



National Assessment Program – Civics and Citizenship Year 10 School Assessment

2013

**NATIONAL
ASSESSMENT
PROGRAM**

**Civics and Citizenship Year 10
School Assessment 2013**

© Australian Curriculum, Assessment and Reporting
Authority 2013

This work is copyright. You may download, display, print and reproduce this material in unaltered form only (retaining this notice) for your personal, non-commercial use or use within your organisation.

All other rights are reserved. Requests and inquiries concerning reproduction and rights should be addressed to:

ACARA Copyright Administration
ACARA
Level 10, 255 Pitt Street
Sydney NSW 2000
Email: info@acara.edu.au

Main cover image:

Left-hand images, top to bottom, ACER Image Library – St Clements, Dreamstime © Hongqi Zhang courtesy of ACARA, ACER Image Library – AER, Dreamstime © Softdreams courtesy of ACARA

Right-hand image, courtesy of ACARA

Contents

Preface	iii
Chapter 1 Overview of the National Assessment Program – Civics and Citizenship	1
Citizenship in the Educational Goals for Young Australians	1
What did the National Assessment Program – Civics and Citizenship measure?	2
NAP – CC and the Australian Curriculum	5
Transitioning to online assessment	6
Who participated in the National Assessment Program – Civics and Citizenship?	6
How was the National Assessment Program – Civics and Citizenship reported?	7
Chapter 2 National Civics and Citizenship School Assessment Materials	9
Overview	9
Resource Materials	10
Using the Results from the National Civics and Citizenship School Assessment	10
Chapter 3 The Assessment Booklet	13
Preparing the Assessment Booklet	13
Chapter 4 Assessment Administration Guide	17
Before Conducting the Assessment	17
Time Allocation	17
Materials Required	18
Assistance	18
Chapter 5 The Marking Guide	19
Chapter 6 Recording the Results	21
Using the Class Record Sheet	21

Chapter 7	
Context to Proficiency	23
Setting the Standard for Year 10 Civics and Citizenship	23
Distribution of Year 10 Student Performance	27
Chapter 8	
Analysing and Reporting School-level Student Performance	29
Using the Item Analysis Sheet	29
Conversion of Student Raw Scores to Scale Scores	30
Using the Class Analysis Sheet	32
References	33
Appendix 1	
Summary of the NAP – CC Assessment Framework	35
Appendix 2	
Year 10 Assessment Booklet	47
Appendix 3	
Year 10 Assessment Administration Guide	71
Appendix 4	
Year 10 Marking Guide	81
Appendix 5	
Year 10 Class Record Sheet	131
Appendix 6	
Year 10 Item Analysis Sheet	135
Appendix 7	
Year 10 Class Analysis Sheet	139

Tables

Table 1.1: The four aspects of the NAP – CC Assessment Framework and their concepts and processes	4
Table 1.2: Number of schools and students in the achieved sample, by state and territory	7
Table 3.1: Summary of the assessment structure	14
Table 7.1: Description of skills assessed at each proficiency level of the NAP – CC Scale	24
Table 8.1: Raw score to scale score conversion	31

Figures

Figure 7.1: Percentages of students from the 2013 National Assessment Program – Civics and Citizenship at each proficiency level and the corresponding scaled scores	27
---	----

Preface

In 2013, under the direction of the Education Council² the Australian Curriculum Assessment and Reporting Authority conducted an assessment of a sample of Year 6 and Year 10 students across Australia to assess their proficiency in civics and citizenship.

The assessment of civics and citizenship is part of a national plan to monitor and report on student achievement against the National Goals for Schooling in the Twenty-first Century. The National Goals—and the importance of monitoring student achievement in relation to them—were agreed to by all State, Territory and Federal Education Ministers in 1999.

Under the national plan, student performance is being assessed in science, civics and citizenship and information and communications technology (ICT) in three-yearly cycles. The results are being reported against proficiency levels and standards that were established after the first round of testing in each of the three priority areas.

These school assessment materials are related to the fourth National Assessment Program – Civics and Citizenship (NAP – CC) assessment cycle, conducted in 2013. The previous three NAP – CC assessments were conducted in 2004, 2007 and 2010.

The information and assessment materials in this document have been designed to assist teachers to gauge their own students' proficiency in civics and citizenship.

By replicating components of NAP – CC for Year 10 in the classroom, teachers will be able to compare the results of their classes and individual students with the national proficiency levels and standards in civics and citizenship.

It is hoped that teachers will be able to reflect on this information to enhance teaching and monitoring programs in our schools.

² Since 1 July, 2014 the former SCSEEC (Standing Council on School Education and Early Childhood) has been known as the Education Council.

Chapter 1

Overview of the National Assessment Program – Civics and Citizenship

Citizenship in the Educational Goals for Young Australians

In December 2008, state, territory and Commonwealth Ministers of Education, meeting as the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA)², adopted the *Melbourne Declaration on Educational Goals for Young Australians* which was intended to set the direction for Australian schooling for the next decade (MCEETYA, 2008).

Goal 2 in the Melbourne Declaration asserts, among other things, that “all young Australians should become successful learners, creative and confident individuals and active and informed citizens”. The elaboration of this goal spells out what is meant by the term “active and informed citizens”. Active and informed citizens, according to the Melbourne Declaration:

- *act with moral and ethical integrity;*
- *appreciate Australia’s social, cultural, linguistic and religious diversity, and have an understanding of Australia’s system of government, history and culture;*
- *understand and acknowledge the value of Indigenous cultures and possess the knowledge, skills and understanding to contribute to, and*

2 Now the Education Council

benefit from, reconciliation between Indigenous and non-Indigenous Australians;

- *are committed to national values of democracy, equity and justice, and participate in Australia's civic life;*
- *are able to relate to and communicate across cultures, especially the cultures and countries of Asia;*

- *work for the common good, in particular sustaining and improving natural and social environments; and*
- *are responsible global and local citizens.*

(MCEETYA, 2008: 9)

In this goal, it is evident that being an active and informed citizen involves both a cognitive domain (e.g. knowing, understanding and reasoning) and an affective-behavioural domain (e.g. engagement, perceptions and behaviours) (Schulz, Fraillon, Ainley, Losito & Kerr, 2008). Activities in schools concerned with the development of citizenship relate to both of these domains.

It has also become evident over the past two decades that there has been a broadening of the concepts, processes, and practices in civics and citizenship education. In particular there has been an increased emphasis on the role of (active) citizenship both as explicit content and as a key outcome of civics and citizenship education in Australia and internationally. Civics education focuses on knowledge and understanding of formal institutions and processes of civic life (such as voting in elections). Citizenship education focuses on knowledge and understanding of, and opportunities for, participation and engagement in both civic and civil society.

What did the National Assessment Program – Civics and Citizenship measure?

The assessment content of NAP – CC 2013 was developed with reference to the NAP – CC Assessment Framework:

The assessment framework consists of four discrete aspects which are further organised according to their content. The four aspects are:

- Aspect 1 – Civics and citizenship content;
- Aspect 2 – Cognitive processes for understanding civics and citizenship;
- Aspect 3 – Affective processes for civics and citizenship; and
- Aspect 4 – Civic and citizenship participation.

Aspects 1 and 2 were assessed through a cognitive test of civics and citizenship. Aspects 3 and 4 were assessed with a student questionnaire³.

The four aspects of the NAP – CC Assessment Framework and their concepts and processes are listed in Table 1.1. Appendix 1 contains a fuller description of each of the concepts and processes in the assessment framework, while the complete Assessment Framework, including example items, can be accessed at:

http://www.nap.edu.au/verve/_resources/NAP_CC_assessment_framework.pdf.

³ This School Assessment does not include the student questionnaire. The student questionnaire is available as part of the *National Assessment Program – Civics and Citizenship Years 6 and 10 Report 2013* (available at <http://www.nap.edu.au/>)

Table 1.1: The four aspects of the NAP – CC Assessment Framework and their concepts and processes

Aspect 1: Content areas	
1.1	Government and law
1.1.1	Democracy in principle
1.1.2	Democracy in practice
1.1.3	Rules and laws in principle
1.1.4	Rules and laws in practice
1.2	Citizenship in a democracy
1.2.1	Rights and responsibilities of citizens in a democracy
1.2.2	Civic participation in a democracy
1.2.3	Making decisions and problem solving in a democracy
1.2.4	Diversity and cohesion in a democracy
1.3	Historical perspectives
1.3.1	Governance in Australia before 1788
1.3.2	Governance in Australia after 1788
1.3.3	Identity and culture in Australia
1.3.4	Local, regional and global perspectives and influences on Australian democracy
Aspect 2: Cognitive Processes	
2.1	Knowing
2.1.1	Define
2.1.2	Describe
2.1.3	Illustrate with examples
2.2	Reasoning and analysing
2.2.1	Interpret information
2.2.2	Relate
2.2.3	Justify
2.2.4	Integrate
2.2.5	Generalise
2.2.6	Evaluate
2.2.7	Solve problems
2.2.8	Hypothesise
2.2.9	Understand civic motivation
2.2.10	Understand civic continuity and change
Aspect 3: Affective processes	
3.1	Civic identity and connectedness
3.1.1	Attitudes towards Australian identity
3.1.2	Attitudes to Australian diversity and multiculturalism
3.1.3	Attitudes towards Indigenous Australian cultures and traditions

Table 1.1 continued...

3.2	Civic efficacy
3.2.1	Beliefs in the value of civic action
3.2.2	Confidence to actively engage
3.3	Civic beliefs and attitudes
3.3.1	Interest in civic issues
3.3.2	Beliefs in democratic values and value of rights
3.3.3	Beliefs in civic responsibility
3.3.4	Trust in civic institutions and processes
Aspect 4: Participatory processes	
4.1	Actual behaviours
4.1.1	Civic-related participation in the community
4.1.2	Civic-related participation at school
4.1.3	Participation in civic-related communication
4.2	Behavioural intentions
4.2.1	Expected participation in activities to promote important issues
4.2.2	Expected active civic engagement in the future
4.3	Students' skills for participation This process relates to students' capacity to work constructively and responsibly with others, to use positive communication skills, to undertake roles, to manage conflict, to solve problems and to make decisions.

NAP – CC and the Australian Curriculum

The Australian Curriculum: Civics and Citizenship was in the early stages of development at the time the NAP – CC 2013 assessment was being created and consequently the NAP – CC Assessment Framework has not yet been revised with reference to it. However, the Australian Curriculum: Civics and Citizenship and the NAP - CC framework are aligned in certain ways. Both documents recognise the differences and connections between civics and citizenship and both documents include similar definitions and breadth of the knowledge, understanding, skills values and dispositions that underpin the learning area. The NAP – CC Assessment Framework acknowledges that the limitations of time and testing format in the NAP – CC assessment preclude the assessment of some aspects of the domain, in particular the behavioural skills for participation associated with communicating and decision making in groups. These skills are similarly represented in both the NAP – CC Assessment Framework and the Australian Curriculum: Civics and Citizenship. While there is some difference in emphasis regarding historical perspectives, both documents share content that relates to 'Identity and culture in Australia' and 'Local, regional and global perspectives and influences on Australian democracy'.

Transitioning to online assessment

Under the direction of the Education Council⁴, the Australian Curriculum, Assessment and Reporting Authority was given the task of developing and trialling online (internet-based) delivery of the national sample assessments in science literacy, information and communication technology literacy⁵, and civics and citizenship NAP – CC 2013 was consequently delivered to students via computer. This is in contrast to the previous three assessments of NAP – CC (2004, 2007 and 2010), which were all administered as paper-based instruments.

The online test delivery system included navigation features to enable students to use similar test-taking strategies to those they could use in the paper-based testing environment. All students completed a small set of practice questions before beginning the test. Practice questions introduced students to the navigation features of the online testing environment as well as to the different item types and formats used in the assessment.

Who participated in the National Assessment Program – Civics and Citizenship?

Representative samples of the national Year 6 and Year 10 student populations were randomly selected and assessed. Schools from all states and territories and government, Catholic and independent sectors participated in the survey. Table 1.2 shows the number of schools and students in the final sample from which performance comparisons were reported.

A grade-based population of students enrolled at schools was chosen. Further information about the sample is summarised in the *National Assessment Program – Civics and Citizenship Years 6 and 10 Report 2013*.

4 As of 1 July, the former SCSEEC (Standing Council on School Education and Early Childhood) has been known as the Education Council.

5 Previous cycles of NAP – ICT Literacy have been computer-based but the internet has not been the primary delivery mode.

Table 1.2: Number of schools and students in the achieved sample, by state and territory

	Year 6		Year 10	
	Schools	Students	Schools	Students
NSW	48	797	47	829
VIC	47	785	47	817
QLD	48	875	48	806
SA	47	787	46	731
WA	50	836	49	833
TAS	46	780	41	696
NT	27	382	22	282
ACT	29	535	29	484
Total Sample	342	5777	329	5478

How was the National Assessment Program – Civics and Citizenship reported?

The National Assessment Program – Civics and Citizenship was designed to provide as much information as possible about student performance in civics and citizenship at Year 6 and Year 10. To achieve this, nine test forms were used at both Year 6 and Year 10.

In order to produce comparable results among students who had completed different tests, statistical analyses were performed and scale scores were generated for all students. These scores formed the NAP – CC Scale.

To describe student proficiency on the NAP – CC Scale, the continuum was divided into five proficiency levels, ranging from ‘1’ (containing the least difficult items) to ‘5’ (containing the most difficult items), plus a ‘below level 1 band’ (containing items that are less difficult than those in Level 1). The proficiency levels and standards had been established in 2004, based on experts’ judgments about the skills required to answer each item and empirical results from the analysis of students’ responses. The widths of the levels were set to be of equal size.

The levels are described in terms of the knowledge, understandings and skills students demonstrated in NAP – CC. These knowledge, understandings and skills have been mapped against the NAP – CC Assessment Framework.

The tables reproduced in Chapters 7 and 8 enable the raw scores achieved by students in the School Assessment materials to be converted into equivalent scaled scores and compared with the standards framework developed to report the performance of students in the National Assessment Program – Civics and Citizenship.

Chapter 2

National Civics and Citizenship School Assessment Materials

Overview

A selection of items used in the National Civics and Citizenship School Assessment materials have been released from the 2013 National Assessment Program to enable teachers to administer the assessment tasks to gauge their own students' proficiency in relation to the national standards.

The National Civics and Citizenship School Assessment materials provided here are representative of the items contained in the National Assessment Program – Civics and Citizenship for Year 10.⁶

The remaining 2013 assessment items have been secured for the purpose of equating the next National Assessment Program – Civics and Citizenship assessment, so that longitudinal data on student performance can be obtained

6 Due to copyright restrictions relating to the publication of particular stimulus material online, images or illustrations for some items have been replaced and are therefore representative of, but not identical to those used in the National Assessment Program main study. These images and illustrations have been selected and created to maintain the original meaning of the test questions. Furthermore, some images have been removed and not replaced if an item is deemed sufficiently independent from its stimulus.

Resource Materials

The print materials required to conduct the National Civics and Citizenship School Assessment, analyse the performance of students and gauge their proficiency against the national civics and citizenship standards, are provided as appendices within this document and may be reproduced freely.

The print assessment materials include:

- The Year 10 Assessment Booklet
- Assessment Administration Guide
- Marking Guide
- Class Record Sheet
- Item Analysis Sheet
- Class Analysis Sheet

Using the Results from the National Civics and Citizenship School Assessment

It is important to remember that these are standardised tests, developed through a rigorous consultative process that included input from educational experts and reference groups, subjected to intensive development and trialled and administered under strict conditions to ensure the soundness of the National Assessment Program.

Users can therefore be confident that these tests meet the highest possible professional and ethical criteria.

The tests are standards-based. They allow inferences to be made about students' levels of achievement in the concepts, the mean level of performance for a class and/or cohort and the range of levels that a class or cohort achieves.

Some teachers may use the tests to obtain information about students' existing skills or understandings: for example, a Year 11 teacher might use the Year 10 materials for diagnostic purposes. This information could then assist the teacher's planning for the year. However, before doing so, the teacher should determine whether students have previously sat the assessment as part of the National Assessment Program. If they have, their results could be inflated and therefore not an accurate estimation of performance—or they might not engage with the test for a second time and the results could be disappointing.

At the classroom level, the test materials can be used to:

- understand individual students' strengths and weaknesses in terms of their demonstrated skills and understandings in civics and citizenship;
- ascertain the strengths and weaknesses in civics and citizenship of the class as a whole;

- help teachers to analyse the effectiveness of their own civics and citizenship teaching and learning strategies;
- provide models of sound assessment tasks; and
- moderate individual teachers' judgements with those of the National Assessment Program.

At the whole-school level, they can be used to:

- infer levels of student civics and citizenship achievement in the particular state or territory's curriculum framework;
- make comparisons between civics and citizenship performance in the school and the state or territory mean;
- make comparisons between the range in civics and citizenship performance in the school and the state or territory range;
- report to the school community on students' achievements in civics and citizenship;
- report to school authorities on students' achievements in civics and citizenship;
- set priorities for school development planning; and
- provide continuity for students moving from other schools.

In using the test materials, it should be borne in mind that:

- The National Assessment Program assesses much— but not all—important civics and citizenship knowledge and skills.
- Test results are one source of information about students' progress and information from other sources is necessary for accurate assessments to be made.
- The materials cannot be used to compare teachers and schools.
- The assessment administration guide must be followed carefully.

Chapter 3

The Assessment Booklet

This assessment of civics and citizenship comprises a pencil-and-paper assessment, with 43 multiple-choice and short-answer type questions. These items assess all five proficiency levels and cover the major cognitive areas and cognitive processes of the NAP – CC Assessment Framework.

A summary of the assessment structure, including the unit topic, the content area assessed and a brief description of the item is provided in Table 3.1.

Preparing the Assessment Booklet

Appendix 2 is the Year 10 Assessment Booklet.

It is suitable for printing or copying.

When photocopying the test for a class, it is important to ensure that the format displayed in the resources is maintained in the back-to-back mode, with pages 2 and 3 facing one another.

Table 3.1 Summary of the assessment structure

Qn.	Question	Content Area	Item Descriptor
1	Petitions	1.1.1	Recognises a jurisdictional responsibility of local government
2	Petitions	1.2.2	Recognises why people must provide their address when they sign a petition
3	Petitions	1.2.2	Recognises that a petition is a mechanism of influence
4	Petitions	1.2.2	(1) Refers to the right or responsibility to hold or express an opinion, but does not refer to the common good; (2) Refers to the notion of the common good as a motivation for signing a petition.
5	Anzac Day	1.3.3	Identifies the historical event remembered on ANZAC Day
6	Anzac Day	1.3.3	(1) Identifies that ANZAC day reminds us of the soldiers' bravery and loyalty but does not mention the notion of national pride; (2) Explains the significance of ANZAC day in Australia to Australians, such as the fostering of national pride.
7	Commonwealth Historic Ships	1.1.3	(1) Refers to the historic value of shipwrecks but not the community ownership of them; (2) Identifies that sites of historic significance belong to the whole community.
8	Franklin Dam	1.1.2	Recognises a point of dispute between State and Federal governments
9	Franklin Dam	1.1.2	Identifies a constitutional issue requiring resolution by the High Court
10	Franklin Dam	1.1.4	(1) Gives a general response which suggests it was a difficult issue to decide on; (2) Analyses the reasons why the High Court decision may have been close, such as the federal division of powers.
11	Franklin Dam	1.1.4	Analyses how voters prioritise issues differently at State and Federal elections
12	Indigenous Land Rights	1.3.2	Recognises the concept of Terra Nullius as applied in Australia in 1788
13	Double Majority	1.1.4	(1) Identifies that a double majority ensures consensus/acceptance of the suggested amendments by a majority of the population; (2) Identifies that the Constitution protects the states with smaller populations, but does not refer to stability over time; (3) Links the role of the Constitution with the maintenance of national stability over time.
14	Role of Queen	1.1.2	Recognises that the Queen is Australia's head of state
15	Independent MPs	1.1.2	Defines an Independent MP
16	Trade Unions	1.2.2	Identifies a group that actively represents a sector within the community
17	Big Issue	1.2.2	Gives one or two plausible benefits of selling the Big Issue, to the seller
18	Big Issue	1.2.2	Connects a statement about the Big Issue with the concept of social attitudes
19	Big Issue	1.2.4	Identifies one or two benefits for people involved in the Street Socceroos
20	Big Issue	1.2.2	Connects an aspect of the Homeless World Cup to the concept of media influence

Table 3.1 continued...

Qn.	Question	Content Area	Item Descriptor
21	Bicameral Government	1.1.2	Assesses knowledge of aspects of the structure of Australian government
22	Immigration Detention	1.1.2	Identifies judgements about the relative merit of particular points of view or particular civic and citizenship concepts, issues and actions
23	Immigration Detention	1.1.2	Identifies judgements about the relative merit of particular points of view or particular civic and citizenship concepts, issues and actions
24	The Dreaming	1.3.1	Assesses knowledge of Aboriginal and Torres Strait Islanders' traditional decision-making systems
25	The Dreaming	1.3.1	Acknowledges the important beliefs underlying Aboriginal culture
26	Radio Australia	1.3.4	Recognises that Australia seeks to maintain close ties with other countries in the Asia-Pacific region
27	Radio Australia	1.2.4	Generalises about why people in Asia-Pacific countries might benefit from learning English
28	Radio Australia	1.3.4	Connects the services provided by Radio Australia to the role of Australia in the Asia-Pacific region
29	Flag	1.3.3	Infers a reason for the government inviting citizens to design a national flag.
30	Flag	1.2.4	(1) Generalises about the symbolism of burning a national flag in protest; (2) Explicitly recognises the symbolism of flag burning as a dissociation by the protestors
31	Flag	1.1.1	Recognises a reason why people may object to flag burning in protest.
32	Child Migrants	1.1.1	Identifies the notion of good citizenship potential
33	Child Migrants	1.2.2	Identifies the responsibilities of government to protect fundamental rights of children
34	Child Migrants	1.3.3	Identifies the responsibilities of government to those in need of protection
35	Wave Hill	1.3.3	Identifies one way colonisation affected Indigenous Australian self-governance
36	Wave Hill	1.3.2	Recognises the concept Terra Nullius
37	Wave Hill	1.3.2	Identifies the cultural significance of the land to Indigenous Australians
38	Wave Hill	1.3.1	Recognises politicians' actions can be responses to demonstrations of public will
39	Wave Hill	1.3.2	Identifies the symbolism of a gesture of cultural respect
40	United Nations	1.3.1	Identifies a benefit of belonging to the UN
41	Global Citizen	1.3.4	Identifies basic human rights when contrasted with desirable life outcomes
42	Global Citizen	1.2.4	Gives a reason why people should care about what happens in other countries

Note: See Table 1.1 for the definition of the content areas.

Chapter 4

Assessment Administration Guide

Use the Assessment Administration Guide presented in Appendix 3 to conduct the assessment in your class. It is suitable for printing or copying.

Before Conducting the Assessment

Make yourself familiar with these guidelines. They must be followed closely if the results of testing in your school are to be comparable with the national data.

Time Allocation

The assessment will take a total of 90 minutes to complete:

- 5 minutes to explain the assessment and distribute the materials
- 80 minutes to complete the assessment, including practice questions
- 5 minutes to end the session.

If all students finish the assessment before the allotted time, including checking over their work, you may finish the assessment early.

Materials Required

Students	Pen/pencil and eraser One booklet per student
Teachers	Administration guide

Assistance

When completing the assessment, students should be given every opportunity to demonstrate their understandings. You can read part or all of a question for a student if he or she is experiencing difficulty in reading it. It is important, however, not to interpret the question for the student.

Students should be encouraged to attempt all questions in the assessment. If a student finds a question difficult, suggest that he or she skip it and move on to other questions. The student can return to the original question if time permits.

Chapter 5

The Marking Guide

The Marking Guide (Appendix 4) reflects the final marking guide used for the National Assessment and provides a standardised means of scoring student responses. It is suitable for printing or copying.

Teachers should mark their student's responses to the test items according to the descriptions and examples of student responses presented in the Marking Guide.

Use of this rubric in scoring student responses will allow valid comparisons to be made of your students' results with the results of the National Assessment Program as presented in Chapter 8 of this document.

Item response types include: dual choice (True/False), multiple choice, closed and extended constructed response. The number of score points allocated to items varies: dual and multiple choice items have a maximum score of one point. Closed and extended constructed response items are each allocated a maximum of between one and three score points, with a possibility of partial credit being awarded when the maximum was greater than one.

Chapter 6

Recording the Results

Chapters 6, 7 and 8 allow teachers to record and analyse student results. Student results will be recorded on different forms and in different ways in order to allow teachers a range of ways in which to analyse student performance. The Class Record Sheet (see below) is the main document used for recording student results, but the Item Analysis Sheet and the Class Analysis Sheet will also be used (see Chapter 8).

Using the Class Record Sheet

The Class Record Sheet (Appendix 5) is to be used in conjunction with the Marking Guide (see Chapter 5). It provides a template for recording student marks and a format for recording information for later analysis. It is suitable for printing or copying.

Teachers should enter on the Class Record Sheet the marks given to each student for each question. For each student in the class, write their name in the column headed 'Name'. Then, working across the row, record the score that student achieved on each question.

The column headed 'Total Raw Score' should be used to record the student's total score on the assessment.

The summary rows at the bottom of the Class Record Sheet should be used to tally the number of students in the class that achieved a certain score on each question. For example, on a 1-point question, you would record the number of

students who achieved a score of '0' and the number of students who achieved a score of '1'.

The final column, 'Scale Score', will be used to record the scale score during analysis of the student results in Chapter 8.

Chapter 7

Context to Proficiency

In 2005, proficiency levels and a Proficient Standard were established for the National Assessment Program – Civics and Citizenship.

To establish the proficiency levels, a combination of expert knowledge of the skills required to answer each of the civics and citizenship items, plus the results from the analysis of students' responses, was used.

Items located within each of the five proficiency levels were judged by subject experts to share similar features and requirements and to differ in recognisable ways from items at other levels.

Table 7.1 provides a description of the level of knowledge and skills assessed by items operating at each proficiency level. Items at the higher proficiency levels require students to demonstrate more demanding skills and understandings to answer them than do items with lower proficiency levels.

Setting the Standard for Year 10 Civics and Citizenship

A standard for civics and citizenship was established as part of the first cycle of national assessment to provide parents, educators and the community with a clear picture of the proficiency students are expected to demonstrate by the end of Year 10.

To identify what students should know and be able to do by the end of Year 10, civics and citizenship educators, curriculum officers and experienced teachers from government, Catholic and independent schools in all states and territories were brought together.

Table 7.1: Description of skills assessed at each proficiency level of the NAP – CC Scale

Level scale range	Draft revised proficiency level description	Selected item response descriptors
Level 5 ≥795	Students working at Level 5 demonstrate precise knowledge and understanding of the Australian democracy and the contexts in which it has developed. They evaluate civic actions and recognise the potential for ambiguity in contested civic and citizenship concepts.	<p>Students working at Level 5, for example:</p> <ul style="list-style-type: none"> • Analyse the reasons why the High Court decision may have been close and understands the federal/state division of powers. • Explain the significance of ANZAC Day and relate ANZAC day to Australian national pride and identity. • Explain how needing a double majority for constitutional change supports stability over time. • Analyse the tension between critical citizenship and abiding by the law. • Recognise the exclusion of Indigenous Australians from the electoral process and understands the shift in the policy, towards inclusion
Level 4 665–794	Students working at Level 4 recognise the interaction between the policies and processes and actions of civil and civic institutions and the broader community. They explain the benefits, motivations and outcomes of institutional policies and citizens' actions. They demonstrate familiarity with the precise discipline-specific vocabulary associated with civics and citizenship content and concepts both through interpreting text and in written responses.	<p>Students working at Level 4, for example:</p> <ul style="list-style-type: none"> • Provide a plausible explanation for a perception of the lack of representation of Indigenous Australian views in the Australian democracy. • Explain how having citizens learn about other cultures can benefit the community through encouraging social harmony. • Explain the symbolism of a national flag and understand that burning a flag is a mechanism for protesters to dissociate themselves from their government. • Identify features of Australian democracy and understands the effect of certain factors on Australian governance. • Analyse how voters prioritise issues differently at state and federal elections. • Link the impact of the media with some form of direct public action. • Identify the benefits of a project which helps the homeless and disadvantaged
Level 3 535–664	Students working at Level 3 demonstrate knowledge of specific details of the Australian democracy. They make connections between the processes and outcomes of civil and civic institutions and demonstrate awareness of the common good as a potential motivation for civic action. Students working at Level 3 demonstrate awareness that civic processes can be explained and justified in relation to their broader purposes.	<p>Students working at Level 3, for example:</p> <ul style="list-style-type: none"> • Identify a group that actively represents a sector within the community. • Justify reasons for restrictions to free speech. • Identify that sites of historic significance belong to the whole community. • Recognise some key functions and features of the parliament such as defining the role of the Speaker of the House of Representatives. • Refer to the notion of the common good as a motivation for signing a petition and identify that signing a petition shows support for a cause. • Explain how governments may change laws to ensure state and federal consistency. • Justify the importance of elections in a democracy. • Identify that community representation taps local knowledge. • Identify the value of participatory decision-making processes.

Table 7.1: Description of skills assessed at each proficiency level of the NAP – CC Scale

Level scale range	Draft revised proficiency level description	Selected item response descriptors
		<ul style="list-style-type: none"> • Identify the importance in democracies for citizens to engage with issues. • Identify benefits of volunteering to the individual and the community. • Recognise the key feature of the separation of powers in Australia.
<p>Level 2 405–534</p>	<p>Students working at Level 2 demonstrate knowledge of core aspects of the Australian democracy. They demonstrate awareness of the connection between fundamental principles (such as fairness), and their manifestation in rules and laws. They demonstrate awareness of citizenship rights and responsibilities as being collective as well as individual and make simple evaluations of given mechanisms of civic action</p>	<p>Students working at Level 2 for example:</p> <ul style="list-style-type: none"> • Analyse an image of multiple identities. • Recognise the concept of Terra Nullius. • Suggest a disadvantage of consensus decision-making. • Identify the role of the Prime Minister. • Identify the origins of the Westminster system. • Give a reason explaining the contribution of aid to regional security. • Identify a correct statement about the federal system of government. • Identify a purpose for the existence of public records. • Recognise the definition of an independent member of parliament. • Recognise that a vote on a proposed change to the constitution is a referendum and understand the underlying principles of a referendum. • Identify a change in Australia’s national identity leading to changes in the national anthem. • Recognise that respecting the right of others to hold differing opinions is a democratic principle. • Recognise the division of governmental responsibilities in a federation. • Identify the role of the Governor-General. • Recognise changes in our national identity over time. • Recognise why a fair society needs to be based on rules and laws. • Recognise the role of the voter in a representative democracy. • Identify the names of the two houses of the Australian Parliament. • Identify one way that colonisation affected Indigenous Australian self-governance.
<p>Level 1 275–404</p>	<p>Students working at Level 1 demonstrate knowledge of broad features of the Australian democracy. They recognise the cultural significance of the land to Indigenous Australians and that cultural attitudes and values can change over time. They demonstrate familiarity with simple mechanisms of community engagement and civic actions to inform and influence change.</p>	<p>Students working at Level 1, for example:</p> <ul style="list-style-type: none"> • Identify a benefit of belonging to the United Nations. • Identify that the federal government is responsible for the defence forces. • Suggest a lawful civic action to influence local government decisions. • Suggest the motivation behind an act of ethical consumerism. • Identify that learning about other cultures can benefit a community. • Identify that members of parliament represent the people in their electorates. • Identify a benefit of holding a public meeting about an issue of community interest. • Recognise that attitudes to immigration in Australia have changed over time.

Table 7.1: Description of skills assessed at each proficiency level of the NAP – CC Scale

Level scale range	Draft revised proficiency level description	Selected item response descriptors
		<ul style="list-style-type: none"> • Describe ways of protesting in a democracy. • Recognise the purposes of a set of school rules and describe how a representative in a school body can effect change. • Identify and explain a principle that supports compulsory voting in Australia. • Identify the important role of the media in politics and the electoral process. • Identify qualities that are necessary for civic responsibilities. • Recognise that attitudes to immigration have changed over time. • Recognise the principle of equity when applied to employment opportunities.
Below Level 1 <275	Students working at below Level 1 demonstrate knowledge of the notion of fairness and recognise some basic human rights. They demonstrate familiarity with basic aspects of democratic processes and legal systems and some familiarity with generalised characteristics of Australian identity.	Students working at below Level 1 can, for example: <ul style="list-style-type: none"> • Recognise that Australians have diverse origins. • Identify a human right. • Recognise that taxes are a source of government revenue. • Recognise that members of parliament get their jobs by being voted for in elections. • Recognise the role of key personnel in the legal system. • Connect the separation of powers to the concept of fairness in a democracy. • Recognise that Australians have diverse origins. • Identify the importance of a gesture of cultural respect. • Identify the notion of good citizenship potential. • Recognise that Australia seeks to maintain close ties with other countries in the Asia-Pacific area. • Recognise that some schools encourage student participation in school decision-making. • Describe a fundamental democratic right related to age.

The members of the expert group used their classroom experience and knowledge of the civics and citizenship curriculum in the various jurisdictions to examine the test items from the National Assessment Program – Civics and Citizenship.

The crucial civics and citizenship skills and understandings needed by students for the next phase of civics and citizenship learning at school were discussed and debated before consensus was reached on a ‘proficient’ standard for Year 10. This proficient standard remained the same for subsequent cycles of the assessment.

The ‘proficient’ standard is a challenging but reasonable level of performance, with students having to demonstrate more than minimal or elementary skills.

In terms of the proficiency levels described in Table 7.1, the Year 10 Proficient Standard in civics and citizenship was found to be equivalent to Level 3. Therefore,

students achieving at or above Level 3 are considered to have an understanding of civics and citizenship appropriate to Year 10.

Year 10 students who exceed the Proficient Standard (those who perform at Level 4 and above) show exemplary performance.

Distribution of Year 10 Student Performance

Figure 7.1 shows the distribution of students who achieved each proficiency level in the National Assessment Program – Civics and Citizenship. The information draws on the distribution of students’ performances across proficiency levels as presented in Chapter 3 of the *National Assessment Program: Year 6 and Year 10 Civics and Citizenship Report 2013*.

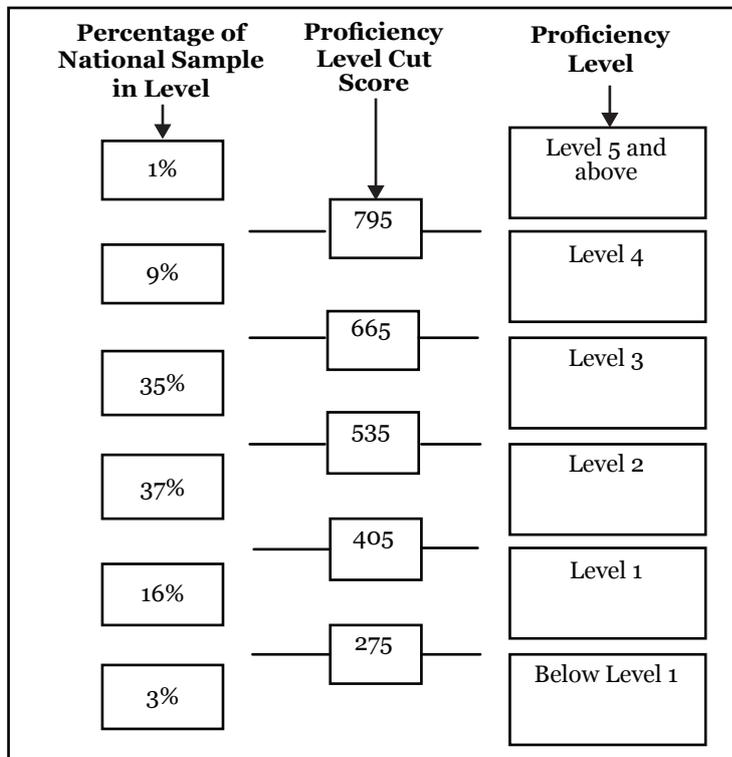


Figure 7.1: Percentages of students from the 2013 National Assessment Program – Civics and Citizenship at each proficiency level and the corresponding scaled scores

Chapter 8

Analysing and Reporting School-level Student Performance

These School Assessment materials provide teachers with a number of ways in which to assess student performance. One way is to compare the group's performance on individual items to the national results from 2013, using the Item Analysis Sheet. Another way is to compare the overall score obtained by students to the 2013 national distribution, using scale scores and the Class Analysis Sheet. The Item Analysis Sheet can be found in Appendix 6 and the Class Analysis Sheet is Appendix 7. Both are suitable for printing or copying.

Using the Item Analysis Sheet

The Item Analysis Sheet (Appendix 6) provides a tool for comparing class performance against the results reported in the *National Assessment Program – Civics and Citizenship Years 6 and 10 Report 2013*.

Teachers should record the number of students assessed in the box at the top of the Item Analysis Sheet.

The information required for the column headed 'Number of students' can be obtained from the summary you completed at the bottom of the Class Record Sheet (see Chapter 6).

Teachers should note that the number of students receiving '0' will not be used for further analysis.

For many items it is possible to score greater than '1' on a question. Where this is the case, there is a row for each possible score, as indicated in the column 'Score Value'. The number of students receiving each score should be recorded on the relevant row.

Calculating percentages

The percentage of students achieving the correct answer on an item can be calculated using the formula:

$$\frac{\text{number of students scoring full marks}}{\text{number of students assessed}} \times \frac{100}{1}$$

Record the percentage in the column headed '(%) of students'.

The percentage calculated for your class can then be compared with the results reported in the *National Assessment Program – Year 6 and Year 10 Report 2013*, which are shown in the column headed 'National Sample'. In making comparisons, teachers are advised to consider the items in relation to their school's curriculum and context.

The final column in the Item Analysis Sheet, 'Proficiency Level', indicates the level at which each item or item score value is located.

Conversion of Student Raw Scores to Scale Scores

Table 8.1 can be used to convert students' raw scores on the National Civics and Citizenship School Assessment materials to corresponding scale scores from the National Assessment Program – Civics and Citizenship. In the latter, the students' raw scores on the NAP – CC Scale were transformed into a scale with a mean of 400 and a standard deviation of 100.

This transformation was applied to assist in the interpretation of the raw scores and the assignment of proficiency levels. Therefore the tables shown below can be used to determine the proficiency level of a student by matching his or her raw score with the scaled score and corresponding proficiency level.

Table 8.1 enables teachers to determine whether their students have demonstrated proficiency in civics and citizenship by reaching Level 3 or better on the NAP – CC Scale.

Teachers should record the scale score for each student in the final column of the Class Record Sheet (see Chapter 6).

Table 8.1: Raw score to scale score conversion

Student raw score	Equivalent sampled scale score	Level attained	Level Descriptors
0	-278	Below level 1	Demonstrates ability to locate and identify a single basic element of civic knowledge in an assessment task with a multiple choice format.
1	-129		
2	-57		
3	-7		
4	31		
5	64		
6	92		
7	116		
8	139		
9	160		
10	180		
11	198		
12	215		
13	232		
14	248		
15	264		
16	279	Level 1	Demonstrates a literal or generalised understanding of simple civics and citizenship concepts. Their cognition in responses to multiple choice items is generally limited to civics institutions and processes. In the few open-ended items they use vague or limited terminology and offer no interpretation.
17	294		
18	308		
19	323		
20	337		
21	351		
22	365		
23	378		
24	392		
25	406	Level 2	Demonstrates accurate factual responses to relatively simple civics and citizenship concepts or issues in responding to multiple choice items and show limited interpretation or reasoning in their responses to open-ended items They interpret and reason within defined limits across all concepts within Aspect 1 of the NAP – CC Assessment Framework.
26	419		
27	433		
28	447		
29	461		
30	475		
31	489		
32	504		
33	519		
34	534		
35	550	Level 3	Demonstrates relatively precise and detailed factual responses to complex key civics and citizenship concepts or issues in multiple choice items. In responding to open-ended items they use field-specific language with some fluency and reveal some interpretation of information.
36	566		
37	583		
38	601		
39	620		
40	640		
41	661		
42	683	Level 4	Demonstrates accurate responses to multiple choice items on the full range of complex key civics and citizenship concepts or issues. They provide precise and detailed interpretative responses, using appropriate conceptually-specific language, in their constructed responses.
43	708		
44	735		
45	766		
46	802	Level 5	Demonstrates accurate civic knowledge of all concepts within Aspect 1 of the NAP – CC Assessment Framework. Using field-specific terminology, and weighing up alternative views, they provide precise and detailed interpretative responses to items involving very complex civics and citizenship concepts and also to underlying principles or issues.
47	844		
48	898		
49	975		
50	1128		

Using the Class Analysis Sheet

The Class Analysis Sheet (Appendix 7) is designed to assist you in drawing a graph of class or school performance that enables comparisons to be made between your student group and the National Assessment Program – Civics and Citizenship.

The graph is a simple pictorial presentation of the data that enables visual comparisons of the performance of a student group with the sample study findings, including the national mean and distribution estimates.

However, teachers should use these as indicators only. The National Assessment Program – Civics and Citizenship was constructed and implemented scientifically to provide a representative estimate of the national Year 10 population. Small groups such as schools or classes may have quite abnormal distributions that are unique to them at the time they use this material.

The graph can be constructed as a simple histogram by shading the cells vertically to represent the number of students who have achieved a particular score. A line can then be drawn by joining the midpoints of the maximum cell for each score to form the frequency polygram.

National sample mean and distribution

The shaded vertical column at the scaled score of 504 (raw score = 32) represents the best estimate of the mean for the national sample (511).

The shaded bars entitled ‘National Distribution’ indicate the proportions of students falling within the lower 25th, the middle 50th and top 25th percentile in the 2013 sample study.

Proficiency levels

With respect to proficiency levels, the shaded bars entitled ‘Level Distribution’ can be used to determine the proportions of students falling within each of the NAP – CC proficiency levels.

References

- Curriculum Corporation (2006). *Statements of Learning for Civics and Citizenship*. Carlton South: Curriculum Corporation.
- ACARA (2011). *National Assessment Program - Civics and Citizenship Year 6 and Year 10 Report 2013*. Sydney: ACARA.
- MCEETYA (2008). *Melbourne Declaration on Educational Goals for Young Australians*. Melbourne: MCEETYA.
- MCEETYA (2009). *MCEETYA Four Year Plan, 2009–2012*. Melbourne: MCEETYA.
- Print, M. & Hughes, J. (2001). *Key Performance Measures in Civics and Citizenship Education*. Commissioned report to the National Education Performance Monitoring Taskforce.
- Schulz, W., Fraillon, J., Ainley, J., Losito, B. and Kerr, D. (2008). *International Civic and Citizenship Education Study: Assessment Framework*. Amsterdam: IEA.

Appendix 1
Summary of the NAP –
CC Assessment Framework

Structure of the Assessment Framework

The National Assessment Program – Civics and Citizenship Assessment Framework consists of four discrete *aspects* which are further organised according to their content.

Aspect 1: Civics and citizenship content

Civics and citizenship content is organised into three content areas, each of which is further divided into constituent *concepts*, and these concepts are articulated by the detailed contents that comprise them.

Aspect 2: Cognitive processes for understanding civics and citizenship

Cognitive processes for understanding civics and citizenship is articulated by the 13 cognitive processes that it comprises.

Aspect 3: Affective processes for civics and citizenship

Affective processes for civics and citizenship is articulated by the three affective *processes* that it comprises.

Aspect 4: Civic and citizenship participation

Civic and citizenship participation is articulated by the behaviours, intended behaviours and skills for participation that it comprises.

This version of the assessment framework is a summary of the different aspects and their substance. The complete assessment framework, including example items can be accessed from:

<http://www.nap.edu.au/NAP+Sample+Assessments/Assessment+frameworks/index.html>

Aspect 1: Civics and citizenship content

Content Area 1.1: Government and Law

Government and Law explores the core principles and practices that help define the operation of representative government and law in Australia. This includes: institutions, principles and values underpinning Australia's representative democracy such as the key features of the Australian Constitution; the role of democracy in building a socially cohesive and civil society; ways in which individuals, groups and governments make decisions; how governments and parliaments are elected and formed; levels and roles of government; concepts of power, leadership and community service; the purposes of laws; and the ways in which Australia's legal system contributes to democratic principles, rights and freedoms.

Government and Law comprises four key concepts:

Concept 1.1.1 – Democracy in principle

Democracy in principle refers to key ideas of working contemporary democracy and specifically Australian democracy.

Concept 1.1.2 – Democracy in practice

Democracy in practice refers to the generalised responsibilities of individuals, groups and governments in making decisions and electing representatives, as well as the specific operation of institutions, systems and processes in contemporary Australian democracy.

Concept 1.1.3 – Rules and laws in principle

Rules and laws in principle refers to the reasons for and purposes of rules and laws.

Concept 1.1.4 – Rules and laws in practice

Rules and laws in practice refers to the formal and informal ways in which rules and laws are created, amended and implemented in contemporary Australian democracy (including the application of relevant international law) including the consequences of breaking rules and laws.

Content Area 1.2: Citizenship in a Democracy

Citizenship in a Democracy explores the rights and responsibilities of citizens in a democratic society and the civic knowledge, skills and values required to participate as informed and active citizens in local, state, national, regional and global contexts. Australia's cultural diversity and place in the Asia-Pacific region and in the world are explored. Issues of environmental sustainability are examined as well as opportunities for citizens to learn to make decisions that build a capacity for futures-oriented thinking. The ways in which the media and information and communication technologies (ICT) are used by individuals and governments to exert influence and the influence that media and ICT have on civic debate and citizen engagement are examined. Opportunities to practise democratic values and processes in classrooms, schools and communities are included.

Citizenship in a Democracy comprises four concepts:

Concept 1.2.1 – Rights and responsibilities of citizens in a democracy

Rights and responsibilities of citizens in a democracy refers to the perceived and actual rights and responsibilities people have in local, national and international contexts and the relationships between those rights and responsibilities.

Concept 1.2.2 – Civic participation in a democracy

Civic participation in a democracy refers to the ways in which individuals can participate in their communities and contribute to society and the reasons and explanations for individual and group decisions to participate or not participate in communities and civil society.

Concept 1.2.3 – Making decisions and problem solving in a democracy

Making decisions and problem solving in a democracy refers to the ways in which decisions can be made and problems anticipated or solved using democratic processes and values.

Concept 1.2.4 – Diversity and cohesion in a democracy

Diversity and cohesion refers to: how people are similar and different; how they are connected through identity, relationships, groups and networks; and how they acknowledge and celebrate social and civic diversity and cohesion and can hold shared and unique values and beliefs within the context of a functioning democratic society.

Content Area 1.3: Historical Perspectives

This content area explores the ways in which historical and related perspectives (e.g. cultural, economic and geographical) have influenced and continue to influence Australian democracy and civil society. *Historical Perspectives* explores the impact of the past on contemporary Australian civil society. This area examines the impact of British colonisation on Aboriginal and Torres Strait Islander peoples and their pursuit of citizenship rights. This area explores the ways in which individuals, events and popular movements have influenced the development of democracy in Australia and the influence of past societies on Australian democracy. This area examines the influence of location and place including local, state, national, regional and global events, issues and perspectives on Australia's changing national identities and the impact of government policy on the development of Australia as a culturally diverse nation.

Historical Perspectives comprises four concepts:

Concept 1.3.1 – Governance in Australia before 1788

Governance in Australia before 1788 refers to the diverse social organisations and governance practices of Aboriginal and Torres Strait Islander peoples prior to the European colonisation of Australia.

Concept 1.3.2 – Governance in Australia after 1788

Governance in Australia after 1788 refers to the ongoing development of Australian civic institutions and systems of governance, from 1788 to the present.

Concept 1.3.3 – Identity and culture in Australia

Identity and culture in Australia refers to experiences, values and ideals which help define Australian people, how these have been influenced by social change, and the ways in which concepts of identity and culture in Australia are reflected in civic institutions and processes.

Concept 1.3.4 – Local, regional and global perspectives and influences on Australian democracy

Local, regional and global perspectives and influences on Australian democracy refers to how local, national, regional and international communities and developments interact with and influence Australian democracy. This concept examines Australia's relationships with other countries, global trends and events, and how Australian governments respond to regional and global events and act as a global citizen.

Aspect 2: Cognitive processes for understanding civics and citizenship

This aspect includes understanding and applying knowledge from the three content areas of the framework. It comprises the intellectual skills of the domain. It includes: knowing, reasoning and analysis about civic values, institutions and processes; and knowing, reasoning and analysis about citizenship engagement, motivation and competence.

Students will be expected to recall or recognise the key properties, definitions and descriptions of civics and citizenship concepts and content, and to illustrate these with examples. Reasoning and analysis includes the ways in which students use civics and citizenship information to reach conclusions that are broader than the contents of any single concept.

Cognitive Processes 2.1: Knowing

Knowing includes the following processes:

2.1.1 – Define:	Identify statements that define particular civics and citizenship concepts and content.
2.1.2 – Describe:	Identify statements that describe the defining characteristics of particular civics and citizenship concepts and content.
2.1.3 - Illustrate with examples:	Identify examples that support or clarify statements about particular civics and citizenship concepts and content.

Cognitive Processes 2.2: Reasoning and Analysing

Reasoning and analysing includes the following processes:

2.2.1 – Interpret information:	Identify statements about information presented in textual, graphical, or tabular form to explain the meaning in the light of a particular civics and citizenship concept.
2.2.2 – Relate:	Use the key defining aspects of a civics and citizenship concept to connect an example to a particular concept.
2.2.3 – Justify:	Use evidence and civics and citizenship concepts to construct or recognise reasons to support a corresponding point of view.
2.2.4 – Integrate:	Identify connections between different concepts across civics and citizenship content.
2.2.5 – Generalise:	Identify or construct broad or universal concepts based on specific examples in context and explain how these may apply in other civics and citizenship contexts.
2.2.6 – Evaluate:	Identify or construct judgements about the relative merit of particular points of view or particular civics and citizenship concepts, issues and actions.
2.2.7 – Solve problems:	Identify or construct possible actions or courses of action or thought that can be used to anticipate or solve civics and citizenship problems expressed as resolved or unresolved conflict and/or tension, and/or unresolved or contested ideas or issues.
2.2.8 – Hypothesise:	Propose and support with evidence to explain or predict particular civics and citizenship policies, strategies, and/or actions.
2.2.9 – Understand civic motivation:	Identify the factors that motivate individuals and groups to engage in or not engage in democratic processes and civic action
2.2.10 - Understand civic continuity and change:	Identify and explain how or why specific factors and processes have lead to continuity and change in civic values and institutions.

Aspect 3: Affective processes for civics and citizenship

This aspect includes values, beliefs, attitudes, and dispositions that relate to civics and citizenship understanding. Affective processes for civics and citizenship includes different processes that are described below. The affective processes and constructs described in Aspect 3 represent the explicit and implicit values, beliefs, attitudes and dispositions that are intended outcomes of civics and citizenship education in Australia.

Affective Process 3.1: Civic identity and connectedness

This affective process relates to the perceptions individual students have about their place, values and roles in their civic communities and their sense of connection to people from different communities. Civic identity and connectedness includes the civic and citizenship values individuals develop or acquire about themselves and their relationships to others; the civic and citizenship values they can see themselves advocating or challenging; the civic-related behavioural dilemmas they recognize themselves as facing; and their attitudes towards these dilemmas. It also includes individuals' beliefs about

and tolerance of the levels of diversity (of civic ideas and actions) within and across their communities; and recognition of the effects of the range of civic and citizenship values and belief systems of their different communities on the members of those communities. Constructs of interest associated with this process are described in the following sections.

Construct 3.1.1- Attitudes towards Australian identity

Attitudes towards Australian identity relates to the attitudes students hold regarding Australia and the extent to which they identify with Australia as their home country. Items should determine how students view the uniqueness and diversity of Australia as a country and/or society and some items may also attempt to address the issue of multiple identities.

Construct 3.1.2- Attitudes to Australian diversity and multiculturalism

Appreciation of the uniqueness and diversity of Australia as a multicultural society is a fundamental element in citizenship education. Students are expected to learn about and learn to appreciate Australia's social, cultural, linguistic and religious diversity and histories.

Construct 3.1.3 - Attitudes towards Indigenous Australian cultures and traditions

Developing student understandings and acknowledgement of the value of Indigenous Australian cultures and traditions is a key goal of Australian education. Included in this construct are attitudes towards broadly understood notions of Indigenous Australian cultures and traditions, reconciliation between Indigenous and non-Indigenous Australians and the recognition of traditional ownership of land by Indigenous Australians.

Affective Process 3.2: Civic efficacy

This affective process relates to students' self-judgement regarding opportunities to act in ways to positively influence civics and citizenship outcomes. This includes both beliefs in their own personal civic capacity as well as the general value of becoming active as a citizen. Believing in the value of civic action and having a sense of personal self-efficacy are both important factors for civic engagement in a democratic society.

Constructs of interest associated with this process are described in the following sections.

Construct 3.2.1 - Beliefs in the value of civic action

Only if students believe that civic action is of value can one expect any civic engagement. Therefore it is important to measure students' beliefs regarding the general value of civic action in a democratic society. The items need to be targeted to the context of the age group at each year level.

Construct 3.2.2 - Confidence to actively engage

Citizenship education aims at providing opportunities for students to become active and informed citizens. Therefore it is of interest to measure students' sense of personal civic self-efficacy that reflects their judgement about being able to become meaningfully involved as an active citizen. This construct would be measured by questions about the students' perceived capacity to undertake specific civic activities. The items need to be targeted to the context of the age group at each year level.

Affective Process 3.3: Civic beliefs and attitudes

This affective process related to students' beliefs about democracy, the common good and good citizenship. Furthermore, it includes civic and citizenship beliefs, ideas and interests and ways in which these can be made known to others including other citizens, civic decision-makers and leaders. It also relates to students' attitudes toward other people, institutions and specific civic-related policies and practices.

Constructs of interest associated with this process are described in the following sections.

Construct 3.3.1 - Interest in civic issues

For students to become active and informed citizens this requires the development of an interest in civic issues. Student interest in civic issues can be measured through items that ask students to rate their interest in different civic issues.

Construct 3.3.2 - Beliefs in democratic values and value of rights

Citizenship education includes the goal to commit students to national values of democracy, equity and justice and promoting belief in value of rights. Students' beliefs in democratic values could be measured through asking about student support for statements that reflect democratic values or asking about student rejection of statements that challenge democratic values.

Construct 3.3.3 - Beliefs in civic responsibility

As part of citizenship education students should be provided with opportunities to develop the capacity to act as active, informed and responsible citizens. Therefore it is of interest to measure students' perceptions of civic responsibility by judging the relative importance of different behaviours for good citizenship.

Construct 3.3.4 - Trust in civic institutions and processes

Students' critical appreciation of Australian civic institutions is an important aspect in teaching civics and citizenship at school. Civic institutions lie at the core of the Australian democratic system and trust in their basic functioning can influence civic engagement in different ways. Therefore it is of high importance to address the construct of trust in civic institutions.

Aspect 4: Civic and citizenship participation

This aspect relates to the participatory skills of the domain and refers to the skills that students use when they participate responsibly in civic life and work for personal benefit and for the collective benefit of communities. Active contribution to the community as well as implementing, organising and influencing change provide possible contexts for participation. This aspect also refers to students' awareness of and engagement in the range of opportunities to participate that are available to them now and in the future.

Civic and citizenship participation includes actual behaviours as well as behavioural intentions and also relates to self-beliefs about skills for participation.

Participatory Process 4.1: Actual behaviours

Actual behaviours reflect the frequency and nature of involvement in student activities, civic-related participation in the community and civic-related activities at school.

Constructs of interest associated with this process are described in the following sections.

Construct 4.1.1 - Civic-related participation in the community

Students' activities in the community outside of school are an indicator of actual achievement. Current engagement of students in the community can be measured through items asking students to indicate whether they have taken part in different activities within the community (e.g. participation in collecting money for a charity, participation in a youth organisation associated with a union or a political party). The activities chosen would be those that are likely to be accessible to and undertaken by the age group at each year level.

Construct 4.1.2 - Civic-related participation at school

Students' school-based activities do not necessarily reflect voluntary civic engagement but are of interest as they reflect actual experience of this type of behaviour. School-based civic activities can be measured through items asking students to indicate whether they have taken part in different civic activities at school (e.g. participation in a school assembly to discuss school issues).

Construct 4.1.3 - Participation in civic-related communication

Previous studies (including the national civics assessments in 2004 and 2007) have shown that discussion with family and engagement with media information are positively correlated with outcomes of civics and citizenship education. Civic-related communication can be measured through items asking students to what extent they ask questions and inform themselves about political or social issues from the media and discuss them with family and peers.

Participatory Process 4.2 Behavioural intentions

Behavioural intentions relate to students' expectations of civic-related participation in the community in the near future and as an adult. Given that at the age of students at Year 6 and Year 10 the range of possible civic activities is limited, it is important to assess the students' perceptions of their preparedness for prospective engagement as an adult citizen.

Constructs of interest associated with this process are described in the following sections.

Construct 4.2.1 - Expected participation in activities to promote important issues

Civic engagement of citizens is often associated with concern about important issues and trends and can become manifest in activities in favour (e.g. engagement to promote environmental issues) or against (e.g. protest against excessive government control) these issues. Students' expected participation in these kind of activities can be measured through items asking students to rate the probability of engaging in different forms of activities (e.g. taking part in a peaceful demonstration or collecting signatures for a petition).

Construct 4.2.2 - Expected active civic engagement in the future

Committing to active civic engagement as an adult citizen in organisations, elected bodies and democratic processes is crucial in a democratic society. Moreover it is informative to know to what extent students think they will actively engage in the near future or later adult life. Students' expected active participation can be measured through items asking students to rate the probability of engaging in different forms of civic participation (e.g. joining a youth organisation or becoming active in an election campaign).

Participatory Process 4.3: Students' skills for participation

This process relates to students' capacity to work constructively and responsibly with others, to use positive communication skills, to undertake roles, to manage conflict, to solve problems and to make decisions.

Although it is acknowledged that student skills for participation are important outcomes of civics and citizenship Education, it is not currently feasible to assess them as a separate part of the National Assessment Program. It may be possible to draw some valid inferences on student participation based on related processes and constructs.

Appendix 2

Year 10 Assessment Booklet



Name: _____

National Assessment Program:
Year 10 Civics and Citizenship
School Assessment

2013 Released Items

Below you will find 4 Practice Questions.

Practice Question 1

OL01L

PQ1 In Australia, who must obey the law?

- everybody
- only Australian citizens
- everybody except members of parliament
- only the people who voted for the government

Practice Question 2

PQ2 The table below contains some statements about Australia.

Decide whether you think the statement is true or false. Indicate your answer by circling on 'True' or 'False' in the table as shown in the shaded example.

Australia has six states and one territory.	True	False
Hobart is the capital city of Australia.	True	False
Australians must carry a passport when travelling overseas.	True	False

Practice Questions 3 and 4

Below is a letter to a local newspaper.

Read the letter and answer Practice Questions 3 and 4.

Dear Editor,

Two weeks ago my neighbour pulled down part of my fence. He did not even ask me and now my chickens keep escaping. He refuses to speak to me about the fence. I have telephoned the council but they haven't helped.

Ms C Finch

PQ3 What is the first thing the neighbour should have done before pulling down the fence?

- telephoned the local council
- built a cage for Ms Finch's chickens
- told Ms Finch that he was going to pull down the fence
- asked for Ms Finch's permission to pull down the fence

PQ4 Ms Finch wants to have the fence fixed.

Do you think that writing a letter to the local newspaper is the best way to make this happen?

Choose either 'Yes' or 'No' and give a reason for your choice.

Yes **OR** No

This is the end of the Practice Questions.

The National Sample Assessment Questions begin on the next page.

Please do not turn the page until told to do so.

Questions 1 to 4

Below is a petition written by the Luton residents' group about advertising signs on the footpaths at the Luton Street shops.

No.	Name	Address	Signature
1.			
2.			
3.			
4.			

PT21

Q1 Where should the organisers send the signed petition?

- to the police
- to their state or territory Department of Transport
- to the Commonwealth Department of Foreign Affairs and Trade
- to their local council

PT22

Q2 When people sign a petition why **must** they also give their address?

- to make sure that only people from the local area sign the petition
- to let the organisers contact people who sign the petition
- to show that the people who signed the petition actually exist
- to make people think carefully before signing the petition

PT23

Q3 Petitions are used to show the people in power that there are

- many people who agree with the contents of the petition.
- many different good reasons to support the contents of the petition.
- many people who want to personally discuss the contents of the petition with them.
- many different ways that people will protest about the issue until their requests are met.

Tam and Sonny are discussing the petition.



PT24

Q4 Give the best reason you can think of **to support** what Sonny says.

Questions 5 and 6

On ANZAC Day each year Australians remember an event that happened on 25 April 1915.

AZ11

Q5 What happened on that day that Australians remember?

AZ12

Q6 Why do Australians remember what happened that day?

Question 7

Many ships have been wrecked on or near the Australian coast over the last 300 years. In 1976, the Parliament of Australia passed the Commonwealth Historic Shipwrecks Act. The Historic Shipwrecks Act protects wrecked ships and their contents.

Scuba divers are allowed to visit shipwrecks as long as they do not remove anything from the wreck or damage it.



HS21

Q7

Why is it important to protect historic shipwrecks?

Give two different reasons.

1. _____

2. _____

The Franklin Dam Issue

In 1980, the Tasmanian government announced that it wanted to build a hydro-electric dam on the Franklin River in south-west Tasmania.

Many people around Australia were opposed to this because of concerns about the effects the dam would have on the environment.

In 1983 the Australian Labor Party, led by Bob Hawke, went into a national election promising to stop the building of the dam. They won the election.

By then, the United Nations had declared south-west Tasmania a World Heritage Area, and the new government used the provisions of this international treaty as the basis for new legislation to allow the national government to stop the building of the dam.

The Tasmanian state government argued in the High Court that this legislation was unconstitutional.

Prior to the court case, the Premier of Tasmania made the following statement:

We've had a long debate in Tasmania about this whole issue. There was a referendum at which 65% of Tasmanians voted in support of a power scheme in south-western Tasmania. We had an election in which the 'No Dams' candidates were resoundingly defeated. My government won that election on a clear policy to proceed with the construction of the dam.

The High Court's decision supported the national government by four to three.

FD11

Q8

What was the Premier of Tasmania suggesting about national and state powers in his statement?

- that all decisions by governments need to be put to a referendum
- that national governments should respect the wishes of state voters on state issues
- that all decisions by national governments should be approved by the state governments
- that the national government is not allowed to make a law that affects state governments

FD12

Q9

Which of the following would have been the main constitutional issue the High Court had to decide on?

- whether the Tasmanian parliament had had a proper debate on the issue
- who had the powers in this case, the national government or the state government
- who should pay for the building of the dam, the national government or the state government
- whether the national government was allowed to make an election promise to stop the building of the dam

FD13

Q10

Why do you think the High Court decision was so close (four to three)?

FD14

Q11

The national government and the state government had opposite views about the building of the dam. Yet both governments were representing the will of voters on this issue.

Explain how this could be the case.

Question 12

Indigenous Australians have lived in Australia for many thousands of years.

In 1788, Governor Phillip claimed the lands of New South Wales for the British Government.

IR21

Q12

When he did this Governor Phillip showed that the British Government in 1788 believed that

- the Indigenous Australians were the owners of the land they were living on.
- the British settlers should ask the Indigenous Australians about how best to use the land.
- the Indigenous Australians did not own the land they were living on.
- the British settlers could use land only with permission from the Indigenous Australians.

Question 13

The Australian Constitution can only be changed if:

- a) more than half the voters in **at least** four of the six states vote 'Yes' to the proposed change; and
- b) more than half the voters across the whole country vote 'Yes' to the proposed change.

This requirement is called a 'double majority'.

DM21

Q13 What is the benefit to Australia of being able to change the Constitution **only** if a double majority of voters supports the change?

Explain your answer.

Question 14

RQ21

Q14 If Australians voted in a referendum to have a president as the head of state, this position would replace the position currently held by the

- Speaker of the House of Representatives.
- Foreign Minister.
- Prime Minister.
- Queen.

Question 15

IM41

Q15 What is an Independent Member of Parliament?

- someone who switches membership from party to party
- someone who does not formally belong to a political party
- someone who refuses to obey the leader of their political party
- someone who sits in parliament but does not vote on bills

Question 16

TU41

Q16 What is a Trade Union?

- an organisation in which workers have joined together to achieve common goals
- an organisation that is an alliance of different political parties which all have something in common
- an organisation that has been elected to parliament to represent workers
- an organisation in which workers and employees unite to determine how they will distribute profits

Questions 17 to 20

The Big Issue is a current affairs magazine that is sold on the streets of some Australian cities. The people who sell The Big Issue are homeless or disadvantaged people. They keep half of the money from each magazine they sell.

BI41

- Q17** The people who sell The Big Issue get money for their work.
What are two other benefits of selling The Big Issue for the people who sell it?

BI42

- Q18** Each Big Issue magazine includes a photo of the people who sell it.
Why does the magazine include information about these people?

- so that the sellers can become famous
- to help people understand and relate to disadvantaged people
- to help people work out whether or not someone is disadvantaged
- to help disadvantaged people accept that their situation is unlikely to change

The Big Issue also manages the Street Soccer Program, in which homeless and disadvantaged people can play soccer as part of a team.

Each year, players are selected for the Street Socceroos national team. They compete in the Homeless World Cup.

BI43

- Q19** How might participating in the Street Socceroos benefit the players?
Give two ways.

1. _____

2. _____

BI44

Q20 What is the benefit to the wider community of informing them about the Homeless World Cup?

Question 21

Most Australian states have a bicameral government. This means that there are two legislative houses, the House of Representatives and the Senate. Proposals for new laws must be approved by both houses of parliament before they can become law. Queensland, the Northern Territory and the Australian Capital Territory only have one legislative house in parliament.

BG41

Q21 What might be one advantage of a bicameral government?

Questions 22 and 23

In 2004 the federal government wanted to deport an asylum seeker who had arrived in Australia by boat without a visa or passport. He was not able to get a temporary visa and therefore was going to be deported. However, none of the countries asked by Australia to accept him, would accept him. The asylum seeker's case was taken to the High Court of Australia, which judged that, under Australia's immigration laws, the asylum seeker could be held in an immigration detention centre until a country was found that would accept him.

ID42

Q22 The High Court decision was most controversial.

Which of the following comments shows most clearly why the High Court's decision was controversial?

- 'The man didn't get a fair hearing.'
- 'The man suffered public humiliation.'
- 'The man was not a threat to Australia's security.'
- 'The man could have been in detention for the rest of his life.'

ID43

Q23 What would be the best course of action for Australians who are unhappy with the decision of the High Court?

- Call for a police investigation of the immigration laws.
- Call for parliament to change the immigration laws.
- Call for the High Court to be replaced by another organisation.
- Call for the Governor-General to change the immigration laws.

Questions 24 and 25

The concept of 'The Dreaming' has been described by Aboriginal Elders as:

The Dreaming made our Law. The Law is the way we live, our rules. This Law is our stories, our songs and our ceremonies. All of these things came from The Dreaming. The Dreaming is our ancestors, no matter if they are fish, birds, men, women, animals, wind or rain.

DR41

Q24 What is one similarity between Aboriginal law and modern Australian law?

- Both are fixed and can't change.
- They both can only be understood by experts.
- They are both mostly oral records.
- They are both based on cultural beliefs.

DR42

Q25 Which of the following is the best definition of The Dreaming?

- The Dreaming is the way Aboriginal people explain their life and how their world came into being.
- The Dreaming is the name given to all that is unexplained in Aboriginal culture.
- The Dreaming enables Aboriginal people to maintain their historical records.
- The Dreaming is mainly about government.

Questions 26 to 28

Radio Australia is a radio station that is funded by the Australian Government. It broadcasts across the Asia-Pacific region in 8 different languages. The stories and information that it broadcasts are of particular interest to people living across the region, including Australians who live in other parts of the Asia-Pacific.

RA41

Q26 Why does the Australian Government provide the money for Radio Australia?

- because it wants to advertise Australia as a great holiday destination
- because it wants to support Australia's connection to other countries in the region
- because it wants to make other countries in the Asia-Pacific region more like Australia
- because it wants to make Australia more like other countries in the Asia-Pacific region

The Radio Australia website contains a number of English lessons.

RA42

Q27 Why would some people living in the Asia-Pacific region find it useful to learn English?

Radio Australia provides warnings and updated information to all listeners about natural events such as cyclones or floods. These include events that may affect areas within Australia and across the Asia-Pacific region.

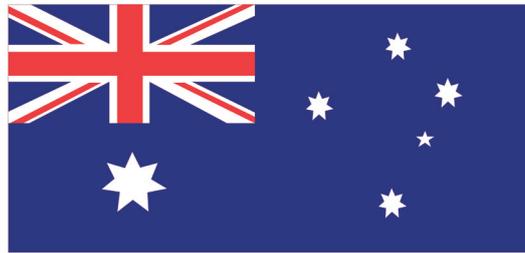
RA43

Q28 What does the information suggest about Radio Australia?

- It is listened to only during times of crisis.
- It only benefits some countries within the Asia-Pacific region.
- It aims to benefit everyone in the Asia-Pacific area.
- It likes to control regional events.

Questions 29 to 31

Below is a picture of the Australian flag. It was selected as the winning design from a public competition and first raised on 3 September 1901.



FL14

Q29 The Australian flag was the winning design in a competition.

The competition was run by the government and was open to the general public.

Why do you think the government decided to choose a flag in this way?

FL17

Q30 Sometimes people burn their national flag when protesting about an issue.

Why might people burn their national flag when protesting?

FL18

Q31 Some people believe it should be **against the law** to burn the national flag.

Why might some people believe it should be against the law to burn the national flag?

- It insults the country whose flag is burnt.
- It is dangerous and other protestors might get hurt.
- It might offend people from other countries.
- It might make the protest more violent.

Questions 32 to 34

Between the years 1912 and 1967 over 6 500 children were brought to Australia, mainly from the United Kingdom. This was part of a government scheme called the 'Child Migration Scheme'. Many came from children's homes and were often, but not always, orphans. An immigration slogan used at the time was 'the child, the best immigrant'.

CM41

Q32 Why would the government suggest that children were the 'best' immigrants?

- because children are usually well-behaved and cheerful
- because the government needed money to run the scheme
- because children are adaptable and have a long working life ahead of them
- because the government believes the children will vote for them

In some cases, when the children arrived in Australia, they went to live in cottages on farms where they were required to work. Some children went to orphanages where they lived in crowded conditions.

Some children who came to Australia under the Child Migration Scheme were treated well. Some children were treated badly.

In 2009, the British Prime Minister, Gordon Brown, said that the treatment of these children was 'cruel, unnecessary and deeply unjust and demanded the fullest apology to all who suffered and were so wrongly robbed of their childhood.'

CM43

Q33 The Child Migration Scheme was stopped in 1967.

What is one reason why the scheme might have been stopped?

- There were no more children in Britain who were eligible to take part in the scheme.
- The children in Britain who heard about the bad treatment refused to come to Australia.
- The risk of bad treatment of some children was more important than the possible benefits to others.
- There was no way of keeping the child migrants from going to live in other countries as soon as they turned 18.

Q34 Why would the British government make an official apology in regard to child migration?

- It wanted to promote moving to Australia in a more favourable light.
- It wanted to get more people to vote for it.
- It was forced to apologise by the Australian government.
- It recognised that the policy did not recognise the rights of the children.

Questions 35 to 39

Wave Hill Cattle Station in the Northern Territory was set up in 1883. The non-Indigenous cattle owners put fences around the water supplies that the local Gurindji people used.



The lack of food and water on their land forced many Gurindji people to stay on the cattle stations and work as stockmen or servants. They were not paid money, but were given only salt, bread, beef and tobacco for their work.

Q35 After Wave Hill Cattle Station had been set up, the Gurindji people

- decided to start a new system of rules and laws.
- preferred to live by the station owners' rules and laws.
- were allowed to live according to their traditional ways.
- were no longer able to live according to their traditional ways.

WH32

Q36 Why were the station owners allowed to take over Gurindji land?

- no-one else wanted it
- the law said it was empty
- the land was of poor quality
- they paid a good price for it

In 1966, the Gurindji workers walked off the Wave Hill Cattle Station and refused to work. Many people thought this strike was just about getting paid, but the main thing the Gurindji people wanted was the return of their land.

WH33

Q37 Why did the Gurindji people want to get their land back?

- to punish the station owners
- so they could grow crops on it
- because it is a necessary part of their culture and law
- because they wanted to sell it and move somewhere else

During the strike, Gurindji Elders including Vincent Lingiari toured Australia. Thousands of Australians came to public meetings to hear the Gurindji story. Many of these meetings were shown on the television news and in newspapers.



WH34

Q38 After this tour, the Prime Minister decided to meet with Vincent Lingiari.

Which one of the following reasons best explains why he might have made this decision?

- Vincent Lingiari had become rich and famous.
- The Prime Minister had become a good friend of Vincent Lingiari.
- Most other Indigenous Australians had already been given back their land.
- Many Australians recognised that the Gurindji people should have land rights.

By 1975 the Australian Government had convinced the station owners to meet most of the Gurindji demands and they agreed to give the Gurindji people back some of their land. The photograph below shows Gough Whitlam, the then Prime Minister, pouring earth into Vincent Lingiari's hand.



Photograph by Penny Tweedie

WH35

Q39 Why did the Prime Minister give Vincent Lingiari a handful of earth as well as legal documents for the land?

- to show that the soil is of good quality
- because the documents would not last
- to show that he was returning the land to the Gurindji people
- because the earth was from near Parliament House in Canberra

Questions 40 to 42

The United Nations (UN) is an international organisation that tries to encourage co-operation among nations. The UN is concerned with promoting:

- human rights
- economic development
- environmental sustainability.

GC0231

Q40 Australia is a member of the United Nations.

Apart from the reasons above, give **one other** reason to explain why Australia would choose to be a member of the UN.

GC33

Q41 The United Nations has adopted The Universal Declaration of Human Rights, which describes the basic human rights of all people.

Which of the following is **not** a basic human right?

The right to

- have an education.
- have access to justice.
- have religious freedom.
- have a profitable business.

The United Nations Youth Association of Australia is an organisation that is concerned with global issues. Young people are welcome to become involved in this organisation.



Liu

I don't see why I should care about what happens in other parts of the world. It has nothing to do with me.



Josh

I disagree. I think it does concern us.

GC34

Q42 Give a reason to support Josh's opinion.

Appendix 3

Year 10 Assessment Administration Guide

**National Assessment Program – Civics and Citizenship 2013
Year 6 and 10 School Assessment**

ASSESSMENT ADMINISTRATION GUIDE

This guide contains selected extracts from the full version of the *National Assessment Program – Civics and Citizenship Years 6 and 10 2013 Assessment Administrator's Manual* to enable the classroom teacher to replicate the conditions under which the national sample assessment was administered.

CONDUCTING THE ASSESSMENT SESSION

1.1 The Assessment Day

You will need to set up the room and assessment materials. It is preferable that any posters, displays or teaching material that students might refer to are covered or removed from the room before the assessment begins. The materials you will need are:

- this manual, open to the script for administering the session;
- the Assessment Booklets (one for each student);
- a watch or clock;
- your 'Survival Kit' - spare assessment booklets, spare pens or pencils, erasers and so on;
- a clock visible to the students; and
- books or other reading materials to lend to students who finish the assessment early

1.2 Timing the Assessment Session

It is expected that the assessment session will take approximately 80 minutes. This estimation of time includes the time to read the instructions, distribute materials and collect the materials at the end of the session.

1.3 Reading the script

The script you will need to administer the sessions begins on page 3. To ensure that the assessment is conducted in a valid way, the script must be read **WORD-FOR-WORD** without omissions or additions.

1.4 Supervising the session

You are responsible for monitoring the assessment session and the following points need to be observed:

- Once the actual assessment has begun it is advisable to not admit other students to the session.

- Make sure that all students understand how to record answers. You may read questions to students but must not help the students with the interpretation of any of the questions in the Assessment Booklet. Students should not leave the session unless it is necessary.
- While the students are working, you should move around the room to see that students are following directions and answering questions in the appropriate part of the Assessment Booklet.
- Students finishing early should be encouraged to review their work. Students who have completely finished may be permitted to read.
- If all students finish the assessment before the allotted time, including checking over their work, you may finish the assessment early.

1.5 Ending the session

After you have completed the sessions, collect the Assessment Booklets. All Assessment Booklets must be accounted for before the students are dismissed. Thank the students for their participation and dismiss them according to school policy.

ASSESSMENT ADMINISTRATOR'S SCRIPT TO BE READ FOR THE SESSIONS

INTRODUCING THE STUDY

The only text to be read to the students is in shaded boxes, and is preceded by the instruction 'Say'. This text must be read exactly as written.

The text in un-shaded boxes is the Practice Question text that the students will have in their booklets.

Say:

This class is taking take part in an assessment based on the National Assessment Program - Civics and Citizenship Sample Assessment, held in 2013. Its goal is to find out what students your age know about civics and citizenship. About 14,000 students throughout Australia attempted this assessment. The results of the project help education departments and governments determine what students are learning. By doing the very best that you can on this assessment you will help your teacher to plan civics and citizen programs for your class.

Distribute the materials if you have not done so already, then say:

You should now have an Assessment Booklet on your desk. Please do not turn it over yet. Put up your hand if you do not have an Assessment Booklet and a pen or a pencil.

Give students who do not have all the materials the booklet and/or a pen or a pencil as necessary.

Then say:

If you need an eraser or pencil sharpener during the session, please raise your hand and I will assist you.

Resolve any other problems with the distribution of the Assessment Booklets. Remind students that they should not have anything on their desks apart from their Assessment Booklet and the implements they need for doing the assessment.

Do NOT admit any more students to the session.

PRACTICE QUESTIONS AND ASSESSMENT

Say:

Now please turn your booklet over. Write your name clearly on the front cover of the booklet. Do not open your booklets.

In this booklet, you will find questions about civics and citizenship. Do not start working through the questions yet.

Do not start working through the booklets yet. You will be told when to begin.

First you will do some practice questions so you know what kinds of questions to expect on the assessment.

Now we will work through the practice questions together. Please open your booklets.

Please read and answer Practice Question 1.

OL01L

PQ1 In Australia, who must obey the law?

- everybody
- only Australian citizens
- everybody except members of parliament
- only the people who voted for the government

When everyone has finished answering the question...

Say:

The correct answer is:

Everybody

Do you have any questions?

Answer any questions.

Say:

Now read and answer Practice Question 2.

Allow time for students to read and answer Practice Question 2. You may read it to them if you wish.

PQ2 The table below contains some statements about Australia.

Decide whether you think the statement is true or false. Indicate your answer by clicking on 'True' or 'False' in the table as shown in the shaded example.

Australia has six states and one territory.	True	False
Hobart is the capital city of Australia.	True	False
Australians must carry a passport when travelling overseas.	True	False

When everyone has finished answering the question...

Say:

What answers have you circled?

Respond to the student answers as they are given.

Say:

Now look at Practice Questions 3 and 4. These two questions refer to the text in the box. Read the text in the box first.

Allow time for the students to read the text. You may read it aloud if you wish.

Below is a letter to a local newspaper.

Read the letter and answer Practice Questions 3 and 4.

Dear Editor,

Two weeks ago my neighbour pulled down part of my fence. He did not even ask me and now my chickens keep escaping. He refuses to speak to me about the fence. I have telephoned the council but they haven't helped.

Ms C Finch

Say:

Now read and answer Practice Question 3. Practice Question 3 is a multiple choice question.

Allow time for students to read and answer Practice Question 3. You may read it to them if you wish.

PQ3 What is the first thing the neighbour should have done before pulling down the fence?

- telephoned the local council
- built a cage for Ms Finch's chickens
- told Ms Finch that he was going to pull down the fence
- asked for Ms Finch's permission to pull down the fence

When everyone has finished answering the question...

Say:

The answer is *asked for Ms Finch's permission to pull down the fence*. You should have coloured in the bubble next to it.

For multiple-choice questions, such as this, you should **always** choose the **one best** answer, and colour in the bubble next to it.

Now read and answer Practice Question 4.

Allow time for students to read and answer Practice Question 4. You may read it to them if you wish.

PQ4 Ms Finch wants to have the fence fixed.

Do you think that writing a letter to the local newspaper is the best way to make this happen?

YES OR NO

Put a || in one box and give a reason for your answer.

When everyone has finished answering the question...

Say:

In questions like Practice Question 4 there is more than one way of answering correctly. Sometimes, as in Practice Question 4, you are asked to make a choice and give a reason for your answer. Other times you are simply asked to explain or give a reason for an idea. In these questions all the choices are possibly right. It is the **quality of your reasons or explanations** that is most important. The number of lines is a guide to how much you will need to write.

What answers have you written?

Respond to the student answers as they are given. Student responses should take the form of *Yes* or *No* followed by an explanation. Ensure that students understand that for this kind of question **there are many ways of answering correctly**.

Say:

You have now finished the practice questions. The assessment questions begin on the next page.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

You will have *1 hour* to complete the next section of the booklet.

You will work on your own to answer the questions in the booklet.

If you want to change your answer, just erase it or cross it out and write your new answer.

You should answer each question. Think about your answer before you start to write but don't spend too long on any one question. If you don't know the answer to a question, try the next one. If you have time, go back to any questions you didn't finish.

Do you have any questions?

Answer any questions.

Say

You may now open your booklets and begin at Question 1.

Use your time carefully and do as much as you can.

Use a watch or clock to time the session. Mark up a time-keeping schedule so that all students can recognise the time elapsed and time remaining.

Monitor the students by walking around the room.

After 55 minutes.

Say:

You have about 5 minutes to go.

After a total of 60 minutes.

Say:

Please stop and close your booklet.

Please note: If all students finish the assessment before the allotted time, including checking over their work, you may finish the assessment early.

CONCLUDING THE ASSESSMENT SESSION

Collect all the materials.

Dismiss the students in accordance with the policy of the school **AFTER** you have accounted for **ALL** of the assessment booklets.

Appendix 4

Year 10 Marking Guide

PETITIONS (PT2)

Below is a petition written by the Luton residents' group about advertising signs on the footpaths at the Luton Street shops.

Petition to Ban Advertising Signs on the Footpaths at the Luton Street Shops

The footpaths at the Luton Street shops are crowded with advertising signs from the local shops. Shoppers are forced to walk out onto the road to avoid the signs. This is dangerous.

We ask that you ban the placing of signs on the footpaths at the Luton Street shops.

No.	Name	Address	Signature
1.			
2.			
3.			
4.			

Q1**PT21**

Where should the organisers send the signed petition?

- to the police
- to their state or territory Department of Transport
- to the Commonwealth Department of Foreign Affairs and Trade
- to their local council

NAP-CC Assessment Framework References

Content: 1.1.1

Cognitive process: 2.1.2

PT21 SCORING

Code 1: to their local council (4)

When people sign a petition why **must** they also give their address?

- to make sure that only people from the local area sign the petition
- to let the organisers contact people who sign the petition
- to show that the people who signed the petition actually exist
- to make people think carefully before signing the petition

NAP-CC Assessment Framework References

Content: 1.2.2

Cognitive process: 2.2.4

PT22 SCORING

Code 1: to show that the people who signed the petition actually exist **(3)**

Petitions are used to show the people in power that there are

- many people who agree with the contents of the petition.
- many different good reasons to support the contents of the petition.
- many people who want to personally discuss the contents of the petition with them.
- many different ways that people will protest about the issue until their requests are met.

NAP-CC Assessment Framework References

Content: 1.2.2

Cognitive process: 2.2.2

PT23 SCORING

Code 1: many people who agree with the contents of the petition. **(1)**



Q4

PT24

Give the best reason you can think of **to support** what Sonny says.

NAP-CC Assessment Framework References

Content: 1.2.2
Cognitive process: 2.2.6

PT24 SCORING

Code 2: Refers to acting in the interests of the common good

- you could improve the situation for others if you agree with the idea
- it is not only about you, other people also use this place

Code 1: Refers to the right or responsibility to hold or express an opinion

- your opinion is important – everyone can have a say
- you should stick up for what you believe
- If everyone who lived somewhere else thought that then no one would sign the petition. *[suggests responsibility to express opinion]*

Code 0: Provides a vague or incoherent response or repeats the question.

- if that's what you think then sign it *[repeats question]*
- they've asked you to
- you can do whatever you want *[vague]*

ANZAC DAY (AZ)

On ANZAC Day each year Australians remember an event that happened on 25 April 1915.

Q5**AZ11**

What happened on that day that Australians remember?

NAP-CC Assessment Framework References

Content: 1.3.3
Cognitive process: 2.1.2

AZ11 SCORING

Code 1: Refers to Gallipoli by name, or as a battle in World War 1.

- It was when the Australians landed in Turkey and got beaten.

Code 0:

- Something that happened in World War 1.

Why do Australians remember what happened that day?

NAP-CC Assessment Framework References

Content: 1.3.3
Cognitive process: 2.2.2

AZ12 SCORING

Code 2:

- It remembers the 'arrival' of the Australian nation on the world stage
- It reinforces certain national values.
- Gallipoli was when Australian soldiers showed the world their bravery

Code 1:

- it reminds us of soldiers' bravery, loyalty

Code 0:

- It honours Gallipoli.

COMMONWEALTH HISTORIC SHIPS (HS2)

Many ships have been wrecked on or near the Australian coast over the last 300 years. In 1976, the Parliament of Australia passed the Commonwealth Historic Shipwrecks Act. The Historic Shipwrecks Act protects wrecked ships and their contents. Scuba divers are allowed to visit shipwrecks as long as they do not remove anything from the wreck or damage it.



Why is it important to protect historic shipwrecks?

Give two different reasons.

1. _____

2. _____

NAP-CC Assessment Framework References

Content: 1.2.3

Cognitive process: 2.2.6

HS21 SCORING

NOTE: Although two reasons are requested, the score for the item is allocated on the basis of the best reason that is provided.

Code 2: Refers to the community ownership of the shipwrecks

- so anyone can learn about them/see them
- they belong to all of us
- so they won't be spoiled for others [*use of the term 'others' implies community ownership*]
- to keep them for future generations
- so people don't steal what belongs to us all

Code 1: Refers to the historic value of the wrecks AND/OR to the prevention of personal profit

- so no one can make money out of them by selling parts of the wreck
- the wrecks are old and valuable

Code 0: Provides a vague or incoherent response or repeats the question.

- so nothing gets taken. [*repeat of stimulus*]
- so the government can look after wrecks. [*responds to 'who' not 'why'*]
- to keep people safe
- so they won't get damaged
- because they are historic [*repetition of stimulus and stem*]
- because they are old

The Franklin Dam Issue

In 1980, the Tasmanian government announced that it wanted to build a hydro-electric dam on the Franklin River in south-west Tasmania.

Many people around Australia were opposed to this because of concerns about the effects the dam would have on the environment.

In 1983 the Australian Labor Party, led by Bob Hawke, went into a national election promising to stop the building of the dam. They won the election.

By then, the United Nations had declared south-west Tasmania a World Heritage Area, and the new government used the provisions of this international treaty as the basis for new legislation to allow the national government to stop the building of the dam.

The Tasmanian state government argued in the High Court that this legislation was unconstitutional.

Prior to the court case, the Premier of Tasmania made the following statement:

We've had a long debate in Tasmania about this whole issue. There was a referendum at which 65% of Tasmanians voted in support of a power scheme in south-western Tasmania. We had an election in which the 'No Dams' candidates were resoundingly defeated. My government won that election on a clear policy to proceed with the construction of the dam.

The High Court's decision supported the national government by four to three.

What was the Premier of Tasmania suggesting about national and state powers in his statement?

- that all decisions by governments need to be put to a referendum
- that national governments should respect the wishes of state voters on state issues
- that all decisions by national governments should be approved by the state governments
- that the national government is not allowed to make a law that affects state governments

NAP-CC Assessment Framework References

Content: 1.1.2

Cognitive process: 2.2.1

FD11 SCORING

Code 1: that national governments should respect the wishes of state voters on state issues **(2)**

Which of the following would have been the main constitutional issue the High Court had to decide on?

- whether the Tasmanian parliament had had a proper debate on the issue
- who had the powers in this case, the national government or the state government
- who should pay for the building of the dam, the national government or the state government
- whether the national government was allowed to make an election promise to stop the building of the dam

NAP-CC Assessment Framework References

Content: 1.1.2
Cognitive process: 2.2.4

FD12 SCORING

Code 1: who had the powers in this case, the national government or the state government **(2)**

Why do you think the High Court decision was so close (four to three)?

NAP-CC Assessment Framework References

Content: 1.1.4

Cognitive process: 2.2.6

FD13 SCORING

Code 2: Explicit Response

Mentions the Constitution as the source of ambiguity or uncertainty,
OR

refers to/hints at separation (or federal division) of powers as the issue.

- The Constitution doesn't say anything about dams/UN treaties.
- The judges couldn't decide whether the federal government should rule or the other states. [*Division on the High Court re interpretation*]

Code 1: General Response

Suggests in general terms that it was a difficult issue to decide on.

- It must have been a tricky decision.
- Both sides had good reasons.

Code 0:

- The judges couldn't agree.

The national government and the state government had opposite views about the building of the dam. Yet both governments were representing the will of voters on this issue.

Explain how this could be the case.

NAP-CC Assessment Framework References

Content: 1.1.4

Cognitive process: 2.2.5

FD14 SCORING

Code 1: Recognises that the electoral system can put different levels of governments into power which may hold different policies

OR

strongly implies that the two governments legitimately represented voters' different perspectives on the issue.

- The State represents voters on state issues, the national government represents voters on national issues.
- People who live in that state would use the dam and support it. Those who didn't live in Tasmania would just see it as an environmental issue, that is, they have different points of view. *[Use of 'support' seems to imply a connection between public views and government policy; cf last example in Code 0.]*

Code 0: Fails to recognise how the different levels of government mean that each level can legitimately claim to represent voters in different ways

- No, only one of them can be right.
- Yes because that's the way it is.
- Because people felt differently about the issue. *[Does not recognise that this difference underlies the respective government positions.]*

INDIGENOUS LAND RIGHTS (IR)

Indigenous Australians have lived in Australia for many thousands of years.
In 1788, Governor Phillip claimed the lands of New South Wales for the British Government.

Q12**IR21**

When he did this Governor Phillip showed that the British Government in 1788 believed that

- the Indigenous Australians were the owners of the land they were living on.
- the British settlers should ask the Indigenous Australians about how best to use the land.
- the Indigenous Australians did not own the land they were living on.
- the British settlers could use land only with permission from the Indigenous Australians.

NAP-CC Assessment Framework References

Content: 1.3.2
Cognitive process: 2.1.2

IR21 SCORING

Code 1: the Indigenous Australians did not own the land they were living on. **(3)**

DOUBLE MAJORITY (DM)

The Australian Constitution can only be changed if:

- a) more than half the voters in at least four of the six states vote 'Yes' to the proposed change; and
- b) more than half the voters across the whole country vote 'Yes' to the proposed change.

This requirement is called a 'double majority'.

Q13**DM21**

What is the benefit to Australia of being able to change the Constitution only if a double majority of voters supports the change?

Explain your answer.

NAP-CC Assessment Framework References

Content: 1.1.4
Cognitive process: 2.2.6

DM21 SCORING

Code 2: Identifies that the constitution protects the states with smaller populations from being overruled by the states with larger populations.

- So NSW and Vic don't always get what they want because they have the most people.
- The states with the most people won't always get their way.

Code 1: Identifies that the double majority ensures consensus/acceptance of the suggested amendment(s) by a majority of the population.

- It means that most of the people want the change.
- We can be sure that everyone is happy with the idea.

Code 0: Provides a vague or incoherent response or repeats the question.

Q14

RQ21

If Australians voted in a referendum to have a president as the head of state, this position would replace the position currently held by the

- Speaker of the House of Representatives.
- Foreign Minister.
- Prime Minister.
- Queen.

NAP-CC Assessment Framework References

Content: 1.1.2
Cognitive process: 2.1.1

RQ21 SCORING

Code 1: Queen. (4)

INDEPENDENT MPS (IM)

Q15

IM41

What is an Independent Member of Parliament?

- someone who switches membership from party to party
- someone who does not formally belong to a political party
- someone who refuses to obey the leader of their political party
- someone who sits in parliament but does not vote on bills

NAP-CC Assessment Framework References

Content: 1.1.2
Cognitive process: 2.2.1

IM41 SCORING

Code 1: someone who does not formally belong to a political party (2)

Q16

TU41

What is a Trade Union?

- an organisation in which workers have joined together to achieve common goals
- an organisation that is an alliance of different political parties which all have something in common
- an organisation that has been elected to parliament to represent workers
- an organisation in which workers and employees unite to determine how they will distribute profits

NAP-CC Assessment Framework References

Content: 1.2.2

Cognitive process: 2.1.1

TU41 SCORING

Code 1: an organisation in which workers have joined together to achieve common goals **(1)**

BIG ISSUE (BI4)

The Big Issue is a current affairs magazine that is sold on the streets of some Australian cities. The people who sell The Big Issue are homeless or disadvantaged people. They keep half of the money from each magazine they sell.

Q17

BI41

The people who sell The Big Issue get money for their work.

What are two other benefits of selling The Big Issue for the people who sell it?

NAP-CC Assessment Framework References

Content: 1.2.2

Cognitive process: 2.2.1

BI41 SCORING

Code 2: Gives two plausible benefits: sense of independence/belonging/connection/usefulness/empowerment OR dignity of work OR getting involved in the community OR practical skills

- Give them a sense of purpose/connection to the community
- Makes them feel important/needed
- It gives them something useful to do
- Helps develop social skills
- Helps them develop selling or accounting skills

Code 1: Name only one plausible benefit

Code 0: Repeats question or gives vague or irrelevant response

- It has enormous benefits/It's good for them

Each Big Issue magazine includes a photo of the people who sell it.

Why does the magazine include information about these people?

- so that the sellers can become famous
- to help people understand and relate to disadvantaged people
- to help people work out whether or not someone is disadvantaged
- to help disadvantaged people accept that their situation is unlikely to change

NAP-CC Assessment Framework References

Content: 1.2.2

Cognitive process: 2.2.2

BI42 SCORING

Code 1: to help people understand and relate to disadvantaged people **(2)**

The Big Issue also manages the Street Soccer Program, in which homeless and disadvantaged people can play soccer as part of a team.

Each year, players are selected for the Street Socceros national team. They compete in the Homeless World Cup.

Q19**BI43**

How might participating in the Street Socceros benefit the players?

Give two ways.

NAP-CC Assessment Framework References

Content: 1.2.4

Cognitive process: 2.2.1

BI43 SCORING

Identifies the benefits of belonging a group with a common goal and purpose

Code 2: identifies two different ways the people involved benefit:

- they gain greater self-esteem/confidence
- sense of achievement
- doing something worthwhile
- meeting people
- personal strength gained from working in a team
- learn new skills (NOT soccer skills)
- makes new connections

Code 1: identifies one way (from the list above) people benefit

Code 0: inaccurate, irrelevant, incomplete

How might participating in the Street Soccerroos benefit the players?

Give two ways.

1. _____
2. _____

NAP-CC Assessment Framework References

Content: 1.2.4

Cognitive process: 2.2.1

BI44 SCORING

Code 1: Shows understanding of concept of changing social attitudes OR gives a practical benefit

- It would help people understand disadvantaged people better
- Could change people's attitudes
- It would help them see that disadvantaged people can achieve things/are not hopeless
- It would give them more information about disadvantaged people/make them better informed

Code 0: Repeats question or gives vague or irrelevant response

- It informs them [*not the same as 'gives them more information/makes people better informed'*]
- It would affect them a lot
- It would be very moving

BICAMERAL GOVERNMENT (BG)

Most Australian states have a bicameral government. This means that there are two legislative houses, the House of Representatives and the Senate. Proposals for new laws must be approved by both houses of parliament before they can become law. Queensland, the Northern Territory and the Australian Capital Territory only have one legislative house in parliament.

Q21**BG41**

What might be one advantage of a bicameral government?

NAP-CC Assessment Framework References

Content: 1.1.2
Cognitive process: 2.1.1

BG41 SCORING

Code 1: Describes one advantage of bicameral government

- system acts as a check and balance of power
- the senate acts as a house of review for the proposals of the house of representatives
- bills are very carefully scrutinised before they became law
- neither house has too much power to dictate laws

Code 0: Inaccurate, irrelevant or incomplete

- it's better
- it has no advantage

IMMIGRATION DETENTION (ID)

In 2004 the federal government wanted to deport an asylum seeker who had arrived in Australia by boat without a visa or passport. He was not able to get a temporary visa and therefore was going to be deported. However, none of the countries asked by Australia to accept him, would accept him. The asylum seeker's case was taken to the High Court of Australia, which judged that, under Australia's immigration laws, the asylum seeker could be held in an immigration detention centre until a country was found that would accept him.

Q22**ID42**

The High Court decision was most controversial.

Which of the following comments shows most clearly why the High Court's decision was controversial?

- 'The man didn't get a fair hearing.'
- 'The man suffered public humiliation.'
- 'The man was not a threat to Australia's security.'
- 'The man could have been in detention for the rest of his life.'

NAP-CC Assessment Framework References

Content: 1.1.2
Cognitive process: 2.2.6

ID42 SCORING

Code 1: 'The man could have been in detention for the rest of his life.' (4)

What would be the best course of action for Australians who are unhappy with the decision of the High Court?

- Call for a police investigation of the immigration laws.
- Call for parliament to change the immigration laws.
- Call for the High Court to be replaced by another organisation.
- Call for the Governor-General to change the immigration laws.

NAP-CC Assessment Framework References

Content: 1.1.2

Cognitive process: 2.2.6

ID43 SCORING

Code 1: Call for parliament to change the immigration laws. **(2)**

THE DREAMING (DR)

The concept of 'The Dreaming' has been described by Aboriginal Elders as:

The Dreaming made our Law. The Law is the way we live, our rules. This Law is our stories, our songs and our ceremonies. All of these things came from The Dreaming. The Dreaming is our ancestors, no matter if they are fish, birds, men, women, animals, wind or rain.

Q24**DR41**

What is one similarity between Aboriginal law and modern Australian law?

- Both are fixed and can't change.
- They both can only be understood by experts.
- They are both mostly oral records.
- They are both based on cultural beliefs.

NAP-CC Assessment Framework References

Content: 1.3.1
Cognitive process: 2.2.10

DR41 SCORING

Code 1: They are both based on cultural beliefs. **(4)**

Which of the following is the best definition of The Dreaming?

- The Dreaming is the way Aboriginal people explain their life and how their world came into being.
- The Dreaming is the name given to all that is unexplained in Aboriginal culture.
- The Dreaming enables Aboriginal people to maintain their historical records.
- The Dreaming is mainly about government.

NAP-CC Assessment Framework References

Content: 1.3.1
Cognitive process: 2.2.10

DR42 SCORING

Code 1: The Dreaming is the way Aboriginal people explain their life and how their world came into being. **(1)**

RADIO AUSTRALIA (RA4)

Radio Australia is a radio station that is funded by the Australian Government. It broadcasts across the Asia-Pacific region in 8 different languages. The stories and information that it broadcasts are of particular interest to people living across the region, including Australians who live in other parts of the Asia-Pacific.

Q26**RA41**

Why does the Australian Government provide the money for Radio Australia?

- because it wants to advertise Australia as a great holiday destination
- because it wants to support Australia's connection to other countries in the region
- because it wants to make other countries in the Asia-Pacific region more like Australia
- because it wants to make Australia more like other countries in the Asia-Pacific region

NAP-CC Assessment Framework References

Content: 1.3.4

Cognitive process: 2.2.1

RA41 SCORING

Code 1: because it wants to support Australia's connection to other countries in the region **(2)**

The Radio Australia website contains a number of English lessons.

Q27**RA42**

Why would some people living in the Asia-Pacific region find it useful to learn English?

NAP-CC Assessment Framework References

Content: 1.2.4
Cognitive process: 2.2.2

RA42 SCORING

Code 1: Provides a logical reason that links to the importance of the English language within the Asia-Pacific and internationally.

- They may be planning to come to Australia for work or study.
- They know that English is the most common/important second language in the region.
- They would like to come to Australia for a holiday.
- They have friends or family living in Australia and would like to visit them.

Code 0: Does not provide a logical reason that links to the importance of the English language within the Asia-Pacific.

- They think it would be fun/interesting.
- They don't have much else to do with their time.
- It's free.

Radio Australia provides warnings and updated information to all listeners about natural events such as cyclones or floods. These include events that may affect areas within Australia and across the Asia-Pacific region.

Q28**RA43**

What does the information suggest about Radio Australia?

- It is listened to only during times of crisis.
- It only benefits some countries within the Asia-Pacific region.
- It aims to benefit everyone in the Asia-Pacific area.
- It likes to control regional events.

NAP-CC Assessment Framework References

Content: 1.3.4

Cognitive process: 2.2.4

RA43 SCORING

Code 1: It aims to benefit everyone in the Asia-Pacific area. **(3)**

FLAG (FL1)

This is a picture of the Australian flag. It was selected as the winning design from a public competition and first raised on 3 September 1901.



Q29

FL14

The Australian flag was the winning design in a competition.

The competition was run by the government and was open to the general public.

Why do you think the government decided to choose a flag in this way?

NAP-CC Assessment Framework References

Content: 1.3.3

Cognitive process: 2.2.8

FL14 SCORING

Code 1: Indicates that the process adopted reflects/symbolises that the government wanted the people to be engaged in the process of defining the national identity.

- They wanted to include the people in the decision.
- It showed respect for the Australian people.

Code 0: Indicates that the government was attempting to save time/money or resources.

- It was cheaper than paying a professional designer.
OR
- To get people to design the flag. *[repeats the question]*
- The design was 'cool'.

Sometimes people burn their national flag when protesting about an issue.

Why might people burn their national flag when protesting?

NAP-CC Assessment Framework References

Content: 1.2.4

Cognitive process: 2.2.9

FL17 SCORING

Code 2: DISSOCIATION

Explicitly recognises the symbolism of flag burning as a dissociation by the protestors (may be expressed as disgust, contempt shame or disappointment) from the government (Australia). *[Implicit in this is the understanding that the flag is symbolic of the country/government/government policy]*

- It shows that they don't want to be part of the country anymore.
- They are ashamed of the government, as it reflects on the nation.
- They think something is a disgrace to the country.
- To show that they think their country is unfair/unjust

Code 1: SYMBOLISM OR EFFECT

Identifies that the flag is symbolic of the country/government/government policy
OR

is burned for dramatic effect.

- They are angry with the government. *[This answer receives credit for the implicit recognition that the flag is symbolic of government.]*
- The flag represents the country.
- To bring attention to their cause.
- It makes people take notice of them.

Code 0:

- They were angry. *[This is insufficient as it can be assumed as self-evident that protestors are angry.]*
- They were unhappy.

Some people believe it should be against the law to burn the national flag.

Why might some people believe it should be against the law to burn the national flag?

- It insults the country whose flag is burnt.
- It is dangerous and other protestors might get hurt.
- It might offend people from other countries.
- It might make the protest more violent.

NAP-CC Assessment Framework References

Content: 1.1.1

Cognitive process: 2.2.9

FL18 SCORING

Code 1: It insults the country whose flag is burnt. **(1)**

CHILD MIGRANTS (CM)

Between the years 1912 and 1967 over 6 500 children were brought to Australia, mainly from the United Kingdom. This was part of a government scheme called the 'Child Migration Scheme'. Many came from children's homes and were often, but not always, orphans. An immigration slogan used at the time was 'the child, the best immigrant'.

Q32**CM41**

Why would the government suggest that children were the 'best' immigrants?

- because children are usually well-behaved and cheerful
- because the government needed money to run the scheme
- because children are adaptable and have a long working life ahead of them
- because the government believes the children will vote for them

NAP-CC Assessment Framework References

Content: 1.3.3
Cognitive process: 2.2.1

CM41 SCORING

Code 1: because children are adaptable and have a long working life ahead of them **(3)**

In some cases, when the children arrived in Australia, they went to live in cottages on farms where they were required to work. Some children went to orphanages where they lived in crowded conditions.

Some children who came to Australia under the Child Migration Scheme were treated well. Some children were treated badly.

In 2009, the British Prime Minister, Gordon Brown, said that the treatment of these children was 'cruel, unnecessary and deeply unjust and demanded the fullest apology to all who suffered and were so wrongly robbed of their childhood.'

Q33**CM43**

The Child Migration Scheme was stopped in 1967.

What is one reason why the scheme might have been stopped?

- There were no more children in Britain who were eligible to take part in the scheme.
- The children in Britain who heard about the bad treatment refused to come to Australia.
- The risk of bad treatment of some children was more important than the possible benefits to others.
- There was no way of keeping the child migrants from going to live in other countries as soon as they turned 18.

NAP-CC Assessment Framework References

Content: 1.3.3
Cognitive process: 2.2.3

CM43 SCORING

Code 1: The risk of bad treatment of some children was more important than the possible benefits to others. **(3)**

Why would the British government make an official apology in regard to child migration?

- It wanted to promote moving to Australia in a more favourable light.
- It wanted to get more people to vote for it.
- It was forced to apologise by the Australian government.
- It recognised that the policy did not recognise the rights of the children.

NAP-CC Assessment Framework References

Content: 1.3.3

Cognitive process: 2.2.6

CM44 SCORING

Code 1: It recognised that the policy did not recognise the rights of the children. **(4)**

WAVE HILL (WH)

Wave Hill Cattle Station in the Northern Territory was set up in 1883. The non-Indigenous cattle owners put fences around the water supplies that the local Gurindji people used.



The lack of food and water on their land forced many Gurindji people to stay on the cattle stations and work as stockmen or servants. They were not paid money, but were given only salt, bread, beef and tobacco for their work.

After Wave Hill Cattle Station had been set up, the Gurindji people

- decided to start a new system of rules and laws.
- preferred to live by the station owners' rules and laws.
- were allowed to live according to their traditional ways.
- were no longer able to live according to their traditional ways.

NAP-CC Assessment Framework References

Content: 1.3.2

Cognitive process: 2.1.3

WH31 SCORING

Code 1: were no longer able to live according to their traditional ways. **(4)**

Why were the station owners allowed to take over Gurindji land?

- no-one else wanted it
- the law said it was empty
- the land was of poor quality
- they paid a good price for it

NAP-CC Assessment Framework References

Content: 1.3.2

Cognitive process: 2.1.2

WH32 SCORING

Code 1: the law said it was empty (2)

In 1966, the Gurindji workers walked off the Wave Hill Cattle Station and refused to work. Many people thought this strike was just about getting paid, but the main thing the Gurindji people wanted was the return of their land.

Q37**WH33**

Why did the Gurindji people want to get their land back?

- to punish the station owners
- so they could grow crops on it
- because it is a necessary part of their culture and law
- because they wanted to sell it and move somewhere else

NAP-CC Assessment Framework References

Content: 1.3.1

Cognitive process: 2.1.3

WH33 SCORING

Code 1: because it is a necessary part of their culture and law **(3)**

During the strike, Gurindji Elders including Vincent Lingiari toured Australia. Thousands of Australians came to public meetings to hear the Gurindji story. Many of these meetings were shown on the television news and in newspapers.



Q38

WH34

After this tour, the Prime Minister decided to meet with Vincent Lingiari.

Which one of the following reasons best explains why he might have made this decision?

- Vincent Lingiari had become rich and famous.
- The Prime Minister had become a good friend of Vincent Lingiari.
- Most other Indigenous Australians had already been given back their land.
- Many Australians recognised that the Gurindji people should have land rights.

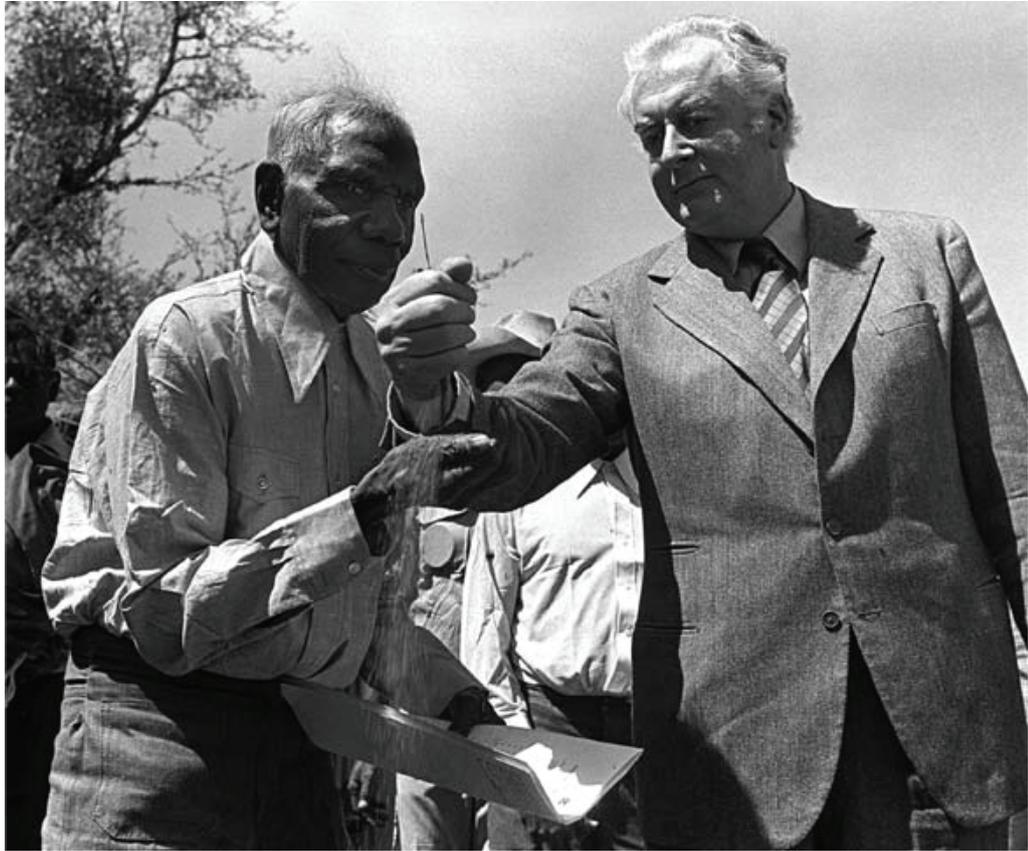
NAP-CC Assessment Framework References

Content: 1.3.2
Cognitive process: 2.1.3

WH34 SCORING

Code 1: Many Australians recognised that the Gurindji people should have land rights. **(4)**

By 1975 the Australian Government had convinced the station owners to meet most of the Gurindji demands and they agreed to give the Gurindji people back some of their land. The photograph below shows Gough Whitlam, the then Prime Minister, pouring earth into Vincent Lingiari's hand.



Photograph by Penny Tweedie

Why did the Prime Minister give Vincent Lingiari a handful of earth as well as legal documents for the land?

- to show that the soil is of good quality
- because the documents would not last
- to show that he was returning the land to the Gurindji people
- because the earth was from near Parliament House in Canberra

NAP-CC Assessment Framework References

Content: 1.3.1

Cognitive process: 2.1.3

WH35 SCORING

Code 1: to show that he was returning the land to the Gurindji people **(3)**

The United Nations (UN) is an international organisation that tries to encourage co-operation among nations. The UN is concerned with promoting:

- human rights
- economic development
- environmental sustainability.

Q40

GC0231

Australia is a member of the United Nations.

Apart from the reasons above, give one other reason to explain why Australia would choose to be a member of the UN.

NAP-CC Assessment Framework References

Content: 1.3.4
Cognitive process: 2.1.3

GC0231 SCORING

Code 1: Identifies desire for influence OR to be part of the world community OR to maintain political alliances OR to support cooperation between countries

- It wants to have an influence over other countries
- It wants have a say in world affairs
- It wants to show that it's an important country
- Because America is in the UN
- To keep itself safe
- To achieve the world peace
- To have relationships with other countries

Code 0: Provides a vague, incoherent or irrelevant response.

- It wants to have a role in the work of the UN/human rights/security/economic development/environment [*relates question mechanistically to text*]
- It wants to boss other countries around
- It's part of the world
- Everybody else is, so Australia has to
- It doesn't want to be left out

Q41

GC33

The United Nations has adopted The Universal Declaration of Human Rights, which describes the basic human rights of all people.

Which of the following is **not** a basic human right?

The right to

- have an education.
- have access to justice.
- have religious freedom.
- have a profitable business.

NAP-CC Assessment Framework References

Content: 1.2.4
Cognitive process: 2.1.1

GC33 SCORING

Code 1: have a profitable business. (4)

The United Nations Youth Association of Australia is an organisation that is concerned with global issues. Young people are welcome to become involved in this organisation.



Liu

I don't see why I should care about what happens in other parts of the world. It has nothing to do with me.



Josh

I disagree. I think it does concern us.

Give a reason to support Josh's opinion.

NAP-CC Assessment Framework References

Content: 1.3.4
Cognitive process: 2.2.7

GC34 SCORING

Code 1: Refers to the interdependence of countries OR to imperative/value of being concerned about what happens elsewhere (i.e. we *should*) OR reciprocal nature of concern/assistance, or the relationship between young people and the future

- What affects other countries also affects us
- What happens elsewhere affects us
- We're all in this together
- If we care about/help them, they'll care about/help us
- Because most things we do and use are somehow connected to overseas
- Josh is right because the young children are going to be the leaders one day if they don't care who will.
- Because we are young people and we need this for the future.

Code 0: Re-states the question or provides a vague or incoherent response.

- We should.
- It's the right thing to do
- Julia is stupid

Appendix 5

Year 10 Class Record Sheet

Question		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21
Possible Score		1	1	1	2	1	2	2	1	1	2	1	1	2	1	1	1	2	1	2	1	1
No	Name	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1																						
2																						
3																						
4																						
5																						
6																						
7																						
8																						
9																						
10																						
11																						
12																						
13																						
14																						
15																						
16																						
17																						
18																						
19																						
20																						
21																						
22																						
23																						
24																						
25																						
26																						
27																						
28																						
Number Scoring 0																						
Number Scoring 1																						
Number Scoring 2																						

Appendix 6

Year 10 Item Analysis Sheet

Number of students assessed =					
Qn	Score Value	Number of students	(%) of students	National sample (%)	Proficiency Level
1	1			86	Below Level 1
2	1			46	3
3	1			61	2
4	1			32	2
	2			33	3
5	1			44	3
6	1			65	1
	2			9	5
7	1			53	1
	2			25	4
8	1			56	2
9	1			45	3
10	1			37	3
	2			6	5
11	1			27	4
12	1			72	1
13	1			45	2
	2			10	5
14	1			19	4
15	1			75	1
16	1			38	3
17	1			41	2
	2			22	4
18	1			90	Below Level 1
19	1			29	1
	2			60	2
20	1			65	2
21	1			54	3
22	1			53	3
23	1			57	2
24	1			73	2
25	1			78	1
26	1			86	1
27	1			85	1
28	1			83	1
29	1			49	3
30	1			58	1
	2			30	4
31	1			86	Below Level 1
32	1			88	Below Level 1
33	1			67	2
34	1			79	1
35	1			73	1
36	1			67	2
37	1			90	Below Level 1
38	1			88	Below Level 1
39	1			92	Below Level 1
40	1			60	2
41	1			80	1
42	1			77	1

Appendix 7

Year 10 Class Analysis Sheet

