

OFFICIAL

**NATIONAL  
ASSESSMENT  
PROGRAM –  
CIVICS AND  
CITIZENSHIP**

**Assessment Framework**

2024

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# 1. Overview

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## 1.1. Background

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

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

## 1.2 What does NAP–CC measure?

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

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

1. The Australian education system promotes excellence and equity.
2. All young Australians become:
  - confident and creative individuals
  - successful lifelong learners
  - active and informed members of the community.

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

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

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

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

## 1.3 Organisation of the NAP–CC 2024 Assessment Framework

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

### 1.3.1 Continuity with previous NAP–CC frameworks

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

- aspect 1: *Civics and citizenship content areas*: Government and Law, Citizenship in a Democracy and Historical Perspectives
- aspect 2: *Cognitive processes for understanding civics and citizenship*, which was articulated by 13 cognitive processes (sometimes referred to as skills)
- aspect 3: *Affective processes for civics and citizenship*, which was articulated by 3 affective processes – civic identity and connectedness, civic efficacy, and civic beliefs and attitudes. These processes were focuses of the student survey (now referred to as the student questionnaire).
- aspect 4: *Civic and citizenship participation* included surveying students about actual behaviours as well as behavioural intentions, and related to self-beliefs about skills for participation in civic processes. Like Aspect 3, these processes were focuses of the student survey (now student questionnaire).

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

1. content dimension based on the Australian Curriculum: Humanities and Social Sciences (HASS) F–6 and Australian Curriculum: Civics and Citizenship over Years 3–10, with a focus on Years 5–6 and 9–10
2. cognitive dimension based on skills from the Australian Curriculum: Humanities and Social Sciences and Australian Curriculum: Civics and Citizenship for Years 3–10
3. a NAP–CC general capabilities sub-strand based on the Australian Curriculum: Humanities and Social Sciences and Australian Curriculum: Civics and Citizenship content and cognitive dimensions
4. a NAP–CC History sub-strand based on the Australian Curriculum: Humanities and Social Sciences and Australian Curriculum: Civics and Citizenship content and cognitive dimensions
5. affective domain student survey (now questionnaire) comprising affective processes for civics and citizenship, and civic and citizenship participation.

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

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

### 1.3.2 Structure of the NAP–CC 2024 framework

This framework document is organised into the following chapters:

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

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

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

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

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

## 2. Content dimension

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

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

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

- a lifelong sense of belonging and engagement with civic life as active and informed citizens, in the context of Australia as a secular democratic nation with a dynamic, culturally diverse, multi-faith society that has a Christian heritage, and distinct First Nations Australian histories and cultures
- knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia’s system of democratic government and law, and the role of the citizen in Australian government and society
- an understanding of the concepts of active citizenship, democracy, global citizenship, legal systems, identity and diversity
- skills including questioning and research; analysis, evaluation and interpretation; civic participation and decision-making; and communicating
- the capabilities and dispositions to participate responsibly in the civic life of their nation at a local, regional and global level, and as individuals in a globalised world.

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

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

## 2.2. State and territory approaches to NAP–CC in the Australian Curriculum: HASS F–6 and Australian Curriculum: Civics and Citizenship

In this revised framework, as in previous frameworks, it is acknowledged that states and territories sometimes vary their curriculum from that identified in the Australian Curriculum: Civics and Citizenship. Schools, and individual teachers, can vary their teaching practices and curriculum application according to state and territory curriculum guidelines.

This revised NAP–CC 2024 Assessment Framework outlines some of these differences in content and approach across the different states and territories. These differences are not necessarily major or problematic.

One difference is that states and territories vary in the extent to which versions 8.4 and 9.0 of the Australian Curriculum have been adopted or adapted in their jurisdiction.

Another reason for differences between the states and territories is that civics and citizenship is often made available as an elective or optional subject within schools, particularly after Year 8. It is therefore difficult to identify exactly how and when civics and citizenship might be taught to students.

This NAP–CC 2024 Assessment Framework aims to deal with these differences by including only item content that is taught in all Australian states and territories. Assessment content and contexts may be drawn from version 8.4 of the Australian Curriculum; however, no item relies on content that students would not reasonably expect to have been taught.

## 2.3. Key strands in the Australian Curriculum: HASS F–6 and Australian Curriculum: Civics and Citizenship

The Australian Curriculum: HASS F–6 is organised into 2 interrelated strands: *knowledge and understanding* and *inquiry and skills*. The *knowledge and understanding* strand encompasses 4 sub-strands of *history, geography, civics and citizenship*, and *economics and business*. The curriculum includes the sub-strands of *history* and *geography* in Foundation Year to Year 2, and introduces the sub-strand of *civics and citizenship* in Year 3, and the sub-strand of *economics and business* in Year 5.

The Australian Curriculum: HASS F–6 *inquiry and skills* strand encompasses sub-strands that include a range of skills that are represented broadly as *questioning, researching, analysing, evaluating and reflecting*, and *communicating*. Students apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary. The key civics and citizenship concepts incorporated into the Australian Curriculum: Civics and Citizenship in both versions 8.4 and 9.0, across primary and secondary levels, relate in broad terms to Australian democracy and government; laws and rules for citizens; and citizen participation, identity and the meaning of citizenship. This has been previously described in the 2018 NAP–CC Assessment Framework and is continuing in the next assessment cycle. These concepts are addressed through the Civics and Citizenship *knowledge and understanding* strand that comprises key focus areas or sub-strands at each year level: *government and democracy; laws and citizens; and citizenship, diversity and identity*.

- *Government and democracy* involves a study of Australian democracy and the key institutions, processes and roles that people play in Australia’s system of government. Students study Australia’s Constitution, the key institutions of Australia’s democratic government, including state/territory and federal parliaments, and the responsibilities of electors and representatives.
- The concept of the relationship between *laws and citizens* examines Australia’s legal system, the creation of laws, and the rights and legal obligations of Australian citizens. Students learn how state/territory and federal laws are made in a parliamentary system and how the courts function to apply and interpret the law.
- *Citizenship, diversity and identity* explores the shared values of Australian citizenship, the diversity of Australia as a multicultural and multi-faith society, what shapes identity, and obligations as citizens in a globalised world. Students examine Australian citizenship, reflect on the rights and



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

## 2.4. Year 6 content

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

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

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

## 2.5. Year 10 content

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

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

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

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

## 2.6 Descriptions of the key content areas of NAP–CC

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

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

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

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

## 2.7 Connections across Humanities and Social Sciences subjects

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

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

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

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

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

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

## 2.8 General capabilities

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

- Critical and Creative Thinking:** Aspects of the Critical and Creative Thinking capability arise from important cognitive skills inherent in inquiry and broader ways of thinking. The elements of the Critical and Creating Thinking capability in the AC guide the development of the cognitive dimension of the NAP-CC: the thinking skills and intellectual processes engaged by students as they respond to the assessment items. While many of the assessment items require knowledge and recall, analysis of the stimulus and interpretation of the options (i.e. in a multiple-choice item) require a level of critical thinking as students compare alternatives, make connections and understand perspectives). While students are answering questions, rather than explicitly generating their own, the cognitive demand and process for critical thinking is similar.
- Personal and Social capability:** The 4 elements of this capability include self-awareness, self-management, social awareness and social management. Aspects of the Personal and Social capability arise when students demonstrate abilities to question, solve problems and communicate their findings, and use knowledge to inform personal and community decisions.

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

- **Ethical Understanding:** This capability focuses on the examination of values, rights and responsibilities, ethical concepts and influences on ethical behaviour. Aspects of ethical understanding arise in the context of considering solutions to social and personal issues. Students are expected to consider the implications of issues for the environment and other social groups. They are also be expected to take into account ethical considerations when asked to make decisions about social or environmental issues.
- **Intercultural Understanding:** The focus of this capability is the examination of cultural perspectives and world views. This capability concerns students' abilities to recognise that diverse cultural groups and perspectives contribute to the development of societal knowledge and contexts. Students need to consider how society benefits from participation and collaboration with a diversity of cultures, and recognise that increasingly we work and function in culturally diverse teams. They also should consider the influence of different cultures on interactions.

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

## 2.9 Cross-curriculum priorities

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

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

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

- **Aboriginal and Torres Strait Islander Histories and Cultures:** Students will understand that contemporary First Nations Australian communities are strong, resilient, rich and diverse. This cross-curriculum priority provides opportunities for all students to deepen their knowledge of Australia by learning about the world's oldest continuous living cultures. This priority engages with Australian First Nations Peoples' knowledges, experiences, values and perspectives.
- **Asia and Australia's Engagement with Asia:** Students develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia and the rest of the world. Asian literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region. This priority emphasises the need to appreciate the backgrounds, experiences, stories, religions, beliefs and perspectives within and among the nations of the Asia region and the interconnections with Australia. It focuses on Australia's developing and deepening relationships with the peoples of Asia, which influence both mutual understandings and expressions of citizenship and culture nationally, regionally and globally.
- **Sustainability:** The Sustainability cross-curriculum priority explores the knowledge, skills, values and world views necessary for people to act in ways that contribute to a sustainable future. Designing solutions and actions for a sustainable future requires an understanding of the ways environmental, social and economic systems interact, and an ability to make balanced judgements based on present and future impacts. World views are formed by experiences at

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

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

## 3. NAP–CC skills dimension

### 3.1. NAP–CC skills dimension and cognitive processes

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

The AC:CC skill sets are:

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

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

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

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

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

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

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

Table 4: The skill of ‘Knowing’

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



## 4. Contextual framework

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

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

### 4.1 Student questionnaire

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

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

#### 4.1.1 Affective processes for civics and citizenship

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

##### **Civic identity and connectedness**

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

Constructs of interest within this process include:

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



### **Civic efficacy**

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

Constructs of interest within this process include:

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

### **Civic beliefs and attitudes**

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

Constructs of interest within this process include:

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

## **4.1.2. Participatory processes for civics and citizenship**

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

### **Actual behaviours**

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

Constructs of interest within this process include:

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

### **Behavioural intentions**

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

Constructs of interest within this process include:

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

## Students' skills for participation

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

### 4.1.3. New content for NAP–CC 2024

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

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

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

## 4.2 Student background data

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

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

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

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

## 5. Assessment structure and reporting

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

### 5.1. Assessment structure

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

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

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

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

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

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

- a set of practice questions. These practice questions introduce students to the navigation features of the online testing environment as well as to the different item types and formats used in the assessment
- assessment cluster 1
- assessment cluster 2
- a set of questionnaire items.

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

## 5.2. Online assessment delivery system

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

### 5.2.1. Item types and response formats

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

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

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

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

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

#### Selected response item types

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

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

### Constructed response item types

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

### 5.3. Reporting achievement in Civics and Citizenship

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

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

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

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

## 6. References

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## 7. Appendix

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

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

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



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

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

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