

Year 8 Civics and Citizenship Curriculum and assessment plan

Example

Level description	Context and cohort considerations
<p>In Year 8, students understand how citizens can actively participate in Australia’s political system, the role and impact of elections, and the ways political parties, interest groups, media and individuals influence government and decision-making processes. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity, and how this contributes to active citizenship.</p> <p>Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:</p> <ul style="list-style-type: none"> • What is the role and impact of elections and political parties in Australian democracy? • How can citizens shape and influence Australia’s political system? • How are laws made and applied in Australia? • What different perspectives are there about national identity? 	<p>In Year 8, the Civics and Citizenship program is taught as a standalone subject in Term 4 and has been written for a 20-hour time allocation.</p> <p>The Knowledge and understanding sub-strands of Government and democracy and Citizenship, diversity and identify will be taught in Unit 1 and the Laws and citizens sub-strand will be taught in Unit 2.</p> <p>In Year 7, the focus of learning in Civics and Citizenship has been on:</p> <ul style="list-style-type: none"> • the characteristics of democracy and Australia’s system of government, including the Constitution and federalism • key principles and features of the Australian legal system • Australia’s cultural and religious diversity and values that support cohesion in Australian society.

Unit 1 — Why is power in the hands of the people?	Unit 2 — How do laws protect the people?
<p>Timing: Term 4 Duration: 5 weeks</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • How are citizens able to participate in Australia’s democratic political system? • In what ways are citizens informed about political issues and voting at election time? • What are the perspectives of Australians regarding our national identity? <p>Active and informed citizens are fundamental to Australia’s democratic political system.</p> <p>In this unit, students investigate how citizens can participate in and influence government decision-making. Through structured small group discussions that allow them to develop and practise their social and personal skills, students analyse sources of information on voting in elections, the purpose of political parties, the role of independent representatives of the people and the effects of particular interest groups, e.g. environmental, community, sports and recreation interest groups. As a case study, students investigate the ways that the media informs voters prior to a Federal or State election, e.g. leaders’ debates, advertising, editorials, interviews and political commentaries.</p> <p>Students also develop an appreciation of what it means to be an Australian citizen. They investigate different expressions of citizenship through exploring the civic actions of Australians such as Australians of the Year or the contributions of local area community groups. They use information from the Australian Bureau of Statistics to identify and explain reasons for the diversity of perspectives on Australia’s national identity including culture, religion and perspectives of First Nations Australians and different migrant groups.</p> <p>As students progress through the unit, they will develop their skills of analysing data and information, identifying perspectives in sources and using this information in descriptions, explanations and arguments. To conclude the unit, students apply their knowledge, understanding and skills in a response to stimulus examination.</p>	<p>Timing: Term 4 Duration: 5 weeks</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • What are the characteristics of laws in Australia? • How are laws made in Australia? • To what extent are laws able to protect the rights and freedoms of Australian citizens? • How can information about laws be communicated effectively to the community? <p>In a world of legal complexity, it is important for young people to understand Australia’s legal framework.</p> <p>In this unit, students distinguish between the types of laws that exist in Australia. These include statutory law, common law, criminal law, civil law and First Nations Australian customary law. Students locate, select and analyse information on these types of laws, and use their critical thinking skills to identify the characteristics of laws, distinguish between the laws and explain the ways each is made. Students investigate, and critically reflect on, the extent to which laws are able to protect the rights and freedoms of individuals in society.</p> <p>Using the law in Queensland related to personal mobility devices (PMDs) such as e-scooters and e-skateboards as a case study, students will investigate the type of law that applies to PMDs, how this law was made and why changes were made to the law relating to PMDs in Queensland. Working collaboratively as a class, students will use digital tools to develop a survey to gauge how well the rules and penalties relating to use of PMDs in Queensland are understood by the school community.</p> <p>Students will reflect on these learning experiences to aid in the development of their own project on this legal issue. The class will evaluate the projects and select several to use in the school community.</p>

Unit 1— Why is power in the hands of the people?		Unit 2 — How do laws protect the people?		
Assessment 1 — Examination		Term/week	Assessment 2 — Project	
Term/week		Term/week		
Assessment	<p>Description: Students respond to a range of questions about Australia’s democratic political system, ways Australians express different aspects of their identity and perspectives on Australia’s national identity. The examination includes a number of short response items and one extended response item. Some items require students to respond to provided stimulus.</p> <p>Technique: Examination</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> supervised up to 70 minutes, plus 10 minutes planning 400–600 words, comprising <ul style="list-style-type: none"> short responses 50–100 words per item extended responses 200–300 words per item 	Term 4 Week 5	<p>Description: Students identify an aspect of the law related to personal mobility devices that is not well understood. They create an education product for the school community, designed to raise awareness of this aspect of the law, and present their product and findings to the class.</p> <p>Technique: Project</p> <p>Mode: Multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none"> class time provided sources provided 400–600 words 	Term 4 Weeks 7–9
	Achievement standard	<p>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.</p> <p>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.</p>		<p>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.</p> <p>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.</p>
Moderation	<p>Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.</p>		<p>Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.</p>	

Content descriptions	Units		Content descriptions	Units	
	1	2		1	2
Knowledge and understanding			Skills		
Government and democracy how Australians are informed about and participate in democracy AC9HC8K01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Questioning and researching develop questions to investigate Australia's political and legal systems, and contemporary civic issues AC9HC8S01	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the role of political parties and independent representatives in Australian democracy, including elections and the formation of governments AC9HC8K02	<input checked="" type="checkbox"/>	<input type="checkbox"/>	locate, select and organise information, data and ideas from different sources AC9HC8S02	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Laws and citizens the characteristics of laws and how laws are made in Australia through parliaments (statutory law) and through the courts (common law) AC9HC8K03	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Analysis, evaluation and interpretation analyse information, data and ideas about political, legal or civic issues to identify and explain differences in perspectives and potential challenges AC9HC8S03	<input checked="" type="checkbox"/>	<input type="checkbox"/>
the types of law in Australia, including criminal law and civil law, and the place of First Nations Australian customary law AC9HC8K04	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Civic participation and decision-making explain the methods or strategies related to making decisions about civic participation AC9HC8S04	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Citizenship, diversity and identity how culture and religion may influence individuals' and groups' perceptions and expressions of citizenship and their actions as citizens AC9HC8K05	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Communicating create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that reference evidence AC9HC8S05	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
different experiences of, perspectives on and debates about Australia's national identity and citizenship, including the perspectives of First Nations Australians as owners of their respective nations, and of different migrant groups AC9HC8K06	<input checked="" type="checkbox"/>	<input type="checkbox"/>			

General capabilities	Units	
	1	2
Critical and creative thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ethical understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cross-curriculum priorities	Units	
	1	2
Aboriginal and Torres Strait Islander histories and cultures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>

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