

The Australian Curriculum

Learning Areas:

Humanities and Social Sciences

Subjects:

Civics and Citizenship

Levels:

Year 3, Year 4, Year 5, Year 6, Year 7, Year 8

Bands:

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The Australian Curriculum Humanities and Social Sciences - Civics and Citizenship

Rationale and Aims

Civics and Citizenship is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy. Through the study of Civics and Citizenship, students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

The Australian Curriculum: Civics and Citizenship provides opportunities to develop students' knowledge and understanding of Australia's representative democracy and the key institutions, processes, and roles people play in Australia's political and legal systems. Emphasis is placed on Australia's federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life.

The curriculum recognises that Australia is a secular nation with a multicultural and multi-faith society, and promotes the development of inclusivity by developing students' understanding of broader values such as respect, civility, equity, justice and responsibility. It acknowledges the experiences and contributions of Aboriginal and Torres Strait Islander Peoples and their identities within contemporary Australia. While the curriculum strongly focuses on the Australian context, students also reflect on Australia's position, obligations and the role of the citizen today within an interconnected world.

Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens; to question, understand and contribute to the world in which they live. The curriculum also offers opportunities for students to develop a wide range of general skills and capabilities, including an appreciation of diverse perspectives, empathy, collaboration, negotiation, self-awareness and intercultural understanding.

The Civics and Citizenship curriculum aims to reinforce students' appreciation and understanding of what it means to be a citizen. It explores ways in which students can actively shape their lives, value their belonging in a diverse and dynamic society, and positively contribute locally, nationally, regionally and globally. As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation.

The Australian Curriculum: Civics and Citizenship aims to ensure students develop:

- a lifelong sense of belonging to and engagement with civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural and multi-faith society
- knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law, and the role of the citizen in Australian government and society
- skills – including questioning and research; analysis, synthesis and interpretation; problem solving and decision making; communication and reflection – to investigate contemporary civics and citizenship, and foster responsible participation in Australia's democracy
- the capacities and dispositions to participate in the civic life of their nation at a local, regional and global level.

Civics and Citizenship

Organisation

The Years 3–10 Australian Curriculum: Civics and Citizenship is organised into two interrelated strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills.

Civics and Citizenship Knowledge and Understanding

The Civics and Citizenship Knowledge and Understanding strand comprises three key focus areas or sub-strands at each year level: **Government and democracy**; **Laws and citizens**; and **Citizenship, diversity and identity**.

Government and democracy involves a study of Australian democracy and the key institutions, processes and roles people play in Australia's system of government. **Laws and citizens** examines Australia's legal system, the creation of laws and the rights and legal obligations of Australian citizens. **Citizenship, diversity and identity** explores the shared values of Australian citizenship, Judeo-Christian traditions, the diversity of Australia as a multicultural and multi-faith society, and what shapes identity.

Civics and Citizenship Skills

The Civics and Citizenship Skills strand focuses on the skills of questioning and research; analysis, synthesis and interpretation; problem solving and decision making; and communication and reflection.

Questioning and research involves students asking questions about the society in which they live. Students identify, locate and research a range of sources of information to investigate Australia's political and legal systems. **Analysis, synthesis and interpretation** engages students in applying critical thinking skills and developing and accounting for different points of view. **Problem solving and decision making** involves students working collaboratively, negotiating and developing strategies to resolve issues, and planning for action. In **Communication and reflection** students present ideas, viewpoints and arguments based on evidence about civics and citizenship topics and issues using subject-specific language, and reflect on their cultural identity, motivations, values and behaviours.

Civics and Citizenship Skills are described in bands of schooling at two-year intervals.

Relationship between the strands

The two strands are to be integrated in the development of a teaching and learning program. The Knowledge and Understanding strand provides the content focus through which particular skills are to be developed. The sequencing and description of the Civics and Citizenship Skills in two-year bands (3–4, 5–6, 7–8, 9–10) may assist in multi-age programming by providing a common skills focus for the teaching and learning of the knowledge and understanding content.

Year level descriptions

Year level descriptions provide an overview of the content that is being studied at each year level. They also emphasise the interrelated nature of the two strands and the expectation that planning will involve integration of content from across the strands.

Key questions

Each year level includes key questions which provide a guiding framework for developing students' Civics and Citizenship knowledge, understanding and skills of inquiry.

Content descriptions

The Australian Curriculum: Civics and Citizenship includes content descriptions at each year level. These describe the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn. However, they do not prescribe approaches to teaching. The content descriptions have been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

Content elaborations

Content elaborations are provided for each year level to illustrate and exemplify content and to assist teachers in developing a common understanding of the content descriptions. They are not intended to be comprehensive content points that all students need to be taught.

Glossary

A glossary is provided to support a common understanding of key terms and concepts in the content descriptions.

In the Australian Curriculum achievement standards describe what students are typically able to understand and do. Achievement standards will describe the learning (understanding and skills) expected of students at each year level from F–10.

Across F–10 the set of achievement standards describe a broad sequence of expected learning. The sequence of achievement standards provides teachers with a framework of growth and development in a curriculum area. This will assist teachers to plan and monitor learning, and to make judgments about student achievement.

Achievement standards can support formative and summative assessment practices and aid consistency of assessment and reporting across states and territories. For each subject the achievement standards will be accompanied by portfolios of annotated work samples that illustrate the expected learning.

Complementing the year-by-year description of the curriculum, this section provides advice on the nature of learners and the relevant curriculum across the following groupings:

- Foundation – Year 2: typically students from 5 to 8 years of age
- Years 3–6: typically students from 8 to 12 years of age
- Years 7–10: typically students from 12 to 15 years of age.

Foundation – Year 2

While there is no formal Civics and Citizenship curriculum for these years of schooling, students will have opportunities to develop relevant knowledge, understanding and skills in Foundation to Year 2 through other learning areas and subjects, as well as the general capabilities. Students will have opportunities to learn about civics and citizenship themes and concepts such as ‘rules’ as part of the school ethos/classroom setting, ‘relationships’, ‘responsibilities’, and interpersonal, communication and language skills. Students will build on these understandings and skills as they commence study of the Australian Curriculum: Civics and Citizenship in Year 3.

Year 3–6 curriculum focus

During these years of schooling, students typically begin to understand and recognise different points of view and draw on a range of experiences to inform their thinking and decision making. Students develop a better awareness of justice and fair play and they increasingly engage in discussions about community and national issues, with a focus on contemporary issues, in order to consider why and for whom decisions are made. They have a broader awareness of the world beyond Australia’s national borders.

Through the Civics and Citizenship curriculum in Years 3 and 4, students develop their knowledge and understanding of how decisions can be made democratically, the purpose of government, rules and laws, community participation, and identity. In Years 5 and 6, students develop awareness of key aspects of Australia's Anglo-Celtic heritage, including the Westminster system, and knowledge and understanding of the key features and processes of Australia's system of government. Students examine civic issues and develop their understanding of citizenship in local, national, regional and global contexts, and the skills that enable active and informed citizenship.

Year 7–10 curriculum focus

During these years of schooling, students typically develop a broader awareness of and concern with civics and citizenship issues. Students are developing their capacities to think, act and engage with more abstract concepts, follow more complex explanations, and challenge and debate ideas. Students develop increasing independence in critical thinking and skill application. They further develop their awareness of global, regional, national and community issues and have a broader awareness of individual and group civic identity, the rights and responsibilities of being a citizen, and how citizens can influence governments.

Through the Civics and Citizenship curriculum in Years 7 and 8 students develop knowledge and understanding of Australia's political system, with particular emphasis on freedoms, representative democracy and the role of the constitution. They develop an understanding of the key features of Australia's legal system and the different sources of law used in Australia. Students also learn about the diversity of Australian society and the importance of a national identity. In Years 9 and 10 students develop their understanding of how Australia's democracy operates and enables change, the key features and role of the court system and a critical perspective on the influence of the media, including social media, within society. Students develop an understanding of Australia's roles and responsibilities at a global level and its international legal obligations. Students learn about the values and practices that enable a resilient democracy to be sustained.

ACARA is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Australian Curriculum: Civics and Citizenship. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice for schools and teachers on using the Australian Curriculum to meet diverse learning needs is available under Student Diversity on the Australian Curriculum website.

Students with disability

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Australian Curriculum: Civics and Citizenship. Teachers can draw from content at different levels along the Year 3 to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

English as an additional language or dialect

Students for whom English is an additional language or dialect (EAL/D) enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. Whilst many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there are a significant number of students who are not literate in their first language, and have had little or no formal schooling.

While the aims of the Australian Curriculum: Civics and Citizenship are the same for all students, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language. These students may require extra time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need extra time and support in order to acquire skills for effective learning in formal settings.

A national *English as an Additional Language or Dialect: Teacher Resource* has been developed to support teachers in making the Australian Curriculum across Foundation to Year 10 in each learning area accessible to EAL/D students.

Gifted and talented students

Teachers can use the Australian Curriculum: Civics and Citizenship flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Civics and Citizenship and/or from local state and territory teaching and learning materials.

In the Australian Curriculum, the general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

There are seven general capabilities:

- Literacy (LIT)
- Numeracy (NUM)
- Information and communication technology capability (ICT)
- Critical and creative thinking (CCT)
- Personal and social capability (PSC)
- Ethical understanding (EU)
- Intercultural understanding (ICU).

In the Australian Curriculum: Civics and Citizenship, general capabilities are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations. Teachers may find further opportunities to incorporate explicit teaching of the capabilities depending on their choice of activities.

Literacy

Across the Australian Curriculum, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

In the Australian Curriculum: Civics and Citizenship students develop literacy capability as they research, read and analyse sources of information on aspects of Australia's political and legal systems and contemporary civics and citizenship issues. They learn to understand and use language to discuss and communicate information, concepts and ideas related to the subject. This involves learning to recognise how language can be used to manipulate meaning, distinguish between fact and opinion on political and social issues, and communicate ideas, concepts and plans to a variety of audiences. Communication is critical in Civics and Citizenship, in particular for articulating, debating and evaluating ideas and participating in group discussions.

Numeracy

Across the Australian Curriculum, students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school, and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

In the Australian Curriculum: Civics and Citizenship students develop and apply numeracy knowledge and skills to analyse, interpret and present information in numerical and graphical form. This includes investigating the voting process, researching and using statistics on civics and citizenship topics and issues, conducting surveys among community members and representing findings in graphs and charts.

Information and communication technology (ICT) capability

Across the Australian Curriculum, students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas; solve problems; and work collaboratively in all learning areas at school, and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve, and limiting the risks to themselves and others in a digital environment.

In the Australian Curriculum: Civics and Citizenship students develop the knowledge and skills to use digital technologies to research and source information on civics and citizenship, including critically analysing that information. Students learn about and have opportunities to use social media to collaborate, communicate, share information and build consensus on political, legal and social issues. Students develop and apply ICT skills through organising and presenting information digitally using multimodal elements.

Critical and creative thinking

Across the Australian Curriculum, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

In the Australian Curriculum: Civics and Citizenship students develop critical thinking skills in their investigation of Australia's democratic system of government. They learn to apply decision making processes and use strategies to negotiate and resolve differences. Students develop critical and creative thinking through the examination of political, legal and social issues that do not have obvious or straightforward answers and that require problem solving and innovative solutions. Students consider multiple perspectives and alternatives, think creatively about appropriate courses of action and develop plans for action. The Civics and Citizenship curriculum stimulates students to think creatively about the impact of civic issues on their own lives and the lives of others, and to consider how these issues might be addressed.

Personal and social capability

Across the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

In the Australian Curriculum: Civics and Citizenship students are encouraged to develop and apply personal, interpersonal and social skills, behaviours and dispositions, through working collaboratively and constructively in groups, developing their communication, decision making, conflict resolution and leadership skills, and learning to appreciate the insights and perspectives of others.

Ethical understanding

Across the Australian Curriculum, students develop ethical understanding as they identify and investigate ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

In the Australian Curriculum: Civics and Citizenship, students discuss and apply ethical concepts such as equality, respect and fairness, which underpin Australia's democracy. They explore and analyse democratic values in particular contexts; for example, evaluating the fairness of voting systems or particular government policies. Students explore different beliefs about civics and citizenship issues and the consequences of particular decisions. They examine shared beliefs and values which support Australian democracy and the rights and responsibilities of citizenship. Students develop the skills to recognise different perspectives and have opportunities to explore ambiguities and ethical considerations related to political, legal and social issues.

Intercultural understanding

Across the Australian Curriculum, students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

In the Australian Curriculum: Civics and Citizenship, students investigate diverse cultural contexts and develop skills in being able to see common issues through diverse cultural lenses. They explore the notion of citizenship, the contribution of diverse cultural influences, and the critical role of shared beliefs and values in an evolving Australian identity. They recognise similarities as well as differences within and across cultural groups, and the importance of practising empathy and facilitating dialogue to understand different perspectives. They explore how people interact across cultural boundaries and consider how factors such as group membership, traditions, customs and religious and cultural practices impact on civic life.

The Australian Curriculum is designed to meet the needs of students by delivering a relevant, contemporary and engaging curriculum that builds on the educational goals of the Melbourne Declaration. The Melbourne Declaration identified three key areas that need to be addressed for the benefit of individuals and Australia as a whole. In the Australian Curriculum these have become priorities that provide students with the tools and language to engage with and better understand their world at a range of levels. The priorities provide dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. They enable the delivery of learning area content at the same time as developing knowledge, understanding and skills relating to:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

Cross-curriculum priorities are addressed through learning areas and are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning in content elaborations. They will have a strong but varying presence depending on their relevance to the learning area.

Aboriginal and Torres Strait Islander histories and cultures

Across the Australian Curriculum, the Aboriginal and Torres Strait Islander histories and cultures priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. Students will understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse. The knowledge and understanding gained through this priority will enhance the ability of young people to participate positively in the ongoing development of Australia.

The Australian Curriculum: Civics and Citizenship values Aboriginal and Torres Strait Islander histories, cultures and perspectives. Students are introduced to Aboriginal and Torres Strait Islander customary law and develop an understanding of contemporary Aboriginal and Torres Strait Islander Peoples' experiences of Australia's legal system. They examine the unique identities of Aboriginal and Torres Strait Islander Peoples and how they shape national Australian identity. They consider how these communities are maintaining and developing their identities and what this means for Australia as a whole.

Asia and Australia's engagement with Asia

Across the Australian Curriculum, this priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. Students develop knowledge and understanding of Asian societies, cultures, beliefs, and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

In the Australian Curriculum: Civics and Citizenship, the priority of Asia and Australia's engagement with Asia provides rich and engaging opportunities for developing students' civics and citizenship knowledge, understanding and skills. In particular, the curriculum recognises that Australia's engagement with Asia has the capacity to build understanding and appreciation of diversity within Australian society and contribute to harmonious local, regional and global communities. In examining what shapes personal and national identity, students are encouraged to investigate the cultural or religious groups to which Australians of Asian heritage belong. In studying Australian citizenship, students have an opportunity to explore the experiences of people of Asian heritage who have migrated to Australia and taken up Australian citizenship. Students can also have opportunities to reflect on how Australians can participate in the Asia region as active and informed citizens.

Sustainability

Across the Australian Curriculum, the Sustainability priority allows young Australians to develop the knowledge, skills, values and worldviews necessary for them to act in ways that contribute to more sustainable patterns of living. Education for sustainability enables individuals and communities to reflect on ways of interpreting and engaging with the world. The Sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

In the Australian Curriculum: Civics and Citizenship, the priority of Sustainability can provide a context for developing students' civics and citizenship knowledge, understanding and skills. In the knowledge and understanding strand, students have the opportunity to explore sustainability issues as they relate to government services and the different levels of government. They develop the understanding that sustaining a resilient democracy depends on the informed participation of its citizens, and develop skills and dispositions to support active citizenship. They explore contemporary issues and develop action plans and possible solutions to local, national and global issues which have social, economic and environmental perspectives.

The Australian Curriculum: Civics and Citizenship takes an integrated approach to the study of 'civics' with the study of 'citizenship' and provides opportunities to develop teaching and learning programs that cater for local needs and interests. It emphasises inquiry-based teaching and learning.

Students' interest in and enjoyment of civics and citizenship can be enhanced through active participation in school and community activities, for example, student governance, community service programs, parliamentary education programs, and the work of non-government organisations (including at the regional and international level).

Teachers use the Australian Curriculum content and achievement standards first to identify current levels of learning and achievement and then to select the most appropriate content (possibly from across several year levels) to teach individual students and/or groups of students. This takes into account that in each class there may be students with a range of prior achievement and that teachers plan to build on current learning.

Teachers also use the achievement standards, at the end of a period of teaching, to make on-balance judgments about the quality of learning demonstrated by the students. To make these judgments, teachers draw on assessment data that they have collected as evidence during the course of the teaching period. These judgments about the quality of learning are one source of feedback to students and their parents and inform formal reporting processes.

Assessment of the Australian Curriculum takes place in different levels and for different purposes, including:

- ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching, and for students to inform their learning
- summative assessment for the purposes of twice-yearly reporting by schools to parents and carers on the progress and achievement of students
- annual testing of Years 3, 5, 7 and 9 for students' levels of achievement in aspects of literacy and numeracy, conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN)

- periodic sample testing of specific learning areas within the Australian Curriculum as part of the National Assessment Program (NAP).

Year 3

The Year 3 curriculum introduces students to democracy in the context of the familiar and personal. It explores an understanding of democracy as rule by the people through learning about decision making within communities. Students consider the purpose of creating rules for groups and how individuals participate in their community.




The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key questions

- A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following **key questions**:
 - How are decisions made democratically?
 - Why do we make rules?
 - How can I participate in my community?

Year 3 Content Descriptions

Civics and Citizenship Knowledge and Understanding

Government and democracy	Elaborations
How and why decisions are made democratically in communities (ACHCK001) 	<ul style="list-style-type: none">• making a decision as a whole class by allowing everyone to have a say and a vote• discussing how it feels to be included or excluded from making decisions• identifying places in communities where decisions are made democratically
Laws and citizens	Elaborations
How and why people make rules (ACHCK002) 	<ul style="list-style-type: none">• developing and justifying a set of fair rules for the school• exploring cultural norms behind some rule making, such as removing shoes before entering places of cultural significance• identifying how some rules can protect the rights of others, for example rules in the classroom• identifying who has the authority to make rules, for example at school or in a sporting club
Citizenship, diversity and identity	Elaborations
Why people participate within communities and how students can actively participate and contribute (ACHCK003) 	<ul style="list-style-type: none">• identifying groups in the local community and exploring their purpose• exploring how they could participate in a school or community project, for example raising money for a local or regional aid project that they have studied, or helping reduce pollution• discussing the motivations of people who have contributed to communities, for example local community volunteers, leaders and elders

Civics and Citizenship Skills

Questioning and research

Pose questions about the society in which they live (ACHCS004)



Elaborations

- posing questions, for example, 'How can we look after our environment?', 'How can we make our community safer?'
- posing questions that involve evaluation, such as 'How fair?'

Analysis, synthesis and interpretation

Distinguish facts from opinions in relation to civics and citizenship topics and issues (ACHCS005)



Elaborations

- identifying facts and opinions in statements made during class discussions about civics topics

Use information to develop a point of view (ACHCS006)



- identifying different facts to support their point of view on issues that affect themselves and society, such as responsible pet ownership

Problem solving and decision making

Interact with others with respect, share views and recognise there are different points of view (ACHCS007)



Elaborations

- implementing strategies to ensure multiple views are shared in group situations, for example taking turns to eliminate talking over others
- counting or graphing the results of class votes on issues or decisions

Work in groups to identify issues, possible solutions and a plan for action (ACHCS008)



- allocating roles to members of a group to achieve a set goal
- identifying the pros and cons of using voting to make a group decision
- delegating tasks to develop a plan of action, for example reducing food packaging in schools

Communication and reflection

Present ideas and opinions on civics and citizenship topics and issues using civics and citizenship terms (ACHCS009)



Elaborations

- presenting a position on a civics and citizenship issue relevant to their lives, for example consequences for breaking school rules
- using appropriate terms, for example community, rules, decision making
- using digital technologies to share and discuss civics and citizenship ideas

Reflect on their cultural identity and how it might be similar and different from others (ACHCS010)



- exploring students' personal family stories that reflect their cultural identity
- considering how personal and family cultural identity may affect decisions

Civics and Citizenship

Year 3 Achievement Standard

By the end of Year 3, students explain how decisions can be made democratically. They recognise the importance of rules. They describe how people participate in their community as active citizens.

Students pose questions about the society in which they live. They share their views on an issue. They present their ideas and opinions using civics and citizenship terms.

Civics and Citizenship

Year 4

The Year 4 curriculum introduces students to the purpose of local government and the services it provides to their community. They examine how rules and laws affect them and the importance of laws in society. Students explore cultural diversity, and in particular how belonging to different groups can shape personal identity.





The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key questions

- A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following **key questions**:
 - How can local government contribute to community life?
 - What is the difference between rules and laws and why are they important?
 - How has my identity been shaped by the groups to which I belong?

Year 4 Content Descriptions

Civics and Citizenship Knowledge and Understanding

Government and democracy	Elaborations
The purpose of government and some familiar services provided at the local level (ACHCK011) 	<ul style="list-style-type: none">• exploring what local government does, including the services it provides such as libraries, health, environment and waste, parks, pools and sport, arts, and pet management• describing how local government services impact on the lives of students
Laws and citizens	Elaborations
The differences between 'rules' and 'laws' (ACHCK012) 	<ul style="list-style-type: none">• distinguishing between 'laws' (for example speeding in school zones) and 'rules' (for example sun safety in the school)
Why laws are important (ACHCK013) 	<ul style="list-style-type: none">• exploring the purpose of laws and recognising that laws apply to everyone in society• discussing examples of laws and why they are important to students' lives
Citizenship, diversity and identity	Elaborations
How a person's identity can be shaped by the different cultural, religious and/or social groups to which they may belong (ACHCK014) 	<ul style="list-style-type: none">• identifying diversity through the different social, cultural, and religious groups students belong to• listing and comparing the different purposes, beliefs, traditions and symbols used by groups• recognising that the identity of Aboriginal and Torres Strait Islander Peoples in Australia is shaped by Country/Place, language and knowledge traditions

Civics and Citizenship Skills

Questioning and research

Elaborations

Pose questions about the society in which they live (ACHCS015)



- posing relevant questions, for example 'Who makes decisions about our local community?', 'What laws affect me?'
- discussing the different ways to find out information about a current event

Analysis, synthesis and interpretation

Elaborations

Distinguish facts from opinions in relation to civics and citizenship topics and issues (ACHCS016)



- distinguishing between facts and opinions when discussing a civics and citizenship issue, for example the compulsory use of bike helmets

Use information to develop a point of view (ACHCS017)



- considering information from more than one source before developing a point of view
- comparing different media coverage of a current event

Problem solving and decision making

Elaborations

Interact with others with respect, share views and recognise there are different points of view (ACHCS018)



- conducting role plays which allow for equal presentation of viewpoints about a citizenship topic conducting a debate on a topic relevant to them and their community

Work in groups to identify issues, possible solutions and a plan for action (ACHCS019)



- establishing roles and responsibilities in cooperative group work (such as leader/chair, communicator, encourager, and recorder)
- devising multiple solutions to a civics and citizenship issue
- developing aims and identifying tasks for a plan of action, for example to improve local recreational facilities

Communication and reflection

Elaborations

Present ideas and opinions on civics and citizenship topics and issues using civics and citizenship terms (ACHCS020)



- creating charts, pictorial stories, maps, and oral presentations, for example to explain the purpose of local government
- using appropriate terms, for example government, law and identity
- using digital technologies such as mind mapping software to make connections between local government services and how people benefit

Reflect on their cultural identity and how it might be similar and different from others (ACHCS021)



- comparing family and community experiences such as religious celebrations with other class members to identify similarities and differences
- exploring stories about where people come from, for example Aboriginal and Torres Strait Islander Peoples, and people from countries of the Asia region

Civics and Citizenship

Year 4 Achievement Standard

By the end of Year 4, students explain the role of local government and distinguish between rules and laws. They describe factors that shape a person's identity and sense of belonging.

Students pose questions about the society in which they live and use information to answer them. They suggest solutions to an identified issue. They develop and present their ideas and opinions on an issue using civics and citizenship terms.

Year 5

The Year 5 curriculum introduces students to the key values of Australia's liberal democratic system of government, such as freedom, equality, fairness and justice. Students learn about representative democracy and voting processes in Australia. Students expand on their knowledge of the law by studying how laws impact on the lives of citizens. Students investigate the role of groups in our community.




The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key questions

- A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:
 - What is democracy in Australia and why is voting in a democracy important?
 - How do laws affect the lives of citizens?
 - How and why do people participate in groups to achieve shared goals?

Year 5 Content Descriptions

Civics and Citizenship Knowledge and Understanding

Government and democracy	Elaborations
The key values that underpin Australia's democratic system of government (ACHCK022) 	<ul style="list-style-type: none">• discussing the meaning of democracy• discussing the meaning and importance of the key values of Australian democracy such as freedom, equality, fairness and justice
The roles and responsibilities of electors and representatives in Australia's democracy (ACHCK023) 	<ul style="list-style-type: none">• considering the responsibilities of electors, such as enrolling to vote, being informed and voting responsibly• identifying the characteristics that would make for a 'good' representative at the local, state/territory, or national level
The key features of the Australian electoral process (ACHCK024) 	<ul style="list-style-type: none">• exploring the secret ballot and compulsory voting as key features of Australia's democracy• recognising the role of the Australian Electoral Commission in administering elections that are open, free and fair• clarifying who has the right to vote and stand for election in Australia• discussing the democratic ideas behind preferential voting and proportional representation
Laws and citizens	Elaborations

<p>How laws affect the lives of citizens, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHCK025)</p>	<ul style="list-style-type: none"> • categorising the different types of laws in our community and who enforces them (road laws – police; health laws – public health department; pollution laws – environmental protection officer) • exploring how laws protect human rights, for example sex, disability, race and age discrimination law • investigating whether environmental protection laws protect Aboriginal and Torres Strait Islander Peoples' traditional hunting and fishing rights and management of their Country/Place
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<p>The roles and responsibilities of key personnel in law enforcement and in the legal system (ACHCK026)</p>	<ul style="list-style-type: none"> • identifying and researching the different people associated with law enforcement (such as quarantine and customs officials, and police) and the legal system (such as judges and lawyers)
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Citizenship, diversity and identity	Elaborations
<p>Why people work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence (ACHCK027)</p>	<ul style="list-style-type: none"> • discussing how and why people volunteer for groups in their community, for example rural fire services, emergency services groups and youth groups • using social media to share and discuss ideas about how people can work together as local, regional and global citizens, for example to develop sustainable communities • examining Aboriginal and Torres Strait Islander organisations and the services they provide



Civics and Citizenship Skills

Questioning and research	Elaborations
<p>Develop questions and gather a range of information to investigate the society in which they live (ACHCS028)</p>	<ul style="list-style-type: none"> • developing questions on a civics and citizenship issue (such as 'who', 'what', 'why', 'how', 'what if') • identifying possible sources of information relevant to an investigation



Analysis, synthesis and interpretation	Elaborations
<p>Identify over-generalised statements in relation to civics and citizenship topics and issues (ACHCS029)</p>	<ul style="list-style-type: none"> • identifying and challenging over-generalised statements within class discussions • identifying stereotypes in media, such as those relating to age, gender and ethnicity



<p>Use and evaluate a range of information to develop a point of view (ACHCS030)</p>	<ul style="list-style-type: none"> • developing a position on a current event with supporting evidence from more than one source • comparing the number of electors in some state or federal electorates to discuss issues of fairness in elections
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Problem solving and decision making	Elaborations
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Interact with others with respect, identify different points of view and share personal perspectives and opinions (ACHCS031)



- showing respect by listening to all viewpoints about a civics or citizenship issue
- identifying where points of view differ and discussing the reasons for the points of view that others have taken

Work in groups to identify issues and develop possible solutions and a plan for action using decision making processes (ACHCS032)



- clarifying key group strategies and tasks to identify problems and possible solutions to an issue
- participating in a relevant democratic process, for example in the school's decision making processes such as student councils, parliaments, and voting

Communication and reflection

Elaborations

Present civics and citizenship ideas and viewpoints for a particular purpose using civics and citizenship terms and concepts (ACHCS033)



- identifying the audience and creating a digital presentation about an issue using communication strategies that appeal to and connect with that audience
- using terms and concepts appropriately, such as electoral process, democracy, legal system, shared beliefs and values

Reflect on personal roles and actions as a citizen in the school and in the community (ACHCS034)



- analysing the civic activities that students can participate in and the benefits associated with working with others

Civics and Citizenship

Year 5 Achievement Standard

By the end of Year 5, students identify the values that underpin Australia's democracy and explain the importance of the electoral process. They describe the role of different people in Australia's legal system. They identify various ways people can participate effectively in groups to achieve shared goals.

Students develop questions and use information from different sources to investigate the society in which they live. They identify possible solutions to an issue as part of a plan for action. Students develop and present civics and citizenship ideas and viewpoints, using civics and citizenship terms and concepts.

Year 6

The Year 6 curriculum provides a study of the key institutions of Australia's democratic government, including state/territory and federal parliaments, and the court system. Students learn how state/territory and federal laws are made in a parliamentary system. Students examine Australian citizenship and reflect on the rights and responsibilities that being a citizen entails. They explore the obligations that people may have as global citizens.




The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key questions

- A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following **key questions**:
 - What are the roles and responsibilities of the different levels of government in Australia?
 - How are laws developed in Australia?
 - What does it mean to be an Australian citizen?

Year 6 Content Descriptions

Civics and Citizenship Knowledge and Understanding

Government and democracy	Elaborations
<p>The key institutions of Australia's democratic system of government based on the Westminster system, including the monarchy, parliaments, and courts (ACHCK035)</p> 	<ul style="list-style-type: none"> • explaining the role of the monarchy and its representatives in Australia including the Governor-General, and the parliaments and courts in Australia's system of government • recognising the importance of the Westminster system and the Magna Carta in influencing Australia's parliamentary government • investigating sites virtually or in situ associated with key democratic institutions to explore their roles, such as Parliament House in Canberra
<p>The roles and responsibilities of the three levels of government, including shared roles and responsibilities within Australia's federal system (ACHCK036)</p> 	<ul style="list-style-type: none"> • clarifying the roles and responsibilities of the three levels of government (local, state/territory and federal) • identifying instances where there may be multiple levels of government involved, for example in relation to the environment such as management of the Murray-Darling river system
Laws and citizens	Elaborations
<p>How state/territory and federal laws are initiated and passed through parliament (ACHCK037)</p> 	<ul style="list-style-type: none"> • discussing where ideas for new laws can come from, for example in response to a community concern • investigating the stages of the passage of a bill • observing an Australian parliament in session, in situ or virtually
Citizenship, diversity and identity	Elaborations

Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship (ACHCK038)



- investigating how people become Australian citizens
- discussing the Australian citizenship pledge to explore the values and dispositions that characterise Australian citizenship
- clarifying the formal rights and responsibilities of Australian citizenship
- exploring the experiences of people who have migrated to Australia and who have taken up Australian citizenship, for example those of Asian heritage

The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHCK039)



- identifying the obligations people may consider they have as global citizens, such as an awareness of human rights issues, concern for the environment and sustainability, and being active and informed about global issues
- describing dual citizenship and its implications for identity and belonging
- using a current global issue, such as immigration across borders and clearing native forests to establish palm oil plantations, to discuss the concept of global citizenship

Civics and Citizenship Skills

Questioning and research

Elaborations

Develop questions and gather a range of information to investigate the society in which they live (ACHCS040)



- developing a range of questions on a civics and citizenship issue, such as 'who', 'what', 'why', 'how', 'what if'
- clarifying ways to find out answers to questions, such as deciding whether it is better to use personal observation, internet sources, books, interviews, surveys, reports, blogs

Analysis, synthesis and interpretation

Elaborations

Identify over-generalised statements in relation to civics and citizenship topics and issues (ACHCS041)



- exploring facts and opinions in sources to identify and challenge over-generalisations
- identifying and challenging stereotypes in media

Use and evaluate a range of information to develop a point of view (ACHCS042)



- connecting information from various sources to defend a position, for example about the responsibilities associated with Australian citizenship

Problem solving and decision making

Elaborations

Interact with others with respect, identify different points of view and share personal perspectives and opinions (ACHCS043)





- taking responsibility for respectful interactions with others
- analysing where points of view differ about global issues and clarifying the reasons for the points of view that others have taken

Work in groups to identify issues and develop possible solutions and a plan for action using decision making processes (ACHCS044)



- identifying the advantages and disadvantages of different options for taking action on a civics and citizenship issue
- determining the best option for action on an issue by surveying people's views and opinions, analysing the data, and debating and voting on the action

Communication and reflection	Elaborations
<p>Present civics and citizenship ideas and viewpoints for a particular purpose using civics and citizenship terms and concepts (ACHCS045)</p> 	<ul style="list-style-type: none"> • developing a digital presentation that evaluates a civics and citizenship feature, issue or idea, for example the Australian citizenship pledge • planning a media campaign for a specific purpose, such as to encourage people to enrol to vote • using terms and concepts appropriately, such as Westminster system, courts, monarchy, and the three levels of government
<p>Reflect on personal roles and actions as a citizen in the school and in the community (ACHCS046)</p> 	<ul style="list-style-type: none"> • discussing the civic activities that students can participate in and the benefits of active and informed citizenship

Year 6 Achievement Standard

By the end of Year 6, students explain the purpose of key institutions and levels of government in Australia's democracy. They describe the role of parliaments in creating law. Students explain what it means to be an Australian citizen and how people can participate as global citizens.

When researching, students develop questions and gather and analyse information from different sources to investigate the society in which they live. When planning for action, they identify different points of view and solutions to an issue. Students develop and present their ideas and viewpoints using appropriate texts and civics and citizenship terms and concepts. They identify the ways they can participate as citizens in the school.

Year 7

The Year 7 curriculum provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia's secular system of government supports a diverse society with shared values.




The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key questions

- A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following **key questions**:
 - How is Australia's system of democratic government shaped by the Constitution?
 - What principles of justice help to protect the individual's rights to justice in Australia's system of law?
 - How is Australia a diverse society and what factors contribute to a cohesive society?

Year 7 Content Descriptions

Civics and Citizenship Knowledge and Understanding

Government and democracy	Elaborations
The purpose and value of the Australian Constitution (ACHCK047) 	<ul style="list-style-type: none"> • discussing the key ideas that underpin the Australian Constitution • discussing the advantages of having a written constitution
The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Houses of Parliament, and the division of powers (ACHCK048) 	<ul style="list-style-type: none"> • exploring the concept of the separation of powers between the legislature, executive and judiciary and how it seeks to prevent the excessive concentration of power • exploring the division of powers between state/territory and federal levels of government using an issue such as water management, education or health • describing the role of the Governor-General and the different roles of the House of Representatives and the Senate
The process for constitutional change through a referendum (ACHCK049) 	<ul style="list-style-type: none"> • describing the process by which referendums to change the Australian Constitution are initiated and decided • exploring examples of attempts to change the Australian Constitution by referendum, for example the successful vote on the Constitution Alteration (Aboriginals) 1967 or the unsuccessful vote on the Constitution Alteration (<i>Establishment of Republic</i>) 1999
Laws and citizens	Elaborations

How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation (ACHCK050)



- discussing the elements of a 'fair trial', including citizens' roles as witnesses and jurors
- exploring how Australians can receive access to justice and legal representation, such as through legal aid
- discussing the meaning and importance of the rule of law, presumption of innocence, and burden of proof

Citizenship, diversity and identity

Elaborations

How Australia is a secular nation and a multi-faith society (ACHCK051)



- defining the terms 'secular', 'multi-faith' and 'diverse society' and discussing their relevance to Australia today
- identifying trends regarding religious observance in Australian society using the Australian Bureau of Statistics and other data sources
- exploring the diversity of spiritualities among Aboriginal and Torres Islander communities from traditional spirituality to the adoption of other religions such as Christianity and Islam

How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052)



- identifying values shared by Australians and deciding which ones could also be considered universal values
- identifying how human rights values are consistent with Australian values

How groups, including Aboriginal and Torres Strait Islander Peoples, express their particular identities, how this influences their perceptions of others, and others' perception of them (ACHCK053)



- investigating how and why different Aboriginal and Torres Strait Islander communities are maintaining and developing their identities and what this means for Australia as a whole
- investigating how and why the visible aspects of people's cultural identity (for example dress, gestures, traditions/customs, accent/language) can influence interactions between people
- considering how Australia's location in the Asian region influences interactions between Australians and those living in the region

Civics and Citizenship Skills

Questioning and research

Elaborations

Develop a range of questions to investigate Australia's political and legal systems (ACHCS054)



- developing a key question such as 'How does the law protect all individuals?' and related questions to inform the investigation, for example 'What is the presumption of innocence?'
- considering current events to generate ideas for research

Identify, gather and sort information and ideas from a range of sources (ACHCS055)



- using a range of sources of information to show religious diversity in Australia, such as articles, graphs, charts, and statistics
- categorising information under headings that are the focus for research

Analysis, synthesis and interpretation

Elaborations

Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS056)



- analysing how information can be used selectively to persuade citizens, for example in a debate about a suggested constitutional change
- evaluating data from a survey to draw conclusions about a current event or issue

Problem solving and decision making

Elaborations

Appreciate multiple perspectives and use strategies to mediate differences (ACHCS057)



- identifying the influences or circumstances that may have informed different perspectives about a civics and citizenship issue
- identifying where there is a common understanding or points of agreement in a discussion as a basis for resolving a conflict or differences

Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS058)



- developing a plan of action that incorporates a consultation process to ensure a range of views are heard and people are provided with opportunities to respond

Communication and reflection

Elaborations

Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS059)



- using appropriate terms and concepts such as rule of law, separation of powers and secular nation
- using digital technologies and graphic displays for a specific audience, purpose and context, for example to argue the case for a constitutional change

Reflect on their role as a citizen in Australia's democracy (ACHCS060)



- recognising their own emotional reactions when interacting with people who are different from them
- raising awareness of different perspectives, for example about sustainability challenges

Year 7 Achievement Standard

By the end of Year 7, students explain features of Australia's system of government, and the purpose of the Constitution in Australia's representative democracy. They explain how Australia's legal system is based on the principle of justice. Students identify the importance of shared values, and explain the diverse nature of Australian 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.

Year 8

The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.




The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key questions

- A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following **key questions**:
 - What are the freedoms and responsibilities of citizens in Australia's democracy?
 - How are laws made and applied in Australia?
 - What different perspectives are there about national identity?

Year 8 Content Descriptions

Civics and Citizenship Knowledge and Understanding

Government and democracy	Elaborations
The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement (ACHCK061) 	<ul style="list-style-type: none">• explaining how each freedom supports active participation in Australia's democracy• discussing how and why 'the bounds of law' can limit these freedoms• considering the circumstances that can lead to dissent in a democracy
How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action (ACHCK062) 	<ul style="list-style-type: none">• comparing the effectiveness of different forms of participation in Australia's democracy• exploring how elected representatives can advocate on behalf of citizens• investigating examples where citizens have taken direct action such as organising a public demonstration or social media campaign• analysing how opinion polls are conducted and the ways they are used in democratic debate
Laws and citizens	Elaborations
How laws are made in Australia through parliaments (statutory law) and through the courts (common law) (ACHCK063) 	<ul style="list-style-type: none">• comparing some examples of statutes and common laws and the way they are made• distinguishing statutory and common law from executive law (delegated law)• discussing examples of recent laws passed through parliaments that enact government policy

The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander customary law (ACHCK064)



- explaining the difference between criminal law and civil law
- considering the significance of customary law for Aboriginal and Torres Strait Islander Peoples

Citizenship, diversity and identity

Elaborations

Judeo-Christian traditions of Australian society and religions practised in contemporary Australia (ACHCK065)



- identifying Judeo-Christian traditions that have influenced the development of Australian society, democracy and law
- identifying religions that are practised in contemporary Australia, for example Christianity, Judaism Buddhism, Islam, Hinduism

Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian (ACHCK066)

- investigating representations of Australian identity evident in national day events (such as Anzac Day), and in the media and popular culture, to analyse different perspectives on the interpretation of national identity
- examining contemporary influences on the shaping of Australian national identity, such as the natural environment, immigration, attitudes to Asia and Reconciliation between Aboriginal and Torres Strait Islander Peoples and other Australians

How national identity can shape a sense of belonging in Australia's multicultural society (ACHCK067)



- examining personal stories to explore how individuals relate to national identity and how it impacts on their sense of belonging in the Australian community
- exploring the extent of ethnic diversity in Australia

Civics and Citizenship Skills

Questioning and research

Elaborations

Develop a range of questions to investigate Australia's political and legal systems (ACHCS068)



- developing complex and open-ended questions to explore a civics or citizenship topic such as 'freedoms', for example 'What do our freedoms mean in practice?' and 'What do you consider to be the most important freedom?'

Identify, gather and sort information and ideas from a range of sources (ACHCS069)



- identifying sources offering different perspectives on an issue, for example finding out about the recognition of Aboriginal and Torres Strait Islander customary law
- collating a list of different sources of information and prioritising the list based on an assessment of usefulness and reliability

Analysis, synthesis and interpretation

Elaborations

Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS070)



- examining language choices in a range of texts to identify purpose, audience and reliability, for example those used by candidates in an election campaign or by a lobby group
- using a variety of sources to develop conclusions about Australian national identity

Problem solving and decision making

Elaborations

Appreciate multiple perspectives and use strategies to mediate differences (ACHCS071)



- using empathy to appreciate the influences or circumstances that may have informed different perspectives
- recognising assumptions in their own and other people's thinking when mediating differences
- using culturally inclusive behaviours during class discussions and meetings

Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS072)



- participating in a simulation to achieve consensus, for example a mock court case or parliamentary committee
- working in groups to evaluate the options before deciding on any course of action, for example to influence change relating to a current event or issue

Communication and reflection

Elaborations

Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS073)



- using appropriate terms and concepts such as 'freedoms', 'responsibilities', 'statutory law', and 'customary law'
- creating material for public distribution with a specific purpose and context, for example an advertisement promoting participation in Australia's democracy

Reflect on their role as a citizen in Australia's democracy (ACHCS074)



- considering how personal experiences and circumstances influence their identity as a citizen and how they relate to others
- considering the factors that shape the way they meet their responsibilities as a citizen, for example where they live

Year 8 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 analyse issues about national identity in Australia 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.

Glossary

Absolute majority

Refers to the minimum number of votes required, which is more than half of all votes, that is, 50 per cent plus one, to make a democratic decision by a group.

Active citizenship

Refers to involvement and informed participation in the civic and political activities of society at local, state, national, regional and global levels. It contrasts with 'passive citizenship' where citizens participate only minimally to meet their basic individual responsibilities including voting and paying taxes.

Australian democracy

Is a system of government grounded in liberal democratic values and a belief in civic engagement. It includes a written constitution, a well-established representative parliamentary process based on the Westminster system and a constitutional monarch.

Australian Government

Refers to the federal or national government of Australia. Previously known as the Commonwealth Government, it was established by the Australian Constitution at the time of Federation.

Burden of proof

The legal principle where a duty – or 'burden' – is placed on a party in a court action to prove or disprove disputed facts before the court will make a judgment. It is the threshold that a party seeking to prove a fact in court must reach in order to have that fact legally established; that is, to convince a decision-maker in a trial (judge; jury) that one's version of the facts is true. (In general, the threshold or level is 'beyond reasonable doubt' in a criminal dispute and 'on the balance of probabilities' for civil disputes).

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; voting; defend country). A modern sense incorporates three components: civil (rights and responsibilities); political (participation and representation); and social (social virtues and community involvement).

Citizenship is also understood as membership of social, political, national or community groups that carries with it rights and responsibilities, and duties and privileges, and is guided by social virtues and encourages active participation.

Civic life

The participation one has within a community or communities as distinct from private and family life.

Civics

The identifiable body of knowledge, skills and understandings relating to the organisation and working of society. It refers to a nation's political and social heritage, democratic processes, government, public administration and legal system.

Civil society

Refers to non-government organisations (NGOs) in public life expressing the interests and values of their members. NGOs or civil society organisations are considered important to sustaining healthy democracies as they build social capital.

'Civil' society is also frequently used to refer to a society where civility is common in citizen behaviour and public discourse.

Civility

The habits of people that display courtesy, politeness and formal regard for others. These behaviours contribute to society's effective functioning.

Common good

A term that is popularly understood as the sharing of resources among a community for the benefit of that community as a whole. The common good is often seen as a utilitarian ideal representing the greatest possible good for the greatest possible number of individuals as opposed to the private good for individuals or sections of society.

Common law

A body of English law traditionally based on custom and court decisions. Also known as case law or precedent, it is law developed by judges through decisions of courts.

Constitution

The fundamental principles on which a state or other organisation (such as a club) is governed. Usually this takes the form of a legal document setting out specific powers for the government or governing of that entity.

Constitutional monarchy

A form of monarchy in which the monarch acts as a country's head of state within the guidelines of a constitution and the advice of an elected government, which constrain the monarch's powers.

Conventions

Unwritten rules of political procedure based on traditional, established practices that are widely accepted. Australia's political system has adopted many of the unwritten conventions of the British Westminster system. Conventions may defy the constitution; for example, the procedure for the appointment of Australia's Governor-General.

Customary law

Acknowledged behaviour by individuals and groups who recognise the benefits of behaving in accordance with other individuals' expectations and customs. Here this refers to the customary law of Aboriginal and Torres Strait Islander Peoples; however, in Australia customary law is subject to constitutional and common law.

Democracy

A system of government based on the people of an entity, that is, 'government by the people'; a form of government where the supreme power is vested in the people and exercised directly by them or by their elected representatives under a free and fair electoral system.

Direct action

People participating in person and directly on issues they seek to change, within the bounds of the law.

Dispositions

The intentions to act or behave in a way that is influenced by the knowledge, skills and values acquired as a democratic citizen.

Division of powers

Refers to the vesting of powers within different levels of government. Under the Australian Constitution, the Commonwealth Government was vested with specific powers while the states retained general powers. In practice, the distribution of powers has become increasingly centralised over time.

Electors

Those who have the right to participate in an election and chose to do so.

Federalism

A principle of government that defines the relationship between the central government at the national level and its constituent units at the regional, state or local levels. In Australia, federalism is the governmental relationship and division of powers between the Australian Government and the states and territories.

Global citizens

Those who understand their rights and responsibilities at a global level; that is, one's identity transcends geography or political borders, and responsibilities and rights are derived from being human. However, these rights and responsibilities do not have the legal authority or sanctions that those conferred by a nation have.

Governance

The process and rules by which decisions are made and implemented within entities such as national and state governments, corporations and other organisations.

Governor-General

The representative of the monarch in the Australian jurisdiction according to the Australian Constitution and so is head of state. Although the constitution grants the governor-general a wide range of powers, in practice the conventions of the Westminster system are followed so the governor-general acts, with rare exceptions, only on the advice of the prime minister and government.

Human rights

The rights that come from being human. That is, the basic rights and freedoms to which all humans are entitled, often held to include the right to life and liberty, freedom of thought and expression, and equality before the law.

Identity

A person's conception and expression of their individuality or association with a group. In this curriculum, identity refers to a person's sense of belonging to a culture or to a state or nation, a region or globally. It is a feeling one shares with a group of people, regardless of one's citizenship status.

Law

Refers to the system of rules which a particular country or community recognises as regulating the actions of its members and which it may enforce by the imposition of penalties and sanctions.

Liberal democracy

An approach to political arrangements that takes the view that the ideal political system should combine majority rule by the people with the protection of the political, legal and social rights of individuals and minority groups.

Mandate

A political doctrine that derives its meaning from political philosophy, political behaviour and political morality, not from constitutions or other laws. It concerns the authorisation to act in a particular way on a public issue given by the electorate to its representative or government.

Media

Refers to the forms of communication between a source and receivers including television, radio, print media, and the internet as well as forms of social media. The term usually refers to mass media and the ability of media to inform and influence people. Media are key players in democracies where citizens need to be informed, influenced and open to a diversity of views.

Multicultural

Refers to the preservation of different cultures or cultural identities within a unified society such as a state or nation.

Multi-faith

Refers to a society characterised by support for or free activity of religions, within the bounds of the law.

Non-government organisation (NGO)

A group that is organised at a local, national or international level around a common interest and on a non-profit, voluntary basis. NGOs operate independently of government mostly, but when funded by government still maintain their independence.

Parliamentary democracy

A system of government in which power is in the hands of the people, who exercise that power through elected representatives in parliament. This is based on the idea that parliament has supreme or sovereign power.

Preferential voting

A system of voting to rank candidates in order of preference. It is necessary for the winning candidate to achieve an absolute majority (50 per cent plus one). If no candidate achieves an absolute majority, the candidate with the fewest number of first preferences is excluded from the count, and his or her votes are distributed among the remaining candidates according to second preferences. This process is continued until one candidate achieves an absolute majority. It is the dominant form of voting in Australian politics (as compared with simple majority systems of voting).

Proportional representation

The representation of parties, groups or individuals in a legislature in proportion to the number of votes they receive in an election. In Australia proportional representation describes the way candidates are elected in multi-member electorates such as the Senate.

Referendum

The principle or practice of referring measures proposed or passed by a legislative body to the vote of the electorate for approval or rejection. In Australia a referendum is a vote of the Australian electors on a proposed change to the Constitution by the Commonwealth Parliament that must be approved by a majority of the aggregate of all voters from each state and territory, and also by a majority of voters in a majority (four) of the six states.

Representative democracy

A system of government in which electors choose representatives to a parliament to make laws on their behalf.

Rights and responsibilities

Refer to entitlements and obligations that are associated with citizenship. Rights and responsibilities are a cornerstone of modern democracies. While there are many rights a citizen may enjoy (freedom of speech, the right to vote) there are also responsibilities of citizenship (vote in elections, pay taxes, jury service).

Rule of law

The legal principle that decisions by government are made according to established principles and that all citizens are subject to the law and equal before the law. Embedded within the rule of law is the idea that people accept and follow, but also change as needed, laws as agreed by the political process and upheld by independent courts.

Rules

Guidelines for behaviour; they are a set of explicit or understood regulations or principles governing conduct or procedure within a particular area of activity, for example, school rules; rules of cricket. Rules are usually developed and set by people who have power and authority to create and enforce them.

Secular

Relating to the worldly rather than religion; things that are not regarded as religious, spiritual, or sacred. For example, a secular society is one governed by people's laws through parliament rather than by religious laws.

Separation of powers

The acknowledged division between the executive, legislature (parliament) and judiciary. These separations act as checks and balances on each other to prevent excessive concentration of power in one group.

Social sustainability

The idea that current generations promote social inclusion, cohesion and accountability so that future generations should be able to have the same or greater access to social resources as the current generations.

Statute (statutory law)

Written law (in the form of a bill) that has been passed through all stages by Parliament, has received the monarch's (or monarch's representative such as Governor-General or Governor) assent and has been proclaimed.

Voting

A means of formally expressing opinion or choice on an issue or electing a representative. The term is frequently understood in relation to government as a formal expression of preference for a candidate for office or for a proposed resolution of an issue within a parliament.

Westminster system

The process of parliamentary government that evolved in England based on a government from the democratically elected lower house, a mainly ceremonial sovereign/head of state, a head of government who commands a majority in the lower house parliament, an executive/cabinet composed of members of parliament, an independent civil service and the rule of law based on an independent judiciary.

Civics and Citizenship Knowledge and Understanding Scope and Sequence: Year 3 – 10

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Key inquiry questions	<p>How are decisions made democratically?</p> <p>Why do we make rules?</p> <p>How can I participate in my community?</p>	<p>How can local government contribute to community life?</p> <p>What is the difference between rules and laws and why are they important?</p> <p>How has my identity been shaped by the groups to which I belong?</p>	<p>What is democracy in Australia and why is voting in a democracy important?</p> <p>How do laws affect the lives of citizens?</p> <p>How and why do people participate in groups to achieve shared goals?</p>	<p>What are the roles and responsibilities of the different levels of government in Australia?</p> <p>How are laws developed in Australia?</p> <p>What does it mean to be an Australian citizen?</p>	<p>How is Australia's system of democratic government shaped by the Constitution?</p> <p>What principles of justice help to protect the individual's rights to justice in Australia's system of law?</p> <p>How is Australia a diverse society and what factors contribute to a cohesive society?</p>	<p>What are the freedoms and responsibilities of citizens in Australia's democracy?</p> <p>How are laws made and applied in Australia?</p> <p>What different perspectives are there about national identity?</p>	<p>What influences shape the operation of Australia's political system?</p> <p>How does Australia's court system work in support of a democratic and just society?</p> <p>How do citizens participate in an interconnected world?</p>	<p>How is Australia's democracy defined and shaped by the global context?</p> <p>How are government policies shaped by Australia's international legal obligations?</p> <p>What are the features of a resilient democracy?</p>
Government and democracy								
Content descriptions	<p>How and why decisions are made democratically in communities</p>	<p>The purpose of government and some familiar services provided at the local level</p>	<p>The key values that underpin Australia's democratic system of government</p>	<p>The key institutions of Australia's democratic system of government based on the Westminster system, including the monarchy, parliaments, and courts</p>	<p>The purpose and value of the Australian Constitution</p>	<p>The freedoms that enable active participation in Australia's democracy within the bounds of the law, including freedom of speech, association, assembly, religion, and movement</p>	<p>The role of political parties, and independent representatives in Australia's system of government, including the formation of governments</p>	<p>The key features and values of Australia's system of government compared with ONE other system of government in the Asia region</p>
			<p>The roles and responsibilities of electors and</p>	<p>The roles and responsibilities of the three levels of</p>	<p>The key features of government under the Australian</p>	<p>How citizens can participate in Australia's</p>	<p>How citizens' choices are shaped at election time,</p>	<p>Australia's role and responsibilities at a global level, for</p>

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
			representatives in Australia's democracy	government, including shared roles and responsibilities within Australia's federal system	Constitution with a focus on: the separation of powers; the roles of the Houses of Parliament; and the division of powers	democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action	including the influence of the media	example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations
			The key features of the Australian electoral process		The process for constitutional change through a referendum			
Laws and citizens								
How and why people make rules	The differences between 'rules' and 'laws'	How laws affect the lives of citizens, including experiences of Aboriginal and Torres Strait Islander Peoples	How state/territory and federal laws are initiated and passed through parliament	How Australia's legal system aims to provide justice, through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation	How laws are made in Australia through parliaments (statutory law) and through the courts (common law)	The key features of Australia's court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgements	The role of the High Court, including in interpreting the Constitution	
	Why laws are important	The roles and responsibilities of key personnel in law enforcement and in the legal system			The types of law in Australia, including criminal law and civil law; and the place of Aboriginal and Torres Strait Islander customary law	The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal	How Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait	

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
								Islander Peoples
Citizenship, diversity and identity								
	Why people participate within communities and how students can actively participate and contribute	How a person's identity can be shaped by the different cultural, religious and/or social groups to which they may belong	Why people work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence	Who can be an Australian Citizen; the formal rights and responsibilities, and shared values of Australian Citizenship	How Australia is a secular nation and a multi-faith society	Judeo-Christian traditions of Australian society and religions practised in contemporary Australia	How and why groups, including religious groups, participate in civic life	The challenges to, and ways of sustaining, a resilient democracy and cohesive society
				The obligations citizens may consider they have beyond their own national borders as active and informed global citizens	How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society	Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian	The influence of a range of media, including social media, in shaping identities and attitudes to diversity	
					How groups, including Aboriginal and Torres Strait Islander Peoples, express their particular identities; how this influences their perceptions of others, and others' perception of them	How national identity can shape a sense of belonging in Australia's multicultural society	How ideas about and experiences of Australian identity are influenced by global connectedness and mobility	

Civics and Citizenship skills scope and sequence: Year 3 to Year 10

Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Questioning and Research			
Pose questions about the society in which they live	Develop questions and gather a range of information to investigate the society in which they live	Develop a range of questions to investigate Australia's political and legal systems	Develop, select and evaluate a range of questions to investigate Australia's political and legal systems
		Identify, gather and sort information and ideas from a range of sources	Identify, gather and sort information and ideas from a range of sources and reference as appropriate
Analysis, synthesis and interpretation			
Distinguish facts from opinions in relation to civics and citizenship topics and issues	Identify over-generalised statements in relation to civics and citizenship topics and issues	Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues	Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues
Use information to develop a point of view	Use and evaluate a range of information to develop a point of view		Account for different interpretations and points of view
Problem-solving and decision-making			
Interact with others with respect, share views and recognise there are different points of view	Interact with others with respect, identify different points of view and share personal perspectives and opinions	Appreciate multiple perspectives and use strategies to mediate differences	Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues
Work in groups to identify issues, possible solutions and a plan for action	Work in groups to identify issues and develop possible solutions and plan for action using decision-making processes	Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action	Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action
Communication and reflection			
Present ideas and opinions on civics and citizenship topics and issues using civics and citizenship terms	Present civics and citizenship ideas and viewpoints for a particular purpose using civics and citizenship terms and concepts	Present evidence-based civics and citizenship arguments using subject-specific language	Present evidence-based civics and citizenship arguments using subject-specific language
Reflect on their cultural identity and how it might be similar and different from others	Reflect on personal roles and actions as a citizen in the school and in the community	Reflect on their role as a citizen in Australia's democracy	Reflect on their role as a citizen in Australian, regional and global contexts