the rule of law, and compare these examples with other publications that have different perspectives or challenge these views • evaluating data from surveys or reports to draw conclusions about a current issue or challenge; for example, a Lowy Institute poll on important issues facing Australia or media reports on the effectiveness of the court system
Sub-strand: Civic participation and decision-making	
explain the methods or strategies related to making decisions about civic participation AC9HC7S04	• identifying and evaluating the methods and actions linked to active and informed citizenship and how these contribute to change in local, national, regional and/or global communities; for example, campaigners in the local community who have saved heritage buildings or preserved green space or environmentally important sites • identifying the core responsibilities of active citizenship and evaluating how the contributions of Australian citizens enacting democratic values demonstrate active citizenship and contribute to creating a cohesive society, for example, disability advocacy services or Landcare Australia groups • identifying and explaining the features of methods or strategies used by citizens and groups to achieve democratic and just outcomes, such as social media campaigns, letters, petitions, participating in mediation or tribunals, or taking direct action

Sub-strand: Communicating	
create descriptions, explanations and arguments, using civics and citizenship knowledge, concepts and terms that reference evidence AC9HC7S05	• developing descriptions, explanations or arguments, using civic and citizenship knowledge or research to present an authoritative position on an issue • presenting ideas and information appropriate to purpose and audience; for example, to develop digital material promoting participation in Australia's democracy or written material presenting a case for a constitutional change • presenting an argument using appropriate terms and concepts such as "rule of law", "separation of powers" or "secular nation"

Year 8

Year level description
In Year 8, students understand how citizens can actively participate in Australia's political system, the role and impact of elections, and the ways political parties, interest groups, media and individuals influence government and decision-making processes. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity, and how this contributes to active citizenship. Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts: • What is the role and impact of elections and political parties in Australian democracy? • How can citizens shape and influence Australia's political system? • How are laws made and applied in Australia? • What different perspectives are there about national identity?

Achievement standard
By the end of Year 8, students explain how Australians are informed about and participate in their democracy. They describe the roles of political parties and elected representatives in Australian government. They explain the characteristics of laws, how laws are made and the types of law in Australia. Students identify ways in which Australians express different aspects of their identity and explain perspectives on Australia's national identity. Students develop questions and locate, select and organise relevant information from different sources to investigate political and legal systems, and contemporary civic issues. They analyse information and identify and describe perspectives and challenges related to political, legal or civic issues. They explain the methods or strategies related to civic participation or action. Students use civic and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments.

Strand: Knowledge and understanding	Year 8
Sub-strand: Government and democracy	

Content descriptions *Students learn about:*	Content elaborations *This may involve students:*
how Australians are informed about and participate in democracy AC9HC8K01	• investigating how Australians can participate in democracy, such as voting in elections, contacting their elected representatives, joining political parties and standing as candidates, and using lobby groups and taking direct action • explaining how who can vote and have a say in Australian democracy has changed since Federation, and the importance of an independent electoral service such as the Australian Electoral Commission • examining the issues of concern to young people in Australia today and investigating different ways they are seeking to influence political processes in addressing these issues • analysing case studies of citizen participation in political campaigns such as the Uluru Statement from the Heart • explaining how citizens' understanding of issues, policies and political choices are shaped and can contribute to active and informed citizenship, including the influence of the media and social media, political parties, interest groups and election campaigns • examining a range of strategies used to influence citizens' electoral choices, such as public debate, media and social media, opinion polls and political consulting firms, advertising, interest groups and political party campaigns
the role of political parties and independent representatives in Australian democracy, including elections and the formation of governments AC9HC8K02	• examining the structure and composition of current parliaments, both federal and state/territory • evaluating different voting systems such as preferential and proportional representation • understanding how government is formed and may be lost, through discussing concepts such as parliamentary majority, the opposition, hung parliament, minority government, party discipline and balance of power • investigating the roles of political parties and elected representatives, including independents
Sub-strand: Laws and citizens	
the characteristics of laws and how laws are made in Australia through parliaments (statutory law) and through the courts (common law)	• exploring the characteristics of laws, such as reflecting society's values; being enforceable; being known, clear and understood; and being relatively stable

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AC9HC8K03	• understanding how governments can introduce new rules and regulations without parliament voting on them (for example, delegated or subordinate legislation is not made directly by an Act of parliament, but under the authority of an Act of parliament)
	• questioning whether laws are affected by different cultural or social perspectives, such as those of First Nations Australians
	• identifying the 2 chief sources of law (parliament and the courts) and analysing a case study of statute and common law
	• examining the relationship between parliament and the courts
the types of law in Australia, including criminal law and civil law, and the place of First Nations Australian customary law AC9HC8K04	• explaining the fundamental difference between criminal law and civil law and their role in the protection of rights and freedoms
	• distinguishing statutory and common law from executive law (delegated law) and identifying how the houses of parliament can disallow delegated legislation
	• examining the significance of customary law for First Nations Australians through selected case studies
	• evaluating the opportunities and limitations of Native Title law for First Nations Australians

Sub-strand: Citizenship, diversity and identity

how culture and religion may influence individuals' and groups' perceptions and expressions of citizenship and their actions as citizens AC9HC8K05	• exploring how people express different aspects of their personal identity through membership of multiple communities, such as cultural groups, faith groups, professional associations, trade unions, and sporting and social clubs, and how this is reflected in expressions of citizenship; for example, fund-raising for community services or supporting people experiencing health concerns
	• exploring the collective identities of several different groups in Australia's multicultural society, and how these identities might be represented and perceived
	• discussing the differences between legal citizenship, active citizenship and global citizenship
different experiences of, perspectives on and debates about Australia's national identity and citizenship, including the perspectives of First Nations Australians as owners of their respective nations, and of different migrant groups AC9HC8K06	• examining the meaning of "national identity", what it means to be an Australian citizen, and its role and significance in a globalised world
	• analysing different representations of Australian identity, historical and current
	• investigating the factors shaping debates about Australian identity, such as place, immigration and standard of living
	• exploring the reasons why some migrants elect to be become Australian citizens, while others choose not to become citizens

	• examining the types of questions asked in the citizenship test and exploring how these questions reflect our national identity
	• discussing how the national anthem contributes to our national identity

Strand: Skills	Year 8

Sub-strand: Questioning and researching	

| Content descriptions
Students learn to: | Content elaborations
This may involve students: |
| --- | --- |
| develop questions to investigate Australia's political and legal systems, and contemporary civic issues

AC9HC8S01 | • developing a key question and related questions to investigate an issue; for example, "How do young people effectively participate in democratic processes to influence issues that impact on them?", "How did public opinion help in persuading the government on the importance of providing a National Disability Insurance Scheme?"
• developing a range of closed and open-ended questions about a particular topic or issue; for example, "What are the main features of a democracy?", "How are laws made?" and "What is the relationship between democracy and active citizenship?"
• considering current events to generate ideas for research; for example, how Australian governments have developed media and communications campaigns on public health issues to reach the culturally and linguistically diverse groups in Australia, why media coverage of the National Agreement on Closing the Gap reflects changing perspectives on Australia's national identity |
| locate, select and organise information, data and ideas from different sources

AC9HC8S02 | • locating information from a range of print and online sources (for example, online journal articles, news reports or social media posts) using advanced search functions or targeted criteria about a citizenship issue, such as the nature of the Australian citizenship test
• selecting information from a range of sources by applying understandings of accuracy and reliability to the selection of information
• organising the ideas in different sources, such as opinion pieces, information from political parties, government reports and reports from independent organisations, by identifying bias, language choices and selective use of information |

Sub-strand: Analysis, evaluation and interpretation

analyse information, data and ideas about political, legal or civic issues to identify and explain differences in perspectives and potential challenges AC9HC8S03	• examining speeches from prominent Australian politicians or jurists to explain how Australia's legal and political systems promote a fair and cohesive society • identifying and analysing the criteria for awarding Australian of the Year and Young Australian of the Year and explaining the different ways in which recipients of these awards have met the criteria and demonstrated the values of "good citizenship" • examining letters to the editor about current issues, and identifying and explaining the differences of opinion • identifying and explaining possible reasons for the difference in perspectives about a civics and citizenship issue, such as marriage equality

Sub-strand: Civic participation and decision-making

explain the methods or strategies related to making decisions about civic participation AC9HC8S04	• describing how active citizenship strategies may contribute to an informed and positive change, and to building a democratically cohesive society; for example, stopping whaling, reducing carbon emissions • explaining the links between democratic societies, active citizenship and global citizenship at national, regional and global levels, and methods used to take civic action; for example, citizens who protest against militaristic and authoritarian regimes and/or abuses of human rights in other societies

Sub-strand: Communicating

create descriptions, explanations and arguments, using civics and citizenship knowledge, concepts and terms that reference evidence AC9HC8S05	• persuading the public on a contemporary issue or about a need for action, using evidence; for example, to argue the case for a constitutional change or an advertisement promoting participation in Australia's democracy • using appropriate terms and concepts such as "freedoms", "responsibilities", "common law", "statutory law" and "customary law"

Year 9

Year level description
In Year 9, students further develop their understanding of Australia's federal system of government and how it enables change. Students investigate the features and jurisdictions of Australia's court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society and global citizenship.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:

- What are the influences that shape change in the operation of Australia's political and legal systems?
- How does Australia's court system work in support of a democratic and just society?
- How do citizens participate in an interconnected world?

Achievement standard
By the end of Year 9, students analyse the role of the Australian Constitution, the federal system of government, and the process and reasons for constitutional change. They explain policy development and legislative processes in Australia's democracy. They identify the key features and jurisdictions of Australia's court system and explain the role and processes of courts and tribunals. Students identify the reasons individuals and groups participate in and contribute to civic life nationally and globally. They explain the influence of the media on reflections of identity and diversity.

Students develop a range of questions and locate, select and compare information from sources to investigate political and legal systems, and contemporary civic issues. They analyse information to explain perspectives and challenges related to political, legal or civic issues. Students identify and evaluate the methods or strategies related to civic participation or action. Students use civics and citizenship knowledge, concepts and terms to develop descriptions, explanations and evidence-based arguments.

Strand: Knowledge and understanding	Year 9
Sub-strand: Government and democracy	

Content descriptions *Students learn about:*	Content elaborations *This may involve students:*
the role of the Australian Constitution in providing the basis for Australia's federal system of government and democratic processes, including institutions, and the process for constitutional change through a referendum AC9HC9K01	• understanding the aims of the founding fathers prior to Federation in writing the Australian Constitution, including the need for compromise • describing the process by which referendums to change the Australian Constitution are initiated and decided, including the role of the Australian Electoral Commission, and discussing the advantages and disadvantages of having a constitution that can only be amended by referendum • investigating the extent to which the Constitution upholds and enables democratic institutions and processes, including a constitutional monarchy, a federal parliamentary system with elected legislatures, protection of states' rights and individual rights, and representation of the interests of all Australians • assessing the effectiveness of the process of constitutional change and the degree to which it supports popular sovereignty through examining selected referendum proposals; for example, the successful vote on the *Constitution Alteration (Aboriginals) 1967* or the unsuccessful vote on the *Constitution Alteration (Establishment of Republic) 1999*
the legislative processes through which federal government policy is shaped, developed and implemented AC9HC9K02	• locating the areas of federal government responsibility as outlined in the Constitution and methods for resolving conflicts over federal/state/territory responsibilities • charting the process of development of a policy from initial idea to enacted legislation • using a specific federal policy to understand and analyse the influences on policy formulation and implementation, such as political parties, interest groups, citizens, international influences and the public service
Sub-strand: Laws and citizens	
the key features and jurisdictions of Australia's court system, and the operations of courts and tribunals AC9HC9K03	• locating information about the matters that some of the different courts and tribunals deal with and how they enact the law and resolve disputes, and developing a summary for a state jurisdiction and the federal jurisdiction; for example, the Magistrates Court is the first level of the court system and most criminal cases and civil actions commence at this court • creating a visual representation of the Australian court system and each court's jurisdiction and place in the relevant hierarchy; for example, The High Court is the highest court in Australia and decides cases of special federal significance, including challenges to the constitutional validity of laws, and hears appeals from federal, state and territory courts' decisions

	• using sample cases to investigate the differences between civil and criminal law, and how the courts apply and interpret criminal laws and resolve civil disputes	
	• exploring how court judgements impact on the development of law, such as the role of statutory interpretation and the creation of precedent; for example, the decision in the Mabo case (1992) overturned the legal concept of terra nullius and established the concept of native title	
the roles of courts, judges, lawyers and juries in trials, and the rights of the accused and the rights of victims AC9HC9K04	• investigating the roles of judges, lawyers, court officials and juries in criminal and civil trials • comparing the rights of the accused with the rights of victims in criminal trials, and the rights of the plaintiff and of a defendant in a civil case • understanding the role of the police, including state and federal police, in enabling equal access to justice and equal treatment under the law (the rule of law) • understanding the purpose of civil remedies and the rights of appeal in both criminal and civil cases, and evaluating whether they are applied equally and deliver just outcomes • investigating potential barriers to equality of access to justice, such as education and literacy, location and proximity to legal avenues, financial constraints, race or ethnicity especially for First Nations Australians • exploring how legal aid operates and how it contributes to rights of the accused or victims	
Sub-strand: Citizenship, diversity and identity		
how and why individuals and groups, including community, religious and cultural groups, participate in and contribute to civic life in Australia and to global citizenship AC9HC9K05	• researching the work of an Australian non-government organisation (NGO), philanthropist, community group or religious group and the extent to which they contribute to the Australian community; for example, volunteers that support communities ravaged by natural disasters such as the State Emergency Service (SES), the Salvation Army, the Red Cross, Sikh Volunteers Australia • researching examples of young people who are acting as global citizens, such as Malala Yousafzai and Greta Thunberg, and Australia's Amelia Telford, Mackinley Butson and Bassam Maaliki, or UNICEF Australia's Young Ambassadors • collaborating with peers to plan a citizenship campaign on an issue related to sustainability or climate change	
the influence of a range of media, including social media, in shaping identity and attitudes to diversity AC9HC9K06	• analysing how media represent different groups in Australian society, such as First Nations Australians, immigrant groups, male and female sporting figures, and people with disability, and assessing the impact those representations have on community cohesiveness • investigating a human rights campaign that uses social media and how members of the public have engaged with the issue	

Strand: Skills	Year 9

Sub-strand: Questioning and researching	

Content descriptions *Students learn to:*	**Content elaborations** *This may involve students:*
develop and modify questions to investigate Australia's political and legal systems, and contemporary civic issues AC9HC9S01	• developing questions about Australia's political and legal systems; for example, "How democratic is Australia's system of government?" or "Does Australia's legal system deliver justice?" • revisiting the questions based on further collection of information; for example, modifying "How democratic is Australia's system of government" to "How representative is Australia's system of government?"
locate, select and compare information, data and ideas from a range of sources AC9HC9S02	• locating a range of print and online sources, such as statistics, graphs, tables, maps, articles, blogs and advertisements to select relevant information or data about an issue; for example, the development of water policy in the Murray–Darling Basin, an aspect of the COVID-19 pandemic or First Nations Australians' rights • identifying why some sources of information or data have greater accuracy and reliability than others

Sub-strand: Analysis, evaluation and interpretation	

| analyse information, data and ideas about political, legal or civic issues to identify and evaluate differences in perspectives and interpretations

AC9HC9S03 | • identifying the values, motivations and contexts that underpin different perspectives about political and legal systems and processes; for example, calls for constitutional recognition for First Nations Australians, First Nations Voice and Makarrata, or the impact of reducing or extending mining activity on particular communities

• examining information that includes a diversity of perspectives about the effectiveness of a political or legal institution; for example, "Is Australia's parliament representative of the Australian community?" or "Does the court system deliver justice for the victims of crime?"

• investigating how the Australian Government responds to an issue and examining the process of policy development and implementation, such as the development of welfare changes and financial support in response to natural disasters or emergencies |

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Sub-strand: Civic participation and decision-making	
evaluate the methods or strategies related to making decisions about civic participation AC9HC9S04	• examining a government action plan, identifying the actions, the measures, and the intended and unintended effects of the plan; for example, a recycling program in a local community or a national campaign to improve post-school literacy • developing a plan of action to address a contemporary issue that incorporates a consultation process to ensure a range of views are heard and recorded, and participants are provided with opportunities to contribute; for example, planning a campaign to raise awareness about a personal or road safety issue at a local level; developing a strategy to aid a group in another region or country (a developing nation) with educational resources and opportunities • evaluating the government media campaigns and community supported activities that have been used over time to promote reduction in littering and disposal of waste, and determine if they have been effective
Sub-strand: Communicating	
create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that incorporate evidence AC9HC9S05	• developing an evidence-based argument about a civics and citizenship issue, such as a need to reform youth justice arrangements in a particular jurisdiction • using terms and concepts such as "representative", "jurisdictions", "parliamentary majority" and "mandate"

Year 10

Year level description
In Year 10, students compare Australia's federal system of government with another system of government in a country in Asia. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations and responses to global issues. Students also study the purpose and work of the High Court. They examine how rights are protected in Australia, and investigate the values and practices that enable a democratic society to be sustained. Students reflect on their rights, privileges and responsibilities as active and informed citizens. Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts: • How is Australia's democracy defined and shaped by the global context? • How are government policies shaped by Australia's international legal obligations? • What are the functions of the High Court of Australia and how does it protect rights under the Constitution? • What are the features of a resilient democracy? • How does Australia respond to emerging global issues?

Achievement standard
By the end of Year 10, students compare the key features and values of Australia's system of government to those of another system of government. They describe the Australian Government's role and responsibilities at a regional and global level. They explain the role of the High Court of Australia. They explain how Australia's international legal obligations influence the law and government policy. They identify and explain challenges to a resilient democracy and a cohesive society in Australia. Students develop and refine a range of questions and locate, select and compare relevant and reliable information from a range of sources to investigate political and legal systems, and contemporary civic issues. They analyse information to evaluate perspectives and challenges related to political, legal or civic issues. They evaluate and compare the methods or strategies related to civic participation or action. Students use civics and citizenship knowledge, concepts and terms to develop descriptions, explanations and arguments that synthesise evidence from sources.

Strand: Knowledge and understanding	Year 10
Sub-strand: Government and democracy	

Content descriptions *Students learn about:*	Content elaborations *This may involve students:*
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 AC9HC10K01	• comparing the key institutional features of Australia's system of government (for example, free, fair and frequent elections, the party system, the partial separation of powers, the rule of law, and the protection of human rights and freedoms) with the key features of a system of government of a country in Asia • researching and comparing the experiences of First Nations Australians in engaging with the political system with those of the Indigenous peoples in an Asian nation • exploring and reflecting on the cultural influences shaping the Australian political system and that of a comparison country
the Australian Government's role and responsibilities at a regional and global level AC9HC10K02	• explaining the ways Australia contributes to and participates in the Asia-Pacific region, including membership of international organisations and participation in agreements with other nations (for example, exchange programs, peacekeeping, election monitoring, development aid, health programs, disaster management) and internationally, including participation in the United Nations Security Council • investigating Australia's responsibilities and commitment to various international treaties, conventions and agendas, such as the UN Sustainable Development Agenda and the United Nations Framework Convention on Climate Change • analysing and evaluating the reasons for and effectiveness of Australia's participation in the region and globally with regard to a global issue, such as human rights, war and conflict, challenges to democracy or climate • comparing the responses of governments and organisations around the world to a global issue; for example, gender equality, poverty, climate change, vaccination against communicable diseases • identifying ways that the forces of global interconnectedness could both exacerbate and enhance the ability to solve the key issues of our time • evaluating the impacts of these issues on Australia's identity; First Nations Australians' reconciliation, truth-telling and sovereignty; Australian government policies and citizens' choices to act in the global interest

Sub-strand: Laws and citizens	
the role of the parliament and the High Court of Australia in protecting rights under the Constitution, common law, and through federal and state statute law AC9HC10K03	• explaining the role of the High Court in interpreting and applying the law, using contemporary Australian examples • exploring the concepts of express and implied rights through High Court cases such as the Stolen Generations Case (Kruger v the Commonwealth [1997]) and the Vicki Lee Roach Case (Roach v Electoral Commissioner [2007]) • investigating understanding of terra nullius and how the *Native Title Act (1993)* property rights were developed through High Court interpretation of common law and enshrined in statutory law • comparing the effectiveness of a constitutional bill of rights, such as in the USA, with a statutory bill of rights, such as in New Zealand
how Australia's international legal obligations shape Australian law and government policies, including those relating to First Nations Australians, and the issues related to the application of these obligations AC9HC10K04	• investigating how many of the 9 key human rights treaties Australia has signed and ratified, and researching how at least one of these has shaped Australian law or government policy • explaining how international conventions and declarations, such as the Declaration on the Rights of Indigenous Peoples, have shaped Australian Government law and policies with regards to First Nations Australians • analysing Australia's legal obligations to the environment under the Paris Agreement (2016) and the World Heritage Convention (1972), and/or to refugees under the Convention Relating to the Status of Refugees (1951) and its optional protocol (1967)
Sub-strand: Citizenship, diversity and identity	
the challenges to and ways of sustaining a resilient democracy and a cohesive society in Australia and/or in our region or globally AC9HC10K05	• identifying the key characteristics of cohesive, democratic societies, such as cooperation, inclusion, respect and peaceful resolution of conflicts, and the importance of an active and informed citizenry • 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 • locating and discussing a range of possible threats to the resilience of democratic societies globally, such as extreme polarisation of views and a breakdown in social consensus, and the reasons for the rise of non-democratic forces such as extremist groups with no commitment to democratic values • examining how our Western democratic heritage and values such as freedom of speech support participation in public debate about controversial issues; for example, the date of Australia Day, the Uluru Statement, reconciliation and truth-telling, or the call for a treaty between First Nations Australians and the Australian Government

Strand: Skills	Year 10

Sub-strand: Questioning and researching	

Content descriptions *Students learn to:*	**Content elaborations** *This may involve students:*
develop and modify questions to investigate Australia's political and legal systems, and contemporary civic issues AC9HC10S01	• developing a range of sub-questions connected to the over-arching question and using these to modify the question; for example, "How does the system of government provide equality?", "How representative is the government?", "What processes ensure accountability?" and "How accessible is the government to citizens?" • revisiting the questions based on further collection of information; for example, "Do different groups in society have particular views on representativeness, equality and accountability?"
locate, select and compare information, data and ideas from a range of sources AC9HC10S02	• locating print and online sources to investigate a contemporary global political, legal or civic issue, selecting varying and conflicting points of view in relation to the issue, such as the success of exchange programs or Australia's commitment to its international legal obligations • using digital programs and survey and polling apps to conduct surveys on a political issue, such as a specific policy proposal, and analysing the research results to determine the range of views or support • exploring traditional and social media texts for stereotypes, over-generalisation and misrepresentation, such as those related to how cultural groups such as recent immigrants are represented in the media • comparing the varying policies of different political groups on an issue such as mining, climate change, services for rural communities, or refugees

Sub-strand: Analysis, evaluation and interpretation	

| analyse information, data and ideas about political, legal or civic issues to identify and evaluate differences in perspectives and interpretations

 AC9HC10S03 | • examining information from traditional and social media sources to identify examples of different views on and responses to a contemporary Australian political, legal or civic issue, such as limiting freedoms, placing restrictions on movement, trade or association, or debates about the use of public resources

 • examining the role of institutions of global governance, such as the United Nations or the International Criminal Court, and evaluating their effectiveness in upholding democratic norms and human rights

 • investigating a contemporary international event or situation, such as armed conflict, development of an international agreement, or natural or humanitarian disaster, to assess the effectiveness and value positions of global actors such as NGOs, and the response of the Australian Government to the event or situation |

Sub-strand: Civic participation and decision-making	
evaluate the methods or strategies related to making decisions about civic participation AC9HC10S04	• examining the methods or strategies used by the Australian Government, a non-government organisation, or a campaigning or pressure group, to address an issue at a regional or global level, or to ensure accountability to Australia's international obligations
Sub-strand: Communicating	
create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that incorporate evidence AC9HC10S05	• developing an evidence-based argument about a civics and citizenship issue, such as the role of Australia in the security of the Asia-Pacific region or the role of Australia's trading relationships with nations that have human rights issues, and drawing conclusions about the future impacts of this issue on Australia's values • using terms and concepts such as "conventions", "international law", "cohesive society" and "global citizen"

Attachment 3

National Assessment Program - Civics and Citizenship - Assessment Framework 2024

NATIONAL ASSESSMENT PROGRAM – CIVICS AND CITIZENSHIP

Assessment Framework

2024

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Exceptions

Attribution

Contact details

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Contents

1. Overview

1.1. Background

The National Assessment Program – Civics and Citizenship (NAP–CC) assessment is one of 3 national sample assessments developed and managed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). Together with the NAP – Science Literacy (NAP–SL) and the NAP – Information and Communication Technology Literacy (NAP–ICTL), this assessment supports measurement of progress towards the objectives outlined in the Alice Springs (Mparntwe) Education Declaration (Education Council 2019). Each of these national sample assessments is conducted on a rolling 3-yearly basis and uses stratified random samples of students in Year 6 and Year 10 to monitor the extent to which Australian schooling meets the goals of the Declaration. The first civics and citizenship assessment was conducted in 2004. The assessment has been repeated with a new sample of Year 6 and Year 10 students every 3 years to identify trends over time. It has been 5 years since the last NAP–CC assessment due to COVID-19 delays. In 2016, NAP–CC transitioned to online administration, enabling the incorporation of more innovative item types.

In 2010 and 2018, the development of new frameworks for assessing civics and citizenship was undertaken. The updated framework for NAP–CC 2024 maintains elements of the 2010 and the 2018 assessment frameworks but contains refined specifications for both the Year 6 and the Year 10 civics and citizenship assessments. The NAP–CC 2024 Assessment Framework draws on the Alice Springs (Mparntwe) Education Declaration and is updated to reflect recent refinements to the Year 3 to Year 10 Australian Curriculum (AC). It continues to provide the basis for an effective measure of students' civics and citizenship achievement over time.

1.2 What does NAP–CC measure?

One of the main objectives of NAP–CC is to monitor and report trends in civics and citizenship achievement. The assessment is an important source of information about what Australian students know, understand and can do in the context of civics and citizenship. It seeks to measure students' cognitive competencies in civics and citizenship by assessing both students' knowledge in this area and their capacity to use this knowledge as they engage in processes of civics and citizenship. The NAP–CC assessment is also concerned with measuring certain skills that students need, at different stages of their education, to judge, interrogate and make decisions about important civic and citizenship issues.

NAP–CC contributes to the measurement of commitments outlined in the Alice Springs (Mparntwe) Education Declaration (Education Council 2019) by measuring the civics and citizenship knowledge and attitudes of Australian students in Years 6 and 10. The Declaration has 2 interrelated education goals for young Australians:

1. The Australian education system promotes excellence and equity.

2. All young Australians become:

    - confident and creative individuals

    - successful lifelong learners

    - active and informed members of the community.

NAP–CC is designed to ensure that student progress and achievement in civics and citizenship are measured in meaningful ways. It contributes to:

- assessment **for** learning – enabling teachers to use information about student achievement in civics and citizenship to inform their teaching and drive improvements in student outcomes

- assessment **of** learning – assisting teachers, education leaders, parents/carers, the community, researchers and policymakers to use evidence of student proficiency in civics and citizenship to assess student achievement against recognised goals and standards.

In addition to testing students' knowledge of civics and citizenship, NAP−CC administers a questionnaire to understand students' attitudes to, and engagement with, civics and citizenship processes both at school and outside of school. Student achievement data in civics and citizenship is analysed with additional background information on student demographic factors, geographic location and school size, all of which are considered during sample selection. This allows for the analysis of contextual factors that influence students' educational outcomes to be considered in relation to civics and citizenship achievement.

1.3 Organisation of the NAP−CC 2024 Assessment Framework

In this revised framework, as in previous frameworks, the fundamental guiding principle is that of alignment between the assessment framework and the relevant version of the Australian Curriculum: Civics and Citizenship. It is important to maintain continuity with earlier versions of the assessment framework to ensure the continuity and reliability of the construct.

1.3.1 Continuity with previous NAP−CC frameworks

The 2010 NAP−CC Assessment Framework outlined the following 4 different 'aspects' of the NAP−CC assessment construct:

- aspect 1: *Civics and citizenship content areas*: Government and Law, Citizenship in a Democracy and Historical Perspectives

- aspect 2: *Cognitive processes for understanding civics and citizenship,* which was articulated by 13 cognitive processes (sometimes referred to as skills)

- aspect 3: *Affective processes for civics and citizenship,* which was articulated by 3 affective processes – civic identity and connectedness, civic efficacy, and civic beliefs and attitudes. These processes were focuses of the student survey (now referred to as the student questionnaire).

- aspect 4: *Civic and citizenship participation* included surveying students about actual behaviours as well as behavioural intentions, and related to self-beliefs about skills for participation in civic processes. Like Aspect 3, these processes were focuses of the student survey (now student questionnaire).

The 2018 NAP−CC Assessment Framework outlined 5 components of the assessment:

1. content dimension based on the Australian Curriculum: Humanities and Social Sciences (HASS) F−6 and Australian Curriculum: Civics and Citizenship over Years 3−10, with a focus on Years 5−6 and 9−10

2. cognitive dimension based on skills from the Australian Curriculum: Humanities and Social Sciences and Australian Curriculum: Civics and Citizenship for Years 3−10

3. a NAP−CC general capabilities sub-strand based on the Australian Curriculum: Humanities and Social Sciences and Australian Curriculum: Civics and Citizenship content and cognitive dimensions

4. a NAP−CC History sub-strand based on the Australian Curriculum: Humanities and Social Sciences and Australian Curriculum: Civics and Citizenship content and cognitive dimensions

5. affective domain student survey (now questionnaire) comprising affective processes for civics and citizenship, and civic and citizenship participation.

Both the 'aspects' from the 2010 framework and the 'components' of the 2018 framework are incorporated into the NAP−CC 2024 Assessment Framework.

The 2018 NAP−CC Assessment Framework aimed to provide alignment with the content and skills of History, as contained in the F−6/7 Australian Curriculum: Humanities and Social Sciences and the 7−10 Australian Curriculum: History, to provide sub-strand information on the intersection between History and Civics and Citizenship. This alignment with History is maintained for NAP−CC 2024.

1.3.2 Structure of the NAP−CC 2024 framework

This framework document is organised into the following chapters:

Chapter 1: Overview provides background information on the NAP−CC 2024 Assessment Framework.

Chapter 2: Content dimension describes the content domain — the specific subject matter, including knowledge and understanding, to be covered in the assessment.

Chapter 3: **NAP−CC skills dimension** describes the targeted thinking skills and intellectual processes elicited as students respond to the assessment tasks. It includes a section on item types used in the assessment to capture student performance in relation to the dimensions discussed in Chapter 2.

Chapter 4: Contextual framework describes the various contextual factors that are considered within the NAP−CC assessment, as well as the instruments used to collect them.

Chapter 5: Assessment structure and reporting outlines the design and components of the assessment, an overview of the online item types used in data collection, details of how student achievement is reported and methods for the dissemination of results.

2.   Content dimension

2.1.   Overview of the content in the Australian Curriculum: HASS F–6 and Australian Curriculum: Civics and Citizenship

The content dimension defines the specific subject matter covered in the assessment. For the NAP–CC 2024 Assessment Framework, the content domain and sub-domains are organised according to the strands and sub-strands of the Australian Curriculum: HASS F–6 and Australian Curriculum: Civics and Citizenship.

The Australian Curriculum: HASS F–6 and Australian Curriculum: Civics and Citizenship aim to ensure students develop:

- a lifelong sense of belonging and engagement with civic life as active and informed citizens, in the context of Australia as a secular democratic nation with a dynamic, culturally diverse, multi-faith society that has a Christian heritage, and distinct First Nations Australian histories and cultures

- knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law, and the role of the citizen in Australian government and society

- an understanding of the concepts of active citizenship, democracy, global citizenship, legal systems, identity and diversity

- skills including questioning and research; analysis, evaluation and interpretation; civic participation and decision-making; and communicating

- the capabilities and dispositions to participate responsibly in the civic life of their nation at a local, regional and global level, and as individuals in a globalised world.

The Australian Curriculum: Civics and Citizenship also offers opportunities for students to develop inquiry skills, values and dispositions that enable them to be active and informed citizens who question, understand and contribute to the world they live in. The curriculum offers opportunities for students to develop a wide range of skills by investigating contemporary civics and citizenship issues and fostering civic participation and engagement. The Australian Curriculum: Civics and Citizenship is a nationally developed and endorsed curriculum for Australian schools; however, it is acknowledged that states and territories may have jurisdictional differences while maintaining an alignment with the Australian Curriculum: Civics and Citizenship. In some cases, these differences may appear considerable, and these are elaborated later in this framework.

NAP–CC investigates the origins of our political and legal systems, and explores the nature of citizenship, diversity and identity in contemporary Australian society and beyond. Emphasis is given to the federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law (ACARA 2018a and 2018b).The NAP–CC 2024 Assessment Framework and its alignment with the Australian Curriculum: Civics and Citizenship focuses on the content (subject matter) identified in Years 3–5 (Australian Curriculum: HASS F–6) and Years 7–9 (Australian Curriculum: Civics and Citizenship) and the intersection with History. It takes into account the differences in approach to the teaching of civics and citizenship across the different states and territories.

responsibilities that being a citizen entails, and explore the obligations that people may have as global citizens. Students explore diversity within Australian society, how groups express their identities and the role of shared values in promoting social cohesion.

2.4.   Year 6 content

The Year 6 NAP–CC assessment aligns with both the organisation and content of the Australian Curriculum: HASS F–6. As the key years for learning civics and citizenship content for the NAP–CC assessment in the primary years are Years 3 to 5 (and 6), it is necessary to identify the subject matter that students should study in those years. In Australian Curriculum: HASS F–6, the sub-strand of *civics and citizenship* focuses on government and democracy, laws and citizens, and citizenship, diversity and identity.

In the primary years, Australian Curriculum: HASS F–6 consists of 4 disciplines– history, geography, civics and citizenship (which begins at Year 3), and economics and business (which is only in the curriculum at Years 5–6) – combined into a single subject. In general, Version 8.4 of the Australian Curriculum: Humanities and Social Sciences is structured around 4 large key ideas.

The first key idea is the consideration of who we are, who came before us, and the traditions and values that shape societies. The second key idea relates to how societies and economies operate and how they change over time. The third key idea focuses on the ways people, places, ideas and events are perceived and connected. The fourth key idea considers how people exercise their responsibilities, participate in society and make informed decisions. These 4 large key ideas of the Australian Curriculum: Humanities and Social Sciences (v8.4) reflect the more granular 3 key concepts of civics and citizenship, as outlined in the previous section. The first 3 underpin the construct tested in the NAP–CC assessment while the fourth key idea relates to the content of the NAP–CC student questionnaire.

2.5.   Year 10 content

The Year 10 NAP–CC assessment aligns with the organisation and content of the Australian Curriculum: Civics and Citizenship in the same way that the Year 6 NAP–CC assessment aligns with the Australian Curriculum: HASS F–6. Assessment content at Year 10 is focused on the Australian Curriculum: Civics and Citizenship from Years 7 to 9. As outlined in the previous section, the civics and citizenship *knowledge and understanding* strand comprises 3 key sub-strands: *government and democracy; laws and citizens*; and *citizenship, diversity and identity*.

The target percentages for assessment content relating to Australian Curriculum: HASS F–6 and Australian Curriculum: Civics and Citizenship is presented in Table 1. These target percentages are consistent across both the Year 6 and Year 10 assessments.

Table 1: Target percentages for content in the Year 6 and Year 10 assessments

Content	Target percentage
Government and democracy	45%
Laws and citizens	30%
Citizenship, diversity and identity	25%

2.6   Descriptions of the key content areas of NAP–CC

The 3 content areas defined here focus on Australian political and legal institutions, and the nature of citizenship in a liberal democracy. The Australian Curriculum: Civics and Citizenship in general explores how citizens choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights;

and how individuals and groups can influence civic life. Table 2 gives detailed descriptions on these overarching concepts.

Table 2: Three key concepts of NAP−CC assessment and their descriptions

Concept	Description
Government and democracy	Refers to the core principles and practices that help define the operation of representative government in Australia. This includes institutions, principles and values underpinning Australia's representative democracy, such as the key features of the Australian Constitution; the role of democracy in building a socially cohesive and civil society; ways in which individuals, groups and governments make decisions; how governments and parliaments are elected and formed; levels and roles of government; concepts of power, leadership and community service; and the ways in which Australia's legal system contributes to democratic principles, rights and freedoms. This key concept is also concerned with the roles and responsibilities of elected representatives, citizens and civic leaders; the roles and responsibilities of the 3 levels of government in Australia and the operation of the Federal system, and how people can influence them; core electoral processes including the secret ballot and compulsory voting; Parliament and the formation of government, and how decisions are made at a federal, state/territory and local level; the role of political parties and independents in Australian democracy; and the separation of powers.
Laws and citizens	Refers to the reasons for and purposes of rules and laws. The concept includes the social, civic and philosophical bases for rules and laws, and the differences between rules and laws. It also includes consideration of the concept of equality before the law, the independence of the judiciary, the presumption of innocence, and the right of appeal and principles of restorative justice. It also involves consideration of the Australian Constitution; the relationships between parliaments, citizens and the law; how and why laws are made and amended; the implementation and enforcement of the law, including the role of key personnel in the legal system; and local, national and international influences on and relationships between rules and laws in local, national and international contexts.
Citizenship, diversity and identity	Refers to refers to experiences, values and ideals that help define Australian people, how these have been influenced by social change, and the ways in which concepts of identity and culture in Australia are reflected in civic institutions and processes. The concept includes the following content: the relationship between values, identity and culture in Australia; Aboriginal and Torres Strait Islander Peoples' influences on identity and culture in Australia; the influence of different cultural and ethnic groups on identity and culture in Australia; key events and movements in the development of Australian identity and culture, such as the 1967 referendum and abolition of White Australia policy; multiculturalism in Australia; Australian citizenship; significant Australian people, events, trends and symbols that reflect and influence Australian identity and culture; changing notions of Australian identity. This key area also is also concerned with how local, national, regional and international communities and developments interact with and influence Australian democracy, and examines Australia's relationships with other countries, global trends and events.

2.7   Connections across Humanities and Social Sciences subjects

As part of the development of 2019 NAP−CC Assessment Framework, a new subset of assessment items was developed at each year level, with a focus on the Australian Curriculum: HASS F−6 *history* sub-strand and the Australian Curriculum: History.

The Australian Curriculum: HASS F−6 and Australian Curriculum: History are interconnected with Australian Curriculum: Civics and Citizenship. The study of these curricula provides further

opportunities for students to learn about the nation's past and gain an understanding of the attitudes, people and events that have shaped the present. One of the central aims of the Australian Curriculum: HASS F−6 and Australian Curriculum: History is to develop students' respect for places, people, cultures and systems throughout the world, past and present. In NAP−CC, the history items focus on key historical knowledge that relates to people, places, values and societal systems. In the Australian Curriculum: HASS F−6, students should, by the end of Year 5, be able to describe the significance of people and events or developments in bringing about change. They also have opportunities to identify the causes and effects of change on particular communities, and describe aspects of the past that have remained the same. They describe the experiences of different groups of people in the past. The focus is on the impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment. As part of the Australian Curriculum: HASS F−6 *history* sub-strand from Year 3 to 5, students also consider the role of significant individuals or groups, including First Nations Australians and those who migrated to Australia, in the development of events in Australia. They identify the importance of different celebrations and commemorations for different groups, and they can describe the experiences of an individual or group in the past. The aim is for students to be able to explain how and why life changed in the past and identify aspects of the past that have remained the same.

In NAP−CC item development, the correct protocols for recognising and respecting First Nations Australians will be used, and only approved resources will be used as item stimulus.

In Years 7 to 9, the focus of Australian Curriculum: History is to promote the understanding of societies, movements, ideas and events that have shaped humanity, from the ancient world (including Australia), through the Middle Ages (and the origins of the Westminster system) to the making of the modern world. One of the explicit aims of Australian Curriculum: History is to equip students for the world (local, regional and global) in which they live and enable them to develop an understanding of the past and present experiences of First Nations Australian Peoples, their identities and the continuing value of their cultures. It also helps students to appreciate Australia's position in the Asia and Pacific regions, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society.

Specifically of relevance to the NAP−CC assessment is the focus on the causes and effects of European contact and extension of settlement, including the impact of these on First Nations Peoples of Australia. In the Australian Curriculum: History at Year 9, students study the role of significant events, ideas, people, groups and movements in the development of Australian society. All of these relate to the Australian Curriculum: Civics and Citizenship and emphasise the connections between Australian Curriculum: HASS F−6, Australian Curriculum: Civics and Citizenship and Australian Curriculum: History.

2.8   General capabilities

The Australian Curriculum includes 7 general capabilities. The capabilities identified as most relevant and appropriate to the large-scale assessment of civics and citizenship, which are therefore reflected in the NAP−CC assessment, include:

- **Critical and Creative Thinking**: Aspects of the Critical and Creative Thinking capability arise from important cognitive skills inherent in inquiry and broader ways of thinking. The elements of the Critical and Creating Thinking capability in the AC guide the development of the cognitive dimension of the NAP−CC: the thinking skills and intellectual processes engaged by students as they respond to the assessment items. While many of the assessment items require knowledge and recall, analysis of the stimulus and interpretation of the options (i.e. in a multiple-choice item) require a level of critical thinking as students compare alternatives, make connections and understand perspectives). While students are answering questions, rather than explicitly generating their own, the cognitive demand and process for critical thinking is similar.

- **Personal and Social capability:** The 4 elements of this capability include self-awareness, self-management, social awareness and social management. Aspects of the Personal and Social capability arise when students demonstrate abilities to question, solve problems and communicate their findings, and use knowledge to inform personal and community decisions.

Students are expected to use their knowledge of humanities and social sciences to propose solutions to issues that impact their lives (such as health, welfare and environmental change), and consider the application of social science to meet personal and social needs. This capability has particular relevance to the NAP−CC student questionnaire.

- **Ethical Understanding**: This capability focuses on the examination of values, rights and responsibilities, ethical concepts and influences on ethical behaviour. Aspects of ethical understanding arise in the context of considering solutions to social and personal issues. Students are expected to consider the implications of issues for the environment and other social groups. They are also be expected to take into account ethical considerations when asked to make decisions about social or environmental issues.

- **Intercultural Understanding**: The focus of this capability is the examination of cultural perspectives and world views. This capability concerns students' abilities to recognise that diverse cultural groups and perspectives contribute to the development of societal knowledge and contexts. Students need to consider how society benefits from participation and collaboration with a diversity of cultures, and recognise that increasingly we work and function in culturally diverse teams. They also should consider the influence of different cultures on interactions.

The general capabilities of Literacy, Numeracy and Digital Literacy are not within the scope of the NAP−CC assessment, so are they not included here.

2.9   Cross-curriculum priorities

The importance of the cross-curriculum priorities, outlined in the 2018 NAP−CC Assessment Framework, is maintained in the revised framework. As outlined therein, the Australian Curriculum is designed to meet the needs of students by delivering a relevant, contemporary and engaging curriculum that builds on the educational goals of The Alice Springs (Mparntwe) Declaration (Educational Council 2019).

The Alice Springs (Mparntwe) Declaration (Education Council 2019) identified areas that need to be addressed for the benefit of Australian students and all Australians. In the Australian Curriculum, these have become priorities that give students the tools and language to engage with and better understand their world at large. The priorities provide national, regional and global dimensions that enrich the curriculum through development of considered and focused content that fits naturally within learning areas.

The 3 cross-curriculum priorities identified in the AC are:

- **Aboriginal and Torres Strait Islander Histories and Cultures**: Students will understand that contemporary First Nations Australian communities are strong, resilient, rich and diverse. This cross-curriculum priority provides opportunities for all students to deepen their knowledge of Australia by learning about the world's oldest continuous living cultures. This priority engages with Australian First Nations Peoples' knowledges, experiences, values and perspectives.

- **Asia and Australia's Engagement with Asia:** Students develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia and the rest of the world. Asian literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region. This priority emphasises the need to appreciate the backgrounds, experiences, stories, religions, beliefs and perspectives within and among the nations of the Asia region and the interconnections with Australia. It focuses on Australia's developing and deepening relationships with the peoples of Asia, which influence both mutual understandings and expressions of citizenship and culture nationally, regionally and globally.

- **Sustainability:** The Sustainability cross-curriculum priority explores the knowledge, skills, values and world views necessary for people to act in ways that contribute to a sustainable future. Designing solutions and actions for a sustainable future requires an understanding of the ways environmental, social and economic systems interact, and an ability to make balanced judgements based on present and future impacts. World views are formed by experiences at

personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.

The 3 cross-curriculum priorities are all relevant to the NAP–CC assessment framework. First Nations Australian Culture can be assessed in all 3 key content areas. Asian engagement can be assessed in Citizenship, diversity and identity, while Sustainability may be assessed through Citizenship, Diversity and Identity as well as Law and Citizens.

3.   NAP–CC skills dimension

3.1.   NAP–CC skills dimension and cognitive processes

The cognitive dimension in NAP–CC represents the cognitive processes required in the application of civics and citizenship concepts.

The AC:CC skill sets are:

- Questioning and research: Students identify, locate and research a range of sources of information to investigate Australia's political and legal systems.
- Analysis, synthesis and interpretation: students apply critical thinking skills and developing and accounting for different points of view.
- Problem-solving and decision-making: involves students working collaboratively, negotiating and developing strategies to resolve issues, and planning for action.
- Communication and reflection: students present ideas, viewpoints and arguments based on evidence about civics and citizenship topics and issues using subject-specific language, and reflect on their cultural identity, motivations, values and behaviours.

In relation to the NAP–CC assessment, some of these skills are more relevant than others. For instance, there is no requirement in the assessment for research skills, or communication in the direct sense. The majority of NAP–CC assessment items involve analysis, synthesis and evaluation because students are analysing, synthesising and evaluating the stimulus material in order to answer multiple-choice and constructed response questions.

Table 3 sets out descriptions of the cognitive processes most relevant to the NAP–CC assessment.

Table 3: Descriptions of the cognitive skills most relevant to NAP–CC assessment

Key skill from AC:HASS and AC:CC	Sub-skill	Description
Analysis, synthesis and interpretation	Interpret information	Identify statements about information presented in textual, graphical, or tabular form to explain the meaning in the light of a particular civic and citizenship concept.
	Justify	Use evidence and civic and citizenship concepts to construct or recognise reasons to support a corresponding point of view.
	Relate	Use the key defining aspects of a civic and citizenship concept to connect an example to a particular concept.
	Integrate	Identify connections between different concepts across civic and citizenship content.
	Generalise	Identify or construct broad or universal concepts based on specific examples in context and explain how these may apply in other civic and citizenship contexts.
	Evaluate	Identify or construct judgements about the relative merit of particular points of view or particular civic and citizenship concepts, issues and actions.

	Hypothesise	Propose and support with evidence to explain or predict particular civic and citizenship policies, strategies, and/or actions.
	Understand civic motivation	Identify the factors that motivate individuals and groups to engage in or not engage in democratic processes and civic action.
	Understand civic continuity and change	Identify and explain how or why specific factors and processes have led to continuity and change in civic values and institutions.
Problem-solving	Identify resolutions	Identify or construct possible actions or courses of action or thought that can be used to anticipate or solve civic and citizenship problems expressed as resolved or unresolved conflict and /or tension.

In the NAP–CC assessment, students are expected to recall or recognise the key properties, definitions and descriptions of civic and citizenship concepts and content, and to illustrate these with examples. In addition to the cognitive skills outlined in Table 3, the following cognitive process of 'Knowing' (Fraillon, 2010) is included here as it is relevant to the fundamental measurement aim of NAP–CC: How much Civics and Citizenship knowledge does the student have?

Table 4: The skill of 'Knowing'

Key skill from AC:HASS and AC:CC	Sub-skill	Description
Knowing	Define	Identify statements that define particular civic and citizenship concepts and content.
	Describe	Identify statements that describe the defining characteristics of particular civic and citizenship concepts and content.
	Illustrate with examples	Identify examples that support or clarify statements about particular civic and citizenship examples concepts and content.

4. Contextual framework

In addition to measuring students' cognitive competencies in civics and citizenship, the NAP−CC also collects contextual information about participating students. This contextual element has been an integral part of NAP−CC since its inception in 2004, with the inclusion of a questionnaire (formerly referred to as a student survey) of students' civic and citizenship-related attitudes and behaviour in every cycle. The incorporation of these largely affective processes has been complemented by the collection of student background data, initially via student self-reporting, then in later cycles by jurisdictional- or school-level data provision. For NAP−CC, the inclusion of this contextual aspect not only allows us to examine the rich attitudinal and behavioural data of participating students, but also permits a better understanding of the factors associated with variations in student achievement.

This section documents the various contextual factors that are considered within the NAP−CC assessment, as well as the instruments used to collect them.

4.1 Student questionnaire

The NAP−CC student questionnaire is administered to students upon the completion of the cognitive component of the assessment. In NAP−CC 2019, the Year 6 questionnaire contained a total of 78 items and the Year 10 questionnaire contained 97 items. As in previous cycles, the Year 10 questionnaire instrument incorporated all questions from the Year 6 instrument with an additional set of items that were deemed to have content or cognitive demands more aligned to the older cohort. For NAP−CC 2024, it is envisaged that the structure and content of the student questionnaire will largely follow those of the previous cycle. This will allow for continuity over time, ensuring the comparability of data between cycles so that change can be reliably measured and reported. At the same time, the addition and/or modification of some content will be required to maintain relevance and contemporaneity of content for NAP−CC 2024 and beyond.

As per previous cycles, the NAP−CC 2024 student questionnaire will include content relating to both the affective and participatory processes associated with civics and citizenship. These elements will again be measured in the student questionnaire with sets of Likert-type items for both Year 6 and 10 students. The affective and participatory processes are described in the following sections.

4.1.1 Affective processes for civics and citizenship

As articulated in the NAP−CC 2018 Assessment Framework, the affective processes associated with civics and citizenship include values, beliefs, attitudes, and dispositions that relate to civics and citizenship understanding. They can be broadly categorised into 3 areas: civic identity and connectedness, civic efficacy, and civic beliefs and attitudes.

Civic identity and connectedness

This affective process relates to the perceptions individual students have about their place, values and roles in their civic communities and their sense of connection to people from different communities. Civic identity and connectedness includes the civic and citizenship values individuals develop or acquire about themselves and their relationships to others; the civic and citizenship values they can see themselves advocating or challenging, the civic-related behavioural dilemmas they see themselves facing, and their attitudes towards these dilemmas. It also includes individuals' beliefs about and tolerance of the levels of diversity (of civic ideas and actions) within and across their communities, and recognition of the effects that the range of civic and citizenship values and belief systems of their different communities have on the members of those communities.

Constructs of interest within this process include:

- attitudes towards Australian identity
- attitudes to Australian diversity and multiculturalism
- attitudes towards First Nations Australian cultures and traditions.

Civic efficacy

This affective process relates to students' self-judgement regarding opportunities to positively influence civic and citizenship outcomes. This includes beliefs in their own personal civic capacity as well as the general value of becoming active as a citizen. Belief in the value of civic action and a sense of personal self-efficacy are important factors for civic engagement in a democratic society.

Constructs of interest within this process include:

- beliefs in the value of civic action
- confidence to actively engage.

Civic beliefs and attitudes

This affective process relates to students' beliefs about democracy, the common good and good citizenship. Furthermore, it includes civic and citizenship beliefs, ideas and interests, and ways in which these can be made known to others, including other citizens, civic decision-makers and leaders. It also relates to students' attitudes towards other people, institutions, and civic-related policies and practices.

Constructs of interest within this process include:

- interest in civic issues
- beliefs in democratic values and the value of rights
- beliefs in civic responsibility
- trust in civic institutions and processes.

4.1.2. Participatory processes for civics and citizenship

Participatory processes refer to the skills that students use when they participate responsibly in civic life and work, both for personal benefit and for the collective benefit of communities. Possible contexts for participation include active contributions to the community as well as implementing, organising and influencing change. This aspect also refers to students' awareness of and engagement in the range of opportunities to participate that are available to them now and in the future. Civic and citizenship participation includes actual behaviours as well as behavioural intentions and relates to self-beliefs about skills for participation.

Actual behaviours

Actual behaviours reflect the frequency and nature of involvement in student activities, civic-related participation in the community and civic-related activities at school.

Constructs of interest within this process include:

- civic-related participation in the community
- civic-related participation at school
- participation in civic-related communication.

Behavioural intentions

Behavioural intentions relate to students' expectations of civic-related participation in the community, both in the near future and as an adult. While the age of students at Year 6 and Year 10 undoubtedly limits the range of civic activities available to them, it is important to assess students' perceptions of their preparedness for prospective engagement as adult citizens.

Constructs of interest within this process include:

- expected participation in activities to promote important issues
- expected active civic engagement in the future.

Students' skills for participation

This process relates to students' capacity to work constructively and responsibly with others, to use positive communication skills, to undertake roles, to manage conflict, to solve problems and to make decisions. Although it is acknowledged that student skills for participation are important outcomes of civics and citizenship education, it is not currently feasible to assess them as a part of the NAP−CC assessment. It may be possible to draw some valid inferences about student participation based on related processes and constructs.

4.1.3. New content for NAP−CC 2024

As outlined previously, a review and revision of questionnaire content are required for each cycle of NAP−CC to ensure the data remain relevant and contemporary. In NAP−CC 2019, for instance, items relating to technology and social media use were added to the questionnaire instrument. For NAP−CC 2024, the fact that the 3-year administration and reporting cycle was delayed by 2 years due to the COVID-19 pandemic means a content review is particularly timely.

To maintain consistency with previous NAP−CC cycles and minimise questionnaire burden on students, the questions will largely follow those used in the 2019 cycle. However, to address the impact of the COVID-19 pandemic, the questionnaire will likely include new questions relating to trust in government institutions and acceptance of emergency responses. These questions will target national crises in general and will be trialled alongside existing constructs. New questionnaire content will also reflect changes in ways students engage with civics and citizenship, including the increasing digitisation of engagement through social media and a growing focus on sustainable development.

Overall, the questionnaire will strike a balance between maintaining comparability with previous cycles and incorporating new and relevant topics to reflect the evolving landscape of civics and citizenship education.

4.2   Student background data

In NAP−CC, additional contextual variables at a student and school level are examined in tandem with the affective and participatory aspects collected via the student questionnaire. Student background data, as these variables are collectively known, are used to construct a more extensive profile of individual- and school-level factors for participating students.

Initially, in NAP−CC 2004, student demographic data were collected via the questionnaire through student self-reporting. In later years, the provision of these data was facilitated at a school and jurisdictional level, which allowed for a wider range of variables to be reliably collected. The data are informed by the information provided by students' caregivers at the time of enrolment in school. The specific background variables collected for use in NAP−CC are:

- state or territory in which students attend school
- school sector (Catholic, government or independent)
- geographic location of the school
- students' gender
- students' age
- students' Indigenous status
- students' language background
- occupation category of students' parents/caregivers
- highest level of education of students' parents/caregivers.

(To find out about what data are collected as part of the testing programs and how ACARA handles personal information it collects, please refer to ACARA's Privacy Policy.)

5. Assessment structure and reporting

This chapter describes the assessment and questionnaire instruments, item types and online assessment delivery system used to collect data in NAP–CC 2024. The chapter begins with an outline of the proposed test design and overarching assessment structure. It then provides a description of the online assessment delivery system as well as an overview of the response formats and item types used in both the assessment and questionnaire instruments. The chapter concludes with an outline of the proposed approach to the reporting of outcomes, including the reporting of student proficiency in civics and citizenship.

5.1. Assessment structure

The NAP–CC assessment instrument uses a cluster rotation design in both the field trial and main study, similar to that used in other sample-based international assessments. It is envisaged that NAP–CC 2024 will follow a similar cluster rotation design to the previous cycle in 2019, as shown in Table 5 and Table 6 below:

Table 5: Test form design for Year 6 main study assessment

Test form	Position 1	Position 2	Position 3	Position 4	Position 5
06B1	Practice questions	06C1	06C2	06C3	Y6 questionnaire
06B2	Practice questions	06C2	06C3	06C4	Y6 questionnaire
06B3	Practice questions	06C3	06C4	06C5	Y6 questionnaire
06B4	Practice questions	06C4	06C5	06C6	Y6 questionnaire
06B5	Practice questions	06C5	06C6	06C7	Y6 questionnaire
06B6	Practice questions	06C6	06C7	06C1	Y6 questionnaire
06B7	Practice questions	06C7	06C1	06C2	Y6 questionnaire

Table 6: Test form design for Year 10 main study assessment

Test form	Position 1	Position 2	Position 3	Position 4	Position 5
10B1	Practice questions	10C1	10C2	10C4	Y10 questionnaire
10B2	Practice questions	10C2	10C3	10C5	Y10 questionnaire
10B3	Practice questions	10C3	10C4	10C6	Y10 questionnaire
10B4	Practice questions	10C4	10C5	10C7	Y10 questionnaire
10B5	Practice questions	10C5	10C6	10C8	Y10 questionnaire
10B6	Practice questions	10C6	10C7	10C9	Y10 questionnaire
10B7	Practice questions	10C7	10C8	10C1	Y10 questionnaire
10B8	Practice questions	10C8	10C9	10C2	Y10 questionnaire
10B9	Practice questions	10C9	10C1	10C3	Y10 questionnaire

In the rotation design, assessment forms are assembled so that each form is linked through common clusters to other forms. To achieve the rotation design for the NAP–CC, the items are written in contextual units. Each unit contains a set of items centred on the particular civics and citizenship theme or stimulus presented. Clusters are then constructed by grouping units together. Clusters are subsequently grouped together into assessment forms, with each assessment form consisting of 4 components:

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- a set of practice questions. These practice questions introduce students to the navigation features of the online testing environment as well as to the different item types and formats used in the assessment

- assessment cluster 1

- assessment cluster 2

- a set of questionnaire items.

Clusters that are intended to contain vertical link items will provide proportionate coverage of the content and cognitive domains of the assessment framework across both year levels.

5.2.   Online assessment delivery system

The NAP−CC 2024 assessment will be delivered to students exclusively via the national online assessment platform. This platform is the same as that used each year for NAPLAN online and consequently enjoys widespread compatibility with schools' established IT systems. As was the case for the NAP−CC 2019 cycle, all student cognitive and questionnaire data will be captured using this online method, with participating students using either their own devices or school-supplied devices that are connected to the internet to complete the assessment. The item types and response formats used by the online assessment delivery system are described below.

5.2.1.   Item types and response formats

A wide range of engaging assessment item types and response formats will be used, as appropriate, to capture student achievement data.

The online platform hosts 2 broad types of response formats suitable for use in NAP−CC to assess the understandings and abilities identified in the framework. These response formats are selected response and constructed response. Within each, there are multiple item types. Selected response item types provide limits on student response options with a predefined range of choices. Students respond to a question by selecting, from a given set of options, the answer/s they believe is/are most justifiable.

With computer-based testing, there is a wide variety of selected response formats, and these types of items are scored automatically and objectively. Constructed response item types, conversely, allow students greater freedom, with students prompted to generate a response (rather than selecting a response from a given set of alternatives). Constructed response items include short constructed response, ranging from one to a few words, and extended constructed response, where questions require students to provide more detailed, reflective responses. These constructed response items are typically marked by expert human scorers, who apply a carefully developed rubric for consistent scoring.

A good assessment will provide ample opportunity for students to demonstrate their skills across all item formats, providing students the space to demonstrate their thinking and reasoning as they construct their responses. In general, the type of achievement expectation identified for development should guide the response format used, not the other way around.

The item types listed below are grouped according to selected response and constructed response item types.

Selected response item types

- **Multiple-choice:** Select one option. Options may be words, graphical, pictorial and may incorporate new media. In the NAP−CC 2024 assessment, whenever possible, there will be 4 options in each multiple-choice item. Misconceptions and alternative ways of thinking will not explicitly become distractors as this can often make the psychometric profile of an item different to conventional items in standardised tests (Sadler 1998).

- **Multiple-choices:** Select more than one option (including 'all that apply').
- **Two-tier multiple-choice:** Select an option for a prediction or explanation and then select from a different set of options to justify reasoning. This format appears to offer an efficient way of assessing higher cognitive demand items, often related to justifications, explanations and arguments.
- **Interactive match (drag and drop)**: Select, drag and drop words, graphical or pictorial elements for classification purposes or to place items in order.
- **Interactive match (draw lines):** Connect options from 2 columns of options by drawing a line from an option in one column to an option in the second column. Options for this item type may be images, numbers, words or descriptions.
- **Interactive match (checkbox):** Select a checkbox from columns within a table. Multiple responses are required, generally using a dichotomous scale; for example, odd/even or yes/no. Checkbox can also be used for items comparing aspects or properties of 2 or more concepts against 2 or more criteria, such as a list of variables that can be classified as independent, dependent or controlled.
- **Interactive gap match:** Select from multiple words to insert at various points in a sentence or passage.
- **Interactive graphic gap match:** Select from a range of options (either text or image) that can be dragged or dropped into one or more destinations on an image.
- **Hotspot:** Select one or more predefined areas on a diagram, graph or other image.
- **Composite (inline choice):** Select an answer from a drop-down menu. Options in the drop-down menu are usually numbers, single words or short sentence fragments of 2 to 3 words. An item may contain several inline choices where multiple responses are required.
- **Composite (multiple interactions):** Select an answer from two or more interactions of the listed item types. The use of multiple interactions is appropriate where different cognitive demands are required, as multiple interactions with an item with identical cognitive demands increase the time taken to respond without eliciting any further information about student ability.

Constructed response item types

- **Short constructed (extended text item type, short response required):** An item requires a response of one or 2 words, or a phrase. Short constructed response items that could instead be completed with multiple-choice format should be avoided. The short constructed format might be more appropriate when recall rather than recognition of information is important or greater depth of understanding is required than what can be probed with a multiple-choice question.
- **Extended constructed (extended text item type, longer response required):** An item requires a response of one sentence up to a couple of paragraphs. This format would be used to respond to a question that requires students to apply or integrate concepts, probes students' deeper understanding and/or probes students' ability to communicate.
- **Extended constructed (composite item type, interactions not scored independently):** Items with higher scoring categories can be used to tap into the more multifaceted content descriptions and advanced cognitive dimensions (in particular, those that require integration/synthesis of concepts or ideas/evidence from different sources). Open questions that enable students to use their own words to explain complex concepts or draw conclusions based on evidence, especially in an unfamiliar context, facilitate assessment of students with higher proficiency levels (Hackling, 2012). These composite items require multiple interactions wherein the strength of the relationship between these interactions is such that the item cannot be broken easily into independent, standalone parts.

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5.3. Reporting achievement in Civics and Citizenship

The approach to reporting results was developed in 2004 and has been used in previous NAP–CC assessment cycles. With some updates in 2007 and 2013, the descriptions in the 6 levels of proficiency summarise a student's demonstrated knowledge, skills and understanding in civics and citizenship. The proficiency levels are used to report on the performance of Year 6 and Year 10 students (across Australia as well as in individual states and territories), to compare performance across subgroups of students and to report on the performance of students over time.

For NAP–CC 2024, the revised assessment framework and the continuum of student achievement described within the proficiency levels will support the following advances:

- Proficiency levels and descriptions will be revised and enriched using information gathered from the new items.

- Proficiency level descriptions will be aligned with the expectations of the refined Australian Curriculum: Humanities and Social Sciences, as the assessment items and their descriptions will be guided by content and cognitive framework dimensions that reflect the knowledge and capabilities articulated in the Australian Curriculum.

As for past cycles (ACARA 2020), the findings from the NAP–CC 2024 assessment will be officially communicated through 2 key publications: the NAP–CC 2024 Public Report and the NAP–CC 2024 Technical Report. Additionally, main study participating schools will receive school summary reports providing feedback on their students' achievement along with comparisons to national means.

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6.   References

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7. Appendix

Relevant Australian Curriculum codes for content Version 8.4 are supplied in Table 7. (Note: specific state and territory curriculum coverage is to be taken into account.)

Table 7: Australian Curriculum, Version 8.4 content codes and descriptions

Year level	AC code	HASS, History and CC v8.4	Description
Year 3	ACHASSK063	HASS	How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community
	ACHASSK062	HASS	The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area
	ACHASSK064	HASS	Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems
	ACHASSK065	HASS	Celebrations and commemorations in places around the world (for example, Chinese New Year in countries of the Asia region, Bastille Day in France, Independence Day in the USA), including those that are observed in Australia (for example, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan)
Year 4	ACHASSK083	HASS	The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies)
	ACHASSK085	HASS	Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival
	ACHASSK086	HASS	The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments
Year 5	ACHASSK106	HASS	Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800
	ACHASSK107	HASS	The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed

	ACHASSK108	HASS	The impact of a significant development or event on an Australian colony
	ACHASSK109	HASS	The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony
	ACHASSK110	HASS	The role that a significant individual or group played in shaping a colony
Year 6	ACHASSK134	HASS	Key figures, events and ideas that led to Australia's Federation and Constitution
	ACHASSK135	HASS	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children
	ACHASSK136	HASS	Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated
	ACHASSK137	HASS	The contribution of individuals and groups to the development of Australian society since Federation
Year 7	ACDSEH029	History	The range of sources that can be used in an historical investigation, including archaeological and written sources
	ACDSEH031	History	The nature of sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources
	ACDSEH148	History	The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples
	ACHCK048	Civics and Citizenship	The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Executive, the Houses of Parliament, and the division of powers
	ACHCK049	Civics and Citizenship	The process for constitutional change through a referendum
	ACHCK050	Civics and Citizenship	How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation
	ACHCK051	Civics and Citizenship	How Australia is a secular nation and a multi-faith society with a Christian heritage
	ACHCK052	Civics and Citizenship	How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society
	ACHCK053	HASS	How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa

Year 8	ACDSEH050	History	Significant developments and/ or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music
	ACHCK061	Civics and Citizenship	The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement
	ACHCK062	Civics and Citizenship	How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action
	ACHCK063	Civics and Citizenship	How laws are made in Australia through parliaments (statutory law) and through the courts (common law)
	ACHCK064	Civics and Citizenship	The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander customary law
	ACHCK065	Civics and Citizenship	The values and beliefs of religions practised in contemporary Australia, including Christianity
	ACHCK066	Civics and Citizenship	Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian
	ACHCK067	Civics and Citizenship	How national identity can shape a sense of belonging in Australia's multicultural society
Year 9	ACDSEH019	History	The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism
	ACDSEH080	History	The population movements and changing settlement patterns during this period
	ACDSEH082	History	The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication
	ACDSEH081	History	The experiences of men, women and children during the Industrial Revolution, and their changing way of life
	ACHCK075	Civics and Citizenship	The role of political parties and independent representatives in Australia's system of government, including the formation of governments
	ACHCK076	Civics and Citizenship	How citizens' political choices are shaped, including the influence of the media
	ACHCK103	Civics and Citizenship	The process through which government policy is shaped and developed, including the role of Prime Minister and Cabinet
	ACHCK077	Civics and Citizenship	The key features of Australia's court system and how courts apply and interpret the law, resolve disputes and make law through judgements

	ACHCK078	Civics and Citizenship	The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal
	ACHCK079	Civics and Citizenship	How and why individuals and groups, including religious groups, participate in and contribute to civic life
	ACHCK080	Civics and Citizenship	The influence of a range of media, including social media, in shaping identities and attitudes to diversity
	ACHCK081	Civics and Citizenship	How ideas about and experiences of Australian identity are influenced by global connectedness and mobility
Year 10 (to be considered)	ACOKFH018	History	The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression
	ACOKFH021	History	Continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping
	ACOKFH022	History	The major movements for rights and freedom in the world and the achievement of independence by former colonies
	ACOKFH024	History	Developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability
	ACHCK090	Civics and Citizenship	The key features and values of Australia's system of government compared with at least ONE other system of government in the Asia region
	ACHCK091	Civics and Citizenship	The Australian Government's role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations
	ACHCK092	Civics and Citizenship	The role of the High Court, including in interpreting the Constitution
	ACHCK093	Civics and Citizenship	How Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples
	ACHCK094	Civics and Citizenship	The challenges to and ways of sustaining a resilient democracy and cohesive society