

Year 8 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 8 Australian Curriculum: Civics and Citizenship achievement standard

By the end of Year 8, students explain how Australians are informed about and participate in their democracy. They describe the roles of political parties and elected representatives in Australian government. They explain the characteristics of laws, how laws are made and the types of law in Australia. Students identify ways in which Australians express different aspects of their identity and explain perspectives on Australia's national identity.

Students develop questions and locate, select and organise relevant information from different sources to investigate political and legal systems, and contemporary civic issues. They analyse information and identify and describe perspectives and challenges related to political, legal or civic issues. They explain the methods or strategies related to civic participation or action. Students use civics and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments.

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-8>

Year 8 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> explanation of how Australians are informed about and participate in their democracy	<u>informed</u> explanation of how Australians are informed about and participate in their democracy	explanation of how Australians are informed about and participate in their democracy	<u>simple</u> explanation of how Australians are informed about and participate in their democracy	<u>statement/s about</u> Australians participating in their democracy
	<u>thorough</u> description of the roles of political parties and elected representatives in Australian government	<u>informed</u> description of the roles of political parties and elected representatives in Australian government	description of the roles of political parties and elected representatives in Australian government	<u>simple</u> description of the roles of political parties and elected representatives in Australian government	<u>statement/s about</u> political parties <u>and/or</u> elected representatives in Australian government
	<u>thorough</u> explanation of the characteristics of laws, how laws are made and the types of law in Australia	<u>informed</u> explanation of the characteristics of laws, how laws are made and the types of law in Australia	explanation of the characteristics of laws, how laws are made and the types of law in Australia	<u>simple</u> explanation of the characteristics of laws, how laws are made <u>and/or</u> the types of law in Australia	<u>statement/s about</u> laws in Australia
	identification of ways in which Australians express different aspects of their identity and <u>thorough</u> explanation of perspectives on Australia's national identity	identification of ways in which Australians express different aspects of their identity and <u>informed</u> explanation of perspectives on Australia's national identity	identification of ways in which Australians express different aspects of their identity and explanation of perspectives on Australia's national identity	identification of ways in which Australians express different aspects of their identity <u>and/or</u> <u>simple</u> explanation of perspectives on Australia's national identity	<u>statement/s about</u> ways Australians express their identity <u>and/or</u> Australia's national identity

		A	B	C	D	E
Skills	Questioning and researching	development of questions and purposeful location, selection and organisation of relevant information from different sources to investigate political and legal systems, and contemporary civic issues	development of questions and effective location, selection and organisation of relevant information from different sources to investigate political and legal systems, and contemporary civic issues	development of questions and location, selection and organisation of relevant information from different sources to investigate political and legal systems, and contemporary civic issues	guided development of questions and partial location, selection and/or organisation of information from different sources to investigate political and legal systems, and contemporary civic issues	directed development of questions and basic location, selection and/or organisation of information about political and legal systems and contemporary civic issues
	Analysis, evaluation and interpretation	<ul style="list-style-type: none"> • purposeful analysis of information related to political, legal or civic issues • identification and thorough description of perspectives and challenges related to political, legal or civic issues 	<ul style="list-style-type: none"> • effective analysis of information related to political, legal or civic issues • identification and informed description of perspectives and challenges related to political, legal or civic issues 	<ul style="list-style-type: none"> • analysis of information related to political, legal or civic issues • identification and description of perspectives and challenges related to political, legal or civic issues 	<ul style="list-style-type: none"> • simple analysis of information related to political, legal or civic issues • identification and simple description of 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	purposeful explanation of the methods or strategies related to civic participation or action	effective explanation of the methods or strategies related to civic participation or action	explanation of the methods or strategies related to civic participation or action	simple explanation of the methods or strategies related to civic participation or action	statement/s about methods or strategies related to civic participation or action

	A	B	C	D	E
Communicating	use of civics and citizenship knowledge, concepts, terms and references to evidence from sources to create <u>purposeful</u> descriptions, explanations and arguments.	use of civics and citizenship knowledge, concepts, terms and references to evidence from sources to create <u>effective</u> descriptions, explanations and arguments.	use of civics and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments.	use of civics and citizenship knowledge, concepts, terms <u>and/or</u> references to evidence from sources to create <u>simple</u> descriptions, explanations <u>and/or</u> arguments.	use of civics and citizenship knowledge, concepts, terms and/or references to evidence from sources to create <u>fragmented</u> descriptions, explanations and/or arguments.

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



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