

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.



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
The folio of student work contains evidence of the following:					
Knowledge and understanding	<u>thorough</u> analysis of the role of the Australian Constitution, the federal system of government, and the process and reasons for constitutional change	<u>informed</u> 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	<u>simple</u> analysis of the role of the Australian Constitution, the federal system of government, <u>and/or</u> the process and reasons for constitutional change	<u>statement/s about</u> the Australian Constitution, the federal system of government, and/or the process <u>and/or</u> reasons for constitutional change
	<u>thorough</u> explanation of policy development and legislative processes in Australia's democracy	<u>informed</u> explanation of policy development and legislative processes in Australia's democracy	explanation of policy development and legislative processes in Australia's democracy	<u>simple</u> explanation of policy development <u>and/or</u> legislative processes in Australia's democracy	<u>statement/s about</u> policy development and/or legislative processes in Australia's democracy
	identification of the key features and jurisdictions of Australia's court system and <u>thorough</u> explanation of the role and processes of courts and tribunals	identification of the key features and jurisdictions of Australia's court system and <u>informed</u> 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 <u>and/or simple</u> explanation of the role and processes of courts and tribunals	<u>statement/s about</u> key features <u>and/or</u> jurisdictions of Australia's court system and/or role and processes of courts and tribunals
	<u>thorough</u> identification of the reasons individuals and groups participate in and contribute to civic life nationally and globally	<u>informed</u> 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	<u>partial</u> identification of the reasons individuals and groups participate in and contribute to civic life nationally and globally	<u>statement/s about</u> reasons individuals and groups participate in <u>and/or</u> contribute to civic life
	<u>thorough</u> explanation of the influence of the media on reflections of identity and diversity	<u>informed</u> 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	<u>simple</u> explanation of the influence of the media on reflections of identity and diversity	<u>statement/s about</u> the influence of the media on reflections of identity and diversity

		A	B	C	D	E
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.

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



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