

Civics and Citizenship – Satisfactory – Year 10

Portfolio summary

This portfolio of student work shows that the student can compare and evaluate the key features and values of systems of government (WS2), and analyse the Australian Government's global roles and responsibilities. The student analyses the role of the High Court (WS2) and describes how Australia's international legal obligations influence law and government policy (WS1). They describe a range of factors that sustain democratic societies (WS1, WS2).

The student can present a range of questions to investigate Australia's political and legal systems (WS1, WS2) and critically analyse information gathered from different sources for relevance, reliability and omission. They account for and evaluate different interpretations and points of view on civics and citizenship issues. When planning for action, the student takes account of multiple perspectives and ambiguities, uses democratic processes, and negotiates solutions to an issue. They present evidence-based information (WS1) incorporating different points of view on civics and citizenship issues. They use appropriate texts, and subject-specific language and concepts (WS1, WS2). They describe ways to be an active and informed citizen in different contexts (WS1).

Australian citizenship

Sample summary

The task was completed as part of an end-of-year review of the Civics and Citizenship course. Students designed a new home page (and at least one associated landing page) for a new Australian citizenship website. The web pages were to contain information about, and links to, key aspects of the nature, role and obligations of Australian citizenship that the student had discovered during the course.

Achievement standard

Subject

By the end of Year 10, students compare and evaluate the key features and values of systems of government, and analyse the Australian Government's global roles and responsibilities. They analyse the role of the High Court and explain how Australia's international legal obligations influence law and government policy. Students evaluate a range of factors that sustain democratic societies.

When researching, students evaluate a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance, reliability and omission. They account for and evaluate different interpretations and points of view on civics and citizenship issues. When planning for action, students take account of multiple perspectives and ambiguities, use democratic processes, and negotiate solutions to an issue. Students develop and present evidenced-based arguments incorporating different points of view on civics and citizenship issues. They use appropriate texts, subject-specific language and concepts. They evaluate ways they can be active and informed citizens in different contexts.

Website design



Annotations

- 1 **Annotation 1**
Recognises how national identity shapes a sense of belonging
- 2 **Annotation 2**
Communicates using appropriate texts, subject-specific language and concepts



Annotations

- 1 **Annotation 1**
Identifies a link between international treaty obligations and Australian citizenship
- 2 **Annotation 2**
Identifies ways of sustaining a resilient democracy and cohesive society
- 3 **Annotation 3**
Uses appropriate texts, subject specific language and concepts

The High Court

Sample summary

The task occurred at the end of year as part of a whole-school forum on Australian identity and civic responsibility. In age- or stage-equivalent groups, students participated in a series of structured, teacher-moderated discussions of Australia’s democratic institutions and their personal understanding of, and engagement with, notions of diversity, difference and unity.

Achievement standard

Subject

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When researching, students evaluate a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance, reliability and omission. They account for and evaluate different interpretations and points of view on civics and citizenship issues. When planning for action, students take account of multiple perspectives and ambiguities, use democratic processes, and negotiate solutions to an issue. Students develop and present evidenced-based arguments incorporating different points of view on civics and citizenship issues. They use appropriate texts, subject-specific language and concepts. They evaluate ways they can be active and informed citizens in different contexts.

Discussion

