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| Year 8 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 8 Australian Curriculum: Civics and Citizenship achievement standard |
| By the end of Year 8, students explain how Australians are informed about and participate in their democracy. They describe the roles of political parties and elected representatives in Australian government. They explain the characteristics of laws, how laws are made and the types of law in Australia. Students identify ways in which Australians express different aspects of their identity and explain perspectives on Australia’s national identity.Students develop questions and locate, select and organise relevant information from different sources to investigate political and legal systems, and contemporary civic issues. They analyse information and identify and describe perspectives and challenges related to political, legal or civic issues. They explain the methods or strategies related to civic participation or action. Students use civics and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments. |
| 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-8> |

## Year 8 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 explanation of how Australians are informed about and participate in their democracy | informed explanation of how Australians are informed about and participate in their democracy | explanation of how Australians are informed about and participate in their democracy | simple explanation of how Australians are informed about and participate in their democracy | statement/s about Australians participating in their democracy |
| thorough description of the roles of political parties and elected representatives in Australian government | informed description of the roles of political parties and elected representatives in Australian government | description of the roles of political parties and elected representatives in Australian government | simple description of the roles of political parties and elected representatives in Australian government | statement/s about political parties and/or elected representatives in Australian government |
| thorough explanation of the characteristics of laws, how laws are made and the types of law in Australia | informed explanation of the characteristics of laws, how laws are made and the types of law in Australia | explanation of the characteristics of laws, how laws are made and the types of law in Australia | simple explanation of the characteristics of laws, how laws are made and/or the types of law in Australia | statement/s about laws in Australia |
| identification of ways in which Australians express different aspects of their identity and thorough explanation of perspectives on Australia’s national identity | identification of ways in which Australians express different aspects of their identity and informed explanation of perspectives on Australia’s national identity | identification of ways in which Australians express different aspects of their identity and explanation of perspectives on Australia’s national identity | identification of ways in which Australians express different aspects of their identity and/or simple explanation of perspectives on Australia’s national identity | statement/s about ways Australians express their identify and/or Australia’s national identity |
| Skills | Questioning and researching | development of questions and purposeful location, selection and organisation of relevant information from different sources to investigate political and legal systems, and contemporary civic issues | development of questions and effective location, selection and organisation of relevant information from different sources to investigate political and legal systems, and contemporary civic issues | development of questions and location, selection and organisation of relevant information from different sources to investigate political and legal systems, and contemporary civic issues | guided development of questions and partial location, selection and/or organisation of information from different sources to investigate political and legal systems, and contemporary civic issues | directed development of questions and basic location, selection and/or organisation of information about political and legal systems and contemporary civic issues |
| Analysis, evaluation and interpretation | * purposeful analysis of information related to political, legal or civic issues
* identification and thorough description of perspectives and challenges related to political, legal or civic issues
 | * effective analysis of information related to political, legal or civic issues
* identification and informed description of perspectives and challenges related to political, legal or civic issues
 | * analysis of information related to political, legal or civic issues
* identification and description of perspectives and challenges related to political, legal or civic issues
 | * simple analysis of information related to political, legal or civic issues
* identification and simple description of 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 | purposeful explanation of the methods or strategies related to civic participation or action | effective explanation of the methods or strategies related to civic participation or action | explanation of the methods or strategies related to civic participation or action | simple explanation 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, terms and references to evidence from sources to create purposeful descriptions, explanations and arguments. | use of civics and citizenship knowledge, concepts, terms and references to evidence from sources to create effective descriptions, explanations and arguments. | use of civics and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments. | use of civics and citizenship knowledge, concepts, terms and/or references to evidence from sources to create simple descriptions, explanations and/or arguments. | use of civics and citizenship knowledge, concepts, terms and/or references to evidence from sources to create 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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