Year 6 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 6 Australian Curriculum achievement standard represents a **C standard** — a sound level of knowledge and understanding of the content, and application of skills.

Year 6 Australian Curriculum: Civics and Citizenship achievement standard
By the end of Year 6, students explain the purpose of key institutions and levels of government in Australia's democracy. They describe the role of parliaments in creating law. Students explain what it means to be an Australian citizen and how people can participate as global citizens.   When researching, students develop questions and gather and analyse information from different sources to investigate the society in which they live. When planning for action, they identify different points of view and solutions to an issue. Students develop and present their ideas and viewpoints using appropriate texts and civics and citizenship terms and concepts. They identify the ways they can participate as citizens in the school.
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#level6

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.

For all Queensland schools

Year 6 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 purpose of key institutions and levels of government in Australia's democracy • what it means to be an Australian citizen • how people can participate as global citizens	detailed explanation of: • the purpose of key institutions and levels of government in Australia's democracy • what it means to be an Australian citizen • how people can participate as global citizens	explanation of: • the purpose of key institutions and levels of government in Australia's democracy • what it means to be an Australian citizen • how people can participate as global citizens	description of: • the purpose of key institutions and levels of government in Australia's democracy • what it means to be an Australian citizen • how people can participate as global citizens	statements about: • key institutions and levels of government in Australia's democracy • being an Australian citizen • participation as global citizens
		comprehensive description of the role of parliaments in creating law	detailed description of the role of parliaments in creating law	description of the role of parliaments in creating law	identification of the role of parliaments in creating law	statements about the role of parliaments in creating law
	Questioning and researching	development of questions and collection, analysis and considered use of information from different sources to effectively investigate the society in which they live	development of questions and collection, analysis and informed use of information from different sources to effectively investigate the society in which they live	development of questions and collection, analysis and use of information from different sources to investigate the society in which they live	development of questions and collection and use of information to partially investigate the society in which they live	use of questions and use of aspects of information to partially investigate the society in which they live
	Analysing and interpreting	identification and explanation of different points of view and solutions to an issue	identification and description of different points of view and solutions to an issue	identification of different points of view and solutions to an issue	identification of solutions to an issue	statements about solutions to an issue
		identification and explanation of ways to participate as citizens in school	identification and description of ways to participate as citizens in school	identification of ways to participate as citizens in school	identification of participation as citizens in school	statements about participation as citizens
	Communicating	development and purposeful presentation of ideas and viewpoints using appropriate formats (texts), and relevant civics and citizenship terms and concepts.	development and effective presentation of ideas and viewpoints using appropriate formats (texts), and relevant civics and citizenship terms and concepts.	development and presentation of ideas and viewpoints using appropriate formats (texts), civics and citizenship terms and concepts.	partial presentation of ideas and viewpoints using formats (texts), and everyday language.	fragmented presentation of ideas and viewpoints 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
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 6 Civics and Citizenship SEs

The following terms are used in the Year 6 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.

Term	Description
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
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
comprehensive	detailed and thorough, including all that is relevant
considered	thought about deliberately with a purpose
democracy	a system of government based on the people of an entity, that is, *government by the people*; 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
description	give an account of characteristics or features
detailed	meticulous; including many of the parts
development	elaborate or expand in detail, to create or construct
effective; effectively	meeting the assigned purpose in a way that produces a desired or intended result
explanation	provide additional information that demonstrates understanding of reasoning and/or application
fragmented	disjointed or isolated

Term	Description
global citizen	those who understand their rights and responsibilities at a global level; that is, that one's identity transcends geography or political borders, and responsibilities and rights are derived from being human; however these rights and responsibilities do not have the legal authority or sanctions that those conferred by a nation have
identification	establish or indicate who or what someone or something is, includes recognition
informed	having relevant knowledge; being conversant with the topic
investigate	make inquiry or examination
law	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
partial; partially	attempted; incomplete evidence provided
point 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.
purposeful	intentional; done by design; focused and clearly linked to the goals of the task
reasoned	logical and sound; presented with justification
relevant	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 conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes; *texts* can be written, spoken or multimodal and in print or digital/online forms; *multimodal texts* combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media
use of	to operate or put into effect
various	differing in parts, or presenting different aspects; exhibiting or marked by variety or diversity
view; viewpoint	a notion, idea or opinion