

Civics and Citizenship

In Civics and Citizenship, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Levels 1 and 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.

Civics and Citizenship – Progressing towards Level 3

Progression Point 2.25

At 2.25, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

Civic knowledge and understanding

- identification of similarities and differences among familiar groups; for example, in language, food and festivals
- identification of symbols of Australia such as the flag or the anthem
- recognition and discussion of the qualities of good leaders and representatives
- recognition of the purpose of rules in the classroom and school

Community engagement

- appreciation of the reasons for class rules and their benefits
- identification of ways of caring for the natural and built environment; for example, using recycling bins and taking responsibility for class resources

Progression Point 2.5

At 2.5, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

Civic knowledge and understanding

- understanding of cultural aspects of the lives of people in familiar groups; for example, religion, language, customs, family
- understanding of the values reflected in Australia's national symbols, emblems, celebrations and commemorations
- identification of roles and responsibilities of leaders and representatives, such as a mayor or premier, in the community
- recognition of the differences between rules and laws

Community engagement

- their contributions to the development of fair class rules
- participation in group planning for caring for the natural and/or built environment in their local area

Progression Point 2.75

At 2.75, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

Civic knowledge and understanding

- understanding of the ways in which people from various cultural groups have contributed to the nation
- awareness of the ways that they and other Australians celebrate and commemorate important events
- knowledge of the contributions of individual leaders and representatives in Australia, both past and present
- reflection on the qualities of good laws and principles and values such as equality before the law

Community engagement

- modelling of rules in the class and school
- implementation, with teacher support, of plans to protect and care for the natural and built environment

Progression Point 2.25

At 2.25, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- identification of the roles of volunteers in the community; for example, volunteer groups in the school

Progression Point 2.5

At 2.5, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- consideration of the roles and purposes of groups in the community; for example, local service organisations

Progression Point 2.75

At 2.75, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- development, with teacher assistance, of an action plan to address an issue of concern such as the care of elderly people or litter in the yard

Civics and Citizenship – Level 3**Civic knowledge and understanding**

At Level 3, students demonstrate understanding of the contribution of people from the many culturally diverse groups that make up the Australian community. They sequence and describe some key events in Australia's democratic history. They describe symbols and emblems of national life in Australia and identify values related to symbols and national celebrations and commemorations. They describe the purpose of government, some familiar government services and the roles of some leaders and representatives. They explain the difference between rules and laws and describe the qualities of a good law. They explain why protection and care for the natural and built environment is important.

Community engagement

At Level 3, students contribute to the development and support of class rules and participate in school celebrations and commemorations of important events. They describe some of the roles and purposes of groups in the community. They work with other students to identify a local issue and plan possible actions to achieve a desired outcome. They describe the benefits of action at the local level and the democratic aspects of the process. They participate in activities to protect and care for the natural and built environment.

Civics and Citizenship – Progressing towards Level 4
Progression Point 3.25

At 3.25, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

Civic knowledge and understanding

- identification of key features of governance in Australia, such as the levels of government and the parliamentary system
- identification of the meanings of principles and values of democracy, such as equality, freedom of speech, and representation
- identification of the meaning of multiculturalism
- identification of the various roles in the legal system, such as those of the police and the courts

Community engagement

- planning, with teacher support, of school or community activities such as celebrations for Harmony Day
- attentiveness to, and consideration of, other viewpoints in groups and in class
- a point of view about an issue, and a possible action that they and other people might take to resolve it

Progression Point 3.5

At 3.5, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

Civic knowledge and understanding

- reflection on key features of governments and some of their functions, such as the role of the State government in health and education
- identification of aspects of a democracy that reflect democratic values and principles; for example, voting and representative parliaments
- awareness of contributions made by people from various cultural groups to Australia; for example, through contributions to sports, the arts and science
- understanding of the ways that laws are made

Community engagement

- organisation of activities such as rubbish recycling, and participation in those activities with teacher support
- use of democratic decision making in planning groups and in class
- understanding of more than one perspective on an issue, and actions that might be taken to resolve it

Progression Point 3.75

At 3.75, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

Civic knowledge and understanding

- understanding of features of government, such as the role of the parliament in representing the people or the tasks of a member of parliament.
- reflection on ways that government institutions such as representative parliaments embody democratic values and principles
- research about the contribution of a particular cultural group to Australian identity; for example, Aborigines and Torres Strait Islanders
- understanding of the processes involved in changing laws

Community engagement

- monitoring of the progress of a group action plan on a school or community issue with teacher support
- use of democratic processes to solve problems in groups and in the class
- a point of view on a current issue, presenting evidence and making recommendations about how governments and citizens might take action about it



Civics and Citizenship – Level 4

Civic knowledge and understanding

At Level 4, students describe the nature of Australia's democracy that developed as a result of Federation. They describe the three levels of government and some of the key functions of each level. They explain the basic elements of Australia's federal parliamentary system and key democratic principles and values such as freedom of speech and equality before the law. They explain the concept of multiculturalism and describe the contribution of various cultural groups, including Aboriginal and Torres Strait Islander communities, to Australian identity. They demonstrate understanding of the process of making and changing laws.

Community engagement

At Level 4, students demonstrate understanding of the roles and responsibilities of leaders, and of democratic processes, when engaging in school and community activities. They present a point of view on a significant current issue or issues and include recommendations about the actions that individuals and governments can take to resolve issues. They demonstrate understanding that there are different viewpoints on an issue, and contribute to group and class decision making.

Civics and Citizenship – Progressing towards Level 5
Progression Point 4.25

At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Civic knowledge and understanding

- understanding of the meanings of key civic terms such as 'democracy', 'citizen', 'government' and 'parliament'
- identification of rights and responsibilities of citizens
- identification of features of Australian democracy; for example, election processes
- identification of leaders such as Charles Perkins or Peter Lalor, and their achievements through historical and contemporary examples

Community engagement

- identification of viewpoints on a particular contemporary issue
- attentiveness to other points of view before making decisions in group and class activities
- participation, with teacher guidance, in school and community events such as special assemblies for Anzac Day or World Environment Week activities

Progression Point 4.5

At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Civic knowledge and understanding

- knowledge of origins of democracy in other times and places; for example, Ancient Greece, Ancient Rome and medieval England
- reflection on how rights and responsibilities for some groups have changed over time; for example, voting rights for Indigenous people and women
- understanding of key features of Australian democracy; for example, the role of political parties
- identification of the qualities of leadership using examples from the past and present

Community engagement

- a viewpoint on a particular issue, presented with recognition of other points of view and with suggestions for possible solutions
- use of democratic processes to contribute to class decision making
- participation, with teacher guidance, in decision making about activities related to a community issue; for example, environmental sustainability, or a school or community event

Progression Point 4.75

At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Civic knowledge and understanding

- examination of the development of representative democracy in Australia
- understanding of how political rights were achieved for one or more groups in Australia
- commentary on key features of Australian democracy, using examples such as the role of community interest groups
- reflection on the qualities of leadership, comparing the achievements of leaders from past and present; for example, Neville Bonner and Edith Cowan

Community engagement

- viewpoints on issues, presented with supporting evidence, recognition of a range of perspectives, and plans for a solution
- use of democratic processes when working in groups on school and community projects
- development and implementation of an action plan related to a community issue, or a school or community event



Civics and Citizenship – Level 5

Civic knowledge and understanding

At Level 5, students explain the origins and features of representative government. They identify significant developments in the governance and achievement of political rights in Australia. They explain key features of Australian Government including the responsibilities of the levels of government, the houses of parliament, political parties and the ways that citizens are represented, using some contemporary examples in their explanations. They describe the purposes of laws and the processes of creating and changing them. They identify and question the features and values of Australia's political and legal systems. They identify and discuss the qualities of leadership through historical and contemporary examples.

Community engagement

At Level 5, students present points of view on contemporary issues and events using appropriate supporting evidence. They explain the different perspectives on some contemporary issues and propose possible solutions to problems. They use democratic processes when working in groups on class and community projects. They participate in school and community events and participate in activities to contribute to environmental sustainability or action on other community issues.

Civics and Citizenship – Progressing towards Level 6
Progression Point 5.25

At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Civic knowledge and understanding

- understanding of an issue related to change in the political system; for example, changing the flag, or a particular referendum
- identification of ways that citizens influence government policy through participation
- examination of the importance of the franchise in a democracy
- investigation of Australia's role in the international community

Community engagement

- a point of view about an issue, presented with reference to a range of resources, including the mass media
- identification of strategies for addressing a social or environmental issue, including strategies for raising public awareness about the particular issue
- responsible participation in citizenship activities such as service learning projects or school governance.

Progression Point 5.5

At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Civic knowledge and understanding

- consideration of the arguments for and against a suggested change in Australia's political system
- discussion of ways citizens participate and influence governments; for example, through membership of the Australian Conservation Foundation or through peaceful protest
- assessment of the processes of voting in the light of democratic values
- understanding of the roles of global organisations such as the United Nations, and the role they play in international affairs

Community engagement

- justification of a point of view about a national or global issue, presenting it with substantiating evidence from a range of sources, including the mass media
- development, based on research evidence, of action plans to address a social or environmental issue
- responsibility for aspects of a citizenship activity in the school or local community; for example, volunteer programs or partnership programs in the local community

Progression Point 5.75

At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Civic knowledge and understanding

- a point of view about a change in Australia's political system, using evidence and recognising a number of alternative viewpoints
- development of a case study based on research about a particular form of participation; for example, membership of a political party or interest group
- understanding of Australian voting systems and the impact they have on representation in parliaments and on democratic participation
- investigation of an international issue from a global perspective which includes examination of the role of global organisations and the role of Australia

Community engagement

- a point of view on a national or global issue, presented with recognition of alternative viewpoints, and supported by appropriate evidence from a range of sources, including the mass media
- monitoring of the implementation of an action plan to address a social or environmental issue, which includes strategies for raising public awareness of the issue

Progression Point 5.25

At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Progression Point 5.5

At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Progression Point 5.75

At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- responsibility for citizenship activities in the school or community, including those with a national focus; for example, activities associated with World Environment Day, Living in Harmony projects, or projects that are developed in response to international emergencies

Civics and Citizenship – Level 6**Civic knowledge and understanding**

At Level 6, students describe the origins and nature of Australia's federal political system and present a considered point of view on an issue about change in the political system and the law. They explain how the Australian Constitution affects their lives, and human rights issues, both national and international. They explain how citizens influence government policy through participation in political parties, elections and membership of interest groups. They explain the development of a multicultural society and the values necessary to sustain it. They describe the election processes in Australia and how to vote. They explain the roles and responsibilities of courts at state and federal levels and evaluate a change in the law. They analyse how well democratic values are reflected in aspects of the Australian political system. They take a global perspective when analysing an issue, and describe the role of global organisations in responding to international issues.

Community engagement

At Level 6, students draw on a range of resources, including the mass media to articulate and defend their own opinions about political, social and environmental issues in national and global contexts. They contest, where appropriate, the opinions of others. They develop an action plan which demonstrates their knowledge of a social or environmental issue and suggest strategies to raise community awareness of it. They participate in a range of citizenship activities including those with a national or global perspective, at school and in the local community.

Civics and Citizenship – Progressing beyond Level 6
Progression Point 6.25

At 6.25, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Civic knowledge and understanding

- evaluation of different political leadership styles in the twentieth century
- understanding of how key political concepts and values underpin the development of nation states

Community engagement

- participation in leadership activities within the school that contribute to the wellbeing of others

Progression Point 6.5

At 6.5, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Civic knowledge and understanding

- evaluation of the effectiveness of the democratic process in balancing individual and community rights in resolving an issue about sustainability of resources
- evaluation of the effectiveness of democratic processes in bringing about changes in the law

Community engagement

- participation in leadership activities that contribute to the wellbeing of others in the local, national or global community

Progression Point 6.75

At 6.75, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Civic knowledge and understanding

- evaluation of the role of the Australian government in the global community, including Australia's role in the United Nations
- evaluation of Australia as a global citizen through an investigation into its responses to issues such as global warming, environmental sustainability, natural disasters, peacekeeping operations, world poverty, and global and national security
- examination of the extent to which the international community is cohesive and has the ability to manage conflict and instability

Community engagement

- initiation of leadership activities that contribute to the wellbeing of others in the local, national or global community