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| Years 7–10 multi-age Civics and Citizenship Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template in a multi-age context to plan an overview or summary of the teaching, learning and assessment for multiple year levels in the Australian Curriculum: Civics and Citizenship. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

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| --- |
| Context and cohort considerations (if applicable) |
| Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

| Level description — Year 7 | Level description — Year 8 | Level description — Year 9 | Level description — Year 10 |
| --- | --- | --- | --- |
| In Year 7, students study the key features of democracy and Australia’s federal system of government, and explore how values shape our democracy. Students learn about the key features and principles of Australia’s legal system. They look at how the rights of individuals are protected through the legal system, which aims to provide justice. Students also explore how Australia’s secular system of government supports a diverse society with shared values that promote community cohesion.  Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:   * 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 do features of Australian democracy and the legal system uphold and enact democratic values? * How is Australia a diverse society and what factors contribute to a cohesive society? | In Year 8, students understand how citizens can actively participate in Australia’s political system, the role and impact of elections, and the ways political parties, interest groups, media and individuals influence government and decision-making processes. 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, and how this contributes to active citizenship.  Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:   * What is the role and impact of elections and political parties in Australian democracy? * How can citizens shape and influence Australia’s political system? * How are laws made and applied in Australia? * What different perspectives are there about national identity? | In Year 9, students further develop their understanding of Australia’s federal system of government and how it enables change. Students investigate the features and jurisdictions of Australia’s court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society and global citizenship.  Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:   * What are the influences that shape change in the operation of Australia's political and legal systems? * How does Australia's court system work in support of a democratic and just society? * How do citizens participate in an interconnected world? | In Year 10, students compare Australia’s federal system of government with another system of government in a country in Asia. Students examine Australia’s roles and responsibilities within the international context, such as its involvement with the United Nations and responses to global issues. Students also study the purpose and work of the High Court. They examine how rights are protected in Australia, and investigate the values and practices that enable a democratic society to be sustained. Students reflect on their rights, privileges and responsibilities as active and informed citizens.  Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:   * How is Australia’s democracy defined and shaped by the global context? * How are government policies shaped by Australia’s international legal obligations? * What are the functions of the High Court of Australia and how does it protect rights under the Constitution? * What are the features of a resilient democracy? * How does Australia respond to emerging global issues? |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the year levels.

|  | Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- | --- |
|  | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
|  | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |
| Year 7 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |
| Year 8 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |
| Year 9 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |
| Year 10 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |

# Year 7

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 7, students describe the key features of Australia's system of government, and the principles and features of the Australian legal system. They explain the characteristics of Australian democracy. Students describe the nature of Australian society, its cultural and religious diversity, and identify the values that support cohesion in Australian society.  Students develop questions and locate, select and organise information from sources to investigate political and legal systems, and contemporary civic issues. They analyse information and identify perspectives and challenges related to political, legal or civic issues. They identify and describe the methods or strategies related to civic participation or action. Students use civics and citizenship concepts, terms and sources to create descriptions, explanations, explanations and arguments. | | By the end of Year 7, students describe the key features of Australia's system of government, and the principles and features of the Australian legal system. They explain the characteristics of Australian democracy. Students describe the nature of Australian society, its cultural and religious diversity, and identify the values that support cohesion in Australian society.  Students develop questions and locate, select and organise information from sources to investigate political and legal systems, and contemporary civic issues. They analyse information and identify perspectives and challenges related to political, legal or civic issues. They identify and describe the methods or strategies related to civic participation or action. Students use civics and citizenship concepts, terms and sources to create descriptions, explanations, explanations and arguments. | | By the end of Year 7, students describe the key features of Australia's system of government, and the principles and features of the Australian legal system. They explain the characteristics of Australian democracy. Students describe the nature of Australian society, its cultural and religious diversity, and identify the values that support cohesion in Australian society.  Students develop questions and locate, select and organise information from sources to investigate political and legal systems, and contemporary civic issues. They analyse information and identify perspectives and challenges related to political, legal or civic issues. They identify and describe the methods or strategies related to civic participation or action. Students use civics and citizenship concepts, terms and sources to create descriptions, explanations, explanations and arguments. | | By the end of Year 7, students describe the key features of Australia's system of government, and the principles and features of the Australian legal system. They explain the characteristics of Australian democracy. Students describe the nature of Australian society, its cultural and religious diversity, and identify the values that support cohesion in Australian society.  Students develop questions and locate, select and organise information from sources to investigate political and legal systems, and contemporary civic issues. They analyse information and identify perspectives and challenges related to political, legal or civic issues. They identify and describe the methods or strategies related to civic participation or action. Students use civics and citizenship concepts, terms and sources to create descriptions, explanations, explanations and arguments. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| **Government and democracy**  the key features of Australia's system of government, including democracy, the Australian Constitution, responsible government and federalism  AC9HC7K01 |  |  |  |  | **Questioning and researching**  develop questions to investigate Australia’s political and legal systems, and contemporary civic issues  AC9HC7S01 |  |  |  |  |
| the characteristics of Australia's democracy, including freedom of speech, association, assembly, religion and movement  AC9HC7K02 |  |  |  |  | locate, select and organise information, data and ideas from different sources  AC9HC7S02 |  |  |  |  |
| **Laws and citizens**  the key principles and features of the Australian legal system, including the Australian Constitution, the rule of law and the court system  AC9HC7K03 |  |  |  |  | **Analysis, evaluation and interpretation**  analyse information, data and ideas about political, legal or civic issues to identify and explain differences in perspectives and potential challenges  AC9HC7S03 |  |  |  |  |
| **Citizenship, diversity and identity**  how Australia’s secular democracy and pluralist, multi-faith society draws upon diverse cultural origins, including Christian and Western heritage, distinct First Nations Australian histories and cultures, and migrant communities  AC9HC7K04 |  |  |  |  | **Civic participation and decision-making**  explain the methods or strategies related to making decisions about civic participation  AC9HC7S04 |  |  |  |  |
| how values based on freedom, respect, fairness and equality of opportunity can support social cohesion and democracy within Australian society  AC9HC7K05 |  |  |  |  | **Communicating**  create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that reference evidence  AC9HC7S05 |  |  |  |  |

# Year 8

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| 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. | | 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. | | 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. | | 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. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| **Government and democracy**  how Australians are informed about and participate in democracy  AC9HC8K01 |  |  |  |  | **Questioning and researching**  develop questions to investigate Australia’s political and legal systems, and contemporary civic issues  AC9HC8S01 |  |  |  |  |
| the role of political parties and independent representatives in Australian democracy, including elections and the formation of governments  AC9HC8K02 |  |  |  |  | locate, select and organise information, data and ideas from different sources  AC9HC8S02 |  |  |  |  |
| **Laws and citizens**  the characteristics of laws and how laws are made in Australia through parliaments (statutory law) and through the courts (common law)  AC9HC8K03 |  |  |  |  | **Analysis, evaluation and interpretation**  analyse information, data and ideas about political, legal or civic issues to identify and explain differences in perspectives and potential challenges  AC9HC8S03 |  |  |  |  |
| the types of law in Australia, including criminal law and civil law, and the place of First Nations Australian customary law  AC9HC8K04 |  |  |  |  | **Civic participation and decision-making**  explain the methods or strategies related to making decisions about civic participation  AC9HC8S04 |  |  |  |  |
| **Citizenship, diversity and identity**  how culture and religion may influence individuals' and groups' perceptions and expressions of citizenship and their actions as citizens  AC9HC8K05 |  |  |  |  | **Communicating**  create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that reference evidence  AC9HC8S05 |  |  |  |  |
| different experiences of, perspectives on and debates about Australia’s national identity and citizenship, including the perspectives of First Nations Australians as owners of their respective nations, and of different migrant groups  AC9HC8K06 |  |  |  |  |  |  |  |  |  |

# Year 9

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 9, students analyse the role of the Australian Constitution, the federal system of government, and the process and reasons for constitutional change. They explain policy development and legislative processes in Australia’s democracy. They identify the key features and jurisdictions of Australia’s court system and explain the role and processes of courts and tribunals. Students identify the reasons individuals and groups participate in and contribute to civic life nationally and globally. They explain the influence of the media on reflections of identity and diversity.  Students develop a range of questions and locate, select and compare information from sources to investigate political and legal systems, and contemporary civic issues. They analyse information to explain perspectives and challenges related to political, legal or civic issues. Students identify and evaluate the methods or strategies related to civic participation or action. Students use civics and citizenship knowledge, concepts and terms to develop descriptions, explanations and evidence-based arguments. | | By the end of Year 9, students analyse the role of the Australian Constitution, the federal system of government, and the process and reasons for constitutional change. They explain policy development and legislative processes in Australia’s democracy. They identify the key features and jurisdictions of Australia’s court system and explain the role and processes of courts and tribunals. Students identify the reasons individuals and groups participate in and contribute to civic life nationally and globally. They explain the influence of the media on reflections of identity and diversity.  Students develop a range of questions and locate, select and compare information from sources to investigate political and legal systems, and contemporary civic issues. They analyse information to explain perspectives and challenges related to political, legal or civic issues. Students identify and evaluate the methods or strategies related to civic participation or action. Students use civics and citizenship knowledge, concepts and terms to develop descriptions, explanations and evidence-based arguments. | | By the end of Year 9, students analyse the role of the Australian Constitution, the federal system of government, and the process and reasons for constitutional change. They explain policy development and legislative processes in Australia’s democracy. They identify the key features and jurisdictions of Australia’s court system and explain the role and processes of courts and tribunals. Students identify the reasons individuals and groups participate in and contribute to civic life nationally and globally. They explain the influence of the media on reflections of identity and diversity.  Students develop a range of questions and locate, select and compare information from sources to investigate political and legal systems, and contemporary civic issues. They analyse information to explain perspectives and challenges related to political, legal or civic issues. Students identify and evaluate the methods or strategies related to civic participation or action. Students use civics and citizenship knowledge, concepts and terms to develop descriptions, explanations and evidence-based arguments. | | By the end of Year 9, students analyse the role of the Australian Constitution, the federal system of government, and the process and reasons for constitutional change. They explain policy development and legislative processes in Australia’s democracy. They identify the key features and jurisdictions of Australia’s court system and explain the role and processes of courts and tribunals. Students identify the reasons individuals and groups participate in and contribute to civic life nationally and globally. They explain the influence of the media on reflections of identity and diversity.  Students develop a range of questions and locate, select and compare information from sources to investigate political and legal systems, and contemporary civic issues. They analyse information to explain perspectives and challenges related to political, legal or civic issues. Students identify and evaluate the methods or strategies related to civic participation or action. Students use civics and citizenship knowledge, concepts and terms to develop descriptions, explanations and evidence-based arguments. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| **Government and democracy**  the role of the Australian Constitution in providing the basis for Australia’s federal system of government and democratic processes, including institutions, and the process for constitutional change through a referendum  AC9HC9K01 |  |  |  |  | **Questioning and researching**  develop and modify questions to investigate Australia’s political and legal systems, and contemporary civic issues  AC9HC9S01 |  |  |  |  |
| the legislative processes through which federal government policy is shaped, developed and implemented  AC9HC9K02 |  |  |  |  | locate, select and compare information, data and ideas from a range of sources  AC9HC9S02 |  |  |  |  |
| **Laws and citizens**  the key features and jurisdictions of Australia’s court system, and the operations of courts and tribunals  AC9HC9K03 |  |  |  |  | **Analysis, evaluation and interpretation**  analyse information, data and ideas about political, legal or civic issues to identify and evaluate differences in perspectives and interpretations  AC9HC9S03 |  |  |  |  |
| the role of courts, judges, lawyers and juries in trials, and the rights of the accused and the rights of victims  AC9HC9K04 |  |  |  |  | **Civic participation and decision-making**  evaluate the methods or strategies related to making decisions about civic participation  AC9HC9S04 |  |  |  |  |
| **Citizenship, diversity and identity**  how and why individuals and groups, including community, religious and cultural groups, participate in and contribute to civic life in Australia and to global citizenship  AC9HC9K05 |  |  |  |  | **Communicating**  create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that incorporate evidence  AC9HC9S05 |  |  |  |  |
| the influence of a range of media, including social media, in shaping identity and attitudes to diversity  AC9HC9K06 |  |  |  |  |  |  |  |  |  |

# Year 10

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| 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. | | 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. | | 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. | | 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. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| **Government and democracy**  the key features and values of Australia’s system of government compared with at least one other democratic or non-democratic system of government in the Asia-Pacific region  AC9HC10K01 |  |  |  |  | **Questioning and researching**  develop and modify questions to investigate Australia’s political and legal systems, and contemporary civic issues  AC9HC10S01 |  |  |  |  |
| the Australian Government’s role and responsibilities at a regional and global level  AC9HC10K02 |  |  |  |  | locate, select and compare information, data and ideas from a range of sources  AC9HC10S02 |  |  |  |  |
| **Laws and citizens**  the role of the parliament and the High Court of Australia in protecting rights under the Constitution, common law, and through federal and state statute law  AC9HC10K03 |  |  |  |  | **Analysis, evaluation and interpretation**  analyse information, data and ideas about political, legal or civic issues to identify and evaluate differences in perspectives and interpretations  AC9HC10S03 |  |  |  |  |
| how Australia’s international legal obligations shape Australian law and government policies, including those relating to First Nations Australians, and the issues related to the application of these obligations  AC9HC10K04 |  |  |  |  | **Civic participation and decision-making**  evaluate the methods or strategies related to making decisions about civic participation  AC9HC10S04 |  |  |  |  |
| **Citizenship, diversity and identity**  the challenges to and ways of sustaining a resilient democracy and a cohesive society in Australia and/or in our region or globally  AC9HC10K05 |  |  |  |  | **Communicating**  create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that incorporate evidence  AC9HC10S05 |  |  |  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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