

Year 9 Civics and Citizenship Curriculum and assessment plan

Example

Level description	Context and cohort considerations
<p>In Year 9, students further develop their understanding of Australia's federal system of government and how it enables change. Students investigate the features and jurisdictions of Australia's court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society and global 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 are the influences that shape change in the operation of Australia's political and legal systems? • How does Australia's court system work in support of a democratic and just society? • How do citizens participate in an interconnected world? 	<p>In Year 9 the Civics and Citizenship program is taught as a standalone, elective subject in Semester 1 and has been written for a 40-hour time allocation.</p> <p>The Knowledge and understanding sub-strand of Citizenship, diversity and identity will be taught in Unit 1. The sub-strands for Government and democracy and Laws and citizens will be taught in Unit 2.</p> <p>In Year 8, the focus of learning in Civics and Citizenship has been on:</p> <ul style="list-style-type: none"> • active citizenship, including the role of political parties and elected representatives • how laws are made and the types of laws in Australia • perspectives on Australia's national identity.

Unit 1 — Be the change: From cause to community	Unit 2 — Make the change: From Constitution to courtroom
<p>Timing: Term 1 Duration: 6 weeks</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • What influences people's sense of citizenship? • How do citizens effect change in their communities? <p>The causes we care about help us to connect with other members of our community and inspire us to 'be the change', whether it be at the local, national or global scale.</p> <p>In this unit students explore the ways individuals and groups participate in and contribute to civic life. Through structured small group discussions that allow them to develop and practise their social, personal and intercultural skills, students analyse profiles of local, national or global citizens who are taking action to identify the reasons why they have deemed these causes important to them and their communities. Students then locate, select and compare various media representations (e.g. newspaper articles, social media posts, advertising campaigns) of the identified cause of one of these advocates to explain how the media influences civic identity and participation.</p> <p>To conclude the unit, students consider civic action about how to 'think globally and act locally' through a case study of the United Nations Sustainable Development Goals (SDG). They survey their class or local community to analyse the goals most important to their local or national context and evaluate the methods or strategies already being used to address the SDG goals in their community or across Australia. Students reflect on these learning activities to support the preparation of their project wherein they will develop an idea for an event or activity designed to encourage civic participation.</p>	<p>Timing: Terms 1 and 2 Duration: 14 weeks</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • How does the Constitution influence Australia's democracy and legal system? • How does Australia's court system operate? <p>The Constitution, as the guiding document for our democracy and our court system, is an important document for all Australians. Knowing what it is and how it influences our rights and responsibilities is vital to understanding how to contribute as an active citizen.</p> <p>In this unit students examine how power is shared in Australia. Beginning with whole class discussion that allows students to develop and practise their ethical understanding, they compare Australia's democracy and institutions with film representations of dystopian societies or dystopian plotlines from novels associated with their corresponding English studies to determine how these types of societies are governed differently from Australia. Through a collaborative inquiry approach informed by digital literacy strategies, students investigate an aspect of Australia's democracy and constitution (e.g. separation of powers, the role of the Governor-General, the judiciary, how the federal government makes laws) and present their findings as a class website.</p> <p>Students then investigate how Australia amends its constitution using case studies of the history of referenda in Australia, and their successes and challenges. To consolidate their understanding of how Australia makes constitutional change, they engage in a mock referendum process to change an aspect within their school (e.g a school rule, canteen food offerings) and evaluate the results.</p> <p>The focus then shifts to an examination of Australia's court system and the way it supports the Constitution and the functioning of a democratic and just society. Through a case study approach focused on a particular law, students examine the jurisdictions of Australia's court system and how laws are enacted through the courts. To develop further their social and personal skills, students then analyse various sources (e.g court transcripts, film representations, newspaper articles) to ascertain the role of various stakeholders (e.g. judges, lawyers, jury members) in the court system. Throughout the unit, students apply their knowledge, understanding and skills in response to stimulus examination questions.</p>

Unit 1 — Be the change: From cause to community		Unit 2 — Make the change: From Constitution to courtroom	
Assessment 1 — Project	Term/week	Assessment 2 — Examination	Term/week
<p>Description: Students identify a United Nations Sustainable Development Goal that they would like to see supported in their school or local community. In groups, they develop an idea for an event or activity designed to encourage civic participation and present their proposal to the class (live or recorded). The presentation requires the group to persuade their peers of the importance of their selected UN SDG and event or activity by:</p> <ul style="list-style-type: none"> describing their event or activity idea and how it relates to the selected UN SDG explaining how the media influences people’s engagement with the selected UN SDG (one example per student) identifying and evaluating some methods or strategies that have already been used to promote participation and/or action for the selected UN SDG (one method or strategy per student) identify the reasons it is important for their peers/school/community to think globally and act locally to improve community engagement with the selected UN SDG (one reason per student). <p>Technique: Project</p> <p>Mode: Multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none"> groups allocated by teacher based on student nominations of preferred UN SDGs class time provided 3–4 minutes per student 	Term 1 Weeks 4–6	<p>Description: Students respond to a range of questions about Australia’s Constitution, policy development and legislative processes, and the key features and jurisdictions of the court system. The examination includes a number of short response items and one extended response item. Stimulus is provided for each question.</p> <p>Technique: Examination</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> supervised up to 90 minutes delivered over a series of lessons throughout the unit 600–800 words, comprising <ul style="list-style-type: none"> short responses 50–150 words per item extended responses 300–400 words per item 	Term 2 Weeks 2–8
<p>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.</p> <p>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.</p>		<p>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.</p> <p>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.</p>	
<p>Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>		<p>Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>	

Content descriptions	Units		Content descriptions	Units	
Knowledge and understanding	1	2	Skills	1	2
<p>Government and democracy the role of the Australian Constitution in providing the basis for Australia’s federal system of government and democratic processes, including institutions, and the process for constitutional change through a referendum AC9HC9K01</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Questioning and researching develop and modify questions to investigate Australia’s political and legal systems, and contemporary civic issues AC9HC9S01</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Content descriptions	Units		Content descriptions	Units	
the legislative processes through which federal government policy is shaped, developed and implemented AC9HC9K02	<input type="checkbox"/>	<input checked="" type="checkbox"/>	locate, select and compare information, data and ideas from a range of sources AC9HC9S02	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Laws and citizens the key features and jurisdictions of Australia's court system, and the operations of courts and tribunals AC9HC9K03	<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 evaluate differences in perspectives and interpretations AC9HC9S03	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the role of courts, judges, lawyers and juries in trials, and the rights of the accused and the rights of victims AC9HC9K04	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Civic participation and decision-making evaluate the methods or strategies related to making decisions about civic participation AC9HC9S04	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Citizenship, diversity and identity how and why individuals and groups, including community, religious and cultural groups, participate in and contribute to civic life in Australia and to global citizenship AC9HC9K05	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Communicating create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that incorporate evidence AC9HC9S05	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
the influence of a range of media, including social media, in shaping identity and attitudes to diversity AC9HC9K06	<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 type="checkbox"/>	<input checked="" type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Intercultural understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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