

# HUMANITIES AND SOCIAL SCIENCES

CONSULTATION CURRICULUM

**Civics and Citizenship – Comparative information 7–10**

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## COMPARISON OF CURRENT AND REVISED CURRICULUM IN HUMANITIES AND SOCIAL SCIENCES (HASS): CIVICS AND CITIZENSHIP 7–10

### Content descriptions Year 7 and Year 8 *Strand: Knowledge and understanding*

Sub-strand: Government and democracy	Year 7 <i>Students learn about:</i>	Year 8 <i>Students learn about:</i>
<b>Original</b>	The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Executive, the Houses of Parliament, and the division of powers (ACHCK048)	The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement (ACHCK061)
<b>Proposed</b>	the key features of Australian democracy and government, including the Australian Constitution, responsible parliamentary government and federalism (AC9HC7K01)	how Australian citizens can participate in democracy, including voting in elections, contact with their elected representatives, joining political parties and standing as an independent, use of lobby groups, and direct action (AC9HC8K01)
<b>Original</b>	The process for constitutional change through a referendum (ACHCK049)	How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action (ACHCK062)
<b>Proposed</b>	the characteristics of active citizenship and the freedoms that enable participation in democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement (AC9HC7K02)	the role of political parties and independent representatives in Australian democracy, including elections and the formation of governments (AC9HC8K02)
<b>Original</b>		
<b>Proposed</b>		how citizens' understanding of issues, policies and political choices are shaped and can contribute to active and informed citizenship, including the influence of the media and social media, political parties, interest groups and election campaigns (AC9HC8K03)

Sub-strand: Laws and citizens	Year 7 <i>Students learn about:</i>	Year 8 <i>Students learn about:</i>
Original	How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation (ACHCK050)	How laws are made in Australia through parliaments (statutory law) and through the courts (common law) (ACHCK063)
Proposed	the key principles and features of the Australian legal system, including the Australian Constitution and courts system (AC9HC7K03)	the characteristics of laws and how laws are made in the Australian legal system through parliaments (statutory law) and through the courts (common law) (AC9HC8K04)
Original		The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander customary law (ACHCK064)
Proposed	how Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and the legal representation of the accused (AC9HC7K04)	the types of contemporary law in Australia, including criminal law and civil law, and the positioning of First Nations Australian customary law and opportunities and limitations of Native Title law (AC9HC8K05)

Sub-strand: Citizenship, diversity and identity	Year 7 <i>Students learn about:</i>	Year 8 <i>Students learn about:</i>
Original	How Australia is a secular nation and a multi-faith society with a Christian heritage (ACHCK051)	The values and beliefs of religions practised in contemporary Australia, including Christianity (ACHCK065)
Proposed	how Australia is a culturally diverse, multi-faith, secular and pluralistic society with diverse communities, such as the distinct communities of First Nations Australians (AC9HC7K05)	how groups express their particular identities, including national identity, and how this influences active citizenship, belonging and perceptions of their citizenship, including First Nations People of Australia, religious, cultural and/or community groups (AC9HC8K06)

<b>Original</b>	How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052)	Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian (ACHCK066)
<b>Proposed</b>	how values can promote cohesion within Australian society, including democracy, freedom, respect, inclusion, civility, responsibility, compassion, equality, justice and a 'fair go' (AC9HC7K06)	different experiences, perspectives and debates about Australia's national identity and citizenship, and recognition of diversity, particularly First Nations Australians' identities as owners of their respective nations (AC9HC8K07)
<b>Original</b>	How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHCK053)	How national identity can shape a sense of belonging in Australia's multicultural society (ACHCK067)
<b>Proposed</b>	See (AC9HC8K06)	See (AC9HC8K06)

## Content descriptions Year 7 and Year 8

### Strand: Skills

<b>Sub-strand: Asking questions about civics and citizenship</b>	<b>Year 7 and Year 8</b> <i>Students learn to:</i>
<b>Original</b>	Develop a range of questions to investigate Australia's political and legal systems (ACHCS068)
<b>Proposed</b>	develop a range of questions to investigate Australian democracy, political and legal systems, and contemporary issues (AC9HC8S01)
<b>Original</b>	Identify, gather and sort information and ideas from a range of sources (ACHCS069)
<b>Proposed</b>	See (AC9HC8S02)

<b>Sub-strand: Investigating contemporary civics and citizenship issues</b>	<b>Year 7 and Year 8</b> <i>Students learn to:</i>
<b>Original</b>	Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS070)
<b>Proposed</b>	identify and analyse data, information and ideas from a range of sources in relation to contemporary issues (AC9HC8S02)
<b>Original</b>	
<b>Proposed</b>	identify shared and different perspectives, beliefs and points of view on contemporary issues and suggest reasons for these differences (AC9HC8S03)

<b>Sub-strand: Participating in civic processes</b>	<b>Year 7 and Year 8</b> <i>Students learn to:</i>
<b>Original</b>	Appreciate multiple perspectives and use strategies to mediate differences (ACHCS071)
<b>Proposed</b>	use democratic processes to reach consensus on a contemporary issue and design an appropriate plan for taking action (AC9HC8S04)
<b>Original</b>	Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS072)
<b>Proposed</b>	identify and evaluate the methods and actions of active and informed citizenship and how these contribute to change in local, national, regional and/or global communities (AC9HC8S05)

<b>Sub-strand: Evaluating political and legal institutions</b>	<b>Year 7 and Year 8</b> <i>Students learn to:</i>
<b>Original</b>	
<b>Proposed</b>	explain how democratic, political and legal systems uphold and enact values and processes, and how Australian citizens use these to contribute to their local, state/territory, or national community (AC9HC8S06)

<b>Sub-strand: Communicating</b>	<b>Year 7 and Year 8</b> <i>Students learn to:</i>
<b>Original</b>	Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS073)
<b>Proposed</b>	use a range of communication forms to develop an explanation of a civics and citizenship issue using evidence, including a range of perspectives and ideas (AC9HC8S07)
<b>Original</b>	Reflect on their role as a citizen in Australia's democracy (ACHCS074)
<b>Proposed</b>	<i>Removed</i>

## Achievement standard Year 7 and Year 8

	Year 7	Year 8
<b>Original</b>	<p>By the end of Year 7, students explain features of Australia's Constitution, including the process for constitutional change. They explain how Australia's legal system is based on the principle of justice. Students explain the diverse nature of Australian society and identify the importance of shared values in promoting a cohesive society.</p> <p>When researching, students develop a range of questions and gather and analyse information from different sources to investigate Australia's political and legal systems. They consider different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives to develop solutions to an issue. Students develop and present arguments on civics and citizenship issues using appropriate texts, terms and concepts. They identify ways they can be active and informed citizens.</p>	<p>By the end of Year 8, students analyse features of Australian democracy, and explain features of Australia's democracy that enable active participation. They recognise different types of law in Australia and explain how laws are made. They identify the diverse belief systems in Australia and analyse issues about national identity and the factors that contribute to people's sense of belonging.</p> <p>When researching, students develop a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance. They explain different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and develop solutions to an issue. Students develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They identify ways they can be active and informed citizens in different contexts.</p>
<b>Proposed</b>	<p>By the end of Year 7, students describe the key features of Australian democracy, legal systems and characteristics of active citizenship. They explain how these features and characteristics uphold and enact democratic values, and how they enable active participation. Students identify the diverse belief systems in Australian society and identify the importance of shared values in promoting a cohesive society.</p> <p>Students identify a range of questions to investigate data, information and ideas related to contemporary issues. They analyse a range of sources and identify different perspectives and points of view and identify reasons for differences. Students explain democratic processes, actions and strategies in response to a contemporary issue. They create a plan to take action and identify how active citizenship may</p>	<p>By the end of Year 8, students explain how Australians can participate in democracy, and the role and impact of political parties and elections. They describe the types and characteristics of laws and explain how laws are made in Australia. Students analyse issues about national identity and the factors that contribute to people's sense of belonging. They identify how these influence and contribute to active citizenship.</p> <p>Students develop different types of questions to investigate data, information and ideas related to contemporary issues. They analyse a range of sources and analyse different perspectives and points of view and explain reasons for differences. Students explain their processes and actions and refine strategies to negotiate and mediate differences. They explain their role as active citizens and describe how it may</p>



	<p>contribute to change. Students communicate an explanation and present arguments on a contemporary issue using democratic, legal and citizenship concepts and relevant evidence.</p>	<p>contribute to informed and positive change. Students communicate an explanation and present reasoned arguments on a contemporary issue using democratic, legal and citizenship concepts and relevant evidence.</p>
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## Content descriptions Year 9 and Year 10

### Strand: Knowledge and understanding

Sub-strand: Government and democracy	Year 9 <i>Students learn about:</i>	Year 10 <i>Students learn about:</i>
<b>Original</b>	The role of political parties and independent representatives in Australia's system of government, including the formation of governments (ACHCK075)	The key features and values of Australia's system of government compared with at least ONE other system of government in the Asia region (ACHCK090)
<b>Proposed</b>	the role of the Australian Constitution in shaping government institutions and enabling democratic processes, including the process for constitutional change through a referendum (AC9HC9K01)	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)
<b>Original</b>	How citizens' political choices are shaped, including the influence of the media (ACHCK076)	The Australian Government's role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations (ACHCK091)
<b>Proposed</b>	the process through which federal government policy is shaped, developed and implemented (AC9HC9K02)	the Australian Government's role and responsibilities at a regional and global level, for example membership of intergovernmental organisations (United Nations, International Criminal Court, WTO) and participation in multilateral agreements in order to address global issues and the impact of global interconnectedness (AC9HC10K02)
<b>Original</b>	The process through which government policy is shaped and developed, including the role of Prime Minister and Cabinet (ACHCK103)	
<b>Proposed</b>	See (AC9HC9K02)	

<b>Sub-strand: Laws and citizens</b>	<b>Year 9</b> <i>Students learn about:</i>	<b>Year 10</b> <i>Students learn about:</i>
<b>Original</b>	The key features of Australia's court system and how courts apply and interpret the law, resolve disputes and make law through judgements (ACHCK077)	The role of the High Court, including in interpreting the Constitution (ACHCK092)
<b>Proposed</b>	the key features and jurisdictions of Australia's court system and how courts and tribunals apply and interpret the law, resolve disputes and make laws through judgments (AC9HC9K03)	the role of the parliament and the High Court of Australia in protecting rights under the Constitution, common law and through federal and state laws (AC9HC10K03)
<b>Original</b>	The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal (ACHCK078)	How Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples (ACHCK093)
<b>Proposed</b>	the role of courts, judges, lawyers and juries in trials, and the rights of an accused and the rights of victims (AC9HC9K04)	how Australia's international legal obligations shape Australian law and government policies, particularly in relation to First Nations People of Australia and the International Covenant on Civil and Political Rights and the issues related to the application of these obligations in the Australian legal system (AC9HC10K04)
<b>Original</b>		
<b>Proposed</b>	the effectiveness of the Australian justice system in achieving equality of access, equity of outcomes, procedural fairness, the right to appeal, and remedies for injustices, particularly for First Nations Australians (AC9HC9K05)	

<b>Sub-strand: Citizenship, diversity and identity</b>	<b>Year 9</b> <i>Students learn about:</i>	<b>Year 10</b> <i>Students learn about:</i>
<b>Original</b>	How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079)	The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094)
<b>Proposed</b>	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 (AC9HC9K06)	the challenges to and ways of sustaining a resilient democracy, and a cohesive society in Australia and/or in our region or globally (AC9HC10K05)
<b>Original</b>	The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080)	
<b>Proposed</b>	the influence of a range of media, including social media, in shaping identity and attitudes to diversity, citizenship and global citizenship, particularly in relation to culturally diverse groups (AC9HC9K07)	
<b>Original</b>	How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081)	
<b>Proposed</b>	how characteristics, ideas and experiences of global citizenship, global connectedness and mobility influence Australian identity, citizenship and actions (AC9HC9K08)	

## Content descriptions Year 9 and Year 10

### Strand: Skills

<b>Sub-strand: Asking question about civics and citizenship</b>	<b>Year 9 and Year 10</b> <i>Students learn to:</i>
<b>Original</b>	Develop, select and evaluate a range of questions to investigate Australia's political and legal systems (ACHCS095)
<b>Proposed</b>	develop, select, use and evaluate a range of questions to investigate democracy, political and legal systems, and/or a contemporary issue (AC9HC10S01)
<b>Original</b>	Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS096)
<b>Proposed</b>	See (AC9HC10S02)

<b>Sub-strand: Investigating contemporary civics and citizenship issues</b>	<b>Year 9 and Year 10</b> <i>Students learn to:</i>
<b>Original</b>	Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS097)
<b>Proposed</b>	select, classify and analyse data, information and ideas from a range of sources and evaluate their reliability and usefulness (AC9HC10S02)
<b>Original</b>	Account for different interpretations and points of view (ACHCS098)
<b>Proposed</b>	evaluate different perspectives, beliefs, interpretations and points of view on contemporary issues and explain reasons for these differences (AC9HC10S03)

<b>Sub-strand: Participation in civic processes</b>	<b>Year 9 and Year 10</b> <i>Students learn to:</i>
<b>Original</b>	Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS099)
<b>Proposed</b>	use democratic decision-making processes that consider multiple perspectives to reach consensus on civic issue and develop a plan of action (AC9HC10S04)
<b>Original</b>	Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS100)
<b>Proposed</b>	evaluate how active and global citizenship can contribute to a democratic society through informed and responsible action and to make change (AC9HC10S05)

<b>Sub-strand: Evaluating political and legal institutions</b>	<b>Year 9 and Year 10</b> <i>Students learn to:</i>
<b>Original</b>	
<b>Proposed</b>	evaluate the effectiveness of Australian and global political institutions and legal systems and processes in upholding democratic values, the rule of law, protecting human rights and freedoms and achieving social cohesion (AC9HC10S06)
<b>Original</b>	
<b>Proposed</b>	evaluate Australian and global responses and outcomes to contemporary issues and challenges (AC9HC10S07)

<b>Sub-strand: Communicating</b>	<b>Year 9 and Year 10</b> <i>Students learn to:</i>
<b>Original</b>	Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS101)
<b>Proposed</b>	use a range of communication forms to respond to a civics and citizenship issue, using evidence and perspectives, articulating viewpoints, ideas and reasons for active citizenship and global citizenship (AC9HC10S08)
<b>Original</b>	Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS102)
<b>Proposed</b>	<i>Removed</i>

### Achievement standard Year 9 and Year 10

	<b>Year 9</b>	<b>Year 10</b>
<b>Original</b>	<p>By the end of Year 9, students evaluate features of Australia’s political system, and identify and analyse the influences on people’s political choices. They explain the key principles of Australia’s system of justice and analyse the role of Australia’s court system. They analyse a range of factors that influence identities and attitudes to diversity. They reflect on how groups participate and contribute to civic life.</p> <p>When researching, students analyse a range of questions to investigate Australia’s political and legal systems and critically analyse information gathered from different sources for relevance and reliability. They compare and account for different interpretations and points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and negotiate solutions to</p>	<p>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.</p> <p>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</p>

	<p>an issue. Students develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They analyse ways they can be active and informed citizens in different contexts.</p>	<p>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.</p>
<b>Proposed</b>	<p>By the end of Year 9, students analyse the role of the Australian Constitution on political and legal institutions and explain the process and reasons for constitutional change. They analyse the legislative process in relation to a contemporary issue. Students explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They explain the characteristics, ideas and experiences of global citizenship and how individuals and groups participate and contribute to civic life.</p> <p>Students develop and refine questions to investigate a contemporary issue. They analyse data, information, ideas and perspectives from a range of sources. They compare and analyse perspectives and account for different points of view. When planning for action, students take into account multiple perspectives, use democratic processes and negotiate solutions to an issue. They analyse ways they can be active and informed citizens in different contexts. Students communicate an evidence-based argument on a contemporary issue using democratic, legal and citizenship concepts and relevant evidence.</p>	<p>By the end of Year 10, students compare and evaluate the key features and values of systems of government. Students analyse the Australian Government's global roles and responsibilities and the impact of global interconnectedness. They analyse the role of the High Court and explain how Australia's international legal obligations influence law and government policy. They analyse the challenges and ways to sustaining a resilient democracy, and a cohesive society in Australia and in our region or globally.</p> <p>Students evaluate a range of questions to investigate a contemporary issue. They analyse data, information, ideas and perspectives from a range of sources for reliability and usefulness. Students evaluate different perspectives and analyse different points of view. They design a plan for action, taking into account challenges and opportunities, multiple perspectives and alternative approaches. Students evaluate the effectiveness of democratic processes and strategies and negotiate solutions to an issue. They evaluate how active and global citizenship can contribute to a democratic and cohesive society. They evaluate ways they can be active and informed citizens in different contexts. Students communicate an evidence-based argument incorporating different points of view on a contemporary issue using democratic, legal and citizenship concepts and relevant evidence.</p>