

Year 10 standard elaborations — Australian Curriculum v9.0: Civics and Citizenship

Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
- develop task-specific standards (or marking guides) for individual assessment tasks
- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for Civics and Citizenship describes what students are expected to know and be able to do at the end of each year. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the C standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.



Year 10 Australian Curriculum: Civics and Citizenship achievement standard

By the end of Year 10, students compare the key features and values of Australia's system of government to those of another system of government. They describe the Australian Government's role and responsibilities at a regional and global level. They explain the role of the High Court of Australia. They explain how Australia's international legal obligations influence the law and government policy. They identify and explain challenges to a resilient democracy and a cohesive society in Australia.

Students develop and refine a range of questions and locate, select and compare relevant and reliable information from a range of sources to investigate political and legal systems, and contemporary civic issues. They analyse information to evaluate perspectives and challenges related to political, legal or civic issues. They evaluate and compare the methods or strategies related to civic participation or action. Students use civics and citizenship knowledge, concepts and terms to develop descriptions, explanations and arguments that synthesise evidence from sources.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Civics and Citizenship for Foundation–10*
<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/civics-and-citizenship-7-10/year-10>

Year 10 Civics and Citizenship standard elaborations

	A	B	C	D	E
The folio of student work contains evidence of the following:					
Knowledge and understanding	<u>thorough</u> comparison of the key features and values of Australia's system of government to those of another system of government	<u>informed</u> comparison of the key features and values of Australia's system of government to those of another system of government	comparison of the key features and values of Australia's system of government to those of another system of government	<u>simple</u> comparison of the key features <u>and/or</u> values of Australia's system of government to those of another system of government	<u>statement/s about</u> key features <u>and/or</u> values of Australia's system of government <u>and/or</u> another system of government
	<u>thorough</u> description of the Australian Government's role and responsibilities at a regional and global level	<u>informed</u> description of the Australian Government's role and responsibilities at a regional and global level	description of the Australian Government's role and responsibilities at a regional and global level	<u>simple</u> description of the Australian Government's role and responsibilities at a regional <u>and/or</u> global level	<u>statement/s about</u> the Australian Government's role <u>and/or</u> responsibilities
	<u>thorough</u> explanation of the role of the High Court of Australia	<u>informed</u> explanation of the role of the High Court of Australia	explanation of the role of the High Court of Australia	<u>simple</u> explanation of the role of the High Court of Australia	<u>statement/s about</u> the High Court of Australia
	<u>thorough</u> explanation of how Australia's international legal obligations influence the law and government policy	<u>informed</u> explanation of how Australia's international legal obligations influence the law and government policy	explanation of how Australia's international legal obligations influence the law and government policy	<u>simple</u> explanation of how Australia's international legal obligations influence the law <u>and/or</u> government policy	<u>statement/s about</u> Australia's international legal obligations <u>and/or</u> law and/or government policy
	identification and <u>thorough</u> explanation of challenges to a resilient democracy and a cohesive society in Australia	identification and <u>informed</u> explanation of challenges to a resilient democracy and a cohesive society in Australia	identification and explanation of challenges to a resilient democracy and a cohesive society in Australia	identification and <u>simple</u> explanation of challenges to a resilient democracy <u>and/or</u> a cohesive society in Australia	<u>statement/s about</u> democracy <u>and/or</u> society in Australia

		A	B	C	D	E
Skills	Questioning and researching	development and refinement of a range of questions and purposeful location, selection and comparison of relevant and reliable information from a range of sources to investigate political and legal systems, and contemporary civic issues	development and refinement of a range of questions and effective location, selection and comparison of relevant and reliable information from a range of sources to investigate political and legal systems, and contemporary civic issues	development and refinement of a range of questions and location, selection and comparison of relevant and reliable information from a range of sources to investigate political and legal systems, and contemporary civic issues	guided development and refinement of a range of questions and partial location, selection and/or comparison of information from a range of sources to investigate political and legal systems, and contemporary civic issues	directed development of questions and basic location, selection and/or comparison of information about political and legal systems, and contemporary civic issues
	Analysis, evaluation and interpretation	purposeful analysis of information to evaluate perspectives and challenges related to political, legal or civic issues	effective analysis of information to evaluate perspectives and challenges related to political, legal or civic issues	analysis of information to evaluate perspectives and challenges related to political, legal or civic issues	simple analysis of information to evaluate perspectives and/or challenges related to political, legal or civic issues	statement/s about perspectives and/or challenges related to political, legal or civic issues
	Civic participation and decision-making	proficient evaluation and comparison of the methods or strategies related to civic participation or action	plausible evaluation and comparison of the methods or strategies related to civic participation or action	evaluation and comparison of the methods or strategies related to civic participation or action	simple evaluation and comparison of the methods or strategies related to civic participation or action	statement/s about methods or strategies related to civic participation or action
	Communicating	use of civics and citizenship knowledge, concepts, and terms to develop purposeful descriptions, explanations and arguments that synthesise evidence from sources	use of civics and citizenship knowledge, concepts, and terms to develop effective descriptions, explanations and arguments that synthesise evidence from sources	use of civics and citizenship knowledge, concepts, and terms to develop descriptions, explanations and arguments that synthesise evidence from sources	use of civics and citizenship knowledge, concepts, and terms to develop simple descriptions, explanations and/or arguments that refer to evidence from sources	use of civics and citizenship knowledge, concepts, and terms to develop fragmented descriptions, explanations and/or arguments

Key shading emphasises the qualities that discriminate between the A–E descriptors

 © State of Queensland (QCAA) 2023

Licence: <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence. | **Attribution:** (include the link): © State of Queensland (QCAA) 2023

Unless otherwise indicated material from Australian Curriculum is © ACARA 2010–present, licensed under CC BY 4.0. For the latest information and additional terms of use, please check the [Australian Curriculum website](#) and its [copyright notice](#).