Humanities – Civics and Citizenship scope and sequence: Levels 3 to 10

| **Levels 3 and 4** | | **Levels 5 and 6** | | **Levels 7 and 8** | | **Levels 9 and 10** | |
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| **Achievement standard** |  | |  | |  | |  |
| By the end of Level 4, students explain how decisions can be made democratically and the role of local government. They describe the importance of rules and distinguish between rules and laws. Students describe how people participate in their community as active citizens, their rights and responsibilities, and factors that shape a person’s identity and communities.  Students identify questions to investigate civics and citizenship issues. They describe democratic institutions and systems using information and sources. They describe contemporary civics and citizenship issues and use consensus-building and deliberation to negotiate outcomes together. | | By the end of Level 6, students explain the values and features of Australia’s democratic institutions and systems, including the 3 levels of government and electoral systems. They explain the roles and responsibilities of key institutions, including how legislation is made and law enforcement. Students explain the different meanings of citizenship and the roles and responsibilities associated with different kinds of citizenship.  Students develop questions to investigate civics and citizenship issues, using different sources. Students explain the values and features of democratic institutions and processes through contemporary issues. They explain reasons to participate in democratic processes and deliberate on issues that affect their communities. They use knowledge and different perspectives from sources to explain contemporary civics and citizenship issues. | | By the end of Level 8, students analyse the roles of key institutions and political actors in Australia’s democracy and the ways in which citizens participate in democracy. They explain the characteristics and types of law in Australia, and the principles and features of the Australian legal system, including how citizens can participate in lawmaking. Students discuss democratic values and their influence on contemporary Australian society, and the diverse perspectives of individuals and groups towards citizenship and identity. Students describe the nature of Australian society and how Australians express different aspects of their identity and communities, including cultural and religious diversity. They discuss the values that support cohesion in Australian society.  Students compare a range of sources and perspectives to refine questions to investigate contemporary political, legal and civic issues. Students analyse how the values, principles and influences that underpin democratic institutions are expressed, and who exercises power in these institutions. They explain reasons for different methods of civic participation and engage in democratic decision-making. Students develop an analysis of civics and citizenship issues using evidence from diverse perspectives. | | By the end of Level 10, students evaluate the Australian government’s roles and responsibilities at a regional and a global level, including its international legal obligations. They analyse the Australian Constitution as the basis of the Australian system of government, the process for constitutional change and the role of parliaments and the High Court of Australia in protecting rights. Students compare this system of government with at least one other system in the Asia-Pacific region. They evaluate the roles of key democratic institutions in public discourse and ways of sustaining a resilient democracy. Students discuss individual and group participation in global issues and global citizenship.  Using a range of sources and perspectives, students develop and evaluate questions to best investigate contemporary political, legal and civic issues, including global issues. They evaluate political, legal and civic institutions nationally and internationally. They evaluate the effectiveness of democratic decision-making and methods of civic participation, including by participating in civic processes. Students evaluate civics and citizenship issues using evidence and diverse perspectives. | |
| Content descriptions | | | | | | | |
| Strand: Knowledge and Understanding | | | | | | | |
| Sub-strand: Government and democracy | | | | | | | |
| *Students learn about:* | | | | | | | |
| the features of government, law and key democratic values  VC2HC4K01 | | the features of Australia’s democratic institutions and systems, including representation in government and electoral systems  VC2HC6K01 | | the role of political parties and independent representatives in Australian democracy, including elections, the formation of governments and the balance of power  VC2HC8K01 | | the role of the Australian Constitution in providing the basis for Australia’s federal system of government and democratic processes, including democratic institutions, and the process for constitutional change through a referendum  VC2HC10K01 | |
| how and why decisions are made democratically in communities  VC2HC4K02 | | the values, principles and institutions that underpin Australia’s democracy  VC2HC6K02 | | the extent to which Australia’s institutions and systems reflect democratic values, such as freedom of speech, association, assembly, religion and movement  VC2HC8K02 | | the processes through which government policy is shaped, developed and implemented, including the role of political parties, interest groups, the media and legislative processes  VC2HC10K02 | |
| the roles of local government and how members of the community use and contribute to local services  VC2HC4K03 | | the roles and responsibilities of the 3 levels of government in Australia  VC2HC6K03 | | the Australian Constitution and the roles and interactions of key institutions and political actors in Australia’s democracy, including the Prime Minister, the Governor-General, the Commonwealth parliament, the Ministers and Departments, State and Territory governments, and the High Court of Australia  VC2HC8K03 | | 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  VC2HC10K03 | |
|  | |  | | how citizens are informed about and can participate in Australia’s democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, interest groups and direct action  VC2HC8K04 | | the Australian Government’s roles and responsibilities at a regional and global level, including diplomatic relations in the Asia-Pacific region  VC2HC10K04 | |
| Sub-strand: Laws and citizens | | | | | | | |
| *Students learn about:* | | | | | | | |
| the differences between rules and laws, why laws are important and how they affect the lives of people  VC2HC4K04 | | how and why laws are enforced and the roles and responsibilities of key institutions, such as the police, courts and other parts of the legal system  VC2HC6K04 | | the key principles and features of the Australian legal system, including the Australian Constitution, the rule of law and the court system  VC2HC8K05 | | the key features and jurisdictions of Australia’s court system; the operations of courts and tribunals, including the roles of courts, judges, lawyers and juries in trials; and the rights of the accused and the rights of victims  VC2HC10K05 | |
| the rights and responsibilities of people in their communities  VC2HC4K05 | | the legal rights and responsibilities of citizens in Australia  VC2HC6K05 | | how citizens can participate in and influence lawmaking, including through contact with their elected representatives, use of lobby groups, interest groups, direct action and submissions to parliamentary committees  VC2HC8K06 | | the role of parliaments and the High Court of Australia in protecting rights under the Constitution, common law, and through federal and state/territory laws  VC2HC10K06 | |
|  | | how federal and state/territory legislation is initiated and passed through parliament  VC2HC6K06 | | the characteristics of laws and how laws are made in Australia through parliaments (statutory law) and through the courts (common law)  VC2HC8K07 | | how Australia’s international legal obligations shape lawmaking and government policies in Australia, including those relating to Aboriginal and Torres Strait Islander Peoples, and the issues related to the application of these obligations  VC2HC10K07 | |
|  | |  | | the types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander customary law  VC2HC8K08 | | the extent to which Australia’s legal systems provide justice compared with at least one other legal system in the Asia-Pacific region  VC2HC10K08 | |
| Sub-strand: Citizenship, diversity and identity | | | | | | | |
| *Students learn about:* | | | | | | | |
| diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity  VC2HC4K06 | | the meanings of ‘citizenship’ and the rights and responsibilities of different kinds of citizenship, including local, state, national, global and digital citizenship  VC2HC6K07 | | how Australia’s secular democracy and pluralist, multi-faith society draws upon diverse cultural origins, including Aboriginal and Torres Strait Islander histories and cultures, Christian and Western heritage, and the cultures of other migrant communities  VC2HC8K09 | | individual and group participation in, and contribution to, civic life and global citizenship  VC2HC10K09 | |
| why people participate within communities and how students can actively participate and contribute to communities  VC2HC4K07 | | how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal  VC2HC6K08 | | how values based on freedom, respect, fairness and equality of opportunity can support social cohesion and a resilient democracy within Australian society  VC2HC8K10 | | the challenges to and ways of sustaining a resilient democracy and a cohesive society in Australia and/or in our region or globally  VC2HC10K10 | |
|  | |  | | how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others’ perception of them  VC2HC8K11 | | the influence of a range of media, including social media, in shaping identity and attitudes to diversity  VC2HC10K11 | |
|  | |  | | various experiences and perspectives of national identity and citizenship, including the connections of Aboriginal and Torres Strait Islander Peoples to Country and Place, and of different migrant groups  VC2HC8K12 | |  | |
| Strand: Skills | | | | | | | |
| Sub-strand: Investigating contemporary civics and citizenship issues | | | | | | | |
| *Students learn to:* | | | | | | | |
| identify and develop questions to investigate contemporary political, legal and civic issues  VC2HC4S01 | | develop questions to investigate contemporary political, legal and civic issues  VC2HC6S01 | | develop and refine questions to investigate contemporary political, legal and civic issues  VC2HC8S01 | | develop and evaluate questions to investigate contemporary political, legal and civic issues  VC2HC10S01 | |
| select and organise information, data and ideas from different sources to describe a contemporary issue  VC2HC4S02 | | locate, select and organise information, data and ideas from different sources to explain a contemporary issue  VC2HC6S02 | | analyse contemporary issues by locating, selecting, explaining and comparing information, data and ideas from a range of sources  VC2HC8S02 | | evaluate information, data, perspectives and ideas from a range of sources on contemporary issues  VC2HC10S02 | |
| Sub-strand: Evaluating democratic institutions and systems | | | | | | | |
| *Students learn to:* | | | | | | | |
| describe at least one political, legal or civic institution or system and why it is important  VC2HC4S03 | | explain the key values and features of democratic institutions and systems  VC2HC6S03 | | explain the cultural, religious and/or social influences on Australia’s democratic institutions  VC2HC8S03 | | recommend changes to political, legal and/or civic institutions and justify these recommendations  VC2HC10S03 | |
|  | |  | | analyse how democratic values and the principles of the legal system are expressed in Australia’s democratic institutions and systems  VC2HC8S04 | | evaluate how the principles of justice (fairness, equality and access) are achieved through legal institutions and processes  VC2HC10S04 | |
|  | | explain connections between contemporary issues and democratic institutions and systems  VC2HC6S04 | | explain how political actors exercise power in democratic institutions  VC2HC8S05 | | evaluate the power of Australian and international political actors with regard to contemporary issues, and these political actors’ connections with institutions  VC2HC10S05 | |
| Sub-strand: Participating in civic processes | | | | | | | |
| *Students learn to:* | | | | | | | |
| use consensus-building and deliberation to discuss an issue that affects their classroom  VC2HC4S04 | | deliberate about an issue that affects their communities  VC2HC6S05 | | engage in democratic decision-making, such as reaching consensus and voting  VC2HC8S06 | | evaluate the effectiveness of democratic decision-making  VC2HC10S06 | |
|  | | explain reasons to participate in democratic processes  VC2HC6S06 | | examine methods of civic participation in a local/state/national issue and explain why and how they would participate in civic processes in a particular way  VC2HC8S07 | | participate in and evaluate the methods and strategies of civic participation with regard to contemporary issues, from local to global  VC2HC10S07 | |
| Sub-strand: Communicating | | | | | | | |
| *Students learn to:* | | | | | | | |
| describe a civics and citizenship issue using ideas from sources and subject-specific terminology  VC2HC4S05 | | explain contemporary civics and citizenship issues using ideas, knowledge and perspectives from different sources  VC2HC6S07 | | develop an analysis of civics and citizenship issues with knowledge and evidence using multiple methods of communication  VC2HC8S08 | | construct evidence-based arguments using civics and citizenship knowledge, concepts and different perspectives, and determine the most effective method of communication  VC2HC10S08 | |