National Assessment Program – Civics and Citizenship Assessment Framework

May 2010

Introduction

Background

The first two cycles of the National Assessment Program – Civics and Citizenship were conducted in 2004 and 2007. The contents of the assessment instruments were defined according to the NAP-CC Assessment Domain.

This Assessment Framework is a revision of the NAP-CC Assessment Domain and was developed in consultation with the 2010 NAP Civics and Citizenship Review Committee. The Assessment Framework extends the breadth of the Assessment Domain in light of curriculum reforms (in particular the publication of the Statements of Learning for Civics and Citizenship (SOL-CC) in 2006, and other changes in the Civics and Citizenship Education context in Australia (such as the implicit and explicit values, attitudes, dispositions and behaviours in the Melbourne Declaration on Educational Goals for Young Australians - 2008).

Structure of the Assessment Framework

This Assessment Framework consists of four discrete *aspects* which are further organised according to their content. Below is a summary of the organisational structure of the four aspects of the Assessment Framework.

Aspect 1: *Civics and citizenship content*

> *Civics and citizenship content* is organised into the same three content areas as the SOL-CC: *Government and Law, Citizenship in a Democracy* and *Historical Perspectives*. The global definitions for these content areas used in SOL-CC comprise the bulk of the definitions of the content areas in the Assessment Framework. Some minor changes to the original SOL-CC definitions have been made in the revised Assessment Framework.

> Each of the content areas is further divided into constituent *concepts*, and these concepts are articulated by the detailed contents that comprise them.

Aspect 2: *Cognitive processes for understanding civics and citizenship*

> *Cognitive processes for understanding civics and citizenship* is articulated by the 13 cognitive processes that it comprises.

Aspect 3: *Affective processes for civics and citizenship*

> *Affective processes for civics and citizenship* is articulated by the three affective processes that it comprises.

Aspect 4: *Civic and citizenship participation*

> *Civic and citizenship participation* is articulated by the behaviours, intended behaviours and skills for participation that it comprises.

Level of detail in each Aspect of the Assessment Framework

Aspects 1 and 2 of the Assessment Framework provide the content and cognitive processes that can be brought together to create the NAP-CC test items. The degree of specificity of content descriptions, and the expectations of how specific related questions can be, within Aspect 1 vary according to the nature of the content described. For example, specific and relatively enduring contents such as *the roles and responsibilities of the three levels of government in Australia* can be described with some precision and questions relating to this topic can address specific learning content. By contrast, relatively dynamic contents such as *Australia's contributions to regional and international aid and changing global needs* can only be described and assessed in broader terms.

Attachment 1 contains a set of example assessment items for Content Aspects 1 and 2 of the Assessment framework. The intention of these example items is to provide readers with a sense of the nature, level, breadth and depth of NAP-CC assessment items. Attachment 1 includes three example

items for each of the 12 key concepts. There is one example item for each of Year 6 only, Year 6-10 and Year 10 for each key concept. Thirty of the 36 example items in Attachment 1 are selected from previously released NAP-CC items (most can be found in the NAP-CC school-release materials on the MCEECDYA website). These items have been used in either or both the 2004 and 2007 NAP-CC main assessments and consequently accurately represent the nature of the test items. Because the content of the Assessment Framework is slightly broader than the original NAP-CC Assessment Domain and because some NAP-CC test items are still secure, six example items have been newly developed and included in Attachment 1.

Aspects 3 and 4 of the Assessment Framework describe the attitudes, values, dispositions, behaviours and behavioural intentions that are intended outcomes of Civic and Citizenship Education in Australian schooling. The three processes in Aspect 3 are further divided into notional constructs of interest that can be single items or groups of items to form scales measuring components of each process. In this Assessment Framework some example items have been provided to illustrate the processes and constructs. Example items have not been provided for the actual and intended behaviours indicated in Aspect 4. These items will typically list activities according to the different classifications with indications of frequency of actual or intended participation.

It should be noted that Aspects 3 and 4 include a larger set of contents than will be included in the student survey for any single NAP-CC assessment cycle. Were all the contents of Aspect 3 and 4 to be included in a single survey then the survey would be too long for students to be able to complete in a reasonable time.

Aspect 1: Civics and citizenship content

Content Area 1.1: Government and Law

Government and Law explores the core principles and practices that help define the operation of representative government and law 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; the purposes of laws; and the ways in which Australia's legal system contributes to democratic principles, rights and freedoms.

Government and Law area comprises four key concepts.

Concept 1.1.1 – Democracy in principle

Democracy in principle refers to key ideas of working contemporary democracy and specifically Australian democracy. Democracy in principle includes the following content:

- Democratic values including fairness, equality, the rule of law, freedom of speech and freedom of the media

- Key features of representative democracy including constitutions, parliaments, elections, government and citizen participation

- Ways in which Australian democracy is similar to and different from systems of government in other countries.

Concept 1.1.1 – Sample test questions

Concept 1.1.2 – Democracy in practice

Democracy in practice refers to the generalised responsibilities of individuals, groups and governments in making decisions and electing representatives, as well as the specific operation of institutions, systems and processes in contemporary Australian democracy. Democracy in practice includes the following content:

- The roles and responsibilities of elected representatives, citizens and civic leaders

- The roles and responsibilities of the three 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

- Separation of powers.

Concept 1.1.2 – Sample test questions

Concept 1.1.3 – Rules and laws in principle

Rules and laws in principle refers to the reasons for and purposes of rules and laws. The concept includes the following content:

- Social, civic and philosophical bases for rules and laws

- Differences between rules and laws

- Defining principles of rules and laws in Australia including: the rule of law and associated principles of justice and the law; such as: no individual or group is above the law; equality before the law; the independence of the judiciary; the presumption of innocence; and the right of appeal and principles of restorative justice

- Principles of constitutions in general

- The powers of the Australian legal system.

Concept 1.1.3 – Sample test questions

Concept 1.1.4 – Rules and laws in practice

Rules and laws in practice refers to the formal and informal ways in which rules and laws are created, amended and implemented in contemporary Australian democracy (including the application of relevant international law) including the consequences of breaking rules and laws. This concept includes the following content:

- The Australian Constitution

- The relationships between parliaments, citizens and the law

- How and why laws are made and amended

- Implementing and enforcing the law including the role of key personnel in the legal system

- Local, national and international influences on and relationships between rules and laws in local, national and international contexts.

Concept 1.1.4 – Sample test questions

Content Area 1.2: Citizenship in a Democracy

Citizenship in a democracy explores the rights and responsibilities of citizens in Australian democracy; the concept of civic participation, decision making and problem solving and relationships between principles including social diversity, cohesion and civics and citizenship.

Citizenship in a Democracy explores the rights and responsibilities of citizens in a democratic society and the civic knowledge, skills and values required to participate as informed and active citizens in local, state, national, regional and global contexts. Australia's cultural diversity and place in the Asia–Pacific region and in the world are explored. Issues of environmental sustainability are examined as well as opportunities for citizens to learn to make decisions that build a capacity for futures-oriented thinking. The ways in which the media and information and communication technologies (ICT) are used by individuals and governments to exert influence and the influence that media and ICT have on civic debate and citizen engagement are examined. Opportunities to practise democratic values and processes in classrooms, schools and communities are included.

The Citizenship in a Democracy area comprises four concepts.

Concept 1.2.1 – Rights and responsibilities of citizens in a democracy

Rights and responsibilities of citizens in a democracy refers to the perceived and actual rights and responsibilities people have in local, national and international contexts and the relationships between those rights and responsibilities. The concept includes the following content:

- Australian citizen's political, social, legal and economic rights and responsibilities

- Relationships that exist between human rights, individual responsibilities and concepts of the common good

- Rights outlined in significant declarations such as the United Nations Universal Declaration of Human Rights and the United Nations Declaration of the Rights of the Child.

Concept 1.2.1 – Sample test questions

Concept 1.2.2 – Civic participation in a democracy

Civic participation in a democracy refers to the ways in which individuals can participate in their communities and contribute to society and the reasons and explanations for individual and group decisions to participate or not participate in communities and civil society.

The concept includes the following content:

- Informal and formal ways in which individuals, groups and governments can actively participate in and contribute to communities

- Reasons why people may choose to participate or not to participate in formal or informal civic processes and institutions

- Nature and extent of participation in civic action to raise awareness and effect positive change on local, national, regional and global issues such as environmental sustainability and social justice

- The roles of the media and ICT in influencing citizens' views and actions on civic issues.

Concept 1.2.2 – Sample test questions

Concept 1.2.3 – Making decisions and problem solving in a democracy

Making decisions and problem solving in a democracy refers to the ways in which decisions can be made and problems anticipated or solved using democratic processes and values. The concept includes the following content:

- Personal skills and attributes that contribute to working effectively as an individual and as a part of groups including communication skills, taking on roles, managing conflict, solving problems and making decisions

- Ways of contributing to representative groups and collective decision making

- Balancing concepts of majority rule and respect for minorities in decision-making, problem solving and civic interactions.

Concept 1.2.3 – Sample test questions

Concept 1.2.4 – Diversity and cohesion in a democracy

Diversity and cohesion refers to: how people are similar and different; how they are connected through identity, relationships, groups and networks; and how they acknowledge and celebrate social and civic diversity and cohesion and can hold shared and unique values and beliefs within the context of a functioning democratic society. The concept includes the following content:

- Relationships between, and value of, diversity, social cohesion and broad democratic values, including Aboriginal and Torres Strait Islander perspectives

- Intercultural understanding and Australia's social and cultural connections with the Asia-Pacific region

- Concepts of global citizenship and human rights

- Relationships between the actions of individuals and groups (including governments) and the valuing of diversity and social cohesion

- Notions of balance between the concepts of social cohesion, diversity and individualism.

Content Area 1.2.4 – Sample test questions

Content Area 1.3: Historical Perspectives

This content area explores the ways in which historical and related perspectives (e.g. cultural, economic and geographical) have influenced and continue to influence Australian democracy and civil society. Historical Perspectives explores the impact of the past on contemporary Australian civil society. This area examines the impact of British colonisation on Aboriginal and Torres Strait Islander peoples and their pursuit of citizenship rights. This area explores the ways in which individuals, events and popular movements have influenced the development of democracy in Australia and the influence of past societies on Australian democracy. This area examines the influence of location and place including local, state, national, regional and global events, issues and perspectives on Australia's changing national identities and the impact of government policy on the development of Australia as a culturally diverse nation.

Historical perspectives comprises of four concepts.

Concept 1.3.1 – Governance in Australia before 1788

Governance in Australia after before 1788 refers to the diverse social organisations and governance practices of Aboriginal and Torres Strait Islander peoples prior to the European colonisation of Australia. The concept includes the following content:

- Aboriginal and Torres Strait Islander peoples' traditional social organisation

- Aboriginal and Torres Strait Islander peoples' traditional decision-making systems and governance

- Aboriginal and Torres Strait Islander peoples' rules and laws

Concept 1.3.1 – Sample test questions

Concept 1.3.2 – Governance in Australia after 1788

Governance in Australia after 1788 refers to the ongoing development of Australian civic institutions and systems of governance, from 1788 to the present. The concept includes the following content:

- The development and influence of British colonisation of Australia from 1788 on governance in Australia

- Continuity and change in governance in Australia

- The influence of systems of government in other countries on that of Australia

- Continuity and change in legal systems and law-making

- Continuity and change in citizenship rights including franchise

- The influence of social, cultural and economic factors on civic continuity and change

- The impact of European colonisation on Aboriginal and Torres Strait Islander peoples' and their social organisation and governance systems.

Concept 1.3.2 – Sample test questions

Concept 1.3.3 – Identity and culture in Australia

Identity and culture in Australia refers to experiences, values and ideals which 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 and identity and culture in Australia

- Aboriginal and Torres Strait Islander 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 which reflect and influence Australian identity and culture.

- Changing notions of Australian identity.

Concept 1.3.3 – Sample test questions

Concept 1.3.4 – Local, regional and global perspectives and influences on Australian democracy

Local, regional and global perspectives and influences on Australian democracy refers to how local, national, regional and international communities and developments interact with and influence Australian democracy. This concept examines Australia's relationships with other countries, global trends and events, and how Australian governments respond to regional and global events and act as a global citizen. The concept includes the following content:

- Australia's place in the Asia-Pacific region

- Australia's regional and global relationships, agreements and alliances

- The influence of bilateral relationships on Australian local and international policies and practices

- Australia's role in developing and administering international treaties, conventions and declarations

- Australia's contributions to regional and international aid, conflict, peacekeeping and changing global needs.

Concept 1.3.4– Sample test questions

Aspect 2: Cognitive processes for understanding civics and citizenship

This aspect includes understanding and applying knowledge from the three content areas of the framework. It comprises the intellectual skills of the domain. It includes: knowing, reasoning and analysis about civic values, institutions and processes; and knowing, reasoning and analysis about citizenship engagement, motivation and competence.

Students will be expected to recall or recognise the key properties, definitions and descriptions of civic and citizenship concepts and content, and to illustrate these with examples. Reasoning and analysis includes the ways in which students use civic and citizenship information to reach conclusions that are broader than the contents of any single concept.

Cognitive Processes 2.1: Knowing

Knowing includes the following processes:

2.1.1 – Define:		Identify statements that define particular civic and citizenship concepts and content.
2.1.2 – Describe:		Identify statements that describe the defining characteristics of particular civic and citizenship concepts and content.
2.1.3 – Illustrate with examples:		Identify examples that support or clarify statements about particular civic and citizenship examples concepts and content.

Cognitive Processes 2.2: Reasoning and Analysing

Reasoning and analysing includes the following processes*:*

2.2.1 – 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.
2.2.2 – Relate:	Use the key defining aspects of a civic and citizenship concept to connect an example to a particular concept.
2.2.3 – Justify:	Use evidence and civic and citizenship concepts to construct or recognise reasons to support a corresponding point of view.
2.2.4 – Integrate:	Identify connections between different concepts across civic and citizenship content.
2.2.5 – 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.
2.2.6 – Evaluate:	Identify or construct judgements about the relative merit of particular points of view or particular civic and citizenship concepts, issues and actions.

2.2.7 – Solve problems:
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, and/or unresolved or contested ideas or issues.

2.2.8 – Hypothesise:
Propose and support with evidence to explain or predict particular civic and citizenship policies, strategies, and/or actions.

2.2.9 – Understand civic motivation:
Identify the factors that motivate individuals and groups to engage in or not engage in democratic processes and civic action

2.2.10 – Understand civic continuity and change:
Identify and explain how or why specific factors and processes have lead to continuity and change in civic values and institutions.

Aspect 3: Affective processes for civics and citizenship

This aspect includes values, beliefs, attitudes, and dispositions that relate to civics and citizenship understanding. Affective processes for civics and citizenship includes different processes that are described below. For each of these processes different constructs of interest are identified which could be measured with sets of (5 to 10) Likert type items in the NAP-CC 2010 student survey. Results would be reported based on item frequencies and scale scores.

The affective processes and constructs described in Aspect 3 represent the explicit and implicit values, beliefs, attitudes and dispositions that are intended outcomes of civics and citizenship education in Australia.

The constructs in this section relate to different learning goals that are included in the Melbourne Declaration and the Statements of Learning for Civics and Citizenship.

Affective Process 3.1: 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 recognize themselves as 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 of the range of civic and citizenship values and belief systems of their different communities on the members of those communities. Constructs of interest associated with this process are described in the following sections.

Construct 3.1.1- Attitudes towards Australian identity

Attitudes towards Australian identity relates to the attitudes students hold regarding Australia and the extent to which they identify with Australia as their home country. Items should determine how students view the uniqueness and diversity of Australia as a country and / or society and some items may also attempt to address the issue of multiple identities.

Examples of the types of items that can address this construct are:

- People who live in Australia should think of themselves as Australian first regardless of their background or country of origin

- I am proud to live in Australia

- Australia is a place where people from different backgrounds live together peacefully.

Construct 3.1.2 - Attitudes to Australian diversity and multiculturalism

Appreciation of the uniqueness and diversity of Australia as a multicultural society is a fundamental element in citizenship education. Students are expected to learn about and learn to appreciate Australia's social, cultural, linguistic and religious diversity and histories.

Examples of the types of items that can address this construct are:

- Immigrants should be encouraged to keep their cultural traditions and language

- Australia benefits greatly from having people from many cultures and backgrounds

- All Australians should learn about different cultures and traditions at school.

Construct 3.1.3 - Attitudes towards Indigenous Australian cultures and traditions

Developing student understandings and acknowledgement of the value of Indigenous Australian cultures and traditions is a key goal of Australian education. Included in this construct are attitudes towards broadly understood notions of Indigenous Australian cultures and traditions, reconciliation between Indigenous and non-Indigenous Australians and the recognition of traditional ownership of land by Indigenous Australians.

Examples of the types of items that can address this construct are:

- Australia should support the cultural traditions and languages of Indigenous Australians

- It is important to recognise the traditional ownership of land by Indigenous Australians

- All Australians have much to learn from Indigenous Australian cultures and traditions and people.

Affective Process 3.2: Civic efficacy

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

Constructs of interest associated with this process are described in the following sections.

Construct 3.2.1 - Beliefs in the value of civic action

Only if students believe that civic action is of value can one expect any civic engagement. Therefore it is important to measure students' beliefs regarding the general value of civic action in a democratic society. The items need to be targeted to the context of the age group at each year level.

Examples of the types of items that can address this construct are:

- If students act together at school they can bring about real change

- Student participation in how schools are run can make schools better

- Citizens can have strong influence on government policies.

Construct 3.2.2 - Confidence to actively engage

Citizenship education aims at providing opportunities for students to become active and informed citizens. Therefore it is of interest to measure students' sense of personal civic self-efficacy that reflects their judgement about being able to become meaningfully involved as an active citizen. This construct would be measured by questions about the students' perceived capacity to undertake specific civic activities. The items need to be targeted to the context of the age group at each year level.

Examples of the types of items that can address this construct are:

How well do you think would…

- Argue your point of view about a political or social issue?

- Organise a group of students in order to achieve changes at school?

- Write a letter to a newspaper giving your view on a current issue?

Affective Process 3.3: Civic beliefs and attitudes

This affective process related 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 toward other people, institutions and specific civic-related policies and practices.

Constructs of interest associated with this process are described in the following sections.

Construct 3.3.1 - Interest in civic issues

For students to become active and informed citizens this requires the development of an interest in civic issues. Student interest in civic issues can be measured through items that ask students to rate their interest in different civic issues.

Examples of the types of items that can address this construct are:

How interested are you in the following issues?

- What is happening in your local community
- Australian politics
- What is happening in other countries.

Construct 3.3.2 - Beliefs in democratic values and value of rights

Citizenship education includes the goal to commit students to national values of democracy, equity and justice and promoting belief in value of rights. Students' beliefs in democratic values could be measured through asking about student support for statements that reflect democratic values or asking about student rejection of statements that challenge democratic values.

Examples of the types of items that can address this construct are:

- People should have the right to elect their leaders freely
- People should have the right to express their opinions freely
- Ideas expressed in the media should be free from government control.

Construct 3.3.3 - Beliefs in civic responsibility

As part of citizenship education students should be provided with opportunities to develop the capacity to act as active, informed and responsible citizens. Therefore it is of interest to measure students' perceptions of civic responsibility by judging the relative importance of different behaviours for good citizenship.

Examples of the types of items that can address this construct are:

How important are the following behaviours for being a good Australian citizen? [

- Learning about Australia's history
- Discussing politics
- Taking part in activities promoting human rights.

Construct 3.3.4 - Trust in civic institutions and processes

Students' critical appreciation of Australian civic institutions is an important aspect in teaching civics and citizenship at school. Civic institutions lie at the core of the Australian democratic system and trust in their basic functioning can influence civic engagement in different ways. Therefore it is of high importance to address the construct of trust in civic institutions.

Examples of the types of items that can address this construct are:

How much do you trust each of the following groups or institutions in Australia?

- The Australian Parliament

- Law courts

- The media (television, newspapers, radio).

Aspect 4: Civic and citizenship participation

This aspect relates to the participatory skills of the domain and refers to the skills that students use when they participate responsibly in civic life and work for personal benefit and for the collective benefit of communities. Active contribution to the community as well as implementing, organising and influencing change provide possible contexts for participation. 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 also relates to self-beliefs about skills for participation.

Participatory Process 4.1: 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 associated with this process are described in the following sections.

Construct 4.1.1 - Civic-related participation in the community

Students' activities in the community outside of school are an indicator of actual achievement. Current engagement of students in the community can be measured through items asking students to indicate whether they have taken part in different activities within the community (e.g. participation in collecting money for a charity, participation in a youth organisation associated with a union or a political party). The activities chosen would be those that are likely to be accessible to and undertaken by the age group at each year level.

Examples of the types of items that can address this construct are:

Outside of school have you ever participated in any of the following?

- An environmental protection or awareness organisation

- A voluntary group doing something to help the community

- A youth development organisation (e.g. Scouts, Guides or Venturers).

Construct 4.1.2 - Civic-related participation at school

Students' school-based activities do not necessarily reflect voluntary civic engagement but are of interest as they reflect actual experience of this type of behaviour. School-based civic activities can be measured through items asking students to indicate whether they have taken part in different civic activities at school (e.g. participation in a school assembly to discuss school issues).

Examples of the types of items that can address this construct are:

At this school, I ...

- have voted for class representatives.

- have been elected on to a Student Council, Student Representative Council (SRC) or class/school parliament.

- have participated in peer support, 'buddy' or mentoring programs.

Construct 4.1.3 - Participation in civic-related communication

Previous studies (including the national civics assessments in 2004 and 2007) have shown that discussion with family and engagement with media information are positively correlated with outcomes of civics and citizenship education. Civic-related communication can be measured through items asking students to what extent they ask questions and inform themselves about political or social issues from the media and discuss them with family and peers.

Examples of the types of items that can address this construct are:

Outside of school, how often do you …

- read about current events in the newspaper?

- use the internet to get news of current events?

- talk about political or social issues with your family?

Participatory Process 4.2 Behavioural intentions

Behavioural intentions relate to students' expectations of civic-related participation in the community in the near future and as an adult. Given that at the age of students at Year 6 and Year 10 the range of possible civic activities is limited, it is important to assess the students' perceptions of their preparedness for prospective engagement as an adult citizen.

Constructs of interest associated with this process are described in the following sections.

Construct 4.2.1 - Expected participation in activities to promote important issues

Civic engagement of citizens is often associated with concern about important issues and trends and can become manifest in activities in favour (e.g. engagement to promote environmental issues) or against (e.g. protest against excessive government control) these issues. Students' expected participation in these kind of activities can be measured through items asking students to rate the probability of engaging in different forms of activities (e.g. taking part in a peaceful demonstration or collecting signatures for a petition).

Examples of the types of items that can address this construct are:

There are many different ways to express your opinions about important issues.

Would you do any of the following in the future?

- Wear a badge or t-shirt expressing your opinion

- Choose not to buy certain products or brands of product as a protest

- Sign an online petition

Construct 4.2.2 - Expected active civic engagement in the future

Committing to active civic engagement as an adult citizen in organisations, elected bodies and democratic processes is crucial in a democratic society. Moreover it is informative to know to what extent students think they will actively engage in the near future or later adult life. Students' expected active participation can be measured through items asking students to rate the probability of engaging in different forms of civic participation (e.g. joining a youth organisation or becoming active in an election campaign).

Examples of the types of items that can address this construct are:

There are many different ways people can participate in the community.

Which of the following will you do in the future?

- Volunteer time to help people in the local community

- Contribute to an online discussion forum about social and political issues

- Get information about candidates before voting in an election

Participatory Process 4.3: 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 Civic and Citizenship Education, it is not currently feasible to assess them as a separate part of the National Assessment Program. It may be possible to draw some valid inferences on student participation based on related processes and constructs.

Attachment 1: Sample test questions for content area concepts

Concept 1.1.1 – Democracy in principle

Year 6

The final year students at Sugarhill Primary School want to choose a class captain.

Which of the following ways of choosing a class captain is democratic?

A. choosing the person who the teacher suggests
B. choosing the person who lives closest to the school
C. choosing the person who gets the most votes from the class*
D. choosing the person who usually gets the highest marks on tests

Years 6 and 10

Read the comment below. Many people see it as an important statement about free speech.

I don't like what you say but I will defend to the death your right to say it.

What does this comment suggest about free speech?

A. People should agree to disagree about free speech.
B. Free speech encourages people to agree with each other.
C. Free speech should only be given to people who deserve it.
D. People have a right to free speech no matter what they believe.*

Year 10

In a democracy, people with different opinions

A. argue until everyone agrees with each other.
B. wait for the government to tell them what the correct opinion is.
C. discuss issues until everyone accepts one person's opinion.
D. respect the right of others to think differently.*

Return to Concept 1.1.1

Concept 1.1.2 – Democracy in practice

Year 6

A nation that is a federation divides the responsibilities for government between

A. states and colonies.
B. all major political parties.
C. judges and the police force.
D. national and state parliaments.*

Years 6 and 10

How does having different political parties benefit Australia?

A. It ensures that elections are conducted fairly.
B. There are more seats in the parliament so the system is fairer.
C. Every voter will be able to find a party that they wish to join.
D. It is more likely that a range of opinions will be heard in the parliament.*

Year 10

Government ministers are the people who

A. have a special responsibility for developing policy and running government departments.*
B. are the only members of the government allowed to vote in the parliament.
C. represent the government in the parliament without needing to be voted for in an election.
D. are members of the public service who run government departments.

Concept 1.1.3 – Rules and laws in principle

Year 6

In Australia, who must obey the law?

A. everybody*
B. only Australian citizens
C. everybody except members of parliament
D. only the people who voted for the government

Years 6 and 10

In Australia the courts of law are independent of outside influences.

One result of having independent courts of law is that

A. all people will be treated as equals by the courts.*
B. the courts will always make correct decisions.
C. decisions made by courts will not be criticised by the media.
D. there is no need for people to be able to appeal against decisions made by the courts.

Year 10

The Australian Constitution includes measures to help protect the independence of the courts. One way it does this is by protecting the salaries of judges. The Constitution states that:

• parliaments set the salaries of judges according to the courts they work in; and
• parliaments are **not** allowed to decrease the salaries of judges.

How does protecting judges' salaries help make the courts independent?

A. It prevents judges from being offered money by people wanting their help.
B. It prevents judges from feeling that their decisions need to please the parliament.*
C. It means that judges can never ask to be paid more for their work.
D. It means that all lawyers will want to become judges.

Concept 1.1.4 – Rules and laws in practice

Year 6

The poster below contains the Queenshill School uniform code.

Queenshill School Uniform Code

All students must:

1. wear the school uniform at all times;

2. tie back long hair; and

3. only wear jewellery that has been checked
   and approved by a teacher.

To make sure that Rule 3 of the uniform code can be applied fairly to all students the school must make sure that

A. all teachers and students know what jewellery the students are allowed to wear.*
B. each teacher only checks the jewellery of the same students each day.
C. each student wears only jewellery they are sure will be approved by a teacher.
D. each student has their jewellery checked by an adult before they leave for school.

Years 6 and 10

Sometimes Australian voters are required to vote about proposed changes to the Australian Constitution.

This kind of vote is called

A. a referendum.*
B. an opinion poll.
C. a Federal election.
D. a Constitutional crisis.

Year 10

If Australians believe that an existing law is not consistent with the Constitution, they can challenge it in the

A. Senate.
B. High Court.*
C. House of Representatives.
D. Australian Competition and Consumer Commission.

Return to Concept 1.1.4

Concept 1.2.1 – Rights and responsibilities of citizens in a democracy

Year 6

Australian citizens have the right to

A. practise the religion of their choice.*
B. choose how much income tax they pay.
C. ignore laws which stop them doing things they like to do.
D. use any public transport for free if they do not own a car.

Years 6 and 10

Jenny is walking along the street and has some rubbish to get rid of. She knows it is against the law to litter, but there are no bins around. She also knows it is very unlikely that she will be caught and get a fine.

In this situation, why is it not okay for Jenny to drop her rubbish on the ground?

Give what you think is the most important reason.

……………………………………………………………………………………………..

Scoring Categories

Full Credit

Refers to a sense of social responsibility directly or indirectly.

Partial Credit (high)

Refers to the negative effect on the environment.

Partial Credit (low)

Reasserts that littering is against the law.

Year 10

In 1948, the United Nations (UN) adopted the Universal Declaration of Human Rights, which outlines the rights of all human beings.

In 1959, the UN adopted the Declaration on the Rights of the Child. This later Declaration outlines the additional human rights that should be protected for every child under the age of 18 years. Countries agree to the importance of protecting the rights in the Declaration by signing it.

Why did the UN create the Declaration on the Rights of the Child in 1959, if there was already a Universal Declaration of Human Rights?

A. Children found the 1948 Declaration too difficult to understand.
B. Children are particularly vulnerable and have a special need for protection.*
C. Nations did not know that children were already covered by the 1948 Declaration.
D. So many children were being born after World War II that children needed their own Declaration.

Return to Concept 1.2.1

Concept 1.2.2 – Civic participation in a democracy

Year 6

Below is part of an advertisement that appeared in the Greensville local paper.

Greensville Council Wants YOU!

• Do you live in the Greensville area?

• Are you between the ages of 11 and 16?

• Are you interested in sport?

• Do you have good ideas about how
  best to use the sports facilities at
  Greensville Park?

• Do you have the personal qualities and abilities
 to work well as part of a committee?

The Greensville Council needs people to join
 the Greensville Park youth committee.

The committee will give advice to the Greensville Council about how to make
Greensville Park a great place for young people to use.

If you are interested in joining the committee, pick up an application form from the
clubrooms at Greensville Park.

The Greensville Council wants young people from the Greensville area to join the
committee.

How can having young people from the Greensville area on the committee help the
Greensville Council make better decisions about the park?

……………………………………………………………………………………………..

Scoring Categories

Full Credit

*Identifies that local input/advice will suit local conditions OR be more responsive to
community needs.*

Years 6 and 10

Neighbourhood Watch is an organisation of volunteers who live in a local area.

The aims of Neighbourhood Watch are:

• To reduce crime;

• To make sure that crimes are reported to the police;

• To educate the community about how to avoid crime; and

• To improve the relationship between the community and the police.

Neighbourhood Watch members hold regular meetings and produce newsletters for the residents in their local area.

Neighbourhood Watch encourages people to contact police about any unusual activities they see, even if it does not directly affect them.

State one good reason for a person doing this.

………………………………………………………………………………………..

Scoring Categories

Full Credit

Generalises about a specific sense of community responsibility.

Partial Credit

Identifies either the specific motivation to prevent crime/harm OR refers to a form of personal benefit.

Year 10

In 1986 the National Gallery of Victoria purchased a painting by Pablo Picasso for over one million dollars. In August that year the painting disappeared.

The media was contacted by a group claiming to have stolen the painting in protest against aspects of arts administration. The group demanded that the Victorian government increase funding to the arts by ten per cent and establish a set of $5000 prizes for young Victorian artists.

Shortly after this, it was announced that a Melbourne company would sponsor two $5000 prizes for young Victorian artists. Both the director of the company and the director of the gallery stated that the timing of the announcement of the awards was a coincidence and had nothing to do with the theft of the painting.

Weeks later an anonymous caller directed authorities to the undamaged stolen painting in a Melbourne railway station locker. The people responsible have never been caught.

The protest group broke several laws.

How might the members of the protest group have justified their actions in a democracy?

……………………………………………………………………………………………..

Scoring Categories

Full Credit

Refers to the political motivation of the action.

Partial Credit

Refers to a perceived public response to the theft.

Return to Concept 1.2.2

Concept 1.2.3 – Making decisions and problem solving in a democracy

Year 6

Sandra is 15 and plays a lot of sport at the Greensville Park. She wants to join the committee.

Name one of the 'personal qualities and abilities' Sandra needs to work well as part of the committee.

Explain how this personal quality or ability would help her work as part of the committee.

……………………………………………………………………………………………..

Scoring Categories

Full Credit

States a personal quality AND explains how it will help her work with the committee.

Partial Credit

States a personal quality without explaining how it will help her work with the committee.

Years 6 and 10

Many people believe that SRCs are important because they teach students valuable things about democracy.

In your own words describe two important things about democracy that being on an SRC can teach a student.

……………………………………………………………………………………………..

Scoring Categories

Full Credit

Suggests two plausible important democratic processes such as:

- *How to represent one's peers*
- *How to negotiate with authority*
- *How to run meetings*
- *Majority rules*
- *That voting can be used to elect leaders*
- *How to get people to support your ideas.*

Partial Credit

Suggests one plausible important aspect of democracy.

Year 10

In 1986 the National Gallery of Victoria purchased a painting by Pablo Picasso for over one million dollars. In August that year the painting disappeared.

The media was contacted by a group claiming to have stolen the painting in protest against aspects of arts administration. The group demanded that the Victorian government increase funding to the arts by ten per cent and establish a set of $5000 prizes for young Victorian artists.

Shortly after this, it was announced that a Melbourne company would sponsor two $5000 prizes for young Victorian artists. Both the director of the company and the director of the gallery stated that the timing of the announcement of the awards was a coincidence and had nothing to do with the theft of the painting.

Weeks later an anonymous caller directed authorities to the undamaged stolen painting in a Melbourne railway station locker. The people responsible have never been caught.

Some people oppose the actions of the protest group.

Give two reasons why the actions of the protest group might be considered unacceptable in a democracy.

………………………………………………………………………………………………..

Scoring Categories (Scored according to the best one of the two reasons)

Full Credit

Refers to the undermining of democracy [may be through the use of threats/demands or ransom.]

Partial Credit

Refers to public response to the theft OR indicates there are other (better) mechanisms.

Concept 1.2.4 – Diversity and cohesion in a democracy

Year 6

A local council in Australia recently decided that it would ask a caterer to stop using ham and other pork products in the food provided for council meetings. The council decided this because many people who attended the meetings, both councillors and members of the public, belonged to religions which forbid the eating of pork (and who believe pork is unclean).

What do you think is the important idea behind the council's decision?

…………………………………………………………………………………………..

Scoring Categories

Full Credit

Suggests that the council is modelling sensitivity to and showing respect for certain cultural practice or that the council does not want to discriminate against people (is acting to support inclusivity).

Partial Credit

Suggests that the council is looking to function more effectively (provides a pragmatic response).

Years 6 and 10

In the picture above, Ben Kearney, Khoa Do and Fiona Wood talk about their experiences as winners of Australian of the Year awards. The Australian of the Year awards give public recognition to the contributions of some Australians. There are four categories:

- Australian of the Year
- Senior Australian of the Year
- Local Hero.
- Young Australian of the Year

What is one advantage of having the four different categories of Australian of the Year awards?

A. It means people will try harder because they can win more than one award.
B. It means that better people will enter the awards.
C. It shows people the best way to categorise different Australians.
D. It makes the awards relevant to many different Australians.*

Year 10

> 2001 was the United Nations' Year of Dialogue between Civilisations. Dialogue is open communication between people.
>
> Dialogue is based on shared values of tolerance, freedom, and the recognition and celebration of cultural diversity.

What do people or nations need to do in order for Dialogue to contribute to solving conflict?

………………………………………………………………………………………..

Scoring Categories

Full Credit

Refers to listening, empathy or integrity.

Partial Credit

Refers to mechanistic process of good dialogue (such as taking turns to speak).

Concept 1.3.1 – Governance in Australia before 1788

Year 6

Indigenous Australians have lived in Australia for many thousands of years.

In 1788, Governor Phillip claimed the lands of New South Wales for the British Government.

What laws did Indigenous Australians have before 1788?

Before 1788 Indigenous Australians had

A. no laws at all.
B. a few very simple laws.
C. complex systems of laws.*
D. so many laws that they did not understand them.

Years 6 and 10

Indigenous Australians have lived in Australia for many thousands of years.

In 1788, Governor Phillip claimed the lands of New South Wales for the British Government.

Indigenous Australians and the British Government had different attitudes to the land.

Which belief below was held by the Indigenous Australians?

A. They had a special connection with the land and that no individual could 'own' land.*
B. The land needed to be cleared for farming.
C. Australia's natural resources were running out and they needed to change their lifestyle to survive.
D. The land near the coasts was the most valuable land.

Year 10

Indigenous Australians have lived in Australia for many thousands of years.

In 1788, Governor Phillip claimed the lands of New South Wales for the British Government.

Which of the following describes the broad social structure of Indigenous Australians before 1788?

A. Indigenous Australians lived in many different tribes within Australia each with its own language and traditions.*
B. Indigenous Australians lived as individuals and only came together to celebrate significant cultural events.
C. Indigenous Australians lived as one people who shared a single language and set of traditions.
D. Indigenous Australians lived in nomadic clans with constantly changing groups and no fixed traditions.

Return to Concept 1.3.1

Concept 1.3.2 – Governance in Australia after 1788

Year 6

The article below describes an event in 1902.

William Henry Gocher took a dip in the ocean wearing a neck-to-knee costume at midday today. He had earlier announced in the Manly and North Sydney News that he would break local government regulations against public bathing during daylight hours.

The lone bather entered the water twice, but the police chose to ignore him. At this point, Mr Gocher reminded them that he was breaking the law and went out into the surf a third time. He was finally escorted from the water and arrested.

At stake, according to the Manly council, is the issue of public decency.

It would no longer be illegal for Mr Gocher to swim at the beach during the daytime.

Why do you think the law has changed?

………………………………………………………………………………………………..

Scoring Categories

Full Credit

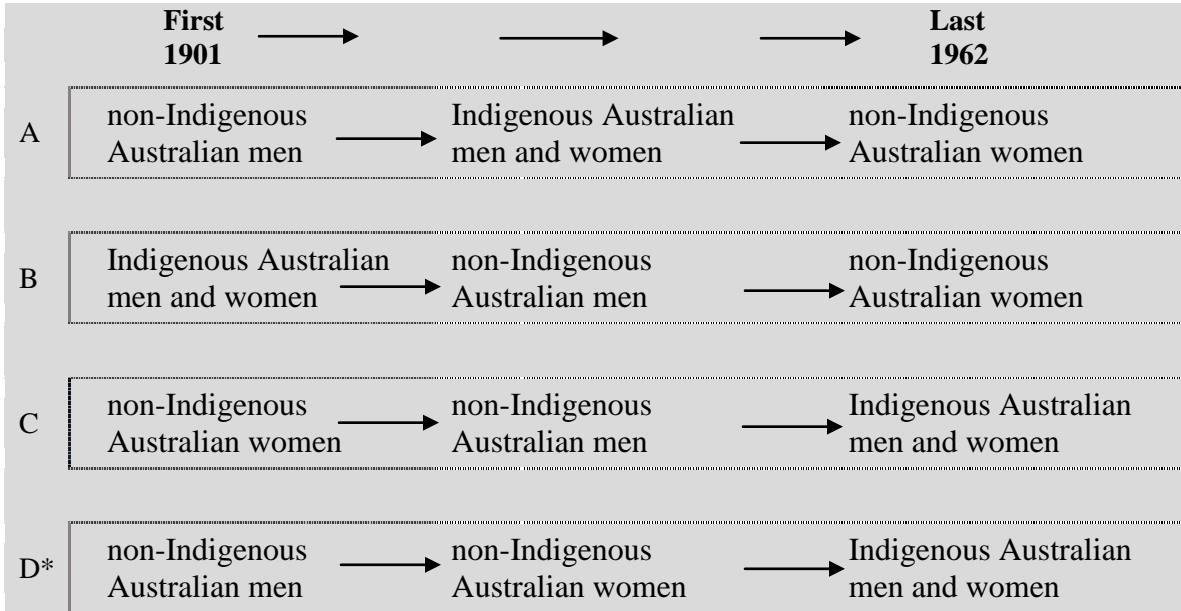*Refers to change in community standards and attitudes to bathing over time (since 1902).*

Years 6 and 10

In early colonial times one of the major complaints of the free settlers was that they

A. did not have the same rights as convicts.
B. could not avoid customs taxes.
C. were not represented in government.*
D. were not able to return to Britain.

Year 10

In what order were all members of the following groups of Australian people granted their right to vote in Australian Federal elections.

	First 1901 → → → **Last 1962**		
A	non-Indigenous Australian men →	Indigenous Australian men and women →	non-Indigenous Australian women
B	Indigenous Australian men and women →	non-Indigenous Australian men →	non-Indigenous Australian women
C	non-Indigenous Australian women →	non-Indigenous Australian men →	Indigenous Australian men and women
D*	non-Indigenous Australian men →	non-Indigenous Australian women →	Indigenous Australian men and women

Concept 1.3.3 – Identity and culture in Australia

Year 6

> **The Australian Citizenship Pledge**
>
> From this time forward, under God*,
> I pledge my loyalty to Australia and its people,
> Whose democratic beliefs I share,
> Whose rights and liberties I respect, and
> Whose laws I will uphold and obey.
>
>
> *The words 'under God' are optional.

The Australian Citizenship Pledge is made by people when they become citizens of Australia.

Why do you think that people who are born in Australia or grow up as Australian citizens are not asked to make this pledge?

…………………………………………………………………………………………………..

Scoring Categories

Full Credit

Identifies that the values in the pledge are presumed to be acquired by people growing up in Australia.

Partial Credit

Identifies a pragmatic reason such as difficulty organising a whole population event or the fact that the people are already (Australian) citizens.

Years 6 and 10

The photograph below is of girls wearing the Australian flag as their hijab. A hijab is a scarf that many Muslim girls and women choose to wear.

What **attitudes** are these girls showing by using the Australian flag as their hijab?

…………………………………………………………………………………………………..

Scoring Categories

Full Credit

*Refers to positive attitudes towards **both** a Muslim and Australian identity*

Partial Credit

Refers either to (positive attitudes towards) the Australian identity or Muslim identity.

Year 10

On 11 September 2000, protests were held in Melbourne at a meeting of the World Economic Forum. Because of the actions of some of the protestors, many of the delegates were unable to get into the meeting. Police were called in, and some of the protestors were arrested.

A local politician later said about the incident:

I condemn outright some of the protestors for the action they have taken. It is not Australian – it is very un-Australian – and it's obviously a matter which is of enormous regret to me, and I think to most decent Australians as well.

What do you think the politician meant when he used the phrase 'un-Australian' to describe the protestors' actions?

    A. Australians do not normally take part in public protests.

    B. A large number of the protestors must have been foreigners.

    C. Australians are normally respectful of the rights of other people.*

    D. Australians support the policies promoted by the World Economic Forum.

Concept 1.3.4 – Local, regional and global perspectives and influences on Australian democracy

Year 6

Which regional organisation has Australia joined?

    A. The Asia-Pacific Economic Forum*

    B. The Council of Europe

    C. The North Atlantic Treaty Organisation

    D. The Inter-American Development Bank

Years 6 and 10

Which one of the following issues is the Australian government most likely to work with governments from other countries?

    A. improving public transport

    B. environmental protection*

    C. improving the quality of television programs

    D. setting income tax rates

Year 10

The information below is taken from the AusAID website.

AusAID is the Australian Government agency responsible for managing Australia's overseas aid program. The objective of the aid program is to assist developing countries reduce poverty and achieve sustainable development, in line with Australia's national interest.

How can providing aid for neighbouring countries benefit Australia?

………………………………………………………………………………………..

Scoring Categories

Full Credit

Refers to general benefit that comes from helping other countries or a benefit relating to Australia's social international relations/reputation.

[Return to Concept 1.3.4](#)