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| Year 10 standard elaborations —  Australian Curriculum v9.0: Civics and Citizenship |

## Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

* make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
* develop task-specific standards (or marking guides) for individual assessment tasks
* quality assure planning documents to ensure coverage of the achievement standard across a year/band.

## Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for Civics and Citizenship describes what students are expected to know and be able to do at the end of each year. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the C standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.

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| Year 10 Australian Curriculum: Civics and Citizenship achievement standard |
| By the end of Year 10, students compare the key features and values of Australia’s system of government to those of another system of government. They describe the Australian Government’s role and responsibilities at a regional and global level. They explain the role of the High Court of Australia. They explain how Australia’s international legal obligations influence the law and government policy. They identify and explain challenges to a resilient democracy and a cohesive society in Australia.  Students develop and refine a range of questions and locate, select and compare relevant and reliable information from a range of sources to investigate political and legal systems, and contemporary civic issues. They analyse information to evaluate perspectives and challenges related to political, legal or civic issues. They evaluate and compare the methods or strategies related to civic participation or action. Students use civics and citizenship knowledge, concepts and terms to develop descriptions, explanations and arguments that synthesise evidence from sources. |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Civics and Citizenship for Foundation–10* <https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/civics-and-citizenship-7-10/year-10> |

## Year 10 Civics and Citizenship standard elaborations

|  |  | A | B | C | D | E |
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|  |  | The folio of student work contains evidence of the following: | | | | |
| Knowledge and understanding | | thorough comparison of the key features and values of Australia’s system of government to those of another system of government | informed comparison of the key features and values of Australia’s system of government to those of another system of government | comparison of the key features and values of Australia’s system of government to those of another system of government | simple comparison of the key features and/or values of Australia’s system of government to those of another system of government | statement/s about key features and/or values of Australia’s system of government and/or another system of government |
| thorough description of the Australian Government’s role and responsibilities at a regional and global level | informed description of the Australian Government’s role and responsibilities at a regional and global level | description of the Australian Government’s role and responsibilities at a regional and global level | simple description of the Australian Government’s role and responsibilities at a regional and/or global level | statement/s about the Australian Government’s role and/or responsibilities |
| thorough explanation of the role of the High Court of Australia | informed explanation of the role of the High Court of Australia | explanation of the role of the High Court of Australia | simple explanation of the role of the High Court of Australia | statement/s about the High Court of Australia |
| thorough explanation of how Australia’s international legal obligations influence the law and government policy | informed explanation of how Australia’s international legal obligations influence the law and government policy | explanation of how Australia’s international legal obligations influence the law and government policy | simple explanation of how Australia’s international legal obligations influence the law and/or government policy | statement/s about Australia’s international legal obligations and/or law and/or government policy |
| identification and thorough explanation of challenges to a resilient democracy and a cohesive society in Australia | identification and informed explanation of challenges to a resilient democracy and a cohesive society in Australia | identification and explanation of challenges to a resilient democracy and a cohesive society in Australia | identification and simple explanation of challenges to a resilient democracy and/or a cohesive society in Australia | statement/s about democracy and/or society in Australia |
| Skills | Questioning and researching | development and refinement of a range of questions and purposeful location, selection and comparison of relevant and reliable information from a range of sources to investigate political and legal systems, and contemporary civic issues | development and refinement of a range of questions and effective location, selection and comparison of relevant and reliable information from a range of sources to investigate political and legal systems, and contemporary civic issues | development and refinement of a range of questions and location, selection and comparison of relevant and reliable information from a range of sources to investigate political and legal systems, and contemporary civic issues | guided development and refinement of a range of questions and partial location, selection and/or comparison of information from a range of sources to investigate political and legal systems, and contemporary civic issues | directed development of questions and basic location, selection and/or comparison of information about political and legal systems, and contemporary civic issues |
| Analysis, evaluation and interpretation | purposeful analysis of information to evaluate perspectives and challenges related to political, legal or civic issues | effective analysis of information to evaluate perspectives and challenges related to political, legal or civic issues | analysis of information to evaluate perspectives and challenges related to political, legal or civic issues | simple analysis of information to evaluate perspectives and/or challenges related to political, legal or civic issues | statement/s about perspectives and/or challenges related to political, legal or civic issues |
| Civic participation and decision-making | proficient evaluation and comparison of the methods or strategies related to civic participation or action | plausible evaluation and comparison of the methods or strategies related to civic participation or action | evaluation and comparison of the methods or strategies related to civic participation or action | simple evaluation and comparison of the methods or strategies related to civic participation or action | statement/s about methods or strategies related to civic participation or action |
| Communicating | use of civics and citizenship knowledge, concepts, and terms to develop purposeful descriptions, explanations and arguments that synthesise evidence from sources | use of civics and citizenship knowledge, concepts, and terms to develop effective descriptions, explanations and arguments that synthesise evidence from sources | use of civics and citizenship knowledge, concepts, and terms to develop descriptions, explanations and arguments that synthesise evidence from sources | use of civics and citizenship knowledge, concepts, and terms to develop simple descriptions, explanations and/or arguments that refer to evidence from sources | use of civics and citizenship knowledge, concepts, and terms to develop fragmented descriptions, explanations and/or arguments |

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| Key | shading emphasises the qualities that discriminate between the A–E descriptors |

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