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|  | Year 9 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. |
| **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 9 Australian Curriculum: Civics and Citizenship achievement standard** | |
| By the end of Year 9, students evaluate features of Australia’s political system, and identify and analyse the influences on people’s political choices. They explain the key principles of Australia’s system of justice and analyse the role of Australia’s court system. They analyse a range of factors that influence identities and attitudes to diversity. They reflect on how groups participate and contribute to civic life.  When researching, students analyse a range of questions to investigate Australia’s political and legal systems and critically analyse information gathered from different sources for relevance and reliability. They compare and account for different interpretations and points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and negotiate solutions to an issue. Students develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They analyse 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 9 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 evaluation of features of Australia’s political system * identification and discerning analysis of the influences on people’s political choices | * informed evaluation of features of Australia’s political system * identification and informed analysis of the influences on people’s political choices | | * evaluation of features of Australia’s political system * identification and analysis of the influences on people’s political choices | * explanation of features of Australia’s political system * identification and description of the influences on people’s political choices | * statements about features of Australia’s political system * identification of the influences on people’s political choices |
| * thorough explanation of the key principles of Australia’s system of justice * discerning analysis of the role of Australia’s court system | * detailed explanation of the key principles of Australia’s system of justice * informed analysis of the role of Australia’s court system | | * explanation of the key principles of Australia’s system of justice * analysis of the role of Australia’s court system | * description of the key principles of Australia’s system of justice * description of the role of Australia’s court system | statements about:   * the key principles of Australia’s system of justice * the role of Australia’s court system |
| discerning analysis of a range of factors that influence identities and attitudes to diversity | informed analysis of a range of factors that influence identities and attitudes to diversity | | analysis of a range of factors that influence identities and attitudes to diversity | description of factors that influence identities and attitudes to diversity | statements about factors that influence identities and attitudes to diversity |
| reasoned reflection on how groups participate and contribute to civic life | considered reflection on how groups participate and contribute to civic life | | reflection on how groups participate and contribute to civic life | description of how groups participate and contribute to civic life | statements about how groups participate and contribute to civic life |
| Inquiry and skills | discerning analysis of a range of questions when researching to effectively investigate Australia’s political and legal systems | informed analysis of a range of questions when researching to effectively investigate Australia’s political and legal systems | | analysis of a range of questions when researching to investigate Australia’s political and legal systems | consideration of a range of questions when researching to partially investigate Australia’s political and legal systems | use of questions when researching to partially investigate aspects of Australia’s political and legal systems |
| Inquiry and skills | when researching, purposeful:   * analysis of a range of questions to investigate Australia’s political and legal systems * critical analysis of information gathered from different sources for relevance and reliability | when researching, effective:   * analysis of a range of questions to investigate Australia’s political and legal systems * critical analysis of information gathered from different sources for relevance and reliability | | when researching:   * analysis of a range of questions to investigate Australia’s political and legal systems * critical analysis of information gathered from different sources for relevance and reliability | when researching, partial:   * analysis of a range of questions to investigate Australia’s political and legal systems * critical analysis of information gathered from different sources for relevance and reliability | when researching, guided use of:   * questions to partially investigate Australia’s political and legal systems * information gathered from different sources |
| comprehensive comparison and accounting for different interpretations and points of view on civics and citizenship issues | detailed comparison and accounting for different interpretations and points of view on civics and citizenship issues | | comparison and accounting for different interpretations and points of view on civics and citizenship issues | description of different interpretations and points of view on civics and citizenship issues | statements about civics and citizenship issues |
| negotiation of solutions to an issue when planning for action through:   * discerning consideration of multiple perspectives * discerning use of democratic processes | negotiation of solutions to an issue when planning for action through:   * informed consideration of multiple perspectives * informed use of democratic processes | | negotiation of solutions to an issue when planning for action through:   * consideration of multiple perspectives * use of democratic processes | negotiation of 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:   * identification of perspectives * use of aspects of democratic processes |
| development and purposeful presentation of evidence‑based arguments on civics and citizenship issues with discerning use of appropriate texts, subject specific language and concepts | development and effective presentation of evidence‑based arguments on civics and citizenship issues with informed use of appropriate texts, subject-specific language and concepts | | development and presentation of evidence‑based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts | partial development and presentation of evidence‑based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts | fragmented development and presentation of statements about civics and citizenship issues with fragmented use of texts, subject-specific language and concepts |
| discerning analysis of ways of being active and informed citizens in different contexts | informed analysis of ways of being active and informed citizens in different contexts | | analysis of ways of being active and informed citizens in different contexts | description of ways of being active and informed citizens in different contexts | statements about ways of being active and informed citizens |

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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 9 Civics and Citizenship standard elaborations

These terms clarify the descriptors in the Year 9 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 |
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| 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) |
| comparison | estimate, measure or note how things are similar or dissimilar |
| comprehensive | detailed and thorough, including all that is relevant |
| 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; democratic | 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 |
| evaluate; evaluation | examine and judge the merit or significance of something |
| 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 9 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 |
| interpretation | explanation of the meaning of information or actions |
| 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 | 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 |
| 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 | to operate or put into effect |