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| Year 9 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.

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| Year 9 Australian Curriculum: Civics and Citizenship achievement standard |
| By the end of Year 9, students analyse the role of the Australian Constitution, the federal system of government, and the process and reasons for constitutional change. They explain policy development and legislative processes in Australia’s democracy. They identify the key features and jurisdictions of Australia’s court system and explain the role and processes of courts and tribunals. Students identify the reasons individuals and groups participate in and contribute to civic life nationally and globally. They explain the influence of the media on reflections of identity and diversity.Students develop a range of questions and locate, select and compare information from sources to investigate political and legal systems, and contemporary civic issues. They analyse information to explain perspectives and challenges related to political, legal or civic issues. Students identify and evaluate the methods or strategies related to civic participation or action. Students use civics and citizenship knowledge, concepts and terms to develop descriptions, explanations and evidence-based 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-9> |

## Year 9 Civics and Citizenship standard elaborations

|  |  | A | B | C | D | E |
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|  |  | The folio of student work contains evidence of the following: |
| Knowledge and understanding | thorough analysis of the role of the Australian Constitution, the federal system of government, and the process and reasons for constitutional change | informed analysis of the role of the Australian Constitution, the federal system of government, and the process and reasons for constitutional change | analysis of the role of the Australian Constitution, the federal system of government, and the process and reasons for constitutional change | simple analysis of the role of the Australian Constitution, the federal system of government, and/or the process and reasons for constitutional change | statement/s about the Australian Constitution, the federal system of government, and/or the process and/or reasons for constitutional change |
| thorough explanation of policy development and legislative processes in Australia’s democracy | informed explanation of policy development and legislative processes in Australia’s democracy | explanation of policy development and legislative processes in Australia’s democracy | simple explanation of policy development and/or legislative processes in Australia’s democracy | statement/s about policy development and/or legislative processes in Australia’s democracy |
| identification of the key features and jurisdictions of Australia’s court system and thorough explanation of the role and processes of courts and tribunals | identification of the key features and jurisdictions of Australia’s court system and informed explanation of the role and processes of courts and tribunals | identification of the key features and jurisdictions of Australia’s court system and explanation of the role and processes of courts and tribunals | identification of the key features and jurisdictions of Australia’s court system and/or simple explanation of the role and processes of courts and tribunals | statement/s about key features and/or jurisdictions of Australia’s court system and/or role and processes of courts and tribunals |
| thorough identification of the reasons individuals and groups participate in and contribute to civic life nationally and globally | informed identification of the reasons individuals and groups participate in and contribute to civic life nationally and globally | identification of the reasons individuals and groups participate in and contribute to civic life nationally and globally | partial identification of the reasons individuals and groups participate in and contribute to civic life nationally and globally | statement/s about reasons individuals and groups participate in and/or contribute to civic life |
| thorough explanation of the influence of the media on reflections of identity and diversity | informed explanation of the influence of the media on reflections of identity and diversity | explanation of the influence of the media on reflections of identity and diversity | simple explanation of the influence of the media on reflections of identity and diversity | statement/s about the influence of the media on reflections of identity and diversity |
| Skills | Questioning and researching | development of a range of questions and purposeful location, selection and comparison of information from sources to investigate political and legal systems, and contemporary civic issues | development of a range of questions and effective location, selection and comparison of information from sources to investigate political and legal systems, and contemporary civic issues | development of a range of questions and location, selection and comparison of information from sources to investigate political and legal systems, and contemporary civic issues | guided development of a range of questions and partial location, selection and/or comparison of information from 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 explain perspectives and challenges related to political, legal or civic issues | effective analysis of information to explain perspectives and challenges related to political, legal or civic issues | analysis of information to explain perspectives and challenges related to political, legal or civic issues | simple analysis of information to explain 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 | identification and proficient evaluation of the methods or strategies related to civic participation or action | identification and plausible evaluation of the methods or strategies related to civic participation or action | identification and evaluation of the methods or strategies related to civic participation or action | identification and simple evaluation 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 evidence-based arguments. | use of civics and citizenship knowledge, concepts and terms to develop effective descriptions, explanations and evidence-based arguments. | use of civics and citizenship knowledge, concepts and terms to develop descriptions, explanations and evidence-based arguments. | use of civics and citizenship knowledge, concepts and terms to develop simple descriptions, explanations and/or evidence-based arguments. | use of civics and citizenship knowledge, concepts and terms to develop fragmented descriptions, explanations and/or evidence-based arguments. |

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

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