

# Year 4 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 4 Australian Curriculum achievement standard represents a **C standard** — a sound level of knowledge and understanding of the content, and application of skills.

## Year 4 Australian Curriculum: Civics and Citizenship achievement standard

By the end of Year 4, students explain the role of local government and distinguish between **rules** and laws. They describe factors that shape a person's **identity** and sense of belonging.

Students pose questions about the society in which they live and use information to answer them. They suggest solutions to an identified issue. They develop and present their ideas and opinions on an issue 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#level4](http://www.australiancurriculum.edu.au/humanities-and-social-sciences/civics-and-citizenship/curriculum/f-10?layout=1#level4)

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 4 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 the role of local government and recognition of the difference between rules and laws	detailed explanation of the role of local government and recognition of the difference between rules and laws	explanation of the role of local government and recognition of the difference between rules and laws	description of the role of local government and recognition of the difference between rules and laws	statements about the role of local government, rules and laws
		comprehensive description of factors that shape a person's identity and sense of belonging	detailed description of factors that shape a person's identity and sense of belonging	description of factors that shape a person's identity and sense of belonging	identification of factors that shape a person's identity and sense of belonging	statements about factors that shape a person's identity and sense of belonging
	Questioning and researching	posing of questions about the society in which they live and considered use of information to effectively answer them	posing of questions about the society in which they live and considered use of information to effectively answer them	posing of questions about the society in which they live and use of information to answer them	posing of questions about the society in which they live and use of information to partially answer them	use of questions about the society in which they live and use of aspects of information to partially answer them
		Analysing and interpreting	reasoned suggestion of solutions to an identified issue	informed suggestion of solutions to an identified issue	suggestion of solutions to an identified issue	identification of solutions to an identified issue
	Communicating		development and purposeful presentation of ideas and opinions on an issue using relevant civics and citizenship terms.	development and effective presentation of ideas and opinions on an issue using relevant civics and citizenship terms.	development and presentation of ideas and opinions on an issue using civics and citizenship terms.	partial presentation of ideas and opinions on an issue using everyday language.
		<b>Key</b> 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 4 Civics and Citizenship SEs

The following terms are used in the Year 4 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>aspects</b>	particular parts or features
<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>comprehensive</b>	detailed and thorough, including all that is relevant
<b>description</b>	give an account of characteristics or features
<b>detailed</b>	meticulous; including many of the parts
<b>development</b>	elaborate or expand in detail, to create or construct
<b>directed</b>	following the instructions of the facilitator
<b>effective; effectively</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>law</b>	the system of rules which a particular country or community recognises as regulating the actions of its members and which it may enforce by the imposition of penalties and sanctions
<b>opinion</b>	a personal view or attitude

Term	Description
<b>partial</b>	attempted; incomplete evidence provided
<b>posing</b>	assert or state, put forward for consideration
<b>presentation</b>	an address or report on a particular topic, especially one supported by images, digital data, exhibits, etc.
<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>suggestion</b>	put forward for consideration
<b>use of</b>	to operate or put into effect
<b>view</b>	a notion, idea or opinion