

NAP Civics and Citizenship Assessment Framework

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CHAPTER ONE: OVERVIEW

1.1 Background

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is responsible for the development of a rigorous, world class curriculum for all Australian students from Foundation to Year 12. To complement the development of the Australian Curriculum, ACARA is also responsible for developing and administering the National Assessment Program (NAP) to be aligned with the Australian Curriculum. One of the original components of the NAP was the National Assessment Program Civics and Citizenship (NAPCC).

As state and territory ministers have endorsed the Australian Curriculum, the NAP sample assessments need to be directly aligned to the content of the Australian Curriculum. This alignment will be achieved through the modification of the existing assessment framework and its extension to cover the knowledge, processes and skills relevant for assessing Civics and Citizenship through the HASS F–6/7 curriculum (where Civics and Citizenship is a sub-strand) and the Civics and Citizenship 7–10 curriculum as developed by ACARA for Year 6 and Year 10 students. The revised National Assessment Program Civics and Citizenship assessment framework will have consequentially greater content validity and application in educational policy making and research.

The first NAPCC test was conducted in 2004 with a national sample of students constructed after the initial report (Print and Hughes, 2001) had been accepted by Australian governments. The NAPCC has continued triennially since then and now requires to be aligned to the approved and endorsed Australian Curriculum (ACARA, 2016). The first step in this alignment process was to analyse the existing NAPCC assessment framework to determine to what extent it was aligned with the new Australian Curriculum: Civics and Citizenship (AC:CC). The subsequent critical content analysis (Print, 2017) identified areas of alignment and non-alignment and made recommendations for progressing with an updating of the NAPCC assessment framework to align it with the AC:CC.

This document provides a rationale and description for a revised NAPCC assessment framework based on aligning the assessment framework with the AC:CC. The revised NAPCC assessment framework will also serve as a bridge between earlier versions and future cycles of the NAPCC.

The key task is to update the current NAP Civics and Citizenship assessment framework and 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. The overview of alignment of HASS and History and the current NAP Civics and Citizenship assessment is provided in a review of the National Assessment Program Civics and Citizenship Assessment Framework and the Australian Curriculum: Civics and Citizenship (Print, 2017).

Note that the intent of adding History is not to report a separate history score, but to provide some sub-strand information on the intersection between History and Civics and Citizenship.

1.2 NAPCC Assessment Framework 2010

The NAPCC assessment framework is a single framework designed to underpin two measurement points in student development in Civics and Citizenship at Years 6 and 10 and to test those points every three years. The first NAPCC test was conducted in 2004 based upon the initial report to the National Key Performance Measures Taskforce (Print and Hughes, 2001). The report was accepted by Australian governments and the first NAPCC test utilised a national sample of students in Years 6 and 10. However, in 2004 civics and citizenship was not a key learning area in any Australian jurisdiction and civics and citizenship curricula showed variation across those jurisdictions. For this reason, an assessment domain was developed to describe the parameters of the assessment content for the civics and citizenship assessment. The assessment domain, based on developments in civic and citizenship education including *Discovering Democracy* (Curriculum Corporation, 1997; Print, 2016) was used as a framework for establishing and reporting on the assessment contents of the NAPCC assessment cycles in 2004 and 2007.

The NAPCC assessment framework was constructed to have two measurement points – Year 6 at the end of primary school and Year 10 which had been the final year of compulsory schooling, though most students continued into at least Year 11. There was widespread concern from the jurisdictions that any assessment would not be conducted in the final years of schooling and ‘compete’ with major assessment such as the NSW Higher School Certificate.

Consequently, both assessments were set at a time when students had traditionally been studying some form of civics and citizenship. In the Australian jurisdictions there had been a well-established curriculum practice that the study of government and civics was typically undertaken in Years 5 and 6 as well as Year 9 and 10 (Print, 2016). It was therefore logical and meaningful to set the two NAPCC assessments at Year 6 and Year 10 based on content material that students were likely to have studied (Print and Hughes, 2001).

The NAPCC assessment framework was subsequently set at school content [subject matter and skills] that students could have reasonably learnt in Years 5 and 6 as well as Years 9 and 10, with content in other school years not included. This analysis of the NAPCC assessment framework and its alignment with the AC:CC therefore focuses on the content [subject matter and skills] identified in Years 5 and 6 AC:HASS and 9 and 10 AC:CC and the intersection with History.

In preparation for the NAPCC assessment in 2010, the assessment domain was revised and expanded to create the NAPCC Assessment Framework. This framework extended the coverage of the field in light of the Statements of Learning for Civics and Citizenship (Curriculum Corporation, 2006) and other changes such as the statements of goals in the Melbourne Declaration (2008). The aim was to accommodate the content of those documents and to maintain the continuity in the assessment program. Subsequently this framework provided guidance for the development of the NAPCC 2010, 2013 and 2016 assessments, all of which use the 2010 NAPCC assessment framework.

The National Assessment Program Civics and Citizenship Assessment Framework consists of four discrete aspects which are further organised according to their content (ACARA, 2014).

Aspect 1: Civics and citizenship content

Civics and citizenship content is organised into three content areas, each of which is further divided into constituent concepts, and these concepts are articulated by the detailed contents that comprise them.

Content Area 1.1: Government and Law

Content Area 1.2: Citizenship in a Democracy

Content Area 1.3: Historical Perspectives

Aspect 2: Cognitive processes for understanding civics and citizenship

Cognitive processes for understanding civics and citizenship is articulated by the use of 13 cognitive processes.

Cognitive Processes 2.1: Knowing

Cognitive Processes 2.2: Reasoning and Analysing

Aspect 3: Affective processes for civics and citizenship

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

Affective Process 3.1: Civic identity and connectedness

Affective Process 3.2: Civic efficacy

Affective Process 3.3: Civic beliefs and attitudes

Aspect 4: Civic and citizenship participation

Civic and citizenship participation is articulated by the behaviours, intended behaviours and skills for participation that it comprises, as seen below.

Participatory Process 4.1: Actual behaviours

Participatory Process 4.2 Behavioural intentions

Participatory Process 4.3: Students' skills for participation

1.3 Australian Curriculum: Civics and Citizenship (AC:CC)

1.3.1 Rationale

The AC:CC was initially conceptualised as a separate subject in the school curriculum, driven by the Melbourne Declaration Goal 2 that young Australians should become 'active and informed citizens' (MCEETYA, 2008, p9). Consequently, the AC:CC provides a deep understanding of Australia's federal system of government and the liberal democratic values that underpin it, which are essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy.

After the review of the Australian Curriculum in 2014 (Australian Government, 2014) several sections of the AC were revised including the AC:CC. The result was the

development of the Australian Curriculum: Humanities and Social Sciences which included five subjects: F–6/7 HASS, 7–10 Civics and Citizenship, 7–10 Economics and Business, 7–10 Geography and 7–10 History. In terms of Civics and Citizenship this latest version of the AC (ACARA, 2016) distinguishes this subject area into two parts:

- a) A strand within the F–6/7 Humanities and Social Sciences (HASS) content area covering the Years 3–6/7 along with History F–6, Geography F–6 and Economics and Business 5–6.
- b) Civics and Citizenship 7–10, nominally a separate subject though this varies across states and territories where it may be provided as an elective or integrated within subjects such as History and Geography.

The Australian Curriculum: Civics and Citizenship, as it is known in the National Assessment Program Civics and Citizenship (NAPCC), 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 system, 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 multicultural, multi-faith society and a Christian heritage, and promotes the development of inclusivity by developing students' understanding of broader values such as respect, civility, equity, justice and responsibility. It acknowledges the experiences and contributions of Aboriginal and Torres Strait Islander Peoples 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 Australian and in an interconnected world.

Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens; to question, understand and contribute to the world in which they live. The curriculum also offers opportunities for students to develop a wide range of skills and capabilities, including an appreciation of diverse perspectives, empathy, collaboration, negotiation, self-awareness and intercultural understanding.

The Civics and Citizenship curriculum aims to reinforce students' appreciation and understanding of what it means to be a citizen. It explores ways in which students can actively shape their lives, value their belonging in 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.

It needs to be clearly stated that although the AC:CC is a nationally developed and endorsed curriculum for Civics and Citizenship in Australian schools it is

acknowledged that states and territories may have jurisdictional differences while maintaining an alignment with the AC:CC. In some cases these differences may appear considerable and these are elaborated later in this chapter.

1.3.2 Aims

The Australian Curriculum: Civics and Citizenship, completed in 2013 but revised in 2014–15 through the Review of the Australian Curriculum and endorsed by the Education Council in 2015 (Print, 2016) became available in 2016 through the version 8.3 (ACARA, 2016). The *Australian Curriculum: Civics and Citizenship aims* to ensure students develop:

- a lifelong sense of belonging to and engagement with civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural, multi-faith society and a Christian heritage
- 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
- skills, including questioning and research; analysis, synthesis and interpretation; problem-solving and decision-making; communication and reflection, to investigate contemporary civics and citizenship issues and foster responsible participation in Australia's democracy
- the capacities and dispositions to participate in the civic life of their nation at a local, regional and global level and as individuals in a globalised world.

To achieve these aims the AC:HASS and AC:CC 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 system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum content 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.

But content knowledge and understanding is only part of the AC:HASS and AC:CC. Through the study of civics and citizenship, students can develop *skills* of inquiry, values and dispositions that enable them to be active and informed citizens; to question, understand and contribute to the world in which they live. The curriculum also offers opportunities for students to develop a wide range of general skills and capabilities, including an appreciation of diverse perspectives, empathy, collaboration, negotiation, self-awareness and intercultural understanding. An audit of these components was conducted as part of ACARA's response to the 2014 Curriculum Review that resulted in an amalgamation of skills in F–6/7 HASS.

The AC:HASS (Civics and Citizenship sub-strand) and AC:CC are organised around three content areas, four skill sets and grounded in the context of the Australian Curriculum general capabilities and the cross-curriculum priorities. The three broad *content areas* are:

- Government and democracy,
- Law and citizens, and
- Citizenship, diversity and identity.

Within each of the three content areas are usually two or more key content descriptions and more content elaborations that expand the key content descriptions for teachers.

It is important to acknowledge state and territory differences in how the AC:CC is delivered to students. There are variations in both the subject matter and the skills provided to schools and these are elaborated in Chapter 2.

The associated *skill sets* are separated into primary and secondary levels:

For AC:HASS 3–6 the following skills are common across all areas of HASS including the integrated civics and citizenship:

- Questioning
- Researching
- Analysing
- Evaluating and reflecting
- Communicating

AC:CC 7–10 *skill sets* are:

- Questioning and research
- Analysis, synthesis and interpretation
- Problem-solving and decision-making
- Communication and reflection

Within each of the four skill sets are usually two or more key skills and more elaborations that expand the key skills for teachers.

1.4 State and territory approaches to AC:CC

This section provides a brief overview of each state and territory approach to the AC:CC – though this term may not necessarily be employed by the states and territories. As identified above, the AC:CC was initially conceptualised as a separate subject in the school curriculum and it is referred to as the AC:CC in the assessment framework. Subsequently the AC:CC has been incorporated within the Australian Curriculum: Humanities and Social Sciences which included five subjects. F–6/7

HASS, 7–10 Civics and Citizenship, 7–10 Economics and Business, 7–10 Geography and 7–10 History.¹

It is acknowledged that states and territories may vary their curriculum offerings from that identified in the AC:CC. Similarly, schools, and individual teachers, may vary their curriculum application from state and territory guidelines. Therefore, and in consideration of the key task of this revised framework, the fundamental principle maintained will be that of alignment between the NAPCC assessment framework and the AC:CC.

The degree to which the respective states and territories follow the AC:CC reflects their consistency with the revised NAPCC assessment framework. Consequently, any substantial variation with the AC:CC by the states and territories will influence the subsequent reliability of the NAPCC assessment framework. However, as identified in the analysis below, these differences are not major in nature and where they do occur may be addressed through other components of the AC:CC addressed in the NAPCC assessment framework. For example, in Victoria the specific skills identified in the AC:CC 7–10 are not addressed in the Victorian Curriculum Civics and Citizenship but, to reduce duplication, are largely met in the Victorian Curriculum Capabilities which have dedicated content descriptions and Achievement Standards.

Two important features of the application of the AC:CC across the states and territories have been identified.

- a) The curriculum approved by the Education Council is identified as the AC:CC as part of the revisions to the 2014 Review of the Australian Curriculum (Australian Government, 2014). In the revised AC:CC Civics and Citizenship was incorporated within F–6/7 Humanities and Social Sciences (HASS) as one strand of the content area covering the Years 3–6/7 along with the strands History Years F–6, Geography Years F–6 and Economics and Business Years 5–6.
- b) Within the Australian Curriculum Years 7–10 offered by the states and territories, Civics and Citizenship is often available as an elective or option subject within schools. Further, schools may offer Civics and Citizenship at different year levels. Consequently it is difficult to identify exactly what and when Civics and Citizenship could be taught to students.

1.4.1 New South Wales

Civics and Citizenship is included as learning across the curriculum in NSW syllabuses and is represented in the content of syllabuses as relevant and appropriate to the subject. Civics and Citizenship is not a discrete subject in NSW. NESAC considers that the most effective strategy to the learning, teaching and assessment of Civics and Citizenship is through this approach.

¹ While the term Australian Curriculum: Humanities and Social Sciences (including Civics and Citizenship) is used in the latest version of the Australian Curriculum, the term 'Australian Curriculum: Civics and Citizenship', or the acronym AC:CC, will be used in this document as appropriate to the NAPCC assessment framework.

Content related to aspects of the AC:CC is represented in History and Geography in Kindergarten to Year 10. NESA is reviewing its Commerce Years 7–10 course to include relevant content from the AC:CC. While History and Geography are compulsory in NSW, Commerce is an elective subject and AC:CC-related content will only be accessed by students studying this subject.

There is strong alignment between the content descriptions of 7-10 AC:History and the mandatory 7-10 History syllabus in NSW.

1.4.2 Victoria

Victoria has modified the AC:CC through the Victorian Curriculum and Assessment Authority though the VCCC retains the three key content areas *Government and Democracy; Law and Citizens; Citizenship Diversity and Identity* with VCAA content codes.

The Victorian Curriculum is organised over level bands (of two years) to promote the idea of learning progression with Achievement Standards set at Years 4, 6, 8 and 10. Although this is a slightly different structure to the Australian Curriculum it should have minimal impact on the NAPCC assessment framework which will assess students at Years 6 and 10.

As indicated above the Victorian Curriculum does not include the Civics and Citizenship 7–10 skills specifically nor the F–6 Inquiry Skills with HASS in order to reduce duplication. These skills are addressed, in large part, through the Victorian Curriculum Capabilities which have dedicated content descriptions and Achievement Standards.

1.4.3 Queensland

Queensland implements the Australian Curriculum unchanged and as written. Queensland schools are implementing the F–6/7 HASS and Years 7–10 History, Geography, Civics and Citizenship and Economics and Business curricula. In Years 9 and 10 schools implement Civics and Citizenship as an elective in at least one semester each year. The Queensland Department of Education and the QCAA provide teachers with additional support to teach Civics and Citizenship.

1.4.4 Western Australia

In Western Australia the School Curriculum and Standards Authority has modified the AC:CC slightly through its K–10 curriculum to contextualise it and make it more suitable for WA students and teachers. Western Australian has a strong focus on key concepts and civics and citizenship content descriptions are identified by their Australian Curriculum codes. e.g. [ACHASSK115](#).

However, in Western Australia Civics and Citizenship is not organised into the three broad content areas of the Australian Curriculum. The third content area – Citizenship, Diversity and Identity – is omitted in Western Australia from the Year 7–10 curriculum. Further, the skills section of the AC:CC 7–10 is integrated into a single set of HASS skills across the Year 7–10 in a manner similar to F–6 HASS skills.

In the Western Australian Year 9 and Year 10 History curriculum most of the overview content included in the Australian Curriculum: History Curriculum has been identified as additional content, and as such it is not included in what teachers are mandated to teach in Western Australia.

1.4.5 South Australia

South Australia follows the Australian Curriculum: Civics and Citizenship. On locating the South Australian website for CC one is transferred to the AC website. The Department for Education provides teachers with additional support to teach Civics and Citizenship and History, through grant funded arrangements with the Parliament of South Australia and the History Trust of South Australia for the purpose of delivering education programs incorporating professional learning events and workshops.

1.4.6 Tasmania

Tasmania follows the Australian Curriculum: Civics and Citizenship. On locating the Tasmanian website for CC one is immediately transferred to the AC website. In Tasmania Civics and Citizenship is taught in Years 7 and 8 as an integrated HASS subject but it becomes an optional subject in Years 9 and 10.

1.4.7 Australian Capital Territory

ACT follows the Australian Curriculum: Civics and Citizenship. On locating the ACT website for CC one is transferred to the AC website.

1.4.8 Northern Territory

NT follows the Australian Curriculum: Civics and Citizenship. On locating the Northern Territory website for Civics and Citizenship, one is transferred to the AC website.

1.5 Organisation of the framework

The purpose of the revised NAPCC assessment framework is to align it with the endorsed AC:HASS and AC:CC. This has not been possible in earlier versions of the NAPCC assessment framework, as discussed in the background section to this report.

For schools the AC:CC consists of two parts

- a) A strand within the F–6/7 Humanities and Social Sciences (HASS) content area covering the Years 3–6/7
- b) Civics and Citizenship 7–10, nominally a separate subject though mostly integrated within other subjects as described in section 1.3.1 Rationale.

A feature of the brief for the development of the revised NAPCC assessment framework was that it should not be limited to the existing materials nor to the current approach to NAP Civics and Citizenship item and test design. Rather it should offer

an authentic assessment for Year 6 and Year 10 students aligned with the Australian Curriculum.

Also the intent of adding History is not to report a separate History score, but to provide some sub-strand information on the intersection between History and Civics and Citizenship that could be identified and reported within the NAPCC assessment framework.

Consequently the revised NAPCC assessment framework follows the AC:CC content and skills and consists of five components presented in Chapter Four with constituted material in Chapters Two and Three. The important aim is to align the NAPCC assessment framework with the AC:CC as provided in the AC:CC curriculum document (ACARA, 2016) while acknowledging that states and territories have incorporated some variations in their offerings to students.

The five components are:

- a) Content dimension from the AC:HASS and AC:CC content over the Years 3–10, with a focus on Year 5 and 6, and 9 and 10
- b) Cognitive dimension based on skills from the AC:HASS AC:CC for Years 3–10
- c) A NAPCC–General Capabilities sub-strand based on the AC:HASS and AC:CC content and cognitive dimensions
- d) A NAPCC–History sub-strand based on the AC:HASS and AC:CC content and cognitive dimensions
- e) Affective domain student survey comprising a) affective processes for civics and citizenship and b) civic and citizenship participation.

Throughout the revising process it has been important to maintain continuity with earlier versions of the NAPCC assessment framework. In particular there will be numerous assessment sections and items that are common to the earlier NAPCC assessment framework forms, and this revised form based on the AC:HASS and AC:CC, to enable continuity of analysis over different versions.

CHAPTER TWO: CONTENT DIMENSION

2.1 Content in the Australian Curriculum: Civics and Citizenship

The AC:CC was originally conceptualised around three key content areas sequentially structured over the Years 3–10 and driven by key questions at each level. Subsequently the AC:CC – the term used in the NAPCC assessments – was restructured to become one sub-strand of the AC:HASS for primary school students and AC:CC 7–10 for secondary school students.

The key questions upon which the AC:CC was devised related to Australian democracy and government; laws and rules for citizens; and citizen participation, identity and the meaning of citizenship. These questions are addressed through the Civics and Citizenship knowledge and understanding strand that comprises three key focus areas or sub-strands at each year level: government and democracy; laws and citizens; and citizenship, diversity and identity.

Government and democracy involves a study of Australian democracy and the key institutions, processes and roles that people play in Australia's system of government. Students study Australia's constitution, the key institutions of Australia's democratic government, including state/territory and federal parliaments, and the responsibilities of electors and representatives.

Laws and citizens examines Australia's legal system, the creation of laws and the rights and legal obligations of Australian citizens. Students learn how state/territory and federal laws are made in a parliamentary system and how the courts function to apply and interpret the law.

Citizenship, diversity and identity explores the shared values of Australian citizenship, Christian traditions, the diversity of Australia as a multicultural and multi-faith society, what shapes identity, and obligations as citizens in a globalised world. Students examine Australian citizenship and reflect on the rights and responsibilities that being a citizen entails and explore the obligations that people may have as global citizens. They explore diversity within Australian society, how groups express their identities and the role of shared values in promoting social cohesion

The structure of the AC:CC is further divided into two parts: AC:HASS for primary school students and AC:CC 7–10 for secondary school students.

2.1.1 Australian Curriculum: Humanities and Social Sciences F–6

Australian Curriculum: Humanities and Social Sciences (AC:HASS) consists of four subject areas combined into a single learning area – History F–6, Geography F–6, Civics and Citizenship 3–6, Economics and Business 5–6. Teachers are guided by HASS being structured around four large key ideas:

- Who we are, who came before us, and traditions and values that have shaped societies
- How societies and economies operate and how they are changing over time
- The ways people, places, ideas and events are perceived and connected

- How people exercise their responsibilities, participate in society and make informed decisions

Years 3 and 4

AC:HASS provide age appropriate content in Civics and Citizenship that becomes the basis for a *sequence of learning* that continues with Year 5 and Year 6 Civics and Citizenship. As the key years for learning Civics and Citizenship for the NAPCC are Years 5 and 6, it is necessary to identify the subject matter that students should study in those years. The following summaries of Years 5 and 6 Civics and Citizenship address the *content and achievement standards* for each year. These are elaborated in Chapter 4.

Year 5

The content in the Civics and Citizenship sub-strand provides opportunities for students in Year 5 to develop understanding about the three key content areas – government and democracy, laws and citizens and citizenship, diversity and identity. In Year 5 students are introduced to the key values of Australia’s liberal democratic system of government, such as freedom, equality, fairness and justice (government and democracy). Students begin to understand representative democracy by examining the features of the voting processes in Australia (government and democracy). Students expand on their knowledge of the law by studying the role of laws and law enforcement (laws and citizens). Students investigate how diverse groups cooperate and participate in our community (citizenship, diversity and identity).

Students also develop a set of skills such as questions for an investigation about the society in which they live. They locate and collect information from different sources to answer these questions. They examine sources to determine their purpose and identify different viewpoints, so they can interpret information to suggest conclusions based on evidence. Students identify possible solutions to an issue as part of a plan for action and reflect on how they work together. They present their ideas, conclusions and viewpoints in a range of communication forms using civics and citizenship terms and concepts. In Victoria these skills are not addressed separately but as part of the General Capabilities.

Year 6

In Year 6 the content in the Civics and Citizenship sub-strand provides opportunities for students to continue to develop understanding about the three key content areas – government and democracy, laws and citizens and citizenship, diversity and identity. Students study the key institutions of Australia’s democratic government, including state/ territory and federal parliaments, and the responsibilities of electors and representatives (government and democracy). Students learn how state/territory and federal laws are made in a parliamentary system (law). Students examine Australian citizenship and reflect on the rights and responsibilities that being a citizen entails (citizenship and identity), and explore the obligations that people may have as global citizens (citizenship, diversity and identity).

Students will also develop the skills for appropriate questions to frame an investigation about the society in which they live. They locate, collect and organise useful

information from a range of different sources to answer these questions. They examine sources to determine their origin and purpose and describe different perspectives. They evaluate information to draw conclusions. When planning for action, they identify different points of view and solutions to an issue. They reflect on their learning to identify the ways they can participate as citizens in the school or elsewhere. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials and civics and citizenship terms and concepts. In Victoria these skills are not addressed separately but as part of the General Capabilities.

2.1.2 Australian Curriculum: Civics and Citizenship 7–10

In the revised version of the AC:HASS (ACARA, 2016) the four areas – history, geography, civics and citizenship and economics and business – are treated as ‘separate’ subjects with separately identified subject matter, skills and values. While the Australian Curriculum states that AC:CC will be treated as a separate subject in Years 7-10, there is little indication that the states treat the AC:CC in that way except where the Australian Curriculum is followed and in Western Australia, as identified later in this chapter. In NSW, for example, civics and citizenship in Years 7–10 is taught within History and Geography, each subject being redesigned to ‘incorporate’ a strand of civics and citizenship. NESA will continue to map the representation of Civics and Citizenship content across syllabuses and its alignment to the AC:CC in preparation for future NAPCC assessments.

Though the AC:HASS and AC:CC exist and have been agreed to (ACARA, 2016), when it comes to the application of the NAPCC test for Year 10 it would not be accurate to assume that all Australian students are studying civics and citizenship subject matter. The specific aims of AC:CC 7–10, identified through the online Australian Curriculum are to ensure students develop:

- a lifelong sense of belonging to and engagement with civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural, multi-faith society and a Christian heritage
- 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
- skills, including questioning and research; analysis, synthesis and interpretation; problem-solving and decision-making; communication and reflection, to investigate contemporary civics and citizenship issues and foster responsible participation in Australia’s democracy
- the capacities and dispositions to participate in the civic life of their nation at a local, regional and global level and as individuals in a globalised world. (ACARA, 2016).

AC:CC 7–10 structure

The AC:CC 7–10 curriculum consists of Content Descriptors and Achievement Standards that are structured to achieve the specific aims above and which are elaborated in Chapter 4. Within the AC:CC 7–10 content over the lower secondary school years from Year 7 to Year 10 the AC:CC is organised around two interrelated strands underpinned by an implied, but rarely explicitly stated, set of values and attitudes.

Civics and citizenship knowledge and understanding strand

The civics and citizenship knowledge and understanding strand comprises three key content areas at each year level: government and democracy; laws and citizens; and citizenship, diversity and identity.

Government and democracy involves a study of Australian democracy and the key institutions, processes and roles that people play in Australia’s system of government. Laws and citizens examine Australia’s legal system, the creation of laws and the rights and legal obligations of Australian citizens. Citizenship, diversity and identity explores the shared values of Australian citizenship, Christian traditions, the diversity of Australia as a multicultural and multi-faith society, what shapes identity, and obligations as citizens in a globalised world.

Civics and citizenship inquiry and skills strand

The second strand – inquiry and skills – focuses on the skills of questioning and research; analysis, synthesis and interpretation; problem-solving and decision-making; and communication and reflection.

Questioning and research involves students asking questions about the society in which they live. Students identify, locate and research a range of sources of information to investigate Australia’s political and legal systems. Analysis, synthesis and interpretation engage students in applying 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. In 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.

Content for Year 10 NAPCC assessment framework will be drawn from the Knowledge and Understanding strand for both Years 9 and 10 available in the three key areas – Government and Democracy; Law and Citizens; Citizenship, Diversity and Identity. These are elaborated in chapter five along with AC:CC skills.

2.2 General Capabilities

The Australian Curriculum includes seven General Capabilities that are addressed through the content of all learning areas, including HASS and Civics and Citizenship 7–10. The general capabilities are a key dimension of the Australian Curriculum. They encompass knowledge, skills, behaviours and dispositions that, together with

curriculum content in each learning area and the cross-curriculum priorities, can assist students to live and work successfully in the twenty-first century. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The Australian Curriculum includes seven general capabilities, as shown in the figure below. Many of these capabilities align closely with the AC:CC and as such can be included in the revised NAPCC assessment framework. The aspects of the capabilities identified as being most relevant and appropriate to the large-scale assessment of Civics and Citizenship, and hence will be reflected in the NAPCC 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 critical and creative thinking capability from the Australian Curriculum have guided the development of the cognitive dimension of the NAPCC – the thinking skills and intellectual processes to be engaged by the students as they respond to the assessment tasks. Chapter 3 in this framework provides additional information about how the elements of critical and creative thinking have been reflected in the Cognitive Dimension.

Personal and social capability

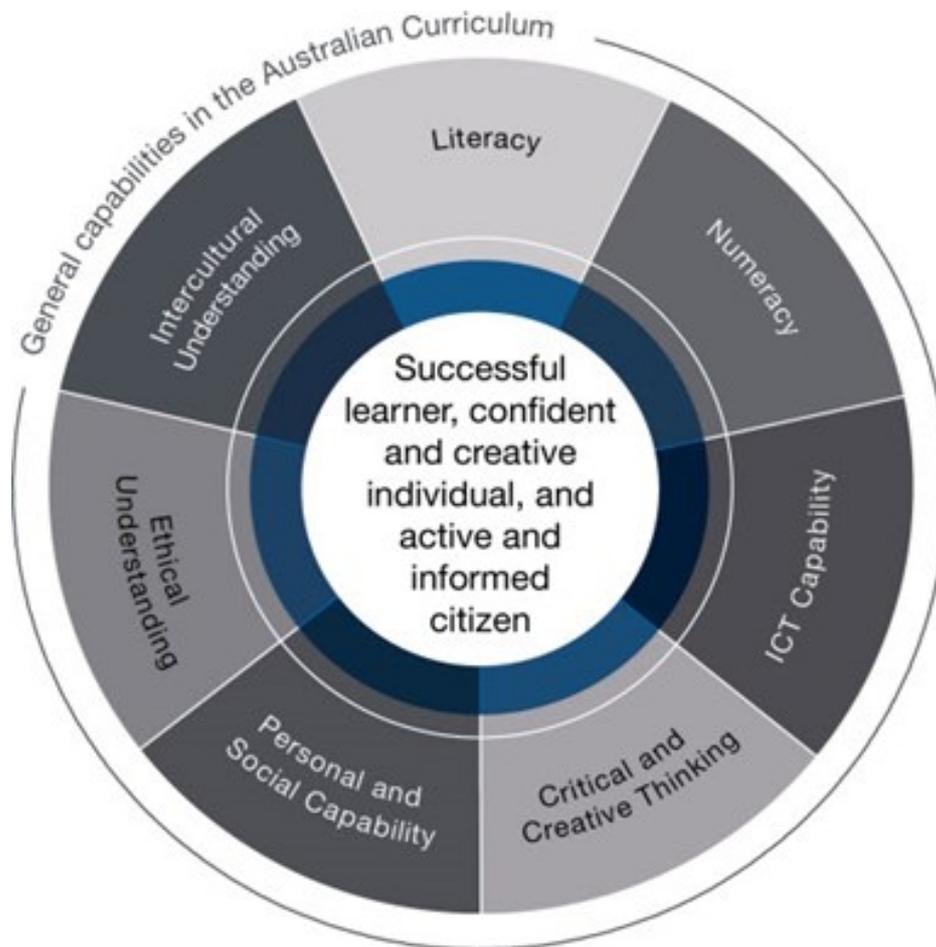
Aspects of the personal and social capability arise when students demonstrate abilities to question, solve problems and communicate their findings, and use knowledge to inform personal and community decisions. Students will be expected to use their knowledge of humanities and social sciences to propose 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.

Ethical understanding

Aspects of ethical understanding arise in the context of planning investigations and considering solutions to social and personal issues. Students will be expected to consider the implications of their investigations on the environment and social groups as well as more broadly the ethical guidelines that apply in their investigations and those of others. They will also be expected to take into account ethical considerations when asked to make decisions about social or environmental issues when problem solving, conducting inquiry and research

Intercultural understanding

Aspects of intercultural understanding arise in the context of considering the development and nature of civics and citizenship. Students will be expected to recognise that diverse cultural groups and perspectives have been contributing to the development of societal knowledge and applications, consider how society benefits from participation and collaboration from a diversity of cultures, and recognise that increasingly social scientists work in culturally diverse teams.



To a lesser extent the remaining three capabilities can be aligned to the AC:CC and NAPCC assessment framework:

ICT capability

Aspects of the ICT capability arise from the online delivery of the NAPCC assessment, when students use the online system to undertake specific tasks. Students will be expected to use their ICT capability to access information, and collect, record, analyse and represent data. They will also be expected to use digital aids such as animations, simulations and other digital models to explore phenomena and test predictions.

Literacy

In the NAPCC assessment, aspects of the literacy capability will be found within the reading comprehension demands of both the stimuli and the questions and in the requirements of students to compose responses to questions.

Numeracy

In the NAPCC assessment, students will be expected to show dispositions and capacities to use appropriate mathematical knowledge and skills as outlined in the Australian Curriculum: Civics and Citizenship – e.g. tables, graph interpretation, etc. In particular, students will be required to use a number of general numeracy skills, including arithmetic skills; measurement skills; data representation and data analysis

skills, such as identifying patterns and relationships from numerical data and graphs; and statistical analysis of data.

2.3 Cross-curriculum priorities

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 Melbourne Declaration. The Melbourne Declaration (MCEETYA, 2008) identified three key 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 are intended to provide national, regional and global dimensions that enrich the curriculum through development of considered and focused content that fits naturally within learning areas.

The three cross-curriculum priorities identified in the Australian Curriculum are:

Aboriginal and Torres Strait Islander histories and cultures

Students will understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse.

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. Asia 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.

Sustainability

The Sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

The three cross-curriculum priorities are all relevant to the NAPCC assessment framework. Aboriginal culture can be assessed in Law and Citizens as well as Citizenship, Diversity and Identity. 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.

CHAPTER THREE: COGNITIVE DIMENSION

3.1 Cognitive processes

Cognitive processes for understanding civics and citizenship that can be included in the NAPCC assessment framework are:

- a) AC:HASS skills
- b) AC:CC 7–10 skills
- c) AC History 7–10 skills

The cognitive skills domain of the NAPCC assessment framework 2015 was not based upon the skills identified in the AC:CC. However, many of the 13 skills in the earlier NAPCC assessment framework can be identified in the AC:CC and are incorporated within the revised NAPCC Cognitive Domain to enable continuity.

AC:CC skills are organised around key skills sequentially structured over the Years 3–10. Two sets of related skills are identified in the AC:CC primary and secondary modes. AC:HASS skills apply equally to all HASS constituted subjects including AC:CC Years 3–6 and History F–6.

The common skills from the AC:CC, though not necessarily included by each state and territory, are:

1. Questioning
2. Researching
3. Analysing
4. Evaluating and reflecting
5. Communicating

For secondary schools and AC:CC 7–10 the skills set consists of:

1. Questioning and research
2. Analysis synthesis and interpretation
3. Problem-solving and decision-making
4. Communication and reflection
5. History skills [related to CC] – questioning and research, analysis, interpretation, communication.

The application of skills is detailed in Chapter 4.

CHAPTER FOUR: ASSESSMENT COMPONENTS

The revised NAPCC assessment will consist of five component parts:

Assessment framework	
Year 6	Content, skills and achievement standards
Year 10	Content, skills and achievement standards
Years 6 and 10	General Capabilities sub-strand
Years 6 and 10	History sub-strand and subject
Years 6 and 10	Affective domain student survey

In the sequencing of content for items in both Year 6 and Year 10 assessments, the item writers will need to be cognizant of the three interconnected components – content, skills and achievement standards – as identified below. The importance of the link between the achievement standards and the content descriptions is important for item writers as this is the way that teachers generally have approached civics and citizenship.

4.1 Year 6: Content, skills and achievement standards

Year 6 NAPCC assessment content [drawn from Year 5 and 6 AC:HASS content and guided by the Year 5 and 6 Achievement Standards] is also part of the broader AC:HASS content which consists of four sub-strands – History, Geography, Civics and Citizenship and Economics and Business. Although Year 5 and 6 AC:HASS builds upon Year 3 and 4 AC:HASS these two years are not included in the Year 6 NAPCC assessment framework.

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about *government and democracy, laws and citizens and citizenship, diversity and identity*. Students are introduced to the key values of Australia’s liberal democratic system of government, such as freedom, equality, fairness and justice (government and democracy). Students begin to understand representative democracy by examining the features of the voting processes in Australia (government and democracy). Students expand on their knowledge of the law by studying the role of laws and law enforcement (laws and citizens). Students investigate how diverse groups cooperate and participate in our community (citizenship, diversity and identity).

By the end of Year 5, students identify the importance of values and processes to Australia’s democracy and describe the roles of different people in Australia’s legal system. They identify various ways people can participate effectively in groups to achieve shared goals and describe different views on how to respond to a current issue or challenge.

Students develop questions for an investigation about the society in which they live. They locate and collect information from different sources to answer these questions. They examine sources to determine their purpose and identify different viewpoints.

They interpret information to suggest conclusions based on evidence. Students identify possible solutions to an issue as part of a plan for action and reflect on how they work together. They present their ideas, conclusions and viewpoints in a range of communication forms using civics and citizenship terms and concepts.

By the end of Year 6, students explain the role and importance of people, institutions, and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens.

Students develop appropriate questions to frame an investigation about the society in which they live. They locate, collect and organise useful information from a range of different sources to answer these questions. They examine sources to determine their origin and purpose and describe different perspectives. They evaluate information to draw conclusions. When planning for action, they identify different points of view and solutions to an issue. They reflect on their learning to identify the ways they can participate as citizens in the school or elsewhere. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials and civics and citizenship terms and concepts.

Content Descriptions Years 5 and 6 AC:HASS²

Government and Democracy:

- The key values that underpin Australia's democracy (ACHASSK115)
- The key features of the electoral process in Australia (ACHASSK116)
- The key institutions of Australia's democratic system of government and how it is based on the Westminster system (ACHASSK143)
- The roles and responsibilities of Australia's three levels of government (ACHASSK144)
- The responsibilities of electors and representatives in Australia's democracy (ACHASSK145)

² Variations of these Content Descriptors are found in Victoria, though they are similar in intent and coverage. The Victorian Curriculum is organised over two level bands with Achievement Standards for CC at levels 4, 6, 8 and 10. As a result most content descriptions statements have been amalgamated to accommodate the organisation over two band levels. For example:

Describe the key features of Australia's court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution (VCCCL033)" (Victorian Curriculum Level 9-10)

combines "The key features of Australia's court system and how courts apply and interpret the law, resolve disputes and make law through judgements" (Year 9, AC:CC) and "The role of the High Court, including in interpreting the Constitution"(Year 10, AC:CC).

Also in the Victorian Curriculum all content descriptions have been modified to include a cognitive requirement. For example:

"Analyse how citizens' political choices are shaped, including the influence of the media" (VCCCG030) (Victorian Curriculum Level 9-10)

draws upon "How citizens' political choices are shaped, including the influence of the media "(Year 10 AC:CC).

Law and Citizens:

- Why regulations and laws are enforced, and the personnel involved (ACHASSK117)
- Where ideas for new laws can come from and how they become law (ACHASSK146)

Citizenship, Diversity and Identity:

- How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)
- The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147)
- The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148)

Year 5 / 6 Skills AC:HASS

Questioning

- Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122)

Researching

- Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI123)
- Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI124)
- Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI125)

Analysing

- Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI126)
- Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127)
- Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128)
- Evaluating and reflecting: Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128)
- Work in groups to generate responses to issues and challenges (ACHASSI130)
- Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131)

Communicating

- Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133)

Year 6 HASS Civics and Citizenship: General Capabilities sub-strand

This sub-strand is drawn from content in Year 5 and 6 Civics and Citizenship three content areas, as well as the AC:HASS skills that address the seven general capabilities.

HASS: CC Content covers three content areas: Government and Democracy; Laws and Citizens; Citizenship, Diversity and Identity. From the following, items for a General Capabilities sub-scale will be drawn that are aligned with Critical and creative thinking, Personal and social capability, Ethical understanding, Intercultural understanding, and to a lesser extent Literacy and Numeracy.

By the end of Year 5, students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They identify various ways people can participate effectively in groups to achieve shared goals and describe different views on how to respond to a current issue or challenge.

By the end of Year 6, students explain the role and importance of people, institutions, and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens.

HASS Skills

- Questioning
- Researching
- Analysing
- Evaluating and reflecting
- Communicating

AC:HASS and AC:CC skills are organised around key skills sequentially structured over the Years 3–10. Two sets of related CC skills are identified in the AC:HASS primary and AC:CC secondary modes. AC:HASS skills apply equally to all HASS constituted subjects including CC Years 3–6 and History F–6:

- Questioning
- Researching
- Analysing
- Evaluating and reflecting
- Communicating

This sub-strand may be combined with the Year 10 AC:CC General Capabilities sub-strand within the revised NAPCC assessment framework document but for conceptualisation and development purposes, it remains separated.

Year 6 HASS: Civics and Citizenship: History sub-strand

AC:HASS is an integrated subject consisting of History and Geography from Foundation year, Civics and Citizenship from Year 3 and Economics and Business from Year 5. This analysis addresses the AC:HASS History strand across Year 6 as this is the only History content that relates to the AC:HASS CC.

The Year 6 HASS History strand studies the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and the different attitudes to Federation and citizenship at the time. 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 development of Australia's system of government. Students learn about the way of life of people who migrated to Australia since Federation and their contributions to Australia's economic and social development. This content, especially the most recent content, partly aligns with the content in the AC:HASS Years 5 and 6. For example:

- Key figures, events and ideas that led to Australia's federation and constitution. (ACHASSK 134)
- Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135)

The Achievement Standards for Year 6 History sub-strand state that by the end of that year, students can identify and describe continuities and changes for different groups in the past. They describe the causes and effects of change on society. They can compare the experiences of different people in the past. Students sequence information about events and the lives of individuals in chronological order and represent time by creating timelines. When researching, students develop appropriate questions to frame a historical inquiry. They identify a range of primary and secondary sources and locate, collect, organise and categorise relevant information to answer inquiry questions. They analyse information or sources for evidence to determine their origin and purpose and to identify different perspectives. Students develop texts, particularly narrative recounts and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts, and incorporate relevant sources.³ Some of these achievements are more relevant than others to Civics and Citizenship.

³ <https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass>

More useful are the AC:HASS skills that are more aligned across History and Civics and Citizenship than they are with Geography and Economics and Business, including:

- Questioning
- Researching
- Analysing
- Evaluating
- Communicating

Some differences between History and Civics and Citizenship do occur due to the nature of the subject matter and its emphasis. The difference between skills in AC:HASS History and AC:HASS Civics and Citizenship, as identified in the online versions of the Australian Curriculum, is the subject matter to which the skill refers, as each skill is placed in a content context. For example, the questioning skill is exemplified in HASS for History as ‘Develop questions that help identify the concepts of historical thinking (for example, sources)’, while for HASS:CC, it is exemplified as ‘Develop questions that help identify the concepts of civics and citizenship (for example, democracy).’

Similarly, in terms of researching skills, the AC:HASS identifies the same skill but suggests different applications in specific content contexts:

- Collect information, evidence and/or data using methods most suited to an historical inquiry (for example, interview, observation, digital search tools) (History)
- Collect information and/or data using a range of methods (for example, interview, photograph, survey data) suited to civics and citizenship questions (CC).

In terms of evaluating skills:

- Evaluate the usefulness of sources in a historical inquiry and support conclusions with data and/or evidence (History)
- Evaluate the usefulness of sources in an inquiry of civics or citizenship issues and phenomena and support conclusions with data and/or evidence (CC).

This pattern applies across the five common skills in the AC:HASS. This is elaborated in the Year 10 Civics and Citizenship: History sub-strand.

4.2 Year 10: Content, skills and achievement standards

Year 10 content will be drawn from Year 9 and 10 AC:CC, using Content Descriptions from Year 9 and 10 AC:CC content and guided by the Year 9 and 10 Achievement Standards. Although Year 9 and 10 AC:CC builds upon Year 7 and 8 AC:CC as part of the learning progression in Civics and Citizenship, content from the two earlier years are not specifically drawn upon in the Year 10 NAPCC assessment framework.

The Year 9 curriculum builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

The Year 10 curriculum develops student understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

Year 9 and 10 Content AC:CC

Government and Democracy

Year 9

- The role of political parties and independent representatives in Australia's system of government, including the formation of government (ACHCK075)
- How citizens' political choices are shaped at election time, including the influence of the media (ACHCK076)
- The process through which government policy is shaped and developed, including the role of Prime Minister (ACHCK103)

Year 10

- The key features and values of Australia's system of government compared with at least ONE other system of government in the Asia region (ACHCK090)
- 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 (ACHCK091)

Law and Citizens

Year 9

- The key features of Australia's court system and how courts apply and interpret the law, resolve disputes and make law through judgements (ACHCK077)
- The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal (ACHCK078)

Year 10

- The role of the High Court, including in interpreting the Constitution (ACHCK092)
- How Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples (ACHCK093)

*Citizenship, Diversity and Identity*⁴

Year 9

- How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079)
- The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080)
- How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081)

Year 10

- The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094)

Years 9 and 10 skills AC:CC

Questioning and research

- Develop, select and evaluate a range of questions to investigate Australia's political and legal systems (ACHCS082) and (ACHCS095)
- Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS083) and (ACHCS096)

Analysis, synthesis and interpretation

- Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS084) and (ACHCS097)
- Account for different interpretations and points of view (ACHCS085) and (ACHCS098)

Problem-solving and decision-making

- Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086) and (ACHCS099)
- Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS087) and (ACHCS100)

Communication and reflection

- Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS088) and (ACHCS101)
- Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089) and (ACHCS102).

⁴ Not included in Western Australia

Year 9 AC:CC Achievement Standards

The following Achievement Standards for students studying Civics and Citizenship in Years 9 and 10 are found on the Australian Curriculum website.

- By the end of Year 9, students evaluate features of Australia’s political system, and identify and analyse the influences on people’s political choices. They explain the key principles of Australia’s system of justice and analyse the role of Australia’s court system. They analyse a range of factors that influence identities and attitudes to diversity. They reflect on how groups participate and contribute to civic life. (ACARA, 2016)
- When researching, students analyse a range of questions to investigate Australia’s political and legal systems and critically analyse information gathered from different sources for relevance and reliability. They compare and account for different interpretations and points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and negotiate solutions to an issue. Students develop and present evidence–based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They analyse ways they can be active and informed citizens in different contexts. (ACARA, 2016)

Year 10 AC:CC Achievement Standards

- By the end of Year 10, students compare and evaluate the key features and values of systems of government, and analyse the Australian Government’s global roles and responsibilities. They analyse the role of the High Court and explain how Australia’s international legal obligations influence government policy. Students evaluate a range of factors that sustain democratic societies. (ACARA, 2016, p168)
- When researching, students evaluate a range of questions to investigate Australia’s political and legal systems and critically analyse information gathered from different sources for relevance, reliability and omission. They account for and evaluate different interpretations and points of view on civics and citizenship issues. When planning for action, students take account of multiple perspectives and ambiguities, use democratic processes, and negotiate solutions to an issue. Students develop and present evidenced–based arguments incorporating different points of view on civics and citizenship issues. They use appropriate texts, subject-specific language and concepts. They evaluate ways they can be active and informed citizens in different contexts. (ACARA, 2016, p168)

4.3 Civics and Citizenship: General Capabilities sub-strand

This sub-strand is drawn from content in Year 9 and 10 Civics and Citizenship three content areas, as well as the AC:CC 7–10 skills that address the seven general capabilities.

AC:CC 7–10 Content addresses three content areas: Government and Democracy; Laws and Citizens and Citizenship, Diversity and Identity. From the following, items for a General Capabilities sub-scale will be drawn that are aligned with Critical and

creative thinking, Personal and social capability, Ethical understanding, Intercultural understanding and to a lesser extent Information and communication technology capability, Literacy and Numeracy.

The Year 9 AC:CC curriculum builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

The Year 10 AC:CC curriculum develops student understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

When analysing the relationship between the General Capabilities and the NAPCC assessment framework and the AC:CC it is apparent that some capabilities align more closely than others. On a continuum of alignment, it is possible to identify capabilities that align closely, quite closely and with marginal proximity to the NAPCC assessment framework and the AC:CC.

That is, evidence of some General Capabilities could constitute a sub-strand within the NAPCC assessment framework as there is evidence of alignment with the elements of the AC:CC. Critical and creative thinking, Ethical understanding, Intercultural understanding evidence close alignment with skills and values within the AC:CC. Personal and social capability reveals some alignment such as developing empathy, working in teams, while Information and communication technology capability, Literacy and Numeracy reveal marginal alignment.

The NAPCC assessment framework / AC:CC aligns closely with:

- Critical and creative thinking e.g. students generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems.
- Ethical understanding e.g. students identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgement and contribute to a civil society.
- Intercultural understanding e.g. students learn to value their own cultures, languages and beliefs, and those of others as well as come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture.

The NAPCC assessment framework aligns quite closely with:

- Personal and social capability e.g. students participate in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships,

making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills

The NAPCC assessment framework aligns marginally with:

- Information and communication technology capability e.g. students learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas in a digital environment. This aligns very marginally with earlier NAPCC assessment framework 1.2.2 Civic participation in a democracy where ICT is recognised.
- Literacy. In the general sense of improving literacy some alignment is found e.g. students are involved with listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts. These are general capabilities that align marginally with the earlier NAPCC assessment framework – Aspect 2 – knowing
- Numeracy can be applied to aspects of the AC:CC that involve applying numerical skills such as interpreting graphs, diagrams and tables.

4.4 Cross-curriculum priorities

The revised NAPCC: assessment framework identifies alignment with the AC Cross-curriculum priorities by drawing upon Year 9 and Year 10 AC:CC content in the three key areas – Government and democracy; Laws and Citizens; and Citizenship, Diversity and Identity.

The Year 9 AC:CC curriculum builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

In Year 9, for example, students address:

- The role of political parties and independent representatives in Australia's system of government, including the formation of government (ACHCK075)
- How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079)

The Year 10 AC:CC curriculum develops student understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

In Year 10, for example, students address:

- The key features and values of Australia's system of government compared with at least ONE other system of government in the Asia region (ACHCK090)

- How Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples (ACHCK093)

This content may be aligned with the three AC Cross-curriculum priorities below:

Aboriginal and Torres Strait Islander histories and cultures

Students will understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse.

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. Asia 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.

Sustainability

The Sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

4.5 Civics and Citizenship: History sub-strand

The Melbourne Declaration (MCEETYA, 2006) states that students are to become active and informed citizens. To achieve this students require an understanding of Australia's system of government, history and culture. Can a History sub-strand be created, that is compatible with, and drawn from, the content of the AC:CC to be included within the revised NAPCC assessment framework? As seen in the NAPCC Assessment Framework Review (Print, 2017), the only content area of the AC History 7–10 that was relevant to the AC:CC 7–10 was select components of the Year 10 History content. Where that content aligns with the AC:CC 7–10, assessment items could be identified that, together with common skills, could constitute a History sub-strand.

A Year 6 History sub-strand is identified in the section *Year 6 HASS: Civics and Citizenship: History sub-strand*. As with the Year 6 Assessment a History sub-strand for the Year 10 Assessment would consist of two components:

- a) Content matter from the AC:CC that was similar to some content in the AC History, and
- b) Skills in the AC:CC 7–10 that are closely related to the skills found in the AC History 7–10.

Year 10 AC History

Content in the Year 10 AC History curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time

of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing. As such some of this History content may be linked with the AC:CC content. For example, appropriate content descriptions from Year 10 History could include:

- The major movements for rights and freedom in the world and the achievement of independence by former colonies (ACOKFH022)
- The origins and of the Universal Declaration of Human Rights, including Australia's involvement in the of the declaration (ACDSEH023)
- The contribution of migration to Australia's changing identity as a nation and to its international relationships (ACDSEH147)

By itself, however, this content alignment would be insufficient to constitute a History sub-strand. The addition of skills common to History and Civics and Citizenship would support such a sub-strand, though it is noted that not all states and territories utilise the same set of skills.

Skills in AC:CC 7–10 and AC History 7–10

AC History 7–10 identifies five sets of skills:

- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources;
- Perspectives and interpretations;
- Explanations and communication

By contrast the AC:CC 7–10 identifies four sets of skills:

- Questioning and research
- Analysis, synthesis and interpretation;
- Problem-solving and decision-making;
- Communication and reflection, along with
- History skills [related to Civics and Citizenship] – questioning and research, analysis, interpretation, communication.

What links exist between these two sets of skills? As with the AC:HASS common skills, the respective sets of skills that are similar are also located within specific content context. The following examples are drawn from the Australian Curriculum website. For example the skill set *Questioning and research* in the AC:CC is similar in concept to the skill set in AC History – Historical questions and research. The AC:CC gives an example of the skill of questioning as 'Develop a range of questions to investigate Australia's political and legal systems.' (ACARA). This is similar to the AC History 7–10 skill set – Historical questions and research – 'Identify and select different kinds of questions about the past to inform historical inquiry.' (ACARA).

Similarly, in terms of the Analysis, synthesis and interpretation skill set in the AC:CC, the AC History includes the skills of *Analysis and use of sources*. These two sets produce similar analysis skills such as:

- 'Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues.' (ACARA). This can be compared with the history skill 'Evaluate the reliability and usefulness of primary and secondary sources.' (ACARA)

A third set of similar skills in AC:CC and AC History 7–10 are based on *Communication* skills:

- 'Present evidence-based civics and citizenship arguments using subject-specific language.' (ACARA)

Compare this with the History 7–10 skill:

- 'Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced.' (ACARA)

4.6 Affective domain student survey

As recommended in the *Review of the National Assessment Program Civics and Citizenship Assessment Framework and the Australian Curriculum: Civics and Citizenship* (Print, 2017), the affective domain student survey should remain a part of the NAPCC assessment framework. The details of the student survey are provided in Chapter 5.

CHAPTER FIVE: AFFECTIVE DOMAIN

The two components of the Affective Domain incorporated within the existing NAPCC assessment framework constitute the basis for a student survey of attitudes and behavior. As identified in the Review (Print, 2017) it was recommended that these components be continued in the revised version of the NAPCC assessment framework. They provide rich attitudinal and behavioural data that is particularly relevant to the content test items as identified in the previous NAPCC reports and in such research publications as Reichert and Print (2016, 2017).

The ability to relate data from the existing Affective Domain with the revised form of the NAPCC assessment framework content data (based upon the AC:CC), will provide powerful insights into student attitudes and values in Civics and Citizenship. Data collected in this form over several waves of the NAPCC assessment framework will maintain alignment and integrity of data between previous and new assessment frameworks, and also provide a valuable source for longitudinal-type analyses.

The sets of affective processes and participation, as listed below, should be maintained as they are generally consistent with the affective processes and participation within the AC:CC. Second, maintaining these components in the revised NAPCC assessment framework will allow for continuity over time.

5.1 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. 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.

Affective Process 3.1: Civic identity and connectedness

3.1.1 Attitudes towards Australian identity

3.1.2 Attitudes to Australian diversity and multiculturalism

3.1.3 Attitudes towards indigenous cultures

Affective Process 3.2: Civic efficacy

3.2.1 Beliefs in the value of civic action

3.2.2 Confidence to actively engage

Affective Process 3.3: Civic beliefs and attitudes

3.3.1 Interest in civic issues

3.3.2 Beliefs in democratic values and value of rights

3.3.3 Beliefs in civic responsibility

3.3.4 Trust in civic institutions and processes

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 recognise 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.

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.

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.

Affective process 3.2: Civic efficacy

This affective process relates to students' self-judgement regarding opportunities to act in ways to positively influence civics 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.

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.

Affective process 3.3: 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 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.

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 the 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.

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.

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.

5.1.1 AC:CC affective alignment

The AC:CC does not state explicit values through a specific section of the curriculum document. There are, however, numerous value-related statements in the *curriculum aims and description* and *content descriptors* that imply or explicate values.

For example, the Civics and Citizenship curriculum aims to reinforce students' appreciation and understanding of what it means to be a citizen. It explores ways in which students can actively shape their lives, value their belonging in a diverse and dynamic society, and positively contribute locally, nationally, regionally and globally. Students investigate the values and practices that enable a democratic society to be sustained. 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.

Similarly, the curriculum recognises that Australia is a secular nation with a multicultural, multi-faith society and a Christian heritage, and promotes the development of inclusivity by developing students' understanding of broader values such as respect, civility, equity, justice and responsibility.

Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens; to question, understand and contribute to the world in which they live.

The curriculum also offers opportunities for students to develop a wide range of general skills and capabilities, including an appreciation of diverse perspectives, empathy, collaboration, negotiation, self-awareness and intercultural understanding. Alignment with the *affective dimension* of the AC:CC may also be seen in examples of specific content descriptors such as:

- Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089) and (ACHCS102)
- How values, including freedom, respect, inclusion, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052)
- Appreciate multiple perspectives and use strategies to mediate differences (ACHCS057)
- Critically evaluate information and ideas from a range of sources in relation to topics and issues (ACHCS097)

5.2 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, listed below, includes actual behaviours as well as behavioural intentions and also relates to self-beliefs about skills for participation.

Participatory Process 4.1: Actual behaviours

4.1.1 Civic related participation in the community

4.1.2 Civic related participation at school

4.1.3 Participation in civic related communication

Participatory Process 4.2: Behavioural intentions

4.2.1 Expected participation in activities to promote important issues

4.2.2 Expected active civic engagement in the future

Participatory Process 4.3: Students' 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.

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).

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.

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

Expected participation in activities to promote 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 kinds 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).

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).

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 civics 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

5.2.1 AC:CC participation alignment

Clear alignment exists between the existing NAPCC assessment framework Aspect 4 – civics and citizenship participation – and the AC:CC Years 3–10. Specifically, there are examples from the Year 5 and 6 as well as Year 9 and 10 skills and content statements that demonstrate this alignment. Four examples are:

- Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086) and (ACHCS099)
- Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS087) and (ACHCS100)

- How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHCK053)
- Appreciate multiple perspectives and use strategies to mediate differences (ACHCS057)

GLOSSARY

Term	Definition
Achievement standards (AC)	The learning expected of students at each year level or band of years in each learning area of the Australian Curriculum
Cognitive dimension	The cognitive dimension seeks to make explicit the thinking skills and intellectual processes that will be engaged by the students to respond to the assessment tasks.
Construct	The underlying cognitive abilities measured by an assessment
Content descriptions (AC)	Statements in each learning area of the Australian Curriculum that outline what is to be taught to students from Foundation to Year 10
Content dimension	The content dimension defines the content domains — the specific subject matter covered in the assessment.
Content domains	The knowledge or ability domains that will be assessed
Cross-curriculum priorities (AC)	A dimension of the Australian Curriculum that describes knowledge, understanding and skills relating to: Aboriginal and Torres Islander histories and cultures; Asia and Australia's engagement with Asia; Sustainability
General capabilities (AC)	A dimension of the Australian Curriculum that describes knowledge, skills, behaviours and dispositions relating to seven capabilities that are important for life and work in the 21st century
Item	A question included in the assessment which is designed to assess the knowledge or abilities of students
Learning progressions	Empirically validated descriptions of successively more sophisticated ways of thinking about an important knowledge or ability domain that follow one another as students learn about a topic over a broad span of time
Strand (AC)	The largest structural unit within a learning area (subject) in the Australian Curriculum. The learning area Civics and Citizenship comprises two strands: <i>Civics and Citizenship Knowledge and Understanding</i> , and <i>Civics and Citizenship Skills</i>
Sub-strand (AC)	A subdivision of a strand in the Australian Curriculum
The Australian Curriculum: Civics and Citizenship	Standards for what all young Australians should learn as they progress through schooling in the learning area of civics and citizenship

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