NAP

CIVICS AND CITIZENSHIP 2019

NATIONAL REPORT

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Australian CURRICULUM

NAP NATIONAL ASSESSMENT PROGRAM

My School®

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ACKNOWLEDGEMENTS

NAP–CC 2019 WORKING GROUP MEMBERS

Listed below are the main working group members representing the Australian Government, jurisdictions and school sectors. These members have made a valuable contribution to the project throughout the development and implementation phases.

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FOREWORD

This report is published at an extraordinary time in national, indeed human, history. It is a time when the importance of civic responsibility and the resilience of democratic institutions has been highlighted locally and globally.

The primary purpose of this national sample assessment of civics and citizenship is to monitor and report on the achievement of Australian students in Years 6 and 10. Under the auspices of the Education Council, the assessment is administered to a representative sample of students every three years.

The National Assessment Program – Civics and Citizenship assesses students' skills, knowledge and understandings of Australian democracy and its system of government, the rights and legal obligations of Australian citizens and the shared values which underpin Australia's diverse multicultural and multi-faith society. It also provides an indication of student attitudes and their engagement in civic-related activities at school and in the community.

This report presents the findings of the sixth National Assessment Program – Civics and Citizenship, which was administered in 2019.

At the national level, while student performance for both Year 6 and 10 students has plateaued, it is worth noting that female students at both levels continue to demonstrate higher levels of civic knowledge and the vast majority of male and female students indicate increasingly positive attitudes towards Aboriginal and Torres Strait Islander cultures and Australian diversity since 2010.

Once again, this report presents explicit links to the Australian Curriculum: Civics and Citizenship, Australian Curriculum: History and Australian Curriculum: Humanities and Social Sciences. Lesson suggestions and programming ideas are also provided to support teachers when making decisions about civics and citizenship education in their classrooms.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) acknowledges the many principals, teachers and students at government, Catholic and independent schools across Australia who took part in the field trial and the main study. ACARA also acknowledges the collaborative efforts of Australia's jurisdictional subject specialists, state and territory liaison officers and the project staff at the Australian Council for Educational Research in the development, implementation and reporting phases of this critically important assessment program.

I commend this report to ministers, senior education officials, educational policy makers, researchers, teachers and the education community at large. It is now time to reflect on the strengths of our educational policies and programs and to consider redoubling our efforts to ensure that all young Australians continue to become active and informed members of the community.

Ms Belinda Robinson
FAICD Board Chair
Australian Curriculum, Assessment and Reporting Authority

LIST OF ACRONYMS

Term	Definition
ABS	Australian Bureau of Statistics
AC	Australian Curriculum
AC: CC	Australian Curriculum: Civics and Citizenship
AC: HASS	Australian Curriculum: Humanities and Social Sciences
ACARA	Australian Curriculum, Assessment and Reporting Authority
ASGS	Australian Statistical Geography Standard
IEA	International Association for the Evaluation of Educational Achievement
JRR	Jackknife repeated replication
KPM	Key Performance Measure
LBOTE	Language Background Other Than English
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MCEECDYA	Ministerial Council for Education, Early Childhood Development and Youth Affairs (formerly MCEETYA)
NAIDOC	National Aborigines and Islanders Day Observance Committee
NAP	National Assessment Program
NAP–CC	National Assessment Program – Civics and Citizenship
NAP–ICTL	National Assessment Program – Information and Communication Technology Literacy
NAP–SL	National Assessment Program – Science Literacy
NAPLAN	National Assessment Program – Literacy and Numeracy
OECD	Organisation for Economic Cooperation and Development
PMRT	Performance Measurement and Reporting Taskforce
SE	Standard Error
SEIFA	Socio-Economic Indexes for Areas
SRC	Student Representative Council

SOME TERMS USED IN THIS REPORT

Term	Definition
Confidence interval	An estimate derived from a sample is subject to uncertainty because the sample may not reflect the population precisely. The extent to which this variation exists is expressed as the confidence interval. The 95 per cent confidence interval is the range within which the estimate of the statistic based on repeated sampling would be expected to fall for 95 of 100 samples that might have been drawn.
Correlation coefficient	A statistical measure that indicates the degree to which two variables are related. The values range between -1.0 (a perfect negative correlation) and 1.0 (a perfect positive correlation). A coefficient of 0.0 shows no linear relationship between the two variables being studied.
Effect size	The difference between group means divided by the standard deviation. Effect size provides a comparison of the difference in average scores between two groups with reference to the degree in which the scores vary within the groups. When the effect size is large, it means that the difference between average scores is large relative to the spread of the scores. The difference could therefore be considered as 'important'. Conversely, when the effect size is small, it means that the observed difference is relatively small compared with the spread of the scores and thus arguably less 'important'.
Exempt	Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities or functional disabilities may be exempted from testing.
Functional disability	Students with conditions such as moderate to severe permanent physical disability which severely limit their capacity to participate in the tests may be exempted.
Geolocation	The MCEECDYA Schools Geographic Location Classification System is based on the locality of individual schools and is used to disaggregate data according to Metropolitan, Regional and Remote.
Indigenous status	A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. The term 'origin' is considered to relate to people's Australian Aboriginal or Torres Strait Islander descent and for some, but not all, their cultural identity.
Intellectual disability	Students with significant intellectual disability which severely limit their capacity to participate in the tests may be exempted.
Jurisdiction	For the purposes of this report, jurisdiction refers to all three educational sectors (Government, Catholic, and Independent) that sit within an Australian state or territory. The state/territory level is the most granular level of analysis undertaken for the purposes of NAP-Sample reporting.
Language background other than English (LBOTE)	For the purposes of this report, a student is classified as LBOTE if the student or parents/guardians mainly speak a language other than English at home.
Limited assessment language proficiency	The student is unable to read or speak the language of the assessment and would be unable to overcome the language barrier in the assessment situation. Typically, a student who has received less than one year of instruction in the language of the assessment would be excluded.

SOME TERMS USED IN THIS REPORT

Term	Definition
NAP–CC Assessment Framework	The NAP-CC Assessment Framework provides a clear definition of the scope and method of testing in the domain of civics and citizenship.
NAP–CC scale score	Scale scores are a representation of students' raw scores that have been converted and placed on a consistent and standardised scale. The NAP–CC scale was established on the basis of the test contents and psychometric data collected during the inaugural NAP–CC assessment in 2004. The scale comprises six achievement levels that are used to describe the achievement of students in both Year 6 and Year 10. The scale descriptors have been reviewed following each subsequent cycle of NAP–CC to ensure the accurate reflection of the NAP–CC Literacy test contents.
Parental education	Parental education represents the highest level of parental school or non-school education that a parent/guardian has completed. This includes the highest level of primary or secondary school completed or the highest post-school qualification attained.
Parental occupation	Parental occupation represents the occupation group that includes the main work undertaken by the parent/guardian. If a parent/guardian has more than one job, the occupation group that reflects their main job is reported.
Proficient standard	Proficient standards "represent a 'challenging but reasonable' expectation of student achievement at a year level, with students needing to demonstrate more than elementary skills expected at that year level" (ACARA 2019a, p.5). This is different from the definition of either a benchmark, or a National Minimum Standard which refer to minimum competence. The proficient standards in NAP–CC (one for Year 6 and one for Year 10) were established as a result of consultations with civics and citizenship education experts and representatives from all states and territories and all school sectors as part of the inaugural NAP–CC assessment in 2004.
Rasch Item Response Theory	The Rasch model of Item Response Theory is a psychometric model for analysing categorical data. It is the chosen model of analysis for cognitive and contextual data across all NAP–Sample assessments.
Sector	Sector refers to the three educational sectors of Government, Catholic and Independent. All schools throughout Australia belong to one of these three school sectors. It is important to note that student responses for NAP–Sample assessments, in their most disaggregated form, are not analysed or reported by sector but are instead examined at the jurisdictional level.
Significant	In this report, the term significant refers only to differences that are statistically significant. Once a difference has been identified as statistically significant, the size of this difference (ranging from a small to very large effect size) can be considered.

EXECUTIVE SUMMARY

Introduction

This report documents the findings of the sixth triennial National Assessment Program – Civics and Citizenship (NAP–CC) assessment cycle.

The NAP–CC assessment provides a basis on which national key performance measures (KPMs) can be reported and a mechanism for monitoring progress towards the goals outlined in the Melbourne Education Declaration and into the future, the Alice Springs (Mparntwe) Education Declaration.

To access editions of this report for the five previous cycles visit nap.edu.au > 'Results and reports' section > 'National reports' page.

Context

The NAP began as an initiative of ministers of education in Australia to monitor outcomes of schooling specified in the 1999 Adelaide Declaration on National Goals for Schooling in the 21st Century (Adelaide Declaration). In 2008, the Adelaide Declaration was superseded by the Melbourne Declaration, which in turn was superseded by the Alice Springs (Mparntwe) Education Declaration in 2019.

Goal 2 of the Alice Springs (Mparntwe) Education Declaration is that "all young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community" (Education Council 2019, p. 6). The elaboration of this goal in the declaration includes content with direct relevance to data collected and reported in NAP–CC.

What is assessed in NAP–CC

The context in which civics and citizenship is assessed in Australia has evolved since the beginning of the NAP–CC program. Throughout this period, a commonly agreed theme has been that civics and citizenship education aims to enable students to become active and informed citizens. From its inception, NAP–CC has consequently collected data on students' knowledge and understanding of civics and citizenship content as well as the attitudes, values and behaviours that relate to participatory citizenship.

The NAP–CC Assessment Framework which guides the development of the assessment was revised in 2018 to align with the content knowledge and skills of various sections of the Australian Curriculum. The NAP–CC Assessment Framework includes five components based on the Australian Curriculum in Humanities and Social Sciences and Civics and Citizenship. Steps were taken to ensure that trends over time could continue to be reported.

As part of the development of NAP–CC 2019, a new set of assessment items was developed at each year level with a focus on the NAP–CC History sub-strand of the assessment framework.

The student survey collected data relevant to the affective domain of the assessment framework.

Assessment administration

The assessment instrument was administered online to representative, random samples of students in Year 6 and Year 10 in Term 4 2019. Data were provided by 5,611 Year 6 students in 332 schools and 4,510 Year 10 students in 295 schools.

Detailed descriptions of the methods used to develop and administer the assessment are provided in chapter 2.

Results for Tasmanian Year 10 students should be interpreted with caution in this report. Issues with test administration may have reduced the representativeness of participating schools and may have caused a negative impact on student engagement and performance due to timing of the testing near the end of the school year. Tasmanian government schools were given late notification of requirements to participate, resulting in non-participation by 10 of the 26 sampled schools. The participation by the other 16 schools between 25/11/2019–6/12/2019 was beyond the scheduled testing window i.e. 21/10/2019–1/11/2019.

Participation of Tasmanian government high schools later in the year than originally planned coincided with competing priorities of students and school staff, such as end of year exams, reporting, and planned excursions. This may have negatively impacted engagement with this assessment by some students, which is difficult to quantify, but may be evident in higher proportion of students with very low achievement results (see Technical Report for further details).

In the Northern Territory, participation rates were lower than previous years for Year 6 and Year 10. A likely reason for this is a cluster of schools that were sampled but were found not to have sufficient bandwidth to administer the test online. Replacement schools were in the same situation.

Non-participation issues were reduced by adjusting weights within jurisdictions and within sector (see Technical Report for further details). However, these adjustments were not able to control for socio-economic differences between participating and non-participating schools within that sector.

At the national level, the impact of the sample shortfall was negligible. The national participation rates were acceptable at both year levels. The national estimates are comparable with those of all previous cycles.

Assessment instrument

The NAP–CC student test comprised a total of 179 items. This pool was divided into items that were delivered to Year 6 students only, to Year 10 students only and to both year levels. In total, 91 items were available to be completed by Year 6 students and 126 items were available to be completed by Year 10 students. At each year level not all items were completed by any single student. The full set of assessable content was distributed across a number of rotated tests for each year level. The Year 6 test booklets contained 39 items and the Year 10 test booklets contained 42 items. Year 6 and Year 10 students had 60 and 75 minutes, respectively, to complete the test.

Following the test, all students completed a survey. The survey content addressed the attitudinal aspects and participatory processes referenced in the affective domain of the NAP–CC Assessment Framework. The Year 6 survey contained 78 items, while the Year 10 survey contained 97 items. As in previous cycles, the Year 10 survey comprised the Year 6 survey with additional items that were exclusive to Year 10. There was no time limit, but the majority of students took between 10 and 20 minutes to complete the survey.

NAP–CC scale

The scale comprises six proficiency levels (from below level 1 to level 5) that are used to describe the achievement of students at both Year 6 and Year 10. NAP–CC scale scores from all six assessment cycles are reported on this same metric.

Two proficient standards – one for Year 6 and one for Year 10 – were established in 2004 on the NAP–CC scale. Each standard is a point on the scale that represents a 'challenging but reasonable' expectation of student achievement at that year level. This is different from the definition of either a benchmark or a national minimum standard, which refer to minimum competence.

The proportion of students at or above each proficient standard is the key performance measure (KPM) for civics and citizenship at each year level. The proficient standard for Year 6 is 405 scale points, which is the boundary between levels 1 and 2 on the NAP–CC scale. The proficient standard for Year 10 is 535 scale points, which is the boundary between levels 2 and 3 on the scale. This means that Year 6 students performing at level 2 and above, and Year 10 students performing at level 3 and above have consequently met or exceeded their relevant proficient standard.

Student achievement for Year 6 and for Year 10 is reported at the national level and by the following population subgroup categories: gender, Indigenous status, language spoken at home, school geographic location, and parental occupation and education.

KPM: performance against the year 6 proficient standard

Students at or above the Year 6 proficient standard are able to demonstrate knowledge of the broad features of Australian democracy. They recognise the cultural significance of the land to Indigenous Australians and that cultural attitudes and values can change over time. They are able to demonstrate familiarity with simple mechanisms of community engagement and how civic actions inform and influence change.

At the national level in 2019, 53 per cent of Year 6 students attained the proficient standard. This is not significantly different from the percentage achieved nationally in any of the previous NAP–CC cycles (Table ES 1).

Within most jurisdictions the achievement of Year 6 students in 2019 was not different from that of previous cycles. However, in Queensland the achievement of Year 6 students in 2019, while not different from 2016, was significantly higher than it was in each of the four cycles from 2004 to 2013, and in South Australia the achievement of students in 2019 was significantly lower than it was in 2016 (Table ES 1, with a similar pattern shown in Table ES 2).

Table ES 1
Percentages of Year 6 students at or above the proficient standard nationally and by state and territory since 2004

	2019	2016	2013	2010	2007	2004
NSW	54 (±4.3)	56 (±5.8)	56 (±4.8)	57 (±4.5)	↑64 (±6.3)	57 (±6.6)
Vic.	53 (±4.2)	56 (±5.3)	58 (±5.5)	56 (±5.9)	59 (±5.5)	58 (±5.3)
Qld	54 (±4.6)	52 (±4.4)	↓45 (±4.8)	↓41 (±5.9)	↓41 (±5.9)	↓37 (±6.4)
WA	53 (±5.3)	52 (±5.3)	44 (±5.8)	51 (±5.8)	↓40 (±4.3)	↓38 (±5.7)
SA	43 (±5.3)	↑55 (±6.3)	43 (±6.0)	48 (±5.5)	43 (±6.8)	43 (±6.7)
Tas.	47 (±5.1)	53 (±5.6)	46 (±5.5)	54 (±4.7)	52 (±6.9)	48 (±6.6)
ACT	66 (±7.2)	59 (±6.2)	64 (±6.0)	64 (±5.5)	60 (±8.7)	61 (±4.7)
NT*	40 (±7.4)	34 (±8.0)	↓26 (±8.4)	32 (±6.2)	↓28 (±6.6)	41 (±7.1)
Aust.	53 (±2.0)	55 (±2.4)	52 (±2.4)	52 (±2.4)	53 (±2.8)	50 (±3.0)

*Confidence intervals (1.96*SE) are reported in brackets.*
↑ *if significantly higher than 2019*
↓ *if significantly lower than 2019*
**The sample requirements were not achieved in the Northern Territory for Year 6. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*

Year 6 average scale score performance

At the national level in 2019, the average scale score of students in Year 6 was 408 scale points. This was not significantly different from the average in any other cycle (Table ES 2).

Table ES 2
NAP–CC average scale scores nationally and by state and territory for Year 6 since 2004

	2019	2016	2013	2010	2007	2004
NSW	407 (±11.1)	413 (±18.0)	418 (±14.0)	426 (±13.0)	↑432 (±11.0)	418 (±15.4)
Vic.	414 (±10.1)	415 (±13.8)	421 (±10.6)	422 (±14.2)	418 (±10.1)	417 (±10.9)
Qld	415 (±13.4)	401 (±13.5)	↓384 (±13.0)	↓374 (±16.8)	↓376 (±13.5)	↓371 (±13.3)
WA	407 (±10.5)	403 (±16.3)	↓383 (±16.2)	402 (±14.9)	↓369 (±10.9)	↓371 (±13.2)
SA	377 (±15.4)	↑409 (±17.4)	379 (±14.3)	396 (±12.7)	385 (±15.1)	381 (±16.6)
Tas.	385 (±12.6)	400 (±15.8)	383 (±13.1)	↑411 (±14.5)	401 (±17.7)	393 (±15.1)
ACT	444 (±19.4)	426 (±16.0)	433 (±14.5)	442 (±16.4)	425 (±20.5)	423 (±11.3)
NT*	348 (±32.3)	302 (±32.9)	314 (±26.9)	316 (±31.1)	↓266 (±32.8)	371 (±17.1)
Aust.	408 (±5.4)	408 (±7.6)	403 (±6.1)	408 (±6.7)	405 (±5.5)	400 (±6.7)

*Confidence intervals (1.96*SE) are reported in brackets.*
↑ *if significantly higher than 2019*
↓ *if significantly lower than 2019*
**The sample requirements were not achieved in the Northern Territory for Year 6. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*

KPM: Performance against the year 10 proficient standard

Students at or above the Year 10 proficient standard are able to demonstrate knowledge of core aspects of Australian democracy. They can demonstrate awareness of the connection between fundamental principles (such as fairness) and their manifestation in rules and laws. They demonstrate awareness that citizenship rights and responsibilities are collective as well as individual, and are able to make simple evaluations of given mechanisms of civic action.

At the national level in 2019, 38 per cent of Year 10 students attained the proficient standard. This is not significantly different from the previous cycle in 2016 or the first two cycles in 2004 and 2007. However, it is significantly lower than the percentages achieved nationally in 2010 and 2013 (Table ES 3).

Within most jurisdictions, the achievement of Year 10 students in 2019 was not different from that of previous cycles. Within all jurisdictions, Year 10 student achievement in 2019 was not significantly different from that in 2016. However, in New South Wales it was significantly lower in 2019 than it was between 2007 and 2013 (Table ES 3, with a similar pattern shown in Table ES 4).

Table ES 3
Percentages of Year 10 students at or above the proficient standard nationally and by state and territory since 2004

	2019	2016	2013	2010	2007	2004
NSW	40 (±6.9)	43 (±4.9)	↑51 (±5.7)	↑61 (±8.1)	↑52 (±5.1)	48 (±4.9)
Vic.	39 (±5.3)	39 (±6.1)	↑48 (±6.2)	47 (±6.7)	40 (±4.8)	40 (±7.4)
Qld	35 (±4.8)	32 (±6.3)	35 (±4.1)	40 (±7.8)	30 (±5.0)	30 (±5.5)
WA	45 (±7.0)	43 (±6.8)	44 (±6.0)	44 (±7.4)	↓33 (±6.9)	36 (±6.1)
SA	29 (±4.3)	34 (±5.5)	35 (±5.7)	35 (±5.3)	↑43 (±7.8)	29 (±4.8)
Tas.‡	26 (±6.0)	30 (±5.6)	32 (±6.0)	↑39 (±5.2)	↑38 (±5.8)	↑37 (±4.7)
ACT	51 (±6.9)	46 (±5.1)	48 (±6.9)	50 (±8.7)	50 (±7.5)	48 (±7.6)
NT‡	28 (±8.8)	23 (±9.6)	20 (±7.0)	35 (±7.5)	33 (±10.9)	36 (±14.6)
Aust.	38 (±2.6)	38 (±2.7)	↑44 (±2.6)	↑49 (±3.7)	42 (±2.6)	39 (±2.8)

*Confidence intervals (1.96*SE) are reported in brackets.*
↑ *if significantly higher than 2019*
↓ *if significantly lower than 2019*
‡*The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*

Year 10 average scale score performance

At the national level in 2019, the average scale score of students in Year 10 was 488 scale points. This was not significantly different from the average in the previous cycle in 2016 or in the first two cycles in 2004 and 2007. However, it is significantly lower than the Year 10 average recorded in each of 2010 and 2013.

Table ES 4
NAP–CC average scale scores nationally and by state and territory for Year 10 since 2004

	2019	2016	2013	2010	2007	2004
NSW	500 (±17.0)	509 (±12.6)	↑535 (±14.9)	↑558 (±23.7)	↑529 (±17.0)	521 (±10.6)
Vic.	485 (±13.9)	489 (±14.6)	↑521 (±14.3)	↑514 (±19.2)	494 (±17.1)	494 (±19.0)
Qld	476 (±14.6)	471 (±19.5)	484 (±11.9)	482 (±28.4)	481 (±13.9)	469 (±17.6)
WA	511 (±18.1)	501 (±20.5)	510 (±14.5)	509 (±21.1)	478 (±22.6)	486 (±17.5)
SA	466 (±16.3)	476 (±15.5)	486 (±16.5)	487 (±18.3)	↑505 (±23.4)	465 (±16.2)
Tas.‡	428 (±28.2)	463 (±20.8)	↑466 (±20.7)	↑492 (±15.2)	↑485 (±16.0)	↑489 (±16.6)
ACT	525 (±16.4)	518 (±15.8)	525 (±13.8)	523 (±24.1)	523 (±19.6)	518 (±21.5)
NT‡	460 (±17.2)	427 (±28.1)	↓418 (±24.2)	483 (±32.3)	464 (±38.1)	490 (±33.2)
Aust.	488 (±6.6)	491 (±7.3)	↑511 (±6.8)	↑519 (±11.3)	502 (±8.6)	496 (±7.0)

*Confidence intervals (1.96*SE) are reported in brackets.*
↑ *if significantly higher than 2019*
↓ *if significantly lower than 2019*
‡*The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*

Performance by background characteristics

Differences in NAP–CC achievement by gender

At both year levels, female students outperformed male students.

Nationally, 58 per cent of female Year 6 students attained the proficient standard, compared with 47 per cent of male Year 6 students. On average, female Year 6 students outperformed male students by 38 scale points and this difference was statistically significant.

Nationally, 42 per cent of female Year 10 students attained the proficient standard, compared with 35 per cent of male Year 10 students. On average female Year 10 students outperformed male students by 26 scale points and this difference was statistically significant.

Differences in NAP–CC achievement by Indigenous status

At both year levels, there were large statistically significant differences between the achievements of non-Indigenous and Indigenous students.

Nationally in 2019, 25 per cent of Indigenous Year 6 students reached the proficient standard, compared with 54 per cent of non-Indigenous Year 6 students. The Year 6 average scores of Indigenous and non-Indigenous students were 307 and 413 scale points, respectively.

Thirteen per cent of Indigenous Year 10 students reached the proficient standard, compared with 39 per cent of non-Indigenous Year 10 students. The Year 10 average scores of Indigenous and non-Indigenous students were 395 and 492 scale points, respectively.

Differences in NAP–CC achievement by language spoken at home

The differences in achievement between students who speak only English at home and those who speak another language at home were not significant at either year level.

Differences in NAP – CC achievement by geographic location

School geographic location was classified as metropolitan, regional or remote, as specified by the Australian Statistical Geography Standard Remoteness Structure. At both Year 6 and Year 10, students from metropolitan schools had the highest scale scores, with 422 and 502 scale points, respectively. These scores were significantly higher than those achieved by students in regional and remote schools at both year levels.

Differences in NAP–CC achievement by parental occupation

At both year levels, students with parents who were senior managers or professionals had significantly higher NAP–CC scale scores than students with parents who were classified as unskilled labourers, or office, sales or service staff. The differences between the average scale scores of students in these two groups were 115 and 133 scale points for Year 6 and Year 10, respectively.

Differences in NAP–CC achievement by parental education

In each of Year 6 and Year 10, students who had a parent with a bachelor degree or above achieved, on average, more than 130 scale points (one proficiency level) higher than students whose parents completed Year 10 or Year 9 as their highest level of education.

Results of the student survey

Students' attitudes were gathered through the student survey, which focused on two distinct aspects.

Information from the first aspect included students' perceptions of the importance of citizenship behaviours, students' trust in civic institutions and processes, students' attitudes towards Aboriginal and Torres Strait Islander cultures and Australian diversity, and students' perceptions of problems affecting Australia.

Information from the second aspect included students' participation in civics and citizenship activities at school and in the community; students' interest in civic issues, confidence to actively engage and belief in the value of civic action; and students' intentions to engage in civic action.

All student survey questions presented to Year 6 students were also presented to Year 10 students. A small number of additional questions were presented to Year 10 students only. The questions presented to Year 10 students only were those that were judged by the NAP–CC Working Group to have content or reading/ vocabulary demands better suited to Year 10 students than to Year 6 students.

The following are key findings from the student survey.

Attitudes towards civics and citizenship issues

- Although students perceived aspects of conventional citizenship (for example, supporting a political party or learning about Australia's history) and social-movement citizenship (for example, participating in peaceful protests or participating in activities to benefit the local community) to be important, Year 6 students perceived conventional citizenship as less important in comparison with the previous survey in 2016.
- Students had higher levels of trust in some civic institutions and processes – in particular, the police and law courts – than in the media and social media. In general, smaller proportions of Year 10 students expressed trust in civic institutions than Year 6 students.
- Approximately nine out of every 10 Year 6 and Year 10 students expressed positive attitudes towards Indigenous cultures. Higher-achieving students were more likely to have these positive attitudes.
- A large majority of Year 10 students expressed positive attitudes towards Australian diversity. (This question was not presented to Year 6 students.)
- Students were often concerned about a range of problems affecting Australia, particularly pollution, climate change and water shortages, but fewer students reported being concerned about terrorism. Year 6 students were more concerned about most issues than they were in 2016.
- Between 2010 and 2016 there was little variation in the proportion of Year 6 and Year 10 students who believed that learning about political issues from the media and learning what is happening in other countries were important attributes of being a 'good citizen'. However, in 2019 these proportions decreased significantly for Year 6 students with respect to both attributes and for Year 10 students with respect to learning about political issues from the media.
- In 2019, 86 per cent of Year 6 students and 80 per cent of Year 10 students indicated that learning about Australia's history was an important attribute of a 'good citizen'. These proportions have remained consistently high in both year levels since 2010.
- Female students were more likely than male students to rate aspects of citizenship to be important, to have more positive attitudes towards Aboriginal and Torres Strait Islander cultures and Australian diversity, and to be more concerned about problems affecting Australia.

Participation in civic activities

- Students with greater participation in school governance activities or extracurricular civics and citizenship activities were more likely to have higher levels of NAP–CC achievement.
- Nearly two-thirds of Year 10 students have collected money for a charity or social cause, and this proportion was significantly larger than in 2016.
- Students in both Year 6 and Year 10 were more likely to access their news from internet sources than from traditional media such as television, in comparison with previous cycles.
- Year 10 students who talked about political or social issues with their families or friends were likely to have higher levels of NAP–CC achievement than those who did not.
- Year 6 students had less interest in a range of civics and citizenship issues and less confidence to actively engage in civic action than in 2016. Students with more interest or more confidence were more likely to have higher levels of achievement, particularly in Year 10.

- There was widespread agreement among students about the value of taking civic action. There were higher levels for female students and those with achievement above the NAP–CC proficient standard.
- Apart from finding information about candidates before voting in an election, only a minority of Year 10 students expected that they would be actively participating in a range of different civic engagement activities.
- Female students and higher-achieving students had greater intentions to promote important issues in the future compared with their counterparts, although there was an overall drop in intentions for all students in comparison with 2016.
- Among Year 6 students, confidence to actively engage and belief in the value of civic action were the most positively associated with achievement. Intentions to promote important issues in the future and interest in civic issues were the least associated with achievement.
- Among Year 10 students, confidence to actively engage in civic action, interest in civic issues and intentions to promote important issues in the future were the most positively associated with achievement. Expectations of future civic engagement was the least associated with achievement.
- Students with more interest in civic issues, more confidence to actively engage, or greater belief in the value of civic action had greater intentions to promote important issues in the future.

CHAPTER 1

INTRODUCTION

Introduction

The National Assessment Program (NAP) began as an initiative of ministers of education in Australia to monitor outcomes of schooling specified in the 1999 Adelaide Declaration on National Goals for Schooling in the 21st Century (Adelaide Declaration). NAP was established to measure student achievement and to report this against key performance measures in relation to the national goals. It was agreed that nationally comparable data across jurisdictions would be collected in the domains of literacy, numeracy, science literacy, information and communication technology (ICT) literacy, and civics and citizenship.

Literacy and numeracy achievements are measured and reported via the National Assessment Program – Literacy and Numeracy (NAPLAN). Achievement in science literacy, ICT literacy, and civics and citizenship are assessed under the NAP sample assessments program. These assessments are developed and managed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) under the auspices of the Education Council.

In 2008, the Adelaide Declaration was superseded by the Melbourne Declaration on the Educational Goals for Young Australians (Melbourne Declaration). In 2019, the Melbourne Declaration was superseded by the Alice Springs (Mparntwe) Education Declaration. Throughout this time the work of the NAP has continued.

The first collection of data from students in the National Assessment Program – Civics and Citizenship (NAP–CC) was in 2004; subsequent cycles of assessment have been conducted in 2007, 2010, 2013, 2016 and 2019. This report documents findings from NAP–CC 2019 and includes comparisons, as appropriate, with findings from previous assessment cycles.

To access the NAP–CC public report and technical report documents visit nap.edu.au > 'Results and reports' section > 'National reports' page.

What is assessed in NAP–CC?

The context in which civics and citizenship is assessed in Australia has evolved since the beginning of the NAP–CC program. Throughout this period, a commonly agreed theme has been that civics and citizenship education aims to enable students to become active and informed citizens. From its inception, NAP–CC has consequently collected data on students' knowledge and understanding of civics and citizenship content as well as the attitudes, values and behaviours that relate to participatory citizenship.

Goal 2 of the Alice Springs (Mparntwe) Declaration is that "all young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community" (Education Council, 2019, p. 6). The elaboration of this goal in the declaration includes content with direct relevance to data collected and reported in NAP–CC. According to the declaration, confident and creative individuals "understand their responsibilities as global citizens and know how to affect positive change" (Education Council, 2019, p. 6). The declaration also states that "active and informed members of the community":

- act with moral and ethical integrity
- have empathy for the circumstances of others and work for the common good, in particular sustaining and improving natural and social environments
- appreciate and respect Australia's rich social, cultural, religious and linguistic diversity and embrace opportunities to communicate and share knowledge and experiences
- have an understanding of Australia's system of government, its histories, religions and culture

- are committed to national values of democracy, equity and justice, and participate in Australia's civic life by connecting with their community and contributing to local and national conversations
- understand, acknowledge and celebrate the diversity and richness of Aboriginal and Torres Strait Islander histories and cultures
- possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians
- are informed and responsible global and local members of the community who value and celebrate cultural and linguistic differences, and engage in the global community, particularly with our neighbours in the Indo-Pacific regions.

(Education Council 2019, p. 8)

Although the Alice Springs (Mparntwe) Education Declaration was endorsed by ministers in December 2019 – that is, after the NAP–CC testing had been completed – the content of the student test and survey is consistent with the goals of the declaration.

The NAP–CC Assessment Framework

In 2004, civics and citizenship was not a key learning area in any Australian jurisdiction, and curricula varied across jurisdictions. For this reason, an assessment domain was developed to describe the parameters of the assessment content for civics and citizenship. The process involved elaborating the two key performance measures (KPMs) adopted by the Performance Measurement and Reporting Taskforce after analysing curriculum documents and consulting with curriculum experts from different jurisdictions. The two KPMs were:

- KPM 1: Civics – knowledge and understanding of civic institutions and processes
- KPM 2: Citizenship – dispositions and skills for participation.

(MCEETYA PMRT 2004)

The national Statements of Learning for Civics and Citizenship (Curriculum Corporation, 2006) provided greater specificity in civics and citizenship education concepts and illustrative areas of content. By the time of the 2007 national assessment, civics and citizenship education had a clearer focus than in 2004, even though it was not often provided as a specific subject. In addition, the statements of learning provided guidance about the breadth and depth of common content that could be referenced in an assessment framework and consequently included in the NAP–CC test instrument.

The NAP–CC assessment domain was revised in preparation for NAP–CC 2010. This framework extended the coverage of the field, following on from the Statements of Learning for Civics and Citizenship and the statements of goals in the Melbourne Declaration (MCEETYA 2008), to accommodate the content of these documents and to maintain continuity in the assessment program. This framework provided guidance for the development of the NAP–CC 2010, 2013 and 2016 assessment instruments.

The NAP–CC 2010 Assessment Framework described four aspects of interest for NAP–CC:

- **Aspect 1:** civics and citizenship content
- **Aspect 2:** cognitive processes for understanding civics and citizenship
- **Aspect 3:** affective processes for civics and citizenship
- **Aspect 4:** civics and citizenship participation.

The NAP–CC Assessment Framework was revised in 2018 to align with the content knowledge and skills of various sections of the Australian Curriculum. Specifically, revisions aligned with:

- the F–6/7 Australian Curriculum: Humanities and Social Sciences (AC:HASS)
- the 7–10 Australian Curriculum: Civics and Citizenship (AC:CC)
- the intersection of both of the above areas with the appropriate contextual content knowledge and skills of the Australian Curriculum: History, particularly in Years 5–6 and Years 9–10.

The NAP–CC 2019 Assessment Framework was organised to more closely reflect the structure and organisation of the Australian Curriculum: Civics and Citizenship. To this end, it included five components:

a. a content dimension based on content from the AC:HASS and AC:CC content over the Years 3–10, with a focus on Years 5, 6, 9 and 10

b. a cognitive dimension based on skills from the AC:HASS and AC:CC for Years 3–10

c. a NAP–CC General Capabilities sub-strand based on the AC:HASS and AC:CC content and cognitive dimensions

d. a NAP–CC History sub-strand based on the AC:HASS and AC:CC content and cognitive dimensions

e. an affective domain student survey comprising i) affective processes for civics and citizenship and ii) civics and citizenship participation.

The NAP–CC 2019 assessment tested students' knowledge, understanding and skills, focussing on the content and cognitive dimensions of the assessment framework (components **a.** and **b.** above). Where appropriate, the assessment also referenced the NAPCC–General Capabilities sub-strand of the assessment framework (component **c.** above).

As part of the development of NAP–CC 2019, a new subset of assessment items was developed at each year level with a focus on the NAPCC–History sub-strand of the assessment framework (component **d.** above).

The student survey collected data relevant to the affective domain of the assessment framework (component **e.** above).

To access the NAP–CC 2019 Assessment Framework document visit nap.edu.au > 'NAP sample assessments' section > 'Assessment frameworks'

Notes on reading the tables and figures in this report

Rounding

In this report, percentages and scale scores are presented to the nearest whole number. Sums and differences of percentages and scale scores are calculated using their unrounded values. Slight differences between sums and differences calculated using the unrounded values and those shown in the tables are due to rounding. For example, the percentages reported in tables may not always add up to 100 per cent and reported differences between average scores may not exactly match differences calculated using the rounded values shown in the tables.

Calculating the precision of estimates

For any sample survey, there is a level of uncertainty regarding the extent to which an estimate measured from the sample of students is the same as the true value for the population (that is, all students). An estimate derived from a sample is subject to uncertainty because data from the sample may not reflect the population precisely. Throughout this report, data are reported with confidence intervals that reflect the range within which, based on the data, one can have 95 per cent confidence the true value of the reported figure is located. The magnitude of each confidence interval around an estimated value is affected by both the observed variance in the data and the size of the sample on which the estimated value is based. For example, in this report, larger confidence intervals are consistently seen around samples showing larger variance in the data collected for a given variable and in estimates based on smaller numbers of students (such as from the smaller states and territories). Details of how the confidence intervals are calculated can be found in the NAP–CC 2019 technical report.

Reporting the size of differences between groups and measures of association

In large samples, it is possible that relatively small differences are statistically significant even if the differences themselves have little educational importance. In this report, the term 'significant' refers only to differences that are statistically significant. If a difference is significant, the size of the difference (the effect size) can be considered. Effect size is useful when considering the differences between measured scores (such as NAP–CC scale scores and survey scale scores) across groups.

Effect size provides a comparison of the difference in average scores between two groups with reference to the degree to which the scores vary within the groups. When the effect size is large, it means that the difference between average scores is large relative to the spread of the scores. The difference could therefore be considered as 'important'. Conversely, when the effect size is small, it means that the observed difference is relatively small compared with the spread of the scores and thus arguably less 'important'. The effect size is the difference between group means divided by the standard deviation. We use fractions for approximate estimates. Following the precedent of other NAP sample assessments and considering the spread of significant mean differences in NAP–CC, this report has adopted the following categories as descriptors:

- effect sizes of 1 or greater are very large (or very strong associations)
- effect sizes between 0.5 and less than 1 are large (or strong associations)
- effect sizes between 0.3 and less than 0.5 are moderate (or moderate associations)
- effect sizes above 0.1 and less than 0.3 are small (or weak associations).

Descriptors relating scale score differences to standard deviations are used in the report when regarded as informative.

The NAP–CC achievement scale was established with a Year 6 standard deviation of 100 points. Consequently, a moderate effect on the NAP–CC scale corresponds to approximately 30 scale points (equivalent to the average learning growth of about one year between Years 6 and 10). For the survey scales, a moderate effect is approximately 3 scale points given that the Year 6 standard deviation was set at 10 scale points.

In chapters 4 and 5 of this report, the Pearson's correlation coefficient (r) is reported as a measure of the association between scale scores for student responses to selected questions on the student survey and student achievement. Where the Pearson's correlation coefficient (r) is statistically significant, the strength of the association is described as:

- large if the magnitude of the coefficient (r) is 0.5 or greater
- moderate if the magnitude of the coefficient (r) is between 0.3 and 0.49
- small if the magnitude of the coefficient (r) is between 0.1 and 0.29, and
- negligible if the magnitude of the coefficient (r) is less than 0.1.

Interpreting results from Year 6 and Year 10 in the Northern Territory and Year 10 in Tasmania

Results for Tasmanian Year 10 students, including comparisons with results from previous cycles, should be interpreted with caution in this report. Issues with test administration may have reduced the representativeness of participating schools and may have caused a negative impact on student engagement and performance due to timing of the testing near the end of the school year. Tasmanian government schools were given late notification of requirements to participate, resulting in non-participation by 10 of the 26 sampled schools. The participation by the other 16 schools between 25/11/2019–6/12/2019 was beyond the scheduled testing window i.e. 21/10/2019–1/11/2019.

Participation of Tasmanian government high schools later in the year than originally planned coincided with competing priorities of students and school staff, such as end of year exams, reporting, and planned excursions. This may have negatively impacted engagement with this assessment by some students, which is difficult to quantify, but may be evident in higher proportion of students with very low achievement results (see Technical Report for further details).

In the Northern Territory, participation rates were lower than previous years for Year 6 and Year 10. A likely reason for this is a cluster of schools that were sampled but were found not to have sufficient bandwidth to administer the test online. Replacement schools were in the same situation.

Non-participation issues were reduced by adjusting weights within jurisdictions and within sector (see Technical Report for further details). However, these adjustments were not able to control for socio-economic differences between participating and non-participating schools within that sector.

At the national level, the impact of the sample shortfall was negligible. The national participation rates were acceptable at both year levels. The national estimates are comparable with those of all previous cycles.

CHAPTER 2

ASSESSING CIVICS AND CITIZENSHIP

Introduction

This chapter describes and reports on the instruments and procedures used to collect data in NAP–CC 2019. The chapter begins with a description of the assessment instrument format and structure, and key features of the online assessment delivery system. This is followed by a description of the student survey and the assessment administration procedures including detailed information about the sampling procedures and outcomes in 2019.

Civics and citizenship assessment instrument

The 2019 NAP–CC assessment instrument was based on the design principles established for previous NAP–CC assessment cycles. As was the case in previous years, the NAP–CC Assessment Framework (outlined in chapter 1) could not be fully addressed by any one test form. It was therefore necessary to distribute the full set of assessable content (179 test items in total) across a number of test forms for each year level. Consequently, seven test forms containing 39 items each were created for use at Year 6, and nine test forms containing 42 items each were created for use at Year 10.

Assessment items, units and clusters

Each of the NAP–CC assessment items was developed with reference to the NAP–CC 2019 Assessment Framework and the Australian Curriculum: Civics and Citizenship. The assessment items were developed and presented in units that each represented a particular civics and citizenship theme or stimulus.

In its simplest form, a unit was a single, self-contained item; in its most complex form, a unit was a piece of stimulus material (text and/or image) with a set of items related to it.

Each of these units was allocated to a cluster of 13 items for Year 6 and 14 items for Year 10. The clusters were then allocated to the different test forms in such a way that the forms within each year level were broadly equivalent in terms of framework coverage, item format, reading load and overall difficulty. In order to overcome any position effect[1] that might bias the results, each cluster was positioned once near the beginning, once near the middle and once near the end of the three different forms in which the cluster appeared. In this way, a balanced, rotated cluster design was implemented across the assessment instruments.

Item response types

The items developed for the 2019 NAP–CC assessment instrument belonged to one of four response categories:

- **standard multiple choice,** for which students were asked to select the best answer from a list of typically four distinct options
- **multiple choices response,** for which students were asked to select all possible answers from a list of four or more distinct options
- **short constructed response,** which required students to provide typed responses from one word through to a maximum of three sentences
- **interactive match,** which required students to provide their response to an item by using ‘drag and drop’ or hotspot functions.

[1] Position effect refers to the difficulty of an item being influenced by its position in the assessment instrument. The NAP–CC test design sought to prevent the order of presentation of clusters (and the units within) from biasing the test results and allowed for comparable measures of student achievement to be established, regardless of which test form students completed.

Online assessment delivery

The 2019 NAP–CC assessment was delivered exclusively via the national online assessment platform. All student cognitive and survey data were captured using this online method, and participating students used either their own devices or school-supplied devices that were connected to the internet to complete the assessment. The online platform used for NAP–CC was the same as that used in NAPLAN Online. Given the widespread compatibility of schools' IT systems with the online platform, offline delivery methods such as school-server solutions or USB delivery methods were not used to administer the assessment in 2019.

Online assessment experience

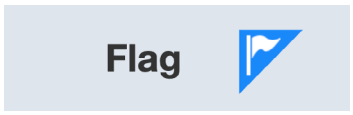
The 2019 NAP–CC assessment comprised a single test session of 60 minutes for Year 6 students and 75 minutes for Year 10 students. The entire assessment administration time was no more than two hours in total. This two-hour period included time for settling the students into the test room, logging students into the devices and then into the assessment platform, reading the test instructions to students, administering the test itself and then conducting a short student survey.

Before starting the assessment component, students completed a set of three practice questions. These practice questions introduced students to the navigation features of the online testing environment as well as to the different item types and formats used in the assessment.

The following navigation features were available to students throughout the assessment:

The Magnify button gave students the option of magnifying the display to 100 per cent, 150 per cent, 200 per cent or 300 per cent. The default magnification was 100 per cent.

The question number appeared at the top of each page in this banner text so that students could see their progress through the test and also the total number of items to be completed (39 for Year 6 and 42 for Year 10). At first, students could only access an item by moving to it from the preceding item. Once they had accessed an item they could return to it either by going back through the test item-by-item, or by clicking on the desired item number from a summary screen. The summary screen could be accessed by clicking on the summary grid to the right of the question number on this banner. The summary screen provided information about how many items they had answered and which items they had flagged.



The Flag button recorded (for the students' reference only) that the students might like to return to the item to check their response. Students could flag an item regardless of whether they had entered a response for that item. Flagged items were accessible directly through the summary screen. Once an item was flagged, the button allowed students to toggle between the 'flag' and 'unflag' functions.

Clicking on the Next or Back buttons allowed students to navigate to the next or previous items in the test, respectively. Any response to an item was automatically saved by the system when students navigated away from the item by any method.

Clicking on the Expand button allowed students to expand the stimulus material.

Throughout the assessment, items were presented to students with stimulus materials of varying lengths. Very short stimulus materials (that is, one or two sentences) were presented on screen directly above the item. Longer stimulus materials were presented to students as a reduced thumbnail view on the left of the screen. Students could click on the *Expand* button to expand the stimulus material so it could be seen in full, and then needed to click on the *Reduce* button in order to enter or edit a response to that item. Students could expand and reduce the stimulus materials as often as needed regardless of whether they had already entered a response to the item.

When students completed the final item in the test, they were shown a summary screen. This was the same screen that students saw if they clicked on the summary grid during the test. Time permitting, students could use the summary screen to return to items they had flagged or not completed. In order to work their way through the items sequentially, students could use the *Next* and *Back* buttons.

Civics and citizenship survey

At the conclusion of the civics and citizenship assessment, all students were given a contextual questionnaire, or 'survey', to complete. The Year 6 survey contained 78 items, while the Year 10 survey contained 97 items. As in previous cycles, the Year 10 survey comprised the Year 6 survey with additional items that were exclusive to Year 10.

Unlike the actual NAP–CC assessment, the student survey was not timed and students were able to take as long as they needed to complete it. For the majority of participating students, the survey took between 10 and 20 minutes to complete.

As was the case for previous NAP–CC cycles, this survey included attitudinal content relating to the affective processes associated with the affective domain of the NAP–CC Assessment Framework. This element was measured with sets of Likert-type items.

In order to measure the participatory processes referenced by the affective domain of the assessment framework, items were developed to reflect the frequency and nature of students' involvement in various civics and citizenship activities at school as well as their civics and citizenship participation in the community. Items also aimed to capture students' perceptions of their preparedness for prospective engagement as an adult citizen.

With each new cycle of NAP–CC, the content of the student survey is reviewed and updated in consultation with ACARA curriculum experts and the NAP–CC Working Group. In 2019, some items relating to technology and social media use were added, and some items relating to attitudes towards Australian diversity were reworded.

Specifically, all negatively worded questions in this section were amended to instead make them positively worded. This review allowed for the survey to be improved and amended to remain relevant and contemporary. Importantly, however, the majority of the survey content remained unchanged from previous cycles so that comparisons of students' engagement and attitudes over time could legitimately be made.

Assessment administration

The NAP–CC 2019 online assessment was conducted within a two-week window[2] at the beginning of Term 4 at each of the participating schools. Schools generally undertook the test session on one day within the testing window, though a small number nominated to run the test with smaller groups of students over a number of days for logistical or technical reasons.

[2] *In some instances, schools were permitted to undertake their initial or follow-up sessions in the week following this two-week period. Tasmanian government schools in the Year 10 sample undertook the assessment later in Term 4 than other schools in the sample.*

In schools where a significant proportion (that is, more than 20%) of students were absent on the scheduled assessment day, a follow-up test session was also conducted at a later date with as many of the originally absent students as possible. This helped to ensure a participation rate of at least 80 per cent in many of the participating schools.

School and student sample

Sample design

The NAP–CC 2019 assessment was administered to a representative sample of students across Australia, at Year 6 and Year 10. For this purpose, a two-stage sampling design was implemented, in line with the methodology used in previous NAP–CC cycles as well as all other assessments (NAP – ICT Literacy and NAP – Science Literacy) within the NAP sample assessments program. The sample for Year 6 and the sample for Year 10 were drawn independently of each other.

The first of these sampling stages involved the selection of schools. For this purpose, schools were grouped into explicit strata[3] according to the combination of state/territory and school sector. Within each of these explicit strata, schools were sorted by the following implicit stratification[4] variables: geographic location, the Index of Education and Occupation[5], and school size. A school's probability of selection in the sample was proportional to the size of the cohort, meaning that schools with larger numbers of students at the relevant year level were more likely to be selected for participation.

In addition to the main selected school, and where it was feasible to do so, two substitute schools (that is, the sub1 and sub2 schools) were also selected to enable the sample size and representativeness to be maintained in the event that a sampled school was unable to participate. These substitute schools were located contiguous to the corresponding sampled school in the sorting order given by the implicit stratification variables, so as to be as similar as possible to the sampled school. In order to maintain the integrity of the original sample as much as possible, the use of substitute schools was kept to an absolute minimum.

The second stage of sampling involved the selection of students within the participating schools. For this purpose, a random sample of 20 students was drawn from the target year level in each school, making sure the gender composition was kept constant between sample and cohort.[6] If fewer than 20 eligible students were enrolled in the target grade (in smaller schools, for instance), all students in the year level were selected to participate.

School and student exclusions

At the school level, exclusions from the target population included non-mainstream schools (such as schools for students with intellectual disabilities), very remote schools (in all states except the Northern Territory[7]) and schools with fewer than five students at the target year level.

In each of the sampled schools, individual students were eligible to be exempted from the assessment based on the following criteria:

[3] Explicit stratification by state/territory and sector means that separate samples were drawn for each of those variables, namely for each sector within each jurisdiction.

[4] Implicit stratification by the three variables referred to in the text means that within the sampling frame, schools were grouped and sorted by the three variables so that adjacent schools had similar characteristics.

[5] The Australian Bureau of Statistics (ABS) Index of Education and Occupation is a measure of socioeconomic status and is one of the ABS Socio-Economic Indexes for Areas (SEIFA).

[6] That is, if the gender composition at a cohort level was 60:40 (female:male), the resulting student sample would also have a 60:40 gender composition.

[7] Very remote schools were included in the Northern Territory sample to better reflect its whole school population.

- **Functional disability:** the student had a moderate to severe permanent physical disability such that they could not perform in the assessment situation.
- **Intellectual disability:** the student had a significant intellectual disability which severely limited their capacity to participate in the assessment situation.
- **Limited English-language proficiency:** the student was unable to read or speak the language of the assessment (English) and would be unable to overcome the language barrier in the assessment situation. Typically, a student who had received less than one year of instruction in English would be excluded.

The number of student exclusions at Year 6 was 171, which equated to 2.7 per cent of the total number of eligible students in participating schools. At Year 10, the number of student exclusions was 145, or 2.6 per cent of the total number of eligible students in participating schools.

More information about the sample design and its implementation, together with further details on school and student exclusions, is provided in the NAP–CC 2019 technical report.

Achieved samples

National overall response rates were acceptable for both Year 6 (89%) and Year 10 (76%) according to standards used in international studies from the OECD and IEA.

Table 2.1 shows the numbers of schools and students participating in the NAP-CC 2019 sample assessment.

Table 2.1
Numbers of schools and students in the achieved samples, nationally and by state and territory

	Year 6		Year 10	
State/territory	Schools	Students	Schools	Students
NSW	45	776	43	690
Vic.	46	810	43	657
Qld	46	786	44	703
WA	46	825	43	704
SA	46	752	44	639
Tas.[†]	48	789	30	452
ACT	30	502	30	460
NT*[†]	25	371	18	205
Aust.	**332**	**5611**	**295**	**4510**

**The sample requirements were not achieved in the Northern Territory for Year 6. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*
[†]The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.

Participating sample characteristics

In order to construct a profile of the students participating in the NAP–CC assessment, schools and education systems were required to provide background data for each of the participating students. The specific student background variables collected in 2019 aligned with standard NAP protocols as set out in ACARA's Data Standards Manual (ACARA 2019b). These variables were age, gender, Indigenous status, parental occupation, parental education and main language spoken at home. Geographic location was inferred from the location of the school the student attended.

The relationships between student background characteristics and NAP–CC achievement are explored more fully in chapter 3, but some preliminary descriptive analyses of the student background data follow.

While differences in school starting age between states and territories have substantially reduced since 2009 (ACARA 2011), one would expect to still see differences in age compositions of the Year 6 and Year 10 cohorts between jurisdictions in 2019. Table 2.2 presents the percentages of participating students by age at the time of NAP–CC testing in 2019. Data are provided for all states and territories and for both Year 6 and Year 10.

At the time of the assessment, 44 per cent of Year 6 students were 11 years old and 54 per cent were 12 years old. These figures are similar to those collected in the last NAP–CC cycle in 2016, with 46 per cent and 52 per cent, respectively. As occurred in NAP–CC 2016, Western Australia recorded the highest percentage of 11-year-old students, at 63 per cent, with the Northern Territory recording the second-youngest cohort, with 60 per cent of students being 11 years old.

Forty-four per cent of Year 10 students were 15 years old at the time of testing, and 53 per cent were 16 years old. This shows a slightly older cohort than in 2016, with 48 per cent and 47 per cent, respectively. As occurred in 2016, Western Australia, Queensland and the Northern Territory recorded the youngest Year 10 cohorts. It is worthy of note that Queensland's cohort was substantially older in 2019 due to a change to the school starting age introduced in Queensland in 2008. The proportion of 16-year-olds increased from 12 per cent in 2016 to 36 per cent in 2019.

Table 2.2
Percentages of students' years of age nationally and by state and territory

	Mode	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15	Age 16	Age 17	Age 18	Missing
Year 6												
NSW	12	0	0	40	55	0	0	0	0	0	0	4
Vic.	12	0	1	30	67	2	0	0	0	0	0	0
Qld	11	0	0	58	42	0	0	0	0	0	0	0
WA	11	0	0	63	37	0	0	0	0	0	0	0
SA	12	0	0	45	54	0	0	0	0	0	0	0
Tas.	12	0	0	15	84	1	0	0	0	0	0	0
ACT	12	0	0	42	56	1	0	0	0	0	0	0
NT	11	0	0	60	39	0	0	0	0	0	0	0
Aust.	12	0	0	44	54	1	0	0	0	0	0	1
Year 10												
NSW	16	0	0	0	0	0	0	39	59	0	0	2
Vic.	16	0	0	0	0	0	0	31	65	3	0	0
Qld	15	0	0	0	0	0	1	58	36	0	0	5
WA	15	0	0	0	0	0	0	63	36	0	0	0
SA	16	0	0	0	0	0	1	44	54	1	0	0
Tas.	16	0	0	0	0	0	0	19	80	1	0	0
ACT	16	0	0	0	0	0	1	45	53	1	0	0
NT	15	0	0	0	0	0	1	57	41	1	0	0
Aust.	16	0	0	0	0	0	0	44	53	1	0	2

Table 2.3 presents the background characteristics of the Year 6 and Year 10 students who participated in the NAP–CC 2019 assessment. Two sets of percentages are reported for each background variable by year level. The first column displays the percentages for all participating students (including those with missing data for a given background variable), while the second column includes only students with a valid response to the background variable being analysed.

The NAP–CC 2019 data collection demonstrates notably fewer cases of missing data than for previous cycles. There were two reasons for this. The first was that more jurisdictions, as opposed to individual schools, provided the data to the project team via centralised means. Data provided centrally tend to be more comprehensive and there are fewer out-of-range values that necessitate recoding to 'missing'. The second reason was that the NAP–CC project team was more successful than previously in resolving problems of missing or incomplete data with schools and central jurisdictions.

As was the case with all previous NAP–CC assessments, the parental occupation and parental education variables again had the highest levels of missing data.

With regard to the parental occupation variable, schools and educational authorities were asked to provide data about the occupational groups of both parent/guardian 1 and parent/guardian 2 of participating students. For the parental education variables, schools and central authorities were similarly asked to provide data about the highest level of both school and non-school education achieved by both parents/guardians. For students who did not have a second parent/guardian, the variable was coded as missing. For the purposes of analysis, parental occupation and parental education for both parents/guardians were presented as combined variables that represented the highest parental occupation or education group indicated by either parent/guardian.

In Table 2.3 and throughout this report, the term 'geographic location' refers to whether a student attended a school in a metropolitan, regional or remote zone. The constituent areas that comprise each zone are informed by the Australian Statistical Geography Standard (ASGS) Remoteness Structure, whereby:

- metropolitan zones include all major cities of Australia
- regional zones include all inner-regional and outer-regional areas in Australia
- remote zones include all remote and very remote areas in Australia.

Table 2.3
Distribution of student background characteristics (weighted)

Student background characteristic	Year 6		Year 10	
	All students (%)	Students with valid responses (%)	All students (%)	Students with valid responses (%)
Student Gender				
Female	52	52	50	50
Male	48	48	50	50
Total	**100**	**100**	**100**	**100**
Missing data	0	0	0	0
Parental Occupation				
Senior managers and professionals	28	30	30	31
Other managers and associate professionals	21	23	23	25
Tradespeople & skilled office, sales and service staff	22	24	23	25
Unskilled labourers, office, sales and service staff	13	14	12	12
Not in paid work in last 12 months	7	8	7	7
Total	**92**	**100**	**94**	**100**
Missing data	8	0	6	0
Parental Education				
Bachelor degree or above	38	40	39	40
Advanced diploma/diploma	15	16	16	17
Certificate 1 to 4 (inc. trade certificates)	26	28	27	28
Year 12 or equivalent	7	8	7	8
Year 11 or equivalent	2	3	2	2
Year 10 or equivalent	4	4	3	3
Year 9 or equivalent or below	2	2	2	2
Total	**95**	**100**	**96**	**100**
Missing data	5	0	4	0
Indigenous Status				
Non Aboriginal or Torres Strait Islander	93	95	95	96
Aboriginal or Torres Strait Islander	5	5	4	4
Total	**98**	**100**	**99**	**100**
Missing data	2	0	1	0
Language spoken at home				
English only	76	79	73	75
Language other than English	20	21	24	25
Total	**96**	**100**	**97**	**100**
Missing data	4	0	3	0
Geographic Location				
Metropolitan	67	67	73	73
Provincial	32	32	26	26
Remote	1	1	1	1
Total	**100**	**100**	**100**	**100**
Missing data	0	0	0	0

CHAPTER 3

CIVICS AND CITIZENSHIP ACHIEVEMENT

Chapter highlights

- Fifty-three per cent of Year 6 students and 38 per cent of Year 10 students performed at or above the proficient standard.
- Achievement of students in Year 6 and Year 10 did not change significantly between 2016 and 2019.
- Female students showed significantly higher NAP–CC achievement than male students, consistent with findings from previous cycles.
- The achievement gap between Indigenous and non-Indigenous students was significant and very large in 2019, as it was in 2016.
- There was no difference in achievement at either year level between students who spoke only English at home and those who spoke a language other than English at home.
- The achievement of students in schools in metropolitan locations was higher than that of students in regional and remote locations.
- Student achievement gradually increased with increasing levels of parental occupation and parental education, resulting in large, significant differences between the highest and the lowest occupational and educational groups.

Introduction

This chapter reports on student performance on the NAP–CC test of civics and citizenship knowledge, understanding and skills. The chapter begins with a description of the NAP–CC achievement scale. This is followed by reports of student achievement at the national level, by state and territory, by gender, by students' Indigenous status and by other subgroups associated with student background. As a minimum, achievement is reported as the proportion of students meeting the civics and citizenship proficient standard, and as average NAP–CC scale scores for groups or subgroups. Where appropriate, the achievement of students in NAP–CC 2019 is compared with the achievement of students in previous cycles.

Developing the NAP–CC scale

The NAP–CC scale was established on the basis of the test contents and psychometric data collected during the inaugural NAP–CC assessment in 2004. The scale comprises six proficiency levels that are used to describe the achievement of students in both Year 6 and Year 10. The scale descriptors and examples have been reviewed following each subsequent cycle of NAP–CC to ensure the accurate reflection of the NAP–CC test contents.

The empirical scale

The Rasch Item Response Theory model was used to establish the empirical component of the scale. This is the same model used to establish the empirical scales in the National Assessment Program – Science Literacy (NAP–SL), National Assessment Program – Information and Communication Technology Literacy (NAP–ICTL) and the National Assessment Program – Literacy and Numeracy (NAPLAN). More information about the scaling model and procedures is provided in the NAP–CC 2019 technical report.

The NAP–CC 2019 test includes a proportion of test questions that were used in the 2016 test (and in tests from previous NAP–CC cycles). Common questions were also included between the assessments of Year 6 and Year 10 students in 2019 and in all previous cycles. In 2004, data from the common questions at Year 6 and Year 10 were used to establish a single NAP–CC scale, which was used to report achievement across both year levels. In 2007, 2010, 2013 and 2016, data from the common items between year levels and across assessment cycles were used to derive comparable student scale scores on the established NAP–CC scale. The scale was set in 2004, with an average scale score of 400 and standard deviation of 100 scale points for the national Year 6 sample. NAP–CC scale scores from all six assessment cycles are reported on this same metric.

The proficiency levels

Six proficiency levels were established at equally spaced intervals across the NAP–CC scale in 2004. Each level spans 130 scale points. Each level description provides a synthesised overview of the knowledge, skills and understanding that a student working within the level is able to demonstrate. The cut-points for the proficiency levels are shown in Figure 3.1.

Figure 3.1
Cut-points for proficiency levels

Level	Cut-point in scale score
Level 5	
	795
Level 4	
	665
Level 3	
	535
Level 2	
	405
Level 1	
	275
Below level 1	

Describing the NAP–CC scale

Summary descriptions for levels 1 to 5 of the NAP–CC scale were established in the first cycle of NAP–CC in 2004. A description for 'below level 1' achievement was developed in 2007 when more test material was available to support this description. Each level description provides a synthesised overview of the civics and citizenship and history knowledge and understanding that a student working within the level is able to demonstrate. The proficiency level descriptions were updated in 2013 to reflect the larger pool of items that had been developed over the cycles since 2004.

In 2019, the scale descriptors were further revised to reflect the inclusion of items from the NAP–CC History sub-strand of the revised NAP–CC Assessment Framework (see chapter 1).

The NAP–CC scale represents a hierarchy of students' knowledge, skills and understanding associated with civics and citizenship content. The scale describes a developmental learning progression, in the sense that students are assumed to be typically able to demonstrate achievement of the content and cognitive processes described at the level below, as well as at their measured level of achievement.

Examples of the knowledge that students have demonstrated for each proficiency level are provided in Table 3.1.

Table 3.1
NAP–CC scale proficiency level descriptions with examples

Proficiency level	Proficiency level description	Examples of student achievement at this level
Level 5 **≥ 795**	Students working at level 5 demonstrate precise knowledge and understanding of the workings of Australian democracy and the contexts in which it has developed. In general, they evaluate civic actions and recognise the potential for ambiguity in contested civics and citizenship concepts.	Students working at level 5, for example: • understand the underlying principles of elections in which a majority government is formed, and the role independent members can play in the formation of a majority government • analyse the reasons why a specified High Court decision may have been close and understand the federal/state division of powers • explain the significance of Anzac Day and relate Anzac Day to Australian national pride and identity • analyse the potential for tension between critical citizenship and abiding by the law • recognise the historical exclusion of Indigenous Australians from the electoral process and understand the shift in the policy towards inclusion.
Level 4 **665–794**	Students working at level 4 recognise the interaction between governmental policies and processes, and actions of civil and civic institutions and the broader community. They explain the benefits, motivations and outcomes of institutional policies and parliamentary processes. They demonstrate familiarity with the precise discipline-specific vocabulary associated with civics and citizenship and history content and concepts, both through interpreting text and in written responses.	Students working at level 4, for example: • understand why members of parliament are required to register their financial interests • explain the conflict inherent in resisting a 'bad' law while still remaining a 'good' citizen • understand the principles that are at the heart of our democratic system and can identify their historical origins • explain wartime propaganda and its use during times of conflict • provide a plausible explanation for a perception of the lack of representation of Indigenous Australian views in the Australian democracy • explain how citizens learning about other cultures can benefit the community through encouraging social harmony.
Level 3 **535–664**	Students working at level 3 demonstrate knowledge of specific details of the Australian democracy such as election processes. They make connections between the processes and outcomes of civil and civic institutions and demonstrate awareness of the common good as a potential motivation for civic action. Students working at level 3 demonstrate awareness that civic processes can be explained and justified in relation to their broader purposes.	Students working at level 3, for example: • understand why certain processes take place on election days • understand the effectiveness of certain protest strategies • recognise features of human rights • understand civic motivation in a historical context • identify different forms of government • understand the consequences of statelessness • recognise Australia's historical ties to Britain • understand the historical context for specific government wartime programs • identify one role of the High Court • identify some of the controversy surrounding Federation • identify a group that actively represents a sector within the community • justify reasons for restrictions to free speech • identify that sites of historical significance belong to the whole community • recognise some key functions and features of the parliament such as defining the role of the speaker of the House of Representatives • identify the value of participatory decision-making processes • identify the importance in democracies for citizens to engage with issues.

Proficiency level	Proficiency level description	Examples of student achievement at this level
Level 2 **405–534**	Students working at level 2 demonstrate knowledge of core aspects of the Australian democracy. They demonstrate awareness of the connection between fundamental principles (such as fairness) and their manifestation in rules and laws. They demonstrate awareness that citizenship rights and responsibilities are collective as well as individual, and make simple evaluations of given mechanisms of civic action.	Students working at level 2, for example: • identify historical immigration policies • recognise the value of education to society • recognise the importance of certain rules for a cohesive society • understand the contribution that can be made by refugees • understand the impact of government programs for the disadvantaged • identify the countries involved in a famous battle • suggest a disadvantage of consensus decision-making • identify the role of the Prime Minister • identify the origins of the Westminster system • give a reason explaining the contribution of aid to regional security • identify a correct statement about the federal system of government • identify a purpose for the existence of public records • recognise the definition of an independent member of parliament • understand the underlying principles of a referendum • recognise that respecting the right of others to hold differing opinions is a democratic principle • identify the role of the Governor-General • recognise changes in our national identity over time • recognise why a fair society needs to be based on rules and laws • recognise the role of the voter in a representative democracy • identify one way that colonisation affected Indigenous Australian self-governance.
Level 1 **275–404**	Students working at level 1 demonstrate knowledge of broad features of the Australian democracy. They recognise the cultural significance of the land to Indigenous Australians and that cultural attitudes and values can change over time. They demonstrate familiarity with simple mechanisms of community engagement and how civic actions inform and influence change.	Students working at level 1, for example: • identify the main role of the Prime Minister • understand an example of freedom of expression • understand a limitation on freedom of expression • identify the names of the two houses of the Australian parliament • understand the reason for rules related to voting results • identify a benefit of belonging to the United Nations • identify that the federal government is responsible for the defence forces • suggest a lawful civic action to influence local government decisions • suggest the motivation behind an act of ethical consumerism • identify that learning about other cultures can benefit a community • identify that members of parliament represent the people in their electorates • recognise that attitudes to immigration in Australia have changed over time • describe ways of protesting in a democracy • identify and explain a principle that supports compulsory voting in Australia • identify qualities that are necessary for civic responsibilities • recognise the principle of equity when applied to employment opportunities.

Proficiency level	Proficiency level description	Examples of student achievement at this level
Below level 1 <275	Students working at below level 1 demonstrate knowledge of the notion of fairness and recognise some basic human rights. They demonstrate familiarity with basic aspects of democratic processes and legal systems and some familiarity with generalised characteristics of Australian identity.	Students working at below level 1, for example: • identify a basic right related to work • understand the explicit commitment made by new Australian citizens • identify a basic human right • recognise that taxes are a source of government revenue • recognise that members of parliament get their jobs by being voted for in elections • connect the separation of powers to the concept of fairness in a democracy • recognise that Australians have diverse origins • identify the importance of a gesture of cultural respect • identify the notion of good citizenship potential • recognise that Australia seeks to maintain close ties with other countries in the Asia-Pacific area • recognise that some schools encourage student participation in school decision-making • describe a fundamental democratic right related to age.

The proficient standards

One of the purposes of the NAP sample assessments (ICT literacy, civics and citizenship, and science literacy) is to monitor and report on student attainment of key performance measures (KPMs) defined for each area. The proportion of students achieving at or above the proficient standard for each of Year 6 and Year 10 is the national KPM for civics and citizenship specified in the Measurement Framework for Schooling in Australia (ACARA 2019a).

The proficient standards "represent a 'challenging but reasonable' expectation of student achievement at a year level with students needing to demonstrate more than elementary skills expected at that year level" (ACARA 2019a, p. 5). This is different from the definition of either a benchmark or a national minimum standard, which refer to minimum competence. The proficient standards in NAP–CC (one for Year 6 and one for Year 10) were established as a result of consultations with civics and citizenship education experts, and representatives from all states and territories and all school sectors as part of the inaugural assessment in 2004.

The proficient standard for Year 6 and the proficient standard for Year 10 were established in 2004 on the NAP–CC scale. The proficient standard for Year 6 is 405 scale points, which is the boundary between levels 1 and 2 on the NAP–CC scale. The proficient standard for Year 10 is 535 scale points, which is the boundary between levels 2 and 3 on the scale. Year 6 students performing at level 2 and above, and Year 10 students performing at level 3 and above have consequently met or exceeded their relevant proficient standard.

Student achievement at the national level

In each of the following sections, results are first described for 2019 before they are compared with results from previous cycles (where appropriate). The percentages of students attaining the proficient standard (the KPM) are presented first in each section, followed by distributions of students across proficiency levels and average student scores on the NAP–CC scale. All results are presented with 95 per cent confidence intervals, meaning that whenever results are described as significant, the findings are statistically significant at the 0.05 level.

When comparing performance over time, results are presented both in percentage of students attaining the proficient standard and in average performance. Tests of statistical significance are only performed on differences in average performance, because this statistic is more sensitive for detecting significant changes.

Achievement by year level in 2019

Fifty-three per cent of Year 6 students and 38 per cent of Year 10 students met or exceeded the relevant proficient standard for NAP–CC in 2019.

The percentages of students demonstrating proficiency at each proficiency level in Year 6 and Year 10 are presented in Table 3.2. These percentages are also represented graphically in Figure 3.2, together with the location of the proficient standard for each year level.

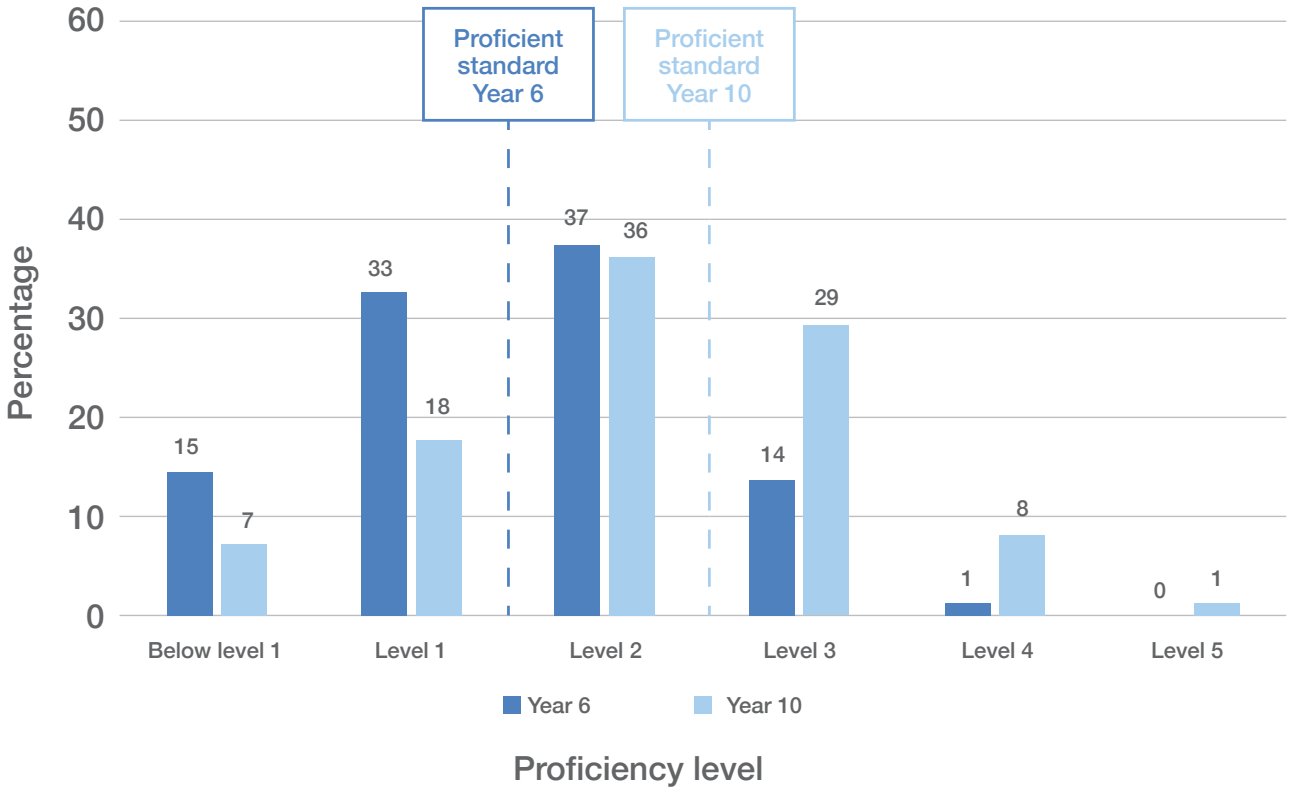
Table 3.2 shows that the largest group of Year 6 students (70%) were in levels 1 and 2, and the largest group of Year 10 students (66%) were in levels 2 and 3. Fifteen per cent of Year 6 students were above level 2 and 9 per cent of Year 10 students were above level 3. There is a larger proportion of Year 6 students (15%) below level 1 in comparison with Year 10 students (7% below level 1). These students are at the lower tail of the relevant achievement distribution.

Table 3.2
Percentages of Year 6 and Year 10 students across proficiency levels in 2019

Level	Year 6	Year 10
Level 5		1 (±0.4)
Level 4	1 (±0.3)	8 (±1.5)
Level 3	14 (±1.4)	29 (±2.1)
Level 2	37 (±1.7)	36 (±2.5)
Level 1	33 (±1.7)	18 (±2.0)
Below level 1	15 (±1.5)	7 (±1.3)

*Confidence intervals (1.96*SE) are reported in brackets.*
Because results are rounded to the nearest whole number some totals may appear inconsistent.

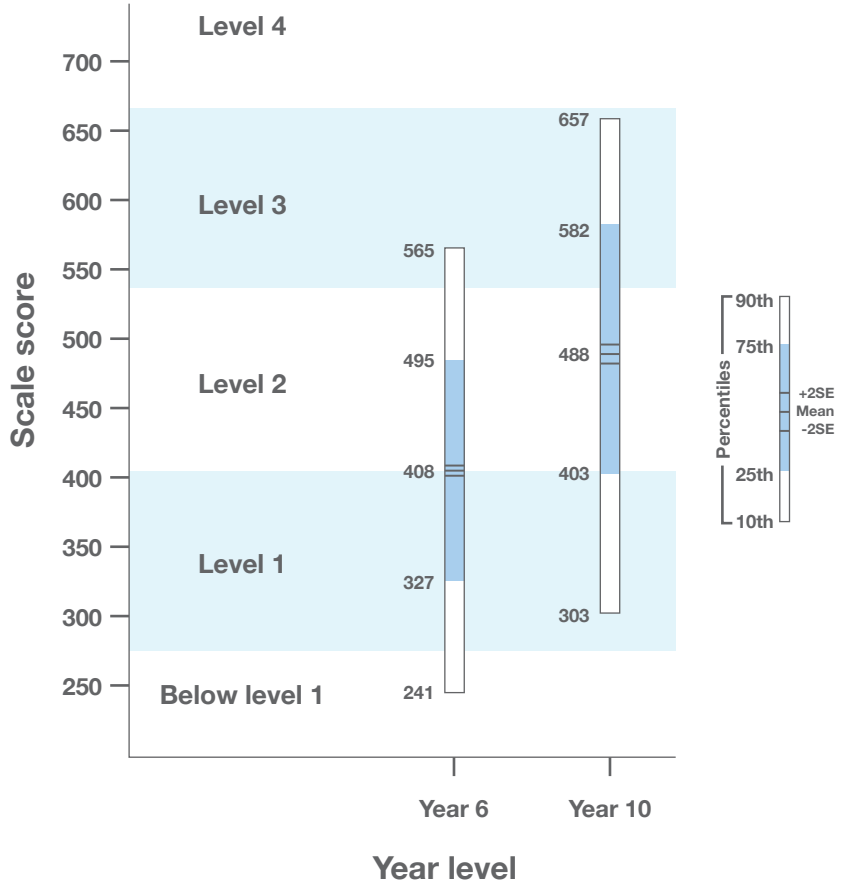
Figure 3.2
Percentages of Year 6 and Year 10 students across proficiency levels in 2019



In 2019, the average for Year 6 students was 408 scale points, and 488 scale points for Year 10 students: a difference of 81 scale points between the year levels. This difference of 81 scale points is statistically significant and is approximately equivalent to three-fifths of a proficiency level on the NAP–CC scale. The average Year 6 student performs at the top of level 1 or at the bottom of level 2. The average Year 10 student performs just two thirds of the way up level 2.

The averages, their confidence intervals and selected percentiles are presented in Figure 3.3. The 90th percentile gives the value above which the highest 10 per cent of students scored, the 75th gives the value above which the highest 25 per cent of students scored, and so on. The difference between the 90th percentile and 10th percentile is 324 scale points for Year 6 and 354 scale points for Year 10. This indicates that the distribution of scale scores in Year 10 is broader than that in Year 6.

Figure 3.3
NAP–CC average scale scores and distributions for Year 6 and Year 10 in 2019



Changes in achievement since 2004

Table 3.3 shows the percentage of students at or above the proficient standard for Year 6 and Year 10 across the six assessment cycles. Compared with the previous assessment in 2016, no significant changes were recorded in the percentage of students attaining the proficient standard at either year level. The percentage of Year 10 students achieving the standard in 2019 was significantly lower than in 2013 and 2010.

Table 3.3
Percentages of Year 6 and Year 10 students at or above the proficient standard since 2004

	2019	2016	2013	2010	2007	2004
Year 6	53 (±2.0)	55 (±2.4)	52 (±2.4)	52 (±2.4)	53 (±2.8)	50 (±3.0)
Year 10	38 (±2.6)	38 (±2.6)	↑44 (±2.6)	↑49 (±3.7)	42 (±2.6)	39 (±2.8)

*Confidence intervals (1.96*SE) are reported in brackets.*
↑ *if significantly higher than 2019*
↓ *if significantly lower than 2019*

Table 3.4 shows the percentages of Year 6 and Year 10 students in each proficiency level across the six assessment cycles. The data in Table 3.4 show consistency in the shape of the distribution of student achievement in both Year 6 and Year 10 across the six assessment cycles. The distribution of Year 6 student scale scores is centred around levels 1 and 2 with similar proportions of student scores either above level 2 or below level 1. The distribution of Year 10 scale scores is centred around levels 2 and 3. Table 3.4 shows that the distribution of student achievement across the levels for both Year 6 and Year 10 students is comparable to that of previous cycles.

Table 3.4
Percentages of Year 6 and Year 10 students at each proficiency level since 2004

		2019	2016	2013	2010	2007	2004
Year 6	Level 5						
	Level 4	1 (±0.3)	1 (±0.5)	1 (±0.4)	1 (±1.1)	0 (±0.4)	0 (±0.2)
	Level 3	14 (±1.4)	14 (±1.7)	13 (±1.6)	13 (±2.8)	10 (±2.2)	8 (±2.9)
	Level 2	37 (±1.7)	39 (±2.0)	38 (±1.9)	38 (±4.5)	44 (±5.1)	42 (±4.7)
	Level 1	33 (±1.7)	30 (±1.9)	33 (±2.3)	35 (±3.8)	35 (±4.7)	39 (±4.7)
	Below level 1	15 (±1.5)	16 (±2.1)	15 (±1.5)	13 (±3.3)	11 (±2.5)	11 (±3.1)
Year 10	Level 5	1 (±0.4)	0 (±0.3)	1 (±0.4)	1 (±0.8)	0 (±0.4)	0 (±0.2)
	Level 4	8 (±1.5)	8 (±1.5)	9 (±1.5)	12 (±3.8)	7 (±2.7)	5 (±2.0)
	Level 3	29 (±2.1)	30 (±2.2)	35 (±2.4)	36 (±4.8)	34 (±4.1)	35 (±4.7)
	Level 2	36 (±2.5)	38 (±2.3)	37 (±2.3)	32 (±4.3)	39 (±5.5)	41 (±4.5)
	Level 1	18 (±2.0)	18 (±1.9)	16 (±1.6)	14 (±4.0)	16 (±4.3)	15 (±2.7)
	Below level 1	7 (±1.3)	6 (±1.3)	3 (±0.8)	5 (±2.6)	4 (±2.7)	4 ±1.8)

*Confidence intervals (1.96*SE) are reported in brackets.*
Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table 3.5 compares the average NAP–CC achievement of Year 6 and Year 10 students from 2004 to 2019. The average performance of Year 6 and Year 10 students did not change between 2016 and 2019. The average performance of students in Year 6 is not significantly different from that of any previous cycle. The average performance of students in Year 10 was significantly lower than that of students in 2010 and 2013 but not different from the performance of students in other cycles. The difference in average performance between Year 6 and Year 10 was approximately 100 scale points across the first four NAP–CC cycles and was approximately 80 scale points in 2016 and 2019. This change in gap was significant ($p<0.01$). This pattern is supported by the data in Table 3.3 showing the percentages of students at or above the proficient standard for both year levels.

Table 3.5
NAP–CC average scale scores for Year 6 and Year 10 since 2004

	2019	2016	2013	2010	2007	2004
Year 6	408 (±5.4)	408 (±7.6)	403 (±6.1)	408 (±6.7)	405 (±5.5)	400 (±6.7)
Year 10	488 (±6.6)	491 (±7.3)	↑511 (±6.8)	↑519 (±11.3)	502 (±8.6)	496 (±7.0)

*Confidence intervals (1.96*SE) are reported in brackets.*
↑ *if significantly higher than 2019*
↓ *if significantly lower than 2019*

Student achievement among the states and territories

This section includes a comparison of jurisdictional results across the NAP–CC cycles since 2004.

Comparisons of 2019 student achievement among the states and territories

Table 3.6 illustrates the percentages of Year 6 and Year 10 students nationally and within each state and territory achieving the proficient standard, and Table 3.7 shows the percentages of Year 6 and Year 10 students in each proficiency level in 2019 nationally and for each state and territory. Each percentage is accompanied by its 95 per cent confidence interval reflecting its level of precision (smaller confidence intervals correspond to higher levels of precision). The size of the confidence intervals depends on the number of students sampled in each state and territory as well as on the variation in test performance within jurisdictions (see chapter 2 for details on participation rates and sample sizes).

Table 3.6
Percentages of Year 6 and Year 10 students at or above the proficient standard nationally and by state and territory in 2019

State/territory	Year 6	Year 10
NSW	54 (±4.3)	40 (±6.9)
Vic.	53 (±4.2)	39 (±5.3)
Qld	54 (±4.6)	35 (±4.8)
WA	53 (±5.3)	45 (±7.0)
SA	43 (±5.3)	29 (±4.3)
Tas.[†]	47 (±5.1)	26 (±6.0)
ACT	66 (±7.2)	51 (±6.9)
NT*[†]	40 (±7.4)	28 (±8.8)
Aust.	53 (±2.0)	38 (±2.6)

*Confidence intervals (1.96*SE) are reported in brackets.*
**The sample requirements were not achieved in the Northern Territory for Year 6. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*
[†]The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.

The percentage of Year 6 students attaining the proficient standard ranged from 40 per cent in the Northern Territory (keeping in mind the potential bias in the results for the Northern Territory) to 66 per cent in the Australian Capital Territory. The percentage of Year 10 students attaining the proficient standard ranged from 26 per cent in Tasmania (keeping in mind the potential bias in the results for Tasmania) to 51 per cent in the Australian Capital Territory.

Table 3.7
Percentages of Year 6 and Year 10 students at each proficiency level nationally and by state and territory in 2019

	Year 6					
	Below level 1	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**
NSW	16 (±3.1)	30 (±3.8)	39 (±3.9)	13 (±2.8)	2 (±1.2)	-
Vic.	11 (±2.8)	36 (±3.8)	38 (±3.5)	14 (±2.8)	1 (±1.3)	-
Qld	13 (±4.0)	33 (±4.6)	37 (±3.7)	16 (±3.2)	2 (±0.9)	-
WA	15 (±2.5)	33 (±4.9)	37 (±5.2)	14 (±3.3)	1 (±1.0)	-
SA	22 (±4.4)	35 (±5.0)	33 (±4.4)	9 (±3.0)	1 (±0.7)	-
Tas.	21 (±3.6)	32 (±4.6)	34 (±4.6)	12 (±2.8)	1 (±1.1)	-
ACT	9 (±2.9)	25 (±5.4)	42 (±5.7)	22 (±6.3)	2 (±1.7)	-
NT*	27 (±8.7)	33 (±4.9)	31 (±6.4)	8 (±3.0)	0 (±0.9)	-
Aust.	15 (±1.5)	33 (±1.7)	37 (±1.7)	14 (±1.4)	1 (±0.6)	-
	Year 10					
	Below level 1	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**
NSW	6 (±2.7)	18 (±3.3)	36 (±6.1)	28 (±5.2)	11 (±4.1)	1 (±0.9)
Vic.	8 (±2.6)	17 (±4.6)	36 (±5.2)	33 (±4.1)	6 (±2.8)	0 (±0.6)
Qld	9 (±3.4)	18 (±4.6)	37 (±4.8)	29 (±4.2)	6 (±2.2)	0 (±0.8)
WA	6 (±2.0)	16 (±4.8)	33 (±5.5)	32 (±5.8)	12 (±3.2)	1 (±0.8)
SA	7 (±3.4)	22 (±5.6)	42 (±5.3)	24 (±4.0)	5 (±1.9)	0 (±0.7)
Tas.‡	18 (±7.4)	24 (±5.7)	33 (±6.2)	21 (±5.5)	4 (±2.6)	0 (±0.2)
ACT	4 (±2.4)	12 (±3.6)	32 (±6.3)	38 (±6.7)	12 (±4.5)	1 (±1.0)
NT‡	10 (±4.5)	19 (±9.6)	43 (±10.3)	24 (±8.4)	4 (±3.5)	0 (±0.8)
Aust.	7 (±1.3)	18 (±2.0)	36 (±2.5)	29 (±2.1)	8 (±1.5)	1 (±0.4)

*Confidence intervals (1.96*SE) are reported in brackets.*
Because results are rounded to the nearest whole number some totals may appear inconsistent.
** The sample requirements were not achieved in the Northern Territory for Year 6. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*
‡The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.

Table 3.8 records the average NAP–CC scale scores (with confidence intervals) at both year levels across jurisdictions. The confidence intervals in the smaller jurisdictions are larger than the confidence intervals for the larger jurisdictions. This shows that the precision with which the average scale scores can be estimated was less for smaller jurisdictions than for larger jurisdictions. It is important to take these differences in precision into account when interpreting the results from this assessment and comparing test performance across jurisdictions.

Table 3.8
NAP–CC average scale scores nationally and by state and territory for Year 6 and Year 10 in 2019

State/territory	Year 6	Year 10
NSW	407 (±11.1)	500 (±17.0)
Vic.	414 (±10.1)	485 (±13.9)
Qld	415 (±13.4)	476 (±14.6)
WA	407 (±10.5)	511 (±18.1)
SA	377 (±15.4)	466 (±16.3)
Tas.[‡]	385 (±12.6)	428 (±28.2)
ACT	444 (±19.4)	525 (±16.4)
NT*[‡]	348 (±32.3)	460 (±17.2)
Aust.	408 (±5.4)	488 (±6.6)

*Confidence intervals (1.96*SE) are reported in brackets.*
** The sample requirements were not achieved in the Northern Territory for Year 6. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*
[‡]The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.

The jurisdictional averages for Year 6 ranged from 348 in the Northern Territory (keeping in mind the potential bias in the results for the Northern Territory) to 444 in the Australian Capital Territory. The averages for Year 10 ranged from 428 in Tasmania (keeping in mind the potential bias in the results for Tasmania) to 525 in the Australian Capital Territory.

Table 3.9 shows pair-wise comparisons between jurisdictional average scale scores for Year 6. The average scale score of Year 6 students in the Australian Capital Territory was statistically significantly higher than the average scale scores of each other jurisdiction. Performance did not vary significantly across Queensland, Victoria, New South Wales and Western Australia, and average scores in these four jurisdictions were significantly higher than the average scores in Tasmania and South Australia.

Table 3.9
Pair-wise comparisons of Year 6 students' NAP–CC average scale scores between the states and territories in 2019

		ACT	Qld	Vic.	NSW	WA	Tas.	SA	NT*
ACT	444 (±19.4)		↑	↑	↑	↑	↑	↑	-
Qld	415 (±13.4)	↓		•	•	•	↑	↑	-
Vic.	414 (±10.1)	↓	•		•	•	↑	↑	-
NSW	407 (±11.1)	↓	•	•		•	↑	↑	-
WA	407 (±10.5)	↓	•	•	•		↑	↑	-
Tas.	385 (±12.6)	↓	↓	↓	↓	↓		•	-
SA	377 (±15.4)	↓	↓	↓	↓	↓	•		-
NT*	-	-	-	-	-	-	-	-	

↑ *Mean scale score significantly higher than in comparison state/territory*
↓ *Mean scale score significantly lower than in comparison state/territory*
** Due to the potential bias in the results for NT at Year 6, pair-wise comparisons for NT at this year level have not been reported.*

The average scale score of Year 10 students in the Australian Capital Territory was statistically significantly higher than scores in all other jurisdictions except Western Australia (Table 3.10).

Table 3.10
Pair-wise comparisons of Year 10 students' NAP–CC average scale scores between the states and territories in 2019

		ACT	WA	NSW	Vic.	Qld	SA	NT*	Tas.*
ACT	525 (±16.4)		•	↑	↑	↑	↑	-	-
WA	511 (±18.1)	•		•	↑	↑	↑	-	-
NSW	500 (±17.0)	↓	•		•	↑	↑	-	-
Vic.	485 (±13.9)	↓	↓	•		•	•	-	-
Qld	476 (±14.6)	↓	↓	↓	•		•	-	-
SA	466 (±16.3)	↓	↓	↓	•	•		-	-
NT*	-	-	-	-	-	-	-		-
Tas.*	-	-	-	-	-	-	-	-	

↑ *Mean scale score significantly higher than in comparison state/territory*
↓ *Mean scale score significantly lower than in comparison state/territory*
** Due to the potential bias in the results for NT and Tas. at Year 10, pair-wise comparisons for NT and Tas. for this year level have not been reported.*

Student achievement among the states and territories since 2004

Student achievement among the states and territories since 2004 is reported for each of Year 6 and Year 10 using both the percentage of students attaining the proficient standard and the average NAP–CC scale scores. These are shown in Tables 3.11 to 3.14 including indications of whether data from each previous cycle are significantly different from those collected in 2019. In most but not all cases, when a difference in the percentage of students attaining the proficient standard is significantly different between a previous NAP–CC cycle and 2019, the corresponding difference in average achievement is also significant. Any apparent inconsistencies in reported significance are a result of the differences in the two measures of achievement.

In Tables 3.11 and 3.12 it can be seen that within most jurisdictions the achievement of Year 6 students in 2019 was not different from that of previous cycles. However, in Queensland the achievement of Year 6 students in 2019, while not different from 2016, was significantly higher than it was in each of the four cycles from 2004 to 2013, and in South Australia the achievement of students in 2019 was significantly lower than it was in 2016 although not significantly different to achievement in any other cycle (see Appendix 4 for reporting of results by state and territory).

Table 3.11
Percentages of Year 6 students at or above the proficient standard nationally and by state and territory since 2004

	2019	2016	2013	2010	2007	2004
NSW	54 (±4.3)	56 (±5.8)	56 (±4.8)	57 (±4.5)	↑64 (±6.3)	57 (±6.6)
Vic.	53 (±4.2)	56 (±5.3)	58 (±5.5)	56 (±5.9)	59 (±5.5)	58 (±5.3)
Qld	54 (±4.6)	52 (±4.4)	↓45 (±4.8)	↓41 (±5.9)	↓41 (±5.9)	↓37 (±6.4)
WA	53 (±5.3)	52 (±5.3)	44 (±5.8)	51 (±5.8)	↓40 (±4.3)	↓38 (±5.7)
SA	43 (±5.3)	↑55 (±6.3)	43 (±6.0)	48 (±5.5)	43 (±6.8)	43 (±6.7)
Tas.	47 (±5.1)	53 (±5.6)	46 (±5.5)	54 (±4.7)	52 (±6.9)	48 (±6.6)
ACT	66 (±7.2)	59 (±6.2)	64 (±6.0)	64 (±5.5)	60 (±8.7)	61 (±4.7)
NT*	40 (±7.4)	34 (±8.0)	↓26 (±8.4)	32 (±6.2)	↓28 (±6.6)	41 (±7.1)
Aust.	53 (±2.0)	55 (±2.4)	52 (±2.4)	52 (±2.4)	53 (±2.8)	50 (±3.0)

*Confidence intervals (1.96*SE) are reported in brackets.*
↑ *if significantly higher than 2019*
↓ *if significantly lower than 2019*
**The sample requirements were not achieved in the Northern Territory for Year 6. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*

Table 3.12
NAP–CC average scale scores nationally and by state and territory for Year 6 since 2004

	2019	2016	2013	2010	2007	2004
NSW	407 (±11.1)	413 (±18.0)	418 (±14.0)	426 (±13.0)	↑432 (±11.0)	418 (±15.4)
Vic.	414 (±10.1)	415 (±13.8)	421 (±10.6)	422 (±14.2)	418 (±10.1)	417 (±10.9)
Qld	415 (±13.4)	401 (±13.5)	↓384 (±13.0)	↓374 (±16.8)	↓376 (±13.5)	↓371 (±13.3)
WA	407 (±10.5)	403 (±16.3)	↓383 (±16.2)	402 (±14.9)	↓369 (±10.9)	↓371 (±13.2)
SA	377 (±15.4)	↑409 (±17.4)	379 (±14.3)	396 (±12.7)	385 (±15.1)	381 (±16.6)
Tas.	385 (±12.6)	400 (±15.8)	383 (±13.1)	↑411 (±14.5)	401 (±17.7)	393 (±15.1)
ACT	444 (±19.4)	426 (±16.0)	433 (±14.5)	442 (±16.4)	425 (±20.5)	423 (±11.3)
NT*	348 (±32.3)	302 (±32.9)	314 (±26.9)	316 (±31.1)	↓266 (±32.8)	371 (±17.1)
Aust.	408 (±5.4)	408 (±7.6)	403 (±6.1)	408 (±6.7)	405 (±5.5)	400 (±6.7)

*Confidence intervals (1.96*SE) are reported in brackets.*
↑ *if significantly higher than 2019*
↓ *if significantly lower than 2019*
**The sample requirements were not achieved in the Northern Territory for Year 6. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*

In Tables 3.13 and 3.14 it can be seen that within most jurisdictions the achievement of Year 10 students in 2019 was not different from that of previous cycles. Within all jurisdictions, Year 10 student achievement in 2019 was not significantly different from that in 2016. However, in New South Wales it was significantly lower in 2019 than it was between 2007 and 2013 (see Appendix 4 for reporting of results by state and territory).

Table 3.13
Percentages of Year 10 students at or above the proficient standard nationally and by state and territory since 2004

	2019	2016	2013	2010	2007	2004
NSW	40 (±6.9)	43 (±4.9)	↑51 (±5.7)	↑61 (±8.1)	↑52 (±5.1)	48 (±4.9)
Vic.	39 (±5.3)	39 (±6.1)	↑48 (±6.2)	47 (±6.7)	40 (±4.8)	40 (±7.4)
Qld	35 (±4.8)	32 (±6.3)	35 (±4.1)	40 (±7.8)	30 (±5.0)	30 (±5.5)
WA	45 (±7.0)	43 (±6.8)	44 (±6.0)	44 (±7.4)	↓33 (±6.9)	36 (±6.1)
SA	29 (±4.3)	34 (±5.5)	35 (±5.7)	35 (±5.3)	↑43 (±7.8)	29 (±4.8)
Tas.†	26 (±6.0)	30 (±5.6)	32 (±6.0)	↑39 (±5.2)	↑38 (±5.8)	↑37 (±4.7)
ACT	51 (±6.9)	46 (±5.1)	48 (±6.9)	50 (±8.7)	50 (±7.5)	48 (±7.6)
NT†	28 (±8.8)	23 (±9.6)	20 (±7.0)	35 (±7.5)	33 (±10.9)	36 (±14.6)
Aust.	38 (±2.6)	38 (±2.7)	↑44 (±2.6)	↑49 (±3.7)	42 (±2.6)	39 (±2.8)

*Confidence intervals (1.96*SE) are reported in brackets.*
↑ *if significantly higher than 2019*
↓ *if significantly lower than 2019*
†The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.

Table 3.14
NAP–CC average scale scores nationally and by state and territory for Year 10 since 2004

	2019	2016	2013	2010	2007	2004
NSW	500 (±17.0)	509 (±12.6)	↑535 (±14.9)	↑558 (±23.7)	↑529 (±17.0)	521 (±10.6)
Vic.	485 (±13.9)	489 (±14.6)	↑521 (±14.3)	↑514 (±19.2)	494 (±17.1)	494 (±19.0)
Qld	476 (±14.6)	471 (±19.5)	484 (±11.9)	482 (±28.4)	481 (±13.9)	469 (±17.6)
WA	511 (±18.1)	501 (±20.5)	510 (±14.5)	509 (±21.1)	478 (±22.6)	486 (±17.5)
SA	466 (±16.3)	476 (±15.5)	486 (±16.5)	487 (±18.3)	↑505 (±23.4)	465 (±16.2)
Tas.‡	428 (±28.2)	463 (±20.8)	↑466 (±20.7)	↑492 (±15.2)	↑485 (±16.0)	↑489 (±16.6)
ACT	525 (±16.4)	518 (±15.8)	525 (±13.8)	523 (±24.1)	523 (±19.6)	518 (±21.5)
NT‡	460 (±17.2)	427 (±28.1)	↓418 (±24.2)	483 (±32.3)	464 (±38.1)	490 (±33.2)
Aust.	488 (±6.6)	491 (±7.3)	↑511 (±6.8)	↑519 (±11.3)	502 (±8.6)	496 (±7.0)

*Confidence intervals (1.96*SE) are reported in brackets.*
↑ *if significantly higher than 2019*
↓ *if significantly lower than 2019*
‡*The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*

Student achievement and background characteristics

Student background characteristics were originally collected as part of the student survey. In 2010, this information was directly collected from the schools, which resulted in much higher levels of missing data. In the three subsequent cycles, background data were again collected from the schools, but the amount of missing data has been substantially reduced as the quality of recorded data has improved over time.

Given the change in source (from students to schools) and the changes in the amount of missing data across earlier cycles, comparisons in performance are made only between 2019 and the previous cycle in 2016. The exception to this is gender, for which complete data are available from all six cycles, and it is unlikely to show much variation caused by the change in source.

In addition, a new classification system was introduced for geographic location for use in all NAP studies. Consequently, comparisons with previous cycles by geographic location are not included in this report.

The percentage of participating students in each of the student background categories is shown in Table 2.3.

Differences in achievement by gender since 2004

Tables 3.15 and 3.16 show the achievement of male and female students in Year 6 and Year 10 at the national level[8] with results from previous assessment cycles. These tables show that female students significantly outperformed male students in 2019 and across all previous cycles.

[8] *Trends in student achievement by gender within each jurisdiction are presented in Appendix 4.*

Table 3.15
Percentages of students at or above the proficient standard by gender since 2004

		2019	2016	2013	2010	2007	2004
Year 6	Males	47 (±2.9)	50 (±3.4)	48 (±3.4)	49 (±3.4)	50 (±3.3)	47 (±3.5)
	Females	58 (±2.9)	60 (±2.9)	55 (±2.7)	55 (±3.1)	57 (±3.4)	53 (±3.3)
Year 10	Males	35 (±3.3)	35 (±3.4)	↑42 (±3.7)	↑44 (±4.5)	38 (±3.7)	35 (±3.2)
	Females	42 (±4.0)	42 (±3.9)	46 (±4.0)	↑53 (±4.7)	45 (±3.4)	44 (±3.9)

*Confidence intervals (1.96*SE) are reported in brackets.*
↑ *if significantly higher than 2019*
↓ *if significantly lower than 2019*

Table 3.16
NAP–CC average scale scores by gender since 2004

		2019	2016	2013	2010	2007	2004
Year 6	Males	388 (±7.4)	395 (±9.0)	393 (±9.0)	398 (±8.9)	396 (±7.2)	391 (±7.5)
	Females	426 (±6.9)	423 (±9.2)	414 (±7.0)	418 (±8.2)	415 (±6.3)	409 (±7.8)
	Difference (M – F)	**-38** (±9.2)	**-29** (±9.5)	↓**-21** (±10.4)	↓**-20** (±10.6)	↓**-19** (±8.2)	↓**-18** (±7.0)
Year 10	Males	475 (±9.0)	479 (±9.1)	↑504 (±9.2)	↑504 (±14.3)	489 (±11.8)	480 (±9.2)
	Females	501 (±10.6)	503 (±10.7)	519 (±9.9)	↑534 (±13.6)	514 (±10.0)	511 (±8.4)
	Difference (M – F)	**-26** (±15.0)	**-24** (±13.5)	**-14** (±13.7)	**-30** (±17.3)	**-25** (±13.5)	**-30** (±11.0)

*Confidence intervals (1.96*SE) are reported in brackets.*
↑ *if significantly higher than 2019*
↓ *if significantly lower than 2019*
Statiscally significant differences are in ***bold.***

Across all previous cycles the difference in average achievement between female and male Year 10 students has varied between 14 and 30 scale points. The difference in 2019 of 26 scale points was not significantly different from the gender difference in any of the previous cycles. In contrast, the difference in average achievement between Year 6 female and male students in 2019 of 38 scale points was the largest of any of the NAP–CC cycles and was significantly larger than the gender difference in each cycle from 2004 to 2013.

Differences in achievement by Indigenous status since 2016

Tables 3.17 and 3.18 display achievement of non-Indigenous and Indigenous students at both year levels in 2019 and 2016. There were considerable differences in achievement between non-Indigenous and Indigenous students at both year levels, evidenced by both the percentage of students achieving the proficient standard and by the average NAP–CC scale scores. At both year levels, the difference between the percentages of non-Indigenous students and Indigenous students attaining the proficient standard was more than 25 percentage points. The significant difference in average achievement was about 100 scale points for both year levels, which is approximately three-quarters of a NAP–CC proficiency level. Confidence intervals for results of Indigenous students were much larger than for non-Indigenous students because of the higher variance (spread of scale scores) and because of the relatively smaller sample sizes for this subgroup (351 Indigenous students in Year 6 and 196 in Year 10, compared with 5,148 non-Indigenous students in Year 6 and 4,218 in Year 10).

Table 3.17
Percentages of students at or above the proficient standard by Indigenous status since 2016

		2019	2016
Year 6	Non-Indigenous students	54 (±2.1)	56 (±2.5)
	Indigenous students	25 (±6.9)	20 (±6.3)
Year 10	Non-Indigenous students	39 (±2.6)	39 (±2.7)
	Indigenous students	13 (±8.7)	17 (±9.3)

*Confidence intervals (1.96*SE) are reported in brackets.*
↑ *if significantly higher than 2019*
↓ *if significantly lower than 2019*

Table 3.18
NAP–CC average scale scores by Indigenous status since 2016

		2019	2016
Year 6	Non-Indigenous students	413 (±5.6)	413 (±7.6)
	Indigenous students	307 (±24.4)	283 (±21.8)
	Difference (Non-Indigenous – Indigenus)	**106** (±25.4)	**131** (±21.6)
Year 10	Non-Indigenous students	492 (±6.8)	493 (±7.5)
	Indigenous students	395 (±34.9)	412 (±25.4)
	Difference (Non-Indigenous – Indigenus)	**97** (±35.7)	**82** (±25.3)

*Confidence intervals (1.96*SE) are reported in brackets.*
↑ *if significantly higher than 2019*
↓ *if significantly lower than 2019*
*Statiscally significant differences are in **bold.***

Differences in achievement by language spoken at home since 2016

Tables 3.19 and 3.20 show the NAP–CC achievement of students who speak only English at home and those who speak another language at home in 2019 and 2016. The 2019 results show no difference in the achievement of students associated with their language background in either year level. In comparison, in 2016 the average achievement of Year 6 students who spoke a language other than English at home was significantly lower than that of students who spoke English at home.

Table 3.19
Percentages of students at or above the proficient standard by language spoken at home since 2016

		2019	2016
Year 6	English	52 (±2.8)	56 (±2.9)
	Language other than English	54 (±5.1)	51 (±5.2)
Year 10	English	38 (±3.2)	39 (±2.7)
	Language other than English	39 (±7.1)	36 (±5.6)

*Confidence intervals (1.96*SE) are reported in brackets.*
↑ *if significantly higher than 2019*
↓ *if significantly lower than 2019*

Table 3.20
NAP–CC average scale scores by language spoken at home since 2016

		2019	2016
Year 6	English	407 (±7.4)	414 (±9.1)
	Language other than English	410 (±12.9)	396 (±13.6)
	Difference (English – Other)	-3 (±16.7)	**18** (±16.0)
Year 10	English	489 (±8.0)	495 (±7.7)
	Language other than English	489 (±16.8)	481 (±16.3)
	Difference (English – Other)	0 (±19.6)	14 (±17.5)

*Confidence intervals (1.96*SE) are reported in brackets.*
↑ *if significantly higher than 2019*
↓ *if significantly lower than 2019*
*Statiscally significant differences are in **bold.***

Differences in achievement by geographic location in 2019

Tables 3.21 and 3.22 show achievement by students according to geographic location of their school in 2019.[9] The results show that for Year 6, students at metropolitan schools had significantly higher average scale scores than those enrolled at regional schools (43 scale points between averages and a difference of 13 percentage points attaining the proficient standard). The difference in achievement between students in regional schools and students in remote schools was not statistically significant, although the magnitude of the difference (43 scale points) between regional and remote schools was the same as the difference between metropolitan and regional schools. This is because of the large confidence intervals around the averages for regional and remote schools associated with the relatively smaller samples and larger variation in achievement in these schools.

Table 3.21
Percentages of students at or above the proficient standard by geographic location in 2019

		2019
Year 6	Metropolitan	57 (±3.0)
	Regional	44 (±5.2)
	Remote	38 (±10.7)
Year 10	Metropolitan	42 (±2.9)
	Regional	29 (±6.6)
	Remote	31 (±10.7)

*Confidence intervals (1.96*SE) are reported in brackets.*

Table 3.22
NAP–CC average scale scores by geographic location in 2019

		2019
Year 6	Metropolitan	422 (±8.2)
	Regional	380 (±16.6)
	Remote	337 (±45.5)
	Difference (Met – Reg)	**43** (±21.8)
	Difference (Reg – Rem)	43 (±47.0)
Year 10	Metropolitan	502 (±8.6)
	Regional	452 (±22.3)
	Remote	463 (±31.5)
	Difference (Met – Reg)	**49** (±26.8)
	Difference (Reg – Rem)	-11 (±39.0)

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statiscally significant differences are in **bold.***

[9] *Please note that the 2016 scale scores by geolocation are not reported here as the geographic location categories changed between 2016 and 2019 and are not directly comparable. Further information about the geolocation categories used in 2019 are provided in the technical report.*

For Year 10, the difference between students in metropolitan schools and those enrolled at regional schools attaining the proficient standard was 13 percentage points. With 49 scale points between averages, students from metropolitan schools had significantly higher average scale scores than those in regional schools.

Differences in achievement by parental occupation since 2016

Occupations of parents were collected from school records and recoded into five categories. Where occupations were available for two parents, the higher coded occupation was used in the analyses.

Student achievement in the NAP–CC assessment was significantly higher for students with parents in higher occupation groups (see Tables 3.23 and 3.24). Approximately three-quarters of Year 6 students and three-fifths of Year 10 students with a parent who was a senior manager or professional (the highest occupation group) performed at or above the proficient standard. In comparison, approximately one-third of Year 6 students whose parents were unskilled labourers, or office, sales or service staff, and approximately one-third of Year 6 students with parents not in paid work performed at or above the proficient standard. Approximately one-fifth of Year 10 students whose parents were unskilled labourers, or office, sales or service staff, and approximately one-fifth of Year 10 students with parents not in paid work performed at or above the proficient standard. These differences corresponded to differences in average achievement of over 100 scale points at each year level between students with parents in the highest socioeconomic status–related parental occupation category and those in the lowest two categories.

Table 3.23
Percentages of students at or above the proficient standard by parental occupation since 2016

	Highest parental occupation	2019	2016
Year 6	Senior managers and professionals	74 (±3.2)	73 (±4.0)
	Other managers and associate professionals	59 (±5.0)	62 (±3.7)
	Tradespeople & skilled office, sales and service staff	41 (±4.3)	↑ 47 (±4.2)
	Unskilled labourers, office, sales and service staff	35 (±5.5)	36 (±4.9)
	Not in paid work in last 12 months	29 (±6.0)	30 (±7.5)
Year 10	Senior managers and professionals	57 (±4.5)	60 (±4.3)
	Other managers and associate professionals	46 (±4.8)	41 (±5.5)
	Tradespeople & skilled office, sales and service staff	28 (±4.8)	31 (±4.3)
	Unskilled labourers, office, sales and service staff	18 (±5.6)	23 (±4.0)
	Not in paid work in last 12 months	17 (±6.5)	17 (±6.7)

*Confidence intervals (1.96*SE) are reported in brackets.*
↑ *if significantly higher than 2019*
↓ *if significantly lower than 2019*

Table 3.24
NAP–CC average scale scores, by categories of parental occupation

	Highest parental occupation	2019	2016
Year 6	Senior managers and professionals	471 (±7.6)	460 (±11.6)
	Other managers and associate professionals	428 (±10.9)	431 (±9.1)
	Tradespeople & skilled office, sales and service staff	376 (±10.7)	390 (±11.7)
	Unskilled labourers, office, sales and service staff	356 (±12.4)	361 (±11.8)
	Not in paid work in last 12 months	334 (±16.7)	329 (±21.1)
Year 10	Senior managers and professionals	548 (±11.4)	557 (±10.8)
	Other managers and associate professionals	513 (±12.2)	507 (±12.3)
	Tradespeople & skilled office, sales and service staff	465 (±10.8)	474 (±11.3)
	Unskilled labourers, office, sales and service staff	415 (±16.4)	↑440 (±13.2)
	Not in paid work in last 12 months	395 (±25.3)	407 (±25.3)

*Confidence intervals (1.96*SE) are reported in brackets.*
↑ *if significantly higher than 2019*
↓ *if significantly lower than 2019*

Differences in achievement by parental education since 2016

School records from sampled schools also provided information on the educational levels of parents, which were classified into seven categories. Where educational levels were available for two parents, the higher educational level was used in the analyses.

Student achievement in NAP–CC was higher for students whose parents had higher levels of education (see Tables 3.25 and 3.26). Approximately three-quarters of Year 6 students and three-fifths of Year 10 students with at least one parent with a bachelor degree or above performed at or above the proficient standard. In comparison, approximately two-fifths of Year 6 students and one-third of Year 10 students whose parents had a highest education level of Year 12 performed at or above the proficient standard. Large differences in average scale scores were seen between students who had at least one parent who had completed a bachelor degree or above and those whose parents had a highest education level of Year 12 or equivalent (differences of 81 scale points for Year 6 students and 86 scale points for Year 10 students). At both year levels, these differences were even more pronounced when comparing the achievement of students who had at least one parent with a bachelor degree or above and those whose parents' highest level of education was Year 11 or equivalent (differences of 122 scale points for Year 6 students and 209 scale points for Year 10 students).

Table 3.25
Percentages of students at or above the proficient standard by categories of parental education since 2016

	Highest parental occupation	2019	2016
Year 6	Bachelor degree or above	71 (±2.5)	74 (±3.3)
	Advanced diploma/diploma	47 (±4.5)	↑ 56 (±5.2)
	Certificate 1 to 4 (inc. trade cert.)	39 (±4.0)	40 (±4.5)
	Year 12 or equivalent	42 (±8.7)	49 (±7.0)
	Year 11 or equivalent	31 (±10.1)	28 (±9.0)
	Year 10 or equivalent	25 (±10.1)	25 (±7.6)
	Year 9 or equivalent or below	23 (±12.2)	18 (±11.2)
Year 10	Bachelor degree or above	58 (±3.5)	55 (±3.9)
	Advanced diploma/diploma	35 (±4.7)	37 (±5.9)
	Certificate 1 to 4 (inc. trade cert.)	22 (±4.0)	27 (±4.1)
	Year 12 or equivalent	34 (±9.2)	31 (±7.0)
	Year 11 or equivalent	7 (±6.7)	↑ 21 (±9.4)
	Year 10 or equivalent	12 (±6.1)	18 (±6.2)
	Year 9 or equivalent or below	9 (±9.5)	12 (±10.1)

*Confidence intervals (1.96*SE) are reported in brackets.*
↑ *if significantly higher than 2019*
↓ *if significantly lower than 2019*

Table 3.26
NAP–CC average scale scores by categories of parental education since 2016

	Highest parental occupation	2019	2016
Year 6	Bachelor degree or above	463 (±6.6)	463 (±10.1)
	Advanced diploma/diploma	391 (±10.1)	↑ 411 (±13.4)
	Certificate 1 to 4 (inc. trade cert.)	366 (±9.8)	372 (±11.1)
	Year 12 or equivalent	382 (±24.8)	391 (±15.9)
	Year 11 or equivalent	341 (±28.6)	323 (±24.7)
	Year 10 or equivalent	328 (±28.5)	318 (±19.7)
	Year 9 or equivalent or below	298 (±36.7)	305 (±30.8)
Year 10	Bachelor degree or above	554 (±9.2)	544 (±10.0)
	Advanced diploma/diploma	486 (±11.3)	492 (±13.8)
	Certificate 1 to 4 (inc. trade cert.)	440 (±10.0)	↑ 459 (±9.2)
	Year 12 or equivalent	468 (±25.3)	468 (±21.0)
	Year 11 or equivalent	345 (±43.1)	↑ 433 (±26.8)
	Year 10 or equivalent	381 (±34.0)	↑ 423 (±19.6)
	Year 9 or equivalent or below	358 (±31.9)	365 (±36.6)

*Confidence intervals (1.96*SE) are reported in brackets.*
↑ *if significantly higher than 2019*
↓ *if significantly lower than 2019*

At Year 10 the average scale scores in 2019 were significantly lower than they were in 2016 for students with parents whose highest level of education was certificate 1 to 4 (including trade certificates), Year 11 (or equivalent) or Year 10 (or equivalent). At Year 6, only those students with parents whose highest level of education was advanced diploma/diploma had significantly lower achievement in 2019. No difference was found for other education categories.

CHAPTER 4

STUDENTS' ATTITUDES TOWARDS CIVICS AND CITIZENSHIP ISSUES

Chapter highlights

- Between 2010 and 2016 there was little variation in the proportions of Year 6 and Year 10 students who believed that learning about political issues from the media and learning what is happening in other countries were important attributes of being a 'good citizen'. However, in 2019 these proportions decreased significantly for Year 6 students with respect to both attributes and for Year 10 students with respect to learning about political issues from the media.
- Female students were more likely than male students to rate aspects of citizenship to be important, to have more positive attitudes towards Aboriginal and Torres Strait Islander cultures and Australian diversity, and to be more concerned about problems affecting Australia.
- Although students perceived aspects of conventional and social-movement citizenship to be important, Year 6 students perceived conventional citizenship as less important in comparison with the previous survey.
- Students had higher levels of trust for some civic institutions and processes – in particular, the police and law courts – than for the media and social media. In general, smaller proportions of Year 6 students expressed trust completely or quite a lot than in 2016, although overall levels of trust were not significantly different in 2019 than in 2016.
- Approximately nine out of every ten Year 6 and Year 10 students expressed positive attitudes towards Indigenous cultures. Higher-achieving students were much more likely to have these positive attitudes.
- A large majority of Year 10 students expressed positive attitudes towards Australian diversity.
- Students reported being concerned about a range of problems affecting Australia, particularly pollution, climate change and water shortages, but fewer students reported being concerned about terrorism. Year 6 students were more concerned about most issues than they were in 2016.
- In 2019, 86 per cent of Year 6 students and 80 per cent of Year 10 students indicated that learning about Australia's history was an important attribute of a 'good citizen'. These proportions have remained consistently high in both year levels since 2010.

Introduction

This chapter reports on students' attitudes towards civics and citizenship issues, and their relationship with students' achievement in civics and citizenship knowledge.

The importance of affective processes as part of civics and citizenship is instantiated in the Alice Springs (Mparntwe) Education Declaration and represented as affective processes for civics and citizenship in the affective domain of the NAP–CC Assessment Framework. Data on affective processes were first collected as part of the NAP–CC student survey in 2010, and continued to be collected in the three subsequent surveys. The 2019 survey was to a large extent the same as previous versions, except for a small number of statements added to existing questions, some new items replacing items from the previous survey, and some minor changes to a small number of items.

The data included students' perceptions of the importance of citizenship behaviours, students' trust in civic institutions and processes, students' attitudes towards Aboriginal and Torres Strait Islander cultures and Australian diversity, and students' perceptions of problems affecting Australia. Each construct was measured using a set of Likert-type items typically consisting of four options (for example, 'strongly agree', 'agree', 'disagree' or 'strongly disagree'). Data from the different sets of items corresponding to each of the affective processes were reviewed first in 2010 to determine whether reliable and unidimensional scales could be derived for each process. Such a review was repeated with the 2013, 2016 and 2019 data. In this chapter, data are reported on both individual items and, where appropriate, scales.

The scales were developed using the same measurement model (Rasch Item Response Theory) that was used to establish the NAP–CC scale. Each trend scale was established based on the NAP–CC 2010 data and was set to have an average of 50 scale points and a standard deviation of 10 scale points for Year 10 students. Year 6 and Year 10 scale scores were equated so that they could be compared, and further equating was done to have scale scores in 2019 that were comparable with those from previous surveys.

Students' perceptions of the importance of citizenship behaviours

Civics and citizenship education aims to provide students with opportunities to develop the capacity to undertake the role of active, informed and responsible citizens. It is important to examine the extent to which students perceive different characteristics or behaviours to be part of 'good' citizenship. To obtain measures that reflected students' views on what constitutes positive citizenship behaviour, the survey asked students to rate the relative importance of the following behaviours for good citizenship ('very important', 'quite important', 'not very important' or 'not important at all'):

- supporting a political party
- learning about Australia's history
- learning about political issues in the newspaper, on the radio, on TV or on the internet
- learning about what happens in other countries
- discussing politics
- voting in elections
- participating in peaceful protests about important issues
- participating in activities to benefit the local community
- taking part in activities promoting human rights
- taking part in activities to protect the environment
- making personal efforts to protect natural resources (for example, water-saving, recycling).

The first six items measured students' perceptions of the importance of conventional citizenship, and the latter five items measured perceptions of social-movement citizenship. These two dimensions were similar to those measured in the studies conducted by the International Association for the Evaluation of Educational Achievement on civics and citizenship education (see, for example, Schulz et al. 2017; Torney-Purta et al. 2001). Analyses of the data confirm a two-dimensional structure of the items in the question, consistent with the three previous NAP–CC cycles. The two scales formed from these items were perceptions of the importance of conventional citizenship and perceptions of the importance of social-movement citizenship. A higher score on either of these scales reflects higher perceived importance of the citizenship behaviour.

The percentages of students who perceived each characteristic as being either very important or quite important at both year levels are presented in Table 4.1. In addition, the same percentages are presented for the three previous NAP–CC cycles (where these items were included), with differences in percentages between the current cycle and the 2016 cycle also shown.

Table 4.1
Percentages of perceived importance of citizenship behaviours since 2010

		% Important (very or quite)				
	Importance of citizenship behaviour	2019	2016	2013	2010	Difference (2019–2016)
Year 6	Supporting a political party	71 (±1.7)	76 (±1.7)	76 (±1.8)	76 (±1.6)	**-4.5** (±2.4)
	Learning about Australia's history	86 (±1.4)	85 (±1.2)	86 (±1.2)	85 (±1.2)	1.2 (±1.9)
	Learning about political issues in the newspaper, on the radio, on TV or on the internet	67 (±2.0)	74 (±1.6)	75 (±1.6)	72 (±1.8)	**-7.1** (±2.6)
	Learning about what happens in other countries	69 (±1.9)	77 (±1.6)	74 (±1.5)	72 (±1.8)	**-7.6** (±2.5)
	Discussing politics	53 (±1.8)	55 (±1.8)	55 (±1.8)	54 (±2.0)	-2.2 (±2.5)
	Participating in peaceful protests about important issues	62 (±1.9)	61 (±2.0)	61 (±1.7)	61 (±1.7)	1.2 (±2.8)
	Participating in activities to benefit the local community	81 (±1.5)	83 (±1.6)	83 (±1.1)	82 (±1.4)	-2.0 (±2.2)
	Taking part in activities promoting human rights	85 (±1.2)	85 (±1.4)	83 (±1.2)	83 (±1.4)	-0.7 (±1.9)
	Taking part in activities to protect the environment	88 (±1.1)	89 (±1.3)	86 (±1.3)	88 (±1.1)	-1.0 (±1.7)
	Making personal efforts to protect natural resources (e.g. water-saving, recycling)	90 (±1.1)	90 (±1.1)	-	-	0.0 (±1.6)
	Voting in elections	83 (±1.5)	85 (±1.5)	-	-	-1.6 (±2.1)

	Importance of citizenship behaviour	% Important (very or quite) 2019	2016	2013	2010	Difference (2019–2016)
Year 10	Supporting a political party	62 (±1.9)	63 (±1.6)	60 (±1.8)	59 (±1.8)	-1.1 (±2.5)
	Learning about Australia's history	80 (±1.5)	79 (±1.7)	78 (±1.6)	77 (±1.6)	0.7 (±2.3)
	Learning about political issues in the newspaper, on the radio, on TV or on the internet	73 (±1.9)	76 (±1.9)	75 (±1.5)	72 (±1.8)	**-3.1** (±2.6)
	Learning about what happens in other countries	76 (±1.7)	77 (±1.6)	73 (±1.4)	68 (±1.6)	-1.2 (±2.3)
	Discussing politics	51 (±1.9)	51 (±2.0)	41 (±1.7)	38 (±1.7)	0.2 (±2.8)
	Participating in peaceful protests about important issues	56 (±2.1)	53 (±2.1)	45 (±2.0)	46 (±2.1)	2.7 (±3.0)
	Participating in activities to benefit the local community	78 (±1.5)	78 (±1.6)	76 (±1.7)	79 (±1.6)	0.1 (±2.2)
	Taking part in activities promoting human rights	76 (±1.7)	77 (±1.8)	75 (±1.7)	73 (±1.8)	-0.9 (±2.5)
	Taking part in activities to protect the environment	79 (±1.7)	79 (±1.8)	77 (±1.8)	78 (±1.5)	-0.2 (±2.5)
	Making personal efforts to protect natural resources (e.g. water-saving, recycling)	83 (±1.5)	85 (±1.4)	-	-	-2.0 (±2.1)
	Voting in elections	81 (±1.4)	84 (±1.6)	-	-	**-2.5** (±2.2)

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statiscally significant differences are in **bold.***

The results show that in both Year 6 and Year 10, the majority of students viewed all 11 behaviours as either very or quite important, although the perceived importance of most of the behaviours was generally lower at Year 10. Consistent with previous cycles, students perceived learning about Australia's history, participating in activities to benefit the local community, taking part in activities to protect the environment, making personal efforts to protect natural resources (for example, water-saving, recycling) and voting in elections to all be important.

When comparing the 2019 results with those from the previous cycle, some statistically significant differences can be observed at Year 10. A significant decrease was found for the percentage of students who rated learning about political issues in the newspaper, on the radio, on TV or on the internet as important, which declined by 3.1 percentage points since 2016. Similarly, there was a 2.5 percentage point decrease in students who rated voting in elections as important since 2016. For Year 6 students, there was a significant decrease in the percentage of students rating learning about what happens in other countries and learning about political issues in the newspaper, on the radio, on TV or on the internet as important (decreases of 7.6 percentage points and 7.1 percentage points, respectively, since 2016). There was also a significant decrease in the percentage of Year 6 students rating supporting a political party as important (a decrease of 4.5 percentage points from all three previous cycles).

The average scale scores for the two citizenship behaviour scales are shown in Table 4.2 for both year levels overall, by gender and in comparison with all cycles of NAP–CC since 2010. Consistent with the 2016 cycle, no difference was reported for the perceived importance of conventional citizenship behaviour between Year 6 and Year 10 students. However, the degree of perceived importance did drop for Year 6 students since the previous cycle, a difference of 1.2 scale points, which was largely attributable to a significant reduction in perceived importance by male students across this period. A similar reduction in perceived importance occurred for male students in Year 10 over this period, although no difference was evident for Year 10 students overall. As has been reported in previous cycles, female students tended to have higher perceived importance of conventional citizenship than male students. The magnitude of this difference was larger at Year 10 than Year 6.

For the first time in NAP–CC cycles, there was no difference between Year 6 and Year 10 students in the perceived importance of social-movement citizenship. Year 10 male students continued to have lower perceived importance of social-movement citizenship than Year 6 male students consistent with previous cycles since 2010. In comparison, the difference in the perceived importance between Year 6 and Year 10 female students in 2019 was not consistent with the past four cycles. Similar to conventional citizenship, female students still continued to have higher perceived importance ratings than male students across both year levels. At Year 10, the perceived importance of social movement citizenship was not different to that recorded in 2016, however, the gender gap has increased significantly. Perceived importance increased for female students but decreased for male students between 2016 and 2019.

Table 4.2
Average scale scores for perceptions of the importance of conventional and social-movement citizenship, overall and by gender since 2010

	Importance of conventional citizenship	All students	Males	Females	Difference (M–F)
Year 6	2019	51.3 (±0.4)	50.6 (±0.5)	52 (±0.5)	**-1.4** (±0.6)
	2016	52.5 (±0.3)	51.9 (±0.4)	53.1 (±0.4)	**-1.1** (±0.5)
	2013	52.6 (±0.3)	51.7 (±0.4)	53.4 (±0.5)	**-1.7** (±0.6)
	2010	51.9 (±0.4)	51.0 (±0.5)	52.9 (±0.4)	**-1.9** (±0.6)
	Difference (2019 – 2016)	**-1.2** (±1.1)	**-1.4** (±1.2)	-1.1 (±1.2)	-0.3 (±0.8)
Year 10	2019	51.7 (±0.5)	49.8 (±0.8)	53.6 (±0.6)	**-3.8** (±1.1)
	2016	52.3 (±0.5)	51.4 (±0.6)	53.2 (±0.6)	**-1.9** (±0.8)
	2013	50.8 (±0.4)	49.6 (±0.5)	52.1 (±0.5)	**-2.5** (±0.7)
	2010	50.0 (±0.5)	48.7 (±0.6)	51.3 (±0.7)	**-2.6** (±0.9)
	Difference (2019 – 2016)	-0.5 (±1.0)	**-1.6** (±1.3)	0.4 (±1.2)	**-2.0** (±1.3)
Differences (Year 10–Year 6)	2019	0.4 (±0.7)	-0.8 (±0.9)	**1.7** (±0.8)	
	2016	-0.2 (±0.6)	-0.6 (±0.8)	0.2 (±0.7)	
	2013	**-1.7** (±0.5)	**-2.1** (±0.7)	**-1.4** (±0.7)	
	2010	**-1.9** (±0.6)	**-2.3** (±0.8)	**-1.6** (±0.8)	

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statiscally significant differences are in **bold.***

	Importance of social-movement citizenship	All students	Males	Females	Difference (M–F)
Year 6	2019	52.1 (±0.4)	51.1 (±0.5)	53.0 (±0.4)	**-2.0** (±0.6)
	2016	52.4 (±0.3)	51.5 (±0.4)	53.4 (±0.4)	**-1.9** (±0.5)
	2013	52.2 (±0.3)	50.8 (±0.4)	53.6 (±0.5)	**-2.8** (±0.6)
	2010	51.4 (±0.3)	50.2 (±0.5)	52.6 (±0.4)	**-2.3** (±0.6)
	Difference (2019 – 2016)	-0.4 (±0.9)	-0.4 (±1.0)	-0.4 (±1.0)	-0.1 (±0.8)
Year 10	2019	51.7 (±0.6)	48.2 (±0.7)	55.2 (±0.7)	**-7.1** (±0.9)
	2016	51.3 (±0.5)	49.5 (±0.7)	53.2 (±0.6)	**-3.8** (±0.9)
	2013	50.3 (±0.5)	48.1 (±0.6)	52.6 (±0.6)	**-4.5** (±0.8)
	2010	50.0 (±0.5)	47.6 (±0.6)	52.3 (±0.7)	**-4.7** (±1.0)
	Difference (2019 – 2016)	0.4 (±0.9)	**-1.3** (±1.1)	**2.0** (±1.0)	**-3.3** (±1.3)
Differences (Year 10–Year 6)	2019	-0.3 (±0.7)	**-2.9** (±0.9)	**2.2** (±0.8)	
	2016	**-1.1** (±0.6)	**-2.0** (±0.8)	-0.1 (±0.8)	
	2013	**-1.8** (±0.6)	**-2.7** (±0.7)	**-1.0** (±0.7)	
	2010	**-1.4** (±0.6)	**-2.6** (±0.7)	-0.3 (±0.8)	

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statiscally significant differences are in **bold.***

Associations between students' perceptions of the importance of citizenship behaviours and achievement

In order to explore the associations between students' perceptions of the importance of these two types of citizenship behaviour and NAP–CC scale scores, two methods of association are reported. The first presents average survey scale scores for students above and below the NAP–CC proficient standard. This method helps to explain whether students with greater civics and citizenship knowledge have different attitudes towards civics and citizenship issues compared with students with less developed knowledge and understanding.

The second method reports the correlation between each scale measuring students' perceptions of the importance of these citizenship behaviours and NAP–CC scale scores. Pearson's correlation coefficients can assume values between –1 and +1.[10] A positive correlation between the NAP–CC scale and an attitudinal scale means that any increase in student achievement corresponds to an increase in the attitudinal scale score, while a negative correlation indicates that an increase in one measure corresponds to a decrease in the other measure.

In Table 4.3, the average scale scores for the two perceptions of citizenship behaviour scales are presented for groups of students above and below the proficient standard, for both year levels for the four cycles of NAP–CC since 2010. Correlations between attitudinal scale scores and NAP–CC scale scores are also presented.

[10] There are no scientific rules for interpreting the strength of correlation coefficients, but (for survey data in social research) statistically significant coefficients below ±0.1 are typically described as 'not substantial', between ±0.1 and ±0.3 as 'weak', between ±0.3 and ±0.5 as 'moderate' and above ±0.5 as 'strong'. When reporting correlation coefficients, an assumption is made that the relationship between the two measures is linear.

Table 4.3
Average scale scores for perceptions of the importance of conventional and social-movement citizenship behaviour for students above and below the proficient standard since 2010

IMPORTANCE OF CONVENTIONAL CITIZENSHIP					
	Proficient standard	**2019**	**2016**	**2013**	**2010**
Year 6	Below	50.2 (±0.6)	51.9 (±0.6)	52.0 (±0.4)	51.5 (±0.6)
	Above	52.2 (±0.5)	52.9 (±0.4)	53.1 (±0.5)	52.3 (±0.4)
	Difference	**2.0** (±0.7)	**1.0** (±0.8)	**1.0** (±0.6)	**0.8** (±0.7)
	Correlation	**0.14** (±0.04)	**0.07** (±0.04)	**0.06** (±0.04)	**0.07** (±0.04)
Year 10	Below	49.8 (±0.6)	50.9 (±0.6)	49.9 (±0.5)	49.0 (±0.6)
	Above	54.8 (±0.8)	54.5 (±0.7)	52.0 (±0.6)	51.0 (±0.6)
	Difference	**5.0** (±1.0)	**3.7** (±1.0)	**2.1** (±0.8)	**2.0** (±0.9)
	Correlation	**0.27** (±0.05)	**0.23** (±0.04)	**0.13** (±0.04)	**0.12** (±0.05)
IMPORTANCE OF SOCIAL-MOVEMENT CITIZENSHIP					
	Proficient standard	**2019**	**2016**	**2013**	**2010**
Year 6	Below	50.6 (±0.5)	51.4 (±0.6)	51.0 (±0.5)	50.5 (±0.5)
	Above	53.3 (±0.4)	53.2 (±0.4)	53.2 (±0.4)	52.2 (±0.4)
	Difference	**2.6** (±0.6)	**1.8** (±0.7)	**2.2** (±0.7)	**1.7** (±0.7)
	Correlation	**0.19** (±0.03)	**0.12** (±0.05)	**0.15** (±0.04)	**0.16** (±0.04)
Year 10	Below	49.5 (±0.7)	50.0 (±0.7)	49.1 (±0.6)	48.8 (±0.6)
	Above	55.2 (±0.9)	53.5 (±0.8)	51.8 (±0.7)	51.3 (±0.8)
	Difference	**5.7** (±1.2)	**3.5** (±1.1)	**2.6** (±0.9)	**2.5** (±1.1)
	Correlation	**0.31** (±0.04)	**0.21** (±0.04)	**0.16** (±0.04)	**0.16** (±0.05)

*Confidence intervals (1.96*SE) are reported in brackets.*
Statistically significant differences and statistically significant correlations in ***bold.***

Students with higher NAP–CC scale scores were more likely to attribute greater importance to civics and citizenship behaviours. A pattern of higher average scale scores was evident for students with achievement above the proficient standard in comparison with students with achievement below the proficient standard. This was observed across both citizenship behaviour scales and across both year levels. This difference is also evident in the significant positive correlations between each of the two citizenship behaviour scales and NAP–CC scores, where higher rated importance of the citizenship behaviour was associated with higher test scores. The correlations between each of the two citizenship behaviour scales and NAP–CC scores in 2019 were significant but weak for Year 6 students, consistent with previous cycles. The pattern was similar for Year 10 students, with the exception of the importance of social-movement citizenship showing a significant moderate correlation with NAP–CC scores in 2019.

The differences in attitudes between students above and below the proficient standard were relatively large for Year 10 students in 2019 – 5.0 and 5.7 scale point differences for conventional and social-movement citizenship behaviours, respectively. These gaps were both less than 4 scale points for Year 10 students in 2016. This strengthening relationship appears to be due to increased positive attitudes of the high-performing Year 10 students, and decreased positive attitudes of the lower-performing students of this year since the last cycle.

Students' trust in civic institutions and processes

Citizens' trust in core institutions in Australian democracy has the potential to influence their willingness to participate and engage in society. One of the aims of civics and citizenship education is to promote young people's critical appreciation of these institutions. The NAP–CC student survey collects data on students' trust in civic institutions and processes.

Students were asked to indicate how much they trusted the following institutions and processes in Australia ('completely', 'quite a lot', 'a little' or 'not at all'):

- the Australian parliament
- your state or territory parliament
- your local government (for example, local council or shire)
- law courts
- the police
- Australian political parties
- the media (television, newspapers, radio)
- social media (for example, Twitter, blogs, YouTube, Facebook, Instagram).

The first six items were used to derive a reliable scale related to *students' trust in institutions*, for which higher scale scores indicated higher levels of trust. The two categories 'completely' and 'quite a lot' combined are referred to as the trusting categories in the remainder of this section.

The percentages of Year 6 and Year 10 students who trusted these institutions and processes completely or quite a lot are recorded in Table 4.4. In addition, the table includes data for each institution and process from the 2016, 2013 and 2010 cycles. In 2019, students across year levels were the most trusting of the police and law courts and least trusting of the Australian political parties, the media and social media – less than half of all Year 10 students expressed complete or quite a lot of trust in these three institutions and processes.

Consistent with previous cycles, Year 6 students were on average more trusting than Year 10 students. Comparisons of expressions of trust over time reveal that Year 6 students in 2019 were less trusting than they were in 2016, a pattern exhibited for seven out of the eight items. However, they were more trusting in 2019 than in 2010. No differences over time were observed for Year 10 students.

Table 4.4
Percentages of trust in civic institutions and processes since 2010

	Trust in civic institutions and processes	% Trusting (completely or quite a lot)				
		2019	2016	2013	2010	Difference (2019–2016)
Year 6	The Australian parliament	74 (±1.7)	76 (±1.8)	70 (±2.0)	69 (±1.7)	-2.2 (±2.5)
	Your state or territory parliament	75 (±1.9)	79 (±1.8)	74 (±1.7)	72 (±1.8)	**-3.8** ±2.7)
	Your local government	75 (±1.8)	79 (±1.9)	-	-	**-4.3** (±2.6)
	Law courts	77 (±1.7)	80 (±1.7)	76 (±1.6)	70 (±1.7)	**-2.8** (±2.4)
	The police	87 (±1.2)	90 (±1.2)	88 (±1.2)	85 (±1.3)	**-2.4** (±1.7)
	Australian political parties	61 (±2.0)	65 (±1.8)	58 (±1.7)	57 (±2.1)	**-4.5** (±2.7)
	The media	48 (±2.1)	56 (±2.0)	54 (±1.7)	45 (±2.0)	**-8.3** (±2.9)
	Social media	31 (±2.0)	37 (±2.2)	-	-	**-5.5** (±3.0)
Year 10	The Australian parliament	55 (±1.7)	53 (±1.9)	47 (±1.8)	51 (±2.0)	1.9 (±2.5)
	Your state or territory parliament	58 (±1.8)	57 (±1.9)	52 (±1.7)	51 (±2.0)	0.4 (±2.6)
	Your local government	58 (±1.9)	60 (±2.1)	-	-	-2.6 (±2.8)
	Law courts	70 (±1.7)	70 (±1.8)	67 (±1.7)	66 (±2.0)	0.2 (±2.5)
	The police	74 (±2.0)	75 (±1.7)	77 (±1.6)	71 (±1.8)	-1.2 (±2.6)
	Australian political parties	43 (±1.8)	44 (±1.7)	35 (±1.5)	32 (±1.6)	-0.8 (±2.4)
	The media	36 (±1.4)	37 (±2.0)	28 (±1.6)	27 (±1.4)	-0.8 (±2.4)
	Social media	30 (±1.6)	29 (±1.8)	-	-	0.8 (±2.4)

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statiscally significant differences are in **bold.***

Table 4.5 shows the average scale scores for trust in institutions for Year 6 and Year 10 students, by gender and in comparison with the previous three surveys. Consistent with past cycles, Year 6 students expressed higher levels of trust than Year 10 students (a statistically significant difference of approximately 6 scale points). The difference in previous cycles ranged between 5.2 and 6.6 scale points. Despite the percentages in Table 4.4 suggesting a decrease in trust since 2016 for Year 6 students, there was no significant difference in scale scores over this time for either cohort. Consistent with the previous cycle, there were no gender differences in trusting behaviour for either cohort.

Table 4.5
Average scale scores for trust in civic institutions and processes, overall and by gender since 2010

	Trust in civic institutions and processes	All students	Males	Females	Difference (M–F)
Year 6	2019	58.4 (±0.5)	58.0 (±0.8)	58.7 (±0.6)	-0.7 (±0.9)
	2016	58.7 (±0.5)	58.4 (±0.6)	59.0 (±0.6)	-0.6 (±0.7)
	2013	56.7 (±0.3)	56.2 (±0.4)	57.2 (±0.5)	**-1.1** (±0.6)
	2010	55.2 (±0.4)	54.5 (±0.5)	55.9 (±0.5)	**-1.3** (±0.6)
	Difference (2019 – 2016)	-0.3 (±0.7)	-0.4 (±1.0)	-0.3 (±0.8)	-0.1 (±1.2)
Year 10	2019	52.1 (±0.5)	51.6 (±0.7)	52.6 ±0.7)	-0.9 (±1.1)
	2016	52.1 (±0.5)	52.0 (±0.8)	52.3 (±0.7)	-0.3 (±1.1)
	2013	50.6 (±0.4)	49.9 (±0.6)	51.3 (±0.6)	**-1.4** (±0.8)
	2010	50.0 (±0.5)	49.2 (±0.6)	50.8 (±0.5)	**-1.6** (±0.7)
	Difference (2019 – 2016)	0.0 (±0.8)	-0.3 (±1.1)	0.3 (±1.0)	-0.7 (±1.5)
Differences (Year 10– Year 6)	2019	**-6.2** (±0.7)	**-6.3** (±1.1)	**-6.1** (±0.9)	
	2016	**-6.6** (±0.7)	**-6.4** (±1.0)	**-6.8** (±0.9)	
	2013	**-6.1** (±0.5)	**-6.3** (±0.7)	**-5.9** (±0.7)	
	2010	**-5.2** (±0.6)	**-5.4** (±0.7)	**-5.1** (±0.7)	

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statiscally significant differences are in **bold.***

Associations between students' trust in civic institutions and processes and achievement

Table 4.6 presents the average scale scores for trust in civic institutions and processes for groups of students above and below the proficient standard for both year levels since the 2010 cycle of NAP–CC.

Table 4.6
Average scale scores for trust in civic institutions and processes for students above and below the proficient standard since 2010

	Proficient standard	2019	2016	2013	2010
Year 6	Below	57.4 (±0.8)	58.0 (±0.8)	56.3 (±0.5)	54.7 (±0.6)
	Above	59.2 (±0.6)	59.2 (±0.5)	57.1 (±0.5)	55.7 (±0.4)
	Difference	**1.8** (±1.0)	**1.3** (±0.9)	0.7 (±0.8)	**1.0** (±0.6)
	Correlation	**0.09** (±0.05)	**0.06** (±0.05)	**0.06** (±0.04)	**0.08** (±0.03)
Year 10	Below	51.3 (±0.7)	51.1 (±0.8)	49.9 (±0.5)	49.0 (±0.7)
	Above	53.4 (±0.8)	53.6 (±0.8)	51.6 (±0.6)	51.0 (±0.5)
	Difference	**2.1** (±1.1)	**2.5** (±1.2)	**1.7** (±0.8)	**2.0** (±0.8)
	Correlation	**0.14** (±0.04)	**0.13** (±0.05)	**0.10** (±0.04)	**0.11** (±0.05)

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statistically significant differences and statistically significant correlations in **bold.***

At both Year 6 and Year 10, students whose NAP–CC scale scores were above the proficient standard had higher levels of trust in civic institutions and processes in comparison with students whose achievement was below the proficient standard. A similar difference was found for both year levels for students in the 2016 cycle. Correlations between the two scales were significant and positive, where greater trust was associated with higher NAP–CC scores, but not substantial at Year 6 and weak at Year 10.

Students' attitudes towards Australian indigenous cultures

Civics and citizenship education in Australia aims to develop students' understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures. This is represented strongly in the Australian Curriculum, both in the Australian Curriculum: Civics and Citizenship, and the Australian Curriculum: Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority. This aim is also instantiated in the Alice Springs (Mparntwe) Education Declaration. Goal 2 of the declaration refers to:

Active and informed members of the community who…

- understand, acknowledge and celebrate the diversity and richness of Aboriginal and Torres Strait Islander histories and cultures
- possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians.

(Education Council 2019, p. 8)

The NAP–CC student survey included an item to measure students' attitudes regarding some aspects of Australian Indigenous cultures and traditions. These included: recognition of traditional ownership of land by Indigenous Australians, reconciliation between Indigenous and non-Indigenous Australians, and valuing Indigenous cultures.

Students' attitudes towards Indigenous cultures in Australia were measured by asking students how much they agreed with the following statements about Indigenous Australians ('strongly agree', 'agree', 'disagree' or 'strongly disagree'):

- Australia should support the cultural traditions and languages of Aboriginal and Torres Strait Islander peoples.
- Australia has a responsibility to improve the quality of life of Aboriginal and Torres Strait Islander peoples.
- It is important to recognise traditional ownership of their land by Aboriginal and Torres Strait Islander peoples.
- All Australians have much to learn from Aboriginal and Torres Strait Islander peoples' cultures, traditions and people.
- All Australians should be given the chance to learn about reconciliation between Aboriginal and Torres Strait Islander peoples and other Australians.

The combined categories 'strongly agree' and 'agree' are labelled 'agreement' in the following text. The five items were also used to derive a reliable scale reflecting students' attitudes towards Indigenous cultures, for which higher scale scores indicate more positive attitudes towards Indigenous cultures.

Table 4.7 shows the category percentages for each of these statements. The majority of students agreed with all of these statements. The vast majority of students (a minimum of 88% at Year 6 and 82% at Year 10) agreed with each of the five statements, suggesting that students had largely positive attitudes towards Indigenous cultures. There was minimal change in agreement rates since the previous cycle of NAP–CC, but there was a 2 percentage point decrease in agreement that it is important to recognise traditional ownership of their land by Aboriginal and Torres Strait Islander peoples at Year 10.

Table 4.7
Percentages of agreement in attitudes towards Australian Indigenous cultures since 2010

	Attitudes towards Australian Indigenous cultures	% Agreement 2019	2016	2013	2010	Difference (2019–2016)
Year 6	Australia should support the cultural traditions and languages of Aboriginal and Torres Strait Islander peoples.	95 (±0.7)	95 (±0.7)	95 (±0.8)	93 (±0.9)	-0.7 (±1.0)
	Australia has a responsibility to improve the quality of life of Aboriginal and Torres Strait Islander peoples.	91(±1.1)	92 (±1.1)	92(±1.0)	89 (±1.1)	-0.7 (±1.5)
	It is important to recognise traditional ownership of their land by Aboriginal and Torres Strait Islander peoples.	93(±1.0)	94 (±1.0)	93 (±0.9)	91 (±1.0)	-0.7 (±1.4)
	All Australians have much to learn from Aboriginal and Torres Strait Islander peoples' cultures, traditions and people.	88 (±1.1)	89 (±1.2)	87 (±1.1)	85 (±1.2)	-1.3 (±1.6)
	All Australians should be given the chance to learn about reconciliation between Aboriginal and Torres Strait Islander peoples and other Australians.	92 (±1.0)	92 (±1.1)	91 (±1.0)	91 (±1.0)	-0.3 (±1.5)
Year 10	Australia should support the cultural traditions and languages of Aboriginal and Torres Strait Islander peoples.	92 (±1.2)	94 (±1.0)	92 (±1.0)	91 (±1.3)	-1.2 (±1.5)
	Australia has a responsibility to improve the quality of life of Aboriginal and Torres Strait Islander peoples.	88 (±1.4)	88 (±1.2)	86 ±1.3)	83 (±1.4)	-0.4 (±1.8)
	It is important to recognise traditional ownership of their land by Aboriginal and Torres Strait Islander peoples.	90 (±1.2)	92 (±1.1)	90 (±1.0)	88 (±1.2)	**-2.0** (±1.7)
	All Australians have much to learn from Aboriginal and Torres Strait Islander peoples' cultures, traditions and people.	82 (±1.5)	82 (±1.7)	77 (±1.8)	76 (±1.9)	-0.6 (±2.2)
	All Australians should be given the chance to learn about reconciliation between Aboriginal and Torres Strait Islander peoples and other Australians.	89 (±1.3)	91 (±1.2)	89 (±1.1)	88 ±1.5)	-1.2 (±1.8)

*Confidence intervals (1.96*SE) are reported in brackets.*
Statiscally significant differences are in ***bold.***

Table 4.8 shows the average scale scores for attitudes towards Australian Indigenous cultures in both year levels, overall, by gender and in comparison with the three previous cycles. Overall, Year 10 students were found to have more positive attitudes towards Australian Indigenous cultures in comparison with Year 6 students. This was largely driven by Year 10 female students having more positive attitudes than Year 6 female students (a difference of approximately 3 scale points). At both year levels, female students had more positive attitudes in comparison with male students. This difference was much larger among Year 10 students (5.5 scale point difference). At both year levels, since 2010 there has been a consistent pattern of increasingly positive attitudes towards Australian Indigenous cultures.

Table 4.8
Average scale scores for attitudes towards Australian Indigenous cultures, overall and by gender since 2010

Attitudes towards Australian Indigenous cultures		All students	Males	Females	Difference (M–F)
Year 6	2019	52.3 (±0.4)	51.6 (±0.6)	52.9 (±0.4)	**-1.4** (±0.7)
	2016	52.0 (±0.4)	51.6 (±0.5)	52.5 (±0.5)	**-0.9** (±0.6)
	2013	50.8 (±0.3)	50.1 (±0.4)	51.6 (±0.4)	**-1.5** (±0.5)
	2010	49.5 (±0.3)	49.1 (±0.5)	50.0 (±0.3)	**-0.9** (±0.5)
	Difference (2019 – 2016)	0.2 (±0.6)	-0.1 (±0.8)	0.5 (±0.7)	-0.5 (±0.9)
Year 10	2019	53.4 (±0.5)	50.6 (±0.7)	56.1 (±0.8)	**-5.5** (±1.1)
	2016	53.2 (±0.5)	51.5 (±0.6)	54.9 (±0.8)	**-3.5** (±1.0)
	2013	51.1 (±0.5)	49.2 (±0.6)	53.0 (±0.6)	**-3.8** (±0.8)
	2010	50.0 (±0.5)	48.1 (±0.6)	51.8 (±0.7)	**-3.6** (±0.9)
	Difference (2019 – 2016)	0.2 (±0.9)	-0.8 (±1.1)	1.1 (±1.2)	**-2.0** (±1.5)
Differences (Year 10–Year 6)	2019	**1.1** (±0.7)	**-0.9** (±0.9)	**3.1** (±0.9)	
	2016	**1.1** (±0.6)	-0.2 (±0.8)	**2.5** (±0.9)	
	2013	0.3 (±0.5)	**-0.9** (±0.7)	**1.4** (±0.7)	
	2010	0.5 (±0.6)	**-1.0** (±0.8)	**1.8** (±0.8)	

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statiscally significant differences are in **bold.***

No differences were found in attitudes overall compared with the previous cycle. However, at Year 10 positive attitudes for male students decreased slightly since 2016, and positive attitudes for female students increased slightly since 2016. Individually, these results were not significant; however, their net result was a significant increase in the gender gap from 3.5 scale points in 2016 to 5.5 scale points in 2019.

Associations between students' attitudes towards Australian Indigenous cultures and achievement

Table 4.9 reports the average scale scores for attitudes towards Australian Indigenous cultures for groups of students above and below the proficient standard for both year levels since 2010. Consistent with the results of previous cycles of the study, students who were performing above the NAP–CC proficient standard were more likely to display positive attitudes (4.6 and 6.0 scale point differences for Years 6 and 10, respectively). This gap between students above and below the proficient standard appears to be increasing over time. Moderate positive correlations between scale scores and civics and citizenship knowledge, where more positive attitudes were associated with higher NAP–CC scores, were observed for both year levels.

Table 4.9
Average scale scores for attitudes towards Indigenous cultures for students above and below the proficient standard since 2010

	Proficient standard	2019	2016	2013	2010
Year 6	Below	49.8 (±0.5)	49.8 (±0.6)	48.9(±0.5)	47.7 (±0.4)
	Above	54.4 (±0.4)	53.8 (±0.4)	52.6 (±0.4)	51.2 (±0.3)
	Difference	**4.6** (±0.6)	**3.9** (±0.8)	**3.7** (±0.7)	**3.5** (±0.5)
	Correlation	**0.31** (±0.04)	**0.30** (±0.04)	**0.30** (±0.03)	**0.29** (±0.03)
Year 10	Below	51.0 (±0.6)	51.3 (±0.6)	49.6 (±0.6)	48.2 (±0.6)
	Above	57.1 (±0.8)	56.1 (±0.8)	52.9 (±0.7)	51.8 (±0.7)
	Difference	**6.0** (±0.9)	**4.8** (±1.0)	**3.3** (±0.9)	**3.6** (±1.0)
	Correlation	**0.35** (±0.04)	**0.31** (±0.04)	**0.18** (±0.04)	**0.23** (±0.05)

*Confidence intervals (1.96*SE) are reported in brackets.*
Statistically significant differences and statistically significant correlations in ***bold.***

Students' attitudes towards Australian diversity

Another goal of civics and citizenship education in the Australian Curriculum is fostering students' appreciation of Australian diversity. This is represented strongly in the Australian Curriculum, in both the Australian Curriculum: Civics and Citizenship and the Australian Curriculum: Intercultural Understanding Capability. This goal is also explicitly stated in the Alice Springs (Mparntwe) Education Declaration, which aims for young people to become "active and informed members of the community who… appreciate and respect Australia's rich social, cultural, religious and linguistic diversity and embrace opportunities to communicate and share." (Education Council 2019, p. 8).

The NAP–CC survey for Year 10 students included a question designed to measure the extent to which students had positive attitudes towards diversity by asking them how much they agreed with the following statements about Australian society ('strongly agree', 'agree', 'disagree' or 'strongly disagree')[11]:

- Immigrants should be encouraged to keep their cultural beliefs, practices and languages.
- Australia will remain a peaceful country as more people from different backgrounds come to live here.
- Australia benefits greatly from having people from many cultures and backgrounds.
- At school, all Australians should learn about different cultural beliefs and practices.
- All Australians should accept different cultural beliefs and practices.
- Having people from many different cultures and backgrounds makes it easier for a country to be united.
- Australia will be a better place in the future as more people with different backgrounds come to live here.

[11] *Four statements in this question were revised for use in 2019. Results from previous cycles for these statements are not reported.*

The seven items were used to derive a reliable scale relating to Year 10 students' attitudes towards Australian diversity, where higher values indicate more positive attitudes. Given that the majority of items were revised or new in 2019, trends were not computed for this scale.

Table 4.10 shows the percentages of agreement ('strongly agree' or 'agree') for Year 10 students in the four cycles of the study since 2010. The majority of students tended to agree with each of the statements, reflecting a general positive attitude towards Australian diversity. These students were most likely to respond positively to the statement that immigrants should be encouraged to keep their cultural beliefs, practices and languages (90%) and least likely to respond positively to the statement that having people from many different cultures and backgrounds makes it easier for a country to be united (76%). The table shows gradual increases across cycles since 2010 in students' beliefs that immigrants should be encouraged to keep their cultural beliefs, practices and languages and that Australia benefits greatly from having people from many cultures and backgrounds.

Table 4.10
Percentages of agreement in attitudes towards Australian diversity since 2010

Attitudes towards Australian diversity		% Agreement				
		2019	2016	2013	2010	Difference (2019–2016)
Year 10	Immigrants should be encouraged to keep their cultural beliefs, practices and languages.	90 (±1.1)	84 (±1.6)	81 (±1.7)	72 (±2.2)	**5.5** (±1.9)
	Australia will remain a peaceful country as more people from different backgrounds come to live here.	78 (±1.7)	-	-	-	-
	Australia benefits greatly from having people from many cultures and backgrounds.	87 (±1.2)	84 (±1.5)	82 (±1.5)	80 (±1.7)	**3.0** (±1.9)
	At school, all Australians should learn about different cultural beliefs and practices.	80 (±1.7)	81 (±1.8)	77 (±1.7)	75 (±1.7)	-0.3 (±2.5)
	All Australians should accept different cultural beliefs and practices.	88 (±1.2)	-	-	-	-
	Having people from many different cultures and backgrounds makes it easier for a country to be united.	76 (±1.4)	-	-	-	-
	Australia will be a better place in the future as more people with different backgrounds come to live here.	80 (±1.4)	-	-	-	-

*Confidence intervals (1.96*SE) are reported in brackets.*
Statiscally significant differences are in ***bold.***

The average scale scores in Year 10 for students' attitudes towards Australian diversity are presented in Table 4.11, overall and by gender, for 2019. There was a statistically significant difference of 4.4 scale points between genders, with more positive attitudes towards Australian diversity being shown by female students than by male students.

Table 4.11
Average scale scores for attitudes towards Australian diversity, overall and by gender in 2019

	Trust in civic institutions and processes	All students	Males	Females	Difference (M–F)
Year 10	2019	50.2 (±0.4)	48.0 (±0.6)	52.4 (±0.6)	**-4.4** (±1.0)

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statiscally significant differences are in **bold.***

Associations between students' attitudes towards Australian diversity and achievement

Table 4.12 presents the average scale scores for students' attitudes towards Australian diversity for groups of students who have achieved above and below the NAP–CC proficient standard. Year 10 students who achieved above the proficient standard were more likely to display positive attitudes to diversity than those who achieved below the standard. A moderate positive association was recorded between NAP–CC scale scores and the attitudinal scale (correlation of 0.34), where more positive attitudes were associated with higher NAP–CC scores.

Table 4.12
Average scale scores for attitudes towards Australian diversity for students above and below the proficient standard in 2019

	Proficient standard	2019
Year 10	Below	48.2 (±0.5)
	Above	53.4 (±0.7)
	Difference	**5.1** (±0.9)
	Correlation	**0.34** (±0.04)

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statistically significant differences and statistically significant correlations in **bold.***

Students' perceptions of problems affecting australia

A cross-curriculum priority for the Australian Curriculum is the concept of sustainability. Sustainability in this context incorporates concepts such as environmental protection, economic development, social equality and social justice. Young people's perceptions of how these issues affect Australia relate to their engagement as citizens and their likelihood of actively participating in order to effect positive change.

The 2019 cycle of NAP–CC included a question requiring students to consider the extent to which problems affect Australia specifically, which was first introduced in the previous cycle. Students rated the extent that they felt the following problems affected the country, by selecting 'to a large extent', 'to a moderate extent', 'to a small extent' or 'not at all':

- pollution
- unemployment
- terrorism
- poverty
- climate change
- water shortages
- lack of access to high-quality education
- crime
- lack of access to adequate health services
- racism and discrimination (new for the 2019 cycle)
- lack of cybersecurity and privacy (new for the 2019 cycle).

All 11 items were used to derive a scale of students' perceptions of problems affecting Australia. Table 4.13 shows the category percentages together with percentages of students who perceived the issue to be a problem (to a large or moderate extent) for both Year 6 and Year 10 students.

Table 4.13
Percentages of students concerned about problems affecting Australia since 2016

	Concern about problems affecting Australia	% Agreement 2019	2016	Difference (2019–2016)
Year 6	Pollution	89 (±1.1)	82 (±1.7)	**6.5** (±2.0)
	Unemployment	71 (±1.8)	72 (±1.6)	-0.7 (±2.4)
	Terrorism	58 (±2.2)	61 (±1.8)	**-3.2** (±2.8)
	Poverty	69 (±1.9)	61 (±1.9)	**9.0** (±2.7)
	Climate change	87 (±1.4)	74 (±1.8)	**12.7** (±2.3)
	Water shortages	82 (±1.2)	61 (±2.0)	**21.6** (±2.4)
	Lack of access to high-quality education	60 (±1.8)	56 (±1.8)	**3.9** (±2.5)
	Crime	74 (±1.8)	75 ±1.8)	-1.0 (±2.6)
	Lack of access to adequate health services	61 (±1.8)	58 (±2.0)	**3.7** (±2.7)
	Racism and discrimination	73 (±1.6)	-	-
	Lack of cybersecurity and privacy	72 (±1.7)	-	-

	Concern about problems affecting Australia	% Agreement 2019	% Agreement 2016	Difference (2019–2016)
Year 10	Pollution	86 (±1.2)	80 (±1.5)	**6.0** (±2.0)
	Unemployment	76 (±1.4)	79 (±1.6)	-2.1 (±2.1)
	Terrorism	45 (±1.4)	53 (±1.9)	**-8.1** (±2.4)
	Poverty	63 (±1.6)	55 (±2.1)	**7.5** (±2.6)
	Climate change	84 (±1.4)	75 (±2.2)	**9.8** (±2.6)
	Water shortages	76 (±1.9)	60 (±2.2)	**15.8** (±2.9)
	Lack of access to high-quality education	47 (±1.9)	43 (±2.3)	**4.4** (±3.0)
	Crime	69 (±1.5)	71 (±1.8)	-1.6 (±2.4)
	Lack of access to adequate health services	45 (±1.8)	46 (±2.4)	-1.1 (±3.0)
	Racism and discrimination	73 (±1.6)	-	-
	Lack of cybersecurity and privacy	65 (±2.1)	-	-

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statistically significant differences in **bold.** Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Both Year 6 and Year 10 students perceived pollution as the biggest problem affecting Australia in 2019 (89% and 86%, respectively, selected 'to a large extent' or 'to a moderate extent'), closely followed by climate change (87% and 84%, respectively), and water shortages (82% and 76%, respectively). While the majority of Year 6 students perceived lack of access to high-quality education, lack of access to adequate health services, and terrorism to be a problem in Australia, less than half of Year 10 students expressed concern for these issues. From the 2016 cycle to 2019, there was a significant increase in concerns for students at both levels over water shortages, climate change, poverty, pollution and lack of access to high-quality education. Students in Year 6 also had increased concerns about lack of access to adequate health services. Students were less concerned about terrorism than in 2016, a finding across both year levels.

Table 4.14 reports the average scale scores for students' perceptions of problems affecting Australia by year level, overall and by gender since 2016. Year 6 students perceived the problems affecting Australia to be greater than either the Year 10 students from the current cycle or the Year 6 students from the previous cycle. Gender differences were found for how these problems were perceived at both year levels, with female students expressing greater levels of concern.

Table 4.14
Average scale scores for students' perceptions of problems affecting Australia, overall and by gender since 2016

Concern about problems affecting Australia		All students	Males	Females	Difference (M–F)
Year 6	2019	52.3 (±0.4)	51.7 (±0.7)	52.8 (±0.5)	**-1.1** (±0.9)
	2016	50.3 (±0.4)	50.1 (±0.6)	50.5 (±0.4)	-0.4 (±0.6)
	Difference (2019 – 2016)	**1.9** (±1.3)	**1.6** (±1.5)	**2.2** (±1.4)	-0.7 (±1.1)
Year 10	2019	50.8 (±0.4)	49.7 (±0.6)	51.9 (±0.4)	**-2.2** (±0.8)
	2016	50.0 (±0.4)	49.6 (±0.6)	50.3 (±0.5)	-0.7 (±0.7)
	Difference (2019 – 2016)	0.8 (±1.2)	0.0 (±1.3)	**1.6** (±1.2)	**-1.5** (±1.0)
Differences (Year 10–Year 6)	2019	**-1.4** (±0.6)	**-2.0** (±1.0)	**-0.9** (±0.7)	
	2016	-0.4 (±0.6)	-0.5 (±0.9)	-0.2 (±0.7)	

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statiscally significant differences are in **bold.***

Associations between students' perceptions of problems affecting Australia and achievement

In Table 4.15, average scores for this scale are grouped according to whether students' civics and citizenship scores were below or above the NAP–CC proficient standard. Consistent with the previous cycle, students at both levels whose performance was below the proficient standard believed these problems affected Australia to a greater extent than students whose performance was above the proficient standard. A significant but weak negative correlation between scale scores and achievement, where lower levels of concern were associated with higher test performance, was evident at Year 6 only.

Table 4.15
Average scale scores for concerns about problems affecting Australia for students above and below the proficient standard since 2016

	Proficient standard	2019	2016
Year 6	Below	53.8 (±0.7)	51.6 (±0.6)
	Above	50.9 (±0.5)	49.3 (±0.6)
	Difference	**-2.9** (±0.8)	**-2.3** (±0.8)
	Correlation	**-0.13** (±0.0)	**-0.12** (±0.0)
Year 10	Below	51.4 (±0.5)	51.0 (±0.5)
	Above	49.8 (±0.5)	48.3 (±0.6)
	Difference	**-1.6** (±0.8)	**-2.7** (±0.7)
	Correlation	-0.03 (±0.0)	**-0.14** (±0.0)

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statistically significant differences and statistically significant correlations in **bold.***

CHAPTER 5

STUDENT ENGAGEMENT IN CIVICS AND CITIZENSHIP ACTIVITIES

Chapter highlights

- Students with greater participation in school governance activities or extracurricular activities were more likely to have higher levels of NAP–CC achievement.
- Nearly two-thirds of Year 10 students had collected money for a charity or social cause, and this proportion was significantly larger than in 2016.
- Students in both Year 6 and Year 10 were more likely to access their news from internet sources than from traditional media such as television, in comparison with previous cycles.
- Year 10 students who talked about political or social issues with their families or friends were likely to have higher levels of NAP–CC achievement than those who did not.
- Year 6 students had less interest in a range of civics and citizenship issues and less confidence to actively engage in civic action than in 2016. Students with more interest or more confidence were more likely to have higher levels of achievement, particularly in Year 10.
- There was widespread agreement among students about the value of taking civic action. There were higher levels for female students and those with achievement above the NAP–CC proficient standard.
- Apart from finding information about candidates before voting in an election, only a minority of Year 10 students expected that they would be actively participating in a range of different civic engagement activities.
- Female students and higher-achieving students had greater intentions to promote important issues in the future compared with their counterparts, although there was an overall drop in intentions for all students in comparison with 2016.
- Among Year 6 students, confidence to actively engage and belief in the value of civic action were most positively associated with achievement. Intentions to promote important issues in the future and interest in civic issues were the least associated with achievement.
- Among Year 10 students, confidence to actively engage in civic action, interest in civic issues and intentions to promote important issues in the future were the most positively associated with achievement. Expectations of future civic engagement was the least associated with achievement.
- Students with more interest in civic issues, more confidence to actively engage, or greater belief in the value of civic action had greater intentions to promote important issues in the future.

Introduction

This chapter reports on students' engagement in civics and citizenship activities, and its relationship with students' achievement in civics and citizenship knowledge.

The importance of active community participation as part of civics and citizenship is instantiated in the Alice Springs (Mparntwe) Education Declaration and represented as civics and citizenship participation in the affective domain of the NAP–CC Assessment Framework.. Data on student engagement in civics and citizenship activities were first collected in detail in the NAP–CC student survey in 2010[12], and this has continued in the three subsequent surveys. The 2019 survey was to a large extent the same as previous versions, except for a small number of statements added to existing questions, some new items replacing items from the previous survey, and some minor changes to a small number of items.

[12]A small number of items asking about students' participation in civics and citizenship activities at school were part of the student surveys in NAP–CC 2004 and 2007.

The data included students' participation in civics and citizenship activities at school and in the community; students' interest in civic issues, confidence to actively engage and belief in the value of civic action; and students' intentions to engage in civic action. Each construct was measured using closed response sets that included frequencies of activities and Likert-type responses related to students' confidence to, belief in the value of, or likelihood to engage in activities. Data from the different sets of items corresponding to each of the activities were reviewed first in 2010 to determine whether reliable and unidimensional scales could be derived for each process. Such a review was repeated with the 2013, 2016 and 2019 data. In this chapter, data are reported on both individual items and, where appropriate, on scales.

The scales were developed using the same measurement model (Rasch Item Response Theory) that was used to establish the NAP–CC scale. Each trend scale was established based on the NAP–CC 2010 data and was set to have an average of 50 scale points and a standard deviation of 10 scale points for Year 10 students. Year 6 and Year 10 scale scores were equated so that they could be compared, and further equating was done to have scale scores in 2019 that were comparable with those from previous surveys.

Civics and citizenship participation at school and in the community

Civics and citizenship participation at school

There is only a limited range of formal civic engagement activities in which young people can participate (for example, people under 18 cannot vote in elections or stand as candidates for public office). Young people may undertake more informal civic engagement activities, including taking part in civics and citizenship activities at school, taking part in discussions of political and social issues with friends and family, participating in groups or organisations in the community, and informing themselves through media.

Young people can experience democracy and civic engagement by participating in civics and citizenship activities at school, and through this also develop motivation for civic engagement in the future. The NAP–CC 2019 survey asked students whether they had participated in each of the following activities ('yes', 'no' or 'this is not available at my school'):

- voted for class representatives
- been elected to a Student Council, Student Representative Council (SRC) or class/school parliament
- helped to make decisions about how the school is run
- helped prepare a school webpage, social media post, newspaper or magazine
- participated in peer support, 'buddy' or mentoring programs
- participated in activities in the community
- represented the school in activities outside of class (such as drama, sport, music or debating)
- been a candidate in a Student Council, SRC or class/school parliament election
- participated in an excursion to a parliament, local government or law court.

Table 5.1 presents the category percentages of Year 6 and Year 10 students with their respective confidence intervals for each of the school activities overall and by gender.

Table 5.1
at school

Participation at school		Year 6			Year 10		
		Yes	No	Not available at school	Yes	No	Not available at school
Have voted for class representative	Overall	69 (±3.1)	14 (±1.6)	16 (±2.3)	59 (±3.5)	25 (±2.4)	16 (±2.3)
	Males	67 (±3.3)	16 (±2.1)	17 (±2.8)	54 (±4.2)	28 (±2.8)	18 (±3.1)
	Females	72 (±3.6)	13 (±1.9)	15 (±2.5)	64 (±4.0)	22 (±2.7)	14 (±2.7)
Have been elected to a Student Council, SRC or class/school parliament	Overall	37 (±2.1)	52 (±2.5)	11 (±2.3)	21 (±1.9)	74 (±1.9)	5 (±1.3)
	Males	33 (±2.5)	55 (±2.7)	12 (±2.8)	18 (±2.3)	76 (±2.6)	5 (±2.2)
	Females	40 (±3.1)	50 (±3.5)	10 (±2.4)	23 (±2.6)	72 (±2.5)	5 (±1.2)
Have helped to make decisions about how the school is run	Overall	46 (±2.0)	48 (±1.8)	6 (±1.0)	35 (±2.0)	61 (±2.0)	5 (±0.9)
	Males	44 (±2.8)	50 (±2.6)	6 (±1.3)	32 (±2.6)	63 (±2.6)	5 (±1.3)
	Females	48 (±2.5)	46 (±2.4)	6 (±1.3)	38 (±2.9)	58 (±2.8)	4 (±1.0)
Have helped prepare a school webpage, social media post, newspaper or magazine	Overall	19 (±1.9)	69 (±1.7)	12 (±1.1)	16 (±1.4)	79 (±1.5)	5 (±1.0)
	Males	18 (±2.2)	69 (±2.4)	12 (±1.5)	13 (±1.8)	82 (±2.0)	5 (±1.2)
	Females	20 (±2.8)	68 (±2.6)	12 (±1.7)	19 (±2.1)	76 (±2.2)	5 (±1.3)
Have participated in peer support, 'buddy' or mentoring programs	Overall	70 (±2.3)	24 (±1.9)	6 (±0.9)	46 (±2.4)	49 (±2.3)	5 (±0.8)
	Males	67 (±2.6)	26 (±2.3)	6 (±1.3)	40 (±2.8)	55 (±2.8)	5 (±1.3)
	Females	72 (±2.7)	22 (±2.3)	5 (±1.2)	51 (±3.0)	44 (±2.8)	5 (±1.5)
Have participated in activities in the community	Overall	63 (±2.0)	33 (±2.2)	5 (±0.7)	60 (±2.2)	38 (±2.1)	2 (±0.5)
	Males	59 (±2.6)	36 (±2.6)	5 (±1.1)	51 (±3.0)	47 (±3.1)	2 (±0.7)
	Females	66 (±2.8)	30 (±2.9)	4 (±0.9)	68 (±3.2)	30 (±3.0)	2 (±0.7)
Have represented the school in activities outside of class (such as drama, sport, music or debating)	Overall	82 (±1.5)	17 (±1.4)	1 (±0.4)	76 (±1.9)	23 (±1.8)	1 (±0.5)
	Males	80 (±2.1)	19 (±2.0)	1 (±0.6)	73 (±2.5)	25 (±2.5)	1 (±0.6)
	Females	83 (±2.0)	15 (±1.9)	1 (±0.6)	78 (±2.8)	21 (±2.7)	1 (±0.7)
Have been a candidate in a Student Council, SRC or class/school parliament election	Overall	41 (±2.5)	48 (±2.3)	11 (±2.3)	24 (±2.2)	72 (±2.1)	5 (±1.3)
	Males	37 (±3.1)	51 (±3.2)	12 (±2.6)	20 (±2.6)	75 (±2.9)	5 (±2.3)
	Females	44 (±3.1)	46 (±2.9)	10 (±2.3)	28 (±3.1)	68 (±2.9)	4 (±1.1)
Have participated in an excursion to a parliament, local government or law court	Overall	53 (±4.1)	35 (±3.0)	12 (±2.0)	44 (±2.6)	49 (±2.5)	7 (±1.2)
	Males	50 (±4.3)	38 (±3.3)	12 (±2.2)	43 (±3.1)	51 (±2.7)	6 (±1.5)
	Females	56 (±4.6)	33 (±3.3)	11 (±2.4)	46 (±4.1)	47 (±3.8)	7 (±1.4)

*Confidence intervals (1.96*SE) are reported in brackets.*
Because results are rounded to the nearest whole number some totals may appear inconsistent.

Of all the activities listed, both Year 6 and Year 10 students were most likely to have represented the school in activities outside of class and least likely to have helped prepare a school webpage, social media post, newspaper or magazine. In general, Year 10 students reported lower involvement in school activities than Year 6 students. The activity with the largest difference between Year 6 and Year 10 students was participating in peer support programs. Female students tended to report greater involvement in school activities than male students, a pattern that was consistent across the year levels.

Table 5.2 compares the percentages of students' school activities with the previous surveys in 2016 and 2013, based only on those students who reported that the activities had been available at their schools.

Table 5.2
Percentages for participation in civics and citizenship activities at school since 2013

Participation at school	Year 6				Year 10			
	2019	2016	2013	Difference (2019–2016)	2019	2016	2013	Difference (2019–2016)
Have voted for class representative	83 (±2.1)	86 (±1.8)	82 (±2.2)	**-2.8** (±2.7)	70 (±3.1)	70 (±3.2)	72 (±3.2)	0.4 (±4.4)
Have been elected to a Student Council, SRC or class/school parliament	41 (±2.2)	43 (±2.8)	41 (±2.4)	-2.0 (±3.6)	22 (±1.9)	21 (±2.1)	22 (±1.9)	0.7 (±2.9)
Have helped to make decisions about how the school is run	49 (±1.9)	47 (±2.4)	44 (±2.6)	1.2 (±3.1)	37 (±2.1)	34 (±2.2)	33 (±1.9)	2.5 (±3.0)
Have helped prepare a school webpage, social media post, newspaper or magazine[1]	22 (±2.0)	28 (±2.7)	27 (±2.6)	**-6.1** (±3.4)	17 (±1.5)	15 (±1.5)	17 (±1.7)	2.0 (±2.1)
Have participated in peer support, 'buddy' or mentoring programs	74 (±2.1)	80 (±2.3)	81 (±2.0)	**-6.1** (±3.1)	48 (±2.4)	48 (±2.6)	49 (±2.5)	0.0 (±3.5)
Have participated in activities in the community	66 (±2.2)	64 (±2.2)	77 (±1.7)	1.7 (±3.2)	61 (±2.2)	63 (±2.3)	74 (±1.8)	-1.9 (±3.2)
Have represented the school in activities outside of class (such as drama, sport, music or debating)	83 (±1.4)	84 (±1.6)	85 (±1.3)	-1.5 (±2.2)	77 (±1.9)	76 (±1.9)	77 (±1.5)	0.6 (±2.7)
Have been a candidate in a Student Council, SRC or class/school parliament election	46 (±2.4)	49 (±2.7)	43 (±2.3)	-2.8 (±3.6)	25 (±2.2)	22 (±2.0)	23 (±1.8)	2.8 (±3.0)
Have participated in an excursion to a parliament, local government or law court	60 (±3.8)	58 (±4.5)	52 (±4.3)	2.2 (±5.8)	48 (±2.6)	44 (±2.8)	44 (±2.9)	**4.2** (±3.8)

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statistically significant differences in **bold.***
[1] 2016 wording: Have helped prepare a school webpage, newspaper or magazine.

There were only a few activities with significant differences in the percentage of students engaging in them between 2016 and 2019 at Year 6. Those activities with a lower percentage of students participating in 2019 were: voting for class representatives; preparing a school webpage, social media post, newspaper or magazine; and participating in peer support, 'buddy' or mentoring programs. For Year 10 students, there was an increase in the percentage of students participating in excursions to a parliament, local government or law court over time. Consistent with results from the 2016 cycle, both Year 6 and Year 10 students in 2019 were less likely to have participated in activities in the community than they were in 2013 (more than 10 percentage points difference for both year levels).

Associations between students' civics and citizenship participation at school and achievement

As in previous cycles, all except one of the school activities could be classified into two groups: those related to school governance and those related to extracurricular activities.

Activities related to school governance were:

- voted for class representatives
- been elected to a Student Council, Student Representative Council (SRC) or class/school parliament
- helped to make decisions about how the school is run
- been a candidate in a Student Council, SRC or class/school parliament election.

Activities related to extracurricular activities were:

- helped prepare a school webpage, social media post, newspaper or magazine
- participated in peer support, 'buddy' or mentoring programs
- participated in activities in the community
- represented the school in activities outside of class (such as drama, sport, music or debating).

The four items related to school governance were grouped to create one index of participation, as were the four items related to extracurricular activities. The final item (participated in an excursion to a parliament, local government or law court) did not fall into either category so was excluded from the following analysis. Each of these indices had five categories of student participation relating to the number of activities that students had completed.

The percentages of Year 6 and Year 10 students reporting the different numbers of school governance and extracurricular activities are recorded in Table 5.3. The table also shows the average NAP–CC scale scores of students within each category.

Table 5.3
Average NAP–CC scale scores by number of school governance and extracurricular activities

	SCHOOL GOVERNANCE ACTIVITIES[1]				EXTRACURRICULAR ACTIVITIES[2]			
	Year 6				Year 10			
Number of activities	Percentage	Average performance	Percentage	Average performance	Percentage	Average performance	Percentage	Average performance
None	15 (±1.9)	372 (±15.9)	28 (±2.9)	445 (±12.6)	5 (±0.7)	331 (±21.4)	12 (±1.2)	430 ±17.2)
One	28 (±1.8)	392 (±9.1)	34 (±2.4)	494 (±11.3)	15 (±1.2)	382 (±11.9)	23 (±1.7)	461 (±11.7)
Two	23 (±1.7)	408 (±10.0)	18 (±1.7)	516 (±13.2)	33 (±1.6)	406 (±8.6)	29 (±1.6)	499 (±10.6)
Three	17 (±1.4)	435 (±10.9)	10 (±1.3)	531 (±17.1)	37 (±2.0)	430 (±6.6)	27 (±1.9)	525 (±10.5)
Four	16 (±1.5)	454 (±11.6)	9 (±1.3)	526 (±19.4)	10 (±1.2)	435 (±13.8)	9 (±1.1)	520 (±23.4)
Correlation with achievement		**0.21** (±0.05)		**0.21** (±0.04)		**0.19** (±0.03)		**0.23** (±0.04)

*Confidence intervals (1.96*SE) are reported in brackets.*
Statistically significant correlation coefficients in ***bold.***
[1] School governance activities: voted for class representatives (ST01Q01), been elected to SRC/school or class parliament (ST01Q02), helped to make decisions (ST01Q03), and been a candidate in class/school election (ST01Q08).
[2] Extracurricular activities: helped prepare school webpage/social media post/newspaper/magazine (ST01Q04), participated in peer support/buddy/mentoring programs (ST01Q05), participated in community activities (ST01Q06), or represented the school in activities outside of class (ST01Q07).

At both year levels, students reporting higher numbers of school governance activities were also those with higher average NAP–CC scale scores. The correlation between this index and test performance was weak (0.21) in both year levels. Similar associations were evident between students' participation in extracurricular activities and their achievement scores. The results indicate significant but weak positive associations between students' civics and citizenship knowledge and their participation in school governance and extracurricular activities, where higher levels of participation were associated with greater civic and citizenship knowledge. This was true for both year levels.

Participating in an excursion to a parliament, local government or law court was the only activity that was neither grouped with school governance nor extra-curricular activities at school. The average NAP–CC scale score of students who participated in these excursions was 41 points higher for students in Year 6 and 47 points higher for students in Year 10 compared to students who did not participate. The differences were statistically significant at both year levels. It should be noted that these differences could be a result of a broad range of factors (such as school location, school and student socioeconomic status and the selection of students eligible for participation within schools) that are beyond the scope of NAP–CC to measure and report on in this context. As such, the differences alone should not be interpreted as evidence that participation in excursions to parliament, local government or law courts necessarily results in higher student achievement.

Civics and citizenship participation in the community

Older adolescents may also engage in some community activities outside of school hours. The survey asked Year 10 students whether they had participated in out-of-school activities related to the following groups or organisations (they were asked to select one of: 'yes, I have done this within the last year', 'yes, I have done this but more than a year ago' or 'no, I have never done this'):

- a charity or social cause (collecting money)
- a voluntary group doing something to help the community
- an environmental organisation
- a human rights organisation
- a youth development organisation (for example, Scouts, Australian Services Cadets, Police and Community Youth Clubs)
- an animal rights or protection organisation.

Table 5.4 shows the percentages for each of the response categories with their respective confidence intervals for all students and by gender.

Table 5.4
Category percentages for items measuring participation in civics and citizenship activities in the community (Year 10), overall and by gender

Participation in the community		Yes, I have done this within the last year	Yes, I have done this but more than a year ago	No, I have never done this
Collecting money for a charity or social cause	Overall	31 (±1.9)	32 (±1.5)	37 (±1.6)
	Males	24 (±2.9)	32 (±2.5)	44 (±2.6)
	Females	38 (±2.6)	33 (±2.5)	30 (±2.1)
A voluntary group doing something to help the community	Overall	33 (±2.2)	28 (±2.1)	38 (±2.0)
	Males	28 (±3.2)	29 (±2.7)	43 (±2.9)
	Females	39 (±3.2)	27 (±2.7)	34 (±2.4)
An environmental organisation	Overall	12 (±1.5)	22 (±1.7)	66 (±2.3)
	Males	10 (±2.0)	20 (±2.0)	69 (±2.4)
	Females	14 (±1.8)	23 (±2.2)	63 (±3.0)
A human rights organisation	Overall	8 (±1.1)	14 (±1.6)	79 (±1.9)
	Males	7 (±1.4)	13 (±1.9)	81 (±2.4)
	Females	8 (±1.4)	15 (±2.0)	77 (±2.0)
A youth development organisation (e.g. Scouts, Australian Services Cadets, Police and Community Youth Clubs)	Overall	15 (±1.6)	20 (±1.4)	64 (±1.9)
	Males	17 (±2.3)	20 (±2.0)	63 (±2.3)
	Females	14 (±1.9)	20 (±1.9)	66 (±2.5)
An animal rights or protection organisation	Overall	7 (±1.0)	15 (±1.4)	77 (±1.7)
	Males	5 (±1.2)	14 (±2.0)	81 (±2.4)
	Females	9 (±1.6)	17 (±1.8)	74 (±2.0)

*Confidence intervals (1.96*SE) are reported in brackets.*
Because results are rounded to the nearest whole number some totals may appear inconsistent.

There were two activities with relatively high participation among Year 10 students overall. Approximately two-thirds of Year 10 students had collected money for a charity or social cause (either within the last year or more than a year ago). Similar proportions of students helped the community within a voluntary group.

Relatively high proportions of female students indicated that they had collected money for charities or joined a voluntary group doing something to help the community within the last year (38% and 39%, respectively). In contrast, only around one in four male students indicated they had participated in these activities within the last year. Seventeen per cent of male students had participated in youth development organisation activities within the last year, compared with 14 per cent of female students.

Table 5.5 presents the results from NAP–CC 2019 with those from the previous two cycles. For each of the activities, reported participation was defined as having done this either within the last year or more than a year ago. Collecting money for a charity or social cause was the only activity with a higher percentage of students participating in 2019 compared with 2016 (an increase of 2.7 percentage points).

Table 5.5
Category percentages for participation in civics and citizenship activities in the community (Year 10) since 2013

Participation in the community	2019	2016	2013	Difference (2019–2016)
Collecting money for a charity or social cause	63 (±1.6)	61 (±2.1)	65 (±1.5)	**2.7** (±2.7)
A voluntary group doing something to help the community	62 (±2.0)	61 (±2.2)	58 (±1.8)	0.5 (±3.0)
An environmental organisation	34 (±2.3)	34 (±1.8)	35 (±1.9)	0.0 (±2.9)
A human rights organisation	21 (±1.9)	21 (±1.9)	18 (±1.6)	0.1 (±2.6)
A youth development organisation (e.g. Scouts, Australian Services Cadets, Police and Community Youth Clubs)	36 (±1.9)	36 (±1.8)	-	-0.7 (±2.6)
An animal rights or protection organisation	23 (±1.7)	22 (±1.8)	-	0.8 (±2.4)

*Confidence intervals (1.96*SE) are reported in brackets.*
Statiscally significant differences are in ***bold.***

Associations between civics and citizenship participation in the community and achievement

In order to summarise students' reported civics and citizenship activities in the community and to explore its relationship with achievement, a three-category index was created using the students' reports of their activities. The index classified students as: never having participated in any of the activities; having participated in one or two activities; or having undertaken three or more activities. As in the previous table, students were classified into the latter two categories if they indicated they had participated in an activity either within the last year or more than a year ago.

Table 5.6
Average NAP–CC scale scores by number of civics and citizenship activities in the community (Year 10)

Number of activities	Year 10	
	Percentages[1]	Average performance
None	19 (±1.4)	431 (±13.7)
One or two	38 (±1.6)	501 (±8.5)
Three or more	42 (±2.0)	509 (±10.8)
Correlation with achievement		**0.17** (±0.04)

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statistically significant correlation coefficient in **bold.***
[1] The way these percentages have been reported has been corrected from the format used in previous reports.

Table 5.6 shows the percentage of Year 10 students in each index category, as well as their average NAP–CC scale scores. Nearly half of all Year 10 students reported participating in three or more activities in the community. Students who did not participate in any activities achieved an average NAP–CC scale score 70 scale points lower than that of students who participated in one or two activities.

This is also reflected in the correlation coefficient of 0.17, which was significant and points to a weak positive association between Year 10 students' civics and citizenship activities in the community and their test performance, where higher reported involvement in activities were associated with higher test performance.

Civics and citizenship communication

In previous NAP–CC cycles, it was reported that family discussions about civic issues and engagement with media were positively associated with civics and citizenship achievement. The NAP–CC survey asked how frequently students participated in the following activities relating to media and discussions of political or social issues ('never or hardly ever', 'at least once a month', 'at least once a week' or 'more than three times a week'):

- use the internet (including social media) to get news of current events
- watch the news on television
- listen to news on the radio
- read about current events in a paper or online newspaper
- post or share a comment or image about a political or social issue on the internet (including social media)
- talk about political or social issues with your family
- talk about political or social issues with your friends.

Table 5.7
Percentages of participation in civic-related communication at least once a week since 2010

		% at least once a week				
	Civic-related communication	**2019**	**2016**	**2013**	**2010**	**Difference (2019–2016)**
Year 6	Use the internet (including social media) to get news of current events[1]	72 (±1.7)	49 (±2.1)	34 (±1.9)	31 (±1.9)	**22.3** (±2.8)
	Watch the news on television	67 (±1.7)	76 (±1.5)	82 (±1.5)	82 (±1.2)	**-9.0** (±2.3)
	Listen to news on the radio	58 (±1.7)	59 (±2.2)	61 (±1.9)	53 (±1.9)	-0.9 (±2.8)
	Read about current events in a paper or online newspaper[2]	27 (±1.7)	23 (±1.8)	41 (±2.0)	44 (±1.8)	**4.3** (±2.4)
	Post or share a comment or image about a political or social issue on the internet (including social media)[3]	11 (±1.1)	11 (±1.2)	7 (±0.8)	7 (±0.9)	-0.1 (±1.7)
	Talk about political or social issues with your family	29 (±1.7)	29 (±1.5)	28 (±1.7)	27 (±2.0)	0.1 (±2.3)
	Talk about political or social issues with your friends	22 (±1.6)	24 (±1.3)	18 (±1.5)	17 (±1.5)	-2.0 (±2.0)
Year 10	Use the internet (including social media) to get news of current events[1]	87 (±1.0)	69 (±1.9)	49 (±2.2)	43 (±2.0)	**17.8** (±2.2)
	Watch the news on television	64 (±1.8)	73 (±1.8)	80 (±1.3)	81 (±1.5)	**-8.5** (±2.5)
	Listen to news on the radio	54 (±1.9)	56 (±1.8)	61 (±1.8)	56 (±2.0)	-2.3 (±2.6)
	Read about current events in a paper or online newspaper[2]	32 (±1.7)	24 (±1.8)	45 (±1.7)	53 (±2.0)	**7.9** (±2.4)
	Post or share a comment or image about a political or social issue on the internet (including social media)[3]	15 (±1.6)	16 (±1.5)	9 (±1.3)	5 (±0.8)	-1.1 (±2.2)
	Talk about political or social issues with your family	43 (±2.3)	43 (±2.0)	37 (±1.7)	33 (±2.0)	-0.6 (±3.1)
	Talk about political or social issues with your friends	36 (±2.1)	34 (±1.7)	24 (±1.8)	21 (±1.6)	1.7 (±2.7)

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statiscally significant differences are in **bold.** Because results are rounded to the nearest whole number some totals may appear inconsistent.*
[1] 2016 wording: Use the internet to get news of current events.
[2] 2016 wording: Read about current events in the newspaper.
[3] 2016 wording: Post or share a comment or image about a political or social issue on the internet or social media.

Table 5.7 shows the percentages of Year 6 and Year 10 students who reported that they engaged in a civic-related communication activity at least once a week since 2010. In both year levels, there was a significant increase in the number of students using the internet to get news of current events, and reading about current events in a paper or online newspaper. The increase in the number of students reading about current events in a paper or online newspaper is likely due to the change in wording since 2016 to include the online source. There was also a significant decrease in the number of students watching the news on television.

Differences in achievement based on civics and citizenship communication

The relationship between students' participation in civics and citizenship communication and their achievement levels was explored by comparing average NAP–CC scale scores across categories of reported frequency of media use and participation in discussion about political or social issues. Test scores were compared between students who participated in these activities at least weekly and students who participated less frequently.

Table 5.8 shows the percentages of students reporting participation for both categories, alongside their test performance scores. The differences between the two groups' performances are shown, as well as respective confidence intervals. Statistically significant group differences are displayed in bold, and positive values indicate that students who reported at least weekly participation had higher test scores than those who reported less frequent participation.

Table 5.8
Average NAP–CC scale scores by media use and participation in discussion of political or social issues

	Year 6				Year 10			
Civic-related communication	% Students who report doing this at least once a week	Average performance Less than weekly	At least once a week	Difference	% Students who report doing this at least once a week	Average performance Less than weekly	At least once a week	Difference
Use the internet (including social media) to get news of current events	72 (±1.7)	403 (±9.4)	415 (±5.8)	**12** (±10.3)	87 (±1.0)	427 (±15.9)	502 (±7.9)	**75** (±18.0)
Watch the news on television	67 (±1.7)	404 (±8.2)	415 (±6.3)	**12** (±9.7)	64 (±1.8)	487 (±9.4)	494 (±8.2)	8 (±10.7)
Listen to news on the radio	58 (±1.7)	402 (±7.6)	420 (±5.9)	**18** (±8.4)	54 (±1.9)	486 (±9.5)	497 (±7.9)	**11** (±10.4)
Read about current events in a paper or online newspaper	27 (±1.7)	410 (±6.0)	415 (±7.9)	4 (±8.6)	32 (±1.7)	483 (±7.2)	510 (±11.9)	**28** (±11.9)
Post or share a comment or image about a political or social issue on the internet (including social media)	11 (±1.1)	421 (±5.3)	334 (±16.6)	**-88** (±17.4)	15 (±1.6)	497 (±6.7)	463 (±17.9)	**-34** (±17.5)
Talk about political or social issues with your family	29 (±1.7)	412 (±6.1)	412 (±9.0)	0 (±10.4)	43 (±2.3)	467 (±6.2)	525 (±11.2)	**58** (±11.7)
Talk about political or social issues with your friends	22 (±1.6)	420 (±6.1)	387 (±12.5)	**-33** (±14.3)	36 (±2.1)	473 (±7.0)	524 (±12.3)	**51** (±12.8)

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statiscally significant differences are in **bold.***

For Year 6 students, there were three activities where those students who reported that they participated in the activity at least once a week attained significantly higher average NAP–CC test scores compared to those who reported participating less than weekly. Students who reported they used the internet to get news of current events, watched the news on television or listened to news on the radio at least once a week had higher average NAP–CC scale scores than those who engaged in those activities less than weekly.

For Year 10 students, in all except two activities, students indicating they participated in the activity at least weekly attained significantly higher average NAP–CC test scores compared to those who participated less than weekly. Most notably, students who reported using the internet to get news of current events at least once a week scored an average of 75 NAP–CC scale points higher than their counterparts who did this less than once a week.

Talking about political or social issues with friends had the opposite pattern with test performance for Year 6 students, where students engaging in the activity more frequently attained lower average NAP–CC scale scores. However, Year 10 students who talked with their friends about political or social issues at least once a week had significantly higher average NAP–CC scale scores compared to those who did this less than weekly.

Both Year 6 and Year 10 students who posted on the internet/social media at least weekly had significantly lower average NAP–CC test scores, compared to those who posted less than weekly. The average NAP–CC scale score for Year 6 students who posted at least once a week was nearly 90 scale points lower than for their counterparts who posted less than weekly.

Civics and citizenship engagement: interest, confidence and valuing civic action

Interest in civic issues

Developing an interest in civic issues is one of the main motivators of citizens' engagement in society. The NAP–CC student survey asked students to rate their interest in the following ('very interested', 'quite interested', 'not very interested' or 'not interested at all'):

- what is happening in your local community
- Australian politics
- social issues in Australia
- environmental issues in Australia
- what is happening in other countries
- global (worldwide) issues.

These six items were also used to derive a scale reflecting students' interest in civic issues, where higher scale scores indicate higher levels of interest in civic issues.

Table 5.9 shows the percentages for 'interested' (that is, the combination of the two categories 'very interested' and 'quite interested') and corresponding confidence intervals for Year 6 and Year 10 students since 2010.

Table 5.9
Percentages for interest in civic issues since 2010

	Interest in civic issues	Interested (very or quite) 2019	2016	2013	2010	Difference (2019–2016)
Year 6	What is happening in your local community	57 (±2.3)	64 (±1.8)	65 (±1.7)	60 (±2.1)	**-7.1** (±3.0)
	Australian politics	34 (±1.9)	38 (±1.8)	39 (±2.1)	35 (±2.0)	**-3.8** (±2.6)
	Social issues in Australia	55 (±2.0)	60 (±1.7)	56 (±1.9)	52 (±2.0)	**-5.1** (±2.7)
	Environmental issues in Australia	77 (±1.5)	71 (±1.7)	69 (±1.9)	70 (±1.8)	**6.6** (±2.3)
	What is happening in other countries	66 (±2.0)	75 (±1.6)	71 (±1.6)	66 (±1.8)	**-8.3** (±2.5)
	Global (worldwide) issues	70 (±1.8)	74 (±1.6)	70 (±1.6)	63 (±1.9)	**-3.5** (±2.4)
Year 10	What is happening in your local community	59 (±1.8)	58 (±2.1)	57 (±1.6)	58 (±2.0)	0.5 (±2.8)
	Australian politics	35 (±2.1)	35 (±2.0)	35 (±1.8)	31 (±1.9)	0.5 (±2.9)
	Social issues in Australia	67 (±2.1)	68 (±1.8)	60 (±1.7)	56 (±2.3)	-1.3 (±2.8)
	Environmental issues in Australia	71 (±1.9)	66 (±1.9)	58 (±2.0)	60 (±2.1)	**5.3** (±2.7)
	What is happening in other countries	73 (±2.0)	76 (±1.4)	71 (±1.6)	67 (±2.1)	**-2.7** (±2.5)
	Global (worldwide) issues	79 (±1.6)	79 (±1.5)	74 (±1.6)	69 (±2.0)	0.9 (±2.2)

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statiscally significant differences are in **bold.***

Levels of interest in 2019 for each of the listed issues were similar for Year 6 and Year 10 students, with Australian politics the least popular in both year levels. Between 2016 and 2019, Year 6 students reported significantly less interest in all issues except environmental issues in Australia. Both Year 6 and Year 10 students reported significantly more interest in environmental issues in Australia since 2016. For Year 10 students, there was either no change for all other issues, or students reported less interest in 2019 compared with 2016.

Table 5.10 records the 2019 average scores for the scale reflecting interest in civic issues at each year level overall, by gender and in comparison with 2016, 2013 and 2010.

Table 5.10
Average scale scores for interest in civic issues, overall and by gender since 2010

	Interest in civic Issues	All students	Males	Females	Difference (M–F)
Year 6	2019	50.4 (±0.4)	49.7 (±0.5)	51.9 (±0.5)	**-1.4** (±0.6)
	2016	51.9 (±0.3)	51.4 (±0.4)	52.4 (±0.4)	**-0.9** (±0.5)
	2013	51.4 (±0.3)	50.7 (±0.5)	52.1 (±0.4)	**-1.4** (±0.5)
	2010	50.3 (±0.4)	49.3 (±0.5)	51.3 (±0.4)	**-2.0** (±0.6)
	Difference (2019 – 2016)	**-1.4** (±0.8)	**-1.7** (±0.9)	**-1.2** (±0.9)	-0.5 (±0.8)
Year 10	2019	52.0 (±0.5)	49.5 (±0.6)	54.4 (±0.7)	**-4.9** (±0.9)
	2016	52.3 (±0.4)	50.9 (±0.6)	53.8 (±0.6)	**-2.9** (±0.8)
	2013	51.1 (±0.4)	49.8 (±0.5)	52.3 (±0.7)	**-2.5** (±0.9)
	2010	50.0 (±0.5)	48.2 (±0.6)	51.7 (±0.7)	**-3.5** (±0.9)
	Difference (2019 – 2016)	-0.4 (±0.8)	**-1.4** (±1.0)	0.6 (±1.0)	**-2.0** (±1.2)
Differences (Year 10–Year 6)	2019	**1.5** (±0.7)	-0.2 (±0.8)	**3.3** (±0.8)	
	2016	0.5 (±0.5)	-0.5 (±0.7)	**1.5** (±0.7)	
	2013	-0.3 (±0.5)	**-0.9** (±0.7)	0.2 (±0.8)	
	2010	-0.3 (±0.6)	**-1.1** (±0.8)	0.4 (±0.8)	

*Confidence intervals (1.96*SE) are reported in brackets.*
Statiscally significant differences are in ***bold.***

At both year levels in 2019, female students reported significantly higher interest in civic issues than male students. This difference was much larger for Year 10 students, where the average scale score for female students was nearly 5 scale points higher than for male students. This gender gap was evident for both year levels in all previous cycles, but for Year 10 students it was significantly wider in 2019 than it was in 2016, by 2 scale points. This gap-widening was predominantly due to Year 10 male students showing significantly lower interest in civic issues in 2019 than in 2016. Male students and female students in Year 6 both reported significantly lower interest in civic issues in 2019 than in 2016.

Associations between interest in civic issues and achievement

Similar to the approach taken in chapter 4, this chapter examines associations between student attitudes related to engagement and NAP–CC scale scores by presenting, along with the correlations between the attitudinal scale scores and NAP–CC achievement, the average attitudinal scale scores, by year level, of students whose achievement was below the proficient standard for that year level and those whose achievement was above the proficient standard for that year level.

Table 5.11 shows the average interest in civic issues for students above and below the proficient standard since 2010, along with the correlation of the interest in civic issues scale score with NAP–CC achievement for each cycle.

Table 5.11
Average scale scores for interest in civic issues for students above and below the proficient standard since 2010

	Proficient standard	2019	2016	2013	2010
Year 6	Below	49.0 (±0.6)	51.0 (±0.5)	50.0 (±0.5)	49.1 (±0.6)
	Above	51.7 (±0.4)	52.6 (±0.4)	52.7 (±0.5)	51.4 (±0.4)
	Difference	**2.6** (±0.7)	**1.6** (±0.7)	**2.8** (±0.7)	**2.3** (±0.7)
	Correlation	**0.19** (±0.03)	**0.11** (±0.04)	**0.19** (±0.04)	**0.19** (±0.04)
Year 10	Below	49.5 (±0.5)	50.4 (±0.6)	48.6 (±0.5)	47.1 (±0.6)
	Above	55.9 (±0.7)	55.5 (±0.7)	54.1 (±0.6)	53.0 (±0.6)
	Difference	**6.4** (±0.9)	**5.1** (±0.9)	**5.6** (±0.8)	**5.8** (±0.9)
	Correlation	**0.36** (±0.03)	**0.29** (±0.04)	**0.32** (±0.04)	**0.34** (±0.04)

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statistically significant differences and statistically significant correlations in **bold.***

At both year levels in 2019, students performing above the proficient standard reported significantly more interest in civic issues than their lower-performing counterparts. This difference was over 6 scale points for Year 10 students and less than 3 scale points for Year 6 students. These findings are consistent with previous cycles' results.

There was also a significant positive correlation between students' interest in civic issues scale score and their NAP–CC scale score for both year levels in 2019, where increasing civic interest was associated with higher civics and citizenship knowledge. This correlation was moderate for Year 10 students but weak for Year 6 students. These findings are also consistent with previous cycles' results.

Confidence to actively engage

To support young people's active engagement in civic society, an important aim of civics and citizenship education is to foster confidence regarding their abilities to engage. Students were asked to rate how well they thought they could do the following civic action ('very well', 'fairly well', 'not very well' or 'not at all'):

- discuss news about a conflict between countries
- argue your opinion about a political or social issue
- be a candidate in a school or class election
- organise a group of students in order to achieve changes at school
- express your opinion on a current issue in a letter or email to a newspaper
- give a speech to your class about a social or political issue
- present information about a political or social issue on social media
- express your opinion in a comment you post on a website.

The final item was a new addition to the survey in 2019. These eight items were also used to derive a scale of confidence to actively engage, where higher scale scores reflected higher levels of student confidence to actively engage. Table 5.12 shows the percentages for 'very or fairly well' (that is, the combination of the categories 'very well' and 'fairly well') and corresponding confidence intervals for Year 6 and Year 10 students since 2010.

Table 5.12
Percentages of confidence to actively engage in civic action since 2010

		% Very or fairly well				
	Confidence to actively engage in civic action	**2019**	**2016**	**2013**	**2010**	**Difference (2019–2016)**
Year 6	Discuss news about a conflict between countries	48 (±1.0)	52 (±2.0)	50 (±2.0)	46 (±1.9)	**-3.9** (±2.3)
	Argue your opinion about a political or social issue	50 (±1.0)	54 (±2.1)	53 (±2.3)	54 (±2.1)	**-4.1** (±2.4)
	Be a candidate in a school or class election	63 (±1.0)	68 (±1.9)	67 (±1.8)	69 (±1.9)	**-4.9** (±2.2)
	Organise a group of students in order to achieve changes at school	57 (±0.8)	60 (±2.1)	61 (±1.9)	62 (±2.1)	**-3.3** (±2.2)
	Express your opinion on a current issue in a letter or email to a newspaper[1]	36 (±0.8)	40 (±1.9)	41 (±1.9)	42 (±1.8)	**-3.8** (±2.1)
	Give a speech to your class about a social or political issue	42 (±1.0)	45 (±1.8)	47 (±2.1)	47 (±2.3)	**-3.4** (±2.1)
	Present information about a political or social issue on social media	35 (±0.9)	40 (±1.8)	-	-	**-5.2** (±2.0)
	Express your opinion in a comment you post on a website	38 (±0.9)	-	-	-	-
Year 10	Discuss news about a conflict between countries	54 (±1.0)	59 (±1.8)	54 (±1.8)	53 (±2.2)	**-4.7** (±2.0)
	Argue your opinion about a political or social issue	57 (±1.2)	59 (±1.9)	57 (±1.8)	59 (±2.2)	-2.0 (±2.3)
	Be a candidate in a school or class election	46 (±1.2)	43 (±1.9)	48 (±1.7)	50 (±2.1)	2.1 (±2.3)
	Organise a group of students in order to achieve changes at school	47 (±1.2)	50 (±1.7)	51 (±1.9)	54 (±2.1)	**-2.4** (±2.1)
	Express your opinion on a current issue in a letter or email to a newspaper[1]	39 (±1.0)	40 (±1.9)	46 (±1.8)	53 (±2.0)	-0.6 (±2.2)
	Give a speech to your class about a social or political issue	43 (±1.1)	42 (±1.9)	45 (±1.9)	47 (±2.2)	1.6 (±2.2)
	Present information about a political or social issue on social media	44 (±1.1)	45 (±1.8)	-	-	-1.2 (±2.2)
	Express your opinion in a comment you post on a website	48 (±1.2)	-	-	-	-

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statiscally significant differences are in **bold.***
[1] 2016 wording: Write a letter or an email to a newspaper giving your view on a current issue.

In 2019, the majority of Year 6 students were confident being a candidate in a school or class election, or organising a group of students at school. In contrast, Year 10 students were not as confident doing these activities but were more confident discussing news about a conflict between countries or arguing their opinion about a political or social issue.

Year 6 students' confidence was significantly lower in 2019 than in 2016 for all seven issues that were surveyed in both cycles. In contrast, Year 10 students' confidence was only significantly lower in 2019 than in 2016 for discussing news about a conflict between countries and organising a group of students at school.

Table 5.13 records the 2019 average scores for the scale reflecting confidence to actively engage in civic action in both year levels overall, by gender and in comparison with previous cycles.

Table 5.13
Average scale scores for confidence to actively engage in civic action, overall and by gender since 2010

Confidence to actively engage in civic action		All students	Males	Females	Difference (M–F)
Year 6	2019	47.9 (±0.4)	46.6 (±0.5)	49.2 (±0.5)	**-2.6** (±0.6)
	2016	48.7 (±0.4)	47.6 (±0.5)	49.8 (±0.5)	**-2.2** (±0.6)
	2013	49.1 (±0.4)	47.9 (±0.5)	50.3 (±0.5)	**-2.4** (±0.6)
	2010	49.0 (±0.4)	47.3 (±0.5)	50.6 (±0.5)	**-3.3** (±0.7)
	Difference (2019 – 2016)	**-0.8** (±0.6)	**-1.0** (±0.7)	-0.6 (±0.7)	-0.4 (±0.8)
Year 10	2019	48.7 (±0.6)	47.0 (±0.7)	50.4 (±0.8)	**-3.4** (±1.0)
	2016	49.0 (±0.5)	48.0 (±0.7)	50.0 (±0.6)	**-2.0** (±0.8)
	2013	49.5 (±0.3)	48.7 (±0.5)	50.4 (±0.5)	**-1.7** (±0.8)
	2010	50.0 (±0.5)	48.9 (±0.7)	51.1 (±0.7)	**-2.2** (±1.0)
	Difference (2019 – 2016)	-0.3 (±0.8)	-1.0 (±1.0)	0.4 (±1.0)	**-1.4** (±1.3)
Differences (Year 10–Year 6)	2019	**0.8** (±0.7)	0.4 (±0.9)	**1.2** (±0.9)	
	2016	0.3 (±0.6)	0.4 (±0.8)	0.2 (±0.8)	
	2013	0.5 (±0.5)	**0.8** (±0.7)	0.2 (±0.7)	
	2010	**1.0** (±0.6)	**1.5** (±0.9)	0.4 (±0.8)	

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statiscally significant differences are in **bold.***

At both year levels in 2019, female students reported significantly higher confidence to actively engage in civic action than male students. This gender gap was evident for both year levels in all previous cycles, but for Year 10 students it was significantly wider in 2019 than it was in 2016. Male students in Year 6 also reported significantly lower confidence in 2019 than in 2016, although the gender gap for Year 6 students did not change significantly over this time.

Associations between confidence to actively engage and achievement

Table 5.14 shows the average reported confidence to actively engage in civic action for students above and below the proficient standard since 2010, along with the correlation of the confidence to actively engage scale score with NAP–CC achievement for each cycle.

Table 5.14
Average scale scores for confidence to actively engage in civic action for students above and below the proficient standard since 2010

	Proficient standard	2019	2016	2013	2010
Year 6	Below	45.5 (±0.6)	46.5 (±0.6)	46.2 (±0.6)	46.2 (±0.6)
	Above	49.9 (±0.5)	50.4 (±0.5)	51.7 (±0.4)	51.5 (±0.5)
	Difference	**4.4** (±0.7)	**4.0** (±0.7)	**5.5** (±0.7)	**5.3** (±0.7)
	Correlation	**0.27** (±0.03)	**0.24** (±0.05)	**0.33** (±0.04)	**0.36** (±0.04)
Year 10	Below	45.7 (±0.6)	46.4 (±0.7)	46.7 (±0.5)	46.5 (±0.5)
	Above	53.3 (±0.7)	53.2 (±0.6)	53.1 (±0.5)	53.6 (±0.5)
	Difference	**7.6** (±0.8)	**6.8** (±0.9)	**6.4** (±0.8)	**7.0** (±0.7)
	Correlation	**0.39** (±0.04)	**0.34** (±0.03)	**0.38** (±0.03)	**0.42** (±0.03)

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statistically significant differences and statistically significant correlations in **bold.***

There was a significant positive correlation between students' reported confidence to actively engage in civic action and their NAP–CC scale score for both year levels in 2019, where increasing confidence was associated with higher civics and citizenship achievement. This correlation was moderate for Year 10 students, but weak for Year 6 students. These findings are also consistent with previous cycles' results.

Also at both year levels in 2019, students performing above the proficient standard rated themselves as having significantly more confidence to actively engage in civic action than their lower-performing counterparts. This gap was nearly 8 scale points for Year 10 students, but just over 4 scale points for Year 6 students. These findings are consistent with previous cycles' results.

Belief in the value of civic action

Citizens wanting to actively engage in society need to believe in the value of becoming active, and that civic action will have positive consequences. These beliefs were measured in the NAP–CC survey with a question regarding students' belief in the general value of civic action within their school context and beyond. Students were asked to rate their agreement with the following statements ('strongly agree', 'agree', 'disagree' or 'strongly disagree'):

- If students act together at school they can make real change happen.
- Elected student representatives (such as Student Council or Student Representative Council (SRC) members) contribute to school decision-making.
- Student participation in how schools are run can make schools better.
- Organising groups of students to express their opinions could help solve problems in schools.

- It is important for students to vote in school elections.
- Citizens can have strong influence on government policies in Australia (Year 10 only).

The last item was only included in the survey of Year 10 students given that it reflected views on civic action beyond the immediate school environment. The items (five at Year 6 and six at Year 10) were used to derive a scale measuring students' belief in the value of civic action, where higher scale scores reflected higher levels of valuing civic action.

Table 5.15 shows the percentage of agreement (that is, the combination of the two categories 'strongly agree' and 'agree') and corresponding confidence intervals for Year 6 and Year 10 students since 2010. Majorities at both year levels expressed agreement with all the statements included in the question.

Table 5.15
Percentage agreement with the value of civic action since 2010

		% Agreement				
	Valuing civic action	2019	2016	2013	2010	Difference (2019–2016)
Year 6	If students act together at school they can make real change happen.	92 (±0.9)	93 (±1.0)	92 (±0.9)	92 (±1.0)	-1.1 (±1.4)
	Elected student representatives (such as Student Council or SRC members) contribute to school decision-making.	83 (±1.4)	85 (±1.7)	85 (±1.7)	83 (±1.5)	-2.0 (±2.3)
	Student participation in how schools are run can make schools better.	88 (±1.2)	89 (±1.1)	89 (±1.0)	87 (±1.1)	**-1.7** (±1.7)
	Organising groups of students to express their opinions could help solve problems in schools.	85 (±1.4)	87 (±1.3)	87 (±1.1)	83 (±1.4)	-1.5 (±1.9)
	It is important for students to vote in school elections	87 (±1.1)	87 (±1.3)	-	-	-0.2 (±1.7)
Year 10	If students act together at school they can make real change happen.	88 (±1.0)	91 (±1.1)	90 (±1.0)	89 (±1.2)	**-2.7** (±1.5)
	Elected student representatives (such as Student Council or SRC members) contribute to school decision-making.	74 (±2.1)	79 (±1.6)	79 (±1.7)	76 (±1.9)	**-4.8** (±2.7)
	Student participation in how schools are run can make schools better.	86 (±1.1)	88 (±1.2)	89 (±1.2)	88 (±1.2)	**-1.8** (±1.6)
	Organising groups of students to express their opinions could help solve problems in schools.	84 (±1.6)	84 (±1.4)	85 (±1.6)	83 (±1.5)	-0.8 (±2.2)
	It is important for students to vote in school elections	83 (±1.5)	84 (±1.4)	-	-	-0.8 (±2.1)
	Citizens can have strong influence on government policies in Australia.	83 (±1.6)	82 (±1.6)	82 (±1.6)	80 (±1.5)	0.2 (±2.3)

*Confidence intervals (1.96*SE) are reported in brackets.*
Statiscally significant differences are in ***bold.***

The percentages of students expressing agreement with the statements regarding the value of civic action were either similar or significantly lower in 2019 than in 2016. Significantly fewer students in both year levels in 2019 agreed that student participation in how schools are run can make schools better, compared with 2016. There was a significant reduction in the percentage of Year 10 students agreeing that elected student representatives contribute to school decision-making since 2016.

Table 5.16 shows the average scores for the scale reflecting valuing civic action in both year levels overall, by gender and in comparison with previous cycles.

Table 5.16
Average scale scores for valuing civic action, overall and by gender since 2010

	Valuing civic action	All students	Males	Females	Difference (M–F)
Year 6	2019	51.8 (±0.5)	50.7 (±0.7)	52.8 (±0.5)	**-2.1** (±0.8)
	2016	51.0 (±0.4)	50.2 (±0.6)	51.8 (±0.5)	**-1.6** (±0.6)
	2013	51.3 (±0.4)	50.2 (±0.5)	52.4 (±0.6)	**-2.2** (±0.7)
	2010	50.1 (±0.4)	49.0 (±0.5)	51.2 (±0.5)	**-2.3** (±0.6)
	Difference (2019 – 2016)	**0.8** (±0.7)	0.5 (±1.0)	**1.0** (±0.8)	-0.5 (±1.0)
Year 10	2019	51.2 (±0.6)	49.1 (±0.6)	53.2 (±0.8)	**-4.1** (±1.0)
	2016	52.4 (±0.4)	51.4 (±0.7)	53.5 (±0.6)	**-2.1** (±0.9)
	2013	51.9 (±0.5)	50.7 (±0.7)	53.2 (±0.6)	**-2.5** (±0.9)
	2010	50.0 (±0.5)	48.3 (±0.5)	51.6 (±0.5)	**-3.2** (±0.6)
	Difference (2019 – 2016)	**-1.3** (±0.9)	**-2.3** (±1.0)	-0.3 (±1.1)	**-2.0** (±1.3)
Differences (Year 10–Year 6)	2019	-0.6 (±0.8)	**-1.6** (±0.9)	0.4 (±1.0)	
	2016	**1.4** (±0.6)	**1.2** (±0.9)	**1.6** (±0.8)	
	2013	0.6 (±0.6)	0.4 (±0.8)	0.7 (±0.9)	
	2010	-0.1 (±0.6)	-0.6 (±0.7)	0.4 (±0.7)	

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statiscally significant differences are in **bold.***

At both year levels in 2019, female students reported significantly higher value for civic action than male students. This difference was greater for Year 10 students, where the average scale score for female students was over 4 scale points higher than for male students. This gender gap was evident for both year levels in all previous cycles, but for Year 10 students it was significantly wider in 2019 than it was in 2016, by 2 scale points. This gap-widening was predominantly due to Year 10 male students showing significantly lower belief in the value of civic action scale scores in 2019 than in 2016. Female students in Year 6 reported significantly higher value for civic action in 2019 than in 2016, although the gender gap did not change significantly over this time.

Associations between belief in the value of civic action and achievement

Table 5.17 shows the average belief in the value of civic action for students above and below the proficient standard since 2010, along with the correlation of the belief in the value of civic action scale score with NAP–CC achievement for each cycle.

Table 5.17
Average scale scores for valuing civic action for students above and below the proficient standard since 2010

	Proficient standard	2019	2016	2013	2010
Year 6	Below	49.4 (±0.7)	49.0 (±0.6)	49.2 (±0.5)	47.9 (±0.5)
	Above	53.8 (±0.6)	52.6 (±0.5)	53.3 (±0.5)	51.7 (±0.5)
	Difference	**4.4** (±0.8)	**3.6** (±0.8)	**4.2** (±0.7)	**3.8** (±0.7)
	Correlation	**0.25** (±0.04)	**0.24** (±0.04)	**0.27** (±0.03)	**0.27** (±0.03)
Year 10	Below	49.1 (±0.7)	50.6 (±0.7)	50.2 (±0.7)	48.7 (±0.6)
	Above	54.4 (±0.9)	55.4 (±0.7)	54.0 (±0.8)	51.4 (±0.7)
	Difference	**5.2** (±1.2)	**4.9** (±1.1)	**3.9** (±1.1)	**2.7** (±0.9)
	Correlation	**0.28** (±0.05)	**0.26** (±0.04)	**0.22** (±0.04)	**0.21** (±0.04)

*Confidence intervals (1.96*SE) are reported in brackets.*
Statistically significant differences and statistically significant correlations in ***bold.***

There was a significant positive correlation between students' belief in the value of civic action and their NAP–CC scale score for both year levels in 2019, where increasing belief was associated with higher civics and citizenship knowledge. This correlation was weak for both Year 6 students and Year 10 students. These findings are consistent with previous cycles' results.

Similarly, at both year levels in 2019, students performing above the proficient standard reported significantly greater belief in the value of civic action than their lower-performing counterparts. This gap was over 5 scale points for Year 10 students, and over 4 scale points for Year 6 students. These findings are consistent with previous cycles' results.

Student intentions to engage in civic action

Expected active civic engagement in future adult life

Given the limitations young people below the age of 18 face regarding their opportunities to engage with the organisations, elected bodies and democratic processes that are core to a functioning democracy, it is more appropriate to assess students' expectations that they will actively engage in civic life in the future. Year 10 students were asked to rate the probability of engaging in the following activities ('I would certainly do this', 'I would probably do this', 'I would probably not do this' or 'I would certainly not do this'):

- find information about candidates before voting in an election
- help a candidate or party during an election campaign
- join a political party
- join a trade or other union
- stand as a candidate in local council or shire elections.

The combined categories of students expecting to 'certainly' or 'probably' engage in these activities were interpreted as positive expectations to engage. The five items were used to obtain a scale reflecting students' expected active civic engagement in the future, where higher scale scores indicated higher levels of students' expected active engagement.

Table 5.18
Percentages of expectations of active future civic engagement (Year 10)

Expectations of active future civic engagement	% Certainly or probably				
	2019	2016	2013	2010	Difference (2019–2016)
Find information about candidates before voting in an election	78 (±1.8)	78 (±1.6)	76 (±1.5)	72 (±1.8)	-0.4 (±2.4)
Help a candidate or party during an election campaign	30 (±1.8)	29 (±1.8)	28 (±1.6)	21 (±1.4)	0.9 (±2.5)
Join a political party	14 (±1.3)	13 (±1.2)	10 (±1.0)	10 (±0.9)	1.3 (±1.8)
Join a trade or other union	20 (±1.8)	23 (±1.8)	24 (±1.6)	29 (±1.7)	**-2.8** (±2.5)
Stand as a candidate in local council or shire elections	13 (±1.5)	12 (±1.1)	10 (±1.1)	9 (±0.8)	0.4 (±1.9)

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statiscally significant differences are in **bold.***

Table 5.18 shows the percentages of positive expectations to engage and corresponding confidence intervals for Year 10 students since 2010. A majority of students expected to find information about candidates before voting in an election (78%). This is similar to previous cycles' results. The only significant change between 2016 and 2019 was in the percentage of students expecting to join a trade or other union (down by 3 percentage points).

Table 5.19 shows the 2019 average scores for the scale reflecting expectations of active future civic engagement in Year 10 overall, by gender and in comparison with previous cycles.

Table 5.19
Average scale scores for expectations of active future civic engagement, overall and by gender (Year 10) since 2010

	Expectations of active future civic engagement	All students	Males	Females	Difference (M–F)
Year 10	2019	50.6 (±0.5)	49.8 (±0.7)	51.4 (±0.7)	**-1.6** (±0.9)
	2016	51.2 (±0.5)	50.8 (±0.6)	51.7 (±0.6)	**-0.8** (±0.8)
	2013	50.5 (±0.4)	49.9 (±0.6)	51.0 (±0.5)	**-1.1** (±0.7)
	2010	50.0 (±0.4)	49.2 (±0.5)	50.7 (±0.5)	**-1.5** (±0.6)
	Difference (2019 – 2016)	-0.7 (±1.1)	-1.1 (±1.3)	-0.3 (±1.3)	-0.8 (±1.2)

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statiscally significant differences are in **bold.***

In 2019, female students reported significantly higher expectations of active future civic engagement than male students, consistent with findings from all previous cycles since 2010.

Associations between expected active civic engagement in future adult life and achievement

Table 5.20 shows the average level of expected active future civic engagement for students above and below the proficient standard since 2010, along with the correlation of the expected active future civic engagement scale score with NAP–CC achievement for each cycle.

Table 5.20
Average scale scores for expectations of active future civic engagement for students above and below the proficient standard since 2010

	Proficient standard	2019	2016	2013	2010
Year 10	Below	49.0 (±0.7)	50.3 (±0.6)	49.3 (±0.6)	48.9 (±0.5)
	Above	53.0 (±0.7)	52.8 (±0.8)	51.9 (±0.5)	51.1 (±0.4)
	Difference	**4.0** (±0.9)	**2.5** (±1.1)	**2.6** (±0.7)	**2.2** (±0.7)
	Correlation	**0.20** (±0.04)	**0.14** (±0.05)	**0.14** (±0.04)	**0.13** (±0.04)

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statistically significant differences and statistically significant correlations in **bold.***

In 2019, students performing above the proficient standard reported significantly higher expectations of active future civic engagement than their lower-performing counterparts. This result was supported by a significant positive but weak correlation between students' expectations of active future civic engagement and their NAP–CC scale score in 2019, where higher expectations were associated with higher civics and citizenship knowledge. These findings are consistent with previous cycles' results.

Promotion of important issues in the future

The NAP–CC student survey included questions measuring behavioural intentions related to the promotion of important issues in the future. Citizens' civic engagement tends to be motivated by concerns about important issues and trends. It can be expressed in activities in favour of (for example, promoting humanitarian issues) or against (for example, protesting against excessive government control) these issues. Students were asked to rate expectations regarding participation in the following forms of engagement ('I would certainly do this', 'I would probably do this', 'I would probably not do this' or 'I would certainly not do this'):

- sign an online petition
- write a letter or an email to a newspaper
- write your opinion about an issue on the internet (for example, on a blog or web forum)
- wear a badge, hat or t-shirt expressing your opinion
- contact a member of parliament or local council
- take part in a peaceful march or rally
- collect signatures for a petition
- choose not to buy certain products or brands of product as a protest.

The response categories 'I would certainly do this' and 'I would probably do this' were combined as positive expectations to undertake an activity in the future. All eight items were used to derive a scale reflecting students' intentions to promote important issues in the future, where higher scale scores reflected higher levels of intentions to engage.

Table 5.21 shows the percentages of positive intentions to promote important issues in the future, and the corresponding confidence intervals for Year 6 and Year 10 students since 2010.

Table 5.21
Percentages of positive intentions to promote important issues in the future since 2010

	Intentions to promote important issues in the future	% Certainly or probably 2019	2016	2013	2010	Difference (2019–2016)
Year 6	Sign an online petition	40 (±2.0)	43 (±2.0)	31 (±2.0)	27 (±1.6)	**-3.1** (±2.8)
	Write a letter or an email to a newspaper	28 (±1.6)	32 (±1.8)	37 (±1.8)	39 (±1.8)	**-3.6** (±2.4)
	Write your opinion about an issue on the internet (e.g. on blog or web forum)	39 (±1.9)	45 (±1.6)	40 (±1.8)	40 (±2.1)	**-5.5** (±2.5)
	Wear a badge, hat or t-shirt expressing your opinion	38 (±1.8)	40 (±1.7)	43 (±2.0)	46 (±1.9)	-2.1 (±2.5)
	Contact a member of parliament or local council	25 (±1.8)	25 (±1.8)	34 (±1.9)	29 (±1.7)	0.1 (±2.6)
	Take part in a peaceful march or rally	44 (±1.9)	48 (±2.1)	51 (±2.1)	47 (±1.9)	**-3.5** (±2.8)
	Collect signatures for a petition	35 (±1.8)	38 (±1.9)	41 (±1.9)	40 (±1.9)	**-3.1** (±2.6)
	Choose not to buy certain products or brands of product as a protest	40 (±2.0)	40 (±1.9)	40 (±1.7)	36 (±1.8)	0.8 (±2.8)
Year 10	Sign an online petition	69 (±1.9)	67 (±2.0)	60 (±2.0)	55 (±2.0)	1.9 (±2.7)
	Write a letter or an email to a newspaper	30 (±1.7)	34 (±1.6)	38 (±1.8)	46 (±2.1)	**-3.8** (±2.4)
	Write your opinion about an issue on the internet (e.g. on blog or web forum)	46 (±2.1)	51 (±1.8)	47 (±1.8)	45 (±1.9)	**-4.9** (±2.8)
	Wear a badge, hat or t-shirt expressing your opinion	39 (±2.3)	44 (±2.1)	46 (±1.7)	51 (±2.3)	**-4.5** (±3.1)
	Contact a member of parliament or local council	27 (±1.7)	27 (±1.8)	36 (±1.6)	32 (±1.7)	0.2 (±2.5)
	Take part in a peaceful march or rally	50 (±2.3)	45 (±2.0)	49 (±1.8)	46 (±2.4)	**5.0** (±3.0)
	Collect signatures for a petition	43 (±2.4)	45 (±2.2)	53 (±1.8)	50 (±2.6)	-1.7 (±3.2)
	Choose not to buy certain products or brands of product as a protest	51 (±2.0)	51 (±2.2)	53 (±1.9)	49 (±2.5)	0.6 (±3.0)

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statiscally significant differences are in **bold.***

Moderate numbers of Year 6 students intended to engage in the listed activities. For five of the activities, there was significantly less anticipated future engagement in 2019 compared with 2016, the largest drop being for writing their opinion on the internet.

A majority of Year 10 students intended to sign an online petition, and the percentage of students intending to participate in a peaceful march or rally was higher in 2019 than 2016. Significantly fewer Year 10 students indicated they would write a letter or an email to a newspaper, write their opinion about an issue on the internet, or wear a badge, hat or t-shirt expressing their opinion in 2019 compared with three years ago.

Table 5.22 displays the average scores for the scale reflecting intentions to promote important issues in the future in both year levels overall, by gender and in comparison with previous cycles.

Table 5.22
Average scale scores for intentions to promote important issues in the future, overall and by gender since 2010

Intentions to promote important issues in the future		All students	Males	Females	Difference (M–F)
Year 6	2019	47.5 (±0.3)	46.4 (±0.5)	48.5 (±0.4)	**-2.2** (±0.7)
	2016	48.9 (±0.3)	48.3 (±0.4)	49.5 (±0.4)	**-1.2** (±0.6)
	2013	49.0 (±0.3)	48.0 (±0.4)	50.0 (±0.4)	**-2.0** (±0.6)
	2010	48.4 (±0.3)	47.4 (±0.4)	49.5 (±0.4)	**-2.1** (±0.5)
	Difference (2019 – 2016)	**-1.4** (±0.5)	**-1.9** (±0.7)	**-1.0** (±0.7)	**-0.9** (±0.9)
Year 10	2019	49.0 (±0.5)	46.1 (±0.7)	51.9 (±0.7)	**-5.8** (±1.1)
	2016	50.1 (±0.4)	48.2 (±0.6)	52.1 (±0.5)	**-3.9** (±0.7)
	2013	50.0 (±0.4)	48.0 (±0.6)	52.2 (±0.5)	**-4.2** (±0.8)
	2010	50.0 (±0.6)	47.2 (±0.6)	52.6 (±0.7)	**-5.4** (±0.9)
	Difference (2019 – 2016)	**-1.1** (±1.0)	**-2.1** (±1.2)	-0.2 (±1.2)	**-1.9** (±1.3)
Differences (Year 10–Year 6)	2019	**1.5** (±0.6)	-0.3 (±0.9)	**3.4** (±0.9)	
	2016	**1.3** (±0.5)	0.0 (±0.7)	**2.6** (±0.7)	
	2013	**1.0** (±0.5)	-0.1 (±0.7)	**2.2** (±0.7)	
	2010	**1.6** (±0.6)	-0.2 (±0.7)	**3.2** (±0.8)	

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statiscally significant differences are in **bold.***

At both year levels in 2019, female students reported significantly greater intentions to promote important issues in the future than male students did. These differences were much larger for Year 10 students, where the average scale score for female students was nearly 6 scale points higher than for male students. The gender gap was evident for both year levels in all previous cycles, and it was significantly wider in 2019 than it was in 2016, for both Year 6 and Year 10 students. This gap-widening was predominantly due to male students showing significantly lower intentions to promote important issues in the future in 2019 than in 2016. Female students in Year 6 also reported significantly lower intentions to promote important issues in the future in 2019 than in 2016.

Associations between student intentions to promote important issues in the future and achievement

Table 5.23 shows the average level of intentions to promote important issues in the future for students above and below the proficient standard since 2010, along with the correlation with NAP–CC achievement for each cycle.

Table 5.23
Average scale scores for intentions to promote important issues in the future for students above and below the proficient standard since 2010

	Proficient standard	2019	2016	2013	2010
Year 6	Below	45.8 (±0.5)	48.1 (±0.5)	47.7 (±0.5)	47.0 (±0.5)
	Above	48.9 (±0.4)	49.5 (±0.4)	50.2 (±0.4)	49.8 (±0.4)
	Difference	**3.1** (±0.6)	**1.3** (±0.7)	**2.6** (±0.6)	**2.8** (±0.7)
	Correlation	**0.19** (±0.03)	**0.08** (±0.04)	**0.16** (±0.04)	**0.22** (±0.04)
Year 10	Below	46.6 (±0.5)	48.1 (±0.6)	47.8 (±0.5)	47.2 (±0.5)
	Above	52.9 (±0.7)	53.4 (±0.7)	52.9 (±0.6)	52.9 (±0.7)
	Difference	**6.3** (±0.7)	**5.2** (±0.9)	**5.1** (±0.8)	**5.7** (±0.8)
	Correlation	**0.33** (±0.04)	**0.30** (±0.04)	**0.31** (±0.04)	**0.33** (±0.04)

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statistically significant differences and statistically significant correlations in **bold.***

There was a significant positive correlation between students' intentions to promote important issues in the future scale score and their NAP–CC scale score for both year levels in 2019, where increasing intentions were associated with higher civics and citizenship knowledge. This correlation was moderate for Year 10 students, but weak for Year 6 students. These findings are also consistent with previous cycles' results.

At both year levels in 2019, students performing above the proficient standard reported significantly greater intentions to promote important issues in the future than their lower-performing counterparts did. This difference was over 6 scale points for Year 10 students and just over 3 scale points for Year 6 students. These findings are consistent with previous cycles' results.

Associations between student intentions to promote important issues in the future and selected engagement indicators

The NAP–CC Assessment Framework acknowledges that the age of students participating in NAP–CC presents some limitations on the range of civic activities in which they can participate, compared to the opportunities they will have in future adult life. In recognition of this, students' behavioural intentions (in addition to their current engagement) are regarded as important indicators of their likelihood to participate as active and informed citizens in the future.

Citizens' decisions to promote important issues are likely to be influenced by a number of factors, including their interest, being confident that they have the ability to do this and having the conviction that it is worth doing. Therefore, when estimating students' intentions to promote important issues in the future, their civic interest, their confidence to actively engage and their belief in the value of civic action are regarded as important factors.

The following analysis presents the results of a multiple linear regression analysis predicting students' intentions to promote important issues in the future using students' civic interest, confidence and belief in the value of civic action as predictors. Table 5.24 summarises these results.

Table 5.24
Predicting student intentions to promote important issues in the future by students' interest in civic issues, confidence to actively engage in civic action, and valuing civic action

	Interest in civic issues	Confidence to actively engage	Belief in value of civic action	R Squared
Year 6	**0.21** (±0.05)	**0.45** (±0.04)	**0.06** (±0.03)	**0.41** (±0.03)
Year 10	**0.35** (±0.03)	**0.37** (±0.03)	**0.09** (±0.04)	**0.49** (±0.03)

*Confidence intervals (1.96*SE) are reported in brackets.*
*Statiscally significant differences are in **bold.***

For Year 6 students, the R-squared value of 0.41 shows that 41 per cent of the variation in students' intentions to promote important issues in the future was explained by a combination of their interest in civic issues, confidence to actively engage, and belief in the value of civic action. While all regression coefficients were significant, students' confidence to actively engage had the highest contribution to the prediction of intentions to promote important issues in the future, where an increase of 1 point on the confidence to actively engage scale predicted an increase of 0.45 points on the intentions to promote important issues in the future scale.

mong Year 10 students, the relationship was slightly stronger, with half of the variation in students' intentions to promote important issues in the future being explained by the predictors. Again, all regression coefficients were significant, with interest in civic issues and confidence to actively engage contributing equally to the prediction of students' intentions to promote important issues in the future, where a 1 point increase on each scale was associated with an increase of 0.35 and 0.37 points, respectively, on the intentions to promote important issues in the future scale.

These results indicate that for Year 6 students, having the confidence to actively engage in civic society was the most important factor associated with their intentions to promote important issues in the future. For Year 10 students, having the confidence to actively engage as well as being interested in civic issues were equally influential in shaping their intentions to promote important issues in the future.

CHAPTER 6

NAP–CC FOR TEACHERS

Introduction

This chapter explores some of the results of the National Assessment Program – Civics and Citizenship (NAP–CC) at the individual item level. It provides support to teachers about how the Australian Curriculum: Civics and Citizenship, and some aspects of the Australian Curriculum: History, can be used to support teaching and learning of the knowledge, understanding and skills that underpin being an active and informed member of the Australian community.

NAP–CC and the Australian Curriculum

Through the Australian Curriculum: Civics and Citizenship, students develop the skills, values and dispositions to be active and informed members of the community who act with moral and ethical integrity while being committed to Australia's national values of democracy, equity and justice. The curriculum offers opportunities for students in a wide range of skills and capabilities, including an appreciation of diverse perspectives, empathy, collaboration, negotiation, self-awareness and intercultural understanding.

The content of the Australian Curriculum: Civics and Citizenship has three areas in which students acquire knowledge and understanding: government and democracy; laws and citizens; and citizenship, diversity and identity. There are also four areas in which students develop skills: questioning and research; analysis, synthesis and interpretation; problem-solving and decision-making; and communication and reflection. The way in which each of these knowledge and skills areas is addressed in schools varies between Australia's states and territories, and is based on the decisions and approaches of jurisdictional curriculum implementation authorities.

The Australian Curriculum: Civics and Citizenship provides students with opportunities to investigate Australia's political, governmental and legal systems, and to explore the nature of citizenship, diversity and identity in contemporary society. Emphasis is given to the federal system of government, derived from the Westminster system, and the liberal democratic values, such as freedom, equality and the rule of law, that underpin it. The curriculum explores how the Australian people choose their governments; how the system safeguards democracy through the rights and responsibilities of members of the Australian community; how laws and the legal system protect these rights; and how individuals and groups can influence and contribute to civic life in Australia.

The Australian Curriculum: Civics and Citizenship recognises that Australia is a secular nation with a multicultural, multi-faith society and a Christian heritage. The curriculum promotes the development of inclusivity by developing students' understanding of values such as respect, civility, equity, justice and responsibility. It also acknowledges the identities, experiences and contributions of Aboriginal and Torres Strait Islander peoples within contemporary Australia. While the curriculum primarily focuses on the Australian context, students are also provided with the opportunity to reflect on Australia's international obligations and the role of individuals and groups in an interconnected world.

For each year level, the Australian Curriculum: Civics and Citizenship provides an achievement standard which describes the attributes of a 'typical' student. For Year 6, this includes being able to:

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

For Year 10, this includes being able to:

- compare and evaluate the key features and values of systems of government
- analyse the Australian Government's global roles and responsibilities
- explain how Australia's international legal obligations influence law and government
- evaluate a range of factors that sustain democratic societies.

The assessment framework for NAP–CC was revised in 2018 to align with the content knowledge and skills of the F–6/7 Australian Curriculum: Humanities and Social Sciences and the 7–10 Australian Curriculum: Civics and Citizenship, as well as the intersection with the appropriate contextual content knowledge and skills of the Australian Curriculum: History, particularly in Years 5–6 and Years 9–10.

Each NAP–CC 2019 assessment item was mapped to one of the content descriptions in the Australian Curriculum: Humanities and Social Sciences (in Year 6) or the Australian Curriculum: Civics and Citizenship and the Australian Curriculum: History (in Year 10). The content description outlines a student's skills or knowledge and understanding in an identified topic or area. Chapter 1 of this report provides details of the NAP–CC 2019 Assessment Framework, its development and its alignment to the Australian Curriculum. Chapter 2 provides details of the nature and administration of the assessment instrument. Chapter 3 provides details of the achievement levels.

Exemplar items, student responses and suggested approaches to teaching and learning

The following selected items from NAP–CC 2019 are presented as examples of student achievement. The performance findings are accompanied by suggestions for how systems, schools and teachers may use the Australian Curriculum: Humanities and Social Sciences, the Australian Curriculum: Civics and Citizenship, and the Australian Curriculum: History to support students in the development of the identified skills, knowledge and understanding.

The items (assessment questions) and responses (student answers) are drawn from levels 2–5 of the NAP–CC proficiency scale. The civics and citizenship examples are grouped according to the three organisational themes of the Australian Curriculum: Civics and Citizenship and include a range of item types and difficulty levels. Examples are also provided to demonstrate the development of skills, as well as aspects of historical understanding.

The presented items are screenshots from the NAP–CC 2019 online test. Where given, student responses are reproduced verbatim and should be viewed according to the demonstration of civics and citizenship or historical indicators rather than spelling, grammar or punctuation.

Each item is accompanied by a list of activities that may be used to develop students' conceptual understanding or inquiry skills. Systems, schools and teachers may find the suggested activities useful when planning or programming lessons in civics and citizenship or Australian history.

Government and democracy

The theme 'Government and democracy' involves a study of Australian democracy and the key institutions, processes and roles in Australia's system of government. In the Australian Curriculum: Civics and Citizenship this theme is shaped by the following inquiry questions:

- How is Australia's system of democratic government shaped by the Constitution?
- What are the freedoms and responsibilities of citizens in Australia's democracy?
- What influences shape the operation of Australia's political system?
- How is Australia's democracy defined and shaped by the global context?

Figure 6.1
Exemplar item 1 with a focus on the theme 'Government and democracy' in Year 6

Some television shows allow the people who are watching to vote for the winner of a competition. People can vote by pressing the buttons on their remote controls or phones, by sending text messages or by logging into a website.

Give **one** reason why this way of choosing a winner could be described as **democratic.**

Give **one** reason why this way of choosing a winner could be described as **undemocratic.**

Theme	Government and democracy	**Item type**	Short constructed responses
Australian Curriculum: HASS content description	The key values that underpin Australia's democracy (ACHASSK115) – Year 5 HASS Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103) – Year 5 HASS		

This item explored the notions that underpin democratic forms of voting within a recognised scenario. Students were asked to provide two short constructed responses: one explaining why the proposed voting methods could be seen to be democratic; one explaining why the proposed voting methods could be seen to be undemocratic. The item was administered to Year 6 only.

Two marks were awarded to students who presented two accurate and contrasting texts identifying concepts such as equality, participation, access, equity and fairness. Examples of answers awarded two marks include:

> *becausse everyone gets a say and because people might ask they friends who to vote for; This could be undemocratic because most people have multiple TVs or phone numbers. Because of this they'd get multiple votes; Because anyone can vote; Because, this gives everyone a fair chance to vote instead of them having to be at the actual event to vote and they might not have strong wi-fi meaning they can not vote.*

Two marks demonstrated performance at level 4 on the NAP–CC scale.

One mark was awarded to students who presented an accurate response in only one of the two categories. Examples of answers awarded one mark include:

> *they might have put many votes in and maybe you were only aloud to once but logged in with different emails; some people might not be watching; because it gives the people a chance to vote for whoever they want; If the people running the event choose last place as winner the public would be pretty mad.*

One mark demonstrated performance at level 2 on the NAP–CC scale.

Fourteen per cent of Year 6 students received two marks for this item, and 35 per cent received one mark. Fifty-one per cent of Year 6 students did not receive credit for their response to this item on account of either failing to provide a response (9%) or providing a response that was incorrect, irrelevant or too vague (42%).

To support students in the development and extension of their understanding of democratic processes, teachers might consider one or more of the following activities:

- discuss the meaning of democracy
- discuss the meaning and importance of the key values of Australian democracy, such as freedom of election and being elected, freedom of assembly and political participation, freedom of speech, expressions and religious belief, human rights
- consider how students might apply democratic values in familiar contexts
- consider how individuals and organisations make decisions, such as the selection of the Australian of the Year, and the election of school captains
- consider how criteria and processes play a part in democratic decision-making and analyse the strengths and weaknesses of different approaches.

Figure 6.2
Exemplar item 2 with a focus on the theme 'Government and democracy' in Year 10

Below are the results of an imaginary federal election in Australia.

Composition of the House of Representatives	Number of seats won
Party A	74
Party B	71
Party C	4
Independent members	1
Total number of seats in the House of Representatives	**150**

Prior to the election, there were no coalitions, partnerships or alliances.

Who could form a majority government based on the election result shown in the table?

Select the **three** options that apply.

- ☐ Party A by itself
- ☐ Party B by itself
- ☐ Party A and Party B in a coalition
- ☐ Party A and Party C in a coalition
- ☐ Party A with the support of the Independent member
- ☐ Party B and Party C in a coalition with the support of the Independent member

Theme	Government and democracy	**Item type**	Multiple choices response
Australian Curriculum: Civics and Citizenship content description	The role of political parties and independent representatives in Australia's system of government, including the formation of governments (ACHCK075) – Year 9 Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS097) – Year 10		

This item explored how political parties may form majority governments through coalitions, partnerships or alliances. Students were asked to identify the three different combinations that would allow elected members of parliament to form a majority government. The item was administered to Year 10 only.

One mark was awarded for selecting all three correct combinations from the six options offered:

> *Party A and Party B in a coalition; Party A and Party C in a coalition; Party B and Party C in a coalition with the support of the Independent member.*

One mark demonstrated performance at level 5 on the NAP–CC scale.

Thirteen per cent of Year 10 students received one mark for this item. Forty-seven per cent of students identified two correct options, and 30 per cent of students identified one correct option. Eighty-seven per cent of Year 10 students did not receive credit for their response to this item, with 2 per cent not making any attempt to answer.

To support students in the development and extension of their understanding of the ways in which majority governments are formed in Australia, teachers might consider one or more of the following activities:

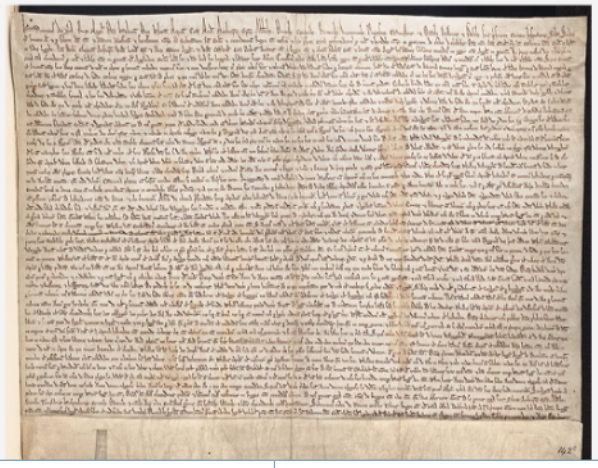
- investigate how the contemporary party system operates in Australia's liberal democracy and how governments are formed at a local, regional or national level
- discuss the meaning, and explore examples, of 'parliamentary majority', 'hung parliament', and 'minority government'
- explore the differing roles and composition of the House of Representatives and the Senate, and the lower and upper houses in the states and territories

- examine real and hypothetical election results and consider different ways in which governments may be formed.

Figure 6.3
Exemplar item 3 with a focus on the theme 'Government and democracy' in Year 10

The Magna Carta included several important principles that lie at the heart of English law, including the right to trial by jury and recognition that no-one is above the law. King John of England was forced to sign the Magna Carta in 1215.

Below is a copy of the Magna Carta which is on display in Parliament House in Canberra.



The Magna Carta recognised the principles of the right to trial by jury and the idea that no-one is above the law.

What are **two** other democratic principles that exist in Australia today?

1.

2.

Theme	Government and democracy	**Item type**	Short constructed responses
Australian Curriculum: Civics and Citizenship content description	The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement (ACHCK061) – Year 8		

This item explored the principles that underpin Australia's democracy. Students were asked to consider the nature and purpose of the Magna Carta and provide two short constructed responses identifying present-day democratic principles. The item was administered to Year 10 only.

Two marks were awarded to responses identifying two principles such as freedom of speech, freedom of assembly, freedom of movement, freedom of religion, freedom of participation. Examples of answers awarded two marks include:

> *The right to protest and everyone get's a vote; Everyone is treated equally no matter their race or gender and That everyone has their own opinion; Everyone is able to possess basic human rights such as the ability to vote and freedom of speech and Citizens are provided with the privilege to protest, and to have their own opinion unaffiliated by displays of propaganda; Freedom of religion and Freedom of election and participation.*

Two marks demonstrated performance at level 4 on the NAP–CC scale.

One mark was awarded to responses identifying one of the principles. Examples of answers awarded one mark include:

> *There isn't one main leader (dictator) running the whole government, like fascism; Everyone over the age of 18 has the right to vote; Citizens have the right to have a say in how the country should be run; The right to know the actions of the government; The people have a say on importatnt chages to the law; The people have a right to choose who their leader is.*

One mark demonstrated performance at level 3 on the NAP–CC scale.

Nineteen per cent of Year 10 students received two marks for this item, and 25 per cent received one mark. Fifty-five per cent of Year 10 students did not receive credit for their response to this item on account of either failing to provide a response (20%) or providing a response that was irrelevant, incorrect or too vague (35%).

To support students in the development and extension of their understanding of the freedoms that exist in Australia, teachers might consider one or more of the following activities:

- explain each freedom and how it supports active participation in Australia's democracy
- discuss how and why there may be limits on freedoms
- consider the circumstances that can lead to dissent or protest
- debate how to manage situations when rights and freedoms come into conflict
- consider the ways in which parliament (the legislature) and courts (the judiciary) support rights and freedoms.

Figure 6.4
Exemplar item 4 with a focus on the theme 'Government and democracy' in Year 6 and Year 10

The *Commonwealth of Australia Constitution Act 1900* is a document outlining the powers of the Australian government.

A referendum is required to change the Australian Constitution.

Who decides the result of a referendum?

- ○ the Queen
- ○ the government
- ○ the people of Australia
- ○ the judges of the High Court

Theme	Government and democracy	**Item type**	Multiple choices response
Australian Curriculum: HASS content description	Key figures, events and ideas that led to Australia's Federation and Constitution (ACHASSK134) – Year 6		
Australian Curriculum: Civics and Citizenship content description	The process for constitutional change through a referendum (ACHCK049) – Year 7		

This item explored how a referendum brings about changes to the Australian Constitution. Students were asked to identify who decides the result in a referendum. The item was administered to both Year 6 and Year 10.

One mark was awarded for identifying that the people of Australia decide the result of a referendum to change the Australian Constitution. One mark demonstrated performance at level 3 on the NAP–CC scale.

Thirty-six per cent of Year 6 students received one mark for this item, with 28 per cent believing that the government rather than the people determined the result of a referendum. Forty-five per cent of Year 10 students received one mark for this item, with 24 per cent believing that the government determined the result of a referendum.

To support students in the development and extension of their understanding of the nature, function and operation of the Australian Constitution, teachers might consider one or more of the following activities:

- examine the key people (such as Henry Parkes, Edmund Barton, George Reid, John Quick) and events (such as the Tenterfield Oration, the Corowa Conference, the colonial referendums of 1898 and 1900) involved in Australia's path to Federation
- identify the key features of Australia's system of government under the Constitution, including the separation of powers between legislature, executive and judiciary
- describe the process by which the Australian Constitution can be changed, including how referendums are initiated and decided
- examine examples of successful and unsuccessful attempts to change the Australian Constitution, such as the successful vote in 1967 and the unsuccessful vote in 1999
- debate the advantages and disadvantages of Australia having a Constitution that can only be amended by referendum supported by a majority of the people in a majority of the states and territories.

Laws and citizens

The theme 'Laws and citizens' examines Australia's legal system, the creation of laws, and the rights and legal obligations of Australian citizens. This theme in the curriculum is shaped by the following inquiry questions:

- What principles of justice help to protect the individual's rights to justice in Australia's system of law?
- How are laws made and applied in Australia?
- How does Australia's court system work in support of a democratic and just society?
- How are government policies shaped by Australia's international legal obligations?

Figure 6.5
Exemplar item 5 with a focus on the theme 'Laws and citizens' in Year 6

Who is responsible for creating the laws that apply across Australia?

- the prime minister
- the Australian parliament
- the British Commonwealth
- the High Court of Australia

Theme	Laws and citizens	**Item type**	Standard multiple choice
Australian Curriculum: HASS content description	Where ideas for new laws can come from and how they become law (ACHASSK146) – Year 6		

This item explored the process through which laws are made in Australia. Students were asked to identify who is responsible for the creation of laws that apply across the country. This item was administered to Year 6 only.

One mark was awarded for identifying that the Australian parliament is responsible for creating the laws that apply across Australia. One mark demonstrated performance at level 2 on the NAP–CC scale.

Fifty-four per cent of Year 6 students received one mark for this item. Twenty-two per cent of students believed that the Prime Minister is responsible for creating laws.

To support students in the development and extension of their understanding of how laws are made, teachers might consider one or more of the following activities:

- investigate where ideas for new laws come from, such as from party policy, from election promises, from community interest groups, and from individual members of parliament
- explore how bills are debated and scrutinised by the parliament, including the role of the government and the opposition and the operation of parliamentary committees
- chart the progress of a piece of legislation, from its genesis to its drafting as a bill to its being signed into law and its implementation in the community.

Figure 6.6
Exemplar item 6 with a focus on the theme 'Laws and citizens' in Year 10

The Teoh case was decided by the High Court of Australia in 1995.

Ah Hin Teoh, a Malaysian citizen who married an Australian citizen, was convicted of serious crimes in Australia and the Federal Government ordered that he be deported.

Mr Teoh appealed, saying this would cause unfair hardship to his wife and children.

The High Court ruled that Mr Teoh not be deported.

The High Court referred to the Australian Government having signed the United Nations Convention on the Rights of the Child (CRC) in 1990. Under the convention, the best interests of children must be a primary consideration when government authorities make decisions affecting them.

Based on the Teoh case, what is **one** role of the High Court?

- passing laws
- assessing the legality of government decisions
- deciding which international conventions the government can agree to
- determining who can be an Australian citizen

Theme	Laws and citizens	**Item type**	Standard multiple choice
Australian Curriculum: Civics and Citizenship content description	The role of the High Court, including in interpreting the Constitution (ACHCK092) – Year 10 Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS097) – Year 10		

This item explored the role of the High Court. Students were asked to consider information about the case from the 1990s and identify one role played by the High Court based on its decision in that case. The item was administered to Year 10 only.

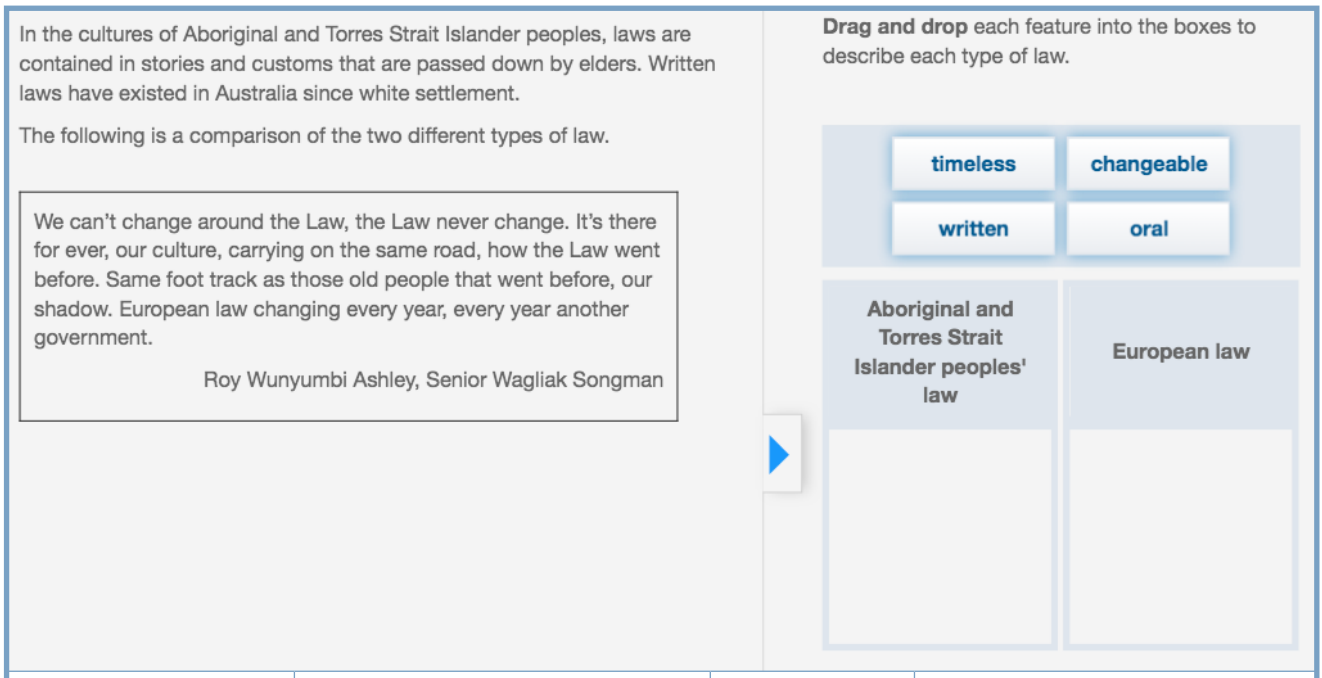
One mark was awarded for identifying that the role of the High Court is to assess the legality of government actions. One mark demonstrated performance at level 3 on the NAP–CC scale.

Forty-nine per cent of Year 10 students received one mark for this item. Twenty-two per cent of students believed that the High Court is responsible for determining government involvement in international conventions.

To support students in the development and extension of their knowledge of the role of the High Court, teachers might consider one or more of the following activities:

- examine the jurisdiction of the High Court
- explore an example of a High Court judgement interpreting and applying Australian law, such as the Franklin River dam, Mabo, and the Hindmarsh Island Bridge
- provide students with extracts or summaries of cases and judgements made by the High Court, and analyse the arguments presented by the members of the court
- consider the operation of the High Court and debate the advantages and disadvantages of majority verdicts by its justices.

Figure 6.7
Exemplar item 7 with a focus on the theme 'Laws and citizens' in Year 6 and Year 10



Theme	Laws and citizens	**Item type**	Interactive match
Australian Curriculum: HASS content description	The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander peoples (ACHASSK092) – Year 4 Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127) – Year 6		
Australian Curriculum: Civics and Citizenship content description	The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander customary law (ACHCK064) – Year 8 Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS097) – Year 10		

This item explored some of the differences between European law and Aboriginal and Torres Strait Islander law. Students were asked to consider a statement about the different types of law and identify some of the characteristics of each. The item was administered to both Year 6 and Year 10.

One mark was awarded for classifying European law as *written* and *changeable* and Aboriginal and Torres Strait Islander peoples' law as *timeless* and oral. One mark demonstrated performance at level 2 on the NAP–CC scale.

Thirty-eight per cent of Year 6 students received one mark for this item. Sixty-three per cent of Year 10 students received one mark for this item. Sixty-two per cent of Year 6 students did not receive credit for their response to this item on account of either failing to provide a response (2%) or providing a response that was incorrect (60%). Thirty-seven per cent of Year 10 students did not receive credit for their response to this item on account of either failing to provide a response (1%) or providing a response that was incorrect (36%).

To support students in the development and extension of their understanding of the nature and purpose of laws, teachers might consider one or more of the following activities:

- explore the purpose of the different types of laws in society
- examine scenarios in texts for ways in which different laws operate
- compare the different types of rules, regulations and laws in Australia, such as school rules, council by-laws, government legislation, common law, customary law and native title
- compare different ways in which laws are recorded, communicated and respected by the Australian community.

Citizenship, diversity and identity

The theme 'Citizenship, diversity and identity' explores the shared values of the Australian community, including its Christian traditions, the diversity of Australia as a multicultural and multi-faith society, what shapes identity, and obligations as citizens in a globalised world. This theme in the curriculum is shaped by the following inquiry questions:

- How is Australia a diverse society and what factors contribute to a cohesive society?
- What different perspectives are there about national identity?
- How do citizens participate in an interconnected world?
- What are the features of a resilient democracy?

Figure 6.8
Exemplar item 8 with a focus on the theme 'Citizenship, diversity and identity' in Year 6

Reverend John Flynn was the founder of the Royal Flying Doctor Service. An image of Reverend John Flynn is included on the Australian $20 banknote.

Why is Reverend John Flynn included on the $20 banknote?

Theme	Citizenship, diversity and identity	**Item type**	Short constructed response
Australian Curriculum: HASS content description	The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137) – Year 6		

This item explored how individuals contribute to the development of national identity. Students were asked to provide a short constructed response explaining why the Reverend John Flynn is depicted on the $20 banknote. The item was administered to Year 6 only.

Two marks were awarded to texts that made an explicit connection between Flynn, the Royal Flying Doctor Service and its contribution to the Australian community. Examples of answers awarded two marks include:

> *Because he was the founder of the Royal Flying Doctor Service that has saved thousands if not millions of lives living in remote areas of Australia; because he is the founder of the royal flying doctor service and on the notes have usually done good things to make Australia a better place to live; Because of the good he did helping out the people that needed medical help out in the outback; He is included on the bank note because he made a great service that helps people, mostly in the bush, all around Australia; Because he made a significant change to the community by helping people who are less fortunate and giving them the Health Service that they need.*

Two marks demonstrated performance at level 3 on the NAP–CC scale.

One mark was awarded to texts that linked Flynn to the Royal Flying Doctor Service. Examples of answers awarded one mark include:

> *because he was apart of the royal flying doctor service; because he achieved a great thing making the Royal Flying Doctor Service.; John flynn was included on the $20 banknote because he was a very important and he was the founder of the Royal Flying Doctor; he made a diffrence in Australia; BECAUSE HE'S A FAMOUS AUSSIE.*

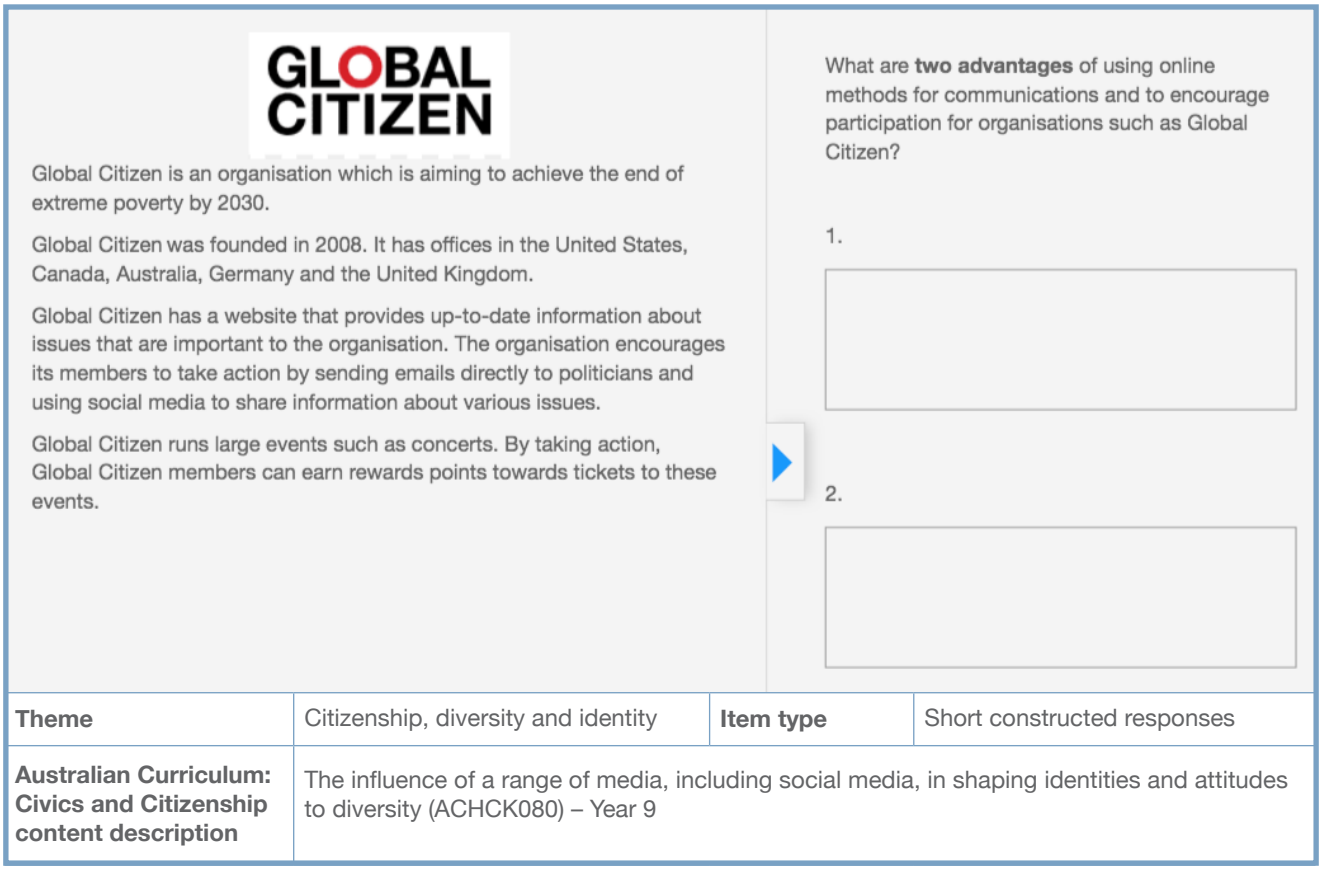
One mark demonstrated performance at level 2 on the NAP–CC scale.

Twenty-eight per cent of Year 6 students received two marks for this item, and 33 per cent received one mark. Thirty-nine per cent of Year 6 students did not receive credit for their response to this item on account of either failing to provide a response (2%) or providing a response that was irrelevant, incorrect or too vague (37%).

To support students in the development and extension of their understanding of the contribution of individuals to the Australian community over time, teachers might consider one or more of the following activities:

- consider notable individuals across a range of fields (such as the arts, science, sport, education, politics, business) and from a range of cultural and social groups, and explore how they have reflected or contributed to the Australian identity
- examine individuals and groups who have been awarded Australian Honours or nominated for Australian of the Year, and report on their achievements and contribution
- use the *Australian Dictionary of Biography* to research the life and achievement of men and women on the National Living Treasures list
- compare the different individuals who have been depicted on Australia's banknotes since the introduction of decimal currency in 1966 (Queen Elizabeth II, John Macarthur, William Farrer, Sir Joseph Banks, Caroline Chisholm, Francis Greenway, Henry Lawson, Sir Charles Kingsford Smith, Lawrence Hargrave, Baron Florey, Sir Ian Clunies Ross, Sir Douglas Mawson, John Tebbutt, Sir Henry Parkes, Catherine Helen Spence, Banjo Paterson, Dame Mary Gilmore, Mary Reibey, Reverend John Flynn, David Unaipon, Edith Cowan, Dame Nellie Melba and Sir John Monash) and explore their contributions to Australian society
- consider ways to commemorate and acknowledge the contributions of individuals or groups from the past and present to the Australian community.

Figure 6.9
Exemplar item 9 with a focus on the theme 'Citizenship, diversity and identity' in Year 10



Theme	Citizenship, diversity and identity	**Item type**	Short constructed responses
Australian Curriculum: Civics and Citizenship content description	The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080) – Year 9		

This item explored methods used to encourage participation in global organisations. Students were asked to provide two short constructed responses outlining the advantages to organisations of using online communications and social media. The item was administered to Year 10 only.

Two marks were awarded to texts that presented two different advantages, such as speed, efficiency, currency of information and methodology, size of audience and numbers of people involved in supporting the cause, location and geographical spread of audience and people involved, ease of access and cost. Examples of answers awarded two marks include:

> *being able to communicate around the world and can quickly import and export information and run large events even when your not at your job; allows for whole internet to follow and read up on global issues and using the online methods to promote a cause benifits it in creating a wider following and gaining more help for it around the world; Many more people can get involoved in the issues because of how easily accessable it is online. and Using an online platform is a lot cheaper than other types of advertising; On the internet however, the comments are immediate, so if something sparks a debate or and Because online communications are quick and easy to use people can easily access these organizations and take action and are motivated to do so because of the rewards system.; In this day and age the majoity of people are online and get almost all of their information online. Therefore using this method would allow many people across the globe would recieve and take note of the organisations. and By using the internet none of the information on there will be outdated as long as someone is still invested. Thus the organisation will hardly die out and will never give outdated information to the public.*

Two marks demonstrated performance at level 3 on the NAP–CC scale.

One mark was awarded to responses that identified only one of these factors. Examples of answers awarded one mark include:

> *It is a group effort so that not just one person or a small group has to do all the work; people are most likely to read something on the internet and facebook then theyre in the paper; Social media gives power to the poeple. when something is spread in social media, going viral it is opened up to such a large group and variety of people. This encourages more people to take action and get involved; All the information is up to date so people around the globe can see the latest issues; Social Media and the internet are extremely popular, and have the largest platform to alert users to issues, and get their support.*

One mark demonstrated performance at level 1 on the NAP–CC scale.

Forty-five per cent of Year 10 students received two marks for this item, and 35 per cent received one mark. Twenty per cent of Year 10 students did not receive credit for their response to this item on account of either failing to provide a response (3%) or providing a response that was irrelevant, incorrect or too vague (17%).

To support students in the development and extension of their understanding of participation in citizenship-based campaigns, teachers might consider one or more of the following activities:

- investigate how a human rights, political or societal campaign has used social media and how members of the community have responded to the campaign
- plan and develop a social media campaign to either promote or argue against a current issue
- compare different fundraising or community-involvement campaigns over time, such as Live Aid in the 1980s and bushfire relief in 2020, and identify similarities and differences in purpose, methods and effectiveness.

Figure 6.10
Exemplar item 10 with a focus on the theme 'Citizenship, diversity and identity' in Year 10

A person is 'stateless' if they are not legally a citizen of any country.

Australia has signed the United Nations agreement which prohibits countries from taking away a person's citizenship if doing so makes them stateless.

Give **one** reason why it is important that people are not made stateless.

Theme	Citizenship, diversity and identity	**Item type**	Short constructed response
Australian Curriculum: Civics and Citizenship content description	How Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples (ACHCK093) – Year 10 Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS102) – Year 10		

This item explored the notion of 'statelessness' and its connection to the rights of citizens both nationally and internationally. Students were asked to write a short constructed response outlining one reason why it is important for people not to be made stateless. This item was administered to Year 10 only.

Two marks were awarded to responses that explored the legal and emotional connections and obligations that exist between citizens and national and international governments, or explored notions of identity and belonging. Examples of answers awarded two marks include:

> *When people are made 'stateless', they won't be able to get a job, education or survive in any country; because there has to be a country you belong in so that if you ever get banned from travelling by the government you still live somewhere legally; If an individual is stateless, then they are technically not protected by the laws of any country, making them extremely vulnerable to being taken advantage of; People need to have a sense of belonging and pride in their country but if you take away their citizenship they might not feel they have any rights or freedoms; If people are made 'stateless' it could potentially mean that they have no access to rights from any nation, as well as they can be harder to claim as a citizen if issues with law occur.*

Two marks demonstrated performance at level 3 on the NAP–CC scale.

One mark was awarded to responses that identified a simple connection between citizenship and identity. Examples of answers awarded one mark include:

> *if they are stateless they will have nowhere to go and become homeless; So people dont lose their citizenship.; so they have a home and rights; If someone is stateless they are a refugee in all countrys; so they can contribue to the socity; they need to belong somewhere.*

One mark demonstrated performance at level 1 on the NAP–CC scale.

Thirty-nine per cent of Year 10 students received two marks for this item, and 39 per cent received one mark. Twenty-two per cent of Year 10 students did not receive credit for their response to this item on account of either failing to provide a response (4%) or providing a response that was irrelevant, incorrect or too vague (18%).

To support students in the development and extension of their understanding of the national and international obligations associated with citizenship, teachers might consider one or more of the following activities:

- discuss the implications of living in an interconnected world and what this means for active and informed citizenship
- explore Australia's obligations in international treaties, and how these obligations only take effect when implemented by statute
- research international treaties, such as the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Rights of the Child, and the Declaration on the Rights of Indigenous Peoples, and list Australia's obligations under these treaties and how they have shaped government policies and laws
- debate the qualities, rights and responsibilities of a citizen in contemporary Australia.

Figure 6.11
Exemplar item 11 with a focus on the theme 'Citizenship, diversity and identity' in Year 6 and Year 10

Theme	Citizenship, diversity and identity	**Item type**	Short constructed responses
Australian Curriculum: HASS content description	Why people participate within communities and how students can actively participate and contribute (ACHASSK072) – Year 3 How people with shared beliefs and values work together to achieve a civic goal (ACHASSK1180) – Year 5		
Australian Curriculum: Civics and Citizenship content description	How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052) – Year 7 How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079) – Year 9		

This item explored the benefits of volunteering to individuals and the wider community. Students were asked to provide short constructed responses outlining two advantages of volunteering. The item was administered to both Year 6 and Year 10.

Two marks were awarded to responses that identified two community or personal benefits. Examples of responses awarded two marks in Year 6 include:

> *you can help others in need of help without getting payed to and Meet different people who can teach you different things; It can make people relise what they love, by seeing what its about and if they dont have a job and see that this might be something they'd like to do and It may alos teach people that there is more thing that you can do to help the world you dont have to just be a doctor or police there are many diffrent things you can do to help the world, planet and people. Examples of responses awarded two marks in Year 10 include: It helps the community as you provide your time and skills organisations who need it and It gives people something to do when they don't have any other commitments that helps people in need; Helping others so they can contribute to society and Network with others who may be able to provide you with employment.*

Two marks demonstrated performance at level 2 on the NAP–CC scale.

One mark was awarded to responses that identified one benefit. Examples of responses awarded one mark in Year 6 include:

> *get to help others; keeps you busy. Examples of responses awarded one mark in Year 10 include: can make you feel involved in community; work experience; people might want to come to you for help.*

One mark demonstrated performance below level 1 on the NAP–CC scale.

Forty-nine per cent of Year 6 students received two marks for this item, and 34 per cent received one mark. Seventy-two per cent of Year 10 students received two marks for this item, and 21 per cent received one mark.

Seventeen per cent of Year 6 students did not receive credit for their response to this item on account of either failing to provide a response (6%) or providing a response that was irrelevant, incorrect or too vague (11%). Seven per cent of Year 10 students did not receive credit for their response to this item on account of either failing to provide a response (2%) or providing a response that was irrelevant, incorrect or too vague (5%).

To support students in the development and extension of their understanding of how communities function and appreciation of the role played by volunteers, teachers might consider one or more of the following activities:

- identify volunteer groups and organisations in the local community and explore their purpose and operation
- identify volunteer groups and organisations at a national or international level and explore their purpose and operation
- explore ways of participating in or initiating a school or community project
- interview individuals who have contributed to the local community.

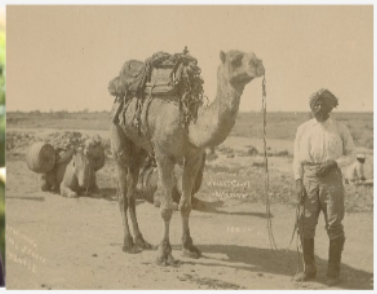
Figure 6.12
Exemplar item 12 with a focus on the theme 'Citizenship, diversity and identity' in Year 6 and Year 10

Marie Williams lives in South Australia. Her grandfather and father were skilled camel drivers.

Marie's grandfather, Bejah Dervish, came to Australia from what is now Pakistan in about 1890.

Between the 1840s and the 1930s, camel drivers from countries including Afghanistan, Pakistan and India used camels to deliver goods to remote areas in Australia.

Marie Williams



Bejah Dervish with some of his camels

What is **one** positive contribution that immigrants such as Marie Williams' family have made to Australia?

Theme	Citizenship, diversity and identity	**Item type**	Short constructed responses
Australian Curriculum: HASS content description	The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137) – Year 6 The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147) – Year 6		
Australian Curriculum: Civics and Citizenship content description	How national identity can shape a sense of belonging in Australia's multicultural society (ACHCK067) – Year 8		

This item explored notions of national identity and ways in which Australia is a multicultural society. Students were asked to provide a short constructed response outlining the contribution of immigrants to the Australian community. The item was administered to both Year 6 and Year 10.

One mark was awarded to responses that made an explicit connection between the actions or culture of individuals or groups of immigrants and resultant positive changes either economic, social or cultural. Examples of responses awarded one mark in Year 6 include:

> *they have helped people living in remote areas that don't have things they need; They have brought over a foreign skill that many people at the time, did not posess; They have taugh australians how to do different things from their culture; They have brought over a foreign skill that many people at the time, did not posess; they share their culture and beliefs so we can be more open and multicultural. Examples of responses awarded one mark in Year 10 include: They've impacted the economy, creating businesses and jobs, benefiting society as a whole; Immigrants such as Bejah Dervish contributed greatly to Australia as a whole. Through delivering goods to remote areas they were able to help build communities and assist in keeping people safe and healthy through deliviering food, water and clothing; They not only bring their hard working mindset, but also there skills and knowledge that they have created from back in their home.*

One mark demonstrated performance at level 2 on the NAP–CC scale.

Thirty-one per cent of Year 6 students received one mark for this item. Fifty-six per cent of Year 10 students received one mark for this item.

Sixty-nine per cent of Year 6 students did not receive credit for their response to this item on account of either failing to provide a response (6%) or providing a response that was irrelevant, incorrect or too vague (63%). Forty-four per cent of Year 10 students did not receive credit for their response to this item on account of either failing to provide a response (3%) or providing a response that was irrelevant, incorrect or too vague (41%).

To support students in the development and extension of their understanding of the contribution of immigrants to the Australian community over time, teachers might consider one or more of the following activities:

- examine data that show the places of birth of Australia's populations at different points of time
- investigate the role of specific cultural groups in Australia's economic and social development, such as the pearling industry and the Snowy Mountains Scheme
- explore the experiences of individuals who have migrated to Australia and have taken up Australian citizenship
- interview individuals who have migrated to Australia and have taken up Australian citizenship
- explore and compare the ethnic diversity of individual towns and regions in Australia
- examine the connection between individual and personal stories and their sense of identity and belonging within the Australian community.

Australian history

The Australian Curriculum: Humanities and Social Sciences and Australian Curriculum: History provide opportunities for students to learn about the nation's past and gain an understanding of the attitudes, people and events that have shaped the present.

In Year 6, the focus is on 'Australia in the past and present and its connection with a diverse world'. This aspect of the curriculum is shaped by the following inquiry questions:

- How have key figures, events and values shaped Australian society, its system of government and citizenship?
- How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?
- How has Australia developed as a society with global connections, and what is my role as a global citizen?

In Year 10, the focus is on 'The modern world and Australia'. This aspect of the curriculum is shaped by the following inquiry questions:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

Figure 6.13
Exemplar item 13 with a focus on 'Australian history' in Year 6

National Sorry Day

The stolen generations are Aboriginal and Torres Strait Islander peoples who, when they were children, were taken away from their families and communities as the result of past government policies.

To recognise the experiences of the stolen generations, a National Sorry Day was first held in 1998.

It is held every year on 26 May, the anniversary of the presentation of a report on the stolen generations to the federal parliament.

Why is it important for Australia to have a National Sorry Day?

Give **two** reasons.

1.

2.

Theme	Australia in the past and present and its connection with a diverse world	**Item type**	Short constructed responses
Australian Curriculum: HASS content description	Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day and National Sorry Day) and the importance of symbols and emblems (ACHASSK064) – Year 3 Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women and children (ACHASSK135) – Year 6 Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127) – Year 6		

This item explored National Sorry Day. Students were asked to provide two short constructed responses outlining reasons why National Sorry Day is important to Australia. The item was administered to Year 6 only.

Two marks were awarded to responses that made two different connections between the past and the present and the societal role played by acts of commemoration and acknowledgement. Examples of responses awarded two marks include:

> *To let the Aboringinal and Toress Strait Islander people that we as a whole contry are sorry that we broke families and took you away and To say that the actions that have taken place in the past were childeren have been taken from their familes and comuinties is wrong and that were sorry that lifes were ruined and that childhoods destroyed; so we can remember our past and the mistakes we made and So we can make sure the Stolen Generation never happens again.*

Two marks demonstrated performance at level 3 on the NAP–CC scale.

One mark was awarded to responses that identified one connection between the past and present. Examples of responses awarded one mark include:

> *So they can apoligise for how they treated Aboriginals unfairly; So that we remember what happened; to regonise the experience of the stolen generations.*

One mark demonstrated performance at level 1 on the NAP–CC scale.

Twenty-one per cent of Year 6 students received two marks for this item, and 45 per cent received one mark. Thirty-four per cent of Year 6 students did not receive credit for their response to this item on account of either failing to provide a response (2%) or providing a response that was irrelevant, incorrect or too vague (32%).

To support students in the development and extension of their understanding of the role and importance of commemorative events or days in Australia, teachers might consider one or more of the following activities:

- identify and discuss the historical origins and purpose of important Australian celebrations or commemorations, such as Australia Day, National Sorry Day, the Apology, Harmony Day, Labour Day and Anzac Day
- examine the symbolism of flags, such as the Australian, Aboriginal and Torres Strait Islander flags, and explore the occasions when they are flown, for example when all three are flown during NAIDOC Week, National Reconciliation Week, National Sorry Day and Mabo Day
- analyse where points of view differ about national issues and explore the differences for diverse perspectives on past events
- explore historical sources to discover contrasting perspectives on past actions, and examine differing attitudes and experiences of people in the past.

Figure 6.14
Exemplar item 14 with a focus on 'Australian history' in Year 10

In May 1942, three Japanese midget submarines entered Sydney Harbour. Two were sunk before they could do any damage. The third escaped after torpedoing a small naval ship.

The following day, the Australian Government claimed that all three submarines had been destroyed and that in the raid the Japanese had sunk 'one small harbour vessel of no military value'.

Five days later, a Sydney newspaper questioned the accuracy of the Government's claim and eventually the paper reported that 21 sailors were killed on *HMAS Kuttabul*.

The remains of the two sunken submarines were combined to build a replica submarine. The replica submarine was taken around New South Wales, South Australia and Victoria. Since April 1943, it has been on display in the Australian War Memorial.

Why would the submarine have been reconstructed by the Government and displayed around the country?

Depth study	World War II (1939–45)	**Item type**	Short constructed response
Australian Curriculum: History content description	The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109) – Year 10 Identify and analyse the perspectives of people from the past (ACHHS190) – Year 10		

This item explored an action taken by the Australian Government during World War II. Students were asked to provide a short constructed response explaining the reconstruction and public display of the Japanese submarine from Sydney Harbour.

One mark was awarded to responses that considered the notion of public morale and ways in which the government attempted to shape attitudes and opinions. Examples of responses awarded one mark include:

> *As a symbol that Australia could defend against most threats that may be completely unexpected; To show what they were up against and display it like a trophy; to show that the goverment can keep things under control and that they public doesnt need to worry about their saftey; A possible reason for reconstructing the two Japanese sunken submarines and displaying them around the country may have been an action to encourage the people to have faith in the Government or to show that there was no reason to fear the Japanese; To show there resiliance agianst the Japanese millitary, and show how strong they are. as well as to show how quick they reacted to the threat and this reassures Australians that they are safe.*

One mark demonstrated performance at level 4 on the NAP–CC scale.

Twenty-six per cent of Year 10 students received one mark for this item. Seventy-four per cent of Year 6 students did not receive credit for their response to this item on account of either failing to provide a response (3%) or providing a response that was irrelevant, incorrect or too vague (71%).

To support students in the development and extension of their understanding of the impact of World War II on the role and actions of the Australian Government, teachers might consider one or more of the following activities:

- investigate the impact of World War II at a local and national level using significant events, such as the bombing of Darwin, the Japanese submarine attack on Sydney, sinking of ships off the Australian coast, and the Cowra breakout
- examine historical sources, including print and film, from the war years and explore the nature, purpose and effectiveness of government actions.

Figure 6.15
Exemplar item 15 with a focus on 'Australian history' in Year 10

In 1972, a group of protestors representing Aboriginal and Torres Strait Islanders set up tents and signs opposite Parliament House in Canberra. It was known as the Aboriginal Tent Embassy.

Why was the Aboriginal Tent Embassy set up outside Parliament House?

Give **two** reasons.

1.

2.

Depth study	Rights and freedoms (1945 – the present)	**Item type**	Short constructed responses
Australian Curriculum: History content description	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women and children (ACHASSK135) – Year 6 Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle (ACDSEH134) – Year 10		

This item explored the methods used by Aboriginal and Torres Strait Islander peoples to achieve change in the 1970s. Students were asked to provide two short structured responses outlining different reasons for the establishment of the Aboriginal Tent Embassy opposite Parliament House in Canberra. The item was administered to Year 10 only.

Two marks were awarded to responses that included consideration of concepts such as awareness, publicity, recognition, protest and empowerment. Examples of responses awarded two marks include:

> *It increases the awareness of the Members of Parliament (MPs) that there is a real Aboringinal issue regarding their freedom in Australia and It also icreases the awarness of many in Australia even if they don't live ini Canberra, since it would raise the point of television and in the newspaper; To mirror the government but for Aboriginal Australians, mocking the fact that they were the original owners of the land and yet are the foreign ones on it and Many tourists and visiters come to Canburra to see Australia's Parliament House which makes people understand that they want to be reconised as well as getting their 'land'; To confront the politicians on their decisions they make, and to make sure they see the impact their decisions make and To give a voice to and empower all Aboriginal and Torres Strait Islanders who believe they have been wronged or victimised by the Governments actions; parliament house i also a big tourist attraction and with that people will visit the parliament house and recognise the aboriginal embassy. They will then enter and hear the point of views and land rights that the people do not have of the land and For visibilty and media coverage.*

Two marks demonstrated performance at level 3 on the NAP–CC scale.

One mark was awarded to responses that provided one reason. Examples of responses awarded one mark include:

> *To make their presence bold and noticed; Its location remind everyone in parliment that they are still there and reminds them of their politcal goals everytime the enter or leave parliment house; So that the government would for sure notice them; to make people aware; to protest.*

One mark demonstrated performance at level 1 on the NAP–CC scale.

Thirty-seven per cent of Year 10 students received two marks for this item, and 47 per cent received one mark. Fifteen per cent of Year 10 students did not receive credit for their response to this item on account of either failing to provide a response (3%) or providing a response that was irrelevant, incorrect or too vague (12%).

To support students in the development and extension of their understanding of actions taken to secure the rights and freedoms of Aboriginal and Torres Strait Islander peoples, teachers might consider one or more of the following activities:

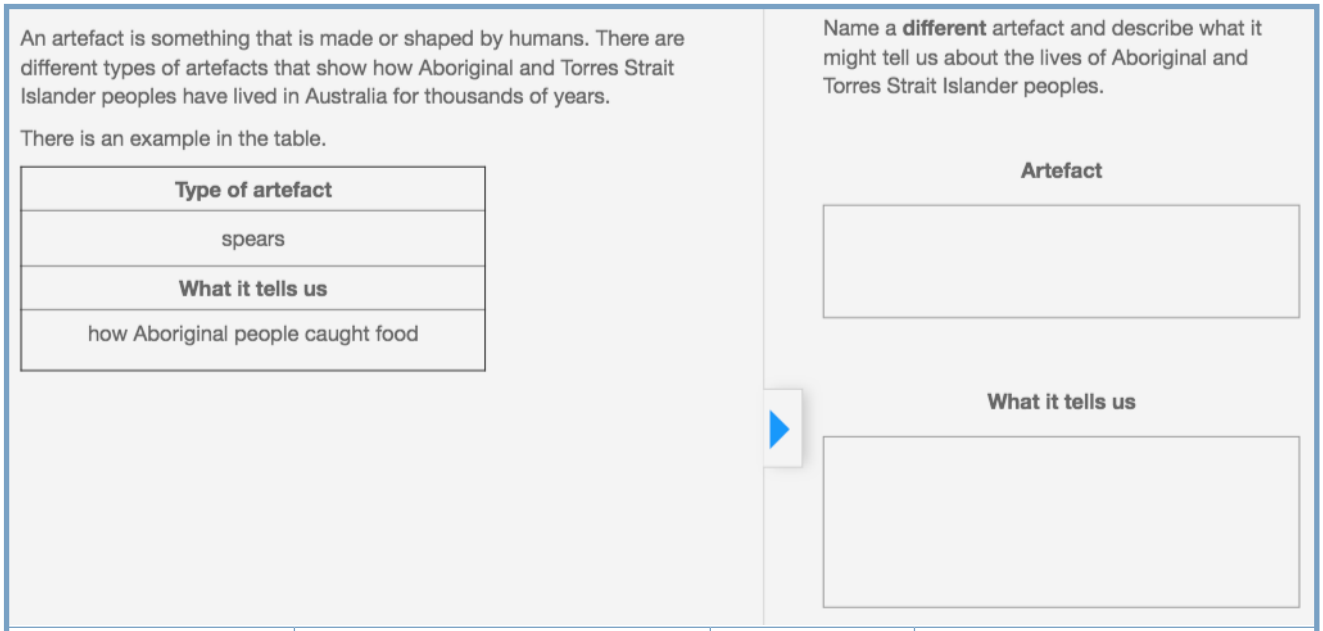
- investigate the historical lack of citizenship rights for Aboriginal and Torres Strait Islander peoples in Australia, including controls on movement and residence, forcible removal of children and the Stolen Generations, pay and working conditions
- describe the significance of events such as the 1962 right to vote federally, the 1967 referendum, the 1992 Mabo decision by the High Court and the 1998 Apology
- explore the notion of reconciliation at a local, regional and national level
- investigate the role played by individuals, such as Charles Perkins and the 'freedom ride' and Vincent Lingiari and the Wave Hill dispute, in bringing about changes in public attitudes and government policies
- explore the role of the media in bringing the struggle for rights and freedoms to national attention.

Civics and citizenship and history skills

The Australian Curriculum: Humanities and Social Sciences, Australian Curriculum: Civics and Citizenship, and Australian Curriculum: History provide opportunities for students to practise inquiry processes and develop the following skills:

- questioning and research
- analysis, synthesis and interpretation
- problem-solving and decision-making
- communication and reflection.

Figure 6.16
Exemplar item 16 with a focus on 'Civics and citizenship and history skills' in Year 6



Skill	Analysis, synthesis and interpretation	**Item type**	Short constructed responses
Australian Curriculum: HASS content description	Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI123) – Year 6 Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI126) – Year 6		

This item explored how artefacts reveal information about human life in the past. Students were asked to name an artefact and outline what it tells us about the lives of Aboriginal and Torres Strait Islander peoples. The item was administered to Year 6 only.

One mark was awarded for identifying an artefact, other than a spear, and making a connection in line with the example provided. Examples of responses awarded one mark include:

> *Dot paintings and Aboriginal peoples history; Digerydo and How aboriginal people do music; Canoe and A canoe was carved from trees, so we know hat Aboriginals were very good at using their resources and surroundings to find solutions. It also tells us that they needed canoes to find foood or go fishing because that was their only way of finding it; Coolamon and How the Aboriginals collected water and other small items; a frozen or molded foot step in a dryed lake or dam and how long its been ther for and how fast they where runing or walking by mesuring the elivation of the footprint and how deep it is.*

One mark demonstrated performance at level 2 on the NAP–CC scale.

Sixty per cent of Year 6 students received one mark for this item. Forty per cent of students did not receive credit for their response to this item on account of either failing to provide a response (5%) or providing a response that was irrelevant, incorrect or too vague (35%).

To support students in the development and extension of their understanding of historical evidence, teachers might consider one or more of the following activities:

- study early archaeological sites, such as Nauwalabila, Devil's Lair and Lake Mungo, and explore what these sites reveal about the long and continuous connection of Aboriginal and Torres Strait Islander peoples to Country
- examine artefacts and pose questions about their nature, origin and purpose
- explore historical sources, including print and digital sources, and pose questions about content, coverage, reliability and perspective
- choose a particular artefact or collection of artefacts and curate an appropriate display for a museum to inform visitors of each object's provenance, nature, purpose and significance.

Figure 6.17
Exemplar item 17 with a focus on 'Civics and citizenship and history skills' in Year 10

The Women's Auxiliary Australian Air Force (WAAAF) was formed in 1941 as a branch of the Royal Australian Air Force (RAAF).

This is one of the recruitment posters from the 1940s.

Which democratic value was the WAAAF's recruitment poster targeting?

- adventure
- equality
- freedom
- collective responsibility

Skill	Analysis, synthesis and interpretation	**Item type**	Standard multiple choice
Australian Curriculum: History content description	The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109) – Year 10 Identify the origin, purpose and context of primary and secondary sources (ACHHS187) – Year 10		

This item explored how knowledge of context shapes the interpretation of historical sources. Students were asked to identify the democratic value promoted in a poster from World War II. The item was administered to Year 10 only.

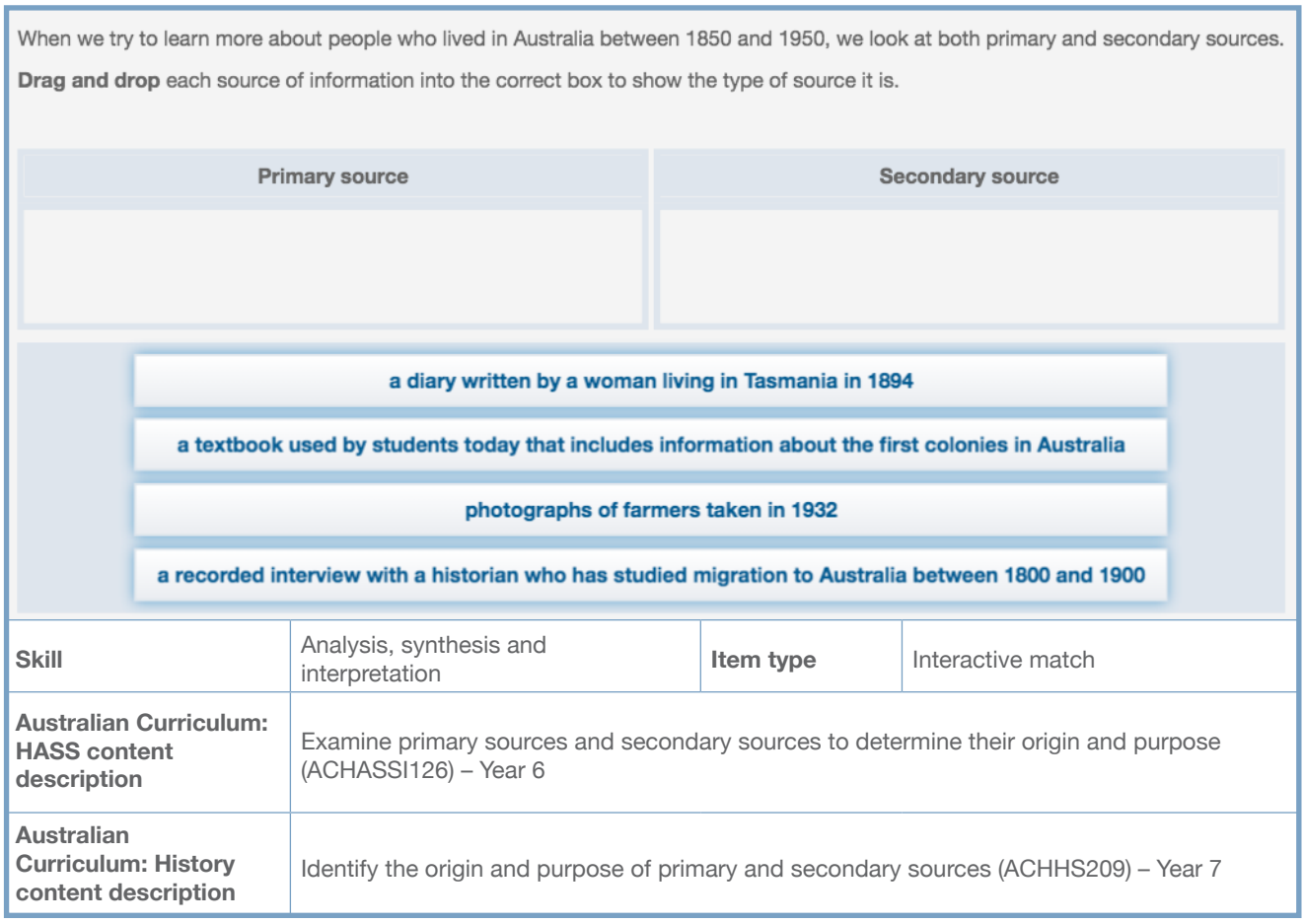
One mark was awarded for identifying that the poster targets the value of collective responsibility. One mark demonstrated performance at level 3 on the NAP–CC scale.

Thirty-nine per cent of Year 10 students received one mark for this item, while 49 per cent believed that the poster was targeting the notion of equality.

To support students in the development and extension of their understanding of democratic values within a historical context, teachers might consider one or more of the following activities:

- explore historical sources, including print and digital sources, and pose questions about content, coverage, reliability and perspective
- examine government posters from different time periods, such as World War I, World War II and the Vietnam War, and analyse their content
- examine different advertising and media campaigns depicting Australia, and analyse their content
- investigate the societal impact of events, such as World War II, on Australia and consider the nature of the resultant changes.

Figure 6.18
Exemplar item 18 with a focus on 'Civics and citizenship and history skills' in Year 6 and Year 10



Skill	Analysis, synthesis and interpretation	**Item type**	Interactive match
Australian Curriculum: HASS content description	Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI126) – Year 6		
Australian Curriculum: History content description	Identify the origin and purpose of primary and secondary sources (ACHHS209) – Year 7		

This item explored the nature of historical sources. Students were asked to classify four sources as either primary or secondary. The item was administered to both Year 6 and Year 10.

One mark was awarded for identifying the diary and the photographs as primary sources, and the textbook and recorded interview as secondary sources. One mark demonstrated performance at level 2 on the NAP–CC scale. Twenty-eight per cent of Year 6 students received one mark for this item. Sixty-eight per cent of Year 10 students received one mark for this item.

Seventy-two per cent of Year 6 students did not receive credit for their response to this item on account of either failing to provide a response (2%) or providing a response that was incorrect (70%). Thirty-two per cent of Year 10 students did not receive credit for their response to this item on account of providing a response that was incorrect.

To support students in the development and extension of their understanding of historical sources, teachers might consider one or more of the following activities:

- explore historical sources, including print and digital sources, and pose questions about content, coverage, reliability and perspective
- investigate a range of different sources and identify their origin and purpose
- differentiate between primary sources (those from the time of the event or person being investigated) and secondary sources (those that represent later interpretations), and consider the strengths and weaknesses of each in relation to a specific historical inquiry.

Concluding comments

The Australian Curriculum: Humanities and Social Sciences, Australian Curriculum: Civics and Citizenship, and Australian Curriculum: History provide opportunities for teachers to engage students in the skills, knowledge, understanding and attitudes associated with being active and informed members of the Australian community.

These curriculum documents are developmental and their content descriptions, detailing skills as well as knowledge, align with the achievement levels of the NAP–CC Assessment Framework.

Teachers, schools and systems can use the Australian Curriculum: Humanities and Social Sciences, Australian Curriculum: Civics and Citizenship, and Australian Curriculum: History to develop student proficiency in Australian civics and citizenship. They can also be used to respond to trends in student attitudes, actions and levels of engagement with civics and citizenship issues.

The Australian Curriculum: Humanities and Social Sciences, Australian Curriculum: Civics and Citizenship, and Australian Curriculum: History are designed to foster understanding of and commitment to national values of democracy, equity and justice. They develop appreciation of Australian diversity and ‘what it means to be a citizen’ by exploring ways to participate in Australia’s civic life, contribute positively as a local and global citizen, and understand the connection between actions and attitudes from the past to developments in the present. These three curriculum documents provide an additional lens through which student performance and proficiency in NAP–CC can be viewed, analysed and supported.

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APPENDICES

APPENDICES

APPENDIX 1: Student survey

The Year 6 and Year 10 student survey instruments contained mostly the same questions. However, an alternative set of items was administered for each year level for item set 8, and Year 6 students were not administered the following item sets at all:

- item set 2
- item set 5
- item set 12

All student survey item sets are presented on the following pages.

Item set 1

At this school, I ...

(Select one response for each statement.)

	Yes	No	This is NOT available at my school
have voted for class representatives.	○	○	○
have been elected onto a Student Council, Student Representative Council (SRC) or class/school parliament.	○	○	○
have helped to make decisions about how the school is run.	○	○	○
have helped prepare a school web page, social media post, newspaper or magazine.	○	○	○
have participated in peer support, 'buddy' or mentoring programs.	○	○	○
have participated in activities in the community (eg collecting money for a charity or volunteering).	○	○	○
have represented the school in activities outside of class (such as drama, sport, music or debating).	○	○	○
have represented the school in activities outside of class (such as drama, sport, music or debating).	○	○	○
have been a candidate in a Student Council, Student Representative Council (SRC) or class/school parliament election.	○	○	○
have participated in an excursion to a parliament, local government or law court.	○	○	○

Item set 2 (Year 10 only)

Think of activities that you can participate in that are NOT organised by your school.
Have you ever participated in activities associated with each of the following?

(Select one response for each statement.)

	Yes, I have done this within the past 12 months	Yes, I have done this but not within the past 12 months	No, I have never done this
collecting money for a charity or social cause	○	○	○
a voluntary group doing something to help the community	○	○	○
an environmental organisation	○	○	○
a human rights organisation	○	○	○
a youth development organisation (eg Scouts, Australian Services Cadets, Police and Community Youth Clubs)	○	○	○
an animal rights or protection organisation	○	○	○

Item set 3

Outside of school, how often do you…

(Select one response for each statement.)

	More than three times a week	At least once a week	At least once a month	Never or hardly ever
use the internet (including social media) to get news of current events?	○	○	○	○
watch the news on television?	○	○	○	○
listen to news on the radio?	○	○	○	○
read about current events in a paper or online newspaper?	○	○	○	○
post or share a comment or image about a political or social issue on the internet (including social media)?	○	○	○	○
talk about political or social issues with your family?	○	○	○	○
talk about political or social issues with your friends?	○	○	○	○

Item set 4

There are many different ways to express your opinions about important issues.
Would you do any of the following in the future?

(Select one response for each statement.)

	I would certainly do this	I would probably do this	I would probably NOT do this	I would certainly NOT do this
sign an online petition	○	○	○	○
write a letter or an email to a newspaper	○	○	○	○
write your opinion about an issue on the internet (eg on social media, a blog or web forum)	○	○	○	○
wear a badge, hat or T-shirt expressing your opinion	○	○	○	○
contact a member of parliament or a local council	○	○	○	○
take part in a peaceful march or rally	○	○	○	○
collect signatures for a petition	○	○	○	○
choose NOT to buy certain products or brands of product as a protest	○	○	○	○

Item set 5 (Year 10 only)

There are many different ways people can participate in the community.
Which of the following will you do in the future?

(Select one response for each statement.)

	I will certainly do this	I will probably do this	I will probably NOT do this	I will certainly NOT do this
find information about candidates before voting in an election	○	○	○	○
help a candidate or party during an election campaign	○	○	○	○
join a political party	○	○	○	○
join a trade union or other union	○	○	○	○
stand as a candidate in local council or shire elections	○	○	○	○

Item set 6

How interested are you in the following?

(Select one response for each statement.)

	Very interested	Quite interested	Not very interested	Not interested at all
what is happening in your local community	○	○	○	○
Australian politics	○	○	○	○
social issues in Australia	○	○	○	○
environmental issues in Australia	○	○	○	○
what is happening in other countries	○	○	○	○
global (worldwide) issues	○	○	○	○

Item set 7

How well do you think you could do each of the following?

(Select one response for each statement.)

	Very well	Fairly well	Not very well	Not at all
discuss news about a conflict between countries	○	○	○	○
argue your opinion about a political or social issue	○	○	○	○
be a candidate in a school or class election	○	○	○	○
organise a group of students in order to achieve changes at school	○	○	○	○
express your opinion on a current issue in a letter or email to a newspaper	○	○	○	○
give a speech to your class about a social or political issue	○	○	○	○
present information about a political or social issue on social media	○	○	○	○
express your opinion in a comment you post on a website	○	○	○	○

Item set 8 (Year 6 version)

How much do you agree or disagree with each of the following statements?

(Select one response for each statement.)

	Strongly agree	Agree	Disagree	Strongly disagree
If students act together at school they can make real change happen.	○	○	○	○
Elected student representatives (such as members of the Student Council or Student Representative Council) contribute to school decision making.	○	○	○	○
Student participation in how schools are run can make schools better.	○	○	○	○
Organising groups of students to express their opinions could help solve problems in schools.	○	○	○	○
It is important for students to vote in school elections.	○	○	○	○

Item set 8 (Year 10 version)

How much do you agree or disagree with each of the following statements?

(Select one response for each statement.)

	Strongly agree	Agree	Disagree	Strongly disagree
If students act together at school they can make real change happen.	○	○	○	○
Elected student representatives (such as members of the Student Council or Student Representative Council) contribute to school decision making.	○	○	○	○
Student participation in how schools are run can make schools better.	○	○	○	○
Organising groups of students to express their opinions could help solve problems in schools.	○	○	○	○
It is important for students to vote in school elections.	○	○	○	○
Citizens can have a strong influence on government policies in Australia.	○	○	○	○

Item set 9

How important do you think the following are for being a good citizen in Australia?

(Select one response for each statement.)

	Very important	Quite important	Not very important	Not important at all
supporting a political party	○	○	○	○
learning about Australia's history	○	○	○	○
learning about political issues in the newspaper, on the radio, on TV or on the internet	○	○	○	○
learning about what happens in other countries	○	○	○	○
discussing politics	○	○	○	○
participating in peaceful protests about important issues	○	○	○	○
participating in activities to benefit the local community	○	○	○	○
taking part in activities promoting human rights	○	○	○	○
taking part in activities to protect the environment	○	○	○	○
making personal efforts to protect natural resources (eg water saving, recycling)	○	○	○	○
voting in elections	○	○	○	○

Item set 10

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

(Select one response for each statement.)

	Completely	Quite a lot	A little	Not at all
the Australian parliament	○	○	○	○
your state or territory parliament	○	○	○	○
your local government (eg local council or shire)	○	○	○	○
law courts	○	○	○	○
the police	○	○	○	○
Australian political parties	○	○	○	○
the media (ie television, newspapers, radio)	○	○	○	○
social media (eg Twitter, blogs, YouTube, Facebook, Instagram)	○	○	○	○

Item set 11

How much do you agree or disagree with the following statements about Aboriginal and Torres Strait Islander peoples?

(Select one response for each statement.)

	Strongly agree	Agree	Disagree	Strongly disagree
Australia should support the cultural traditions and languages of Aboriginal and Torres Strait Islander peoples.	○	○	○	○
Australia has a responsibility to improve the quality of life of Aboriginal and Torres Strait Islander peoples.	○	○	○	○
It is important to recognise the traditional ownership of their land by Aboriginal and Torres Strait Islander peoples.	○	○	○	○
All Australians have much to learn from Aboriginal and Torres Strait Islander peoples' cultures, traditions and people.	○	○	○	○
All Australians should be given the chance to learn about reconciliation between Aboriginal and Torres Strait Islander peoples and other Australians.	○	○	○	○

Item set 12 (Year 10 only)

How much do you agree or disagree with the following statements about Australian society?

(Select one response for each statement.)

	Strongly agree	Agree	Disagree	Strongly disagree
Immigrants should be encouraged to keep their cultural beliefs, practices and languages.	○	○	○	○
Australia will remain a peaceful country as more people from different backgrounds come to live here.	○	○	○	○
Australia benefits greatly from having people from many cultures and backgrounds.	○	○	○	○
At school, all students should learn about different cultural beliefs and practices.	○	○	○	○
All Australians should accept different cultural beliefs and practices.	○	○	○	○
Having people from many different cultures and backgrounds makes it easier for a country to be united.	○	○	○	○
Australia will be a better place in the future as more people with different backgrounds come to live here.	○	○	○	○

Item set 13

Below is a list of problems affecting countries across the world in different ways.
In your view, to what extent is Australia affected by each of these problems?

(Select one response for each problem.)

	to a large extent	to a moderate extent	to a small extent	not at all
pollution	○	○	○	○
unemployment	○	○	○	○
terrorism	○	○	○	○
poverty	○	○	○	○
climate change	○	○	○	○
water shortages	○	○	○	○
lack of access to high-quality education	○	○	○	○
crime	○	○	○	○
lack of access to adequate health services	○	○	○	○
racism and discrimination	○	○	○	○
lack of cyber security and privacy	○	○	○	○

APPENDIX 2: Sample characteristics by state

This appendix describes the background characteristics of the participating students at Year 6 and Year 10, nationally, and also at the state and territory level.

Chapter 2 of the report presents sample characteristics nationally (see Table 2.3), with 'age' the only background variable that is reported by state and territory (see Table 2.2). This appendix provides more detail than Table 2.3 by reporting the other background characteristics (gender, socioeconomic background – parental occupation, socioeconomic background – parental education, Indigenous status, language spoken at home, and geographic location) by state and territory, as well as the percentage of missing data for each state and territory.

It is critical for readers to appreciate that the sample was designed only to be representative of student characteristics at the national level, not at the state and territory level. Therefore, in the tables in this appendix there may be some differences from expected distributions at the state and territory level. That is, due to the level of uncertainty surrounding such estimates, there is always a margin of error.

The effects of missing data, particularly for the parental occupation and education variables, must be acknowledged and inferences about the data presented in these tables should be made with caution. Additional caution may be required for Tasmania (Year 10) and NT (Year 10 and Year 6) where the target representative samples were not obtained.

Gender

Table A2.1
Gender – percentages of students by year level, nationally and by state and territory

	Aust. %	NSW %	Vic. %	Qld %	WA %	SA %	Tas.‡ %	ACT %	NT*‡ %
Year 6									
Female	52	51	53	54	49	48	48	51	49
Male	48	49	47	46	51	52	52	49	51
Missing data	0	0	0	0	0	0	0	0	0
Year 10									
Female	50	48	50	56	49	47	49	47	49
Male	50	52	50	44	51	53	51	53	51
Missing data	0	0	0	0	0	0	0	0	0

**The sample requirements were not achieved in the Northern Territory for Year 6. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*

‡ *The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*

Parental occupation

Table A2.2
Parental occupation – percentages of students by year level, nationally and by state and territory

	Aust. %	NSW %	Vic. %	Qld %	WA %	SA %	Tas.‡ %	ACT %	NT*‡ %
Year 6									
Senior managers and professionals	30	31	29	29	32	30	27	53	38
Other managers and associate professionals	23	22	24	25	25	20	24	25	26
Tradespeople & skilled office, sales and service staff	24	27	21	26	21	25	21	15	26
Unskilled labourers, office, sales and service staff	14	14	15	13	15	17	19	3	9
Not in paid work in last 12 months	8	7	12	7	6	7	9	3	1
Missing data	8	5	2	11	11	16	7	8	79
Year 10									
Senior managers and professionals	31	31	30	29	39	31	23	56	28
Other managers and associate professionals	25	23	26	26	23	26	28	22	44
Tradespeople & skilled office, sales and service staff	25	27	21	27	24	23	24	18	18
Unskilled labourers, office, sales and service staff	12	12	15	11	10	14	17	2	4
Not in paid work in last 12 months	7	7	9	7	4	6	9	2	6
Missing data	6	2	4	7	6	9	5	12	67

**The sample requirements were not achieved in the Northern Territory for Year 6. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*

‡The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.

Parental education

Table A2.3
Parental education – percentages of students by year level, nationally and by state and territory

	Aust. %	NSW %	Vic. %	Qld %	WA %	SA %	Tas.‡ %	ACT %	NT*‡ %
Year 6									
Bachelor degree or above	40	43	42	35	40	37	33	67	39
Advanced diploma/diploma	16	16	17	16	16	14	11	13	14
Certificate 1 to 4 (inc. trade cert.)	28	28	22	33	27	31	36	12	21
Year 12 or equivalent	8	5	9	9	8	7	7	6	9
Year 11 or equivalent	3	1	4	2	3	3	5	1	6
Year 10 or equivalent	4	3	3	4	4	4	7	1	8
Year 9 or equivalent or below	2	3	2	1	1	2	2	0	2
Missing data	5	5	4	5	7	13	5	3	6
Year 10									
Bachelor degree or above	40	40	45	35	44	37	27	62	42
Advanced diploma/diploma	17	16	16	16	20	17	15	14	11
Certificate 1 to 4 (inc. trade cert.)	28	27	24	34	22	30	38	16	28
Year 12 or equivalent	8	9	7	8	7	9	7	4	9
Year 11 or equivalent	2	2	2	1	2	4	3	1	4
Year 10 or equivalent	3	4	2	4	3	3	9	2	5
Year 9 or equivalent or below	2	2	4	2	1	1	1	1	2
Missing data	4	1	7	5	4	4	3	7	9

**The sample requirements were not achieved in the Northern Territory for Year 6. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*

‡The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.

Indigenous status

Table A2.4
Indigenous status – percentages of students by year level, nationally and by state and territory

	Aust. %	NSW %	Vic. %	Qld %	WA %	SA %	Tas.‡ %	ACT %	NT*‡ %
Year 6									
Non-Indigenous	95	94	99	92	95	96	89	98	75
Indigenous	5	6	1	8	5	4	11	2	25
Missing data	2	2	2	0	0	6	2	1	1
Year 10									
Non-Indigenous	96	95	99	95	98	97	90	98	84
Indigenous	4	5	1	5	2	3	10	2	16
Missing data	1	0	3	0	0	3	6	3	0

**The sample requirements were not achieved in the Northern Territory for Year 6. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*
‡The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.

Language spoken at home

Table A2.5
Language spoken at home – percentages of students by year level, nationally and by state and territory

	Aust. %	NSW %	Vic. %	Qld %	WA %	SA %	Tas.‡ %	ACT %	NT*‡ %
Year 6									
English only	79	76	75	88	74	87	94	74	39
Language other than English	21	24	25	12	26	13	6	26	61
Missing data	4	2	1	1	21	0	1	0	30
Year 10									
English only	75	69	70	85	77	83	94	79	59
Language other than English	25	31	30	15	23	17	6	21	41
Missing data	3	0	1	0	20	2	2	1	25

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‡The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More detail can be found at the end of Chapter 1 and in the technical report.

Geographic location

Table A2.6
Geographic location – percentages of students by year level, nationally and by state and territory

	Aust. %	NSW %	Vic. %	Qld %	WA %	SA %	Tas.‡ %	ACT %	NT*‡ %
Year 6									
Metropolitian	67	67	74	56	88	68	0	100	0
Regional	32	33	26	42	12	30	99	0	69
Remote	1	0	0	2	0	2	1	0	31
Year 10									
Metropolitian	73	70	84	69	80	76	0	100	0
Regional	26	30	16	31	15	17	100	0	72
Remote	1	0	0	0	5	7	0	0	28

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‡The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.

APPENDIX 3: Reporting of average differences

This report includes comparisons of average achievement across states and territories; that is, averages of scales and percentages were compared in graphs and tables. Each population estimate was accompanied by its 95 per cent confidence interval. In addition, tests of significance for the difference between estimates were provided, in order to describe the probability that differences were just a result of sampling and measurement errors.

The following types of significance tests for differences in average achievement population estimates were reported:

- between states and territories
- between student background subgroups
- across the six assessment cycles (2004, 2007, 2010, 2013, 2016 and 2019).

Further information about how results are reported for NAP–CC 2019 are provided in the Technical Report. This includes detailed descriptions of:

- how differences in average achievement are reported
- how sampling and measurement variance is calculated
- how weighting is calculated and applied
- how standard errors and equating errors are computed.

APPENDIX 4: Trends in student achievement, nationally, by state and territory, and by gender

Table A4.1
Trends in percentage of students reaching the proficient standard, nationally, by state and territory, and by gender

	Year 6			Year 10		
	2019	2016	Difference (2019–2016)	2019	2016	Difference (2019–2016)
Australia	53 (±2.0)	55 (±2.4)	-2 (±3.6)	38 (±2.6)	38 (±2.7)	0 (±4.0)
States and territories						
NSW	54 (±4.3)	56 (±5.8)	-3 (±7.5)	40 (±6.9)	43 (±4.9)	-2 (±8.6)
Vic.	53 (±4.2)	56 (±5.3)	-3 (±6.9)	39 (±5.3)	39 (±6.1)	0 (±8.2)
QLD	54 (±4.6)	52 (±4.4)	2 (±6.7)	35 (±4.8)	32 (±6.3)	3 (±8.0)
WA	53 (±5.3)	52 (±5.3)	0 (±7.8)	45 (±7.0)	43 (±6.8)	2 (±9.9)
SA	43 (±5.3)	55 (±6.3)	**-12** (±8.4)	29 (±4.3)	34 (±5.5)	-5 (±7.1)
Tas.[†]	47 (±5.1)	53 (±5.6)	-6 (±7.8)	26 (±6.0)	30 (±5.6)	-5 (±8.3)
ACT	66 (±7.2)	59 (±6.2)	6 (±9.5)	51 (±6.9)	46 (±5.1)	4 (±8.9)
NT[*†]	40 (±7.4)	34 (±8.0)	5 (±11.1)	28 (±8.8)	23 (±9.6)	5 (±13.1)
Gender						
Males	47 (±2.9)	50 (±3.4)	-3 (±4.8)	35 (±3.3)	35 (±3.4)	1 (±5.0)
Females	58 (±2.9)	60 (±2.9)	-1 (±4.5)	42 (±4.0)	42 (±3.9)	-1 (±5.7)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold.***
**The sample requirements were not achieved in the Northern Territory for Year 6. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*
[†]The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.

Table A4.2
Average scale scores by gender and by state and territory

	Year 6			Year 10		
	Males	Females	Difference (Males - Females)	Males	Females	Difference (Males - Females)
Australia	388 (±7.4)	426 (±6.9)	**-38** (±9.2)	475 (±9.0)	501 (±10.6)	**-26** (±15.0)
States and territories						
NSW	390 (±14.1)	423 (±13.7)	**-32** (±17.3)	487 (±23.5)	513 (±24.3)	-26 (±34.9)
Vic.	393 (±17.2)	432 (±11.5)	**-39** (±20.5)	472 (±20.8)	498 (±20.6)	-27 (±31.4)
QLD	387 (±17.5)	438 (±16.3)	**-52** (±21.2)	450 (±21.7)	496 (±14.9)	**-46** (±21.9)
WA	396 (±16.6)	418 (±13.3)	**-23** (±21.1)	506 (±26.1)	516 (±20.1)	-10 (±29.1)
SA	362 (±20.5)	392 (±16.8)	**-30** (±21.6)	467 (±21.2)	465 (±21.6)	3 (±27.6)
Tas.[ǂ]	365 (±15.0)	408 (±18.7)	**-43** (±23.8)	412 (±25.8)	445 (±36.3)	-33 (±33.4)
ACT	424 (±23.4)	463 (±25.5)	**-39** (±30.3)	523 (±23.8)	528 (±22.2)	-5 (±32.6)
NT*[ǂ]	338 (±35.9)	358 (±35.6)	-20 (±32.2)	431 (±29.9)	490 (±22.4)	**-58** (±37.9)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold.***
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[ǂ]The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.

APPENDIX 5: Students' attitudes towards civics and citizenship issues: national category percentages (2019) and survey scale scores by state and territory

Table A5.1
Category percentages for items measuring importance of citizenship behaviours

	Importance of citizenship behaviour	Very important	Quite important	Not very important	Not important at all
Year 6	Supporting a political party	21 (±1.6)	51 (±1.6)	22 (±1.5)	6 (±0.9)
	Learning about Australia's history	43 (±2.0)	43 (±1.7)	11 (±1.2)	3 (±0.7)
	Learning about political issues in the newspaper, on the radio, on TV or on the internet	18 (±1.7)	48 (±1.6)	27 (±1.8)	6 (±0.9)
	Learning about what happens in other countries	24 (±1.9)	45 (±1.9)	25 (±1.8)	6 (±0.8)
	Discussing politics	14 (±1.3)	39 (±1.7)	38 (±1.7)	10 (±1.1)
	Participating in peaceful protests about important issues	20 (±1.6)	43 (±1.7)	28 (±1.6)	9 (±1.0)
	Participating in activities to benefit the local community	31 (±2.0)	50 (±1.9)	15 (±1.5)	5 (±0.7)
	Taking part in activities promoting human rights	42 (±2.2)	42 (±1.8)	11 (±1.0)	4 (±0.6)
	Taking part in activities to protect the environment	54 (±2.0)	34 (±1.6)	9 (±1.0)	4 (±0.7)
	Making personal efforts to protect natural resources (e.g. water-saving, recycling)	59 (±1.9)	31 (±1.4)	7 (±1.0)	3 (±0.7)
	Voting in elections	50 (±2.1)	34 (±1.7)	10 (±1.1)	6 (±0.9)
Year 10	Supporting a political party	14 (±1.3)	48 (±1.8)	30 (±2.0)	7 (±1.0)
	Learning about Australia's history	30 (±1.8)	49 (±2.0)	16 (±1.3)	5 (±0.7)
	Learning about political issues in the newspaper, on the radio, on TV or on the internet	22 (±1.9)	51 (±2.0)	22 (±1.9)	5 (±0.7)
	Learning about what happens in other countries	27 (±2.3)	50 (±2.2)	19 (±1.5)	5 (±0.7)
	Discussing politics	12 (±1.5)	39 (±1.8)	39 (±1.9)	10 (±1.1)
	Participating in peaceful protests about important issues	16 (±1.5)	40 (±1.6)	33 (±1.7)	11 (±1.1)
	Participating in activities to benefit the local community	25 (±1.8)	53 (±1.9)	17 (±1.3)	5 (±0.8)
	Taking part in activities promoting human rights	28 (±2.1)	48 (±1.9)	18 (±1.6)	6 (±0.8)
	Taking part in activities to protect the environment	35 (±2.1)	44 (±1.9)	15 (±1.5)	6 (±0.9)
	Making personal efforts to protect natural resources (e.g. water-saving, recycling)	44 (±2.3)	40 (±1.9)	12 (±1.2)	5 (±0.9)
	Voting in elections	46 (±2.3)	36 (±2.0)	13 (±1.2)	5 (±0.7)

*Confidence intervals (1.96*SE) are reported in brackets.*
Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table A5.2
The importance of conventional citizenship – average scale scores and confidence intervals by state and territory

	Year 6	Year 10
NSW	52 (±0.7)	52 (±1.2)
Vic.	51 (±0.8)	52 (±1.1)
QLD	51 (±1.0)	51 (±0.9)
WA	52 (±0.7)	52 (±0.9)
SA	49 (±1.2)	51 (±1.1)
Tas.‡	51 (±0.6)	51 (±1.5)
ACT	51 (±1.1)	53 (±1.3)
NT*‡	53 (±1.1)	51 (±1.5)

*Confidence intervals (1.96*SE) are reported in brackets.*
**The sample requirements were not achieved in the Northern Territory for Year 6. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*
‡The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.

Table A5.3
The importance of social-movement citizenship – average scale scores and confidence intervals by state and territory

	Year 6	Year 10
NSW	52 (±0.7)	52 (±1.2)
Vic.	52 (±0.9)	51 (±1.2)
QLD	52 (±0.9)	52 (±1.2)
WA	52 (±0.8)	52 (±1.1)
SA	50 (±0.9)	51 (±1.3)
Tas.‡	52 (±0.7)	51 (±2.1)
ACT	52 (±1.3)	53 (±1.5)
NT*‡	54 (±0.8)	53 (±1.2)

*Confidence intervals (1.96*SE) are reported in brackets.*
**The sample requirements were not achieved in the Northern Territory for Year 6. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*
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Table A5.4
Category percentages for items measuring trust in civic institutions and processes

Trust in civic institutions and processes		Completely	Quite a lot	A little	Not10
Year 6	The Australian parliament	30 (±1.7)	44 (±1.5)	20 (±1.4)	5 (±1.0)
	Your state or territory parliament	27 (±1.9)	48 (±1.8)	20 (±1.7)	5 (±0.9)
	Your local government	29 (±1.9)	46 (±1.5)	20 (±1.6)	5 (±0.9)
	Law courts	34 (±2.0)	43 (±1.6)	17 (±1.4)	5 (±1.0)
	The police	57 (±2.2)	31 (±1.7)	9 (±1.1)	4 (±0.8)
	Australian political parties	18 (±1.4)	43 (±1.9)	31 (±1.8)	8 (±1.2)
	The media	13 (±1.3)	35 (±1.7)	41 (±1.9)	11 (±1.2)
	Social media	11 (±1.1)	20 (±1.6)	47 (±2.0)	21 (±1.4)
Year 10	The Australian parliament	12 (±1.2)	43 (±1.6)	34 (±1.5)	11 (±1.0)
	Your state or territory parliament	11 (±1.2)	47 (±2.0)	34 (±1.7)	9 (±0.8)
	Your local government	11 (±1.1)	46 (±1.8)	33 (±1.9)	9 (±0.9)
	Law courts	20 (±1.5)	50 (±1.9)	22 (±1.5)	8 (±0.9)
	The police	28 (±1.9)	46 (±2.2)	19 (±1.9)	8 (±1.0)
	Australian political parties	7 (±1.0)	36 (±1.6)	44 (±1.8)	13 (±1.1)
	The media	6 (±1.0)	30 (±1.5)	49 (±1.4)	15 (±1.0)
	Social media	6 (±1.0)	24 (±1.6)	50 (±1.7)	20 (±1.1)

*Confidence intervals (1.96*SE) are reported in brackets.*
Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table A5.5
Trust in civic institutions and processes – average scale scores and confidence intervals by state and territory

	Year 6	Year 10
NSW	59 (±1.1)	52 (±1.0)
Vic.	59 (±1.0)	53 (±1.1)
QLD	58 (±1.1)	51 (±1.0)
WA	58 (±0.8)	53 (±1.2)
SA	56 (±1.3)	52 (±1.4)
Tas.‡	56 (±0.8)	51 (±1.4)
ACT	57 (±1.5)	53 (±1.2)
NT*‡	59 (±1.1)	52 (±1.8)

*Confidence intervals (1.96*SE) are reported in brackets.*
**The sample requirements were not achieved in the Northern Territory for Year 6. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*
‡The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.

Table A5.6
Category percentages for items measuring attitudes towards Australian Indigenous cultures

Attitudes towards Australian Indigenous cultures		Strongly agree	Agree	Disagree	Strongly disagree
Year 6	Australia should support the cultural traditions and languages of Aboriginal and Torres Strait Islander peoples.	63 (±2.0)	32 (±1.9)	4 (±0.7)	2 (±0.4)
	Australia has a responsibility to improve the quality of life of Aboriginal and Torres Strait Islander peoples.	50 (±2.2)	42 (±1.9)	7 (±0.9)	2 (±0.5)
	It is important to recognise the traditional ownership of their land by Aboriginal and Torres Strait Islander peoples.	63 (±1.9)	30 (±1.6)	5 (±0.8)	2 (±0.6)
	All Australians have much to learn from Aboriginal and Torres Strait Islander peoples' cultures, traditions and people.	43 (±1.9)	44 (±1.7)	10 (±1.0)	3 (±0.7)
	All Australians should be given the chance to learn about reconciliation between Aboriginal and Torres Strait Islander peoples and other Australians.	51 (±1.9)	41 (±1.8)	6 (±0.9)	2 (±0.6)
Year 10	Australia should support the cultural traditions and languages of Aboriginal and Torres Strait Islander peoples.	60 (±2.2)	32 (±1.9)	5 (±1.0)	3 (±0.6)
	Australia has a responsibility to improve the quality of life of Aboriginal and Torres Strait Islander peoples.	48 (±2.5)	39 (±1.9)	9 (±1.4)	3 (±0.5)
	It is important to recognise the traditional ownership of their land by Aboriginal and Torres Strait Islander peoples.	57 (±2.4)	32 (±2.2)	7 (±1.1)	3 (±0.6)
	All Australians have much to learn from Aboriginal and Torres Strait Islander peoples' cultures, traditions and people.	43 (±2.5)	39 (±2.1)	14 (±1.5)	5 (±0.7)
	All Australians should be given the chance to learn about reconciliation between Aboriginal and Torres Strait Islander peoples and other Australians.	49 (±2.4)	41 (±2.3)	7 (±1.2)	3 (±0.6)

*Confidence intervals (1.96*SE) are reported in brackets.*
Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table A5.7
Attitudes towards Australian Indigenous cultures – average scale scores and confidence intervals by state and territory

	Year 6	Year 10
NSW	53 (±0.8)	54 (±1.3)
Vic.	52 (±0.7)	54 (±1.1)
QLD	52 (±0.8)	53 (±1.0)
WA	52 (±0.8)	52 (±1.2)
SA	51 (±1.0)	53 (±1.2)
Tas.[ǂ]	51 (±0.6)	52 (±2.2)
ACT	54 (±1.0)	54 (±1.3)
NT*[ǂ]	52 (±1.1)	52 (±1.5)

*Confidence intervals (1.96*SE) are reported in brackets.*
**The sample requirements were not achieved in the Northern Territory for Year 6. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*
[ǂ]The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.

Table A5.8
Category percentages for items measuring attitudes towards Australian diversity

	Attitudes towards Australian diversity	Strongly agree	Agree	Disagree	Strongly disagree
Year 10	Immigrants should be encouraged to keep their cultural beliefs, practices and languages.	46 (±2.1)	43 (±2.0)	7 (±1.0)	4 (±0.6)
	Australia will remain a peaceful country as more people from different backgrounds come to live here.	29 (±1.9)	48 (±2.1)	17 (±1.4)	5 (±0.8)
	Australia benefits greatly from having people from many cultures and backgrounds.	43 (±2.0)	44 (±2.0)	9 (±1.1)	4 (±0.7)
	At school, all students should learn about different cultural beliefs and practices.	38 (±2.3)	42 (±2.0)	14 (±1.4)	5 (±0.8)
	All Australians should accept different cultural beliefs and practices	51 (±2.3)	37 (±2.0)	8 (±1.1)	4 (±0.6)
	Having people from many different cultures and backgrounds makes it easier for a country to be united.	31 (±1.9)	45 (±1.9)	20 (±1.4)	4 (±0.7)
	Australia will be a better place in the future as more people with different backgrounds come to live here.	32 (±1.9)	48 (±1.7)	15 (±1.2)	5 (±0.6)

*Confidence intervals (1.96*SE) are reported in brackets.*
Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table A5.9
Attitudes towards Australian diversity – average scale scores and confidence intervals by state and territory

	Year 10
NSW	51 (±0.7)
Vic.	50 (±0.9)
QLD	49 (±1.1)
WA	49 (±0.9)
SA	49 (±1.2)
Tas.‡	48 (±1.6)
ACT	52 (±1.1)
NT*‡	50 (±1.1)

*Confidence intervals (1.96*SE) are reported in brackets.*
**The sample requirements were not achieved in the Northern Territory for Year 6. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*
‡The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.

Table A5.10
Category percentages for items measuring students' perceptions of problems affecting Australia

Concern about problems affecting Australia		To a large extent	To a moderate extent	To a small extent	Not at all
Year 6	Pollution	54 (±1.9)	35 (±1.7)	9 (±1.0)	2 (±0.5)
	Unemployment	18 (±1.3)	53 (±1.8)	25 (±1.8)	4 (±0.7)
	Terrorism	30 (±1.8)	28 (±1.5)	31 (±1.9)	11 (±1.2)
	Poverty	31 (±2.5)	38 (±1.8)	25 (±1.6)	5 (±0.9)
	Climate change	54 (±2.1)	32 (±1.8)	11 (±1.1)	3 (±0.6)
	Water shortages	53 (±2.2)	29 (±1.9)	13 (±1.1)	4 (±0.8)
	Lack of access to high-quality education	28 (±1.8)	32 (±1.7)	26 (±1.6)	14 (±1.3)
	Crime	35 (±2.0)	39 (±1.9)	22 (±1.6)	4 (±0.7)
	Lack of access to adequate health services	33 (±1.8)	28 (±1.8)	26 (±1.6)	12 (±1.4)
	Racism and discrimination	39 (±1.9)	33 (±1.5)	22 (±1.4)	5 (±0.8)
	Lack of cybersecurity and privacy	35 (±1.8)	37 (±1.7)	22 (±1.6)	6 (±1.0)
Year 10	Pollution	42 (±1.6)	44 (±1.3)	11 (±1.0)	3 (±0.7)
	Unemployment	24 (±1.6)	53 (±1.8)	21 (±1.4)	3 (±0.6)
	Terrorism	16 (±1.1)	29 (±1.4)	45 (±1.5)	10 (±1.1)
	Poverty	23 (±1.7)	39 (±1.8)	33 (±1.5)	5 (±0.7)
	Climate change	51 (±2.2)	33 (±2.0)	11 (±1.2)	4 (±0.9)
	Water shortages	45 (±2.1)	31 (±1.6)	19 (±1.8)	5 (±0.7)
	Lack of access to high-quality education	18 (±1.2)	30 (±1.6)	35 (±1.6)	17 (±1.3)
	Crime	20 (±1.4)	49 (±1.8)	28 (±1.4)	3 (±0.7)
	Lack of access to adequate health services	17 (±1.3)	28 (±1.6)	38 (±2.0)	17 (±1.4)
	Racism and discrimination	30 (±1.5)	42 (±1.7)	23 (±1.5)	5 (±0.8)
	Lack of cybersecurity and privacy	23 (±1.6)	42 (±1.9)	29 (±2.1)	6 (±0.9)

*Confidence intervals (1.96*SE) are reported in brackets.*
Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table A5.11
Students' perceptions of problems affecting Australia – average scale scores and confidence intervals by state and territory

	Year 6	Year 10
NSW	53 (±0.9)	52 (±0.6)
Vic.	53 (±0.9)	50 (±0.9)
QLD	52 (±0.9)	51 (±0.9)
WA	51 (±0.9)	49 (±0.8)
SA	51 (±1.2)	50 (±0.9)
Tas.‡	52 (±0.6)	50 (±1.4)
ACT	52 (±1.3)	51 (±0.7)
NT*‡	54 (±1.6)	51 (±2.2)

*Confidence intervals (1.96*SE) are reported in brackets.*
**The sample requirements were not achieved in the Northern Territory for Year 6. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*
‡The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.

APPENDIX 6: Student engagement in civics and citizenship activities: national category percentages (2016) and survey scale scores by state and territory

Table A6.1
Category percentages for items measuring participation in civic-related communication

	Civic-related communication	More than three times a week	At least once a week	At least once a month	Never or hardly ever
Year 6	Use the internet (including social media) to get news of current events?	42 (±1.9)	30 (±1.9)	9 (±0.9)	20 (±1.7)
	Watch the news on television?	36 (±1.6)	31 (±1.6)	13 (±1.1)	20 (±1.5)
	Listen to news on the radio?	33 (±1.5)	25 (±1.3)	13 (±1.3)	28 (±1.6)
	Read about current events in a paper or online newspaper?	9 (±1.0)	18 (±1.4)	23 (±1.3)	51 (±2.0)
	Post or share a comment or image about a political or social issue on the internet (including social media)?	4 (±0.7)	6 (±0.8)	9 (±1.0)	81 (±1.5)
	Talk about political or social issues with your family?	11 (±1.0)	18 (±1.4)	30 (±1.3)	41 (±1.9)
	Talk about political or social issues with your friends?	8 (±1.0)	14 (±1.3)	24 (±1.4)	54 (±2.1)
Year 10	Use the internet (including social media) to get news of current events?	64 (±1.9)	23 (±1.5)	7 (±0.9)	6 (±0.8)
	Watch the news on television?	30 (±1.5)	35 (±1.9)	17 (±1.3)	19 (±1.3)
	Listen to news on the radio?	24 (±1.9)	30 (±1.7)	18 (±1.4)	28 (±1.5)
	Read about current events in a paper or online newspaper?	10 (±1.0)	22 (±1.5)	26 (±1.4)	42 (±1.6)
	Post or share a comment or image about a political or social issue on the internet (including social media)?	6 (±0.9)	9 (±1.3)	18 (±1.8)	66 (±2.2)
	Talk about political or social issues with your family?	15 (±2.1)	27 (±1.4)	29 (±1.8)	28 (±2.0)
	Talk about political or social issues with your friends?	13 (±1.8)	23 (±1.4)	29 (±1.4)	36 (±2.4)

*Confidence intervals (1.96*SE) are reported in brackets.*
Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table A6.2
Category percentages for measuring students' interest in civic issues

	Interest in civic issues	Very interested	Quite interested	Not very interested	Not interested at all
Year 6	What is happening in your local community	12 (±1.3)	45 (±1.9)	36 (±2.0)	7 (±1.0)
	Australian politics	8 (±1.1)	26 (±1.5)	46 (±1.8)	20 (±1.6)
	Social issues in Australia	15 (±1.4)	40 (±1.7)	34 (±1.5)	11 (±1.2)
	Environmental issues in Australia	37 (±1.7)	41 (±1.4)	18 (±1.3)	5 (±0.7)
	What is happening in other countries	26 (±1.8)	40 (±1.6)	26 (±1.8)	8 (±1.0)
	Global (worldwide) issues	33 (±1.8)	37 (±1.6)	22 (±1.5)	8 (±0.9)
Year 10	What is happening in your local community	15 (±1.5)	44 (±1.9)	34 (±1.7)	8 (±0.8)
	Australian politics	9 (±1.2)	27 (±1.5)	46 (±1.7)	18 (±1.3)
	Social issues in Australia	22 (±2.1)	45 (±1.7)	25 (±2.2)	8 (±1.0)
	Environmental issues in Australia	29 (±1.9)	42 (±1.8)	22 (±1.7)	7 (±0.9)
	What is happening in other countries	28 (±2.0)	44 (±2.0)	20 (±1.8)	7 (±1.0)
	Global (worldwide) issues	37 (±2.2)	42 (±2.3)	14 (±1.4)	6 (±0.8)

*Confidence intervals (1.96*SE) are reported in brackets.*
Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table A6.3
Civic interest – average scale scores and confidence intervals by state and territory

	Year 6	Year 10
NSW	51 (±0.8)	52 (±1.1)
Vic.	50 (±1.0)	52 (±1.0)
QLD	50 (±0.7)	52 (±1.1)
WA	50 (±0.8)	51 (±0.8)
SA	48 (±0.9)	51 (±1.2)
Tas.[†]	50 (±0.7)	50 (±1.5)
ACT	52 (±1.3)	54 (±1.2)
NT*[†]	52 (±1.0)	52 (±1.0)

*Confidence intervals (1.96*SE) are reported in brackets.*
**The sample requirements were not achieved in the Northern Territory for Year 6. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*
[†]The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.

Table A6.4
Category percentages for items measuring confidence to actively engage in civic action

Confidence to actively engage in civic action		Very well	Fairly well	Not very well	Not at all
Year 6	Discuss news about a conflict between countries	10 (±1.1)	38 (±1.7)	37 (±1.6)	15 (±1.4)
	Argue your opinion about a political or social issue	16 (±1.4)	35 (±1.8)	32 (±1.5)	18 (±1.6)
	Be a candidate in a school or class election	26 (±1.7)	37 (±1.4)	24 (±1.6)	14 (±1.4)
	Organise a group of students in order to achieve changes at school	21 (±1.4)	36 (±1.3)	29 (±1.4)	14 (±1.3)
	Express your opinion on a current issue in a letter or email to a newspaper	10 (±1.1)	26 (±1.5)	36 (±1.7)	28 (±1.7)
	Give a speech to your class about a social or political issue	15 (±1.4)	27 (±1.7)	31 (±1.4)	27 (±1.7)
	Present information about a political or social issue on social media	10 (±0.9)	25 (±1.6)	33 (±1.5)	32 (±1.6)
	Express your opinion in a comment you post on a website	12 (±1.1)	27 (±1.4)	31 (±1.6)	31 (±1.8)
Year 10	Discuss news about a conflict between countries	13 (±1.4)	41 (±1.8)	36 (±1.9)	10 (±1.1)
	Argue your opinion about a political or social issue	20 (±1.8)	37 (±1.9)	31 (±2.0)	12 (±1.2)
	Be a candidate in a school or class election	14 (±1.7)	31 (±1.9)	35 (±2.1)	20 (±1.7)
	Organise a group of students in order to achieve changes at school	13 (±1.5)	35 (±1.9)	36 (±2.0)	17 (±1.3)
	Express your opinion on a current issue in a letter or email to a newspaper	10 (±1.1)	29 (±1.6)	40 (±1.8)	21 (±1.7)
	Give a speech to your class about a social or political issue	15 (±1.4)	29 (±1.4)	33 (±1.8)	24 (±1.6)
	Present information about a political or social issue on social media	13 (±1.6)	30 (±1.6)	36 (±1.9)	21 (±1.4)
	Express your opinion in a comment you post on a website	15 (±1.4)	33 (±1.9)	33 (±2.2)	19 (±1.6)

*Confidence intervals (1.96*SE) are reported in brackets.*
Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table A6.5
Confidence to engage in civic action – average scale scores and confidence intervals by state and territory

	Year 6	Year 10
NSW	48 (±0.9)	49 (±1.1)
Vic.	48 (±0.7)	49 (±1.2)
QLD	48 (±0.7)	49 (±1.1)
WA	48 (±0.7)	48 (±1.1)
SA	47 (±0.9)	48 (±1.1)
Tas.[‡]	48 (±0.6)	49 (±1.3)
ACT	48 (±1.0)	50 (±1.3)
NT*[‡]	49 (±1.1)	48 (±1.7)

*Confidence intervals (1.96*SE) are reported in brackets.*
**The sample requirements were not achieved in the Northern Territory for Year 6. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*
[‡]The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.

Table A6.6
Category percentages for items measuring confidence to actively engage in civic action

	Valuing civic action	Strongly agree	Agree	Disagree	Strongly disagree
Year 6	If students act together at school they can make real change happen.	41 (±2.0)	51 (±1.8)	6 (±0.9)	2 (±0.4)
	Elected student representatives (such as members of the Student Council or Student Representative Council) contribute to school decision making.	27 (±1.7)	56 (±1.4)	13 (±1.3)	4 (±0.7)
	Student participation in how schools are run can make schools better.	37 (±2.0)	50 (±1.9)	10 (±1.2)	3 (±0.5)
	Organising groups of students to express their opinions could help solve problems in schools.	33 (±1.8)	52 (±1.5)	11 (±1.1)	3 (±0.7)
	It is important for students to vote in school elections.	46 (±2.4)	41 (±2.0)	10 (±1.0)	3 (±0.6)
Year 10	If students act together at school they can make real change happen.	37 (±2.3)	51 (±1.8)	8 (±1.0)	4 (±0.6)
	Elected student representatives (such as members of the Student Council or Student Representative Council) contribute to school decision making.	18 (±1.3)	56 (±2.1)	20 (±1.9)	6 (±0.8)
	Student participation in how schools are run can make schools better.	34 (±2.0)	52 (±2.0)	10 (±1.0)	4 (±0.6)
	Organising groups of students to express their opinions could help solve problems in schools.	29 (±2.2)	55 (±1.9)	12 (±1.4)	4 (±0.7)
	It is important for students to vote in school elections.	35 (±2.5)	48 (±2.1)	13 (±1.4)	4 (±0.6)
	Citizens can have strong influence on government policies in Australia.	30 (±1.9)	52 (±1.9)	13 (±1.5)	5 (±0.7)

*Confidence intervals (1.96*SE) are reported in brackets.*
Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table A6.7
Valuing civic action – average scale sores and confidence intervals by state and territory

	Year 6	Year 10
NSW	53 (±1.0)	52 (±1.2)
Vic.	52 (±0.9)	51 (±1.2)
QLD	51 (±1.2)	51 (±1.1)
WA	51 (±0.8)	51 (±1.1)
SA	51 (±1.0)	51 (±1.4)
Tas.‡	51 (±0.9)	50 (±1.5)
ACT	51 (±1.4)	50 (±1.2)
NT*‡	54 (±1.5)	49 (±1.5)

*Confidence intervals (1.96*SE) are reported in brackets.*
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Table A6.8
Category percentages for items measuring intentions to promote important issues in the future

	Intentions to promote important issues in the future	I would certainly do this	I would probably do this	I would probably not do this	I would certainly not do this
Year 6	Sign an online petition	9 (±1.0)	31 (±1.5)	43 (±1.7)	17 (±1.3)
	Write a letter or an email to a newspaper	7 (±0.8)	22 (±1.4)	49 (±1.8)	23 (±1.5)
	Write your opinion about an issue on the internet (e.g. on social media, a blog or web forum)	11 (±1.3)	28 (±1.6)	39 (±2.0)	22 (±1.7)
	Wear a badge, hat or t-shirt expressing your opinion	13 (±1.3)	25 (±1.5)	38 (±1.6)	25 (±1.6)
	Contact a member of parliament or local council	6 (±0.9)	19 (±1.6)	41 (±1.8)	34 (±1.7)
	Take part in a peaceful march or rally	14 (±1.2)	31 (±1.6)	36 (±1.6)	20 (±1.5)
	Collect signatures for a petition	10 (±1.1)	24 (±1.5)	41 (±1.5)	24 (±1.6)
	Choose not to buy certain products or brands of product as a protest	15 (±1.5)	26 (±1.6)	36 (±1.9)	23 (±1.6)
Year 10	Sign an online petition	31 (±2.2)	38 (±1.7)	23 (±1.8)	8 (±0.9)
	Write a letter or an email to a newspaper	10 (±1.0)	20 (±1.4)	51 (±1.7)	19 (±1.4)
	Write your opinion about an issue on the internet (e.g. on social media, a blog or web forum)	15 (±1.6)	31 (±1.7)	37 (±2.1)	17 (±1.5)
	Wear a badge, hat or t-shirt expressing your opinion	14 (±1.2)	25 (±1.7)	38 (±1.8)	23 (±1.7)
	Contact a member of parliament or local council	8 (±1.1)	19 (±1.5)	44 (±1.8)	29 (±1.6)
	Take part in a peaceful march or rally	19 (±1.9)	32 (±1.5)	30 (±1.9)	20 (±1.4)
	Collect signatures for a petition	14 (±1.5)	29 (±1.9)	38 (±2.0)	19 (±1.5)
	Choose not to buy certain products or brands of product as a protest	23 (±2.0)	28 (±1.6)	30 (±1.8)	19 (±1.2)

*Confidence intervals (1.96*SE) are reported in brackets.*
Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table A6.9
Intentions to promote important issues in the future – average scale scores and confidence intervals by state and territory

	Year 6	Year 10
NSW	48 (±0.6)	49 (±1.0)
Vic.	47 (±0.6)	49 (±1.3)
QLD	47 (±0.8)	50 (±1.1)
WA	47 (±0.7)	49 (±1.1)
SA	46 (±1.0)	48 (±1.2)
Tas.‡	47 (±0.6)	50 (±1.5)
ACT	49 (±1.2)	50 (±1.6)
NT*‡	49 (±1.0)	50 (±0.8)

*Confidence intervals (1.96*SE) are reported in brackets.*
**The sample requirements were not achieved in the Northern Territory for Year 6. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.*
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Table A6.10
Category percentages for items measuring expectations of active future civic engagement

Expectations of active future civic engagement	I will certainly do this	I will probably do this	I will probably not do this	I will certainly not do this
Find information about candidates before voting in an election	42 (±2.4)	36 (±1.5)	15 (±1.7)	7 (±0.6)
Help a candidate or party during an election campaign	7 (±1.1)	23 (±1.5)	53 (±1.6)	18 (±1.3)
Join a political party	3 (±0.7)	11 (±1.1)	51 (±2.0)	34 (±2.1)
Join a trade or other union	5 (±0.9)	16 (±1.5)	52 (±1.8)	28 (±1.5)
Stand as a candidate in local council or shire elections	3 (±0.7)	10 (±1.2)	50 (±1.7)	37 (±2.1)

*Confidence intervals (1.96*SE) are reported in brackets.*
Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table A6.11
Student intentions to engage in civic action – average scale scores and confidence intervals by state and territory

	Year 10
NSW	51 (±1.2)
Vic.	50 (±0.9)
QLD	51 (±0.8)
WA	50 (±1.1)
SA	50 (±1.1)
Tas.[‡]	50 (±1.6)
ACT	52 (±1.0)
NT[‡]	50 (±2.2)

*Confidence intervals (1.96*SE) are reported in brackets.*
[‡]The sample requirements were not achieved in Tasmania and the Northern Territory for Year 10. This may have resulted in a less representative sample and biased results. Therefore, their results should be interpreted with caution. More details can be found at the end of Chapter 1 and in the technical report.