|  |  |
| --- | --- |
|  | Year 7 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 7 Australian Curriculum: Civics and Citizenship achievement standard** |
| By the end of Year 7, students explain features of Australia’s Constitution, including the process for constitutional change. They explain how Australia’s legal system is based on the principle of justice. Students explain the diverse nature of Australian society and identify the importance of shared values in promoting a cohesive society.When researching, students develop a range of questions and gather and analyse information from different sources to investigate Australia’s political and legal systems. They consider different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives to develop solutions to an issue. Students develop and present arguments on civics and citizenship issues using appropriate texts, terms and concepts. They identify ways they can be active and informed citizens. |
|  |
| **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](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/civics-and-citizenship/) |

## Year 7 Civics and Citizenship standard elaborations

|  | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- |
|  | The folio of a student’s work has the following characteristics: |
| Knowledge and understanding | thorough explanation of features of Australia’s Constitution, including the process of constitutional change | detailed explanation of features of Australia’s Constitution, including the process for constitutional change | explanation of features of Australia’s Constitution, including the process for constitutional change | description of features of Australia’s Constitution, including the process for constitutional change | statements about features of Australia’s Constitution |
| thorough explanation of how Australia’s legal system is based on the principle of justice | detailed explanation of how Australia’s legal system is based on the principle of justice | explanation of how Australia’s legal system is based on the principle of justice | description of how Australia’s legal system is based on the principle of justice | statements about how Australia’s legal system is based on the principle of justice |
| * thorough explanation of the diverse nature of Australian society
* identification of the importance of shared values in promoting a cohesive society
 | * detailed explanation of the diverse nature of Australian society
* identification of the importance of shared values in promoting a cohesive society
 | * explanation of the diverse nature of Australian society
* identification of the importance of shared values in promoting a cohesive society
 | * description of the diverse nature of Australian society
* identification of the importance of shared values in promoting a cohesive society
 | statements about:* the diverse nature of Australian society
* the importance of shared values in promoting a cohesive society
 |
| Inquiry and skills | research to thoroughly investigate Australia’s political and legal systems, including:* development of a range of questions
* gathering and discerning analysis of information from different sources
 | research to effectively investigate Australia’s political and legal systems, including:* development of a range of questions
* gathering and informed analysis of information from different sources
 | research to investigate Australia’s political and legal systems, including:* development of a range of questions
* gathering and analysis of information from different sources
 | research to partially investigate Australia’s political and legal systems, including:* development of questions
* gathering and partial analysis of information from different sources
 | research to investigate aspects of Australia’s political and legal systems, including:* use of questions
* gathering and fragmented analysis of information from different sources
 |
| discerning consideration of different points of view on civics and citizenship issues | informed consideration of different points of view on civics and citizenship issues | consideration of different points of view on civics and citizenship issues | description of different points of view on civics and citizenship issues | statements about civic and citizenship issues |
| development of justified solutions to an issue that take into account multiple perspectives when planning for action | development of informed solutions to an issue that take into account multiple perspectives when planning for action | development of solutions to an issue that take into account multiple perspectives when planning for action | identification of solutions to an issue take into account perspectives when planning for action | identification of solutions to an issue when planning for action |
| development and purposeful presentation of justified arguments on civics and citizenship issues using appropriate texts, terms and concepts  | development and effective presentation of informed arguments on civics and citizenship issues using appropriate texts, terms and concepts | development and presentation of arguments on civics and citizenship issues using appropriate texts, terms and concepts  | partial development and presentation of ideas about civics and citizenship issues using appropriate texts, terms and concepts | fragmented presentation of civics and citizenship issues using aspects of appropriate texts, terms and concepts |
| identification and explanation of ways to be active and informed citizens | identification and description of ways to be active and informed citizens | identification of ways to be active and informed citizens | identification of aspects of ways to be active and informed citizens | statements about being active and informed citizens |

|  |  |
| --- | --- |
| 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 7 Civics and Citizenship standard elaborations

These terms clarify the descriptors in the Year 7 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](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/glossary)) and from other sources to ensure consistent understanding.

| 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 |
| citizenship | a legal status granted by birth or naturalisation to citizens involving certain rights (e.g. protection, passport, voting) and responsibilities (e.g. obey the law, vote, defend country) |
| considered;consideration | thought about deliberately with a purpose |
| 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 |
| 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 7 Civics and Citizenship, identity 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 |
| investigate | plan, collect and interpret data/information and draw conclusions about;in Civics and Citizenship, investigatemeans to make an inquiry into political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society |
| justify; justified | show how an argument or conclusion is right or reasonable; provide sound reasons or evidence |
| partial;partially | attempted; incomplete evidence provided |
| perspective | the position from which a person sees and understands events going on around them; [point of view](#point_of_view)in Civics and Citizenship, perspective 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](#perspective), the position from which they see and understand particular events |
| 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 |
| 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;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 |
| thorough;thoroughly | demonstrating depth and breadth, inclusive of relevant detail |
| use of | to operate or put into effect |