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|  | Year 8 standard elaborations — Australian Curriculum: Civics and Citizenship |

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| **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.
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| **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. |
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| **Year 8 Australian Curriculum: Civics and Citizenship achievement standard** |
| By the end of Year 8, students analyse features of Australian democracy, and explain features of Australia’s democracy that enable active participation. They recognise different types of law in Australia and explain how laws are made. They identify the diverse belief systems in Australia and analyse issues about national identity and the factors that contribute to people’s sense of belonging.When researching, students develop a range of questions to investigate Australia’s political and legal systems and critically analyse information gathered from different sources for relevance. They explain different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and develop solutions to an issue. Students develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They identify ways they can be active and informed citizens in different contexts. |
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| **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 8 Civics and Citizenship standard elaborations

|  | A | B | C | D | E |
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|  | The folio of a student’s work has the following characteristics: |
| Knowledge and understanding | * discerning analysis of features of Australian democracy
* thorough explanation of features of Australia’s democracy that enable active participation
 | * informed analysis of features of Australian democracy
* detailed explanation of features of Australia’s democracy that enable active participation
 | * analysis of features of Australian democracy
* explanation of features of Australia’s democracy that enable active participation
 | * description of features of Australian democracy
* description of features of Australia’s democracy that enable active participation
 | * statements about features of Australian democracy
* statements about features of Australia’s democracy that enable active participation
 |
| * recognition of different types of laws in Australia
* thorough explanation of how laws are made
 | * recognition of different types of laws in Australia
* detailed explanation of how laws are made
 | * recognition of different types of law in Australia
* explanation of how laws are made
 | * recognition of different types of laws in Australia
* description of how laws are made
 | statements about:* laws in Australia
* how laws are made
 |
| * identification and explanation of the diverse belief systems in Australia
* discerning analysis of:
	+ issues about national identity
	+ the factors that contribute to people’s sense of belonging
 | * identification and description of the diverse belief systems in Australia
* informed analysis of:
	+ issues about national identity
	+ the factors that contribute to people’s sense of belonging
 | * identification of the diverse belief systems in Australia
* analysis of:
	+ issues about national identity
	+ the factors that contribute to people’s sense of belonging
 | * identification of diverse belief systems in Australia
* description of:
	+ issues about national identity
	+ the factors that contribute to people’s sense of belonging
 | * statements about belief systems in Australia
* identification of:
	+ issues about national identity
	+ the factors that contribute to people’s sense of belonging
 |
| Inquiry and skills | when researching, thorough:* development of a range of questions to investigate Australia’s political and legal system
* critical analysis of information gathered from different sources for relevance
 | when researching, effective:* development of a range of questions to investigate Australia’s political and legal system
* critical analysis of information gathered from different sources for relevance
 | when researching:* development of a range of questions to investigate Australia’s political and legal system
* critical analysis of information gathered from different sources for relevance
 | when researching:* development of questions to partially investigate Australia’s political and legal system
* partial critical analysis of information gathered from different sources for relevance
 | when researching, guided use of questions to partially investigate Australia’s political and legal system |
| thorough explanation of different points of view on civics and citizenship issues | detailed explanation of different points of view on civics and citizenship issues | explanation of different points of view on civics and citizenship issues | description of different points of view on civics and citizenship issues | statements about points of view on civics and citizenship issues |
| development of solutions to an issue when planning for action through:* discerning consideration of multiple perspectives
* discerning use of democratic processes
 | development of solutions to an issue when planning for action through:* informed consideration of multiple perspectives
* informed use of democratic processes
 | development of solutions to an issue when planning for action through:* consideration of multiple perspectives
* use of democratic processes
 | development of partial solutions to an issue when planning for action through:* consideration of perspectives
* use of aspects of democratic processes
 | statements about solutions to an issue when planning for action through use of aspects of democratic processes |
| development and purposeful presentation of reasoned arguments on civics and citizenship issues using appropriate texts, subject‑specific language and concepts | development and effective presentation of reasoned arguments on civics and citizenship issues using appropriate texts, subject‑specific language and concepts | development and presentation of reasoned arguments on civics and citizenship issues using appropriate texts, subject‑specific language and concepts | development and presentation of ideas about civics and citizenship issues using aspects of appropriate texts, subject‑specific language and concepts  | fragmented presentation of civics and citizenship issues using texts, subject‑specific language and concepts |
| identification and explanation of ways to be active and informed citizens in different contexts | identification and description of ways to be active and informed citizens in different contexts | identification of ways to be active and informed citizens in different contexts | partial identification of ways to be active and informed citizens in different contexts | fragmented identification of ways to be active and informed citizens in different contexts |

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| 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.

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| 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 8 Civics and Citizenship standard elaborations

These terms clarify the descriptors in the Year 8 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 (for example, protection, passport, voting) and responsibilities (for example, obey the law, vote, defend country) |
| considered;consideration | thought about deliberately with a purpose |
| critical analysis | analysis or evaluation of an issue or information in order to form a critical judgment, especially in a detailed way, and involving skilful judgment as to truth or merit and is informed by evidence |
| democracy | a system of government where power is vested in the people, who may exercise it directly or through elected representatives, and who may remove and replace their political leaders and government in free and fair regular elections |
| 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 8 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, investigate means to make an inquiry into political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society |
| partial;partially | incomplete, half-done, unfinished |
| 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 | 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 |
| reasoned | logical and sound; presented with justification |
| 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 |