

# Year 3 standard elaborations — Australian Curriculum: Civics and Citizenship DRAFT

The Australian Curriculum achievement standards are an expectation of the depth of understanding, the extent of knowledge and the sophistication of skills that students should typically demonstrate at the end of a teaching and learning year. In Queensland, the Year 3 Australian Curriculum achievement standard represents a **C standard** — a sound level of knowledge and understanding of the content, and application of skills.

## Year 3 Australian Curriculum: Civics and Citizenship achievement standard

By the end of Year 3, students explain how decisions can be made democratically. They recognise the importance of **rules**. They describe how people participate in their community as active citizens.

Students pose questions about the society in which they live. They share their views on an issue. They present their ideas and opinions using **civics** and **citizenship** terms.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Civics and Citizenship for Foundation–10*, [www.australiancurriculum.edu.au/humanities-and-social-sciences/civics-and-citizenship/curriculum/f-10?layout=1#level3](http://www.australiancurriculum.edu.au/humanities-and-social-sciences/civics-and-citizenship/curriculum/f-10?layout=1#level3)

The standard elaborations (SEs) should be used in conjunction with the Australian Curriculum achievement standard and content descriptions for the relevant year level. They provide additional clarity about using the Australian Curriculum achievement standard to make judgments on a five-point scale.

The SEs for Civics and Citizenship have been developed using the Australian Curriculum content descriptions and the achievement standard. They promote and support:

- aligning curriculum, assessment and reporting, connecting curriculum and evidence in assessment, so that what is assessed relates directly to what students have had the opportunity to learn
- continuing skill development from one year of schooling to another
- making judgments on a five-point scale based on evidence of learning in a folio of student work
- planning an assessment program and individual assessments
- developing task-specific standards and grading guides.

# Year 3 Civics and Citizenship standard elaborations

DRAFT

		A	B	C	D	E
		The folio of student work has the following characteristics:				
Understanding and skills dimensions	Knowledge and understanding	comprehensive explanation of how decisions can be made democratically and recognition of the importance of rules	detailed explanation of how decisions can be made democratically and recognition of the importance of rules	explanation of how decisions can be made democratically and recognition of the importance of rules	description of how decisions can be made democratically and recognition of the importance of rules	statements about how decisions are made democratically and the importance of rules
		comprehensive description of how people participate in their community as active citizens	detailed description of how people participate in their community as active citizens	description of how people participate in their community as active citizens	identification of people participating in their community as active citizens	statements about active citizens
	Questioning and researching	posing of clear and informed questions about the society in which they live	posing of informed questions about the society in which they live	posing of questions about the society in which they live	guided posing of questions about the society in which they live	directed posing of questions about the society in which they live
	Analysing and interpreting	sharing of reasoned views on an issue	sharing of informed views on an issue	sharing of views on an issue	guided sharing of ideas on an issue	directed sharing of ideas on an issue
	Communicating	purposeful presentation of ideas and opinions using relevant civics and citizenship terms.	effective presentation of ideas and opinions using relevant civics and citizenship terms.	presentation of ideas and opinions using civics and citizenship terms.	partial presentation of ideas and opinions using everyday language.	fragmented presentation of ideas and opinions using everyday language.
Key		Shading emphasises the key aspects of the achievement standard and qualities that discriminate between the A–E descriptors. Key terms are described overleaf.				

# Notes

## Australian Curriculum common dimensions

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

Dimension	Description
<b>understanding</b>	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
<b>skills</b>	the specific techniques, strategies and processes in a learning area

## Terms used in Year 3 Civics and Citizenship SEs

The following terms are used in the Year 3 Civics and Citizenship SEs. They help to clarify the descriptors, and should be read in conjunction with the ACARA Civics and Citizenship glossary: [www.australiancurriculum.edu.au/humanities-and-social-sciences/civics-and-citizenship/glossary](http://www.australiancurriculum.edu.au/humanities-and-social-sciences/civics-and-citizenship/glossary).

Term	Description
<b>citizen</b>	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
<b>clear</b>	without ambiguity; explicit
<b>comprehensive</b>	detailed and thorough, including all that is relevant
<b>democracy; democratically</b>	a system of government based on the people of an entity, that is, <i>government by the people</i> ; a form of government where the supreme power is vested in the people and exercised directly by them or by their elected representatives under a free and fair electoral system
<b>description</b>	give an account of characteristics or features
<b>detailed</b>	meticulous; including many of the parts
<b>directed</b>	following the instructions of the facilitator
<b>effective</b>	meeting the assigned purpose in a way that produces a desired or intended result
<b>explanation</b>	provide additional information that demonstrates understanding of reasoning and/or application
<b>fragmented</b>	disjointed or isolated
<b>guided</b>	visual and/or verbal prompts to facilitate or support independent action
<b>identification</b>	establish or indicate who or what someone or something is, includes recognition
<b>informed</b>	having relevant knowledge; being conversant with the topic
<b>opinion</b>	a personal view or attitude
<b>partial</b>	attempted; incomplete evidence provided

Term	Description
<b>posing</b>	assert or state, put forward for consideration
<b>purposeful</b>	intentional; done by design; focused and clearly linked to the goals of the task
<b>reasoned</b>	logical and sound; presented with justification
<b>recognition</b>	be aware of or acknowledge; identifying that an item, characteristic or quality exists
<b>relevant</b>	applicable and pertinent
<b>rules</b>	guidelines for behaviour; a set of explicit or understood regulations or principles governing conduct or procedure within a particular area of activity (e.g. school rules, rules of cricket); usually developed and set by people who have power and authority to create and enforce them
<b>statement</b>	a sentence or assertion
<b>view</b>	a notion, idea or opinion