

# Year 5 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 5 Australian Curriculum achievement standard represents a **C standard** — a sound level of knowledge and understanding of the content, and application of skills.

## Year 5 Australian Curriculum: Civics and Citizenship achievement standard

By the end of Year 5, students identify the values that underpin Australia's **democracy** and explain the importance of the electoral process. They describe the role of different people in Australia's legal system. They identify various ways people can participate effectively in groups to achieve shared goals.

Students develop questions and use information from different sources to investigate the society in which they live. They identify possible solutions to an issue as part of a plan for action. Students develop and present **civics** and **citizenship** ideas and viewpoints, using **civics** and **citizenship** terms and concepts.

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#level5](http://www.australiancurriculum.edu.au/humanities-and-social-sciences/civics-and-citizenship/curriculum/f-10?layout=1#level5)

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 5 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	identification and explanation of the values that underpin Australia's democracy and detailed explanation of the importance of the electoral process	description of the values that underpin Australia's democracy and detailed explanation of the importance of the electoral process	identification of the values that underpin Australia's democracy and explanation of the importance of the electoral process	identification of the values that underpin Australia's democracy and description of the importance of the electoral process	statements about the values that underpin Australia's democracy and the electoral process
		comprehensive description of the role of different people in Australia's legal system	detailed description of the role of different people in Australia's legal system	description of the role of different people in Australia's legal system	identification of the role of different people in Australia's legal system	statements about Australia's legal system
		identification and description of various ways people can participate effectively in groups to achieve shared goals	identification and description of various ways people can participate effectively in groups to achieve shared goals	identification of various ways people can participate effectively in groups to achieve shared goals	identification of ways people can participate in groups to achieve shared goals	statements about participating in groups to achieve shared goals
	Questioning and researching	development of questions and considered use of information from different sources to effectively investigate the society in which they live	development of questions and informed use of information from different sources to effectively investigate the society in which they live	development of questions and use of information from different sources to investigate the society in which they live	development of questions and use of information to partially investigate the society in which they live	use of questions and information to partially investigate the society in which they live
	Analysing and interpreting	identification and explanation of possible solutions to an issue as part of a plan for action	identification and description of possible solutions to an issue as part of a plan for action	identification of possible solutions to an issue as part of a plan for action	identification of aspects of possible solutions to an issue	statements about solutions to an issue
	Communicating	development and purposeful presentation of civics and citizenship ideas and viewpoints using relevant civics and citizenship terms and concepts.	development and effective presentation of civics and citizenship ideas and viewpoints using relevant civics and citizenship terms and concepts.	development and presentation of civics and citizenship ideas and viewpoints using civics and citizenship terms and concepts.	partial presentation of civics and citizenship ideas and viewpoints using everyday language.	fragmented presentation of civics and citizenship ideas and viewpoints 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.
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# 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 5 Civics and Citizenship SEs

The following terms are used in the Year 5 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>democracy</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>development</b>	elaborate or expand in detail, to create or construct
<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>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>investigate</b>	make inquiry or examination
<b>partial</b>	attempted; incomplete evidence provided

Term	Description
<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>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>source</b>	any written or non-written material that can be used in an investigation
<b>statement</b>	a sentence or assertion
<b>use of</b>	to operate or put into effect
<b>various</b>	differing in parts, or presenting different aspects; exhibiting or marked by variety or diversity
<b>view; viewpoint</b>	a notion, idea or opinion