

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](http://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/Civics%20and%20Citizenship)

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	<u>thorough</u> explanation of features of Australia's Constitution, including the process of constitutional change	<u>detailed</u> 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	<u>description</u> of features of Australia's Constitution, including the process for constitutional change	<u>statements about</u> features of Australia's Constitution
	<u>thorough</u> explanation of how Australia's legal system is based on the principle of justice	<u>detailed</u> 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	<u>description</u> of how Australia's legal system is based on the principle of justice	<u>statements about</u> how Australia's legal system is based on the principle of justice
	<ul style="list-style-type: none"> • <u>thorough</u> explanation of the diverse nature of Australian society • identification of the importance of shared values in promoting a cohesive society 	<ul style="list-style-type: none"> • <u>detailed</u> explanation of the diverse nature of Australian society • identification of the importance of shared values in promoting a cohesive society 	<ul style="list-style-type: none"> • explanation of the diverse nature of Australian society • identification of the importance of shared values in promoting a cohesive society 	<ul style="list-style-type: none"> • <u>description</u> of the diverse nature of Australian society • identification of the importance of shared values in promoting a cohesive society 	<u>statements about:</u> <ul style="list-style-type: none"> • the diverse nature of Australian society • the importance of shared values in promoting a cohesive society

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Inquiry and skills	research to thoroughly investigate Australia's political and legal systems, including: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> development of questions gathering and partial analysis of information from different sources 	research to investigate aspects of Australia's political and legal systems, including: <ul style="list-style-type: none"> 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) 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

Term	Description
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, <i>identity</i> 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, <i>investigate</i> means 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 in Civics and Citizenship, <i>perspective</i> 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 , 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; <i>texts</i> can be written, spoken or multimodal and in print or digital/online forms; <i>multimodal texts</i> 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