

Year 10 standard elaborations — Australian Curriculum: Civics and Citizenship

Purpose

The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five-point scale. These can be used as a tool for:

- making consistent and comparable judgments about the evidence of learning in a folio of student work
- developing task-specific standards for individual assessment tasks.

Structure

The SEs are developed using the **Australian Curriculum achievement standard**. The Civics and Citizenship achievement standard describes the learning expected of students at each year level. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.

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**. The discernible differences or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Terms are described in the Notes section following the matrix.

Year 10 Australian Curriculum: Civics and Citizenship achievement standard

By the end of Year 10, students compare and evaluate the key features and values of systems of government, and analyse the Australian Government's global roles and responsibilities. They analyse the role of the High Court and explain how Australia's international legal obligations influence law and government policy. Students evaluate a range of factors that sustain democratic societies.

When researching, students evaluate a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance, reliability and omission. They account for and evaluate different interpretations and points of view on civics and citizenship issues. When planning for action, students take account of multiple perspectives and ambiguities, use democratic processes, and negotiate solutions to an issue. Students develop and present evidenced-based arguments incorporating different points of view on civics and citizenship issues. They use appropriate texts, subject-specific language and concepts. They evaluate ways they can be active and informed citizens in different contexts.

Source

Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 Civics and Citizenship 7–10*, [www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/Civics and Citizenship](http://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/Civics%20and%20Citizenship)



Year 10 Civics and Citizenship standard elaborations

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Knowledge and understanding	<ul style="list-style-type: none"> comprehensive comparison and discerning evaluation of the key features and values of systems of government discerning analysis of the Australian government's global roles and responsibilities 	<ul style="list-style-type: none"> detailed comparison and informed evaluation of the key features and values of systems of government informed analysis of the Australian government's global roles and responsibilities 	<ul style="list-style-type: none"> comparison and evaluation of the key features and values of systems of government analysis of the Australian government's global roles and responsibilities 	<ul style="list-style-type: none"> description of the key features and values of systems of government description of the Australian government's global roles and responsibilities 	<p>statements about:</p> <ul style="list-style-type: none"> features of systems of government the Australian government's global roles and responsibilities
	<ul style="list-style-type: none"> discerning analysis of the role of the High Court thorough explanation of how Australia's international legal obligations influence law and government policy 	<ul style="list-style-type: none"> informed analysis of the role of the High Court detailed explanation of how Australia's international legal obligations influence law and government policy 	<ul style="list-style-type: none"> analysis of the role of the High Court explanation of how Australia's international legal obligations influence law and government policy 	<p>description of:</p> <ul style="list-style-type: none"> the role of the High Court how Australia's international legal obligations influence law and government policy 	<p>statements about:</p> <ul style="list-style-type: none"> the role of the High Court how Australia's international legal obligations influence law and government policy
	discerning evaluation of a range of factors that sustain democratic societies	informed evaluation of a range of factors that sustain democratic societies	evaluation of a range of factors that sustain democratic societies	analysis of a range of factors that sustain democratic societies	statements about a range of factors that sustain democratic societies
Inquiry and skills	discerning evaluation of a range of questions when researching to thoroughly investigate Australia's political and legal systems	informed evaluation of a range of questions when researching to effectively investigate Australia's political and legal systems	evaluation of a range of questions when researching to investigate Australia's political and legal systems	analysis of a range of questions when researching to partially investigate Australia's political and legal systems	consideration of questions when researching to partially investigate aspects of Australia's political and legal systems
	purposeful critical analysis of information gathered from different sources for: <ul style="list-style-type: none"> relevance reliability omission 	effective critical analysis of information gathered from different sources for: <ul style="list-style-type: none"> relevance reliability omission 	critical analysis of information gathered from different sources for: <ul style="list-style-type: none"> relevance reliability omission 	partial critical analysis of aspects of information gathered from different sources for: <ul style="list-style-type: none"> relevance reliability omission 	partial consideration of aspects of information gathered from different sources for: <ul style="list-style-type: none"> relevance reliability omission

	A	B	C	D	E
The folio of a student’s work has the following characteristics:					
Inquiry and skills	discerning accounting for and evaluation of different interpretations and points of view on civics and citizenship issues	informed accounting for and evaluation of different interpretations and points of view on civics and citizenship issues	accounting for and evaluation of different interpretations and points of view on civics and citizenship issues	accounting for and explanation of different interpretations and points of view on civics and citizenship issues	statements about different interpretations and points of view on civics and citizenship issues
	discerning planning for action taking into account: <ul style="list-style-type: none"> multiple perspectives and ambiguities democratic processes negotiation of solutions to an issue 	informed planning for action taking into account: <ul style="list-style-type: none"> multiple perspectives and ambiguities democratic processes negotiation of solutions to an issue 	planning for action taking into account: <ul style="list-style-type: none"> multiple perspectives and ambiguities democratic processes negotiation of solutions to an issue 	planning for action taking into account aspects of : <ul style="list-style-type: none"> multiple perspectives and ambiguities democratic processes negotiation of solutions to an issue 	fragmented planning for action taking into account aspects of: <ul style="list-style-type: none"> perspectives and ambiguities democratic processes
	development and purposeful presentation of evidence-based arguments purposefully incorporating different points of view on civics and citizenship issues	development and effective presentation of evidence-based arguments effectively incorporating different points of view on civics and citizenship issues	development and presentation of evidence-based arguments incorporating different points of view on civics and citizenship issues	development and presentation of arguments incorporating aspects of different points of view on civics and citizenship issues	fragmented development and presentation of statements on civics and citizenship issues
	purposeful use of appropriate texts, subject-specific language and concepts	effective use of appropriate texts, subject-specific language and concepts	use of appropriate texts, subject-specific language and concepts	partial use of texts, subject-specific language and concepts	fragmented use of texts, subject-specific language and concepts
	discerning evaluation of ways to be active and informed citizens in different contexts	informed evaluation of ways to be active and informed citizens in different contexts	evaluation of ways to be active and informed citizens in different contexts	explanation of ways to be active and informed citizens in different contexts	statements about ways to be active and informed citizens in different contexts
Key	shading emphasises the qualities that discriminate between the A–E descriptors				

Notes

Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standard — understanding and skills.

Dimension	Description
understanding	the concepts underpinning and connecting knowledge in a learning area, related to a student's ability to appropriately select and apply knowledge to solve problems in that learning area
skills	the specific techniques, strategies and processes in a learning area

Terms used in Year 10 Civics and Citizenship standard elaborations

These terms clarify the descriptors in the Year 10 Civics and Citizenship SEs. Definitions are drawn from the ACARA Australian Curriculum Humanities and Social Sciences (HASS) glossary (www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/glossary) and from other sources to ensure consistent understanding.

Term	Description
account	provide reasons for (something)
active citizenship	engagement and informed participation in the civic and political activities of society at local, state, national, regional and global levels
analysis; analyse	consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
appropriate	fitting, suitable to the context
aspects	particular parts or features
Australian government	the national government of the Commonwealth of Australia, which is also known as the federal government or the Commonwealth Government; it was established by the Commonwealth of Australia Constitution Act at the time of Federation
citizen	a person who holds citizenship of an entity, such as a country, and who is a member of a political community which grants certain rights and privileges to its citizens, and in return expects them to act responsibly such as to obey their country's laws
citizenship	a legal status granted by birth or naturalisation to citizens involving certain rights (for example, protection, passport, voting) and responsibilities (for example, obey the law, vote, defend country)
comparison	estimate, measure or note how things are similar or dissimilar
comprehensive	detailed and thorough, including all that is relevant
considered; consideration	thought about deliberately with a purpose

Term	Description
critical analysis	analysis or evaluation of an issue or information in order to form a critical judgment, especially in a detailed way, and involving skilful judgment as to truth or merit and is informed by evidence
democracy; democratic	a system of government where power is vested in the people, who may exercise it directly or through elected representatives, and who may remove and replace their political leaders and government in free and fair regular elections
description	give an account of characteristics or features
detailed	meticulous; including many of the parts
development; develop	elaborate or expand in detail; to create or construct
discerning	showing good judgment to make thoughtful choices
effective; effectively	meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result
evaluate; evaluation	examine and judge the merit or significance of something
evidence-based	using evidence gathered in research from sources; in Civics and Citizenship, this may include recordings of interviews, summaries or analyses of newspaper or magazine articles and interpretation of statistics, photographs, images or graphs
explanation	provide additional information that demonstrates understanding of reasoning and/or application
fragmented	disjointed, incomplete or isolated
identify	to establish or indicate who or what someone or something is;
identity; identification	a person's conception and expression of their individuality or association with a group; in Year 10 Civics and Citizenship, <i>identity</i> refers to a person's sense of belonging to a culture or to a state or nation, a religion or globally; it is a feeling one shares with a group of people, regardless of one's citizenship status
informed	having relevant knowledge; being conversant with the topic
interpretation	explanation of the meaning of information or actions
investigate	plan, collect and interpret data/information and draw conclusions about; in Civics and Citizenship, <i>investigate</i> means to make an inquiry into political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society
partial; partially	attempted; incomplete evidence provided

Term	Description
perspective	the position from which a person sees and understands events going on around them; point of view in Civics and Citizenship, <i>perspective</i> refers to a world view or a set of ideas or beliefs that guide actions; perspectives draw on a person's or group's age, gender experiences, cultural or religious background, ideologies and/or intellectual contexts, which influence their world view and inform their opinions, values, and actions
point of view; points of view	way of regarding situations, events, facts and people; a person's perspective , the position from which they see and understand particular events
presentation	an address or report on a particular topic, especially one supported by images, digital data, exhibits, etc.
process; processes	to prepare or modify in a methodical manner; a series of progressive and interdependent steps by which an end is attained
purposeful	intentional; done by design; focused and clearly linked to the goals of the task
reasoned	logical and sound; presented with justification
relevant	having some logical connection with; applicable and pertinent
source	any written or non-written material that can be used in an investigation
statement	a sentence or assertion
texts	the means for communication; their forms and conversations have developed to help us communicate effectively with a variety of audiences for a range of purposes; <i>texts</i> can be written, spoken or multimodal and in print or digital/online forms; <i>multimodal texts</i> combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media
thorough; thoroughly	demonstrating depth and breadth, inclusive of relevant detail
use	to operate or put into effect