

# National Assessment Program Civics and Citizenship 2027

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## Assessment Framework

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# 1 Overview

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## 1.1 Background

Research on civics and citizenship education highlights its importance in sustaining healthy democracies and fostering active, informed and responsible members of society (Paterson 2014). In an increasingly complex and fast-changing world, such education plays a critical role in supporting students to navigate misinformation, evaluate sources of information, and understand democratic principles, the rule of law and the operation of societal institutions. The significance of civics and citizenship education in Australia is reflected in its inclusion in the Australian Curriculum.

The National Assessment Program Civics and Citizenship (NAP-CC) is one of 3 national sample assessments developed and managed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). Together with NAP-Science Literacy (NAP-SL) and NAP-Information and Communication Technology Literacy (NAP-ICTL), it supports the 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-year cycle and uses stratified random samples of Year 6 and Year 10 students to examine how effectively Australian schooling is meeting the goals of the Declaration. The first NAP-CC assessment was conducted in 2004, and subsequent cycles have been undertaken every 3 years<sup>1</sup> to enable the reporting of trends over time.

Since 2004, the NAP-CC Assessment Framework has undergone a series of planned developments to reflect changes in curriculum, assessment practice and civic contexts. Early assessment cycles in 2004 and 2007 were guided by an assessment domain, which was expanded and formalised into the first NAP-CC 2010 Assessment Framework. Subsequent revisions, including those for the 2019 cycle, further refined the framework to strengthen alignment with the Australian Curriculum and support continuity of measurement over time<sup>2</sup>. The NAP-CC 2024 Assessment Framework retained the core assessment domain and scale and was designed to act as a bridge between earlier frameworks and future cycles during a period of curriculum transition.

Building on this established foundation, the NAP-CC 2027 Assessment Framework provides the conceptual underpinning for the development of the 2027 assessment instrument. It identifies the cognitive and affective behavioural learning outcomes central to civics and citizenship education, along with the contextual factors that influence students' civic learning in Australia, while supporting continuity of constructs and trend reporting across assessment cycles.

## 1.2 NAP assessment frameworks and the curriculum

The NAP assessment frameworks define underlying test constructs which are broad, theoretical concepts such as literacy, numeracy, scientific reasoning. These constructs underpin each national assessment and provide the conceptual foundation for what is being measured. The validation of each test construct is informed by student responses to tasks presented in assessment tools, from which measurement scales are derived.

Each test construct is informed by aspects of the curriculum, which in turn helps to translate and break down broad learning outcomes into observable and measurable knowledge and skills, some of which can be assessed within a standardised assessment context. In this way, curriculum content informs and grounds NAP test development, ensuring that assessment tasks are educationally relevant, targeted and appropriate for the students being assessed.

However, a NAP assessment framework is not limited to curriculum content alone. It often incorporates a broader range of concepts and contexts, recognising that students develop essential skills and

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<sup>1</sup> Due to disruptions caused by the COVID-19 pandemic, a 5-year gap exists between the 2019 and 2024 cycles of NAP-CC.

<sup>2</sup> A summary of the key developments outlined in the assessment frameworks for NAP-CC 2010 and NAP-CC 2019 are provided in Appendix A.

understandings through life experiences in their homes, communities and social environments. This is especially important for test constructs that are shaped by real-world application and life experience.

The assessment frameworks play a critical role in guiding test development, drawing on frameworks from previous assessment cycles to ensure continuity, comparability and trend reporting over time. They anchor student achievement against established domain achievement scales and proficiency levels, supporting the reliable interpretation of results across cohorts and over time. At the same time, the frameworks remain responsive to change, incorporating new educational initiatives, reflecting curriculum updates and adapting to contemporary contexts to ensure the assessments remain current and relevant.

Importantly, the degree of connection between the assessment framework and a curriculum may vary across domains. In some subject areas – particularly where the curriculum is highly specific – the connection may be tighter. In some domains, especially those involving broader competencies or cross-disciplinary skills, the framework may extend beyond the explicit curriculum to capture a broader scope of student learning.

For NAP–CC 2027, further updates have been made to the framework to continue providing an effective measure of students’ civics and citizenship knowledge and skills over time. As noted, the framework takes into account refinements to the curriculum as well as contextual factors that underpin students’ civic learning in Australia.

### 1.3 What does NAP–CC measure?

One of the overarching objectives of NAP–CC is to monitor and report trends in civics and citizenship achievement. The assessment provides an important source of information about what Australian students know, understand and can do in the context of civics and citizenship. It measures students’ cognitive competencies by assessing both their knowledge and their capacity to apply this knowledge as they engage in civic and citizenship processes. The NAP–CC assessment also measures key skills that students require at different stages of their education.

Contemporary political, social and civic issues have a significant impact on the lives of Australian students. It is therefore essential that these influences are reflected in relevant and meaningful assessments that address current and emerging issues.

NAP–CC also contributes to the measurement of commitments outlined in the Alice Springs (Mparntwe) Education Declaration (Education Council 2019). 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.

Most importantly, 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, 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 assessing students’ knowledge of civics and citizenship, NAP–CC administers a questionnaire to gather information about students’ attitudes towards, and engagement with, civics and citizenship processes both at school and beyond the classroom. Student achievement data is analysed

alongside background information on student demographic characteristics, geographic location and school size, all of which are considered during sample selection. This approach enables the examination of contextual factors that influence students' educational outcomes in relation to civics and citizenship achievement.

## 1.4 Organisation of the NAP–CC 2027 Assessment Framework

This framework document is organised into the following sections:

**Section 1: Overview** sets out the purpose and background of NAP–CC and outlines its development over time and explains how the 2027 Assessment Framework supports trend reporting while remaining anchored in the Australian Curriculum and contemporary civic contexts.

**Section 2: Australian Curriculum: Humanities and Social Sciences structure and concepts** outlines the structure of the Australian Curriculum: Humanities and Social Sciences subjects: HASS F–6 and Civics and Citizenship 7–10. It defines the concepts underpinning assessment items and discusses how the NAP–CC is anchored in the Australian Curriculum.

**Section 3: Content and skills dimensions** defines the civics and citizenship knowledge and skills assessed in NAP–CC. The content dimension describes the subject matter, anchored in the Australian Curriculum: Humanities and Social Sciences subjects. The skills dimension outlines the cognitive processes students use to apply, analyse and evaluate civics and citizenship knowledge.

**Section 4: Contextual framework** describes the student questionnaire and background data collected as part of NAP–CC. This section explains how affective, participatory and contextual factors related to students' civic learning and engagement are examined alongside achievement data.

**Section 5: Assessment structure and reporting** explains the overall design of the assessment, including the cluster rotation model, online delivery, item types and response formats. It also outlines how student achievement is reported using national proficiency levels.

**Section 6: References** lists the key policy documents, curriculum sources and research that inform the theoretical and methodological foundations of the Assessment Framework.

**Section 7: Appendices** provides supporting background material, including the history of NAP–CC assessment frameworks and jurisdictional timelines for implementation of the Australian Curriculum Version 9.0.

## 2 Australian Curriculum: Humanities and Social Sciences structure and concepts

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### 2.1 Overview of Australian Curriculum content

The NAP–CC 2027 Assessment Framework is informed by aspects of the Australian Curriculum (AC) Version 9.0, with considerations made to AC Version 8.4 to support continuity across jurisdictions and assessment cycles. The NAP–CC content domain is anchored in the concepts of the Australian Curriculum: Humanities and Social Sciences (AC: HASS F–6) and the Australian Curriculum: Civics and Citizenship Years 7–10 (AC: CC).

The AC: CC aims to ensure students develop:

- a lifelong sense of belonging and engagement with civic life as active and informed citizens, in the context of Australia as a secular democratic nation with a dynamic, culturally diverse, multi-faith society, 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, the legal system, and identity and diversity
- skills including questioning and research; analysis, evaluation and interpretation; civic participation and decision-making; and communicating
- the capabilities and dispositions needed 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 AC: CC 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 NAP–CC assessment investigates the origins of Australia's 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 2018b).

### 2.2 State and territory approaches to implementation of the Australian Curriculum

In this NAP–CC 2027 framework, as in previous frameworks, it is acknowledged that state and territory curriculum and school education authorities, along with non-government sectors and schools, determine the timeline and approach for implementing the Australian Curriculum Version 9.0. They decide when and how the Version 9.0 Australian Curriculum will be delivered in their schools, in line with jurisdictional policies and requirements, including decisions about the timing and extent of its adoption and translation into classroom practice.

Appendix B gives details on the jurisdictions' implementation of the AC V9.0.

It is important to note that while the expectation is that Civics and Citizenship is studied in Years 7 and 8 (becoming an elective in Years 9 and 10), this varies across jurisdictions and schools.

## 2.3 Content strands and sub-strands in the AC: HASS F–6 and AC: CC

All subjects in the Australian Curriculum: Humanities and Social Sciences learning area are organised into 2 interrelated strands: *Knowledge and understanding* and *Skills*.

In the Australian Curriculum: HASS F–6 (AC: HASS F–6) the *Knowledge and understanding* strand comprises 4 sub-strands of *History*, *Geography*, *Civics and Citizenship*, and *Economics and Business*. The sub-strands of *History* and *Geography* exist from Foundation to Year 6. The sub-strand of *Civics and Citizenship* is introduced in Year 3, and the sub-strand of *Economics and Business* is introduced in Year 5. The AC:HASS F–6 *Skills* strand comprises 4 sub-strands: questioning and researching; interpreting, analysing, and evaluating; concluding and decision-making; and communicating. Students apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

In the Australian Curriculum: Civics and Citizenship (AC:CC), the *Knowledge and understanding* strand comprises 3 sub-strands: government and democracy; laws and citizens; and citizenship, diversity and identity. The *Skills* strand comprises 4 sub-strands: questioning and researching; analysis, evaluation and interpretation; *civic participation and decision-making*; and *communicating*.

It is important to note that, in the Australian Curriculum, Civics and Citizenship and History are closely connected. Through studying Australia's past, students gain insight into the origins of democratic principles, institutions and civic responsibilities. Together, these subjects promote an appreciation of the ongoing relationship between past events and present civic life. The inclusion of History-related NAP–CC test items is further outlined in Section 3.3 of this assessment framework.

## 2.4 Concepts in the AC: HASS F–6 and AC: CC and the NAP–CC

In the Australian Curriculum: Humanities and Social Sciences subjects, concepts are used to identify essential content to support students' knowledge, understanding and skills. In the AC: HASS F–6 *Knowledge and understanding* and *Skills* strands, students develop an understanding of concepts including identity and diversity, and democracy and citizenship. These concepts are further developed in AC: CC with increasing complexity across Years 7–10 through the following concepts: active citizenship, democracy, global citizenship, legal systems, and identity and diversity.

In NAP–CC, these concepts inform assessment design by supporting items that move beyond factual recall to capture students' reasoning and understanding in contemporary civic contexts.

Assessment items in the NAP–CC 2027 cycle will be mapped to the concepts outlined in the Australian Curriculum for HASS F–6, Civics and Citizenship 7–10, and History 7–10, supporting greater flexibility and creativity in item development. These concepts are defined in Table 1.

Table 1: Definitions of concepts

| Subject  | Concept with definitions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HASS F–6 | <p><b>Significance:</b> Students learn about the importance that is assigned to an issue, event, development, person, place, process, interaction or system over time and place.</p> <p><b>Continuity and change:</b> Students learn about aspects of society, such as institutions, ideas, values and problems, that remain/ed the same and/or change/d over certain periods of time (some point in the past and the present) or in the past (2 points in the past).</p> <p><b>Cause and effect:</b> Students identify the long- and short-term causes and the intended and unintended consequences of an event, decision, process, interaction or development.</p> |



| Subject                                   | Concept with definitions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | <p><b>Identity and diversity:</b> Students understand the factors, including values and traditions, that shape personal and shared identity, and the diversity of Australia as a culturally diverse and multi-faith society.</p> <p><b>Democracy and citizenship:</b> Students learn about the key democratic and legal institutions, processes, rights and roles that underpin Australian democracy, and the responsibilities and obligations of citizens in local, regional, national and global communities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Civics and Citizenship 7–10</b></p> | <p><b>Active citizenship:</b> Citizens are entitled to certain rights, privileges and responsibilities; therefore, being an active citizen requires engagement and informed participation in the civic and political activities of society at local, state, national, regional and global levels.</p> <p><b>Democracy:</b> Democracy is a system of government where power is vested in the people. The will of the majority is accepted and exercised directly or indirectly through elected representatives, who may remove and replace political leaders and governments in free, fair and regular elections.</p> <p><b>Global citizenship:</b> Students recognise that in addition to having rights and responsibilities flowing from our Australian citizenship, we also live in an increasingly interdependent world, where citizens' concerns transcend geographical or political borders, and people can exercise rights and responsibilities at a global level.</p> <p><b>Legal systems:</b> Students understand the function of legal systems, the rule of law and its application. They also understand equality before the law, and the importance of judicial independence and objectivity leading to the law being perceived as fair.</p> <p><b>Identity and diversity:</b> Identity is a person's sense of who they are, and conception and expression of their individuality or association with a group, culture, state, nation or a region of the world, regardless of their legal citizenship status. Students' understanding of diversity includes acknowledgement of Australia as a culturally diverse, multi-faith and cohesive society.</p> |
| <p><b>History 7–10</b></p>                | <p><b>Evidence:</b> Evidence is the information obtained from interpreting and analysing primary and secondary sources that can be used to support, revise or challenge a particular historical explanation, interpretation or argument.</p> <p><b>Perspectives:</b> Historical perspectives are the positions from which people view events, developments and issues, and explain why people and groups at certain times have points of view. These views are shaped by people's beliefs, values, culture, gender, age, location and experiences.</p> <p><b>Interpretations and contestability:</b> Explanations of the past about specific people, groups, events or developments use evidence from historical sources. Contestability occurs when interpretations about the past are open to debate, for example, because of a lack of evidence, the discovery of new evidence, different perspectives of historians, public commentators or groups.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| Subject | Concept with definitions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p><b>Continuity and change:</b> Aspects of society, such as institutions, ideas, values and problems remain the same and/or change over certain periods of time (some point in the past and the present) or in the past (2 points in the past).</p> <p><b>Cause and effect:</b> Cause and effect include the long- and short-term causes, and the intended and unintended consequences of an event, decision, process, interaction or development.</p> <p><b>Significance:</b> Importance is assigned to an issue, event, development, person, group, place, society, process, interaction or system over time and place. The importance is determined by the prominence of the event, development or issue at the time, its scope and depth, its long-term consequences and its ability to explain issues in the present.</p> |

## 3 Content and skills dimensions

### 3.1 Overview of NAP–CC content

The content dimension defines the specific subject matter covered in the NAP–CC 2027 assessment. It reflects the content assessed in previous iterations of NAP–CC and allows for important equating between the assessment cycles. This content includes:

- **Government and democracy** includes a study of Australian democracy and the key institutions, processes and roles that people play in Australia’s system of government. This includes Australia’s constitution, the key institutions of Australia’s democratic government, including state/territory and federal parliaments, and the responsibilities of electors and representatives.
- **Laws and citizens** examines Australia’s legal system and the creation of laws and the rights and legal obligations of Australian citizens. It also includes 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, including First Nations Australian perspectives. It explores what shapes identity, and the obligations as citizens in a globalised world. It includes understanding Australian citizenship and reflecting on the rights and responsibilities that being a citizen entails as well as exploring the obligations that people may have as global citizens. It also includes diversity within Australian society, how groups express their identities and the role of shared values in promoting social cohesion.

For the NAP–CC 2027 item and student questionnaire development, the ACARA Protocols for Indigenous Cultural and Intellectual Property (ICIP) were followed. Only ICIP approved resources will be used for the item and student questionnaire content.

### 3.2 Year 6 and Year 10 NAP–CC assessment content

The Year 6 NAP–CC assessment is anchored in content of the AC: 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 for students in those years. In AC: HASS F–6, the sub-strand of *Civics and Citizenship* focuses on the concepts of identity and diversity, and democracy and citizenship.

The Year 10 NAP–CC assessment is anchored in content of the AC: CC in the same way as the Year 6 NAP–CC assessment. Assessment content for NAP–CC at Year 10 is anchored in content from the AC: CC in Years 7 to 9 to compensate for differences in teaching of civics and citizenship across jurisdictions.

As outlined in the previous section, the NAP–CC content dimension is assessed in 3 key dimensions: government and democracy; laws and citizens; and citizenship, diversity and identity. Table 2 gives detailed descriptions of these dimensions.

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

| Dimensions                      | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Government and democracy</b> | 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 |

| Dimensions                                 | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <p>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>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 experiences, values and ideals which help define Australian people, how these have been influenced by social change, and the ways in which concepts of identity and culture in Australia are reflected in civic institutions and processes. The concept includes the following content: the relationship between values and identity and culture in Australia; Aboriginal and Torres Strait Islander People's influences on identity and culture in Australia; the influence of different cultural and ethnic groups on identity and culture in Australia; key events and movements in the development of Australian identity and culture such as the 1967 referendum and abolition of White Australia policy; multiculturalism in Australia; Australian citizenship, significant Australian people, events, trends and symbols which reflect and influence Australian identity and culture; changing notions of Australian identity.</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> |

The target percentages for the assessment content dimension are outlined in Table 3. These target percentages are consistent across both the Year 6 and Year 10 assessments, and reflect the balance of content delivered in the previous cycle.

*Table 3: Content dimension target percentages for the Year 6 and Year 10 assessments*

| Content dimensions                         | Approximate target percentage |
|--------------------------------------------|-------------------------------|
| <b>Government and democracy</b>            | 40%                           |
| <b>Laws and citizens</b>                   | 30%                           |
| <b>Citizenship, diversity and identity</b> | 30%                           |

### 3.3 Consideration of History in NAP–CC

In the AC: HASS F–6, there is flexibility of teaching within the *Knowledge and understanding* stand, where the sub-strands can be taught as individual disciplines or integrated with other sub-strand content. In Years 5 and 6, there are clear opportunities to connect content from *Civics and Citizenship* and *History* sub-strands, and this is highlighted in the level descriptions.

In the AC: History, concepts include continuity and change, significance, perspectives, and cause and effect. In Years 7 to 9, the focus is to promote the understanding of societies, movements, ideas and events that have shaped humanity. It aims to equip students for the world (local, regional and global) in which they live and enables them to develop an understanding of the past and present experiences of First Nation Australians, 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 are essential for informed and active participation in Australia’s diverse society.

Although the NAP–CC is anchored in the AC: HASS F–6 and AC: CC, students are expected to study AC: History from Years 7–10, providing additional opportunities for varied contexts of test items. By studying historical contexts, such as how rights and freedoms have evolved, students learn to connect this knowledge to current issues and become more informed, active members of society.

### 3.4 Skills dimension in NAP–CC

In addition to defining assessment content, the NAP–CC 2027 Assessment Framework is anchored in the AC: HASS F–6 and AC: CC *Skills*. Skills represent the thinking processes required to analyse, evaluate and interpret civic information, make judgements, and engage with civic issues in meaningful ways.

#### 3.4.1 NAP–CC skills

The skills dimension of the NAP–CC assessment represents the cognitive processes students use when engaging with civics and citizenship knowledge. These skills reflect how students apply their understanding of civic concepts, institutions and processes when interpreting information, considering perspectives and making judgements in civic contexts.

While students must draw on their knowledge of civic concepts, institutions and processes, NAP–CC assessment items focus on the application of this knowledge rather than on factual recall alone. Items often require students to engage in analysis and evaluation as they respond to stimulus material and consider alternative explanations, viewpoints or courses of action.

These skill dimensions are:

- **Questioning and researching**, including the ability to consider civic issues, and locate and evaluate information
- **Analysis, evaluation and interpretation**, including analysing information, evaluating perspectives and interpreting evidence
- **Civic participation and decision-making**, including evaluating options, actions and outcomes related to civic participation
- **Communicating**, including the use of civic knowledge, concepts and evidence to develop explanations and arguments.

In the context of a large-scale assessment, not all curriculum skills are assessed equally. NAP–CC items primarily emphasise skills related to analysis, evaluation and interpretation, and civic decision-making, as these are well suited to selected-response and constructed-response formats and allow students to demonstrate understanding beyond factual recall. Skills related to research and extended communication inform item design but are not assessed directly.

These skills are applied in relation to key civic and historical ideas that organise learning in the Australian Curriculum. While skills describe the thinking processes students use, concepts provide the focus and context for that thinking. The concepts that underpin the NAP–CC Assessment Framework are outlined in Section 2.4

### 3.5 General capabilities in NAP–CC

The AC includes 7 general capabilities. In the Australian Curriculum Version 9.0 there have been some revisions to the general capabilities, such as Information and Communication Technologies being retitled to Digital Literacy, and reduced overlap across the various capabilities. The aspects of the capabilities identified as being most relevant and appropriate to the large-scale assessment of civics and citizenship, and hence will be reflected in the NAP–CC assessment, remain consistent and 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 Creative Thinking capability in the AC have guided the development of the cognitive dimension of the NAP–CC: the thinking skills and intellectual processes engaged by the students as they respond to the assessment items. While many of the assessment items require factual knowledge and recall, the analysis of the stimulus and interpretation of the options (that is, in a multiple-choice item) require a level of critical thinking (comparing alternatives, making connections, understanding perspectives). While students are answering the assessment items, rather than explicitly generating their own, the cognitive demand and process for critical thinking is evident.
- **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 the influences on ethical behaviour. Aspects of ethical understanding arise in the context of considering solutions to social and personal issues. Students will be expected to consider the implications of issues on the environment and other social groups. They will 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 have been contributing 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 interpersonal interactions and the role of empathy and tolerance in intercultural understanding.

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

### 3.6 Cross-curriculum priorities in NAP–CC

The importance of the cross-curriculum priorities outlined in the 2019 and 2024 NAP–CC assessment frameworks have been maintained in the 2027 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 (Education 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 are intended to provide national, regional and global dimensions that enrich the curriculum through development of considered and focused content that fits naturally within learning areas.

The 3 cross-curriculum priorities identified in the Australian Curriculum are:

- **Aboriginal and Torres Strait Islander histories and cultures:** Students will understand that contemporary First Nation 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 First Nations Australian 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 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. Australia's engagement with Asia can be assessed in *Citizenship, diversity and identity*, while Sustainability may be assessed through *Citizenship, diversity and identity* as well as *Laws and citizens*.



## 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 this part of 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 2024, the Year 6 questionnaire contained a total of 101 items and the Year 10 questionnaire contained 127 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 2027, it is envisaged that the structure and content of the student questionnaire will largely follow those of the previous cycles. 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 2027 and beyond.

As per previous cycles, the NAP–CC 2027 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 themselves are described in more detail in the following sections.

#### 4.1.1 Affective processes for civics and citizenship

As articulated in the assessment framework for NAP–CC 2019, 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 for or challenging; the civic-related behavioural dilemmas they recognise themselves as facing; and their attitudes towards these dilemmas.

Civic identity and connectedness includes individuals' beliefs about and tolerance of the levels of diversity (of civic ideas and actions) within and across their communities; and recognition of the effects of the range of civic and citizenship values and belief systems of their different communities on the members of those communities.



Constructs of interest 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 act in ways to positively influence civics and citizenship outcomes. This includes both beliefs in their own personal civic capacity as well as the general value of becoming active as a citizen. Believing in the value of civic action and having a sense of personal self-efficacy are both important factors for civic engagement in a democratic society.

Constructs of interest 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 specific 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 also 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 an adult citizen.

Constructs of interest within this process include:

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

### *Students' skills related to 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 on student participation based on related processes and constructs.

#### **4.1.3 New content for NAP–CC 2027**

As outlined previously, a review and revision of questionnaire content is required for each cycle of NAP–CC in order to allow for the data to remain relevant and contemporary. In NAP–CC 2019, for instance, some items relating to technology and social media use were added to the questionnaire instrument, and the 2024 cycle included new content related to the response to the COVID-19 pandemic, the ability of students to evaluate the reliability of information on the internet and gauging the types of topics covered in their school.

To maintain consistency with previous NAP–CC cycles and minimise questionnaire burden on students, the questions will largely follow those used in the previous cycle. However, in order to address the impact of Artificial Intelligence (AI) on society and the continued development of digital technologies, the questionnaire will likely include new questions related to appropriate use of AI and expand content relating to trust in media institutions, information sources (including misinformation and disinformation) and digital identity. Other contemporary issues to be considered for inclusion include increased coverage of youth voice and civic participation, and social cohesion and Australian values.

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, is 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.

## 5 Assessment structure and reporting

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This section describes how the NAP–CC 2027 assessment is designed, delivered and reported to ensure valid, reliable and meaningful measurement of students' civics and citizenship achievement. It outlines the overall assessment structure, including the use of a cluster rotation design, the integration of cognitive assessment and student questionnaire components, and the alignment of item types with the content and cognitive dimensions of the framework. The section also explains the online delivery model and response formats used to capture student achievement and describes how results are reported through national proficiency levels to support interpretation and reporting across cohorts, jurisdictions and over time.

### 5.1 Assessment structure

The NAP–CC 2027 assessment instrument will use a cluster rotation design in both the field trial and main study, consistent with previous NAP–CC cycles. This design allows for broad coverage of the assessment framework while minimising testing time for individual students and supporting reliable measurement and trend reporting over time.

In the cluster rotation design, assessment items are organised into contextual units, each centred on a civics and citizenship theme or stimulus. Units are grouped into clusters, and clusters are combined to construct multiple assessment forms. Each assessment form comprises a set of practice questions, a consistent number of assessment clusters and a set of student questionnaire items.

Assessment forms are linked through common clusters, ensuring that student performance across different forms can be placed on a single measurement scale. In addition, selected clusters include vertically linked items that are common to both the Year 6 and Year 10 assessments, enabling student performance at Year 6 and Year 10 to be reported on a single underlying scale. This approach supports the measurement of progress over time and strengthens the interpretation of trends across cohorts.

Clusters intended to include linking items are designed to provide balanced coverage of the content and cognitive dimensions of the assessment framework at both year levels. Together, horizontal and vertical linking support comparability of results across forms, year levels and assessment cycles.

In addition to supporting broad content coverage, the cluster rotation design helps to reduce potential position effects, such as fatigue or disengagement that may arise when items consistently appear in the same order. By varying the placement of clusters across assessment forms, the design minimises systematic bias associated with item position and ensures that student performance more accurately reflects underlying proficiency rather than test-taking conditions.

Overall, the cluster rotation design enables the assessment to sample a wide range of content and skills without requiring all students to respond to the same set of items. This design underpins the validity and reliability of the assessment while supporting continuity of measurement over time.

#### 5.1.1 Student effort measure

For the first time in a National Assessment Program sample assessment, NAP–CC 2027 will include a brief student self-report measure of test effort, administered at the conclusion of the cognitive assessment. The measure takes the form of a simple effort thermometer through which students indicate how much effort they believe they applied during the assessment.

The inclusion of this measure recognises the importance of student engagement and effort in the interpretation of large-scale assessment data. Information from the effort thermometer will be used to support the analysis and interpretation of assessment results at an aggregate level, including the examination of relationships between reported effort and patterns of student performance. The effort measure will not contribute to individual student scores and will not be used for reporting student achievement.

## 5.2 Online assessment delivery system

The NAP–CC 2027 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 and consequently enjoys widespread compatibility with schools' established IT systems. As was the case for the NAP–CC 2024 cycle, all students' 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 are used 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, and 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 the answer(s) they believe is/are more justifiable from a given set of alternatives.

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 trained, 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, giving 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:** Options may be words, graphical, pictorial and may incorporate new media. In the NAP–CC 2027 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, explanation, etc. 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):** Two columns of options that can be connected 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 (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):** Two or more interactions of the listed item types, where there are related concepts that constitute parts of a whole. The use of multiple interactions is appropriate where different cognitive demands are required. This is because 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*

- **Text entry (single numerical):** Students must use one or 2 words, a phrase or a numerical response. Text entry format is useful for asking students to provide an open response with the constraint of responding in digits. It requires a higher recall than multiple-choice, but with the expectation of a short, limited response
- **Extended constructed (extended text item type, longer response required):** One sentence, or up to 2 short paragraphs, is required as a response to an item. This format would be used to respond to a question that requires students to apply or integrate concepts, probe students' deeper understanding, and/or probe 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). Such 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 NAP–CC

The approach to reporting results was developed in 2004 and has been used in previous NAP–CC assessment cycles. With updates across the different NAP–CC cycles, 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 2027, 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 from the new items.
- Proficiency level descriptions will be anchored in the AC: HASS F–6 and AC: CC, as the assessment items and their descriptions will be guided by content and skills dimensions that reflect the concepts underpinning content in the AC: Humanities and Social Sciences learning area.

As for past cycles, the findings from the NAP–CC 2027 assessment will be officially communicated through 2 key publications: the NAP–CC 2027 Public Report and the NAP–CC 2027 Technical Report. Key data tables will also be provided through the interactive NAP Data Portal. Additionally, schools participating in the main study will receive school summary reports providing feedback on their students' achievement along with comparisons to national means.

## 6 References

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## 7 Appendices

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### 7.1 Appendix A: Key developments in the NAP–CC assessment frameworks

#### 7.1.1 The NAP–CC 2010 Assessment Framework (Fraillon 2010)

In preparation for the NAP–CC assessment in 2010, the assessment domain was revised and expanded to create the NAP–CC Assessment Framework (Fraillon 2010).

The NAP–CC 2010 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 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).

#### 7.1.2 The NAP–CC 2019 Assessment Framework (ACARA 2018a)

The NAP–CC 2019 Assessment Framework (ACARA 2018a) was revised to align with the content knowledge and skills of various sections of the Australian Curriculum. The NAP–CC 2019 Assessment Framework included 5 components based on the AC: HASS and AC: CC. 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 NAP–CC 2019 Assessment Framework outlined 5 components of the assessment:

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

## 7.2 Appendix B: Jurisdictional timelines for AC v9.0 implementation

| State/<br>Territory | Adopted/ Adapted    | Implementation timelines                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ACT</b>          | Adopted             | Implemented in all 3 sectors for all subjects in 2024.                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>NSW</b>          | Adopted and adapted | <p>V9.0 Australian Curriculum will be adopted and adapted into NSW syllabuses as they are redeveloped as part of the NSW Curriculum Reform.</p> <p>Work on reforming the mandatory K–10 syllabuses was completed by the end of 2024, with all new syllabuses being taught in schools in 2027.</p>                                                                                                                                                                                                  |
| <b>NT</b>           | Adopted             | <p>All learning areas were available for implementation from 2023.</p> <p>By the beginning of 2025, all schools using Version 9.0.</p>                                                                                                                                                                                                                                                                                                                                                             |
| <b>Qld</b>          | Adopted             | <p><i>P–6 AC V9.0 implementation</i></p> <ul style="list-style-type: none"> <li>• 2025 – English and Maths implementation</li> <li>• 2026 – Science, Technologies, Health and Physical Education</li> <li>• 2027 – Languages, The Arts, Humanities and Social Sciences</li> </ul> <p><i>Years 7–10 AC V9.0 implementation</i></p> <ul style="list-style-type: none"> <li>• 2023–2025 – schools determine implementation timeline</li> <li>• 2026 – all learning areas fully implemented</li> </ul> |
| <b>SA</b>           | Adopted and adapted | <p>Adaption in 2023–2025</p> <p>Familiarisation and planning in 2025</p>                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Tas</b>          | Adopted             | 2023 implementation for all sectors                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Vic</b>          | Adopted and adapted | <p>AC implemented through the Victorian Curriculum:</p> <ul style="list-style-type: none"> <li>• 2025 – Mathematics, English</li> <li>• 2026 – other learning areas</li> </ul>                                                                                                                                                                                                                                                                                                                     |
| <b>WA</b>           | Adopted and adapted | <ul style="list-style-type: none"> <li>• 2025 – implementing the Western Australian Curriculum for English, and Health and Physical Education</li> <li>• 2026 – implementing the Western Australian Curriculum for Humanities and Social Sciences, Mathematics, Science, and Technologies</li> <li>• 2027 – implementing the Western Australian Curriculum for Languages and The Arts</li> </ul>                                                                                                   |