Year 8 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 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.

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

For all Queensland schools

Year 8 Civics and Citizenship standard elaborations

	A	B	C	D	E
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

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
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

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 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) 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

Term	Description
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 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, 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