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National Assessment Program – Civics and Citizenship Years 6 & 10 Report

2010

NATIONAL ASSESSMENT PROGRAM

Civics and Citizenship
Years 6 and 10 Report 2010

Main cover image:

Top left-hand image, "College Captains at ANZAC Day memorial service, Nagle College, Bairnsdale, 25 April 2008"
Top right-hand image, courtesy of ACARA
Bottom left-hand image, courtesy of ACER

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National Assessment Program – Civics and Citizenship Review Committee Members

Foreword

This report presents the findings of the National Assessment Program – Civics and Citizenship conducted under the auspices of the national council of education ministers, the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) in 2010.

Under the National Assessment Program, assessment of civics and citizenship is conducted with a random sample of Year 6 and Year 10 students on a triennial cycle. This is a report of the third such assessment.

The National Assessment Program – Civics and Citizenship measures not only students' skills, knowledge and understandings of Australia's system of government and civic life but also their attitudes, values and participation in civic-related activities at school and in the community.

The 2010 assessment framework was influenced by the release of the national Statements of Learning for Civics and Citizenship in 2006 and the Melbourne Declaration on Educational Goals for Young Australians in 2008. As a consequence, the 2010 assessment was broader than those in 2004 and 2007 but also provided a strong link to those prior assessments to allow reporting of trends over time.

Complementing this public report is a set of Civics and Citizenship School Assessment Materials that will enable schools to conduct their own assessments and compare their students' results with the national ones. A separate technical report detailing the assessment process has been produced and both resources are available on ACARA's NAP website.

The national sample assessments are a product of the collaboration and dedication of senior educators across all States and Territories and all sectors of Australian schooling. The Australian Curriculum, Assessment and Reporting Authority (ACARA) acknowledges the work of the Civics and Citizenship Review Committee and project staff at the Australian Council for Educational Research (ACER) in

the development, trialling and implementation of this National Assessment Program. ACARA also thanks the many principals, teachers and students at government, Catholic and independent schools across Australia who took part in the trial assessment in 2009 and the main study in 2010.

This student achievement data, combined with questionnaire data, will provide valuable information about the degree to which Australian schooling is successful in supporting students to become active and informed citizens. It provides an extraordinary foundation on which to build a developing profile of the civics and citizenship education and related values, attitudes and beliefs in Australian students.

Professor Barry McGaw AO
Chair
Australian Curriculum, Assessment and Reporting Authority

Executive Summary

Introduction

The National Assessment Program originated with the work of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA)'s National Education Performance Monitoring Taskforce (NEPMT), and later the Performance Measurement and Reporting Taskforce (PMRT), which developed key performance measures to monitor and report on progress towards the achievement of goals for schooling on a nationally comparable basis. The assessment of civics and citizenship was included in the sample assessment component of the National Assessment Program.

This report provides the outcomes of the National Assessment Program – Civics and Citizenship (NAP – CC) survey conducted in 2010, the third in the triennial cycle of NAP – CC surveys. The previous two NAP – CC surveys were conducted in 2004 and 2007. In NAP – CC data are collected from a nationally representative sample of students in Year 6 and Year 10.

The NAP – CC Assessment Domain was developed to frame development of the inaugural NAP – CC survey in 2004. The assessment domain articulated two key performance measures for civics and citizenship based on a review of jurisdictional civics and citizenship curriculum documents and consultations with experts. The assessment domain was used as a framework for establishing and reporting on the assessment contents of the NAP – CC surveys in 2004 and 2007.

In 2008, it was decided to revise the NAP – CC Assessment Domain. It was replaced by the NAP – CC Assessment Framework, developed in consultation with the 2010 NAP – CC Review Committee. The assessment framework extends the breadth of the assessment domain in light of two key curriculum reforms:

1. The *Statements of Learning for Civics and Citizenship (*SOL – CC) published in 2006; and

2. The implicit and explicit values, attitudes, dispositions and behaviours in the *Melbourne Declaration on Educational Goals for Young Australians* published in 2008.

The assessment framework consists of four discrete aspects:

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

Aspects 1 and 2 were assessed through the test of civics and citizenship and aspects 3 and 4 were assessed with the student questionnaire.

National Assessment Program – Civics and Citizenship 2010

The National Assessment Program – Civics and Citizenship was administered to students in Year 6 and Year 10 in all states and territories in October and November 2010. The selection of students was a two-stage process. Firstly schools were selected from strata within each jurisdiction, with a school's probability of selection being proportional to the number of students enrolled at the relevant year level (Year 6 or Year 10). The second stage of sampling involved the random selection of a single class at the relevant year level within each sampled school.

In NAP – CC 2010, 7246 Year 6 students from 335 schools and 6409 Year 10 students from 312 schools completed the assessment. This represented 91 per cent of the sampled Year 6 and 85 per cent of the sampled Year 10 students and is very similar to the equivalent proportions of sampled students who completed NAP – CC 2007.

The NAP – CC 2010 test instrument made use of various types of items including compound dual-choice (true/false), multiple-choice and constructed response. Typically the test consisted of units including one or more questions linked to a common piece of stimulus material. There was too much assessment content specified in the NAP – CC Assessment Framework to be included in a single test booklet. Consequently rotated forms of the test booklets were used to ensure coverage of the NAP – CC Assessment Framework contents across the sampled students.

In addition, the assessment included a questionnaire instrument designed to measure students' perceptions of citizenship, their attitudes towards a number of civic-related issues, as well as report on their civic engagement.

Student Performance on the NAP – CC Scale

The NAP – CC Scale was established in 2004 on the basis of the test contents and psychometric data from the inaugural NAP – CC study. The scale was set to a metric with a mean score of 400 and standard deviation of 100 scale points for the national Year 6 sample in 2004. All NAP – CC Scale scores are reported on this same metric. The scale also comprises six proficiency levels that are used to describe the achievement of students both at Year 6 and Year 10.

Six proficiency levels were established at equally-spaced intervals across the NAP – CC Scale. Each proficiency level spans 130 scale points. Summary descriptions for five of these levels (1 to 5) were developed in 2004 based on expert judgements of the contents of the questions situated within each level. A description for the 'Below Level 1' proficiency level was added in 2007 when more test item material was available to support this description.

Two Proficient Standards (one for Year 6 and one for Year 10) were established in 2004 on the NAP – CC Scale. Each standard is a point on the scale that represents a 'challenging but reasonable' expectation of student achievement at that year level. The proportion of students achieving at or above each Proficient Standard is the key performance measure for civics and citizenship at each year level (ACARA, 2010).

The Proficient Standard for Year 6 was set to 405 scale points, the boundary between Levels 1 and 2 on the NAP – CC Scale. The Proficient Standard for Year 10 was defined at 535 scale points, the boundary between Levels 2 and 3 on the NAP – CC scale. Year 6 students performing at Level 2 and above, and Year 10 students performing at Level 3 and above, have consequently met or exceeded their relevant Proficient Standard.

Changes in average performance at Year 6 and 10 since 2004

Table ES1 shows the mean performances on the NAP – CC Scale with its confidence intervals for Years 6 and 10 across 2004, 2007 and 2010. It also records the differences with its confidence intervals between the mean performance in 2010 and the previous assessment in 2007.

Table ES1: Differences in Mean Performance on the NAP – CC Scale between Year 6 and 10 since 2004

	Year 6		Year 10		Difference (Year 10 – Year 6)	
2004	400	(±6.7)	496	(±7.0)	**96**	(±9.7)
2007	405	(±5.5)	502	(±8.6)	**97**	(±10.9)
2010	408	(±6.7)	519	(±11.3)	**111**	(±13.2)
Difference (2010 – 2007)	3	(±13.5)	**17**	(±16.5)		

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

The mean performance of students in both Year 6 and Year 10 increased slightly from 2004 to 2007 and again in 2010. These increases were in the order of five scale points and not statistically significant with the exception of the increase of 17 scale points between the mean performance of Year 10 in 2007 and 2010. There were no statistically significant differences between 2007 and 2010 with regard to the mean performances in Year 6.

Table ES1 also shows that the mean achievement in Year 10 was 96 and 97 scale points higher than Year 6 students in 2004 and 2007 respectively, and that this difference was 111 scale points in 2010. The difference between the Year 6 and Year 10 means is statistically significant in each of 2004, 2007 and 2010.

Performance in 2010 by proficiency level and against the Proficient Standards

Table ES2 shows the percentages of Year 6 and Year 10 students achieving within each proficiency level on the NAP – CC Scale. The Proficient Standard was reached if a Year 6 student's score was at *Level 2 or above* or if a Year 10 student's score was at *Level 3 or above*. The percentages of Year 6 and Year 10 students achieving or exceeding the relevant Proficient Standard are also shown in Table ES2.

Table ES2: National Percentages of Year 6 and Year 10 Students at each Proficiency Level and at or above the relevant Proficient Standard

	Year 6		Year 10	
Below Level 1	13	(±1.7)	5	(±1.3)
Level 1	35	(±1.9)	14	(±2.0)
Level 2	38	(±2.3)	32	(±2.2)
Level 3	13	(±1.4)	36	(±2.5)
Level 4 (or above for Year 6)	1	(±0.6)	12	(±1.9)
Level 5 (for Year 10 only)			1	(±0.4)
At or above the Proficient Standard	52	(±2.4)	49	(±3.7)

*Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table ES2 shows that the largest group of Year 6 students (73%) were in Levels 1 and 2 and the largest group of Year 10 students (68%) were in Levels 2 and 3. Fourteen per cent of Year 6 students were above Level 2 and 13 per cent of Year 10 students were above Level 3.

The performance distribution of Year 10 students is centred approximately one level above that of Year 6. Table ES2 also illustrates the achievement overlap between Year 6 and Year 10. This overlap is centred at Level 2, where 38 per cent of Year 6 students and 32 per cent of Year 10 students were located.

Table ES2 also shows that 52 per cent of Year 6 students and 49 per cent of Year 10 students achieved or exceeded the relevant Proficient Standard.

In 2007 the corresponding percentages were 53 per cent for Year 6 and 42 per cent for Year 10. The increase at Year 10 between 2007 and 2010 was statistically significant. The Year 6 difference was not statistically significant. Across the states and territories, the only statistically significant changes in the percentages of students achieving or exceeding the Proficient Standard were in Western Australia, where there were increases at both Year 6 and Year 10

Year 6 performance by state and territory

Table ES3 shows the national jurisdictional means in Year 6 for NAP – CC 2010 and NAP – CC 2007.

Table ES3: 2010 and 2007 Means and Mean Differences with Confidence Intervals, for Year 6 Student Achievement on the NAP – CC Scale, Nationally and by State and Territory

State or Territory	2010		2007		Difference (2010 – 2007)	
NSW	426	(±13.0)	432	(±11.0)	-6	(±19.9)
VIC	422	(±14.2)	418	(±10.1)	4	(±20.3)
QLD	374	(±16.8)	376	(±13.5)	-2	(±23.9)
WA	402	(±14.9)	369	(±10.9)	**33**	(±21.1)
SA	396	(±12.7)	385	(±15.1)	11	(±22.3)
TAS	411	(±14.5)	401	(±17.7)	10	(±25.1)
ACT	442	(±16.4)	425	(±20.5)	16	(±28.2)
NT	316	(±31.1)	266	(±32.8)	**50**	(±46.4)
Australia	408	(±6.7)	405	(±5.5)	3	(±13.5)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

From Table ES3, it can be seen that the national Year 6 mean did not increase significantly between 2007 and 2010 but that Western Australia and the Northern Territory showed statistically significant improvements in average performance. The difference was moderate in Western Australia and large in the Northern Territory. There were no statistically significant changes in performance in the other jurisdictions.

In Table ES3 it can be seen that the 2010 mean scores ranged from 316 (in the Northern Territory) to 442 (in the Australian Capital Territory).

Figure ES1 shows the Year 6 national and jurisdictional means and distributions for the three cycles of the NAP – CC assessment in 2004, 2007 and 2010.

Figure ES1: 2010, 2007 and 2004 Year 6 Student Achievement, Nationally and by State and Territory, on the NAP – CC Scale – Means, Confidence Intervals and Percentiles
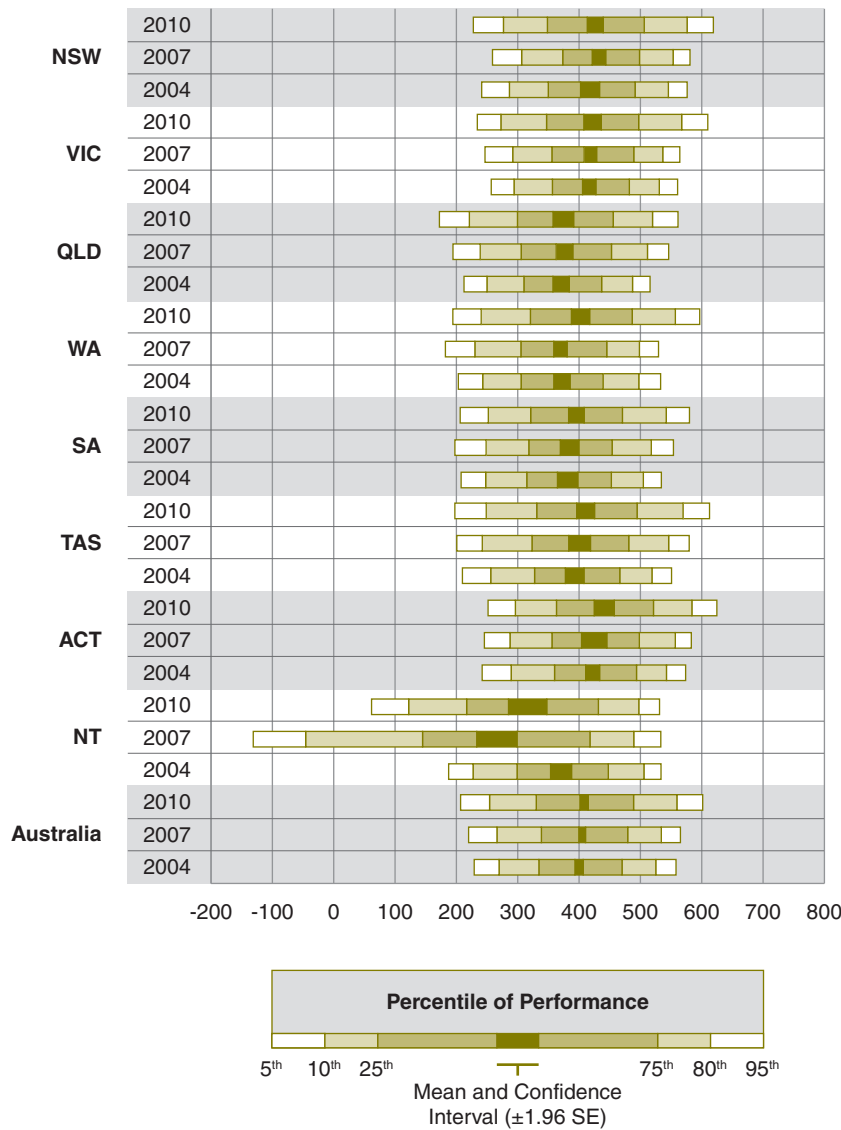
In most states and territories, as well as at the national level, the spread of scores slightly increased between 2007 and 2010. This increase is mostly due to an increase in performance of the more able students. Some jurisdictions also showed a decline in performance of lower ability students. This was also reflected in the national percentiles. The inclusion of remote schools in the Northern Territory in 2007 and 2010 caused the notable change in the distribution of scores in the Northern Territory after 2004.

Year 10 performance by state and territory

Table ES4 shows the national jurisdictional means in Year 10 for NAP – CC 2010 and NAP – CC 2007.

Table ES4: 2010 and 2007 Means and Mean Differences with Confidence Intervals, for Year 10 Student Achievement on the NAP – CC Scale, Nationally and by State and Territory

State or Territory	2010		2007		Difference (2010 – 2007)	
NSW	558	(±23.7)	529	(±17.0)	29	(±30.4)
VIC	514	(±19.2)	494	(±17.1)	20	(±27.1)
QLD	482	(±28.4)	481	(±13.9)	2	(±32.7)
WA	509	(±21.1)	478	(±22.6)	32	(±32.0)
SA	487	(±18.3)	505	(±23.4)	-18	(±30.9)
TAS	492	(±15.2)	485	(±16.0)	7	(±23.6)
ACT	523	(±24.1)	523	(±19.6)	0	(±32.2)
NT	483	(±32.3)	464	(±38.1)	20	(±50.7)
Australia	519	(±11.3)	502	(±8.6)	17	(±16.5)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

From Table ES4 it can be seen that at a national level there was a small, but statistically significant increase in the average performance of Year 10 students from 502 score points in 2007 to 519 score points in 2010. Even though students in most jurisdictions increased their average performance, none of the changes within jurisdictions was statistically significant. The statistical significance of the national difference compared to the lack of statistical significance in the jurisdictional differences of similar magnitudes is due to the larger size of the national sample.

Figure ES2 shows the Year 10 national and jurisdictional means and distributions for the three cycles of the NAP – CC assessment in 2004, 2007 and 2010.

Figure ES2: 2010, 2007 and 2004 Year 10 Student Achievement, Nationally and by State and Territory, on the NAP – CC Scale – Means, Confidence Intervals and Percentiles
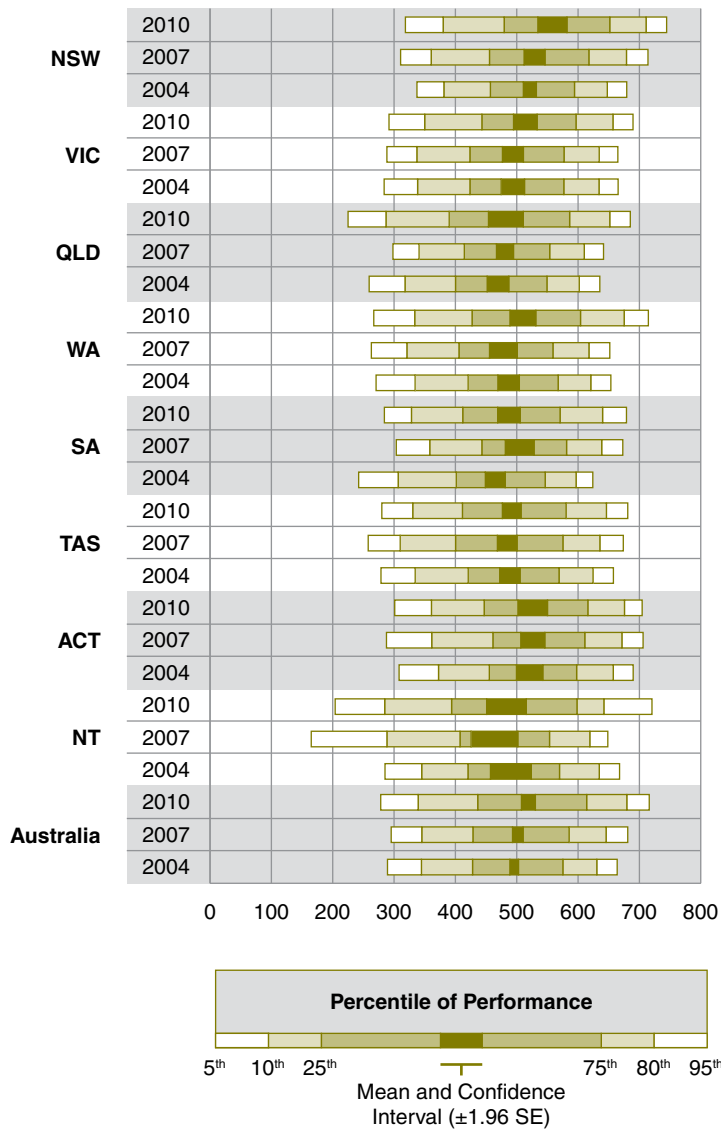
Figure ES2 shows an increase in the spread of Year 10 student scores compared to previous cycles in most states and territories, as well as nationally.

Performance by Background Characteristics

Performance by gender

Table ES5 shows the mean scale scores for male and female students in Year 6 and Year 10 overall and within each state and territory.

Table ES5: 2010 Mean Scores for Male and Female Year 6 and Year 10 Students on the NAP – CC Scale, with 2004 and 2007 comparisons, Nationally and by State and Territory

State or Territory	Year 6					
	Males		Females		Differences (males – females)	
NSW	414	(±17.2)	438	(±16.8)	-25	(±22.6)
VIC	411	(±23.0)	434	(±16.3)	-23	(±26.9)
QLD	370	(±19.6)	379	(±17.9)	-9	(±16.4)
WA	390	(±15.7)	414	(±18.0)	-24	(±16.4)
SA	386	(±16.2)	405	(±15.4)	-19	(±18.9)
TAS	410	(±19.5)	412	(±15.3)	-2	(±19.7)
ACT	441	(±21.4)	443	(±18.5)	-2	(±22.5)
NT	301	(±34.4)	332	(±35.9)	-31	(±32.6)
Australia 2010	398	(±8.9)	418	(±8.2)	-20	(±10.6)
Australia 2007	396	(±7.2)	415	(±6.3)	-19	(±8.2)
Australia 2004	391	(±7.5)	409	(±7.8)	-18	(±7.0)

State or Territory	Year 10					
	Males		Females		Differences (males – females)	
NSW	541	(±31.6)	571	(±27.7)	-30	(±37.0)
VIC	504	(±21.6)	527	(±22.4)	-22	(±24.1)
QLD	467	(±34.2)	498	(±25.7)	-31	(±25.8)
WA	492	(±22.4)	524	(±25.0)	-32	(±25.1)
SA	483	(±22.8)	491	(±21.6)	-8	(±25.1)
TAS	479	(±23.1)	504	(±16.3)	-25	(±25.6)
ACT	513	(±31.9)	534	(±25.5)	-21	(±34.3)
NT	473	(±54.4)	493	(±22.3)	-20	(±49.8)
Australia 2010	504	(±14.3)	534	(±13.6)	-30	(±17.3)
Australia 2007	489	(±11.8)	514	(±10.0)	-25	(±13.5)
Australia 2004	480	(±9.2)	511	(±8.4)	-30	(±11.0)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

Nationally at Year 6, female students outperformed male students by 20 score points on the NAP – CC Scale, which corresponds to a small effect, and this difference was statistically significant. In Year 10, the gender difference in favour of female students was 30 score points, a moderate effect, at the national level. These gender differences in achievement were of similar direction and size as those found in the previous assessments in 2004 and 2007.

Statistically significant gender differences in Year 6 within jurisdictions were recorded in New South Wales, South Australia and Western Australia, and in Year 10 for Queensland and Western Australia.

Fifty-five percent of female Year 6 students performed at or above the Proficient Standard compared to 49 per cent of male students. Fifty-three per cent of female Year 10 students performed at or above the Proficient Standard compared to 44 per cent of male students.

Performance by Indigenous status

Nationally the performance of non-Indigenous students was higher than that of Indigenous students at both year levels. The Year 6 mean scores of non-Indigenous students and Indigenous students were 414 and 276 scale points respectively, and at Year 10 the mean scores of non-Indigenous and Indigenous students were 523 and 405 scale points respectively. The differences at each year level were statistically significant.

Fifty-four per cent of non-Indigenous Year 6 students performed at or above the Proficient Standard compared to 16 per cent of Indigenous students. Fifty percent of non-Indigenous Year 10 students performed at or above the Proficient Standard compared to 17 per cent of Indigenous students.

Performance by language background and country of birth

The differences between the mean scores of students who spoke English at home and those who spoke languages other than English at home were ten and four scale points at Years 6 and 10 respectively. Neither difference was statistically significant.

The difference between the mean scores of Year 6 students born in Australia and those born overseas was five scale points. This difference was not statistically significant. The mean scores of students in Year 10 who were born in Australia was 35 scale points higher than those born overseas and this difference was statistically significant.

Performance by school geographic location

School location was classified as metropolitan, provincial or remote. At both year levels there were differences in student performance between metropolitan, provincial and remote schools. Students from metropolitan schools had the highest scale scores and those from remote schools had the lowest scale scores. The scale score differences between students from metropolitan and those from remote schools was 100 score points in Year 6 and 69 score points in Year 10.

Performance by parental occupation

The occupations of parents were collected from school records and classified into the five MCEECDYA endorsed categories:

1. Senior managers and professionals;

2. Other managers and associate professionals;

3. Tradespeople and skilled office, sales and service staff;

4. Unskilled labourers, office, sales and service staff; and

5. Not in paid work in the last 12 months.

Where occupations were available for two parents, the higher coded occupation was used in the analyses. At the national level, there were 22 per cent of Year 6 and 17 per cent of Year 10 students where the occupation of parents was not stated or unknown. Given this high proportion of missing data and the substantial variation across jurisdictions, the results relating to the achievement of students by parental occupation should be interpreted with caution.

Table ES6 shows the mean scores on the NAP – CC Scale by the five stated categories of parental occupation and an additional category for students where parental occupation was not stated or unknown.

Table ES6: 2010 Mean Scores for Year 6 and Year 10 Students on the NAP – CC Scale by Categories of Parental Occupation

Highest parental occupation	Year 6		Year 10	
Senior Managers and Professionals	467	(±10.3)	583	(±14.8)
Other Managers and Associate Professionals	437	(±9.8)	536	(±14.1)
Tradespeople & skilled office, sales and service staff	388	(±9.8)	502	(±16.0)
Unskilled labourers, office, sales and service staff	365	(±13.2)	480	(±17.5)
Not in paid work in last 12 months	345	(±21.0)	446	(±27.2)
Not stated or unknown	387	(±10.7)	481	(±16.4)

*Confidence intervals (1.96*SE) are reported in brackets.*

The results show, at both year levels, large performance differences between these groups of students. Year 6 and Year 10 students with parents who were senior managers or professionals had scores that were over 100 points higher than those with parents who were recorded as unskilled labourers, office, sales or service staff.

Attitudes towards Civics and Citizenship Issues

The NAP – CC Assessment Framework emphasises the importance of affective processes as part of civics and citizenship. Data on affective processes were collected as part of the student questionnaire and include students' perceptions of citizenship behaviours, students' trust in civic institutions and processes, as well as students' attitudes towards Australian Indigenous cultures and Australian diversity.

Perceptions of the importance of citizenship behaviours

When asked about the importance of different citizenship behaviours, students rated participation in activities to protect the environment, in activities promoting human rights, in activities that benefit the local community and learning about Australia's history as most important. Fewer than half of Year 10 students viewed discussing politics and involvement in peaceful protests as important for good citizenship. Female students attributed more importance to the citizenship behaviours than male students at both year levels.

Trust in civic institutions and processes

Students were asked to rate their level of trust in the following groups or institutions:

- The Australian Parliament
- Your state or territory parliament
- Law courts
- The police
- Australian political parties
- The media (television, newspapers, radio).

The police and law courts were the civic institutions most trusted by students. There was a noticeable decrease in trust between Year 6 and 10 and a smaller but statistically significant difference between gender groups with females expressing somewhat more trust in civic groups and institutions than did male students.

Attitudes towards Australian Indigenous cultures

The development of students' understanding and acknowledgement of Australian Indigenous cultures is a goal of civics and citizenship education in Australia (MCEETYA, 2008). It is referred to both in the Melbourne Declaration which states that active and informed citizens *understand and acknowledge the value of Indigenous cultures and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians*, and the national Statements of Learning for Civics

and Citizenship that seek to provide students with the opportunity to develop *an appreciation of the experiences and heritage of Australia's Aboriginal and Torres Strait Islander peoples and their influence on Australian civic identity and society.*

The NAP – CC student questionnaire included a set of questions dealing with attitudes relating to some aspects of Australian Indigenous cultures and traditions. These include: recognition of traditional ownership of land by Indigenous Australians, reconciliation between Indigenous and non-Indigenous Australians and valuing Indigenous cultures.

Large majorities of students expressed positive attitudes towards Australian Indigenous cultures. There was a statistically significant increase in positive attitudes between Year 6 and Year 10 among female students, together with a slight but statistically significant decrease in scale scores among male students. Differences in these attitudes between Indigenous and non-Indigenous students were only found among Year 10 students.

Students' attitudes towards Australian diversity

Appreciation of Australian diversity is also a key aspiration of civics and citizenship education. It is explicitly stated in the Melbourne Declaration and the national Statements of Learning for Civics and Citizenship. According to the Melbourne Declaration, active and informed citizens *appreciate Australia's social, cultural, linguistic and religious diversity, and have an understanding of Australia's system of government, history and culture*. The Statements of Learning for Civics and Citizenship seek to provide students with the opportunity to develop an *appreciation of the uniqueness and diversity of Australia as a multicultural society and a commitment to supporting intercultural understandings within the context of Australian democracy.*

The NAP – CC questionnaire included a set of questions to measure the extent to which students hold positive attitudes towards diversity and multiculturalism. These questions were asked of Year 10 students only.

Most students expressed positive attitudes towards Australian diversity and multiculturalism. Being female, being born outside Australia and speaking a foreign language at home were positively associated with positive attitudes towards Australian diversity.

Associations between students' attitudes towards civic-related topics and achievement

There were small, but statistically significant associations between students' civics and citizenship achievement and perceptions of the importance of citizenship behaviour. Students with low levels of trust in civic institutions or groups were also those with low test performance, however, those with medium levels of trust tended to have the highest test scores. Positive attitudes towards

Indigenous Australian cultures (Year 6 and Year 10) and towards Australian diversity (Year 10) were positively associated with test performance.

Student Engagement in Civics and Citizenship Activities

The NAP – CC Assessment Framework identified students' civic and citizenship participation as a key aspect for inclusion in NAP – CC which includes both students' actual behaviours as well as their intended future behaviours. In addition, civic engagement encompasses affective processes related to students' motivation to engage, such as their confidence in the effectiveness of participation, as well as their belief in their ability to participate actively and effectively.

Students were asked about their participation at school and in the community, their interest, confidence and valuing of civic action, as well as their intentions to become engaged in civic action in future.

Civic-related participation at school

Students were asked to report whether or not they had participated in civic-related activities at their school such as participation in student parliaments, voting for class representative and participation in peer support programs.

The majority of students indicated that they have participated in class elections, peer support programs, school-based community activities, and activities representing the school outside of class. However, a minority of students reported having been elected as student representatives at class or school level, having helped to make decisions about how schools are run, or having helped to prepare a school paper or magazine. Female students were more likely than male students to have participated in some of these activities and there was a general tendency among Year 10 students to report lower participation than Year 6 students.

Civic-related activity in the community

When asked about participation in community activities that were not related to school, more than half of the Year 10 students had participated in voluntary community activities or collections for charities but only small numbers of students at this year level indicated that they had engaged in other activities like environmental or human rights organisations or participated in youth development groups.

Participation in civic-related communication

Previous NAP – CC surveys (2004 and 2007) have shown that discussion with family and engagement with media are positively associated with civics and citizenship achievement. In NAP – CC 2010 students were asked about their

engagement in activities to inform themselves through media and participating in talk about political or social issues with family, friends and through internet groups. At both year levels, about four in five students indicated that they watch television news at least once a week and more than half of the students reported listening to radio news on at least a weekly basis. Weekly newspaper reading was reported by fewer than half of Year 6 but slightly more than half of Year 10 students. There were also notably higher percentages among Year 10 than among Year 6 students who reported weekly use of the internet to obtain news of current events.

Only small numbers of students at both year levels indicated that they had at least weekly talks with family or friends about political or social issues. There were somewhat higher proportions of Year 10 than Year 6 students reporting this activity. Few students reported participation in internet-based discussions about political or social issues.

Interest in civic issues

Students were asked to indicate their level of interest in civic-related local, national and global issues as well as politics and the environment. The civic interest of students was highest for environmental issues, what is happening in other countries and global issues. However, most students were not at all or not very interested in Australian politics. Female students tended to express more civic interest than male students.

Confidence to actively engage

Having the confidence to actively engage is often viewed as a key factor for explaining individual active citizenship participation. Students were asked about their confidence to actively engage in a range of citizenship activities. There were different patterns among Year 6 and Year 10 students. In Year 6, majorities of students thought that they could fairly well become candidates in school or class elections or organise student groups, whereas only about half of Year 10 students reported the same level of confidence. On the other hand, Year 10 students were more confident to discuss news about a conflict between countries, argue their opinion about a political or social issue, or write about their point of view on a current issue to a newspaper. Generally, levels of confidence were found to be higher in Year 10 and among female students.

Beliefs in the value of civic action

Active civic engagement is more likely amongst those citizens who believe in the value of civic action. Students at both year levels tended to value civic action and large majorities supported the notion that student participation at school is necessary and that decisions can be influenced by civic action. Female students showed stronger beliefs in the value of civic action than male students.

Student Intentions to Engage in Civic Action

There are limitations to the extent to which students in Year 6 and Year 10 can become engaged in many civic activities (for example, voting or running as a candidate in an election). Therefore it is of interest to measure students' expectations of their future participation in civic activities. In NAP – CC the behavioural intentions measured were related to two areas: the promotion of important issues in the future and their expectations to actively engage as adult citizens.

Promotion of 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 these issues (e.g. protest against excessive government). Students were asked the likelihood of their participating in activities such as writing to a newspaper (by email or letter), signing petitions or taking part in a peaceful march or rally.

Generally, fewer than half of students at both year levels expected to *probably* or *certainly* take part in activities to promote important issues. The activities considered as likely by the highest proportions of students were wearing badges, hats or t-shirts expressing their opinion, taking part in peaceful marches or rallies, collecting signatures for a petition, and writing their opinion about an issue on the Internet.

Online petitions were considered by about half of Year 10 students but only by about a quarter of Year 6 students. There was a statistically significant increase in expectations to participate from Year 6 to Year 10 and (particularly among Year 10 students) there were large gender differences with females expressing higher levels of expectations than males.

Expected active civic engagement in future adult life

Year 10 students were asked about their expectations to become involved in active forms of engagement in their future life as adult citizens. Even though most of them thought that they would *certainly* or *probably* inform themselves about candidates prior to an election campaign, few students expected more active forms of engagement and only 10 per cent considered joining a political party in the future. Gender differences were statistically significant but small, with females expressing slightly higher expectations of active engagement than males.

Associations between Engagement Indicators and Achievement

As in previous NAP – CC surveys (2004 and 2007) students who had participated at school in school governance and extra-curricular activities tended to have higher NAP – CC Scale scores. Moderate correlations between student participation in school governance and test performance were statistically significant at both year levels. A statistically significant but rather weak correlation was found between student reports of participation in the community and their achievement in NAP – CC.

At both year levels, students who informed themselves at least weekly about news from newspapers, television or radio had higher NAP – CC Scale scores. There was also a positive association between student participation in talks with their family about political or social issues and levels of student knowledge. Only in Year 10 was there a positive and statistically significant relationship between students' use of the internet for information, and talking to friends about political or social issues, and their test performance.

Students' civic interest, their confidence to actively engage and valuing of civic action were all positively associated with NAP – CC understanding. Even higher correlations were found with students' intentions to promote important issues in the future for these variables.

In Year 10, there was only a weak association between expectations to actively engage and test performance. Year 6 and Year 10 students who expected to promote important issues in the future tended to have somewhat higher NAP – CC Scale scores.

Chapter 1
Introduction

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)[1], 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 that "all young Australians should become successful learners, creative and confident individuals and active and informed citizens". The elaboration of this goal articulates 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 benefit from, reconciliation between Indigenous and non-Indigenous Australians;*

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1   Subsequently the Ministerial Council on Education, Early Childhood Development and Youth Affairs (MCEECDYA).

- *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.*

<div align="right">(MCEETYA, 2008: 9)</div>

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 that are 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.

Civics and Citizenship and the National Assessment Program

There is a companion document to the Melbourne Declaration, also authored by MCEETYA (2009) that sets out a four-year plan for the years 2009 through 2012. This plan outlines the strategies intended to support the implementation of these educational goals. Included in the action plan is a commitment to assessment and specifically to a national assessment program, *comprising national tests in literacy and numeracy; sample assessments in science literacy, civics and citizenship, and ICT literacy; and participation in relevant international testing programs* (MCEETYA, 2009).

The National Assessment Program originated with the work of MCEETYA's National Education Performance Monitoring Taskforce (NEPMT), and later the Performance Measurement and Reporting Taskforce (PMRT), which developed key performance measures to monitor and report on progress towards the achievement of goals for schooling on a nationally comparable basis. The NEPMT noted the need to develop indicators of performance in civics and citizenship and commissioned an investigation of appropriate key performance measures in that field. The outcome of this process was a report entitled *Key Performance*

Measures in Civics and Citizenship Education (Print & Hughes, 2001). The report recommended, and the NEPMT endorsed, that there be two key performance measures for civics and citizenship, one to focus on civic knowledge and understanding and the other on citizenship participation skills and civic values. It was decided that these be applied to both primary and secondary schooling and that national student assessments should be designed for Year 6 and Year 10 on the basis of these key performance measures. The survey was to consist of: an assessment of civics knowledge and understanding; an assessment of skills and values for active citizenship participation; and an indication of opportunities for citizenship participation by students.

The assessment of civics and citizenship was included in the sample assessment component of the National Assessment Program. Sample-based assessment surveys were implemented in science literacy, civics and citizenship, and ICT literacy on a rolling triennial basis. The first of these was the sample assessment of science literacy in Year 6 conducted in 2003. The first national assessment in civics and citizenship was conducted in 2004 and the first national assessment in ICT literacy was conducted in 2005.

In the three cycles of the National Assessment Program – Civics and Citizenship (NAP – CC) the two key performance measures originally described for civics and citizenship have been assessed jointly using the student test. In 2004 the test data were used to establish Proficient Standards, one for Year 6 and one for Year 10. The reportable key performance measure for civics and citizenship is defined as the 'proportion of students achieving at or above the proficient standard' at each year level (ACARA, 2010).

A key feature of these assessments is the inclusion of "link" items across cycles. For example, the assessments in civics and citizenship in 2004, 2007 and 2010 contain "link" items that provide the basis for measuring changes over time. Similarly, the national assessments in civics and citizenship as well as ICT literacy include "link" items in the Year 6 and Year 10 assessments, thus providing an indication of the difference in performance of students in these two year levels.

What is Assessed in Civics and Citizenship?

In 2004, civics and citizenship was not a discrete key learning area in any Australian jurisdiction and civics and citizenship curricula showed variation across jurisdictions. For this reason, an assessment domain was developed to describe the parameters of the assessment content for the civics and citizenship assessment. The process involved elaborating the two key performance measures that had been adopted by the PMRT, analysing a range of jurisdictional curriculum documents and consulting with curriculum experts in jurisdictions (MCEETYA, 2006: 5-7). The assessment framework included domain descriptors for the two key performance measures and a professional elaboration (MCEETYA, 2006: 97-102).

The national *Statements of Learning for Civics and Citizenship* developed in 2006 provided greater specificity in civics and citizenship education concepts and illustrative areas of content. By the time of the 2007 national assessment, civics and citizenship education had a clearer focus than in 2004 even though it was not often a specific subject. In addition the emerging statements of learning provided guidance about how an assessment framework could be manifested in the assessment instruments.

The NAP – CC Assessment Domain was revised in preparation for NAP – CC 2010. The current NAP – CC Assessment Framework was developed in consultation with the NAP – CC Review Committee. The revised NAP – CC Assessment Framework extended the coverage of the field in light of the *Statements of Learning for Civics and Citizenship* (Curriculum Corporation, 2006) and other changes such as the statements of goals in the Melbourne Declaration in such a way as to accommodate the contents of these documents and to maintain the continuity in the assessment program. The revised assessment framework describes four aspects of interest for NAP – CC:

1. Civics and Citizenship content;
2. Cognitive processes for understanding Civics and Citizenship;
3. Affective processes for Civics and Citizenship; and
4. Civic and Citizenship participation.

The content aspects of the assessment framework use the same organisational headings as the *Statements of Learning for Civics and Citizenship* and retain the content of the NAP – CC Assessment Domain.

Stages in the 2010 National Assessment

The first stage in the 2010 national assessment was the revision of the assessment framework. This involved analysis of key documents and consultation with the NAP – CC Review Committee. The main work took place in the first six months of 2009.

The second stage was the development of instruments. The assessment instruments included secure trend items that had been included in the 2004 and 2007 national assessments as well as new items developed for 2010. The selection of trend items was based on analyses of data from previous assessments and was carried out with reference to the equating design for the study. The development of new items (reflecting changes in the assessment framework and changes in curriculum and jurisdictional contexts) took place over the period from February to August 2009 and included cognitive laboratories with small groups of students. In addition there was an extensive redevelopment of the student survey material so as to cover better the third and fourth aspects of the revised assessment framework. This process took place over the period from May to August 2009.

The third stage was the field trial of the instruments which was conducted in three jurisdictions in October 2009 but with preparation beginning in August and analysis extending to March 2010. The field trial involved 2100 students approximately equally divided between Year 6 and Year 10.

The fourth stage involved revision of the instruments on the basis of the analyses of field trial data. This involved an evaluation of the characteristics of each item to determine whether it should be deleted from the scaling, deleted from the main study test or have the scoring categories modified (in the case of partial credit items).

The fifth stage was the preparation, delivery and marking of the main survey. Preparation occurred from June 2010, the main survey was conducted in October and November 2010, and marking the assessments and compiling the data files for analysis took place between December 2010 and February 2011. In the main survey, data were gathered from 7246 Year 6 students in 335 schools, and 6409 Year 10 students in 312 schools.

The sixth stage involved the analyses of data and writing the reports of the study. This final stage took place over the period from March through June 2011.

Structure of this Report

This report is one outcome of the final stage in the assessment project. It is primarily intended for use by educators and policy makers to understand the profile of civics and citizenship education outcomes at Year 6 and Year 10 across Australia. It is accompanied by a technical report that provides more detailed information about the developmental and analytical procedures, which provide the basis for this report. Two tests, one for Year 6 and one for Year 10, are compiled from items in the assessment and made available as School Release Materials. These are accompanied by scoring guides and a score conversion table so that teachers can use the tests with their students and compare their results to the NAP – CC Scale.

Chapter 2 describes the methods used in the study. This includes the development of the instruments, sample characteristics, administration of the assessment, achieved participation rates and background characteristics of the student population.

Chapter 3 discusses the NAP – CC Scale and its properties. It outlines the six proficiency levels that are used to describe the achievement of students. Student achievement for Year 6 and for Year 10 is then reported at the national level against the six proficiency levels. Finally the scale is described using a selection of example items from the 2010 test.

Chapter 4 presents information about patterns in student achievement in civics and citizenship. It describes the association of student performance in this learning area with a number of factors including the level of schooling, geographic location, gender, language spoken at home, country of birth, Indigenous background, and parental education and occupation. It includes a description of differences in proficiency across jurisdictions as well as across year levels. It also presents the results of analyses of differences in student performance according to background characteristics of students and schools.

Chapter 5 provides the results of analyses of students' attitudes towards civics and citizenship issues. The NAP – CC Assessment Framework emphasises the importance of affective processes as part of civics and citizenship. Data on affective aspects of civics and citizenship were collected as part of the student survey and include students' perceptions of citizenship behaviours, students' trust in civic institutions and processes, as well as students' attitudes towards Australian Indigenous cultures and Australian diversity. In addition, the chapter describes the associations of these constructs with some student background characteristics and with students' achievement on the NAP – CC Scale.

Chapter 6 discusses student engagement in civics and citizenship activities. Civic engagement of citizens constitutes a central characteristic of a democratic society. The assessment framework identified students' civic and citizenship participation as a key aspect of civics and citizenship education. It is taken to include both behavioural intentions as well as actual behaviours. In addition, civic engagement encompasses affective processes related to motivation, such as confidence and self-efficacy. The chapter presents survey results about students' actual participation at school and in the community, their interest in, confidence and valuing of civic action, as well as their intentions to become engaged in civic action. In addition, the chapter reviews the associations between indicators of engagement and student background characteristics as well as NAP – CC Scale scores.

Chapter 7 provides a summary of the findings from the assessment and discusses some implications of those findings.

Chapter 2
Assessing Civics and Citizenship

This chapter describes the procedural foundations of the National Assessment Program – Civics and Citizenship (NAP – CC) in 2010. This includes the development and substance of the instruments, the sample of students, the administration of the assessment, achieved participation rates and the personal characteristics of the student populations.

The NAP – CC Assessment Framework

The first two cycles of NAP – CC were conducted in 2004 and 2007. The contents of the assessment instruments were defined according to the NAP – CC Assessment Domain.

In 2008, it was decided to revise the NAP – CC Assessment Domain. It was replaced by the NAP – CC Assessment Framework, developed in consultation with the 2010 NAP – CC Review Committee. The assessment framework extends the breadth of the assessment domain in light of two key curriculum reforms:

1. The *Statements of Learning for Civics and Citizenship* (SOL – CC) published in 2006; and

2. The implicit and explicit values, attitudes, dispositions and behaviours in the *Melbourne Declaration on Educational Goals for Young Australians* published in 2008.

The assessment framework (see Appendix 1 for further details) 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
- Aspect 4: Civic and citizenship participation.

Aspects 1 and 2 were assessed through the test of civics and citizenship. Chapter 3 provides a description of the resulting NAP – CC Scale and results at the national level. Chapter 4 presents results from this assessment by states and territories, geographic location of schools and student background characteristics. Aspects 3 and 4 were assessed with the student questionnaire and results from this data collection are described in Chapter 5 and Chapter 6.

The NAP – CC Assessment Instrument

Assessment items and response types

Aspects 1 and 2 of the NAP – CC Assessment Framework provide the content and cognitive processes that were brought together to create the NAP – CC assessment items. The items were developed in units. Each unit comprised one or more assessment items that were developed around a single theme or stimulus. In its simplest form, a unit was a single, self-contained item, and, in its most complex form, a piece of stimulus material (text and/or graphic images) with a set of assessment items related to it. Each assessment item was referenced to a single content concept from Aspect 1 of the NAP – CC Assessment Framework and also to a single cognitive process from Aspect 2.

Item-response types included multiple-choice, compound dual-choice (true/ false) and constructed response (requiring responses from one word through to a maximum of two to three sentences). The scores allocated to items varied: dual and multiple-choice items had a maximum score of one point for correct responses and zero points for incorrect ones. For constructed response items students could receive between zero and three points. The assessment was conducted using a total of 160 items, with 61 of them being secure items from the 2007 assessment cycle.

Allocation of items to test booklets

There is too much test content described in the NAP – CC Assessment Framework to include in a single student test booklet. The test items for each year level were allocated to one of nine groups of items called clusters. Nine test booklets were created at each year level, each of which comprised three clusters of test items. Each cluster had approximately 12 items at Year 6 and 14 items at Year 10. These nine clusters were allocated to the nine test booklets so that:

- Each cluster appeared once in a booklet with each other cluster;
- Each cluster appeared once in each position in a booklet (beginning, middle or end); and
- Each cluster appeared in three of the nine booklets.

Each booklet consisted of approximately 36 items for Year 6 students and approximately 42 items for Year 10 students.

This test design prevents the order of presentation of the items from biasing the test results and allows for comparable measures of student achievement to be established. This is even though each individual student only completed approximately one third of the total available test content for their year level.

Items were allocated to clusters in a way that ensured a within-cluster equivalence of item type, reading load, and linking between Years 6 and 10 and to the 2007 (and 2004) assessments.

Two clusters at each year level were the same as in the 2007 assessment. These clusters were included (along with some additional items in other clusters) to allow for the 2010 results to be reported on the NAP – CC Scale established in 2004. A sample of student responses from 2007 for these four clusters were included for scoring in 2010 and data from these double-scored questions allowed for an evaluation of marking consistency between cycles. Additional detail of the test construction can be found in the Technical Report.

The NAP – CC Survey of Student Engagement and Attitudes

Aspects 3 and 4 of the NAP – CC Assessment Framework describe the attitudes, values, dispositions, behaviours and behavioural intentions that are outcomes of civics and citizenship education in Australian schooling. For each of the affective processes in Aspect 3, different constructs of interest were identified which could be measured with sets of (5 to 10) Likert-type items in the NAP – CC 2010 Student Questionnaire. To measure the participatory processes of Aspect 4, items were developed to reflect the frequency and nature of current involvement in student activities, civic-related participation in the community and civic-related activities at school, and to assess students' perceptions of their preparedness for and motivation towards prospective engagement as an adult citizen.

It should be noted that Aspects 3 and 4 included a larger set of contents than could be included in the student questionnaire for any single NAP-CC assessment cycle. Given limitations in assessment time, not all the contents of Aspect 3 and 4 could be included in the 2010 student questionnaire. The survey included a relatively large subset of the contents of Aspects 3 and 4. The selection of item content for the student questionnaire was conducted in consultation with the NAP – CC Review Committee.

Details on the survey questions, the data collected and the relationships with cognitive achievement data are reported in Chapters 5 and 6.

The NAP – CC Student Questionnaire is included as Appendix 2.

Sample

Sample Design

The National Assessment Program – Civics and Citizenship was administered to students in Year 6 and Year 10 in all states and territories.

Student sampling followed the cluster sampling procedures established for the National Assessment Program Sample Assessments. Cluster sampling is cost effective because schools can be selected from a reliable sampling frame and within each school, larger groups of students can be surveyed at the same time. Drawing simple random samples of students at each year level would not have been feasible due to the absence of adequate enrolment databases and the logistical problem of assessing few or even single students in a very large number of schools. The sampling was done using a two-stage process and was applied at each year level.

The first stage of sampling involved selecting a sample of schools[2] within explicit strata[3] formed by state or territory and school sector. Within each explicit stratum, geographic location, a school measure of socio-economic status[4], and school size were all used for implicit stratification[5]. A school's probability of selection was proportional to the number of students enrolled in the relevant year level (6 or 10). Schools with larger numbers of students at the relevant year level were more likely to be selected for participation[6].

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2   For both the Year 6 and Year 10 samples, sample sizes were determined that would provide accurate estimates of achievement outcomes for all states and territories. This resulted in slightly larger sized samples than may have been expected for the smaller states and territories (for further information, see the Technical Report).

3   Explicit stratification means that separate school samples were drawn for each sector within each jurisdiction.

4   The Australian Bureau of Statistics' (ABS) Index of Education and Occupation was used. This is one of the ABS Socio-Economic Indexes for Areas (SEIFA).

5   Implicit stratification means that within the sampling frame schools were grouped and sorted by the implicit stratification variables so that adjacent schools were similar to each other.

6   Two samples of replacement schools were also drawn to enable the sample size and representativeness to be maintained if initially-sampled schools declined to participate. However, in some cases (such as secondary schools in the Northern Territory) there were not enough schools available for the replacement samples to be drawn. The replacement schools were selected to be as similar as possible (in size, jurisdiction and sector) as the schools for which they were replacements.

Schools excluded from the target population included non-mainstream schools (such as schools for students with intellectual disabilities), very remote schools (in all states except the Northern Territory)[7] and in schools with fewer than five students at the target year level. These exclusions accounted for 1.7 per cent of the Year 6 student population and 1.2 per cent of the Year 10 student population.

The second stage comprised the drawing of a sample of one classroom from the target year level in sampled schools. Where only one class was available at the target level, that class was selected automatically. Where more than one class existed, classes were sampled with equal probability of selection (for more detail see the Technical Report).[8]

Within the sampled classrooms, individual students were eligible to be exempted from the assessment on the basis of the following criteria:

- **Functional disability:** the student had a moderate to severe permanent physical disability such that he or she could not perform in the assessment situation.
- **Intellectual disability:** the student had a mental or emotional disability and cognitive delay such that he or she could not perform in the assessment situation.
- **Limited assessment language proficiency:** the student was unable to read or speak the language of the assessment and would be unable to overcome the language barrier in the assessment situation. Typically, a student who had received less than one year of instruction in the language of the assessment would be excluded.

The number of student-level exclusions at Year 6 was 91 and at Year 10 was 80. The final student population exclusion rate was 2.8 per cent at Year 6 and 2.3 per cent at Year 10. More information about the sampling design and its implementation is provided in the Technical Report.

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7 Very remote schools were included in the Northern Territory sample to better reflect its whole school population. Further details are provided in the Technical Report
8   In some schools, smaller classes were combined to make a pseudo-class group before sampling. For example, two classes with 13 and 15 Year 6 students respectively might be combined into a single pseudo-class of 28 students. This was to maximise the number of students selected per school (the sample design was based on 25 students per school). Pseudo-classes were treated like other classes and had equal probability of selection during sampling.

Achieved Sample

Ninety-one per cent of the sampled Year 6 students and 85 per cent sampled Year 10 students participated in the assessment. Table 2.1 shows the numbers of schools and students for the achieved sample.

Table 2.1: Number of Schools and Students in the Achieved Sample, Nationally and by State and Territory

State or Territory	Year 6		Year 10	
	Schools	Students	Schools	Students
NSW	45	1078	45	1034
VIC	47	952	44	861
QLD	44	987	46	931
WA	48	1181	45	1027
SA	47	952	45	898
TAS	47	945	39	774
ACT	31	673	30	623
NT	26	478	18	261
Total Sample	335	7246	312	6409

Participating sample characteristics

This section reports on the background characteristics of the students in the achieved sample of Year 6 and Year 10 students, using the data collected from schools and education systems. The background variables were age, gender, parental occupation, parental education, Indigenous status, main language spoken at home, country of birth and geographic location. The structure of these student background variables follows that required by MCEECDYA protocols as part of the National Assessment Program. They provide a profile of the students participating in NAP – CC. All reported statistics are weighted unless otherwise stated. Weighting of data allows inferences to be made about the national Year 6 and Year 10 student populations.

Relationships between student background data reported in this chapter and cognitive achievement data are more fully explored in Chapter 4.

MCEECDYA protocols mean reporting is against year levels rather than age. Analyses of data from previous cycles suggested that there was a small positive association of student age with achievement among Year 6 students (NAP – CC 2004) but no significant association among Year 10 students (in either NAP – CC 2004 or 2007). It was not possible to repeat these analyses in the 2010 cycle, because of the extent of missing background data for characteristics that may be associated with age.

Table 2.2 shows that at the time of the assessment 53 per cent of Year 6 students were 11 years old and 43 per cent 12 years old. In Year 10, 56 per cent of students were 15 years old and 38 per cent were 16 years old. There was some variation in

age across the jurisdictions. In Year 6, more than half of students in Queensland (81%) and Western Australia (68%) were 11 years old whereas the majority of students in Tasmania (77%) and Victoria (63%) were already 12 years old. In Year 10 more than two thirds of students in Western Australia (81%), Queensland (79%) and Northern Territory (70%) were 15 years old while the majority of students in Tasmania (70%), Victoria (61%) and ACT (56%) were already 16 years old.

Table 2.2: Percentages of Students' Years of Age, Nationally and by State and Territory

State or Territory	Mode	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15	Age 16	Age 17	Age 18	Missing
Year 6												
NSW	12	0	0	46	53	1	0					0.2
VIC	12	0	0	34	63	3	0					0.1
QLD	11	0	12	81	6	0	0					0.2
WA	11	0	0	68	31	0	0					0.4
SA	11	0	0	53	47	0	0					0.4
TAS	12	0	0	20	77	1	0					1.3
ACT	12	0	1	42	53	1	0					2.5
NT	11	0	0	54	43	1	0					1.0
Australia	11	0	3	53	43	1	0					0.3

State or Territory	Mode	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15	Age 16	Age 17	Age 18	Missing
Year 10												
NSW	15				0	0	51	48	1	0		0.1
VIC	16				0	0	35	61	2	1		0.3
QLD	15				0	11	79	9	1	0		0.6
WA	15				0	13	81	4	0	0		1.0
SA	15				0	1	55	40	2	1		0.6
TAS	16				0	0	26	70	1	0		2.0
ACT	16				0	1	39	56	1	0		2.5
NT	15				0	2	70	28	0	0		0.3
Australia	15				0	4	56	38	1	0		0.5

Due to differences in school starting ages and participation in school before Year 1 (i.e. the Foundation Year[9]), the average length of time in formal schooling varies across the states and territories. Table 2.3 shows the difference in length of schooling at time of testing across the state and territory education jurisdictions. From Table 2.3 it can be seen that Year 6 students in Queensland and Year 10 students in Queensland and Western Australia had experienced 12 months less formal schooling than students in the other states (as the foundation year had not been introduced when these students started school).

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9   The term *Foundation Year* is the nationally consistent term used in the Australian Curriculum (http://www.acara.edu.au/curriculum/curriculum.html) to refer to the year before Year 1 (known as Kindergarten in New South Wales and the ACT, Prep in Queensland, Victoria and Tasmania, Pre-primary in Western Australia, Reception in South Australia and Transition in the Northern Territory).

Table 2.3: Average Time at School by State and Territory

State or Territory	Year 6	Year 10
NSW	6yrs 9mths	10yrs 9mths
VIC	6yrs 9mths	10yrs 9mths
QLD	5yrs 9mths	9yrs 9mths
WA	6yrs 9mths	9yrs 9mths
SA	6yrs 9mths	10yrs 9mths
TAS	6yrs 9mths	10yrs 9mths
NT	6yrs 9mths	10yrs 9mths
ACT	6yrs 9mths	10yrs 8mths

Table 2.4 presents background characteristics of the Year 6 and Year 10 students. Two percentages are reported for each category by year level. One percentage is based on all students, the other on only students with a valid response to this background variable. It should be noted that for this national assessment all student background data were collected from school records and that for some of these variables, such as parental occupation or education, there were relatively high percentages of missing data and this varied substantially across states and territories (for information on the distribution of these background variables, including missing data, within states and territories, see Appendix 3). In the following section only valid percentages are mentioned.

Table 2.4: Distribution of Student Background Characteristics

	Year 6		Year 10	
	% of all students	% of students with valid responses	% of all students	% of students with valid responses
Student Gender				
Boy	51	51	49	49
Girl	49	49	51	51
Total	**100**	**100**	**100**	**100**
Missing	0		0	
Parental Occupation				
Senior Managers and Professionals	21	26	22	27
Other Managers and Associate Professionals	20	25	23	28
Skilled trades, clerical and sales	19	24	21	26
Unskilled manual, office & sales	13	16	11	13
Not in paid work for 12 months	6	8	5	6
Total	**78**	**100**	**83**	**100**
Missing	21.8		16.8	
Parental Education				
Year 9 or equivalent or below	2	3	2	3
Year 10 or equivalent	7	9	7	8
Year 11 or equivalent	4	5	4	5
Year 12 or equivalent	8	11	9	11

Certificate 1 to 4 (inc trade cert)	22	28	23	28
Advanced Diploma/Diploma	11	14	13	16
Bachelor degree or above	24	31	24	29
Total	**79**	**100**	**83**	**100**
Missing	21.2		17.3	
Indigenous Status				
Non Aboriginal or Torres Strait Islander	94	96	94	97
Aboriginal or Torres Strait Islander	4	4	3	3
Total	**98**	**100**	**96**	**100**
Missing	2		4	
Language spoken at home				
English only	77	80	79	83
Language other than English	19	20	16	17
Total	**95**	**100**	**95**	**100**
Missing	5		5	
Country of Birth				
Born in Australia	89	91	87	89
Not born in Australia	9	9	11	11
Total	**98**	**100**	**98**	**100**
Missing	2		2	
Geographic Location				
Metropolitan	72	72	72	72
Provinicial	26	26	27	27
Remote	3	3	1	1
Total	**100**	**100**	**100**	**100**
Missing	0		0	

The Year 6 and Year 10 data displayed are reported including all students and for those with valid data. Because results are rounded to the nearest whole number some total may appear inconsistent.

There were almost equal numbers of males and females in the sample, with females comprising 49 per cent of Year 6 students and 51 per cent of Year 10 students (see Table 2.4). According to the Australian Bureau of Statistics (2011), in 2010 females made up 49 per cent of the population at both year levels.

Schools were requested to ensure provision of data about the occupational group ('unskilled manual, office and sales', 'skilled trades, clerical and sales', 'other managers and associate professionals', 'senior managers and professionals', or 'not in paid work for 12 months') of parents or guardians of all students. For the purposes of reporting, parental occupation is presented as a combined variable which represents the highest group indicated by either parent or guardian. At each year level, approximately one quarter of the students had a senior manager or professional as parent with the highest occupational status, one quarter another manager or associate professional, one quarter a skilled trades, clerk or sales person, and one quarter an unskilled manual, office or sales person, or an unemployed parent.

Schools were also requested to ensure provision of data about the highest level of school education (Year 9 and below, Year 10, Year 11 or Year 12) and the highest level of non-school education (Certificate 1-4; Advanced Diploma or Diploma; or Bachelor degree or above) achieved by parents or guardians. For the purposes of reporting, parental education is presented as a combined variable which is the highest level of education achieved by a student's parent or guardian. The single highest level is used for students with more than one parent or guardian. At both year levels, almost a third of the students had a parent with a bachelor's degree or higher, while a little over a quarter of the students had a parent who completed secondary school or less.

Table 2.4 shows the following distributions regarding the cultural background variables. Approximately four per cent of the Year 6 students and three per cent of the Year 10 students were identified as Aboriginal or Torres Strait Islanders. One out of five students in Year 6 and one out of six students in Year 10 came from homes in which languages other than English were spoken (in place of, or in addition to, English). About one in ten students were not born in Australia (see Table 2.4).

For the purposes of this report, 'geographic location' refers to whether a student attended school in a metropolitan, provincial or remote zone (Jones, 2000).

- **Metropolitan zones** included all state and territory capital cities except Darwin, and major urban areas with populations above 100,000 (such as Geelong, Wollongong and the Gold Coast).
- **Provincial zones** included provincial cities (including Darwin) and provincial areas.
- **Remote zones** were areas of low accessibility, such as Katherine and Coober Pedy.

About two thirds of the students in NAP – CC 2010 attended schools in metropolitan areas. Approximately one quarter of students attended schools in provincial areas, while less than three per cent attended schools in remote areas (only 1 per cent at Year 10).

Calculating the Precision of Estimates

For any survey there is a level of uncertainty regarding the extent to which an estimate measured from the sample of students is the same as the true value of the parameter for the population (that is, all students). An estimate derived from a sample is subject to uncertainty because data from the sample may not reflect the population precisely. Throughout this report data are reported with confidence intervals which comprise the range in which, on the basis of the data, one can have 95 per cent confidence that the true value of the reported figure lies. The magnitude of the confidence intervals varies depending on the exact ways in which the data have been collected in addition to the characteristics of the

students. Detail of how the confidence intervals are calculated can be found in the Technical Report.

In this report, values are reported either as whole numbers or to one decimal place according to the precision of the data to best support ease of interpretation. All percentages are reported as whole numbers. In 2004, the NAP – CC Scale was set to a metric with a standard deviation of 100 scale points at Year 6 so that scale scores could be meaningfully reported as whole numbers. In this report, NAP – CC Scale scores are reported as whole numbers except when used in confidence intervals, where the magnitude of the numbers is typically small enough to warrant reporting to one decimal place. All student questionnaire scales have a standard deviation of 10 scale points and consequently questionnaire scale scores are also reported to one decimal place.

Summary

The National Assessment Program – Civics and Citizenship data were gathered from 7246 Year 6 students from 335 schools and 6409 Year 10 students from 312 schools. Sample weights were applied to the data so that the statistics accurately reflected population parameters. The sample design and procedures, and the high response rates ensured that there was very little bias in the sample.

The assessment was representative of all of the elements identified in the assessment framework. It made use of assessment units consisting of items linked to a common piece of stimulus material. The assessment made use of various types of items including compound dual-choice (true/false), multiple-choice and constructed response. Rotated forms of the test booklets ensured coverage of the domain across the cohort.

Chapter 2 describes the student profile for Year 6 and Year 10 students in terms of personal background characteristics such as age, gender, Indigenous status, parental occupation, parental education, language spoken at home, country of birth and geographic location. Later analyses investigate the relationship between these characteristics and achievement in civics and citizenship.

Chapter 3
Describing the NAP – CC Scale

This chapter first describes the development of the National Assessment Program – Civics and Citizenship (NAP – CC) Scale with a discussion of student achievement against the scale at the national level. Following this is a detailed discussion of the contents of the proficiency levels in the scale supplemented by example items taken from the 2010 test.

Developing the NAP – CC Scale

The NAP – CC Scale was established in 2004 on the basis of the test contents and psychometric data from the inaugural NAP – CC study. The scale comprises six proficiency levels that are used to describe the achievement of students both at Year 6 and Year 10.

The empirical scale

The Rasch Measurement Model was used to establish the empirical component of the scale. This is the same model that has been used to establish the empirical scales in the National Assessment Program – Science Literacy, Information and Communication Technology (ICT) Literacy, and in the National Assessment Program – Literacy and Numeracy (NAPLAN). More information about the scaling model and procedures is provided in the Technical Report.

The NAP – CC 2010 test has a proportion of questions in common with the 2007 test, which in turn shared common questions with the 2004 test. Common questions also have been used between the Year 6 and Year 10 tests (in each of the

2004, 2007 and 2010 cycles). In 2004 data from the common questions at Year 6 and Year 10 were used to establish a single NAP – CC Scale across the year levels. In 2007 and 2010 data from the common items between year levels and across assessment cycles have been used to enable all student achievement to be reported on the established NAP – CC Scale. The scale was established in 2004 with a mean score of 400 and standard deviation of 100 scale points for the national Year 6 sample. All NAP – CC Scale scores are reported on this same metric.

The proficiency levels

In 2004 six proficiency levels were established at equally-spaced intervals across the NAP – CC Scale. Each proficiency level spans 130 scale points. Summary descriptions for five of these levels (1 to 5) were established in 2004 based on expert judgements of the contents of the questions situated within each level. A description for the 'Below Level 1' proficiency level was developed in 2007 when more test item material was available to support this description.

Each level description provides a synthesised overview of the civics and citizenship knowledge and understandings that a student working within the level is able to demonstrate. The levels are set so that a student with a proficiency scale score at the bottom of a level has a 62 per cent chance of correctly answering a question at the bottom of that level, a 38 per cent chance of correctly answering a question at the top of that level, and would be expected to correctly answer at least half of a set of questions evenly spaced across the level.

The Proficient Standards

Two Proficient Standards—one for Year 6 and one for Year 10—were established in 2004 on the NAP – CC Scale. Each standard is a point on the scale that represents a 'challenging but reasonable' expectation of student achievement at that year level. The two Proficient Standards exceed minimum competence. The proportion of students achieving at or above each Proficient Standard is the key performance measure for civics and citizenship at each year level (ACARA, 2010).

The Proficient Standard for Year 6 is 405 scale points, which is the boundary between Levels 1 and 2 on the NAP – CC Scale. The Proficient Standard for Year 10 is 535 scale points which is the boundary between Levels 2 and 3 on the scale. Year 6 students performing at Level 2 and above, and Year 10 students performing at Level 3 and above, have consequently met or exceeded their relevant Proficient Standard.

Comparisons of Student Achievement by Year and Proficiency Level in 2010

The following sections provide an overview of student achievement by year and proficiency level at the national level. A more detailed analysis of student achievement, including comparisons of achievement by jurisdiction and according to selected background characteristics, is included in Chapter 4.

Table 3.1 and Figure 3.1 show the percentage of Year 6 and Year 10 students in each proficiency level in 2010.

Table 3.1: Percentages of Year 6 and 10 Students at each Proficiency Level

Proficiency Level	Year 6		Year 10	
Below Level 1	13	(±1.7)	5	(±1.3)
Level 1	35	(±1.9)	14	(±2.0)
Level 2	38	(±2.3)	32	(±2.2)
Level 3	13	(±1.4)	36	(±2.5)
Level 4 (or above for Year 6)	1	(±0.6)	12	(±1.9)
Level 5 (for Year 10 only)			1	(±0.4)

Note: *Double line indicates Proficient Standard*

Table 3.1 shows that the largest group of Year 6 students (73%) were in levels 1 and 2 and the largest group of Year 10 students (68%) were in levels 2 and 3. Fourteen per cent of Year 6 students were above Level 2 and 13 per cent of Year 10 students were above Level 3. The Year 10 distribution of student results has a slightly larger lower tail with 19 per cent of students below Level 2 compared to 13 per cent of Year 6 students achieving below Level 1.

Figure 3.1: Percentages of Year 6 and 10 Students at each Proficiency Level
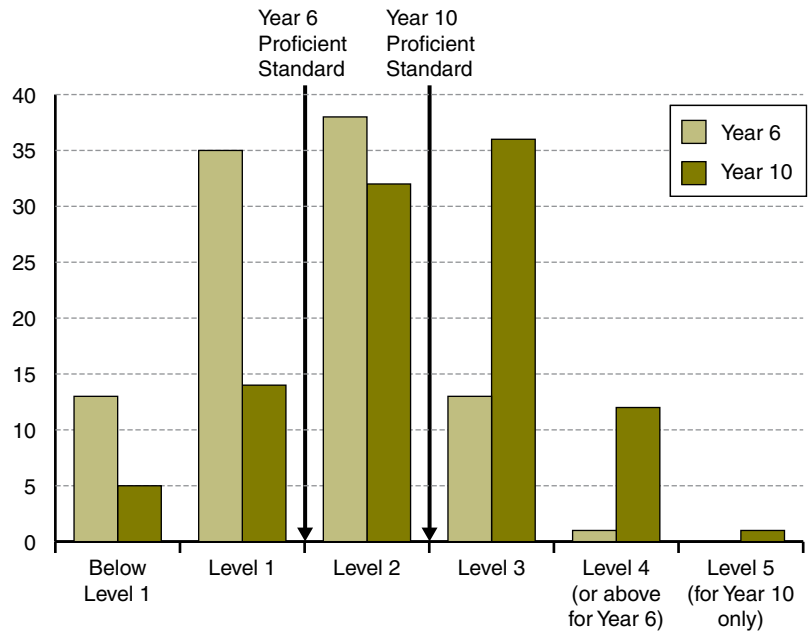
Figure 3.1 illustrates the distribution of students across the proficiency levels. The shape of the distributions of achievement at Year 6 and Year 10 are similar with the Year 10 student achievement distribution centred approximately one level above that of Year 6. Figure 3.1 also illustrates the achievement overlap between Year 6 and Year 10. This overlap is centred at Level 2, where 38 per cent of Year 6 students and 32 per cent of Year 10 students were located.

Figure 3.1 also displays the position of the Proficient Standard at each year level. Fifty-two per cent of Year 6 students and 49 per cent of Year 10 students achieved or exceeded the Year 6 and Year 10 Proficient Standards respectively.

Table 3.2 compares the NAP – CC Scale scores between Year 6 and Year 10 students.

Table 3.2: Differences in Mean Performance on the NAP – CC Scale between Year 6 and 10

	Mean Score	
Year 6	408	(±6.7)
Year 10	519	(±11.3)
Difference (Year 10 – Year 6)	**111**	(±13.2)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

From Table 3.2 it can be seen that the mean score of Year 6 students is 408 scale points and that of Year 10 students is 519 scale points. Students in Year 10 achieved, on average, 111 scale points more than students in Year 6. This difference is statistically significant and is congruent with the overall difference of approximately one proficiency level between the achievement of students at Year 6 and Year 10 shown in Figure 3.1.

Changes in Proficiency Differences between Years 6 and 10 across Assessment Cycles

Table 3.3 shows the mean performances on the NAP – CC Scale with its confidence intervals for Years 6 and 10 across 2004, 2007 and 2010. It also records the differences with its confidence intervals between the mean performance in 2010 and the previous assessment in 2007.

Table 3.3: Differences in Mean Performance on the NAP – CC Scale between Year 6 and 10 since 2004

	Year 6		Year 10		Difference (Year 10 – Year 6)	
2004	400	(±6.7)	496	(±7.0)	**96**	(±9.7)
2007	405	(±5.5)	502	(±8.6)	**97**	(±10.9)
2010	408	(±6.7)	519	(±11.3)	**111**	(±13.2)
Difference (2010 – 2007)	3	(±13.5)	**17**	(±16.5)		

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

The mean performance of students in both Year 6 and Year 10 increased slightly from 2004 to 2007 and again in 2010. These increases were in the order of five scale points and not statistically significant with the exception of the increase of 17 scale points between the mean performance of Year 10 in 2007 and 2010. There were no statistically significant differences between 2007 and 2010 with regard to the mean performances in Year 6 and the performance differences between the two year levels.

Table 3.3 also shows that the Year 10 mean achievement was 96 and 97 scale points higher than Year 6 students in 2004 and 2007 respectively, and that this difference was 111 scale points in 2010. The difference between the Year 6 and Year 10 means is statistically significant in each of 2004, 2007 and 2010.

Table 3.4 shows the percentages of Year 6 and Year 10 students in each proficiency level across the three assessment cycles.

Table 3.4: Percentages of Year 6 and 10 Students at each Proficiency Level since 2004

Proficiency Level	Year 6						Year 10					
	2004		2007		2010		2004		2007		2010	
Below level 1	11	(±1.6)	11	(±1.3)	13	(±1.7)	4	(±0.9)	4	(±1.4)	5	(±1.3)
Level 1	39	(±2.4)	35	(±2.4)	35	(±1.9)	15	(±1.4)	16	(±2.2)	14	(±2.0)
Level 2	42	(±2.4)	44	(±2.6)	38	(±2.3)	41	(±2.3)	39	(±2.8)	32	(±2.2)
Level 3	8	(±1.5)	10	(±1.1)	13	(±1.4)	35	(±2.4)	34	(±2.1)	36	(±2.5)
Level 4 (and above for Year 6)	0	(±0.1)	0	(±0.2)	1	(±0.6)	5	(±1.0)	7	(±1.4)	12	(±1.9)
Level 5 (for Year 10 only)							0	(±0.1)	0	(±0.2)	1	(±0.4)

The data shown in Table 3.4 reflect small changes in the shape of the distribution of student achievement in both Year 6 and Year 10 across the three assessment cycles. In both year levels there are slightly more students in the two highest proficiency levels in 2010 than in 2007 and 2004. Fourteen per cent of Year 6 student scores were Levels 3 and 4 compared to 8 and 10 per cent of student scores in 2004 and 2007 respectively. Thirteen per cent of Year 10 student scores were in Levels 4 and 5 compared to 5 and 7 per cent of students in 2004 and 2007 respectively.

Describing the NAP – CC Scale

Descriptions of the NAP – CC Scale were established in 2004 based on the contents and scaled difficulties of the assessment items. The proficiency level descriptors are syntheses of the content and cognitive processes assessed by items within each level.

The scale represents a hierarchy of civics and citizenship content knowledge and cognitive processes. Overall, higher levels on the scale refer to more complex

civics and citizenship content, and use of that content. The scale is developmental in the sense that students are assumed to be typically able to demonstrate achievement of the content and cognition described in the scale <u>below as well as at</u> their measured level of achievement.

Table 3.5 includes the described NAP – CC Scale together with selected item response descriptors that illustrate the nature of the civics and citizenship content and cognitive processes that students can make use of when answering questions at the level. Table 3.5 includes the same proficiency level and selected response descriptors as reported in 2007 supplemented by additional selected responses from the 2010 assessment.

Table 3.5: Summary Table of the NAP – CC Proficiency Levels by Item Descriptors

Level scale range	Proficiency level description	Selected item response descriptors
Level 5 ≥795	Students working at Level 5 demonstrate 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.	• Identifies and explains a principle that supports compulsory voting in Australia • Recognises how government department websites can help people be informed, active citizens • Analyses reasons why a High Court decision might be close • Explains how needing a double majority for constitutional change supports stability • Explains the significance of Anzac Day • Analyse the capacity of the internet to communicate independent political opinion. • Analyse the tension between critical citizenship and abiding by the law
Level 4 665–794	Students working at Level 4 consistently demonstrate 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.	• Identifies and explains a principle that supports compulsory voting in Australia • Identifies how students learn about democracy by participating in a representative body • Explains a purpose for school participatory programs in the broader community • Explains a social benefit of consultative decision-making • Analyses why a cultural program gained formal recognition • Analyses an image of multiple identities • Identifies a reason against compulsion in a school rule • Recognises the correct definition of the Australian constitution • Identifies that successful dialogue depends on the willingness of both parties to engage
Level 3 535–664	Students working at Level 3 demonstrate 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.	• Analyses the common good as a motivation for becoming a whistleblower • Identifies and explains a principle for opposing compulsory voting • Identifies that signing a petition shows support for a cause • Explains the importance of the secret ballot to the electoral process • Recognises some key functions and features of the parliament • Recognises the main role of lobby and pressure groups in a democracy • Identifies that community representation taps local knowledge • Recognises responsibility for implementing a UN Convention rests with signatory countries • Identifies the value of participatory decision making processes • Identifies the importance in democracies for citizens to engage with issues

Level scale range	Proficiency level description	Selected item response descriptors
Level 2 405–534	Students working at Level 2 demonstrate 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.	• Recognises that a vote on a proposed change to the constitution is a referendum • Recognises a benefit to the government of having an Ombudsman's Office • Recognises a benefit of having different political parties in Australia • Recognises that legislation can support people reporting misconduct to governments • Identifies a principle for opposing compulsory voting • Recognises that people need to be aware of rules before the rules can be fairly enforced • Recognises the sovereign right of nations to self-governance • Recognises the role of the Federal Budget • Identifies a change in Australia's national identity leading to changes in the national anthem • Recognises that respecting the right of others to hold differing opinions is a democratic principle • Recognises the division of governmental responsibilities in a federation
Level 1 275–404	Students working at Level 1 demonstrate 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.	• Identifies a benefit to Australia of providing overseas aid • Identifies a reason for not becoming a whistleblower • Recognises the purposes of a set of school rules • Recognises one benefit of information about government services being available online • Matches the titles of leaders to the three levels of government • Describes how a representative in a school body can effect change • Recognises that 'secret ballot' contributes to democracy by reducing pressure on voters
Below Level 1 <275	Students working at below Level 1 are able to locate and identify a single basic element of civic knowledge in an assessment task with a multiple choice format.	• Recognises that in 'secret ballot' voting papers are placed in a sealed ballot box • Recognises the location of the Parliament of Australia • Recognises voting is a democratic process • Recognises Australian citizens become eligible to vote in Federal elections at 18 years of age • Recognises who must obey the law in Australia

The following sections build on the development of the 2004 and 2007 cycles of NAP – CC whilst maintaining the integrity of the existing described NAP – CC Scale. Ideally, the following section should be read together with the NAP – CC 2004 and 2007 Public Reports, as it has been developed to complement the scale descriptions and example items included in those reports. The following sections include some additional detail about the six described proficiency levels together with example items used to illustrate some of the characteristics of each level.

The location of each test item on the scale refers to the point on the scale, where students with a corresponding scale score have 62 per cent probability of giving a correct answer to that item.

NAP – CC Scale: Below Level 1

Items falling below Level 1 had a scale score location of less than 275 scale points. In 2004 there was only one item in the test (across both year levels) that was at this level. In 2007 and 2010 deliberate effort was made to increase the number

of items at the lowest level to support better understanding and measurement of achievement at this level.

Students working below Level 1 recognise basic aspects of government and laws, simple reasons to explain civic actions and generalised features of Australian cultures. Typically at this level students demonstrate their knowledge and understanding by recognising correct responses in multiple choice questions rather than by generating original written responses.

Below Level 1: Example items

Example Items 1, 2 and 3 all are below Level 1 and are shown in Figures 3.2, 3.3 and 3.4.

Figure 3.2: Example Item 1

Q The people in the picture are protesting on the footpath near some shops.

How might protesting in this place help the protestors achieve their goals?

- ☐ The protestors can buy their lunch there after the protest.
- ☐ The protestors can be seen by a large number of people.
- ☐ The protestors can go inside if the weather turns bad.
- ☐ The protestors can park their cars near where they are protesting.

Example Item 1	Assessment Framework		Percent correct	
	Concept	Process	Year 6	Year 10
PP22	1.2.2	2.2	91	N/A

Example Item 1 relates to the concept of *civic participation in a democracy* in content area 2 (citizenship in a democracy), and the *reasoning and analysing* cognitive process in the NAP – CC Assessment Framework. Example Item 1 was answered only by Year 6 students and was answered correctly by 91 per cent of these students. To respond to this item, students are required to recognise

an advantage of protesting in a public place. The item provides an example of applying a simple and familiar context to evaluate fundamental conceptual understanding in civics and citizenship.

Figure 3.3: Example Item 2

Q   Which one of the following best describes a **rule**?

☐   A rule is something that cannot be changed.
☐   A rule is something that only children should obey.
☐   A rule is something which is enforced by the police.
☐   A rule is something which helps guide behaviour and action.

Example Item 2	Assessment Framework		Percent correct	
	Concept	Process	Year 6	Year 10
RL31	1.1.3	2.1	90	N/A

Example Item 2 relates to the concept of *rules and laws in principle* in content area 1 (government and law) and the *knowing* cognitive process in the assessment framework. Example Item 2 was used only with Year 6 students and was answered correctly by 90 per cent of these students. The item requires students to recognise the basic function of rules. The need for, and applications of, rules and laws is civics and citizenship content that is explicitly and/or implicitly introduced to students early in many schools, and of course outside of school as well, and is familiar to many students.

Figure 3.4: Example Item 3

Q   Which one of the following statements about the Australian people is correct?

☐   The Australian people are from many different cultures and places.
☐   The Australian people have only one single culture that everyone must share.
☐   The Australian people have only lived in Australia since 1900.
☐   The Australian people have come only from Great Britain.

Example Item 3	Assessment Framework		Percent correct	
	Concept	Process	Year 6	Year 10
AP21	1.3.3	2.1	82	94

Example Item 3 relates to the concept of *identity and culture in Australia* in content area 3 (historical perspectives) and the *knowing* cognitive process in the assessment framework. Example Item 3 was answered by Year 6 and Year 10 students. The item was answered correctly by 82 per cent of Year 6 students and 94 per cent of Year 10 students.

The three below Level 1 example items represent the three content areas of the assessment framework. At this level, and across all others, questions can be asked

that address the full breadth of content and cognitive processes describe in the assessment framework.

NAP – CC Scale: Level 1

Level 1 corresponds to the score range from 275 to 404 scale points on the NAP – CC Scale.

Students working at Level 1 demonstrate broad familiarity with the fundamental responsibilities of Australian governments and changes in Australian civic systems and identities over time. Students working at Level 1 recognise and identify basic motivations for civic actions (including protest) and the overt or literal aspects of civics and citizenship related issues and actions. One difference between students working at Level 1 and below Level 1 is the degree to which they can express explicit knowledge of basic formal concepts of government rather than generalised knowledge of democratic processes and values.

Level 1: Example items

Figure 3.5: Example Item 4

Q What is the **main activity** that takes place in Parliament?
- ☐ judges make speeches
- ☐ parties choose new members
- ☐ new bills (proposed laws) are debated
- ☐ members of the public propose new laws

Example Item 4	Assessment Framework		Percent correct	
	Concept	**Process**	**Year 6**	**Year 10**
RP34	1.1.2	2.1	66	85

Example Item 4 relates to the concept of *democracy in practice* in content area 1 (government and law) and the *knowing* cognitive process in the assessment framework. Example Item 4 was answered by Year 6 and Year 10 students. The item was answered correctly by 66 per cent of Year 6 students and 85 per cent of Year 10 students. The item requires students to recognise the main activity in Parliament. The inclusion of the term 'Parliament' as a formal piece of vocabulary and concept is an example of item content that differentiates Level 1 from below Level 1 achievement.

Figure 3.6: Example Item 5

> **Dear Club President**,
>
> I play soccer in the Dragons Under 12s team. On Sunday, an official from our club shouted at our coach during the game. Week after week I see people behaving badly. My mum says we need a club constitution. Can you please help?
>
> **Mustafa, age 11.**

Q If the Dragons Soccer Club had a constitution, which would be the most democratic way to make changes in the future?

- ☐ the league tells the club what to do
- ☐ all club members vote on the change
- ☐ the Club President makes the decision
- ☐ senior players decide in a secret meeting

Example Item 5	Assessment Framework		Percent correct	
	Concept	Process	Year 6	Year 10
CC32	1.1.1	2.1	61	N/A

Example Item 5 relates to the concept of *democracy in principle* in content area 1 (government and law) and the *knowing* cognitive process in the assessment framework. Example Item 5 was used only with Year 6 students and was answered correctly by 61 per cent of Year 6 students. The item required students to recognise that voting is a democratic way of making changes in a local context. Similar to Example Item 4, in order to answer the item correctly, students needed to be familiar with some formal vocabulary ('democratic') as well as a basic concept (a democratic process).

Figure 3.7: Example Item 6

> The United Nations has declared 21 March the International Day for the Elimination of Racial Discrimination. In proclaiming the day in 1966, the United Nations called on the international community to intensify its efforts to eliminate all forms of racial discrimination.

Q Racial discrimination is one form of discrimination.

Using your own words, explain the term 'discrimination'.

_____

_____

Example Item 6	Assessment Framework		Percent correct	
	Concept	Process	Year 6	Year 10
IT11	1.2.4	2.1	N/A	78

Example Item 6 relates to the concept of *diversity and cohesion in a democracy* in content area 2 (citizenship in a democracy) and the *knowing* cognitive process in the assessment framework. Example Item 6 was only included in the assessment of Year 10 students. Example Item 6 is a constructed response item which was scored according to the level of sophistication of the students' explanations of the term 'discrimination'. Students' responses could receive either no credit, partial credit or full credit. Level 1 responses to Example Item 6 correspond to an explanation of discrimination as synonymous with dislike rather than as a disparity of rights on the basis of difference. Example student responses at this level were: *when people don't like each other because they are different* and *being mean to someone*. This category of response was regarded as partially correct because it reflects the connotation of the term 'discrimination'. Partial credit on this item was achieved by 78 per cent of Year 10 students. Example Item 6 demonstrates the way in which constructed response items can allow students to demonstrate different levels of achievement in a single item. In this case, the partial credit response was achieved by most Year 10 students. The full credit response to this item is presented as Example Item 12 in Level 4.

NAP – CC Scale: Level 2

Level 2 corresponds to the score range from 405 to 534 scale points on the NAP – CC Scale.

Students working at Level 2 demonstrate knowledge of simple review and integrity processes relating to government and laws. In this sense, students working at Level 2 demonstrate beginnings of intentional detachment and objectivity when considering civics and citizenship related issues. Students working at Level 2 provide simple explanations of the relationships between (formal and informal) civic policies, actions and outcomes. One difference between students working at Level 2 and Level 1 is the degree to which students recognise the interrelatedness of civic and citizenship processes and systems.

Level 2: Example items

Figure 3.8: Example Item 7

> In 2004, for the first time the Victorian police force allowed a policewoman to wear a traditional Muslim hijab (headscarf).

Q Having people from a wide range of cultural backgrounds can help the police force in their work.

Describe two ways that this can be true.

1. _____

_____

2. _____

_____

Example Item 7	Assessment Framework		Percent correct	
	Concept	Process	Year 6	Year 10
P032	1.2.4	2.2	55	N/A

Example Item 7 relates to the concept of *diversity and cohesion in a democracy* in content area 2 (citizenship in a democracy) and the *reasoning and analysing* cognitive process in the assessment framework. Example Item 7 was used only with Year 6 students and was scored according to whether students were able to provide a reason from one or two different categories explaining how the work of members of the police force could be helped by cultural diversity within the force. Two distinct categories of reason were accounted for in the scoring guide:

1. Increased empathy by the members of the force.

    Examples of student responses under this category were: *helps other officers to relate better to community members from these cultures; they can work people [sic] with people from all over the place; the police would have a better understanding of people and religion.*

2. Increased acceptance of members of the force by the (culturally diverse) general public.

    Examples of student responses under this category were: *the public will trust them more if they know they are like them; maybe if someone is angry because of someone's religion the police could explain it.*

Students received partial credit for providing a reason (or reasons) relating to only one of the listed categories, and full credit for providing one reason from each

category. Example Item 7 at Level 2 reflects partial credit which was obtained by 55 per cent of Year 6 students. The full credit response to this item is presented as Example Item 14 in Level 5.

Figure 3.9: Example Item 8

In Australia the courts of law are independent of outside influences.

Q One result of having independent courts of law is that
- ☐ all people will be treated as equals by the courts.
- ☐ the courts will always make correct decisions.
- ☐ decisions made by courts will not be criticised by the media.
- ☐ there is no need for people to be able to appeal against decisions made by the courts.

Example Item 8	Assessment Framework		Percent correct	
	Concept	Process	Year 6	Year 10
IJ21	1.1.3	2.2	48	76

Example Item 8 relates to the concept of *rules and laws in principle* in content area 1 (government and law) and the *reasoning and analysing* cognitive process described in the assessment framework. Example Item 8 was answered by Year 6 and Year 10 students. The item was answered correctly by 48 per cent of Year 6 students and 76 per cent of Year 10 students. Students responding correctly to this item needed to link the concept of the independence of the judiciary with equality before the law. This is an example of the capacity to make connections between different but interrelated concepts.

Figure 3.10: Example Item 9

Freedom of Information laws allow people to have access to records of government activities and decisions.

Q Why is access to this type of information an important part of democracy?

_____

_____

Example Item 9	Assessment Framework		Percent correct	
	Concept	Process	Year 6	Year 10
FI11	1.2.3	2.2	N/A	74

Example Item 9 relates to the concept of *making decisions and problem solving in a democracy* in content area 2 (citizenship in a democracy) and the *reasoning and analysing* cognitive process in the assessment framework. Example Item 9 was used only with Year 10 students. Students could receive no credit, partial credit or full credit for their explanation of the value of Freedom of Information access to democracy. Level 2 responses to Example Item 9 correspond to students making a mechanistic link between access to information and accountability checks on decision-makers. Example student responses at this level were: *People need to know where the money is going; so the people know that [sic] the government is doing to their country*. This was regarded as partially correct as it focuses on the mechanism of 'checking' rather than the principle of transparency empowering citizens to engagement or action. Level 2 performance on this item was achieved by 74 per cent of Year 10 students. The full credit response to this item is presented as Example Item 15 in Level 5.

NAP – CC Scale: Level 3

Level 3 corresponds to the score range from 535 to 664 scale points on the NAP – CC Scale.

Students working at Level 3 demonstrate specific knowledge of prominent mechanisms of Australian governments and laws, both in the present and with some knowledge of the past. They show the beginnings of reasoned argument by providing simple reasons and explanations for given outcomes in civics and citizenship contexts and can express the notion of the common good as a motivation for civic action. One difference between students working at Level 3 and Level 2 is the precision of their knowledge and use of language when describing and explaining civics and citizenship concepts and processes.

Level 3: Example items

Example Items 10 and 11 have been presented together because they represent the level of specificity of civics and citizenship content knowledge that currently appears in Level 3.

Figure 3.11: Example Item 10

Q The people in the 'public service'
- ☐ are elected to serve in public office.
- ☐ do voluntary work to help the public.
- ☐ work for private companies that monitor government activities.
- ☐ work for government departments.

Example Item 10	Assessment Framework		Percent correct	
	Concept	Process	Year 6	Year 10
PS21	1.1.2	2.1	N/A	36

Figure 3.12: Example Item 11

Q Which one of the following occurred as a result of Australia becoming a Federation?

- ☐ Free education became law.
- ☐ All citizens were granted the right to vote.
- ☐ The six colonies became states of Australia.
- ☐ A treaty was signed with Indigenous people.

Example Item 11	Assessment Framework		Percent correct	
	Concept	Process	Year 6	Year 10
RS11	1.2.2	2.1	36	N/A

Example Item 10 relates to the concept of *democracy in practice* in content area 1 (government and law) and the *knowing* cognitive process in the assessment framework. Example Item 10 was answered by Year 10 students only and was answered correctly by 36 per cent of these students. The item required students to recognise that members of the 'public service' work for government departments.

Example Item 11 also relates to the concept of *democracy in practice* in content area 1 (government and law) and the *knowing* cognitive process in the assessment framework. Example Item 11 was only administered to Year 6 students and was answered correctly by 36 per cent of these students. The item required students to recognise that as a result of Federation, the six colonies became states of Australia.

Example Items 10 and 11 demonstrate the type of content knowledge that, although conceptually not especially challenging, is found at Level 3 because there are relatively fewer students able to demonstrate knowledge of this more specific content than those who can demonstrate more generalised reasoning and analysis that has been shown in the example items at lower levels.

NAP – CC Scale: Level 4

Level 4 corresponds to the score range from 665 to 794 scale points on the NAP – CC Scale.

Students working at Level 4 make connections between accurate knowledge of civics and citizenship content and the processes that motivate, guide and moderate civic change. They demonstrate understanding of Australia's roles in given international organisations, including social and political motivations that contribute to these roles. They also recognise how social tensions can and have led to change in Australia. One difference between students working at Level 4 and Level 3 is the degree to which their analyses and explanation of civics and citizenship motivations and processes extend beyond the literal and explicit to include reasonable inferences about implicit forces at play.

Level 4: Example items

Figure 3.13: Example Item 12

> The United Nations has declared 21 March the International Day for the Elimination of Racial Discrimination. In proclaiming the day in 1966, the United Nations called on the international community to intensify its efforts to eliminate all forms of racial discrimination.

Q   Racial discrimination is one form of discrimination.

Using your own words, explain the term 'discrimination'.

_____

_____

Example Item 12	Assessment Framework		Percent correct	
	Concept	Process	Year 6	Year 10
IT11	1.2.4	2.1	N/A	28

Example Item 12 corresponds to full credit responses to the item listed as Example Item 6. The item addresses the concept of *diversity and cohesion in a democracy* in content area 2 (citizenship in a democracy) and the *knowing* cognitive process in the assessment framework and was used only with Year 10 students. Students achieving Level 4 (full credit) on this item associated discrimination with a disparity of rights (rather than simply as an expression of negative emotion). Example student responses at this level were: *when one group stops another group's rights, like getting a job because of who they are* and *when the law doesn't work the same way for you as it does for someone else because of your colour or race*. Full credit on this item was achieved by 28 per cent of Year 10 students.

Figure 3.14: Example Item 13

> One principle of democracy is that people should be able to publicly disagree with each other about issues.

Q   Explain how such disagreement between citizens can be good for society.

_____

_____

Example Item 13	Assessment Framework		Percent correct	
	Concept	Process	Year 6	Year 10
PD11	1.2.1	2.2	N/A	26

Example Item 13 relates to the concept of the *rights and responsibilities of citizens in a democracy* in content area 2 (citizenship in a democracy) and the *reasoning and analysing* cognitive process in the assessment framework. The item was only included in the assessment of Year 10 students. Students achieving full credit on this item make the connection between public expression of differing opinions and the empowerment of citizens to act as a result of their confidence or trust in the civic process. Example student responses at this level were: *People feel safe to say what they believe* and *it encourages openness and discussion of ideas, even if they can't all be right.* Level 4 performance on this item was achieved by 26 per cent of Year 10 students.

NAP – CC Scale: Level 5

Level 5 corresponds to the score range at and above 795 scale points on the NAP – CC Scale.

Students working at Level 5 provide reasoned explanations and analyses of complex civics and citizenship content and systems. They demonstrate the capacity for reasoning using abstract civics and citizenship concepts and principles. Students working at Level 5 show highly developed critical reasoning skills in the civics and citizenship context. They can infer or extrapolate implicit principles that underpin civic systems and processes. One main difference between students working at Level 5 and Level 4 is the degree to which they can reason across a broad range of civics and citizenship content to identify and provide some analysis of common, enduring and fundamental principles.

Level 5: Example items

Figure 3.15: Example Item 14

> In 2004, for the first time the Victorian police force allowed a policewoman to wear a traditional Muslim hijab (headscarf).

Q Having people from a wide range of cultural backgrounds can help the police force in their work.

Describe two ways that this can be true.

1. _____

_____

2. _____

_____

Example Item 14	Assessment Framework		Percent correct	
	Concept	Process	Year 6	Year 10
P032	1.2.4	2.2	5	N/A

Example Item 14 corresponds to full credit responses to the item listed as Example Item 7 and relates to the concept of *diversity and cohesion in a democracy* in content area 2 (citizenship in a democracy) and the *reasoning and analysing* cognitive process in the assessment framework. Level 5 performance on this item was achieved by five per cent of Year 6 students. The provision of both reasons explaining how the work of members of the police force could be helped by cultural diversity within the force is evidence of students reasoning about civics and citizenship contents from more than one perspective which is one characteristic of achievement at Level 5.

Figure 3.16: Example Item 15

> Freedom of Information laws allow people to have access to records of government activities and decisions.

Q Why is access to this type of information an important part of democracy?

_____

_____

Example Item 15	Assessment Framework		Percent correct	
	Concept	Process	Year 6	Year 10
FI11	1.2.3	2.2	N/A	20

Example Item 15 corresponds to full credit responses to the item listed as Example Item 9 and relates to the concept of *making decisions and problem solving in a democracy* in content area 2 (citizenship in a democracy) and the *reasoning and analysing* cognitive process in the assessment framework. Level 5 responses to Example Item 15 refer to the principle that the provision of information to citizens empowers citizens and supports active engagement in society. The item was only administered to Year 10 students and 20 per cent of these students achieved full credit on Example Item 15. Level 5 responses to this item demonstrate the capacity to associate abstract principles with concrete outcomes in the civics and citizenship context.

Summary

The NAP – CC Scale was established in 2004 as the empirical and conceptual basis for reporting of student achievement in the NAP – CC assessments. Item contents and data from the 2007 and 2010 assessments have been used to broaden and extend the scale descriptions.

The scale comprises six described proficiency levels that have been used to profile students' civics and citizenship knowledge for Year 6 and Year 10 nationally and for states and territories. In 2004 Proficient Standards were established to represent a 'challenging but reasonable' expectation of student achievement at each of Year 6 and Year 10. Student achievement against the Proficient Standards has been reported across all three NAP – CC cycles. The Proficient Standard for Year 6 is the boundary between Levels 1 and 2 on the NAP – CC Scale. The Proficient Standard for Year 10 is the boundary between Levels 2 and 3 on the scale.

Overall the achievement of Year 10 students nationally sits approximately one proficiency evel above that of Year 6 students. The majority of Year 6 students were in Levels 1 and 2 and the majority of Year 10 students were in Levels 2 and 3. There is a large overlap between the achievement distributions which is centred at Level 2 where 38 per cent of Year 6 students and 32 per cent of Year 10 students were located. Fifty-two per cent of Year 6 students and 49 per cent of Year 10 students achieved or exceeded the Year 6 and Year 10 Proficient Standards respectively.

Small changes in the shape of the distribution of student achievement in both Year 6 and Year 10 can be seen across the three assessment cycles. In both year levels there are slightly more students in the two highest proficiency levels in 2010 than in 2007 and 2004. When comparing mean performance of Australian students between 2007 and 2010, there was a small but statistically significant increase of 17 scale score points in Year 10 but no statistically significant differences were found for Year 6 students.

Chapter 4
Patterns in Student Achievement in Civics and Citizenship

Chapter 3 provided a description of the National Assessment Program – Civics and Citizenship (NAP – CC) Scale with examples of student achievement at each level and an overview of student achievement by year and proficiency level at the national level. This chapter provides more detailed analysis of student achievement nationally and by key sub-groups such as state and territory, gender and geographic location.

The first part of this chapter describes differences in achievement between students across states and territories as well as across year levels. The second part presents differences in student achievement according to background characteristics of students and schools.

When appropriate, differences in means are tested for significance. The significance tests make use of the standard error of the difference between the means rather than the overlap between confidence intervals. Appendix 4 briefly describes the appropriate methods to estimate standard errors for differences between means.

Statistical significance refers to the likelihood of a finding being the result of chance rather than a true reflection of the measured outcomes. The likelihood of a given result being statistically significant increases with sample size. As such, it is possible to report relatively small differences as statistically significant if the sample size is sufficiently large even if the differences themselves may have little importance. A complementary way of considering the importance of measured outcomes is to consider the effect size of the observations. Effect size is useful as a

supplement to measures of statistical significance, for example when considering the differences between measured scores (such as NAP – CC Scale scores or questionnaire scale scores) across groups. Effect size represents a comparison of the difference in average scores between two groups with the degree to which the scores vary within the groups. When the effect size is large it means that the difference between average scores is large relative to the spread of the scores, and is therefore 'important'. Conversely, when the effect size is small, it means that that the observed difference is relatively small compared to the spread of the scores and arguably less 'important'.

Technically, an effect size is the standardised mean difference between two groups. That is, the difference between group means divided by the standard deviation. These values can be classified as small, moderate or large. Cohen (1969) suggested the following classification based on comparing children's height at different ages. An effect size of 0.2 was considered small (average growth in one year), an effect size of 0.5 was considered moderate (visible to the naked eye) and 0.8 as large. However, in educational research, even effect sizes of only 0.1 can be of substantial importance (Glass, McGaw and Smith, 1981). With this in mind, and considering the spread of significant mean differences in NAP – CC, the following classification was chosen: 0.1 is regarded a small effect, 0.3 a moderate effect and 0.5 a large effect. These descriptors are used in the report when informative. For the cognitive scale, the Year 6 standard deviation of 100 score points, used to establish the scale in 2004, is used to compute the effect size. One hundred score points is also the approximate difference in performance between Year 6 and Year 10 students. Consequently, a small effect on the cognitive scale roughly corresponds to the average growth in one school year ((100/4)/100=0.25). For the questionnaire scales the Year 10 standard deviation of 10 score points was used (because all scales were completed by Year 10 students) as the reference point for calculating the effect sizes.

Performance in Civics and Citizenship between States and Territories

Year 6 and Year 10 mean distribution by state and territory

The average NAP – CC Scale scores in Year 6 and Year 10 for each state and territory are shown in Table 4.1. Each estimate is accompanied by its 95 per cent confidence interval indicating its level of precision. Differences in the confidence intervals result from differences in sample size and variation in test performance within jurisdictions (participation rates and sample sizes are shown in Chapter 2).

Table 4.1: Year 6 and Year 10 Means and Mean Differences with Confidence Intervals on the NAP – CC Scale, Nationally and by State and Territory

State or Territory	Year 6 students		Year 10 students		Difference (Y10 – Y6)	
NSW	426	(±13.0)	558	(±23.7)	**132**	(±27.1)
VIC	422	(±14.2)	514	(±19.2)	**92**	(±23.9)
QLD	374	(±16.8)	482	(±28.4)	**108**	(±33.0)
WA	402	(±14.9)	509	(±21.1)	**108**	(±25.8)
SA	396	(±12.7)	487	(±18.3)	**92**	(±22.3)
TAS	411	(±14.5)	492	(±15.2)	**81**	(±21.0)
ACT	442	(±16.4)	523	(±24.1)	**81**	(±29.1)
NT	316	(±31.1)	483	(±32.3)	**167**	(±44.9)
Australia	408	(±6.7)	519	(±11.3)	**111**	(±13.2)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

For Year 6 the average score was 408 at the national level and state and territory means ranged from 316 (Northern Territory) to 442 score points (ACT). Year 10 had a national average score of 519 with a range of jurisdictional means from 482 (Queensland) to 558 score points (New South Wales). However, when interpreting the variation across states and territories, it is important to take into account the confidence intervals which indicate that estimates for smaller jurisdictions (e.g. the Northern Territory and the ACT) are less precise than those for larger jurisdictions. The difference in average score between Year 6 and Year 10 was 111 at the national level and ranged between 81 score points in Tasmania and the ACT to 167 score points in the Northern Territory. All differences between year levels were large and statistically significant at the p<0.05 level. The statistical significance of mean differences between individual states and territories is discussed in the next section.

Comparisons of means and distributions for Years 6 and 10 across assessment cycles and states and territories

In this section national and jurisdictional means and distributions are compared over time. In addition, jurisdictional means in 2010 are compared.

Comparison of Year 6 means and distributions

Figure 4.1 shows Year 6 national and jurisdictional means and distributions for the three cycles of the NAP – CC assessment in 2004, 2007 and 2010. Each horizontal bar represents the spread of scores achieved by the middle 90 per cent of Year 6 students. The shaded areas inside each bar correspond to the ends of narrower ranges of student performances. The extreme ends of the light blue areas show the spread of scores of the middle 80 per cent of students, the extreme ends of the dark blue areas show the spread of the middle 50 per cent of students and the black area shows the 95 per cent confidence interval around the mean scores.

Figure 4.1: 2010, 2007 and 2004 Year 6 Student Achievement, Nationally and by State and Territory, on the NAP – CC Scale – Means, Confidence Intervals and Percentiles
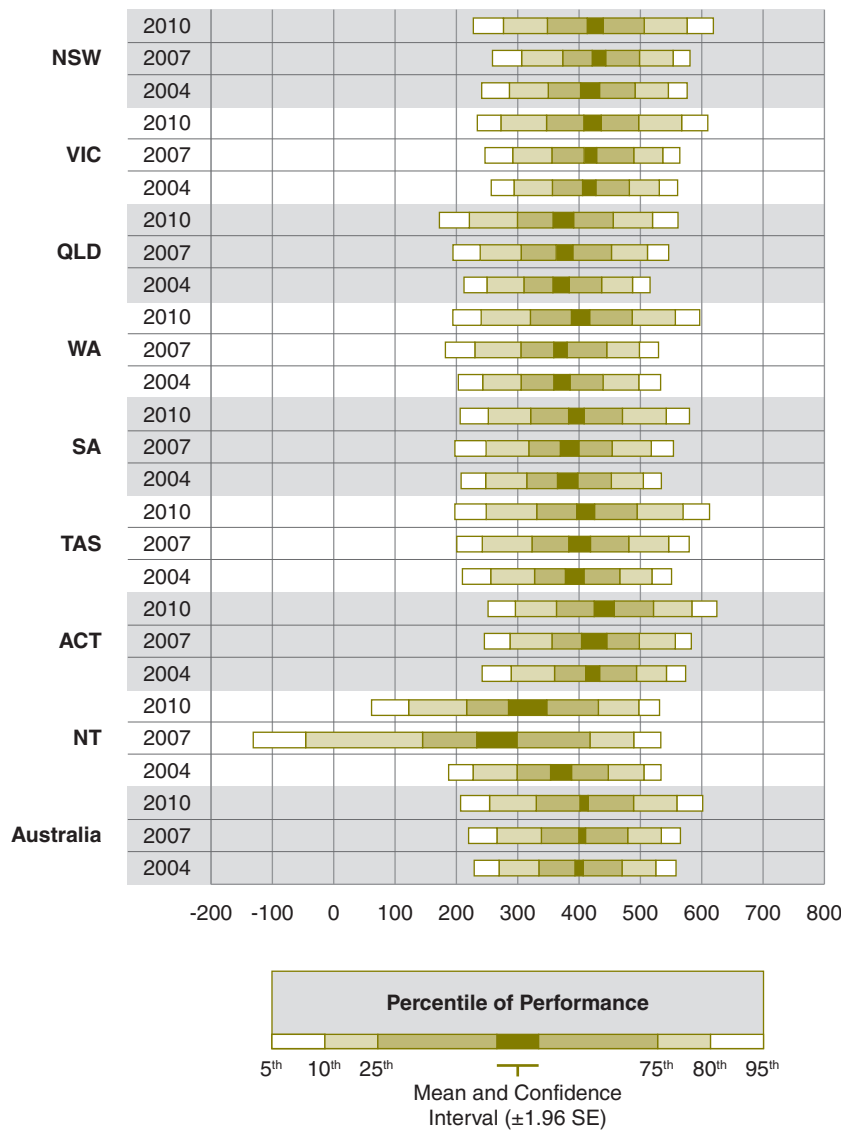
In most states and territories, as well as at the national level, the spread of scores slightly increased between 2007 and 2010. This increase is mostly due to an increase in performance of the more able students. Some jurisdictions also showed a decline in performance of lower ability students. This was also reflected in the national percentiles. The longest "tails" (the difference between the 5th and the 10th percentile) were found for the Northern Territory in 2007 and 2010. The different distribution for this jurisdiction in 2004 is due to the fact that remote schools had been excluded from sampling in the first assessment but included in the second and third cycle. The smallest "tail" was found in Victoria, but generally there was not much variance in tails between states and territories, and nationally the size of the tail has not changed. When noticing larger changes in the distribution of performance in jurisdictions (most notably in the Northern Territory), it needs to be recognised that for smaller jurisdictions there were more substantial errors associated with the estimation of percentiles due to smaller sample sizes in these entities.

Table 4.2: 2010 and 2007 Means and Mean Differences with Confidence Intervals, for Year 6 Student Achievement on the NAP – CC Scale, Nationally and by State and Territory

State or Territory	2010		2007		Difference (2010 – 2007)	
NSW	426	(±13.0)	432	(±11.0)	-6	(±19.9)
VIC	422	(±14.2)	418	(±10.1)	4	(±20.3)
QLD	374	(±16.8)	376	(±13.5)	-2	(±23.9)
WA	402	(±14.9)	369	(±10.9)	**33**	(±21.1)
SA	396	(±12.7)	385	(±15.1)	11	(±22.3)
TAS	411	(±14.5)	401	(±17.7)	10	(±25.1)
ACT	442	(±16.4)	425	(±20.5)	16	(±28.2)
NT	316	(±31.1)	266	(±32.8)	**50**	(±46.4)
Australia	408	(±6.7)	405	(±5.5)	3	(±13.5)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

In Table 4.2 national and jurisdictional means from NAP – CC 2010 and NAP – CC 2007 are compared for Year 6. Although the national mean did not increase significantly, Western Australia and the Northern Territory showed statistically significant improvements in average performance over the last 3 years. The difference was moderate in size for Western Australia and large for the Northern Territory. There were no statistically significant changes in performance in any other jurisdictions or at the national level.

Table 4.3 shows the pair wise comparisons of test score means for states and territories. In this table, jurisdictions are sorted in descending order of average performance.[10]

Table 4.3: Pair Wise Comparisons of Year 6 Mean Performance on the NAP – CC Scale between States and Territories

State or Territory			ACT	NSW	VIC	TAS	WA	SA	QLD	NT
ACT	442	(±16.4)		●	●	▲	▲	▲	▲	▲
NSW	426	(±13.0)	●		●	●	▲	▲	▲	▲
VIC	422	(±14.2)	●	●		●	●	▲	▲	▲
TAS	411	(±14.5)	▼	●	●		●	●	▲	▲
WA	402	(±14.9)	▼	▼	●	●		●	▲	▲
SA	396	(±12.7)	▼	▼	▼	●	●		▲	▲
QLD	374	(±16.8)	▼	▼	▼	▼	▼	▼		▲
NT	316	(±31.1)	▼	▼	▼	▼	▼	▼	▼	

▲ *Mean scale score significantly higher than in comparison state or territory.*
● *No statistically significant difference from comparison state or territory.*
▼ *Mean scale score significantly lower than in comparison state or territory.*

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10   Note that, unlike in previous reports, the significance tests (α= 0.05) were no longer corrected for multiple comparisons (Bonferroni adjustment). This change was introduced given that the main interest is to compare results from one jurisdiction with those from another at a time and not the overall proportion of statistically significant differences. This is in line with reporting practices used in international studies such as the OECD Programme for International Student Assessment (PISA).

The results show that students in the ACT performed better than in any other jurisdiction except New South Wales and Victoria. Both New South Wales and Victoria had significantly higher average scores than South Australia, Queensland and the Northern Territory and New South Wales also scored higher than Western Australia. Students in the Northern Territory performed significantly lower than any other state or territory. Queensland's Year 6 students had lower average scores than those from other jurisdictions except the Northern Territory.

Comparison of Year 10 means and distributions

Figure 4.2 shows the means and distribution of test scores for states and territories as well as overall at this year level. The results for 2010 suggest that there was an increase in the spread of student scores compared to previous cycles in most states and territories, as well as nationally.

Figure 4.2: 2010, 2007 and 2004 Year 10 Student Achievement, Nationally and by State and Territory, on the NAP – CC Scale – Means, Confidence Intervals and Percentiles
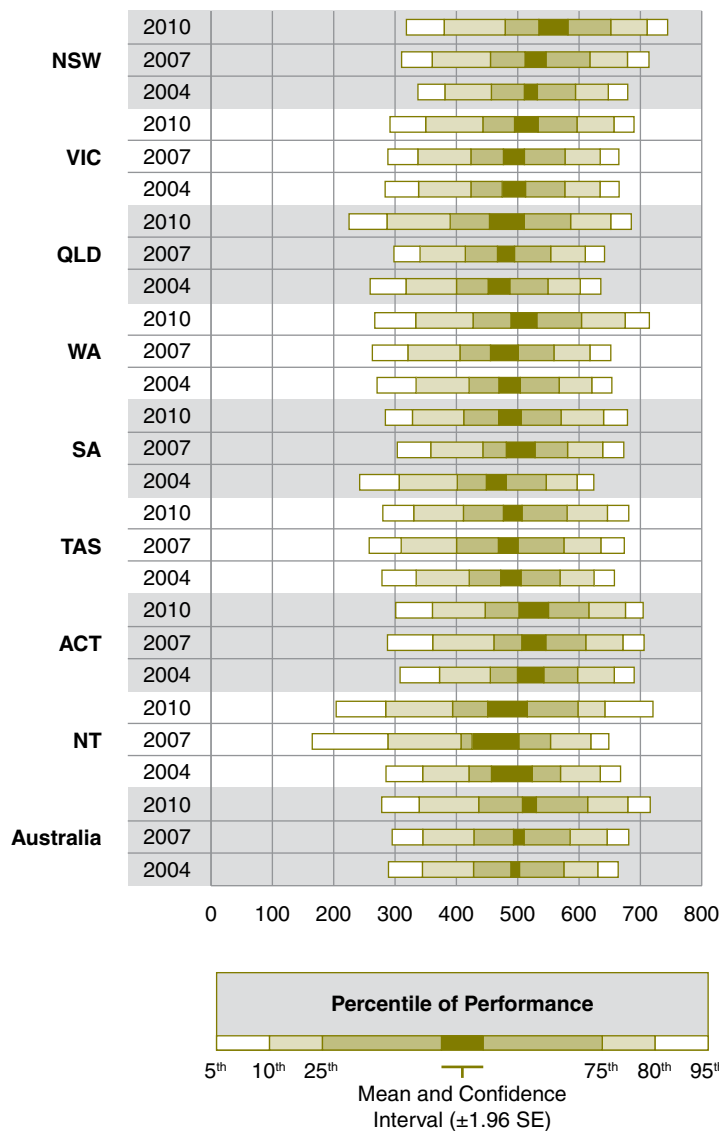
Table 4.4 shows the test score means for each state and territory as well as at the national level in comparison with those from 2007. Even though it appears that the student average for most jurisdictions increased, none of the changes within jurisdictions were statistically significant. At the national level there was an increase of 17 score points which was small and statistically significant due to the larger size of the national student sample.

Table 4.4: 2010 and 2007 Means and Mean Differences with Confidence Intervals, for Year 10 Student Achievement on the NAP – CC Scale, Nationally and by State and Territory

State or Territory	2010		2007		Difference (2010 – 2007)	
NSW	558	(±23.7)	529	(±17.0)	29	(±30.4)
VIC	514	(±19.2)	494	(±17.1)	20	(±27.1)
QLD	482	(±28.4)	481	(±13.9)	2	(±32.7)
WA	509	(±21.1)	478	(±22.6)	32	(±32.0)
SA	487	(±18.3)	505	(±23.4)	-18	(±30.9)
TAS	492	(±15.2)	485	(±16.0)	7	(±23.6)
ACT	523	(±24.1)	523	(±19.6)	0	(±32.2)
NT	483	(±32.3)	464	(±38.1)	20	(±50.7)
Australia	519	(±11.3)	502	(±8.6)	17	(±16.5)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

Pair wise comparisons of 2010 state and territory means (Table 4.5) showed that students in New South Wales performed, on average, better than those in any other state or territory. Students from the ACT had significantly higher means than those from Tasmania, South Australia and Queensland and those from Victoria had significantly higher mean scale scores than those in South Australia. All other differences between individual states and territories were not statistically significant.

Table 4.5: Pair wise Comparisons of Year 10 Mean Performance on the NAP – CC Scale between States and Territories

State or Territory	Mean (CI)		NSW	ACT	VIC	WA	TAS	SA	NT	QLD
NSW	558	(±23.7)		▲	▲	▲	▲	▲	▲	▲
ACT	523	(±24.1)	▼		●	●	▲	▲	●	▲
VIC	514	(±19.2)	▼	●		●	●	▲	●	●
WA	509	(±21.1)	▼	●	●		●	●	●	●
TAS	492	(±15.2)	▼	▼	●	●		●	●	●
SA	487	(±18.3)	▼	▼	▼	●	●		●	●
NT	483	(±32.3)	▼	●	●	●	●	●		●
QLD	482	(±28.4)	▼	▼	●	●	●	●	●	

▲ *Mean scale score significantly higher than in comparison state or territory*
● *No statistically significant difference from comparison state or territory.*
▼ *Mean scale score significantly lower than in comparison state or territory*

Comparison of Year 6 and Year 10 percentages in proficiency levels

The information in this section draws on the distribution of students' performance across proficiency levels as described in Chapter 3. In the first NAP – CC assessment (in 2004) six proficiency bands were established for both year levels ranging from below Level 1 to Level 5. Percentages of students within these bands and their confidence intervals were computed nationally and by state and territory for each year level. The Proficient Standard was reached if a Year 6 student's score was at Level 2 or above or if a Year 10 student's score was at Level 3 or above. Percentages of students at or above the relevant Proficient Standard are also reported in this section.

Year 6 percentage distributions by proficiency level

Figure 4.3 shows the percentages of Year 6 students at or above the Proficient Standard (Level 2). The highest percentage of Year 6 students reaching the Proficient Standard in 2010 was in the ACT (64%), while the lowest percentage was in the Northern Territory (32%). The two jurisdictions that increased significantly in mean performance, Western Australia and the Northern Territory, also showed an increase in percentage of students reaching the Proficient Standard. This increase was largest in Western Australia. Nationally, the percentage of Year 6 students at or above the Proficient Standard did not increase.

Figure 4.3: Percentages of Year 6 Students achieving at or above the Year 6 Proficient Standard, Nationally and by State and Territory in 2010, 2007 and 2004

% at or above proficient standard
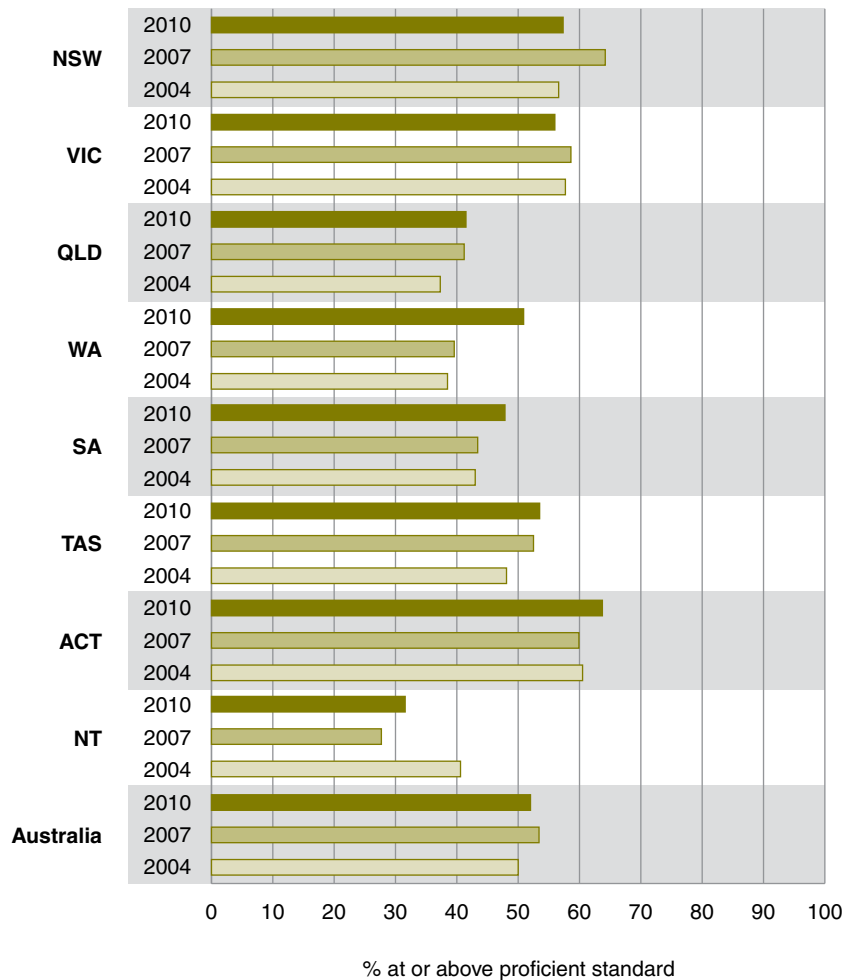
Figure 4.3 presents percentages at each proficiency level, nationally and by state or territory. The percentages shown in Figure 4.3 are presented in tabular form in the right-hand columns of Table 4.6. Only in Western Australia significantly more students reached the Proficient Standard in 2010 than in 2007 (see details in Appendix 5). Other differences between 2010 and 2007 were not significant.

At the national level, the greatest percentage of students was found at Level 2. Queensland, South Australia, and the Northern Territory had the greatest percentages of student at Level 1. The percentage of students that did not reach Level 1 ranged from seven per cent in ACT to 36 per cent in the Northern Territory. At the national level, only one per cent of Year 6 students reached Level 4 or above.

Table 4.6: 2010 Percentages of Year 6 Students at each Proficiency Level, and 2004, 2007 and 2010 Percentages at or above the Proficient Standard on the NAP – CC Scale, Nationally and by State and Territory

State or Territory	Below Level 1		Level 1		Level 2		Level 3		Level 4 or above	
NSW	10	(±2.5)	33	(±4.1)	39	(±3.6)	16	(±3.2)	2	(±1.2)
VIC	10	(±3.3)	34	(±5.1)	40	(±5.0)	14	(±3.4)	2	(±1.3)
QLD	19	(±4.6)	40	(±3.9)	34	(±5.1)	8	(±3.1)	0	(±0.7)
WA	16	(±3.2)	33	(±5.0)	37	(±4.4)	13	(±4.0)	1	(±0.6)
SA	14	(±3.9)	38	(±5.7)	37	(±4.1)	10	(±3.0)	1	(±0.9)
TAS	14	(±3.6)	33	(±3.8)	38	(±3.8)	14	(±3.4)	2	(±1.3)
ACT	7	(±3.0)	29	(±4.0)	42	(±4.7)	19	(±5.6)	2	(±1.2)
NT	36	(±6.8)	32	(±5.5)	27	(±5.5)	5	(±3.2)	0	(±0.6)
Australia	13	(±1.7)	35	(±1.9)	38	(±2.3)	13	(±1.4)	1	(±0.6)

State or Territory	At or above Proficient Standard in 2010		At or above Proficient Standard in 2007		At or above Proficient Standard in 2004	
NSW	57	(±4.5)	64	(±6.3)	57	(±6.6)
VIC	56	(±5.9)	59	(±5.5)	58	(±5.3)
QLD	41	(±5.9)	41	(±5.9)	37	(±6.4)
WA	51	(±5.8)	40	(±4.3)	39	(±5.7)
SA	48	(±5.5)	43	(±6.8)	43	(±6.7)
TAS	54	(±4.7)	53	(±6.9)	48	(±6.6)
ACT	64	(±5.5)	60	(±8.7)	61	(±4.7)
NT	32	(±6.2)	28	(±6.6)	41	(±7.1)
Australia	52	(±2.4)	53	(±2.8)	50	(±3.0)

*Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Year 10 percentage distributions by proficiency level

For Year 10, the percentages of students at or above the Proficient Standard are presented in Figure 4.4 and Table 4.7. The percentage at or above the Proficient Standard increased significantly since 2007 at the national level and in Western Australia (see Appendix 5 for detailed comparisons). Almost half of the Year 10 students (49%) reached the Proficient Standard nationally (compared to 42% in 2007). The range in percentage achieving the Proficient Standard varied from 35 per cent in South Australia and the Northern Territory to 61 per cent in New South Wales.

Figure 4.4: Percentages of Year 10 Students achieving at or above the Year 10 Proficient Standard, Nationally and by State and Territory in 2010, 2007 and 2004


% at or above proficient standard
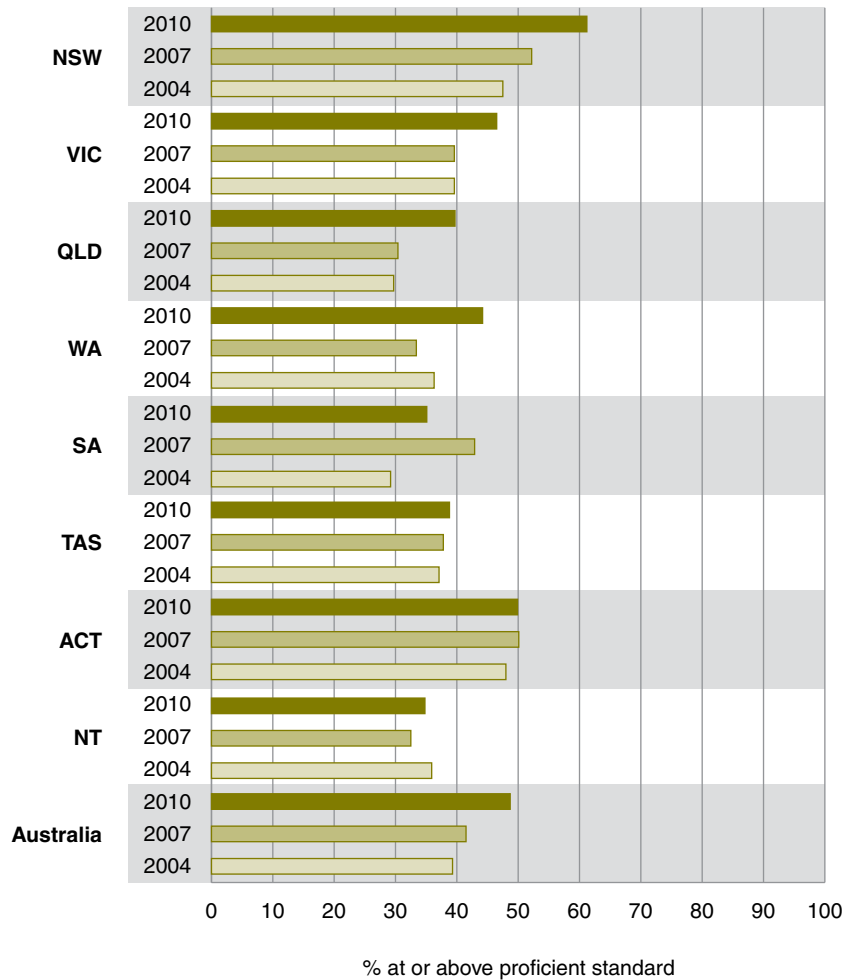
Overall, the greatest percentage of Year 10 students in any given level was at Level 3. In Queensland, South Australia, Western Australia, Tasmania, and the Northern Territory, however, most students scored in the Level 2 band. At the national level, about one per cent of Year 10 students reached Level 5 and about 5 per cent had scores below Level 1. Nationally 12 per cent of Year 10 students obtained scores corresponding to Level 4. Across jurisdictions, the percentages of students at this level ranged from six per cent in South Australia to 20 per cent in New South Wales.

Table 4.7: 2010 Percentages of Year 10 Students at each Proficiency Level, and 2004, 2007 and 2010 Percentages at or above the Proficient Standard on the NAP – CC Scale, Nationally and by State and Territory

State or Territory	Below Level 1		Level 1		Level 2		Level 3		Level 4		Level 5 or above	
NSW	3	(±2.0)	10	(±3.5)	26	(±5.0)	40	(±5.1)	20	(±5.1)	1	(±0.9)
VIC	4	(±2.4)	14	(±4.7)	36	(±4.4)	38	(±5.5)	8	(±2.4)	0	(±0.7)
QLD	9	(±4.5)	19	(±4.8)	32	(±4.8)	32	(±6.2)	8	(±2.8)	0	(±0.5)
WA	6	(±1.9)	15	(±4.0)	36	(±5.8)	32	(±4.6)	11	(±4.2)	1	(±0.9)
SA	4	(±2.1)	19	(±3.8)	41	(±4.5)	29	(±3.5)	6	(±3.0)	0	(±0.7)
TAS	4	(±2.4)	19	(±4.8)	37	(±5.3)	32	(±5.0)	7	(±2.3)	0	(±0.4)
ACT	4	(±2.2)	13	(±5.0)	34	(±7.0)	38	(±7.1)	11	(±4.3)	0	(±0.7)
NT	9	(±5.1)	20	(±8.7)	36	(±7.3)	26	(±7.6)	8	(±3.1)	0	(±0.0)
Australia	5	(±1.3)	14	(±2.0)	32	(±2.2)	36	(±2.5)	12	(±1.9)	1	(±0.4)

State or Territory	At or above Proficient Standard in 2010		At or above Proficient Standard in 2007		At or above Proficient Standard in 2004	
NSW	61	(±8.1)	52	(±5.1)	48	(±4.9)
VIC	47	(±6.7)	40	(±4.8)	40	(±7.4)
QLD	40	(±7.8)	30	(±5.0)	30	(±5.5)
WA	44	(±7.4)	33	(±6.9)	36	(±6.1)
SA	35	(±5.3)	43	(±7.8)	29	(±4.8)
TAS	39	(±5.2)	38	(±5.8)	37	(±4.7)
ACT	50	(±8.7)	50	(±7.5)	48	(±7.6)
NT	35	(±7.5)	33	(±10.9)	36	(±14.6)
Australia	49	(±3.7)	42	(±2.6)	39	(±2.8)

Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.

Civics and Citizenship Achievement by Background Characteristics

The information in this section presents associations between students' achievement in NAP – CC and data reflecting individual background characteristics that were collected from school records.

It is important to note that data collected from schools was incomplete for some background characteristics and the extent of these "missing" data varied substantially across states and territories. In particular results reported by parental occupation and education will have to be interpreted with caution given that overall data were not available for about one out of five students at both year levels. Comparisons to the 2007 data are restricted to those for gender groups and geographic location because of the different methods used to collect the student background data in 2007 and 2010.

The percentage distributions of students by background characteristic categories both with and without missing information are shown in Table 2.4 in Chapter 2. Appendix 3 records the sample characteristics within each state and territory.

Differences in civics and citizenship achievement between male and female students

Table 4.8 shows the mean scale scores for male and female students in Year 6 and Year 10 overall and within each state and territory. Nationally, at Year 6, female students outperformed male students by 20 score points on the NAP – CC Scale, and this difference was statistically significant and small. In Year 10, the gender difference in favour of female students was 30 score points (a moderate effect size) at the national level. These gender differences in achievement were of similar direction and size as the ones found in the previous assessments in 2004 and 2007.

Statistically significant gender differences in Year 6 within jurisdictions were recorded in New South Wales, South Australia and Western Australia, and in Year 10 for Queensland and Western Australia.

Table 4.8: 2010 Mean Scores for Male and Female Year 6 and Year 10 Students on the NAP – CC Scale, with 2004 and 2007 comparisons, Nationally and by State and Territory

State or Territory	Year 6					
	Males		Females		Differences (males – females)	
NSW	414	(±17.2)	438	(±16.8)	**-25**	(±22.6)
VIC	411	(±23.0)	434	(±16.3)	-23	(±26.9)
QLD	370	(±19.6)	379	(±17.9)	-9	(±16.4)
WA	390	(±15.7)	414	(±18.0)	**-24**	(±16.4)
SA	386	(±16.2)	405	(±15.4)	**-19**	(±18.9)
TAS	410	(±19.5)	412	(±15.3)	-2	(±19.7)
ACT	441	(±21.4)	443	(±18.5)	-2	(±22.5)
NT	301	(±34.4)	332	(±35.9)	-31	(±32.6)
Australia 2010	398	(±8.9)	418	(±8.2)	**-20**	(±10.6)
Australia 2007	396	(±7.2)	415	(±6.3)	**-19**	(±8.2)
Australia 2004	391	(±7.5)	409	(±7.8)	**-18**	(±7.0)

Table 4.8 Continued ...

State or Territory	Year 10					
	Males		Females		Differences (males – females)	
NSW	541	(±31.6)	571	(±27.7)	-30	(±37.0)
VIC	504	(±21.6)	527	(±22.4)	-22	(±24.1)
QLD	467	(±34.2)	498	(±25.7)	**-31**	(±25.8)
WA	492	(±22.4)	524	(±25.0)	**-32**	(±25.1)
SA	483	(±22.8)	491	(±21.6)	-8	(±25.1)
TAS	479	(±23.1)	504	(±16.3)	-25	(±25.6)
NT	473	(±54.4)	493	(±22.3)	-20	(±49.8)
ACT	513	(±31.9)	534	(±25.5)	-21	(±34.3)
Australia 2010	504	(±14.3)	534	(±13.6)	**-30**	(±17.3)
Australia 2007	489	(±11.8)	514	(±10.0)	**-25**	(±13.5)
Australia 2004	480	(±9.2)	511	(±8.4)	**-30**	(±11.0)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

Table 4.9 shows the national percentages of female and male students at each proficiency level in Year 6 and Year 10. In addition, it records the national percentages of students in each gender group achieving the Proficient Standard.

Table 4.9: 2010 National Percentages of Male and Female Year 6 and Year 10 Students by each Proficiency Level on the NAP – CC Scale and at or above the Proficient Standard in comparison with 2004 and 2007

Proficiency Level	Year 6				Year 10			
	Males		Females		Males		Females	
Below Level 1	15	(±2.2)	11	(±1.9)	6	(±1.9)	4	(±1.2)
Level 1	36	(±2.9)	34	(±2.5)	16	(±2.4)	13	(±2.5)
Level 2	36	(±3.4)	39	(±2.5)	34	(±2.9)	30	(±3.3)
Level 3	12	(±2.1)	14	(±2.0)	33	(±3.0)	39	(±3.2)
Level 4 (or above for Year 6)	1	(±0.7)	2	(±0.8)	10	(±2.4)	14	(±3.1)
Level 5 (for Year 10 only)					1	(±0.7)	1	(±0.5)
At or above Proficient Standard 2010	49	(±3.4)	55	(±3.1)	44	(±4.5)	53	(±4.7)
At or above Proficient Standard 2007	50	(±3.3)	57	(±3.4)	38	(±3.7)	45	(±3.4)
At or above Proficient Standard 2004	47	(±3.5)	53	(±3.3)	35	(±3.2)	44	(±3.9)

Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.

The results show that in Year 6 about 15 per cent of male students and 11 per cent of female students had scores below Level 1. About 13 per cent of males and 16 per cent of females in Year 6 were at Level 3 or above. Fifty-five per cent of female students

reached the Proficient Standard compared to 49 per cent of male students. Similar gender differences had been recorded in 2004 and 2007. Differences between 2010 and 2007 were not significant for Year 6 students (see Appendix 5 for details).

In Year 10, 22 per cent of male students had scores at Level 1 or below compared to 17 per cent of female students and, whereas 15 per cent of female Year 10 students were at Level 4 or above, this percentage was 11 per cent among male students. Forty-four per cent of male Year 10 students reached the Proficient Standard compared to 53 per cent of female students. The difference between 2010 and 2007 was significant for female Year 10 students only (see Appendix 5 for details).

Differences in civics and citizenship achievement by Indigenous status

In NAP – CC 2010, data on Indigenous or non-Indigenous background were collected from school records. These data were not available for about two per cent of students in Year 6 and four per cent of students in Year 10 .[11]

Table 4.10 shows the mean scores on the NAP – CC Scale for Indigenous and non-Indigenous students. At both year levels there were statistically significant differences of over one standard deviation between the two sub-groups with non-Indigenous students having higher mean scores than Indigenous students. In Year 6 the difference was 138 scale score points and in Year 10, 117 scale score points. Given the relatively smaller sample sizes of Indigenous students (374 students in Year 6 and 221 in Year 10), the respective confidence intervals are much larger than for non-Indigenous students (6566 students in Year 6 and 5906 in Year 10).

Table 4.10: 2010 Mean Scores for Indigenous and Non-Indigenous Year 6 and Year 10 Students on the NAP – CC Scale

	Non-Indigenous students		Indigenous students		Difference (non-Indigenous – Indigenous)	
Year 6	414	(±6.6)	276	(±31.7)	**138**	(±32.7)
Year 10	523	(±11.4)	405	(±26.6)	**117**	(±26.3)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

The percentages of Indigenous and non-Indigenous students in Year 6 and Year 10 at each proficiency level and at or above Proficient Standards are shown in Table 4.11. In Year 6, 48 per cent of Indigenous students had scores below Level 1 compared to 12 per cent of non-Indigenous students, and 16 per cent of Indigenous students reached the Proficient Standard compared to 54 per cent of non-Indigenous students. In Year 10 approximately one fifth of Indigenous students (19%) had scores below Level 1 compared to four per cent of non-Indigenous students, and 17 per cent of Indigenous students reached the Proficient Standard compared to 50 per cent of non-Indigenous students.

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11   These percentages are weighted.

Table 4.11: 2010 National Percentages of Indigenous and Non-Indigenous Year 6 and Year 10 Students by Proficiency Level on the NAP – CC Scale and at or above the Proficient Standard

Proficiency Level	Year 6				Year 10			
	Non-Indigenous students		Indigenous students		Non-Indigenous students		Indigenous students	
Below Level 1	12	(±1.7)	48	(±11.2)	4	(±1.3)	19	(±8.1)
Level 1	35	(±2.0)	36	(±11.8)	14	(±2.0)	26	(±9.3)
Level 2	39	(±2.4)	14	(±6.9)	32	(±2.3)	38	(±10.3)
Level 3	13	(±1.5)	2	(±2.7)	37	(±2.5)	15	(±7.5)
Level 4 (or above for Year 6)	1	(±0.6)	0	(±0.1)	12	(±2.0)	2	(±3.0)
Level 5 (for Year 10 only)					1	(±0.4)	-	-
At or above Proficient Standard 2010	54	(±2.6)	16	(±7.8)	50	(±3.8)	17	(±7.7)

*Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

The NAP – CC results in 2010 show a very large gap in performance between Indigenous students and non-Indigenous students. These findings are similar to those in previous assessments for both Years 6 and 10. Direct comparisons with results from previous assessments in 2004 and 2007 could not be made for Year 10 because the 2010 assessment data on Indigenous or non-Indigenous background were obtained from school records and not self-reported measures as in the previous assessments.

Differences in civics and citizenship achievement by language background

School records provided information about the language background of students and an indicator was derived distinguishing between students who speak English only and those from homes in which languages other than English were spoken. For about five per cent of students, in each of Year 6 and Year 10, language background was not stated or unknown.[12]

Table 4.12 shows the mean scores on the NAP – CC Scale for Year 6 and Year 10 students by language background. The results show that at both year levels there were no statistically significant differences between students who spoke English only and those from homes in which languages other than English were spoken.

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12 These percentages are weighted.

Table 4.12: 2010 Mean Scores for Year 6 and 10 Students on the NAP – CC Scale by Language Spoken at Home

	English		Language other than English		Difference (English – other language)	
Year 6	411	(±8.3)	401	(±14.8)	10	(±18.0)
Year 10	522	(±12.5)	518	(±25.0)	4	(±26.3)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

Differences in civics and citizenship achievement by country of birth

Data on the country of birth of students were collected from school records and used to distinguish between students born in Australia and overseas. There were about two per cent of students in Year 6 and Year 10 where this information was not stated or unknown[13].

Table 4.13 shows the mean scores on the NAP – CC Scale for Year 6 and Year 10 students by their country of birth. The results show that whereas at Year 6 there was no statistically significant difference between students born in Australia and overseas, there was a statistically significant difference in Year 10 with students in Australia outperforming those born overseas by 35 score points.

Table 4.13: 2010 Mean Scores for Year 6 and 10 Students on the NAP – CC Scale by Country of Birth

	Born in Australia		Born overseas		Difference (Australia – overseas)	
Year 6	410	(±6.9)	404	(±13.9)	5	(±14.1)
Year 10	523	(±11.6)	488	(±21.8)	**35**	(±20.9)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

Table 4.14 shows the national percentages of Year 6 and Year 10 students at each proficiency level and at or above the respective Proficient Standard for students born in Australia and those born overseas. While in Year 6, similar percentages in both groups of students were found for each proficiency level, in Year 10, half (50%) of all students who were born in Australia reached the Proficient Standard compared to 41 per cent among those born overseas.

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13   These percentages are weighted.

Table 4.14: 2010 National Percentages by Country of Birth of Year 6 and Year 10 Students by Proficiency Level on the NAP – CC Scale and at or Above the Proficient Standard

Proficiency Level	Year 6				Year 10			
	Born in Australia		Born overseas		Born in Australia		Born overseas	
Below Level 1	13	(±1.7)	13	(±4.4)	4	(±1.3)	8	(±3.3)
Level 1	35	(±2.1)	38	(±7.1)	14	(±2.2)	19	(±4.2)
Level 2	38	(±2.5)	37	(±8.0)	32	(±2.4)	32	(±6.8)
Level 3	13	(±1.6)	11	(±4.2)	37	(±2.7)	30	(±6.2)
Level 4 (or above for Year 6)	1	(±0.5)	1	(±2.1)	12	(±1.9)	10	(±4.8)
Level 5 (for Year 10 only)					1	(±0.4)	0	(±0.8)
At or above Proficient Standard 2010	53	(±2.5)	50	(±7.4)	50	(±3.9)	41	(±7.7)

Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.

Differences in civics and citizenship achievement by geographic location

Similar to the reporting for the national assessment in 2007, school location was classified as metropolitan, provincial or remote. Table 4.15 shows the mean scale scores on the NAP – CC Scale by school location. At both year levels there were small to large differences in student performance between metropolitan, provincial and remote schools with students from metropolitan schools having the highest scale scores and those from remote schools having the lowest scale scores. Statistically significant differences between adjacent categories (metropolitan versus provincial and provincial versus remote) are indicated with triangles.

The scale score differences between students from metropolitan and those from remote schools was 100 score points in Year 6 and 69 score points in Year 10.

Table 4.15: 2010 Mean Scores for Year 6 and Year 10 Students on the NAP – CC Scale by Geographic Location of School

	Metropolitan			Provincial			Remote	
Year 6	418	(±1.7)	◄	391	(±2.8)	◄	318	(±4.4)
Year 10	531	(±2.8)	◄	488	(±4.7)		462	(±14.1)

Confidence intervals (1.96*SE) are reported in brackets.
◄ Category on left side significantly higher than category on right side.

Table 4.16 shows the national percentages of Year 6 and Year 10 students at each proficiency level and at or above the respective Proficient Standard by geographic location of school. There were substantial differences between students from geographic locations. In metropolitan schools 11 per cent of Year 6 students had scores below Level 1 compared to 35 per cent of students in remote schools. In

Year 10, 16 per cent of students from metropolitan schools were at Level 1 or below while this was the case for 28 per cent of students in remote schools.

Table 4.16: 2010 National Percentages by Geographic Location of School of Year 6 and Year 10 Students at each Proficiency Level on the NAP – CC Scale, and at or above the Proficient Standards in Comparison with 2007

	Year 6					
Proficiency Level	**Metropolitan**		**Provincial**		**Remote**	
Below Level 1	11	(±1.7)	17	(±4.0)	35	(±10.0)
Level 1	34	(±2.2)	36	(±3.7)	37	(±10.3)
Level 2	39	(±2.7)	35	(±3.9)	24	(±6.5)
Level 3	14	(±1.8)	10	(±3.0)	4	(±2.9)
Level 4 (or above for Year 6)	1	(±0.7)	1	(±1.2)	0	(±0.4)
At or above Proficient Standard 2010	55	(±2.8)	46	(±5.0)	28	(±7.6)
At or above Proficient Standard 2007	57	(±3.3)	48	(±5.9)	28	(±11.6)
Difference 2010 and 2007	-2	(±5.6)	-2	(±8.5)	-1	(±14.1)

	Year 10					
Proficiency Level	**Metropolitan**		**Provincial**		**Remote**	
Below Level 1	4	(±0.7)	6	(±1.6)	11	(±5.2)
Level 1	12	(±1.0)	19	(±2.6)	17	(±5.0)
Level 2	31	(±1.4)	36	(±2.0)	44	(±5.4)
Level 3	38	(±1.4)	30	(±2.8)	24	(±6.3)
Level 4	14	(±1.2)	8	(±1.9)	4	(±4.1)
Level 5 (for Year 10 only)	1	(±0.3)	0	(±0.2)	-	-
At or above Proficient Standard 2010	53	(±4.0)	38	(±8.4)	28	(±12.5)
At or above Proficient Standard 2007	43	(±3.2)	37	(±7.1)	24	(±12.1)
Difference 2010 and 2007	**9**	(±5.9)	1	(±11.2)	4	(±17.5)

Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**. *Because results are rounded to the nearest whole number some totals may appear inconsistent.*

The proportion of students who reached the Proficient Standard in Year 6 in 2010 was compared with those assessed in 2007. There were similar percentages in metropolitan (55% in 2010 compared to 57% in 2007), provincial (46% in 2010 compared to 48% in 2007) and remote schools (28% in 2010 and 2007). In 2010, a significantly higher percentage of Year 10 students from metropolitan schools were at or above the Proficient Standard than in 2007, a difference of nine percentage points. The differences in percentage points at Year 10 between 2010 and 2007 in other school locations were small and not statistically significant.

Differences in civics and citizenship achievement by parental occupation

The occupations of parents were collected from school records and classified into the five MCEECDYA endorsed categories:

1. Senior managers and professionals;
2. Other managers and associate professionals;
3. Tradespeople and skilled office, sales and service staff;
4. Unskilled labourers, office, sales and service staff; and
5. Not in paid work in the last 12 months.

Where occupations were available for two parents, the higher coded occupation was used in the analyses. At the national level, there were 22 per cent of Year 6 and 17 per cent of Year 10 students where the occupation of parents was not stated or unknown. Given this high proportion of missing data and the substantial variation across jurisdictions, the following results should be interpreted with caution.

Table 4.17 shows the mean scores on the NAP – CC Scale by the five stated categories of parental occupation and an additional category for students where parental occupation was not stated or unknown. The results show, at both year levels, large performance differences between these groups of students. Year 6 and Year 10 students with parents who were senior managers or professionals had scores that were over 100 points higher than those with parents who were recorded as unskilled labourers, office, sales or service staff.

Table 4.17: 2010 Mean Scores for Year 6 and Year 10 Students on the NAP – CC Scale by Categories of Parental Occupation

Highest parental occupation	Year 6		Year 10	
Senior Managers and Professionals	467	(±10.3)	583	(±14.8)
Other Managers and Associate Professionals	437	(±9.8)	536	(±14.1)
Tradespeople & skilled office, sales and service staff	388	(±9.8)	502	(±16.0)
Unskilled labourers, office, sales and service staff	365	(±13.2)	480	(±17.5)
Not in paid work in last 12 months	345	(±21.0)	446	(±27.2)
Not stated or unknown	387	(±10.7)	481	(±16.4)

*Confidence intervals (1.96*SE) are reported in brackets.*

Table 4.18 shows the percentages of Year 6 and Year 10 students in each parental occupation group who had scores at or above the respective Proficient Standards. Thirty-six per cent of Year 6 students and 34 per cent of Year 10 students whose parents were recorded in the group comprising unskilled labourers, office, sales and service staff had reached the relevant Proficient Standard. By comparison, 71 per cent of Year 6 and 70 per cent of Year 10 students with parents who were recorded as senior managers or professionals reached the relevant Proficient Standard.

Table 4.18: 2010 Percentages for Year 6 and Year 10 Students at or above the Proficient Standards on the NAP – CC Scale by Categories of Parental Occupation

Highest parental occupation	Year 6		Year 10	
Senior Managers and Professionals	71	(±5.1)	70	(±4.7)
Other Managers and Associate Professionals	62	(±4.3)	54	(±4.7)
Tradespeople & skilled office, sales and service staff	46	(±4.8)	42	(±6.1)
Unskilled labourers, office, sales and service staff	36	(±5.5)	34	(±6.2)
Not in paid work in last 12 months	32	(±6.6)	28	(±8.6)
Not stated or unknown	45	(±3.6)	37	(±5.6)

Confidence intervals (1.96*SE) are reported in brackets.

Differences in civics and citizenship achievement by parental education

The educational levels of parents were collected from school records and classified into the seven MCEECDYA endorsed categories:

1. Year 9 or equivalent or below;
2. Year 10 or equivalent;
3. Year 11 or equivalent;
4. Year 12 or equivalent;
5. Certificate 1 to 4 (including trade certificates);
6. Advanced Diploma/Diploma; and
7. Bachelor degree or above.

Where educational levels were available for two parents, the higher educational level was used in the analyses. Given the low numbers of students with a highest parental education at Year 9 or below, the first two categories were combined to include all students with parents of educational levels at Year 10 or equivalent or below.

At the national level, there were 21 per cent of Year 6 and 17 per cent of Year 10 students where the educational level of parents was not stated or unknown. As is the case with parental occupation, the following results on parental education should be interpreted with caution.

Table 4.19 shows the mean scores on the NAP – CC Scale by categories of parental education, including an additional category for students where parental education was not stated or unknown. The results at both year levels show large achievement differences between different levels of parental education. Year 6 students with parents who had a Bachelor degree or higher obtained scores that were 137 score points higher than those with parents who were recorded as having reached Year 10 or below. The corresponding difference in Year 10 was 128 score points.

Table 4.19: 2010 Mean Scores for Year 6 and Year 10 Students on the NAP – CC Scale by Categories of Parental Education

Highest parental educational level	Year 6		Year 10	
Year 10 or equivalent or below	338	(±14.3)	456	(±21.2)
Year 11 or equivalent	371	(±20.2)	463	(±21.6)
Year 12 or equivalent	381	(±12.0)	527	(±25.3)
Certificate 1 to 4 (inc trade cert)	388	(±8.6)	501	(±14.9)
Advanced Diploma/Diploma	415	(±11.0)	526	(±16.7)
Bachelor degree or above	475	(±10.3)	584	(±14.1)
Not stated or unknown	396	(±10.8)	489	(±17.8)

*Confidence intervals (1.96*SE) are reported in brackets.*

Table 4.20 shows the percentages of Year 6 and Year 10 students in each parental occupation group who had scores at or above the respective Proficient Standards. More than two thirds of Year 6 and Year 10 students whose parents have a Bachelor degree or higher reached the Proficient Standards (75% in Year 6 and 70% in Year 10), whereas less than a third of those students with parents in the lowest educational group (Year 10 or below) had scores above these cut-points (27% in Year 6 and 28% in Year 10).

Table 4.20: 2010 Percentages for Year 6 and Year 10 Students at or above the Proficient Standards on the NAP – CC Scale by Categories of Parental Education

Highest parental educational level	Year 6		Year 10	
Year 10 or equivalent or below	27	(±6.7)	28	(±7.2)
Year 11 or equivalent	39	(±9.3)	28	(±7.8)
Year 12 or equivalent	42	(±5.0)	50	(±9.3)
Certificate 1 to 4 (inc trade cert)	45	(±3.9)	42	(±5.0)
Advanced Diploma/Diploma	53	(±5.4)	51	(±6.2)
Bachelor degree or above	75	(±4.3)	70	(±4.8)
Not stated or unknown	49	(±3.8)	41	(±5.5)

*Confidence intervals (1.96*SE) are reported in brackets.*

Summary

The results from the NAP – CC 2010 show that students in Year 10 performed significantly higher than Year 6 students, with a difference of 111 NAP – CC Scale score points at the national level. There was also variation in mean test scores, both within and between states and territories. In Year 6, students in the ACT performed better, on average, than in any other jurisdiction except New South Wales and Victoria. Both New South Wales and Victoria had significantly higher average scores than South Australia, Queensland and the Northern Territory, and New South Wales also scored higher, on average, than Western Australia. Students in Queensland and the Northern Territory showed lower achievement,

on average, than the other jurisdictions and Queensland scored higher than the Northern Territory. In Year 10, New South Wales students had higher mean test performance than all other jurisdictions but most differences between jurisdictions were not statistically significant. Within jurisdictions, the largest variations were found in the Northern Territory. For Year 10, the national average performance and the national percentage of students reaching the Proficient Standard increased since 2007. For Year 6, the overall performance was equal to 2007, but student performance improved significantly in Western Australia and the Northern Territory.

Differences between male and female students were similar to previous NAP – CC assessments. At the national level, female students outperformed male students on average by 20 NAP – CC Scale points at Year 6 and by 30 scale points at Year 10. However, there were considerable differences in the size of this gender gap across states and territories, ranging from 2 to 25 scale points in Year 6 and 8 to 32 scale points in Year 10. Non-Indigenous students scored higher than Indigenous students by more than 100 NAP – CC Scale points at each year level, on average.

Students who were recorded as speaking another language at home performed as well as students who were recorded as speaking only English at home. In Year 10, students born in Australia had significantly higher test scores, on average, than those born overseas and the difference was equivalent to about one third of a standard deviation. There was no statistically significant difference between these groups in Year 6.

Students attending metropolitan schools had, on average, higher test scores than those attending schools in other geographic locations; similarly, students attending remote schools scored, on average, lower than those in other geographic locations. The difference between metropolitan and remote school students was 100 NAP – CC Scale score points in Year 6 and 69 score points at Year 10.

Students from parent with higher occupational and educational status achieved higher scale scores than students from lower socio-economic backgrounds. However, there were quite high percentages of students with missing information on socio-economic background that varied substantially across jurisdictions and therefore results will have to be interpreted with caution.

Chapter 5
Students' Attitudes towards Civics and Citizenship Issues

Chapter 5 presents data on different student attitudes towards important civics and citizenship issues. In addition, the chapter reviews the associations of these constructs with some student background characteristics and with students' civics and citizenship literacy.

The NAP – CC Assessment Framework emphasises the importance of affective processes as part of civics and citizenship. Data on affective processes were collected as part of the student questionnaire and include students' perceptions of citizenship behaviours, students' trust in civic institutions and processes, as well as students' attitudes towards Australian Indigenous cultures and Australian diversity. The student questionnaire included corresponding sets of Likert-type items measuring these affective processes.

The data from the sets of items corresponding to each affective process were analysed to determine whether they could be aggregated to create measurement scales for each process. In this chapter both individual item data and, where appropriate, scale data have been reported. The scales were developed using the same statistical model (the Rasch Measurement Model) that was used to establish the NAP – CC Scale. Each scale has been established to have a mean of 50 scale points and a standard deviation of 10 scale points for Year 10 students. Year 6 and Year 10 scores have been equated so that they can be compared. Full details of the procedures used to evaluate the feasibility of creating scales and, where appropriate, creating the scales are included in the Technical Report. Average scale scores in Year 6 and Year 10 for each state and territory are shown in Appendix 6.

Students' Perception of the Importance of Citizenship Behaviours

As part of citizenship education students should be provided with opportunities to develop the capacity to act as active, informed and responsible citizens. To obtain measures of student views on what constitutes "good" citizenship, the student questionnaire included a question that asked students to rate the relative importance of different behaviours for good citizenship ("How important do you think the following are for being a good citizen in Australia?") as "very important", "quite important", "not very important" or "not important at all". The list of behaviours included the following:

- Supporting a political party;
- Learning about Australia's history;
- Learning about political issues in the newspaper, on the radio, on TV or on the internet;
- Learning about what happens in other countries;
- Discussing politics;
- Participating in peaceful protests about important issues;
- Participating in activities to benefit the local community;
- Taking part in activities promoting human rights;
- Taking part in activities to protect the environment.

The first five items were designed to measure students' perceptions of the importance of conventional citizenship and the last four items students' perceptions of the importance of social movement related citizenship. The two dimensions reflected in these items were similar to those measured in the last two International Association for the Evaluation of Educational Achievement (IEA) studies on civics and citizenship education (see Mellor, Kennedy & Greenwood, 2002; Torney-Purta, Lehmann, Oswald & Schulz, 2001; Schulz, Ainley, Fraillon, Kerr & Losito, 2010).

Table 5.1: Year 6 and Year 10 Category Percentages for Items Measuring the Importance of Citizenship Behaviour

	Year 6							
	Very important		**Quite important**		**Not very important**		**Not important at all**	
Supporting a political party	23	(±1.4)	53	(±1.5)	20	(±1.3)	4	(±0.8)
Learning about Australia's history	41	(±1.9)	44	(±1.6)	12	(±1.0)	2	(±0.6)
Learning about political issues in the newspaper, on the radio, on TV or on the internet	21	(±1.5)	51	(±1.9)	23	(±1.7)	5	(±0.9)
Learning about what happens in other countries	24	(±1.3)	48	(±1.6)	23	(±1.5)	5	(±0.7)
Discussing politics	11	(±1.1)	43	(±1.8)	37	(±1.7)	9	(±1.1)
Participating in peaceful protests about important issues	18	(±1.3)	43	(±1.5)	31	(±1.5)	9	(±1.0)
Participating in activities to benefit the local community	32	(±1.7)	50	(±1.6)	14	(±1.2)	4	(±0.6)
Taking part in activities promoting human rights	39	(±1.7)	44	(±1.5)	13	(±1.3)	4	(±0.7)
Taking part in activities to protect the environment	52	(±1.9)	36	(±1.6)	9	(±0.8)	3	(±0.6)

	Year 10							
	Very important		**Quite important**		**Not very important**		**Not important at all**	
Supporting a political party	10	(±0.9)	49	(±1.7)	35	(±1.5)	7	(±1.1)
Learning about Australia's history	24	(±1.8)	53	(±1.8)	19	(±1.3)	4	(±0.8)
Learning about political issues in the newspaper, on the radio, on TV or on the internet	18	(±1.9)	54	(±2.1)	24	(±1.5)	4	(±0.7)
Learning about what happens in other countries	19	(±1.5)	49	(±1.4)	27	(±1.5)	5	(±0.8)
Discussing politics	6	(±0.8)	31	(±1.5)	51	(±1.7)	11	(±1.2)
Participating in peaceful protests about important issues	11	(±1.6)	34	(±1.4)	42	(±2.1)	12	(±1.1)
Participating in activities to benefit the local community	23	(±1.9)	55	(±1.6)	17	(±1.4)	4	(±0.7)
Taking part in activities promoting human rights	25	(±1.9)	48	(±1.6)	22	(±1.7)	5	(±0.8)
Taking part in activities to protect the environment	31	(±1.8)	47	(±1.5)	17	(±1.3)	5	(±0.8)

*Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table 5.1 shows the percentages of students for each category at both year levels. The results show that in Year 6 a majority of students viewed all nine behaviours as either very important or quite important. The perceived importance of the behaviours was generally lower at Year 10 although most of the behaviours were still regarded by a majority of Year 10 students as very important or quite important for good citizenship.

The behaviours that were rated as the most important by students were:

- *taking part in activities to protect the environment*—rated as very important or quite important by 88 per cent in Year 6 and 78 per cent in Year 10;

- *learning about Australia's history*—rated as very important or quite important by 85 per cent in Year 6 and 77 per cent in Year 10;

- *taking part in activities promoting human rights*—rated as very important or quite important by 83 per cent in Year 6 and 73 per cent in Year 10; and

- *participating in activities to benefit the local community*—rated as very important or quite important by 82 per cent in Year 6 and 78 per cent in Year 10.

Citizenship behaviours that were generally viewed as least important by students were

- *discussing politics*—rated as very important or quite important by 54 per cent in Year 6 and 37 per cent in Year 10; and

- *participating in peaceful protests about important issues*—rated as very important or quite important by 61 per cent in Year 6 and 45 per cent in Year 10.

When comparing results across year levels it becomes apparent that in particular the importance of *supporting a political party*, *discussing politics* and *participating in peaceful protests about important issues* were rated considerably lower among Year 10 than among Year 6 students. There were only small or no differences between year level regarding the perceived importance of *learning about political issues in the newspaper, on the radio, on TV or on the Internet*, *learning about what happens in other countries* and *participating in activities to benefit the local community*.

Statistical analyses of these questions showed that the first five items could be used together to measure a single attitude, referred to as *the importance of conventional citizenship* and the last four items could be used together to measure a single attitude referred to as *the importance of social movement related citizenship*. Higher scale scores indicate higher levels of perceived importance for each type of citizenship behaviour.

Table 5.2: Year 6 and Year 10 Scale Score Averages for Student Perceptions of the Importance of Conventional and Social Movement related Citizenship Overall and by Gender

	Year 6		Year 10		Difference (Year 10 − Year 6)	
Importance of conventional citizenship						
All students	51.9	(±0.4)	50.0	(±0.5)	**-1.9**	(±0.6)
Males	51.0	(±0.5)	48.7	(±0.6)	**-2.3**	(±0.8)
Females	52.9	(±0.4)	51.3	(±0.7)	**-1.6**	(±0.8)
Difference (M − F)*	**-1.9**	(±0.6)	**-2.6**	(±0.9)	-0.7	(±1.0)
Importance of social movement related citizenship						
All students	51.4	(±0.3)	50.0	(±0.5)	**-1.4**	(±0.6)
Males	50.2	(±0.5)	47.6	(±0.6)	**-2.6**	(±0.7)
Females	52.6	(±0.4)	52.3	(±0.7)	-0.3	(±0.8)
Difference (M − F)*	**-2.3**	(±0.6)	**-4.7**	(±1.0)	**-2.3**	(±1.1)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

Table 5.2 presents the average scale scores for the two citizenship behaviour scales in both year levels overall and by gender. The results show that the Year 10 mean scores are almost 2 score points lower than the Year 6 scores for the perceived *importance of conventional citizenship behaviour* and are more than 1 score point lower for the *importance of social movement related citizenship behaviour*. Both differences are statistically significant and small.

Female students attribute more importance to the citizenship behaviours at both year levels. The gender difference for *the importance of conventional citizenship* was equivalent at both Year 6 and Year 10 levels. However, when asked about *the importance of social movement related citizenship*, the gender difference in Year 10 was significantly larger than the difference in Year 6 (moderate and small effects, respectively). This increase in the gender difference was caused by the decrease in the scores of male students between Year 6 and Year 10.

Students' Trust in Civic Institutions and Processes

The teaching of civics and citizenship in Australia aims at fostering students' critical appreciation of the nation's civic institutions. Civic institutions lie at the core of Australia's democratic system and trust in their basic functioning can have effects on civic engagement of citizens.

Students were asked to rate their level of trust ("How much do you trust each of the following groups or institutions in Australia?") as "completely", "quite a lot", "a little" or "not at all" with regard to the following groups or institutions:

- The Australian Parliament
- Your state or territory parliament
- Law courts
- The police
- Australian political parties
- The media (television, newspapers, radio)

The two categories "completely" and "quite a lot" combined are referred to as **trusting** in the remaining part of this section.

Table 5.3: Year 6 and Year 10 Category Percentages for Items Measuring Students' Trust in Civic Institutions and Processes

	Year 6							
	Completely		**Quite a lot**		**A little**		**Not at all**	
The Australian Parliament	21	(±1.4)	48	(±1.5)	27	(±1.5)	5	(±0.7)
Your state or territory parliament	19	(±1.4)	53	(±1.6)	24	(±1.6)	4	(±0.7)
Law courts	24	(±1.4)	45	(±1.9)	25	(±1.4)	6	(±0.8)
The police	52	(±1.5)	33	(±1.4)	11	(±1.0)	4	(±0.7)
Australian political parties	10	(±1.0)	46	(±1.8)	35	(±1.7)	8	(±1.0)
The media (television, newspapers, radio)	12	(±1.2)	33	(±1.5)	42	(±1.6)	13	(±1.5)

	Year 10							
	Completely		**Quite a lot**		**A little**		**Not at all**	
The Australian Parliament	9	(±1.0)	42	(±1.9)	39	(±1.8)	10	(±1.2)
Your state or territory parliament	7	(±0.9)	44	(±1.9)	40	(±1.6)	10	(±1.2)
Law courts	15	(±1.3)	50	(±2.1)	28	(±1.8)	7	(±1.0)
The police	26	(±1.8)	44	(±1.7)	20	(±1.4)	9	(±1.4)
Australian political parties	3	(±0.4)	28	(±1.6)	52	(±1.4)	16	(±1.4)
The media (television, newspapers, radio)	6	(±0.8)	21	(±1.2)	52	(±1.7)	21	(±1.6)

*Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table 5.3 shows the category percentages for each group or institution as reported by Year 6 and Year 10 students. The highest level of trust was reported for:

- *the police*—(about 85% in Year 6 and 72% in Year 10); and
- *law courts*—(about 69% in Year 6 and 65% in Year 10).

In both year levels only minorities of students expressed trust in *the media*—(45% in Year 6 and 27% in Year 10).

Fifty-seven per cent of Year 6 students reported trust in *political parties* compared to 32 per cent of Year 10 students. Both the *Australian*, and *state or territory*

parliaments were trusted by more than two thirds of Year 6 students (69% and 72% respectively) and only by about half of Year 10 students (51% each).

The six items were used to form a scale relating to students' *trust in institutions*. Higher scale scores indicated greater levels of trust in the six civic groups or institutions.

Table 5.4: Year 6 and Year 10 Scale Score Averages for Students'Trust in Civic Institutions and Processes Overall and by Gender

	Year 6		Year 10		Difference (Year 10 − Year 6)	
All students	55.2	(±0.4)	50.0	(±0.5)	**-5.2**	(±0.6)
Males	54.5	(±0.5)	49.2	(±0.6)	**-5.4**	(±0.7)
Females	55.9	(±0.5)	50.8	(±0.5)	**-5.1**	(±0.7)
Difference (males – females)	**-1.3**	(±0.6)	**-1.6**	(±0.7)	-0.3	(±0.9)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

The scale score averages for Year 6 and Year 10 students for the scale, reflecting *trust in institutions* overall and by gender groups, are shown in Table 5.4. When comparing the mean scale scores between year levels, large and statistically significant differences in levels of trust were found. Year 6 students scored 5.2 scale points higher than those in Year 10.

Differences between gender groups were rather small albeit still statistically significant with female students expressing slightly higher levels of trust at both year levels. The decline in trust of about five score points between both year levels was similar among male and female students.

Students' Attitudes towards Australian Indigenous Cultures

The development of students' understanding and acknowledgement of Australian Indigenous cultures is a goal of civics and citizenship education in Australia (MCEETYA, 2008). It is referred to both in the Melbourne Declaration which states that active and informed citizens *understand and acknowledge the value of Indigenous cultures and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians,* and the national *Statements of Learning for Civics and Citizenship* that seek to provide students with the opportunity to develop *an appreciation of the experiences and heritage of Australia's Aboriginal and Torres Strait Islander peoples and their influence on Australian civic identity and society.*

The NAP – CC student questionnaire includes a set of questions dealing with attitudes relating to some aspects of Australian Indigenous cultures and traditions. These include: recognition of traditional ownership of land by Indigenous Australians, reconciliation between Indigenous and non-Indigenous Australians and valuing Indigenous cultures.

In order to measure students' attitudes towards Indigenous cultures in Australia, the NAP – CC student questionnaire asked students ("How much do you agree or disagree with the following statements about Indigenous Australians?") to rate their agreement ("strongly agree", "agree", "disagree", or "strongly disagree") with the following statements:

- Australia should support the cultural traditions and languages of Indigenous Australians;
- Australia has a responsibility to improve the quality of life of Indigenous Australians;
- It is important to recognise the traditional ownership of land by Indigenous Australians;
- All Australians have much to learn from Indigenous Australian cultures and traditions and people;
- All Australians should be given the chance to learn about reconciliation between Indigenous and other Australians.

The combined categories "strongly agree" and "agree" are labelled **agreement** in the following text.

Table 5.5: Year 6 and Year 10 Category Percentages for Items Measuring Students' Attitudes towards Australian Indigenous Cultures

	Year 6							
	Strongly agree		Agree		Disagree		Strongly disagree	
Australia should support the cultural traditions and languages of Indigenous Australians.	53	(±1.9)	40	(±1.7)	5	(±0.8)	1	(±0.4)
Australia has a responsibility to improve the quality of life of Indigenous Australians.	43	(±2.0)	46	(±1.7)	9	(±1.0)	2	(±0.4)
It is important to recognise the traditional ownership of land by Indigenous Australians.	50	(±1.9)	41	(±1.6)	7	(±0.8)	2	(±0.4)
All Australians have much to learn from Indigenous Australian cultures and traditions and people.	38	(±1.3)	47	(±1.4)	12	(±1.1)	3	(±0.6)
All Australians should be given the chance to learn about reconciliation between Indigenous and other Australians.	46	(±1.8)	46	(±1.7)	6	(±0.7)	2	(±0.5)

Table 5.5 Continued ...

	Year 10						
	Strongly agree		**Agree**		**Disagree**		**Strongly disagree**	
Australia should support the cultural traditions and languages of Indigenous Australians.	50	(±2.1)	41	(±1.8)	6	(±0.9)	3	(±0.7)
Australia has a responsibility to improve the quality of life of Indigenous Australians.	40	(±2.2)	42	(±1.9)	13	(±1.2)	4	(±0.6)
It is important to recognise the traditional ownership of land by Indigenous Australians.	44	(±2.1)	43	(±1.8)	9	(±0.9)	3	(±0.5)
All Australians have much to learn from Indigenous Australian cultures and traditions and people.	31	(±1.9)	45	(±1.4)	19	(±1.6)	5	(±0.9)
All Australians should be given the chance to learn about reconciliation between Indigenous and other Australians.	38	(±2.2)	50	(±1.8)	9	(±1.1)	3	(±0.7)

Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table 5.5 shows the category percentages for each of these statements. Large majorities of students were in agreement with all of these statements. At both year levels nine out of ten students agreed that *Australia should support cultural traditions and languages of Indigenous Australians* (about 93% in Year 6 and 91% in Year 10). Similar levels of agreement were found for *the importance of recognising traditional ownership of land* (91% in Year 6 and 87% in Year 10) and *giving everyone a chance to learn about promoting reconciliation between Indigenous and non-Indigenous Australians* (92% in Year 6 and 88% in Year 10). There were slightly lower levels of agreement with the statements that *Australia has a responsibility to improve the quality of life of Indigenous Australians* (89% in Year 6 and 82% in Year 10) and that *all Australians have much to learn from Indigenous cultures and traditions and people* (85% in Year 6 and 76% in Year 10).

The six items were used to form a scale relating to students' *attitudes towards Australian Indigenous cultures.* Higher scale scores indicate more positive attitudes towards Australian Indigenous cultures.[14]

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14   The term "positive" is used here and other sections of the report that describe questionnaire scales to indicate the direction of the affective dimension. It should not necessarily be interpreted as an evaluation of positive or negative *outcomes* of civics and citizenship education.

Table 5.6: Year 6 and Year 10 Scale Score Averages for Students' Attitudes towards Australian Indigenous Cultures Overall, by Gender and by Australian Indigenous and Non-Indigenous Background

	Year 6		Year 10		Difference (Year 10 – Year 6)	
All students	49.5	(±0.3)	50.0	(±0.5)	0.5	(±0.6)
Males	49.1	(±0.5)	48.1	(±0.6)	**-0.9**	(±0.8)
Females	50.0	(±0.3)	51.8	(±0.7)	**1.8**	(±0.8)
Difference (males – females)	**-0.9**	(±0.5)	**-3.6**	(±0.9)	**-2.7**	(±1.0)
Non-indigenous	49.5	(±0.3)	49.9	(±0.5)	0.4	(±0.6)
Indigenous	50.6	(±1.2)	55.0	(±1.7)	**4.4**	(±2.1)
Difference (non-Indigenous-Indigenous)	-1.1	(±1.2)	**-5.1**	(±1.8)	**-4.0**	(±2.1)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

Table 5.6 shows the average scale scores for *attitudes towards Australian Indigenous cultures* in both year levels overall and by gender groups. In addition, it presents scale score averages for Indigenous and non-Indigenous students. Overall, there were no statistically significant differences across year levels.

Among Year 6 students there was a statistically significant gender difference with female students reporting more *positive attitudes towards Australian Indigenous cultures* than male students. However, the size of the difference was non-substantial. It is interesting to note that this gender difference was much larger among Year 10 students, where female students scored on average almost 4 score points higher than male students (a difference of moderate size). The interaction between year level and gender is displayed in Figure 5.1.

When comparing average scale scores between Indigenous and non-Indigenous students the small difference of about one scale score point is not statistically significant among Year 6 students. However, Year 10 students from an Indigenous background scored five points higher than non-Indigenous students, which is a large, statistically significant, differance. Figure 5.1 also shows this interaction effect between year level and Indigenous status.

Figure 5.1: Interaction Effects between Year Level and Gender as well as Indigenous/ Non-Indigenous Background on Students' Attitudes toward Australian Indigenous Cultures
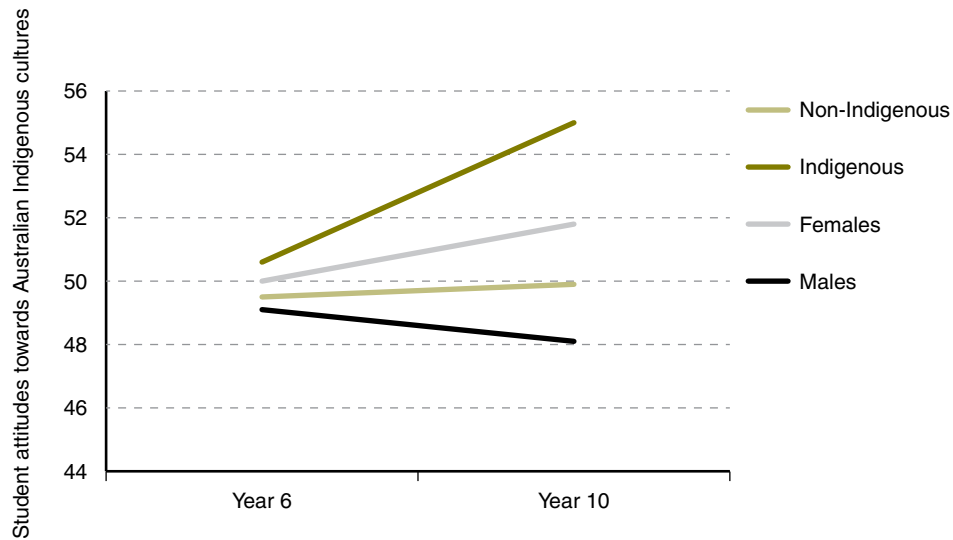
Both of the interaction effects in Figure 5.1 indicate that differences in *attitudes towards Australian Indigenous cultures* across gender and Indigenous status groups, are smaller at the Year 6 level, in comparison to those at the Year 10 level.

Students' Attitudes towards Australian Diversity

Appreciation of Australian diversity is also a key aspiration of civics and citizenship education. It is explicitly stated in the Melbourne Declaration and the national *Statements of Learning for Civics and Citizenship*. According to the Melbourne Declaration, active and informed citizens *appreciate Australia's social, cultural, linguistic and religious diversity, and have an understanding of Australia's system of government, history and culture.* The *Statements of Learning for Civics and Citizenship* seek to provide students with the opportunity to develop *an appreciation of the uniqueness and diversity of Australia as a multicultural society and a commitment to supporting intercultural understandings within the context of Australian democracy.*

The NAP – CC student questionnaire included a set of questions to measure the extent to which students hold positive attitudes towards diversity and multiculturalism. Students were asked "How much do you agree or disagree with the following statements about Australian society?" to rate their agreement ("strongly agree", "agree", "disagree", or "strongly disagree") with the following seven statements:

- Immigrants should be encouraged to keep their cultural traditions and languages;
- When there are not many jobs available immigration should be cut;

- Australia will become less peaceful as more people from different backgrounds come to live here;

- Australia benefits greatly from having people from many cultures and backgrounds;

- All Australians should learn about different cultures and traditions at school;

- Having people from many different cultures and backgrounds makes it difficult for a country to be united;

- Australia would be a better place in the future if only people with similar backgrounds were allowed to come and live here.

The second, third, sixth and seventh statements were negatively worded and agreement with these four statements indicates negative attitudes towards Australian diversity whereas agreement with the other statements reflects positive attitudes. This set of questions was only included in the survey of Year 10 students.

Table 5.7: Year 10 Category Percentages for Items Measuring Students' Attitudes towards Australian Diversity

	Year 10							
	Strongly agree		Agree		Disagree		Strongly disagree	
Immigrants should be encouraged to keep their cultural traditions and languages.	24	(±2.0)	49	(±1.8)	20	(±1.4)	8	(±1.3)
When there are not many jobs available immigration should be cut.	14	(±1.3)	35	(±1.8)	40	(±1.6)	11	(±1.2)
Australia will become less peaceful as more people from different backgrounds come to live here.	13	(±1.3)	29	(±1.7)	39	(±1.9)	19	(±1.7)
Australia benefits greatly from having people from many cultures and backgrounds.	29	(±2.1)	51	(±1.9)	16	(±1.4)	4	(±0.9)
All Australians should learn about different cultures and traditions at school.	25	(±1.6)	49	(±1.7)	19	(±1.4)	6	(±1.0)
Having people from many different cultures and backgrounds makes it difficult for a country to be united.	8	(±1.0)	27	(±1.9)	47	(±1.8)	18	(±1.8)
Australia would be a better place in the future if only people with similar backgrounds were allowed to come and live here.	7	(±0.9)	17	(±1.5)	41	(±2.0)	34	(±2.2)

*Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table 5.7 shows the category percentages for Year 10 students. Generally, most students tended to agree with positively and to disagree with negatively worded statements.

The highest agreement rate was found for the statement that *Australia benefits greatly from having people from many cultures and backgrounds* (80% of Year 10 students agreed). About three out of four students also supported the notion that *all Australians should learn about different cultures and traditions at school* (74% of Year 10 students agreed), and there was also a large majority of Year 10 students agreeing that *immigrants should be encouraged to keep their cultural traditions and languages* (73%).

Among the negatively worded statements, about half of the Year 10 students agreed that *immigration should be cut when there are not many jobs available* (49%). Somewhat lower proportions of Year 10 students agreed that *Australia will become less peaceful with more people from different backgrounds* (42%). About a third of Year 10 students endorsed the statement that *having people from many different cultures and backgrounds would make it difficult to keep the country united* (35%) and only a quarter of Year 10 students agreed that *Australia would be a better place if only people with similar backgrounds were allowed to come and live in the country* (24%).

The seven items formed a scale relating to Year 10 students' *attitudes towards Australian diversity*. Positive values on this scale indicate positive attitudes towards Australian diversity.

Table 5.8: Year 10 Scale Score Averages for Students' Attitudes towards Australian Diversity Overall, by Gender and by Language Background and Country of Birth

	Year 10	
All students	50.0	(±0.6)
Males	48.0	(±0.7)
Females	51.9	(±0.7)
Difference (M − F)*	**-3.8**	(±1.1)
Born in Australia	49.4	(±0.5)
Born elsewhere	54.4	(±1.1)
Difference (Australia − elsewhere)	**-4.9**	(±1.1)
English at home	48.9	(±0.5)
Other language at home	56.1	(±1.3)
Difference (English − other)	**-7.2**	(±1.4)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

Table 5.8 presents the average scale scores for *attitudes towards Australian diversity* among Year 10 overall, by gender, country of birth and language spoken at home. The results show that there was a statistically significant difference of 3.8 score points between gender groups with females showing more positive attitudes towards Australian diversity than males.

Students born in another country scored 4.9 points higher on this scale when compared to those born in Australia. This difference was even larger when comparing students speaking another language than English at home with those

who spoke English at home: Students speaking another language at home scored 7.2 points higher than other students. This shows that coming from families with a different culture or language background was positively associated with the strength of students' appreciation of the diversity of Australia's population.

Associations between Students' Attitudes towards Civic-related Topics and Achievement

The associations between students' attitudes and NAP – CC Scale scores provide insights into the association between knowledge and understanding of civics and citizenship content and students' attitudes about their civic worlds. One way of reporting these associations is to report the **correlation** between each attitude of interest and NAP – CC Scale scores. Correlation[15] is reported between -1 and +1. A correlation of +1 between an NAP – CC Scale score and an attitudinal measure scale score would mean that any increase in student achievement corresponds to a consistent increase in the attitudinal scale score). Negative correlations correspond to an association in which an increase in one measure corresponds to a decrease in the other measure. There are no scientific rules for interpreting the strength of correlation coefficients but (for survey data in social research) coefficients below ±0.1 are typically described as "non substantial", between ±0.1 and ±0.2 as "weak", between ±0.2 and ±0.5 as "moderate" and above ±0.5 as "strong". The reported correlation is relative to an assumption that there is a linear relationship between the two measures.

In order to explore the pattern of association between two measures in more detail, a second form of analysis is reported in addition to correlations. According to this analysis the student attitudinal scale scores for each measure are broken into three groups of high, medium and low attitudinal scores. These groups are known as **tertile** groups. The average NAP – CC Scale scores for students in each of the three tertile groups are reported and compared for each attitudinal measure. This second way of investigating the association between achievement and attitudes allows for some review of the pattern of the associations (which may or may not be linear).

For each year level, separate tertile groups were created based on student scores for each attitude scale. Average NAP – CC Scale scores and their confidence intervals are reported for each attitude tertile group by year level. Symbols shown between NAP – CC Scale score averages of adjacent groups indicate whether differences between these groups are statistically significant. Triangles pointing to the right indicate that the right-hand (higher) tertile group has a significantly higher average NAP – CC Scale score, while those pointing to the left indicate that the left-hand (lower) tertile group has a higher average NAP – CC Scale score.

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15   Pearson's correlation coefficient

Table 5.9: Year 6 and Year 10 NAP-CC Scale Scores by Tertile Groups of Importance of Conventional and Social Movement related Citizenship Behaviour, Trust in Civic Institutions and Processes, Attitudes towards Australian Indigenous Culture and Attitudes towards Australian Diversity

	Tertile group								
	Lowest			Medium			Highest		Correlation
Importance of conventional citizenship behaviour									
Year 6	396	(±9.9)	▶	421	(±9.0)		412	(±8.5)	**0.06** (±0.04)
Year 10	504	(±12.9)	▶	528	(±11.4)		534	(±14.1)	**0.12** (±0.05)
Importance of social movement related citizenship behaviour									
Year 6	389	(±8.9)	▶	412	(±8.2)	▶	427	(±8.4)	**0.16** (±0.04)
Year 10	503	(±12.9)	▶	520	(±11.3)	▶	547	(±14.4)	**0.16** (±0.05)
Trust in civic groups and institutions									
Year 6	391	(±8.7)	▶	426	(±9.9)	◀	415	(±8.2)	**0.08** (±0.03)
Year 10	498	(±13.1)	▶	538	(±11.7)		530	(±11.9)	**0.11** (±0.05)
Attitudes towards Australian Indigenous culture									
Year 6	366	(±7.7)	▶	420	(±7.7)	▶	446	(±9.8)	**0.29** (±0.03)
Year 10	493	(±15.9)	▶	510	(±13.0)	▶	556	(±11.6)	**0.23** (±0.05)
Attitudes towards Australian diversity									
Year 10	474	(±12.0)	▶	523	(±12.2)	▶	576	(±12.2)	**0.32** (±0.04)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

◀ *Average in left-hand tertile groups significantly higher.*

▶ *Average in right-hand tertile groups significantly higher.*

Table 5.9 shows the associations between NAP – CC Scale scores and the attitude scales presented in this chapter. For student perceptions of *the importance of conventional citizenship behaviour* there was a non-substantial (albeit statistically significant) correlation among Year 6 students (0.06) and the correlation among Year 10 students was only slightly higher (0.12) and also statistically significant. For students from both year levels there was a statistically significant increase in test scores between lowest and medium tertile groups only.

Among students at both year levels, the association between test performance and *the importance of social movement related citizenship behaviour* was weak with a statistically significant correlation coefficient 0.16. The test score averages within tertile groups indicated a linear association with highest performance in the highest tertile group and lowest performance in the lowest tertile group. Differences between adjacent tertile groups were statistically significant.

For students' *trust in civic groups and institutions* there was a non-substantial to weak, but statistically significant correlation with test performance at both year levels (0.08 in Year 6 and 0.11 in Year 10). However, at both year levels, there was no increase in test scores between the medium and highest tertile group for students' trust, although there were significantly higher test scores in the medium tertile group when compared with the lowest group. For Year 6 students the test scores of the students with the highest levels of trust in civic groups or institutions were actually lower than those in the medium tertile group.

There were moderate correlations (0.29 for Year 6 and 0.23 for Year 10) between students' *attitudes towards Australian Indigenous cultures* and achievement on the NAP – CC Scale, which was somewhat lower among Year 10 students. Across tertile groups there were linear and statistically significant increases of test scores from the lowest to highest group at both year levels, the overall difference between lowest and highest tertile group was 80 score points for Year 6 and 63 score points for Year 10 students. This shows that students with higher levels of civics and citizenship knowledge tend to have more positive attitudes towards Indigenous cultures in Australia.

There was also a clear and statistically significant association between students' *attitudes towards Australian diversity* and civics and citizenship knowledge among Year 10 students (correlation of 0.32). NAP – CC Scale scores increased significantly between adjacent tertile groups. The difference in score points between students in the lowest and highest tertile group was 102 score points which shows that students with more positive attitudes towards Australian diversity are also those with higher levels of knowledge in civics and citizenship.

Summary

The results in this chapter have shown that, when asked about the importance of different citizenship behaviours, students rated participation in activities to protect the environment, in activities promoting human rights, in activities that benefit the local community and learning about Australia's history as most important. Less than half of Year 10 students viewed discussing politics and involvement in peaceful protests as important for good citizenship. There were statistically significant differences between gender groups for both perceptions of the importance of conventional and social movement related citizenship that were larger in Year 10 than in Year 6. Female students tended to rate citizenship behaviours related to both dimensions as more important than did males.

The police and law courts were the civic institutions most trusted by students. Less than a third of Year 10 students expressed quite a lot or complete trust in the media (television, newspapers and radio) or political parties. There was a noticeable decrease in trust between Year 6 and Year 10 and a smaller but statistically significant difference between gender groups with females expressing somewhat more trust in civic groups and institutions than did male students.

When asked about their attitudes towards Australian Indigenous cultures, large majorities of students expressed positive views. Interestingly, there was a statistically significant increase in positive attitudes between Year 6 and Year 10 among female students, together with a slight but significant decrease in scale scores among male students. Differences in attitudes between Indigenous and non-Indigenous students were only found among Year 10 students.

Year 10 students were asked about their attitudes towards Australian diversity.

Majorities of students expressed agreement with positive statements and disagreement with most negative statements that were included in the questionnaire. Being female, being born outside Australia and speaking a foreign language were positively associated with positive attitudes towards Australian diversity.

There were weak but statistically significant associations between students' achievement on the NAP – CC Scale and perceptions of conventional and social movement related citizenship behaviour. Students with low levels of trust in civic institutions or groups were also those with low test performance, however, those with medium levels of trust tended to have the highest test scores. Positive attitudes towards Australian Indigenous cultures (Year 6 and Year 10) and towards Australian diversity (Year 10) were positively associated with civics and citizenship knowledge.

Chapter 6
Student Engagement in Civics and Citizenship Activities

Civic engagement of citizens constitutes a central characteristic of a democratic society. The NAP – CC Assessment Framework identified students' civics and citizenship participation as a key aspect for inclusion in NAP – CC which includes both students' actual behaviours as well as their intended future behaviours. In addition, civic engagement encompasses affective processes related to students' motivation to engage, such as their confidence in the effectiveness of participation, as well as their belief in their current and potential ability to participate actively and effectively.

This chapter presents questionnaire results about students' actual participation at school and in the community, their interest, confidence and valuing of civic action, as well as their intentions to become engaged in civic action in the future. In addition, the chapter reviews the associations of indicators of engagement with some student background characteristics and with students' NAP – CC Scale scores.

The data from sets of items were analysed, where appropriate, to determine whether they could be aggregated to create measurement scales. When appropriate, scale scores have been constructed, using the same method and scale parameters as described in Chapter 5. Each scale has a mean of 50 scale points and a standard deviation of 10 scale points for Year 10 students. Year 6 scale scores have been equated to the Year 10 scale scores. Average scale scores in Year 6 and Year 10 for each state and territory are shown in Appendix 6.

Student responses to questions about frequency of participation in civics and citizenship activities were also used to create indices of the number of activities that students completed. At the end of this chapter, these indices are used to associate frequency of participation in different activity types with NAP – CC Scale scores.

Civics and Citizenship-related Activities at School and in the Community

Civic-related participation at school

Adolescents are generally not able to engage in many formal civic activities in the same way as adults do (for example, through voting in elections or becoming candidates for public office). However, there are a number of informal civic activities that young people may undertake including engagement at school, participation in groups or organisations in the community and using media or taking part in discussions of political and social issues.

Students can experience civic participation through activities at school and, in doing so, may develop motivation for future civic engagement depending on these experiences. As in previous cycles, in NAP – CC 2010, students were asked whether they had participated ("yes", "no", "this is not available at my school") in the following activities:

- Having voted for class representatives;
- Having been elected on to a Student Council, Student Representative Council (SRC) or class/school parliament;
- Having helped to make decisions about how the school is run;
- Having helped prepare a school paper or magazine;
- Having participated in peer support, 'buddy' or mentoring programs;
- Having participated in activities in the community;
- Having represented the school in activities outside of class (such as drama, sport, music or debating);
- Having been a candidate in a Student Council, Student Representative Council (SRC) or class/school parliament election;
- Having participated in an excursion to a parliament, local government or law court.

Table 6.1: Year 6 and Year 10 Category Percentages of Students Reporting Participation in Civic and Citizenship Related Activities at School, Overall and by Gender

		Year 6					
		Yes		No		Not available at school	
Have voted for class representative	Overall	75	(±3.6)	15	(±1.8)	11	(±2.8)
	Males	73	(±3.9)	16	(±2.2)	11	(±2.8)
	Females	76	(±3.6)	13	(±1.8)	11	(±3.0)
Have been elected on to a Student Council, Student Representative Council (SRC) or class/school parliament	Overall	34	(±2.4)	55	(±3.3)	11	(±3.1)
	Males	32	(±2.7)	56	(±3.4)	11	(±3.2)
	Females	36	(±2.9)	53	(±3.8)	11	(±3.7)
Have helped to make decisions about how the school is run	Overall	35	(±2.6)	59	(±2.6)	6	(±1.2)
	Males	34	(±2.8)	60	(±2.9)	6	(±1.4)
	Females	37	(±3.4)	57	(±3.4)	5	(±1.3)
Have helped prepare a school paper or magazine	Overall	20	(±2.1)	61	(±2.6)	18	(±2.6)
	Males	18	(±2.5)	63	(±3.1)	19	(±3.1)
	Females	23	(±2.7)	59	(±2.8)	18	(±2.7)
Have participated in peer support, 'buddy' or mentoring programs	Overall	77	(±2.7)	19	(±2.1)	4	(±1.2)
	Males	76	(±3.0)	20	(±2.5)	4	(±1.4)
	Females	78	(±3.2)	18	(±2.4)	4	(±1.4)
Have participated in activities in the community	Overall	74	(±2.0)	23	(±1.8)	3	(±0.5)
	Males	72	(±2.3)	25	(±2.1)	3	(±0.8)
	Females	75	(±2.4)	22	(±2.2)	3	(±0.7)
Have represented the school in activities outside of class (such as drama, sport, music or debating)	Overall	84	(±1.5)	16	(±1.5)	1	(±0.2)
	Males	83	(±1.8)	17	(±1.8)	1	(±0.3)
	Females	84	(±2.0)	15	(±2.0)	1	(±0.4)
Have been a candidate in a Student Council, Student Representative Council (SRC) or class/school parliament election	Overall	41	(±2.6)	49	(±2.5)	9	(±2.1)
	Males	39	(±2.7)	52	(±2.7)	10	(±2.3)
	Females	44	(±3.3)	47	(±3.3)	9	(±2.6)
Have participated in an excursion to a parliament, local government or law court	Overall	46	(±4.5)	45	(±3.8)	10	(±1.8)
	Males	45	(±4.9)	45	(±4.1)	10	(±2.2)
	Females	47	(±4.8)	44	(±4.2)	10	(±1.8)

Table 6.1 Continued ...

		Year 10					
		Yes		**No**		**Not available at school**	
Have voted for class representative	*Overall*	*59*	*(±4.0)*	*23*	*(±2.1)*	*18*	*(±3.0)*
	Males	54	(±4.5)	25	(±2.7)	21	(±3.7)
	Females	63	(±5.2)	21	(±2.6)	16	(±3.6)
Have been elected on to a Student Council, Student Representative Council (SRC) or class/school parliament	*Overall*	21	(±1.8)	73	(±1.9)	6	(±1.6)
	Males	20	(±2.2)	74	(±2.5)	7	(±2.2)
	Females	22	(±2.5)	73	(±2.7)	4	(±1.8)
Have helped to make decisions about how the school is run	*Overall*	*29*	*(±1.7)*	*66*	*(±1.8)*	*5*	*(±1.0)*
	Males	28	(±2.6)	67	(±2.7)	5	(±1.4)
	Females	30	(±2.3)	66	(±2.4)	4	(±1.1)
Have helped prepare a school paper or magazine	*Overall*	17	(±2.1)	75	(±1.9)	8	(±1.2)
	Males	13	(±2.0)	79	(±2.4)	8	(±1.3)
	Females	20	(±3.1)	72	(±2.9)	8	(±1.7)
Have participated in peer support, 'buddy' or mentoring programs	*Overall*	*43*	*(±2.8)*	*51*	*(±2.4)*	*7*	*(±1.3)*
	Males	39	(±3.5)	54	(±3.3)	7	(±1.8)
	Females	46	(±3.5)	47	(±3.4)	7	(±1.3)
Have participated in activities in the community	*Overall*	69	(±2.0)	29	(±1.9)	2	(±0.4)
	Males	65	(±3.0)	33	(±2.9)	2	(±0.7)
	Females	74	(±2.7)	25	(±2.6)	1	(±0.3)
Have represented the school in activities outside of class (such as drama, sport, music or debating)	*Overall*	*78*	*(±1.6)*	*21*	*(±1.6)*	*1*	*(±0.4)*
	Males	79	(±2.3)	20	(±2.3)	1	(±0.6)
	Females	78	(±2.0)	22	(±2.0)	0	(±0.3)
Have been a candidate in a Student Council, Student Representative Council (SRC) or class/school parliament election	*Overall*	23	(±2.0)	72	(±2.0)	5	(±1.3)
	Males	21	(±2.3)	73	(±2.2)	5	(±1.8)
	Females	26	(±3.1)	70	(±3.2)	4	(±1.7)
Have participated in an excursion to a parliament, local government or law court	*Overall*	*43*	*(±3.7)*	*51*	*(±3.2)*	*6*	*(±1.2)*
	Males	43	(±4.3)	51	(±3.9)	6	(±1.3)
	Females	44	(±4.4)	50	(±3.9)	6	(±1.7)

Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.

Category percentages of Year 6 and Year 10 students with their respective confidence intervals for each of the school activities are shown in Table 6.1. The percentages are shown overall and for each gender group separately.

Most Year 6 students reported having:

- *represented the school in activities outside of class* (84%);
- *participated in peer support programs* (77%);
- *voted for class representatives* (75%); or
- *participated in (school-related) activities in the community* (74%).

Less than half of Year 6 students indicated that they had:

- *participated in excursions to parliaments, local governments or law courts* (46%); or
- *been a candidate in class or school elections* (41%).

About one in three students responded that they had:

- *been elected as class or school representatives* (34%); or
- *helped to make decisions about how the school is run* (35%).

And only about one in five students reported having *helped prepare a school paper or magazine* (20%).

The questionnaire allowed students to indicate whether they believed an activity was **not available at their schools**. Eighteen per cent of Year 6 students reported that they did not have the opportunity to help prepare a school paper or magazine at their schools.

About one in ten Year 6 students reported *voting for class representatives* (11%), *being elected as class or school representatives* (11%), *becoming candidates in class/school elections* (9%) and *excursions to civic institutions* (10%) **were not available at their schools**.

Lower proportions of Year 10 students than Year 6 students typically reported participation in these activities. Most Year 10 students indicated they had:

- *represented the school in activities outside class* (78%);
- *participated in community activities* (69%); or
- *voted for class representatives* (59%).

Participation in *peer support programs* and *excursions to parliaments, local governments or law courts* were reported by 43 per cent of Year 10 students and having *helped to make school decisions* reported by 29 per cent.

About one in five Year 10 students responded that they had:

- *been elected as class or school representatives* (21%);
- *been a candidate in elected student representations at school* (23%); or
- *helped to prepare a school paper or magazine* (17%).

Among Year 10 students, the highest percentage of students reporting that an activity was **not available at their school** was found for *elections of class representatives* (18%). Fewer than 10 per cent of Year 10 students reported that any of the other activities listed were not available at their school.

When comparing percentages of reported school participation between gender groups it was found that, in particular, at Year 10, female students tended to report higher levels of participation for some activities. Examples of these activities are having:

- *voted for class representatives;*
- *participated in activities in the community;*

- *participated in peer support programs; and*
- *helped to prepare a school paper or magazine.*

Civic-related activity in the community

Consistent with increasing age and self-confidence, young people may find increasing opportunities to participate in activities in the community through voluntary engagement. Year 10 students were asked whether they had participated ("yes, I have done this within the last year", "yes, I have done this but more than a year ago", "no, I have never done this") in out-of-school activities associated with each of the following groups or organisations:

- An environmental organisation;
- A human rights organisation;
- A voluntary group doing something to help the community;
- Collecting money for a charity or social cause;
- A youth development organisation (e.g. Scouts, Australian Services Cadets, Police and Community Youth Clubs).

Table 6.2: Year 10 Category Percentages of Students Reporting Participation in Civics and Citizenship Related Activities in the Community, Overall and by Gender

		Yes, I have done this within the last year		Yes, I have done this but more than a year ago		No, I have never done this	
An environmental organisation	*Overall*	*10*	*(±1.2)*	*21*	*(±1.5)*	*69*	*(±1.9)*
	Males	9	(±1.4)	20	(±2.1)	71	(±2.4)
	Females	11	(±1.8)	22	(±2.1)	67	(±2.6)
A human rights organisation	*Overall*	*7*	*(±1.1)*	*8*	*(±1.0)*	*86*	*(±1.4)*
	Males	5	(±1.2)	8	(±1.3)	87	(±1.7)
	Females	8	(±1.6)	8	(±1.2)	85	(±1.6)
A voluntary group doing something to help the community	*Overall*	*30*	*(±2.3)*	*22*	*(±1.4)*	*48*	*(±2.2)*
	Males	26	(±3.3)	21	(±2.0)	54	(±3.1)
	Females	34	(±3.0)	23	(±1.9)	43	(±2.5)
Collecting money for a charity or social cause	*Overall*	*36*	*(±2.1)*	*29*	*(±1.5)*	*35*	*(±1.8)*
	Males	28	(±2.7)	28	(±2.1)	44	(±2.9)
	Females	43	(±3.3)	29	(±2.2)	28	(±2.2)
A youth development organisation	*Overall*	*16*	*(±1.3)*	*16*	*(±1.1)*	*67*	*(±1.8)*
	Males	16	(±1.9)	15	(±1.8)	69	(±2.5)
	Females	16	(±1.6)	18	(±1.6)	66	(±2.2)

*Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table 6.2 shows the percentages for each of the response categories with their respective confidence intervals. About two in three Year 10 students reported having *collected money for a charity or social cause* (36% during the last twelve months and 29% more than year ago) and half of all Year 10 students had participated in *voluntary group activities to help the community* (30% during the last twelve months and 22% more than year ago).

Roughly one third of Year 10 students indicated that they had participated in activities associated with a *youth development group* (16% during the last twelve months and 16% more than a year ago) or an *environmental organisation* (10% during the last twelve months and 21% more than a year ago). Only a few students reported having participated in activities associated with a *human rights organisation* (7% during the last twelve months and 8% more than a year ago).

When compared to male students, there were considerably higher percentages of female students who reported having participated in *voluntary group activities to help the community* (57% of females had done this compared to 47% of males) and in *collecting money for a social cause or charity* (72% of females had done this compared to 56% of males).

Participation in civic-related communication

Previous NAP – CC surveys (2004 and 2007) have shown that discussion with family and engagement with media are positively associated with civics and citizenship achievement. In 2010 students were asked how frequently ("never or hardly ever", "at least once a month", "at least once a week", "more than three times a week") they participated in the following activities related to media and discussions of political or social issues ("Outside of school, how often do you…"):

- Read about current events in the newspaper;
- Watch the news on television;
- Listen to news on the radio;
- Use the internet to get news of current events;
- Talk about political or social issues with your family;
- Talk about political or social issues with your friends; and
- Take part in internet-based discussions about political or social issues.

Table 6.3: Year 6 and Year 10 Category Percentages of Students Reporting Media Use and Participation in Discussion of Political or Social Issues Overall and by Gender

		Year 6							
		Never or hardly ever		At least once a month		At least once a week		More than three times a week	
Read about current events in the newspaper	Overall	33	(±1.6)	23	(±1.4)	34	(±1.4)	10	(±1.3)
	Males	35	(±2.3)	21	(±1.8)	33	(±2.1)	11	(±1.9)
	Females	31	(±2.2)	24	(±1.9)	36	(±2.3)	8	(±1.3)
Watch the news on television	Overall	9	(±0.9)	9	(±1.0)	28	(±1.6)	54	(±1.7)
	Males	10	(±1.2)	9	(±1.2)	28	(±2.0)	54	(±2.3)
	Females	8	(±1.0)	9	(±1.3)	28	(±2.4)	54	(±2.3)
Listen to news on the radio	Overall	30	(±1.7)	17	(±1.2)	25	(±1.5)	28	(±1.7)
	Males	33	(±2.3)	17	(±1.6)	25	(±1.9)	26	(±2.2)
	Females	27	(±2.0)	17	(±1.8)	26	(±1.9)	30	(±2.3)
Use the internet to get news of current events	Overall	46	(±2.0)	23	(±1.2)	19	(±1.4)	12	(±1.2)
	Males	49	(±2.6)	21	(±1.6)	18	(±1.8)	12	(±1.3)
	Females	44	(±2.6)	25	(±1.9)	19	(±2.1)	12	(±1.6)
Talk about political or social issues with your family	Overall	45	(±2.2)	29	(±1.3)	19	(±1.6)	8	(±0.9)
	Males	48	(±2.6)	27	(±1.8)	18	(±1.9)	7	(±1.0)
	Females	42	(±2.7)	30	(±1.8)	20	(±2.1)	8	(±1.3)
Talk about political or social issues with your friends	Overall	61	(±1.9)	22	(±1.3)	12	(±1.2)	5	(±0.7)
	Males	64	(±2.3)	21	(±1.7)	11	(±1.4)	5	(±1.0)
	Females	58	(±2.3)	23	(±1.9)	14	(±1.7)	5	(±0.8)
Take part in internet-based discussions about political or social issues	Overall	84	(±1.3)	9	(±0.9)	5	(±0.7)	2	(±0.5)
	Males	82	(±1.7)	10	(±1.2)	5	(±0.9)	3	(±0.6)
	Females	85	(±1.9)	9	(±1.4)	4	(±1.0)	2	(±0.7)

Table 6.3 Continued ...

		Year 10							
		Never or hardly ever		**At least once a month**		**At least once a week**		**More than three times a week**	
Read about current events in the newspaper	*Overall*	23	*(±1.6)*	24	*(±1.4)*	37	*(±1.7)*	16	*(±1.4)*
	Males	24	(±2.2)	21	(±1.8)	36	(±2.5)	19	(±2.2)
	Females	22	(±2.1)	27	(±1.8)	39	(±2.2)	13	(±1.6)
Watch the news on television	*Overall*	7	*(±0.9)*	11	*(±1.1)*	33	*(±1.5)*	48	*(±1.9)*
	Males	8	(±1.4)	11	(±1.3)	31	(±2.3)	51	(±2.9)
	Females	7	(±1.1)	12	(±1.6)	35	(±2.1)	46	(±2.1)
Listen to news on the radio	*Overall*	26	*(±1.6)*	18	*(±1.2)*	29	*(±1.5)*	27	*(±1.6)*
	Males	28	(±2.2)	19	(±1.8)	28	(±1.9)	26	(±2.3)
	Females	24	(±2.2)	17	(±1.6)	30	(±2.2)	29	(±2.2)
Use the internet to get news of current events	*Overall*	34	*(±1.8)*	23	*(±1.3)*	23	*(±1.3)*	20	*(±1.6)*
	Males	34	(±2.8)	22	(±1.9)	23	(±2.1)	22	(±2.2)
	Females	34	(±2.3)	25	(±1.6)	23	(±1.9)	18	(±2.3)
Talk about political or social issues with your family	*Overall*	39	*(±2.5)*	28	*(±1.6)*	21	*(±1.4)*	11	*(±1.2)*
	Males	43	(±3.2)	27	(±2.0)	20	(±2.2)	10	(±1.4)
	Females	36	(±3.0)	29	(±2.0)	22	(±1.9)	13	(±2.0)
Talk about political or social issues with your friends	*Overall*	53	*(±2.2)*	26	*(±1.6)*	15	*(±1.4)*	5	*(±0.8)*
	Males	54	(±3.0)	25	(±2.0)	15	(±1.6)	6	(±1.2)
	Females	52	(±3.0)	27	(±2.2)	16	(±2.3)	5	(±1.0)
Take part in internet-based discussions about political or social issues	*Overall*	87	*(±1.2)*	8	*(±1.0)*	3	*(±0.5)*	2	*(±0.5)*
	Males	86	(±1.6)	8	(±1.4)	4	(±0.9)	3	(±0.7)
	Females	88	(±1.9)	8	(±1.6)	2	(±0.6)	2	(±0.6)

Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table 6.3 shows the category percentages for Year 6 and Year 10 students overall and by gender group. Differences between gender groups were found to be relatively small.

The news media types reported to be accessed most frequently were *television news* (82% of Year 6 and 81% of Year 10 students indicated that they do this at least weekly), whereas *reading the newspaper* was reported much less frequently (at least weekly by 44% of Year 6 and 53% of Year 10 students). More than half of the students at both year levels reported that they listen at least weekly to *news on the radio* (53% of Year 6 and 56% of Year 10 students). Less than a third of Year 6 students indicated that they *use the internet to get news of current events* (31%).This percentage was noticeably higher among Year 10 students (43%).

About one in four Year 6 students reported having at least weekly *talks about political or social issues with their family* (27%), while this percentage was somewhat higher among Year 10 students (32%). *Talking about political or social issues with friends* was reported less frequently, 17 per cent of Year 6 and

20 per cent of Year 10 students responded that they would do this at least once a week. *Using the internet for discussing these issues* was reported by very few students (7% of Year 6 and 5% of Year 10 students indicated that they would do this at least once a week).

Civics and Citizenship-related Engagement: Interest, Confidence and Valuing Civic Action

Interest in civic issues

The development of interest in civic issues can be viewed as a significant prerequisite for becoming an active and engaged citizen. To obtain measures of students' interest in civic issues, students were asked to rate their interest ("How interested are you in the following?") as "very interested", "quite interested", "not very interested" or "not interested at all" in the following issues:

- What is happening in your local community;
- Australian politics;
- Social issues in Australia;
- Environmental issues in Australia;
- What is happening in other countries; and
- Global (worldwide) issues.

Table 6.4: Year 6 and Year 10 Category Percentages for Items Measuring Students' Interest in Political or Social Issues

	Year 6							
	Very interested		**Quite interested**		**Not very interested**		**Not interested at all**	
What is happening in your local community	12	(±1.2)	48	(±1.9)	34	(±1.9)	6	(±0.7)
Australian politics	7	(±0.9)	28	(±1.5)	47	(±1.7)	18	(±1.4)
Social issues in Australia	11	(±1.1)	41	(±1.8)	39	(±1.7)	9	(±1.0)
Environmental issues in Australia	28	(±1.8)	41	(±1.6)	24	(±1.4)	7	(±0.9)
What is happening in other countries	23	(±1.4)	43	(±1.6)	25	(±1.5)	8	(±1.0)
Global (worldwide) issues	26	(±1.6)	38	(±1.7)	27	(±1.6)	10	(±1.0)

	Year 10							
	Very interested		**Quite interested**		**Not very interested**		**Not interested at all**	
What is happening in your local community	11	(±1.3)	47	(±1.6)	36	(±1.6)	6	(±1.0)
Australian politics	6	(±1.0)	24	(±1.6)	46	(±1.7)	23	(±1.6)
Social issues in Australia	13	(±1.6)	43	(±1.7)	35	(±1.9)	9	(±1.1)
Environmental issues in Australia	18	(±1.6)	42	(±1.7)	30	(±1.8)	10	(±1.1)
What is happening in other countries	21	(±1.5)	45	(±1.7)	26	(±1.8)	8	(±1.1)
Global (worldwide) issues	27	(±1.7)	41	(±1.6)	24	(±1.5)	8	(±1.1)

Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table 6.4 shows the category percentages and their corresponding confidence intervals for Year 6 and Year 10 students for each of these six issues. The two categories "very interested" and "quite interested" will be referred to as **interested** in the following text.

Year 6 students reported being most interested in *environmental issues in Australia* (69%), followed by *what is happening in other countries* (66%), *global issues* (64%) and *what is happening in the local community* (60%). About half of the Year 6 students reported being interested in *social issues in Australia* (52%) and about one third of students reported being interested in *Australian politics* (35%).

Year 10 students reported being most interested in *global issues* (68%), followed by *what is happening in other countries* (66%), *environmental issues in Australia* (60%) and *what is happening in their local community* (58%). The percentage of Year 10 students interested in *social issues in Australia* (56%) was slightly higher than among Year 6 students (52%) and slightly fewer Year 10 students (31%) expressed an interest in *Australian politics* than Year 6 students (35%).

The six items formed a scale reflecting students' *interest in civic issues*. Higher scale scores on this scale indicated higher levels of *interest in civic issues*.

Table 6.5: Year 6 and Year 10 Scale Score Averages for Students' Interest in Political or Social Issues, Overall and by Gender

	Interest in civic issues					
	Year 6		Year 10		Difference (Year 10 – Year 6)	
All Students	50.3	(±0.4)	50.0	(±0.5)	-0.3	(±0.6)
Males	49.3	(±0.5)	48.2	(±0.6)	**-1.1**	(±0.8)
Females	51.3	(±0.4)	51.7	(±0.7)	0.4	(±0.8)
Difference (males – females)	**-2.0**	(±0.6)	**-3.5**	(±0.9)	**-1.5**	(±1.1)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

Table 6.5 shows the average scale scores for *interest in civic issues* at each year level overall and within each gender group. The results reveal that there was no statistically significant difference in interest in civic issues between Year 6 and Year 10 students. Across year levels female students tended to express significantly higher levels of interest than did male students; the gender difference was larger among Year 10 students than among Year 6 students. The results also show that among male students there was a slight but statistically significant decrease in interest from Year 6 to Year 10.

Confidence to actively engage

Citizenship education aims at providing opportunities for students to become active and informed citizens. In this context it is important that students develop confidence in their abilities to engage in civic action in later life. To obtain measures of students' confidence to actively engage in civic action, students were asked to rate their confidence ("How well do you think you could do each of the following?") as "very well", "fairly well", "not very well" or "not at all" to undertake the following activities:

- Discuss news about a conflict between countries;
- Argue your opinion about a political or social issue;
- Be a candidate in a school or class election;
- Organise a group of students in order to achieve changes at school;
- Write a letter or an email to a newspaper giving your view on a current issue;
- Give a speech to your class about a social or political issue.

Table 6.6: Year 6 and Year 10 Category Percentages for Items Measuring Students' Confidence to Actively Engage in Civic Action

	Year 6							
	Very well		**Fairly well**		**Not very well**		**Not at all**	
Discuss news about a conflict between countries	7	(±1.0)	38	(±1.8)	42	(±1.7)	12	(±1.2)
Argue your opinion about a political or social issue	16	(±1.3)	37	(±1.8)	34	(±1.7)	12	(±1.3)
Be a candidate in a school or class election	30	(±1.8)	40	(±1.6)	21	(±1.6)	10	(±1.1)
Organise a group of students in order to achieve changes at school	19	(±1.4)	42	(±1.6)	28	(±1.7)	11	(±1.1)
Write a letter or an email to a newspaper giving your view on a current issue	11	(±1.2)	31	(±1.4)	36	(±1.6)	22	(±1.7)
Give a speech to your class about a social or political issue	15	(±1.3)	32	(±1.8)	33	(±1.7)	20	(±1.8)

	Year 10							
	Very well		**Fairly well**		**Not very well**		**Not at all**	
Discuss news about a conflict between countries	12	(±1.1)	41	(±1.8)	39	(±1.9)	8	(±1.2)
Argue your opinion about a political or social issue	20	(±1.5)	39	(±1.7)	31	(±1.8)	10	(±1.3)
Be a candidate in a school or class election	15	(±1.2)	34	(±1.7)	35	(±1.7)	16	(±1.5)
Organise a group of students in order to achieve changes at school	15	(±1.3)	38	(±1.8)	33	(±1.7)	13	(±1.3)
Write a letter or an email to a newspaper giving your view on a current issue	15	(±1.6)	38	(±1.4)	32	(±1.7)	16	(±1.5)
Give a speech to your class about a social or political issue	16	(±1.4)	31	(±1.5)	32	(±1.7)	21	(±1.6)

*Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

In the following text, the combination of the two categories "very well" and "fairly well" will be referred to as **well or confident**.

Table 6.6 shows the category percentages for each activity among Year 6 and Year 10 students. *Being a candidate in a school or class election* was the activity which had the highest percentage of Year 6 students who thought they could do this well (70%). By contrast, about half (49%) of Year 10 students expressed confidence in being a candidate in a school or class election.

There was a smaller difference in confidence for *organising a group of students in order to achieve changes at school*: Whereas 61 per cent of Year 6 students thought they could do this well, the corresponding percentage of Year 10 students was 53 per cent.

More than half of the Year 6 students also reported that they felt confident to *argue their opinion about a political or social issue well* (53%). This percentage

was slightly higher among Year 10 students (59%). Just under half (45%) of the Year 6 students felt that they could *discuss news well about a conflict between countries* whereas just over half (53%) of the Year 10 students expressed this confidence to do this.

Year 10 students were also more confident than Year 6 students regarding the task of *writing a letter or email to a newspaper giving their view on a current issue* (42% in Year 6 and 53% in Year 10 thought they could do this well). Similar proportions among Year 6 and Year 10 students reported they were confident to *give a speech to their class about social or political issues* (47% at both year levels).

The six items formed a scale of *confidence to actively engage*. Higher scale scores reflected higher levels of student confidence to actively engage. Table 6.7 shows the average scale scores for *confidence to actively engage* in both year levels overall and by gender groups.

Table 6.7: Year 6 and Year 10 Scale Score Averages for Students' Confidence to Actively Engage, Overall and by Gender Groups

	Confidence to actively engage					
	Year 6		Year 10		Difference (Year 10 – Year 6)	
All Students	49.0	(±0.4)	50.0	(±0.5)	**1.0**	(±0.6)
Males	47.3	(±0.5)	48.9	(±0.7)	**1.5**	(±0.9)
Females	50.6	(±0.5)	51.1	(±0.7)	0.4	(±0.8)
Difference (males – females)	**-3.3**	(±0.7)	**-2.2**	(±1.0)	1.1	(±1.2)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

Students in Year 10 had slightly but significantly higher scale scores than those in Year 6. At both year levels female students reported higher levels of confidence than did male students (3.3 score points in Year 6 and 2.2 in Year 10). When comparing scale scores across year levels within gender groups it appeared that only among males was there a statistically significant difference in favour of Year 10 students.

Beliefs in the value of civic action

Active civic engagement can only be reasonably expected if citizens believe in the value of civic action. Therefore it is of interest to measure students' belief in the general value of civic action in the democratic society they live in. To obtain measures of this construct the student questionnaire asked to what extent students agreed ("strongly agree", "agree", "disagree", "strongly disagree") with the following statements:

- If students act together at school they can make real change happen;
- Elected student representatives (such as student council or SRC members) contribute to school decision making;
- Student participation in how schools are run can make schools better;

- Organising groups of students to express their opinions could help solve problems in schools;
- Citizens can have strong influence on government policies in Australia.

The last item was only included in the Year 10 student questionnaire given that it reflected views on civic action beyond the immediate school environment. Table 6.8 shows the category percentage for each of these statements with their respective confidence intervals.

Table 6.8: Year 6 and Year 10 Category Percentages for Items Measuring Students' Valuing Civic Action

	Year 6							
	Strongly agree		Agree		Disagree		Strongly disagree	
If students act together at school they can make real change happen	33	(±1.8)	58	(±1.8)	7	(±0.8)	2	(±0.4)
Elected student representatives (such as student council or SRC members) contribute to school decision making	27	(±1.9)	56	(±1.7)	13	(±1.2)	3	(±0.7)
Student participation in how schools are run can make schools better	35	(±1.7)	52	(±1.5)	10	(±0.8)	3	(±0.6)
Organising groups of students to express their opinions could help solve problems in schools	31	(±1.7)	53	(±1.6)	13	(±1.2)	4	(±0.6)

	Year 10							
	Strongly agree		Agree		Disagree		Strongly disagree	
If students act together at school they can make real change happen	34	(±1.7)	55	(±1.6)	9	(±1.1)	2	(±0.5)
Elected student representatives (such as student council or SRC members) contribute to school decision making	17	(±1.3)	59	(±1.6)	20	(±1.7)	4	(±0.8)
Student participation in how schools are run can make schools better	31	(±2.0)	56	(±1.7)	10	(±1.1)	2	(±0.6)
Organising groups of students to express their opinions could help solve problems in schools	23	(±1.8)	59	(±1.6)	14	(±1.2)	3	(±0.7)
Citizens can have strong influence on government policies in Australia (Year 10 only)	26	(±1.7)	54	(±1.6)	16	(±1.3)	4	(±0.6)

*Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Most students expressed agreement with the statements included in the question. Ninety-one per cent of Year 6 and 89 per cent of Year 10 students supported the notion that *real change can happen if students at school act together*. Almost as many students agreed that *student participation in how schools are run can*

make them better (87% of Year 6 and 87% of Year 10 students agreed with this statement). At both year levels large majorities among students were of the view that *organising groups of students to express their opinion could help solve problems in schools* (84% in Year 6 and 82% in Year 10 agreed).

Majorities of students agreed that *elected student representatives contribute to school decision making*. There was more scepticism for this statement among Year 10 students (76% agreed or strongly agreed) when compared to Year 6 students (83% agreed or strongly agreed). With regard to the statement that *citizens can have strong influence in government policies in Australia*, 80 per cent of Year 10 students were in agreement.

The items (four at Year 6 and five at Year 10) were used to derive a scale measuring students' *beliefs in the value of civic action*. Higher scale scores reflected higher levels of valuing civic action. Table 6.9 shows the average scale scores for *beliefs in the value of civic action* in Year 6 and Year 10 overall and within gender groups.

Table 6.9: Year 6 and Year 10 Scale Score Averages for Students' Valuing Civic Action, Overall and by Gender

	Beliefs in value of civic action					
	Year 6		Year 10		Difference (Year 10 − Year 6)	
All Students	49.9	(±0.4)	50.0	(±0.5)	0.1	(±0.6)
Males	48.8	(±0.5)	48.3	(±0.5)	-0.4	(±0.7)
Females	51.0	(±0.5)	51.6	(±0.5)	0.5	(±0.7)
Difference (males − females)	**-2.3**	(±0.6)	**-3.2**	(±0.6)	**-1.0**	(±0.9)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

There were no statistically significant differences between year levels. Female students had somewhat greater beliefs in the value of civic action than did male students and differences were statistically significant at both year levels: The gender difference in scale scores was small in Year 6 and moderate in Year 10.

Student Intentions to Engage in Civic Action

Given that there are limitations to the extent to which students in Year 6 and Year 10 can become engaged in civic activities – which additionally vary from school to school and community to community - it is important to assess their perceptions about their prospective engagement as citizens in a democratic society. The behavioural intentions measured were related to two areas: the promotion of important issues in the future and their expectations to actively engage as adult citizens.

Intentions to promote important issues in the future

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 kinds of activities was measured through a question asking students to rate ("I would certainly do this", "I would probably do this", "I would probably not do this", "I would certainly not do this") the probability of engaging in the following form of activities:

- Write a letter or an email to a newspaper;
- Wear a badge, hat or t-shirt expressing your opinion;
- Contact a member of parliament or local council;
- Take part in a peaceful march or rally;
- Collect signatures for a petition;
- Choose not to buy certain products or brands of product as a protest;
- Sign an online petition;
- Write your opinion about an issue on the internet (e.g. on blog or web-forum).

The category percentages for Year 6 and Year 10 students for each of these activities with their respective confidence intervals are presented in Table 6.10.

Table 6.10: Year 6 and Year 10 Category Percentages for Items Measuring Students' Intentions to Promote Important Issues in the Future

	Year 6							
	I would certainly do this		I would probably do this		I would probably not do this		I would certainly not do this	
Write a letter or an email to a newspaper	6	(±0.8)	32	(±1.7)	45	(±1.8)	17	(±1.5)
Wear a badge, hat or t-shirt expressing your opinion	14	(±1.1)	32	(±1.5)	36	(±1.5)	18	(±1.4)
Contact a member of parliament or local council	6	(±0.7)	23	(±1.6)	45	(±1.5)	26	(±1.6)
Take part in a peaceful march or rally	13	(±1.3)	34	(±1.3)	37	(±1.6)	16	(±1.3)
Collect signatures for a petition	11	(±1.1)	29	(±1.6)	42	(±1.6)	18	(±1.5)
Choose not to buy certain products or brands of product as a protest	11	(±1.1)	25	(±1.4)	41	(±2.0)	23	(±1.5)
Sign an online petition	7	(±0.9)	20	(±1.2)	42	(±1.5)	31	(±1.8)
Write your opinion about an issue on the Internet (e.g. on blog or web-forum)	11	(±1.1)	28	(±1.7)	35	(±1.8)	25	(±1.5)

Table 6.10 Continued ...

	Year 10						
	I would certainly do this		I would probably do this		I would probably not do this		I would certainly not do this	
Write a letter or an email to a newspaper	10	(±1.2)	36	(±1.7)	41	(±1.9)	13	(±1.2)
Wear a badge, hat or t-shirt expressing your opinion	19	(±2.2)	32	(±1.6)	33	(±1.6)	16	(±1.6)
Contact a member of parliament or local council	7	(±0.8)	25	(±1.5)	46	(±1.4)	21	(±1.6)
Take part in a peaceful march or rally	14	(±1.6)	32	(±1.6)	36	(±1.7)	18	(±1.5)
Collect signatures for a petition	15	(±1.8)	35	(±1.9)	36	(±2.1)	14	(±1.3)
Choose not to buy certain products or brands of product as a protest	19	(±1.8)	30	(±1.4)	34	(±1.8)	17	(±1.6)
Sign an online petition	19	(±1.9)	36	(±1.6)	30	(±1.4)	16	(±1.4)
Write your opinion about an issue on the Internet (e.g. on blog or web-forum)	17	(±1.3)	29	(±1.5)	36	(±1.5)	19	(±1.6)

*Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

The categories "I would certainly do this" and "I would probably do this" were collapsed and described as "**would do (or expect to do)** an activity" in the following text.

Almost half of the students in both year levels expected that they would *take part in a peaceful march or rally* (47% in Year 6 and 46% in Year 10). A similar proportion of Year 6 students (46%) and somewhat higher proportion of Year 10 students (51%) reported that they would *wear a badge, hat or t-shirt expressing their opinion.*

The percentage of students expecting to *collect signatures for a petition* was higher among Year 10 students (50%) than among those in Year 6 (40%). Expectations to *sign an online petition* were reported by about a quarter of Year 6 student (27%) but more than half of Year 10 students (55%). Less than a third of students in both year levels expected to *contact a member of a parliament or a local council* (29% in Year 6 and 32% in Year 10).

There were also more Year 10 than Year 6 students reporting that they would *write a letter or email to a newspaper* (46% in Year 10 compared to 38% in Year 6) and similar differences between year levels were observed regarding the expectations to *write their opinion about an issue on the internet* (46% in Year 10 compared to 39% in Year 6) and to *choose not to buy certain products or brands as a protest* (49% in Year 10 compared to 36% in Year 6).

The eight items were used to derive a scale reflecting students' *expected activities to promote important issues.* Higher scale scores reflected higher levels of students' intentions to engage in these activities. Table 6.11 shows the average scale scores for *expected activities to promote important issues* for Year 6 and Year 10 students overall and within gender groups.

Table 6.11: Year 6 and Year 10 Scale Score Averages for Students' Intentions to Promote Important Issues in the Future, Overall and by Gender

	Activities to promote important issues					
	Year 6		Year 10		Difference (Year 10 – Year 6)	
All Students	48.4	(±0.3)	50.0	(±0.6)	**1.6**	(±0.6)
Males	47.4	(±0.4)	47.2	(±0.6)	-0.2	(±0.7)
Females	49.5	(±0.4)	52.6	(±0.7)	**3.1**	(±0.8)
Difference (males – females)	**-2.1**	(±0.5)	**-5.4**	(±0.9)	**-3.3**	(±1.0)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

There was a statistically significant difference between year levels, with Year 10 students scoring 1.6 scale points higher than students in Year 6. At both year levels female students had significantly higher levels of intentions to engage in the activities to promote important issues. There was also a significantly larger gender difference in Year 10 (5.4 score points in Year 10 compared to 2.1 score points in Year 6) and the results also show that there was a statistically significant difference between female students in Year 6 and Year 10. However, this was not the case for male students who had similar scores at both year levels, which resulted in the larger gender gap at Year 10 than at Year 6.

Expected active civic engagement in future adult life

In a democratic society it is of crucial importance that citizens commit to active engagement in organisations, elected bodies, and democratic and civic processes. Given the limitations of young people regarding this type of engagement, it is of interest to measure students' expectations to actively engage in civic life in the future. To this end, Year 10 students were asked to rate ("I would certainly do this", "I would probably do this", "I would probably not do this", "I would certainly not do this") the probability of engaging in the following form of activities:

- Find information about candidates before voting in an election;
- Help a candidate or party during an election campaign;
- Join a political party;
- Join a trade or other union;
- Stand as a candidate in local council or shire elections.

Table 6.12 shows the category percentages for Year 10 students. Whereas almost three in four students expected to *find information about candidates before voting in an election* (72%), only a minority of Year 10 students indicated that they expected to participate in more active forms of engagement. Every fourth Year 10 student indicated that they would *join a trade or other union* (25%) and one in five students held expectations to *help a candidate or party during an election campaign* (21%). Only one in 10 students expected to *join a political party* (10%) or *stand as a candidate in local council or shire elections* (9%).

Table 6.12: Year 10 Category Percentages for Items Measuring Students' Expectations of Future Civic Engagement

	Year 10							
	I will certainly do this		I will probably do this		I will probably not do this		I will certainly not do this	
Find information about candidates before voting in an election	29	(±1.8)	43	(±1.8)	21	(±1.3)	7	(±1.1)
Help a candidate or party during an election campaign	4	(±0.7)	17	(±1.2)	60	(±1.6)	19	(±1.5)
Join a political party	2	(±0.5)	8	(±0.8)	51	(±1.8)	39	(±1.6)
Join a trade or other union	5	(±0.7)	20	(±1.4)	51	(±1.8)	24	(±1.4)
Stand as a candidate in local council or shire elections	2	(±0.4)	7	(±0.7)	49	(±1.6)	43	(±1.5)

Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.

The five items were used to obtain a scale reflecting students' *expected active civic engagement in the future*. Higher scores indicated higher levels of students' expected active engagement.

Table 6.13: Year 10 Scale Score Averages for Students' Expectations of Future Civic Engagement, Overall and by Gender

	Future civic engagement	
	Year 10	
All Students	50.0	(±0.4)
Males	49.2	(±0.5)
Females	50.7	(±0.5)
Difference (males – females)	**-1.5**	(±0.6)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

Table 6.13 shows the scale score averages for *expected active civic engagement in the future* for Year 10 students overall and by gender groups. The gender differences were not very large (1.5 scale points) but statistically significant with females having slightly higher levels of expected active civic engagement.

Associations between Engagement Indicators and Achievement

It is of interest to review to what extent indicators of students' engagement are related to their achievement in civics and citizenship. Previous national assessment programs have shown associations between students' test performance and their participation in school-related activities and out-of-school activities.

Participation in school governance and extra-curricular activities

As was previously done in NAP – CC 2007, a distinction has been made between activities relating to participation in formal school governance and those relating to extra-curricular activities.

The activities relating to school participation in school governance were:

- Having voted for class representatives;
- Having been elected to SRC/school or class parliament;
- Having helped to make decisions; and
- Having been a candidate in a class/school election).

The activities relating to participation in extra-curricular activities were:

- Having helped prepare school paper/magazine;
- Having participated in peer support/buddy/mentoring programs;
- Having participated in community activities; and
- Having represented the school in activities outside of class.

The four items relating to participation in school governance were grouped to create one index of participation, as were the four items relating to participation in extra-curricular activities. Each of these indices had five categories of student participation relating to the number of activities that students had completed. Data from students who indicated that an activity was not available at their school were treated as 'not administered'.

Table 6.14: Year 6 and Year 10 NAP – CC Scale Scores by Number of School Governance Related and Extra-Curricular Student Activities

| | School Governance activities* | | | | | | |
	Year 6				Year 10		
None	16	(±2.6)	369	(±12.6)	31	(±3.2)	483	(±15.0)
One	31	(±2.1)	391	(±8.9)	34	(±1.9)	521	(±11.8)
Two	21	(±1.8)	411	(±9.7)	17	(±1.7)	550	(±14.0)
Three	16	(±1.6)	437	(±10.5)	10	(±1.0)	557	(±16.6)
Four	16	(±1.8)	453	(±10.8)	9	(±1.3)	568	(±20.6)
Correlation with achievement			**0.24**	(0.04)			**0.22**	(0.05)

| | Extra-curricular activities# | | | | | | |
	Year 6				Year 10		
None	3	(±0.6)	335	(±30.8)	8	(±1.1)	447	(±22.3)
One	11	(±1.2)	378	(±12.5)	21	(±1.5)	489	(±14.9)
Two	30	(±1.9)	398	(±8.5)	34	(±1.9)	527	(±10.5)
Three	43	(±2.4)	422	(±8.7)	29	(±1.9)	553	(±12.8)
Four	13	(±1.9)	432	(±13.9)	7	(±1.1)	560	(±20.0)
Correlation with achievement			**0.17**	(0.04)			**0.25**	(0.04)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant correlation coefficients (p<0.05) are in **bold**.*
* School governance activities: having voted for class representatives, having been elected to SRC/ school or class parliament, having helped to make decisions, or having been a candidate in a class/school election.
 # Extra-curricular activities: having helped prepare a school paper/magazine, having participated in peer support/buddy/mentoring programs, having participated in community activities, or having represented the school in activities outside of class.

Table 6.14 shows the percentages of Year 6 and Year 10 students reporting the numbers of school governance and extra-curricular student activities, as well as the average NAP – CC Scale scores of students within each category. Year 6 students reported more frequent participation in school governance and also extra-curricular student activities than did Year 10 students.

At both year levels, students with higher numbers of school governance related activities had higher average NAP – CC Scale scores. The correlation between the index and test performance was moderate with 0.24 in Year 6 and 0.22 in Year 10. A similar association was found between student participation in extra-curricular activities and their achievement scores with correlations of 0.17 in Year 6 and 0.25 in Year 10.

One civics and citizenship related activity at school (having participated in an excursion to a parliament, local government or law court) was neither grouped with school governance nor extra-curricular activities at school. The average NAP – CC Scale score of students who participated in these excursions was 43 points higher for students in Year 6 and 42 points higher for students in Year 10

compared to students who did not participate. The differences were statistically significant at both year levels.

Civic-related participation in the community

Given generally less frequent reports of Year 10 student participation in activities in the community, a three category index was created distinguishing students who had never participated in any of the activities, those who had participated in one or two activities and those who reported to have undertaken three or more activities. Reported participation was defined as having done this either in the last twelve months or more than a year ago.

Table 6.15: Year 10 NAP – CC Scale Scores by Number of Student Activities in the Community

Number of Year 10 student activities in the community	Percentages		NAP – CC scores	
None	46	(±2.0)	500	(±11.8)
One or two	42	(±1.6)	536	(±11.1)
Three or more	12	(±1.3)	560	(±18.5)
Correlation with achievement			**0.16**	(0.04)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

Table 6.15 shows the percentage of Year 10 students in each index category and the average NAP – CC Scale scores of students in each category. Roughly one tenth of students reported having participated in three or more activities (12%) and almost half of the students had not been involved in any of these activities (46%). Similar to student participation in school-related activities, the average test performance scores per category show that students who reported participation in community activities tended to have higher NAP – CC Scale scores. The correlation was weak but statistically significant with a coefficient of 0.16. These findings are consistent with findings from the previous cycles of NAP – CC in 2004 and 2007.

Use of media and participation in discussion of political and social issues

Students' NAP – CC Scale scores were compared on the basis of reported frequency of use of media or participation in discussion about political or social issues. The achievement scores were compared between students who reported participating in these activities at least weekly or more often with those of students who indicated less frequent participation. Table 6.16 shows, for each activity, the percentages of students reporting participating in the activity at least weekly or less often, the test performance scores for students in both categories and the difference between them with their respective confidence intervals. Statistically significant group differences are displayed in bold and positive values indicate that students who report weekly participation have higher test scores than others.

Table 6.16: Year 6 and Year 10 NAP – CC Scale Scores by Student Use of Media and Participation in Discussion of Political or Social Issues

	Year 6							
	% students who report doing this at least once a week		Less than weekly		At least once a week		Difference (weekly - less often)	
Read about current events in the newspaper	44	(±1.8)	400	(±7.0)	421	(±8.8)	**21**	(±8.5)
Watch the news on television	82	(±1.2)	381	(±11.6)	415	(±6.7)	**34**	(±11.0)
Listen to news on the radio	53	(±1.9)	392	(±8.0)	423	(±7.2)	**31**	(±7.8)
Use the internet to get news of current events	31	(±1.9)	407	(±6.8)	416	(±9.8)	9	(±9.1)
Talk about political or social issues with your family	27	(±2.0)	403	(±5.8)	427	(±11.5)	**24**	(±9.1)
Talk about political or social issues with your friends	17	(±1.5)	411	(±6.1)	402	(±12.5)	-9	(±9.8)
Take part in internet-based discussions about political or social issues	7	(±0.9)	413	(±6.3)	364	(±19.0)	**-49**	(±16.7)

	Year 10							
	% students who report doing this at least once a week		Less than weekly		At least once a week		Difference (weekly - less often)	
Read about current events in the newspaper	53	(±2.0)	500	(±11.9)	543	(±11.0)	**43**	(±8.9)
Watch the news on television	81	(±1.5)	493	(±16.0)	529	(±10.4)	**36**	(±11.9)
Listen to news on the radio	56	(±2.0)	506	(±11.6)	536	(±11.2)	**30**	(±8.2)
Use the internet to get news of current events	43	(±2.0)	507	(±11.0)	543	(±12.8)	**35**	(±10.1)
Talk about political or social issues with your family	33	(±2.0)	500	(±10.4)	569	(±13.3)	**69**	(±10.9)
Talk about political or social issues with your friends	21	(±1.6)	514	(±10.0)	555	(±17.9)	**41**	(±13.9)
Take part in internet-based discussions about political or social issues	5	(±0.8)	524	(±10.8)	491	(±25.5)	**-33**	(±22.9)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

Weekly *reading of newspapers* was positively associated with student achievement, the differences were 21 NAP – CC Scale score points in Year 6 compared to 43 points for Year 10 students. Similar positive associations were found for weekly *watching of television news* (34 points difference in Year 6 and 36 points in Year 10) and *listening to radio news* (31 points difference in Year 6 and 30 points in Year 10). All these differences were statistically significant. In Year 6, however, students who *used the internet for news of current events* weekly did not achieve higher NAP – CC Scale scores than those who did this less frequently. Conversely, among Year 10 students there was a difference of statistical significance between these two groups. The average achievement of

students who reported weekly use of the internet for news of current events was 35 scale points above those who reported less frequent use.

Talking about political or social issues with family at least once a week was positively associated with achievement in NAP – CC: the difference was 24 score points in Year 6 and 69 score points in Year 10. *Talking at least weekly about these issues with friends* was not associated with the test performance of students in Year 6. However, in Year 10 there was a positive association with students reporting this as a weekly activity outperforming other students by 41 score points. *Taking part in internet-based discussions about political and social issues* was negatively associated with achievement. The small group of students reporting to do this weekly had lower NAP – CC Scale scores than other students. At Year 6 the score point difference was 49 scale points and at Year 10 it was 33 scale points.

Except for watching television news or listening to radio news, positive associations between media use and talking about political or social issues with NAP – CC Scale scores were stronger in Year 10 than Year 6 (effect sizes were moderate to large in Year 10 and small to moderate in Year 6). Weekly use of the internet for information purposes and talking to friends about political or social issues had, among Year 10 students, a positive relationship with achievement. Together, these results suggest that older students who more actively engage in communication about political and social issues develop greater knowledge about civic-related issues.

Civic interest, confidence to actively engage, and valuing civic action

As was previously done in Chapter 5, the associations between student attitudes and NAP – CC Scale scores have been examined by presenting both average test performance scores by tertile groups of attitude scale scores as well as correlations together with their statistical significance. An explanation of the measures of association (correlation and tertile groups) can be found in Chapter 5. Symbols shown between test score averages of adjacent groups indicate whether differences between these groups are statistically significant.[16] Correlation coefficients that are statistically significant (at p<0.05) are displayed in bold.

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16   Triangles pointing to the right indicate that the right-hand (higher) tertile group has a significantly higher achievement average score, those pointing to the left that the left-hand (lower) tertile group has a higher score.

Table 6.17: Year 6 and Year 10 NAP – CC Scale Scores by Tertile Groups of Students' Interest in Political or Social Issues, Students' Confidence to Actively Engage in Civic Action, and Students' Valuing Civic Action

	Tertile group						Correlation	
	Lowest			Medium		Highest		
Students' interest in political or social issues								
Year 6	382	(±7.8)	▶	412	(±7.5)	▶	432	(±11.2)	**0.19**	(±0.04)
Year 10	472	(±11.7)	▶	527	(±11.9)	▶	570	(±12.2)	**0.34**	(±0.04)
Students' confidence to actively engage in civic action								
Year 6	360	(±7.5)	▶	410	(±8.1)	▶	459	(±9.8)	**0.36**	(±0.04)
Year 10	458	(±12.1)	▶	528	(±10.1)	▶	584	(±11.4)	**0.42**	(±0.03)
Students' valuing civic action								
Year 6	366	(±9.9)	▶	406	(±7.0)	▶	445	(±8.0)	**0.27**	(±0.03)
Year 10	494	(±13.7)	▶	523	(±10.4)	▶	551	(±13.7)	**0.21**	(±0.04)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*
▶ *Average in right-hand tertile groups significantly higher*
◀ *Average in left-hand tertile groups significantly higher*

Table 6.17 shows the associations between NAP – CC achievement and *students' interest in political or social issues, students' confidence to actively engage in civic action*, and *students' valuing civic action* in Year 6 and Year 10. For all three attitude scales there were statistically significant increases between adjacent tertile groups and statistically significant correlations with achievement

Between the lowest and highest tertile group of students' *civic interest* in Year 6 the score point differences was 50, in Year 10 this differences was larger with 98 points. This difference in the strength of associations was also reflected in the stronger correlation coefficient of 0.34 for Year 10 compared to 0.19 in Year 6.

Stronger associations were found between test performance and students' *confidence to actively engage in civic action*. The test score point differences between lowest and highest tertile groups of student confidence were 99 points in Year 6 and 126 in Year 10. The correlations were moderate with 0.36 in Year 6 and 0.42 in Year 10.

Between test performance and students' *valuing civic action* there were also positive associations. The score point differences between lowest and highest tertile group were 79 in Year 6 and 57 in Year 10. The corresponding correlations were 0.27 (Year 6) and 0.21 (Year 10).

Across the three scales there was clear evidence that increasing levels of interest, confidence and belief in the value of civic action were associated with higher NAP – CC Scale scores.

Factors associated with the Intention to Promote Important Issues

Students' civic interest, confidence to actively engage and valuing of civic action can be seen as important variables that motivate them to take civic action in the future. To review the extent to which this is true in NAP – CC students, the associations between student intentions to promote important issues and interest, confidence and belief in the value of civic action were examined. The same procedure was used as when exploring the association of NAP – CC Scale scores with the three attitudes, except that the achievement scores have been replaced with scale scores relating to the intention to promote important issues. Table 6.18 displays the average scale scores reflecting *students' intentions to promote important issues* within tertile groups for the three scales measuring *civic interest, confidence to actively engage* and *valuing civic action* as well as the corresponding correlation coefficients. All student questionnaire scales are reported in metric with a mean of 50 and a standard deviation of 10 for Year 10 students. The Year 6 scale was equated to the Year 10 scale so that attitude scores could be compared.

Table 6.18: Year 6 and Year 10 Student Intentions to Promote Important Issues by Tertile Groups of Students' Interest in Political or Social Issues, Students' Confidence to Actively Engage in Civic Action, and Students' Valuing Civic Action

	Tertile group						Correlation	
	Lowest			Medium		Highest		
Students' interest in political or social issues								
Year 6	44	(±0.5)	▶	49	(±0.3)	▶	52	(±0.4)	0.48	(±0.03)
Year 10	44	(±0.6)	▶	50	(±0.6)	▶	56	(±0.7)	0.56	(±0.03)
Students' confidence to actively engage in civic action								
Year 6	44	(±0.5)	▶	49	(±0.3)	▶	53	(±0.4)	0.55	(±0.03)
Year 10	44	(±0.7)	▶	51	(±0.4)	▶	56	(±0.7)	0.57	(±0.03)
Students' valuing civic action								
Year 6	45	(±0.7)	▶	49	(±0.3)	▶	51	(±0.4)	0.36	(±0.04)
Year 10	47	(±0.7)	▶	50	(±0.6)	▶	54	(±0.8)	0.34	(±0.04)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*
▶ *Average in right-hand tertile groups significantly higher*
◀ *Average in left-hand tertile groups significantly higher*

At both year levels students' NAP – CC Scale scores for intentions to promote important issues in the future increased with higher levels of civic interest. The differences between adjacent tertile groups at both year levels were statistically significant.

The difference in scale score points for intentions to promote important issues between the highest and lowest tertile group of civic interest was eight points in Year 6 and 11 points in Year 10 (both large differences). The corresponding

correlation coefficients between scale scores were moderate in Year 6 (0.48) and reasonable strong in Year 10 (0.56).

The results also show a substantial positive association between students' confidence to actively engage in civic action and their intentions to promote important issues in the future. The differences between adjacent tertile groups were all statistically significant and the score point differences between the highest and lowest tertile groups were nine points in Year 6 and 12 points in Year 10. The correlations between scale scores were strong with 0.55 in Year 6 and 0.57 in Year 10.

The relationship between students' valuing of civic action and their intentions to promote important issues was not quite as high but still substantial. There was a six point difference between highest and lowest tertile group in Year 6 and an eight point difference in Year 10. The correlations were of similar strength in both year levels with 0.36 in Year 6 and 0.34 in Year 10.

Table 6.19: Year 6 and Year 10 NAP – CC Scale Scores by Tertile Groups of Intentions to Promote Important Issues in the Future and Year 10 NAP-CC Scale Scores by Tertile Groups of Students' Expectations of Future Civic Engagement

	Tertile group								
	Lowest			**Medium**			**Highest**		**Correlation**
Students' intentions to promote important issues in the future									
Year 6	377	(±8.3)	▶	413	(±6.8)	▶	434	(±10.5)	0.22	(±0.04)
Year 10	468	(±11.7)	▶	526	(±10.2)	▶	569	(±12.7)	0.33	(±0.04)
Students' expectations of future civic engagement									
Year 10	507	(±12.6)	▶	528	(±11.2)		531	(±13.0)	0.13	(±0.04)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*
▶ Average in right-hand tertile groups significantly higher
◀ Average in left-hand tertile groups significantly higher

Table 6.19 presents the NAP – CC Scale scores by Year 6 and Year 10 tertile groups of students' intentions to promote important issues in the future as well as by tertile groups of Year 10 students' expectations of future civic engagement.

Students with higher levels of intentions to promote important issues in the future also tended to have higher test performance scores. The differences in score points in achievement between highest and lowest tertile groups were 57 in Year 6 and 101 points in Year 10. The correlations were statistically significant and of moderate strength, with 0.22 in Year 6 and 0.33 in Year 10.

There was only a weak (albeit statistically significant) correlation of 0.13 between Year 10 students' expectations of future civic engagement and their test performance. There was a statistically significant increase of 21 score points between the lowest and the medium tertile group but no statistically significant difference was found between the medium and highest tertile group.

Summary

Student participation in school activities can be seen as an indicator of civic engagement during adolescence. The majority of students indicated that they have participated in class elections, peer support programs, school-based community activities, and activities representing the school outside of class. However, a minority of students reported having been elected as student representatives at class or school level, having helped to make decisions about how schools are run, or having helped to prepare a school paper or magazine. Female students were more likely than male students to have participated in some of these activities and there was a general tendency among Year 10 students to report lower participation than Year 6 students.

When asked about participation in community activities that were not related to school, more than half of the students had participated in voluntary community activities or collections for charities but only small numbers of students indicated that they had engaged in other activities like environmental or human rights organisations or participated in youth development groups.

The questionnaire also measured students' engagement in informing themselves through media and participating in talk about political or social issues with family, friends and through internet groups. At both year levels, about four in five students indicated that they watch television news at least once a week and more than half of the students reported listening to radio news on at least a weekly basis. Weekly newspaper reading was reported by less than half of Year 6 but slightly more than half of Year 10 students. There were also notably higher percentages among Year 10 than among Year 6 students when reporting weekly use of the internet to obtain news of current events.

Only small numbers of students at both year levels indicated that they had at least weekly talks with family or friends about political or social issues. There were somewhat higher proportions of Year 10 than Year 6 students reporting this activity. Few students reported participation in internet-based discussions about political or social issues.

The civic interest of students was highest for environmental issues, what is happening in other countries and global issues. However, most students were not at all or not very interested in Australian politics. Female students tended to express more civic interest than did male students.

When asked about their confidence to actively engage in different civic activities, there were some different patterns among Year 6 and Year 10 students. In Year 6 majorities of students thought that they could fairly well become candidates in school or class elections or organise student groups, whereas only about half of Year 10 students reported the same level of confidence. On the other hand, Year 10 students were more confident to discuss news about a conflict between countries, argue their opinion about a political or social issue, or write about their point of view on a current issue to a newspaper. Generally, levels of confidence were found to be higher in Year 10 and among female students.

Students at both year levels tended to value civic action and large majorities supported the notion that student participation at school is necessary and that decisions can be influenced by civic action. Female students were more likely to value civic action than male students.

Generally, less than half of students at both year levels expected to probably or certainly take part in activities to promote important issues. The activities considered by the highest proportions of students were wearing badges, hats or t-shirts expressing their opinion, taking part in peaceful marches or rallies, collecting signatures for a petition, and writing their opinion about an issue on the internet. Online petitions were considered by about half of Year 10 students but only by about a quarter of Year 6 students. There was a statistically significant increase in expectations to participate from Year 6 to Year 10 and there were large gender differences (particularly among Year 10 students) with females expressing higher levels of expectation than males.

Year 10 students were asked about more active forms of engagement as adult citizens. Even though most of them thought that they would certainly or probably inform themselves prior to an election campaign, few students expected to participate in more active forms of engagement and only 10 per cent considered joining a political party in the future. Gender differences were statistically significant but small with females expressing slightly higher expectations of active engagement than males.

As in previous NAP – CC surveys (2004 and 2007) students who had participated at school in school governance and extra-curricular activities tended to have higher NAP – CC achievement. Moderate correlations between student participation in school governance and test performance were statistically significant at both year levels. A statistically significant but rather weak correlation was found between student reports of participation in the community and their achievement in NAP – CC.

At both year levels, students who informed themselves at least weekly about news from newspapers, television or radio had higher NAP – CC Scale scores. There was also a positive association between student participation in talks with their family about political or social issues and levels of student knowledge. Only at Year 10 was there a positive and statistically significant relationship between students' use of the internet for information, and talking to friends about political or social issues, and their test performance.

Students' civic interest, their confidence to actively engage and valuing of civic action were all positively associated with NAP – CC understanding. Even higher correlations were found with students' intentions to promote important issues in the future for these variables.

At Year 10, there was only a weak association between expectations to actively engage and test performance. Year 6 and Year 10 students who expected to promote important issues in the future tended to have somewhat higher NAP – CC Scale scores.

Chapter 7
Concluding Discussion

The National Assessment Program – Civics and Citizenship (NAP – CC) 2010 reflects the change and continuity in the civics and citizenship education landscape since the first NAP – CC study in 2004. In the time since 2004, two significant national documents have been published that relate directly to the context of civics and citizenship education in Australia – the national *Statements of Learning for Civics and Citizenship* published in 2006 and the *Melbourne Declaration on Educational Goals for Young Australians* published in 2008. The revision of the NAP – CC Assessment Domain to become the NAP – CC Assessment Framework was explicitly connected to these two documents. The Assessment Framework uses the same content headings as the Statements of Learning; the content of the assessment domain was retained and reorganised to fit within the new structure, and new content was added to the assessment framework to reflect the contents of the Statements of Learning and the aims articulated in the Melbourne Declaration.

The development of the assessment framework has resulted in two important changes to the content of the NAP – CC instruments. Firstly, there is an extended breadth of topic coverage in the student test. This broadening of content has been managed in such a way as to still allow the comparison of student achievement over time.

The second and more extensive change has been the inclusion of student questionnaire material relating to attitudes and values of specific relevance to the aims and outcomes expressed in both the Melbourne Declaration and the Statements of Learning. The essence of "active and informed" citizenship is considered in this section with some reference to the relevant elaborations in the Melbourne Declaration.

Informed Citizens

Effective civic and citizenship participation requires knowledge and understanding of issues and relevant civic processes and institutions. The concept of the "informed citizen" is directly relevant to student achievement in civics and citizenship as measured by the NAP – CC test.

The two Proficient Standards on the NAP – CC Scale provide a useful reference point for what it means to be a "sufficiently" informed citizen at each of Year 6 and Year 10. In 2010, 52 per cent of Year 6 students and 49 per cent of Year 10 students achieved or exceeded the relevant Proficient Standard. Since 2004, the proportion of Year 6 students achieving the Proficient Standard has remained stable whereas the percentage of Year 10 students achieving the Proficient Standard has increased. The increase in achievement of Year 10 students is also evident in the statistically significant increase in the Year 10 average score from 502 scale points in 2007 to 519 scale points in 2010. However, there has been no significant change in the achievement of Year 6 students nationally during the same period. While the overall increase at Year 10 is encouraging, it should be noted that at both year levels there remains quite a large variation in achievement, including the proportion of students achieving the Proficient Standard, across states and territories.

Previous NAP – CC Public Reports have highlighted some important and relatively achievable conceptual content that was not well expressed by students. This has typically been linked to variations in the civics and citizenship classroom and school experiences of students across the country. The 2010 data again show instances of explicit civics and citizenship content that was expressed by fewer students than might be expected. Two examples of this presented in Chapter 3 were that only 36 per cent of Year 6 students could recognise that as a result of Federation the six colonies became states of Australia and only 36 per cent of Year 10 students could recognise the defining characteristic of the "public service". Although achievement gains have been made at Year 10 level, it still appears that there is work to be done in ensuring that students develop the complete breadth of content knowledge that could be expected of "informed citizens".

The relative civics and citizenship achievement of key subgroups of the national population was similar in 2010 to those of the previous two cycles of the national sample assessment. Female students performed better than male students by an average of 20 scale points at Year 6 and 30 scale points at Year 10. These differences were statistically significant. Non-Indigenous students performed significantly better than Indigenous students by 138 and 117 scale points at Years 6 and 10 respectively. This achievement gap is also evident in the differences between Indigenous and non-Indigenous students achieving the Proficient Standard at each year level.

No statistical differences were found between those students who mainly speak English at home and those who speak another language at home. The average test

performance of Year 10 students born in Australia was statistically significantly higher than those born overseas, but there was not the same difference among Year 6 students.

As in previous assessments, geographic location of the school was strongly associated with student achievement. The scale score differences between students from metropolitan and those from remote schools was 100 score points in Year 6 and 69 score points in Year 10. Students from provincial schools scored in between those two groups. When comparing student performance of these subgroups with the previous assessment cycle in 2007, only the percentage of Year 10 students from metropolitan areas at or above the Proficient Standard increased significantly since 2007. None of the other subgroups of students on this variable showed a change in performance since the previous assessment. This suggests that the improvement in the achievement of Year 10 students since 2007 was limited to those from metropolitan areas.

In summary, most student background variables were related to achievement on the NAP – CC test. The largest effects were found for Indigenous status, geographic location of the school and parental education and occupation. Gender was also an important factor, while language spoken at home and country of birth were not as strongly related to student achievement.

Active Citizens

As well as relying on core knowledge and understandings, successful active citizenship depends on a combination of values, attitudes and motivation to engage. For the first time the NAP – CC program included a questionnaire-based assessment of students' affective processes as well as of actual and expected civic engagement through the student survey. Two broad areas were covered by these affective and behavioural processes: students' attitudes towards civics and citizenship issues and students' engagement in civics and citizenship activities. Students' attitudes comprised five constructs:

- importance of conventional citizenship behaviour;
- importance of social movement related citizenship behaviour;
- trust in civic institutions and processes;
- attitudes towards Australian Indigenous culture; and
- attitudes towards Australian diversity.

The behavioural and motivational aspects of students' engagement were covered by eight areas and constructs. They included the following behavioural aspects:

- participation in civics and citizenship related activities at school;
- participation in civics and citizenship related activities in the community; and
- media use and participation in discussion of political or social issues.

The following motivational aspects were included:

- interest in political or social issues;
- confidence to actively engage in civic action;
- valuing civic action;
- intentions to promote important issues in the future; and
- expectations of future civic engagement.

Students' Attitudes towards Civics and Citizenship Issues

The Melbourne Declaration makes reference to supporting young Australians to become active and informed citizens who "participate in Australia's civic life" and "are responsible global and local citizens". The student questionnaire accompanying the test surveyed students' perceptions of the importance of different but related citizenship behaviour for good citizenship. Citizenship behaviours were classified into two groups: conventional citizenship behaviours and social movement related citizenship behaviour.

Both the *importance of conventional citizenship* and the *importance of social movement related citizenship* showed differences between year levels and male and female students. Female students perceived both conventional and social movement related citizenship behaviours as more important than male students. Interestingly, there were large differences between the two year levels. In particular, activities like discussing politics, joining a political party and participation in peaceful protests were viewed as much less important among students from the older cohort. It is difficult to attribute this difference to particular causes, but it could relate to greater idealism in the Year 6 students relative to Year 10 students.

Given that civic institutions lie at the core of Australia's political system, students' trust in civic institutions has the potential to influence their belief in the value of civic participation. The survey revealed that there were higher levels of students' *trust in civic institutions and processes* among Year 6 than among Year 10 students. When comparing trust in specific civic institutions at both year levels, percentage differences between Year 10 and Year 6 were particularly large for state or territory parliaments and political parties. At both year levels females expressed higher levels of trust than male students at both year levels.

Again, these results suggest that there is a change in perception between the two age cohorts with regard to issues related to citizen participation. Unlike beliefs in the value of citizenship participation, the differences between Year 6 and 10 students' trust in institutions and processes may also be a result of increasing knowledge and understanding. Development of civics and citizenship knowledge and understandings includes the development of critical reasoning skills that may be manifest in "healthy" scepticism. From this perspective, the finding of lower levels of trust at Year 10 does not necessarily constitute a bad outcome.

The Melbourne Declaration explicitly states understanding and acknowledgment of the value of Australian Indigenous cultures as a key goal of education in Australia. The survey results show that overall, students' *attitudes towards Australian Indigenous cultures* were positive and that more than 90 per cent at both year levels expressed agreement with positive statements about Australian Indigenous cultures and traditions. Female students reported more positive attitudes than male students. Indigenous students had stronger positive attitudes than non-Indigenous students, but this difference was only statistically significant among Year 10 students. Only among Indigenous students was an increase in positive attitudes found between Year 6 and Year 10. This finding may suggest a more developed sense of identity among older Indigenous students which leads them to express higher levels of support for the preservation and value of their traditional culture.

The appreciation of Australia's cultural, linguistic and religious diversity is another key goal of education as stated in the Melbourne Declaration. The survey questions designed to measure *attitudes towards Australian diversity* were only included in the survey of Year 10 students. Generally, most Year 10 students held positive attitudes towards Australian diversity. However, there were also large percentages expressing agreement with some negatively worded statements. For example, almost half of the students agreed that immigration should be cut when there are not many jobs available and that Australia would become less peaceful as more people from different backgrounds came to live here. There were also large differences in scale scores between subgroups of students. Male students, students born in Australia and students who spoke English at home were less inclined to express positive attitudes than female students, students born overseas and students who have another language background than English. All this shows that even though a majority of Year 10 students held relatively positive attitudes toward Australia's diversity, large minorities and certain subgroups were concerned about the negative consequences of a more diverse and multicultural society.

The data showed moderate and positive linear relationships between NAP – CC Scale scores and each of *attitudes towards Australian diversity* and *attitudes towards Australian Indigenous cultures*, and a small and positive linear relationship between achievement and *importance of social movement related citizenship behaviour*. These positive associations between civics and citizenship attitudes and achievement may suggest that those with higher levels of civics and citizenship knowledge have more tolerant views and perceived importance of civic engagement. However it is not possible to draw any conclusions about causal relationships from these analyses.

Students' Engagement in Civics and Citizenship Activities

The Melbourne Declaration states that all young Australians should become successful learners, confident and active individuals as well as active and

informed citizens. This explicit reference makes civic engagement a key goal of Australia's education. Active engagement that young people may undertake includes engagement at school, participation in community groups as well as in activities related to communication.

Engaging in civics and citizenship activities consists of different aspects. Interest in civic issues, the beliefs in one's ability to engage as a citizen as well seeing a social or personal value in civic participation are the affective components that have the potential of laying the foundation for any active forms of engagement both now and in the future. Given that young people are still somewhat limited in their ability to engage fully in civic activities (although this admittedly varies from school to school and from community to community), their expectations to become actively involved in the future is another important aspect of their disposition for more active forms of citizenship in the future.

Students' reports on actual participation in school-related activities showed that majorities at both year levels had participated in class elections, school-based community activities and had represented the school away from the classroom. However, the results also revealed relatively lower percentages of school-based participation among students in the older cohort suggesting a decline in active engagement at school from Year 6 to Year 10.

When asked about active participation in different groups or organisations in the local community, most Year 10 students reported that they had never been involved in environmental or human rights organisations or groups. However, more than half of Year 10 students indicated that they had been involved in voluntary groups to help the community or were involved in collections of money for a charity or social cause. These findings are similar to those from international surveys regarding the extent of youth participation in community activities (Torney-Purta, Lehmann, Oswald & Schulz, 2001; Schulz, Ainley, Fraillon, Kerr & Losito, 2010).

When asking young people about the extent to which they inform themselves through media and talk about civic issues with friends and family, more than half of the students at both year levels indicated that they watch television news and listen to radio news at least once a week. A majority of Year 10 students also reported reading the newspaper about current events at least once week. However, few students reported talking about political or social issues with their family and even fewer indicated doing this with friends. When comparing the two age cohorts, older students were somewhat more likely to report using media and talking about civic issues.

Even though large majorities of students expressed interest in environmental issues, what is happening in other countries and global issues, only about one third of students at both year levels were found to be interested in Australian politics. These results suggest that aspects of political debate in Australia do not reach the attention of young people and also that "politics" may have negative connotations for young people in general. At both year levels, female students

expressed higher levels of interest in civic issues than did male students. This gender difference was found to be larger among older students.

Having confidence in one's ability to achieve is a pre-condition for any form of active engagement in society. When asked about their confidence to actively engage, the survey revealed some interesting changes with regard to the level of confidence for different activities between Year 6 and Year 10. Year 6 students found it relatively easier to become actively engaged (as candidates in school elections or organising student groups) than Year 10 students. However, Year 10 students were more optimistic about engaging in discussions or stating their point of view in letters or emails to a newspaper. These findings suggest that older students tend to feel more confident in arguing their points of view but less confident with regard to becoming actively involved. This could also be seen as an indication of more realistic views among older students regarding their abilities to actively engage at school. Female students reported higher levels of confidence to actively engage in different civic activities than did male students, but this gender difference decreased between Year 6 and Year 10.

In addition to having confidence in one's ability to actively engage, individuals also need to believe that their engagement has value. Large majorities of Australian students at both year levels were in agreement with positive statements about the value of student participation at school. Among Year 10 students there was also wide-spread consensus that citizens can influence government policies in Australia. Females were found to express more positive attitudes regarding the value of civic engagement.

It is an explicit goal of Australian education that it should motivate young people to participate in Australia's civic life. Consequently, students were asked about their intentions to participate in activities to promote important issues in the future. There was a notable increase in the proportions of students intending to actively engage in the promotion of important issues between Year 6 to Year 10. However, this change between age cohorts was much larger among female students who at both year levels reported higher levels of expectations to engage in this type of activity.

Year 10 students were also asked about more active forms of engagement as adult citizens such as helping candidates during elections or joining political parties. Few students in this age cohort expressed expectations to engage in more active forms of participation and only every tenth Year 10 student reported an intention to join a political party. These findings suggest that conventional forms of political participation are not very popular among young Australians. However, when interpreting these results one needs to take into account that young people may still change their disposition toward these forms of engagement once they become more concrete options for them as adults.

As in previous NAP – CC surveys (2004 and 2007), students who had participated at school in school governance and extra-curricular activities tended to have higher NAP – CC Scale scores. Moderate correlations between student participation in

school governance and test performance were statistically significant at both year levels. A statistically significant but rather weak correlation was found between student reports of participation in the community and their civics and citizenship achievement. Most forms of media use and participation in discussion of political or social issues were positively related to civics and citizenship achievement.

Students' civic interest, their confidence to actively engage and valuing of civic action were all positively associated with civics and citizenship achievement. Year 6 and Year 10 students who expected to promote important issues in the future tended to have somewhat higher levels of civics and citizenship achievement. In Year 10, there was only a weak association between expectations to actively engage in future and test performance. Intentions to promote important issues were strongly correlated with confidence to actively engage and moderately with civic interest and valuing of civic action. Associations between students' civics and citizenship knowledge and indicators of engagement have also been reported in many other studies (Torney-Purta, Lehmann, Oswald & Schulz, 2001; Schulz, Ainley, Fraillon, Kerr & Losito, 2010).

Implications of the 2010 Assessment Results

This report shows that Year 10 students' NAP – CC Scale scores have increased since 2004 and 2007 whereas Year 6 achievement has remained relatively unchanged. Roughly half the students at each year level achieved the relevant Proficient Standard. Consequently half the students at each year level did not, and even though the Proficient Standard is defined as "challenging but reasonable" under an aspiration for continuous improvement, there is scope for this to take place. The wide gap between Indigenous and non-Indigenous student achievement remains an area of significant concern.

This cycle of NAP – CC was the first in which detailed measures of student attitudes and values have been collected. Interpreting the data in isolation is a challenge and subsequent cycles of data collection will support better evaluation of the degree to which the aspirations currently described in the Melbourne Declaration regarding student citizenship have been achieved. In general, the first collection of this type of data suggests that students demonstrate positive attitudes towards Australian diversity and Australian Indigenous cultures, which are characteristics the Melbourne Declaration defined as goals for the education of active and informed citizens. In the future, the questionnaire data, combined with student achievement data, can continue to provide valuable monitoring information about the degree to which Australian schooling is successful in supporting students to become active and informed citizens.

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Appendix 1
National Assessment Program – Civics and Citizenship 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
Student Questionnaire

The questions from the Year 10 Student Questionnaire are presented on the following pages. The Year 6 Student Questionnaire contained mostly the same set of questions. However Year 6 students were not administered questions: 2a-e; 5a-e; 8e; and 12a-g.

<div align="center">

STUDENT QUESTIONNAIRE

</div>

In this section you will find questions about activities you do at school and outside of school, about yourself, and your views on issues related to Australian society.

Please read each question carefully and answer as accurately as you can.

You may ask for help if you do not understand something or are not sure how to answer a question.

If you make a mistake when answering a question, erase your error and make the correction by colouring in the correct bubble.

In this section, there are no 'right' or 'wrong' answers. Your answers should be the ones that you decide are best for you.

Q1   At this school, I ...

(Please colour in **only one bubble** in each row)

		Yes	No	This is not available at my school
a)	have voted for class representatives.	⬭	⬭	⬭
b)	have been elected on to a Student Council, Student Representative Council (SRC) or class/school parliament.	⬭	⬭	⬭
c)	have helped to make decisions about how the school is run.	⬭	⬭	⬭
d)	have helped prepare a school paper or magazine.	⬭	⬭	⬭
e)	have participated in peer support, 'buddy' or mentoring programs.	⬭	⬭	⬭
f)	have participated in activities in the community.	⬭	⬭	⬭
g)	have represented the school in activities outside of class (such as drama, sport, music or debating).	⬭	⬭	⬭
h)	have been a candidate in a Student Council, Student Representative Council (SRC) or class/school parliament election.	⬭	⬭	⬭
i)	have participated in an excursion to a parliament, local government or law court.	⬭	⬭	⬭

Q2 Outside of school have you ever participated in activities associated with each of the following?

(Please colour in **only one bubble** in each row)

	Yes, I have done this within the last year	Yes, I have done this but more than a year ago	No, I have never done this
a) An environmental organisation	◯	◯	◯
b) A human rights organisation	◯	◯	◯
c) A voluntary group doing something to help the community	◯	◯	◯
d) Collecting money for a charity or social cause	◯	◯	◯
e) A youth development organisation (e.g. Scouts, Australian Services Cadets, Police and Community Youth Clubs)	◯	◯	◯

Q3 Outside of school, how often do you …

(Please colour in **only one bubble** in each row)

	Never or hardly ever	At least once a month	At least once a week	More than three times a week
a) read about current events in the newspaper?	◯	◯	◯	◯
b) watch the news on television?	◯	◯	◯	◯
c) listen to news on the radio?	◯	◯	◯	◯
d) use the internet to get news of current events?	◯	◯	◯	◯
e) talk about political or social issues with your family?	◯	◯	◯	◯
f) talk about political or social issues with your friends?	◯	◯	◯	◯
g) take part in internet-based discussions about political or social issues?	◯	◯	◯	◯

Q4 There are many different ways to express your opinions about important issues.

Would you do any of the following in the future?

(Please colour in **only one bubble** in each row)

	I would certainly do this	I would probably do this	I would probably not do this	I would certainly not do this
a) Write a letter or an email to a newspaper	⬭	⬭	⬭	⬭
b) Wear a badge, hat or t-shirt expressing your opinion	⬭	⬭	⬭	⬭
c) Contact a member of parliament or local council	⬭	⬭	⬭	⬭
d) Take part in a peaceful march or rally	⬭	⬭	⬭	⬭
e) Collect signatures for a petition	⬭	⬭	⬭	⬭
f) Choose not to buy certain products or brands of product as a protest	⬭	⬭	⬭	⬭
g) Sign an online petition	⬭	⬭	⬭	⬭
h) Write your opinion about an issue on the internet (e.g. on a blog or web-forum)	⬭	⬭	⬭	⬭

Q5 There are many different ways people can participate in the community.

Which of the following will you do in the future?

(Please colour in **only one bubble** in each row)

	I will certainly do this	**I will probably do this**	**I will probably <u>not</u> do this**	**I will certainly <u>not</u> do this**
a) Find information about candidates before voting in an election	◯	◯	◯	◯
b) Help a candidate or party during an election campaign	◯	◯	◯	◯
c) Join a political party	◯	◯	◯	◯
d) Join a trade or other union	◯	◯	◯	◯
e) Stand as a candidate in local council or shire elections	◯	◯	◯	◯

Q6 How interested are you in the following?

(Please colour in **only one bubble** in each row)

	Very interested	**Quite interested**	**Not very interested**	**Not interested at all**
a) What is happening in your local community	◯	◯	◯	◯
b) Australian politics	◯	◯	◯	◯
c) Social issues in Australia	◯	◯	◯	◯
d) Environmental issues in Australia	◯	◯	◯	◯
e) What is happening in other countries	◯	◯	◯	◯
f) Global (worldwide) issues	◯	◯	◯	◯

Q7   How well do you think you could do each of the following?

(Please colour in **only one bubble** in each row)

		Very well	Fairly well	Not very well	Not at all
a)	Discuss news about a conflict between countries	◯	◯	◯	◯
b)	Argue your opinion about a political or social issue	◯	◯	◯	◯
c)	Be a candidate in a school or class election	◯	◯	◯	◯
d)	Organise a group of students in order to achieve changes at school	◯	◯	◯	◯
e)	Write a letter or an email to a newspaper giving your view on a current issue	◯	◯	◯	◯
f)	Give a speech to your class about a social or political issue	◯	◯	◯	◯

Q8   How much do you agree or disagree with each of the following statements?

(Please colour in **only one bubble** in each row)

		Strongly agree	Agree	Disagree	Strongly disagree
a)	If students act together at school they can make real change happen.	◯	◯	◯	◯
b)	Elected student representatives (such as student council or SRC members) contribute to school decision making.	◯	◯	◯	◯
c)	Student participation in how schools are run can make schools better.	◯	◯	◯	◯
d)	Organising groups of students to express their opinions could help solve problems in schools.	◯	◯	◯	◯
e)	Citizens can have strong influence on government policies in Australia.	◯	◯	◯	◯

Q9 How important do you think the following are for being a good citizen in Australia?

(Please colour in **only one bubble** in each row)

	Very important	Quite important	Not very important	Not important at all
a) Supporting a political party	⬭	⬭	⬭	⬭
b) Learning about Australia's history	⬭	⬭	⬭	⬭
c) Learning about political issues in the newspaper, on the radio, on TV or on the internet	⬭	⬭	⬭	⬭
d) Learning about what happens in other countries	⬭	⬭	⬭	⬭
e) Discussing politics	⬭	⬭	⬭	⬭
f) Participating in peaceful protests about important issues	⬭	⬭	⬭	⬭
g) Participating in activities to benefit the local community	⬭	⬭	⬭	⬭
h) Taking part in activities promoting human rights	⬭	⬭	⬭	⬭
i) Taking part in activities to protect the environment	⬭	⬭	⬭	⬭

Q10 How much do you trust each of the following groups or institutions in Australia?

(Please colour in **only one bubble** in each row)

	Completely	Quite a lot	A little	Not at all
a) The Australian Parliament	⬭	⬭	⬭	⬭
b) Your state or territory parliament	⬭	⬭	⬭	⬭
c) Law courts	⬭	⬭	⬭	⬭
d) The police	⬭	⬭	⬭	⬭
e) Australian political parties	⬭	⬭	⬭	⬭
f) The media (i.e. television, newspapers, radio)	⬭	⬭	⬭	⬭

Q11   How much do you agree or disagree with the following statements about Indigenous Australians?

(Please colour in **only one bubble** in each row)

	Strongly agree	Agree	Disagree	Strongly disagree
a) Australia should support the cultural traditions and languages of Indigenous Australians.	◯	◯	◯	◯
b) Australia has a responsibility to improve the quality of life of Indigenous Australians.	◯	◯	◯	◯
c) It is important to recognise the traditional ownership of land by Indigenous Australians.	◯	◯	◯	◯
d) All Australians have much to learn from Indigenous Australian cultures and traditions and people.	◯	◯	◯	◯
e) All Australians should be given the chance to learn about reconciliation between Indigenous and other Australians.	◯	◯	◯	◯

Q12   How much do you agree or disagree with the following statements about Australian society?

(Please colour in **only one bubble** in each row)

	Strongly agree	Agree	Disagree	Strongly disagree
a) Immigrants should be encouraged to keep their cultural traditions and languages.	◯	◯	◯	◯
b) When there are not many jobs available immigration should be cut.	◯	◯	◯	◯
c) Australia will become less peaceful as more people from different backgrounds come to live here.	◯	◯	◯	◯
d) Australia benefits greatly from having people from many cultures and backgrounds.	◯	◯	◯	◯
e) All Australians should learn about different cultures and traditions at school.	◯	◯	◯	◯
f) Having people from many different cultures and backgrounds makes it difficult for a country to be united.	◯	◯	◯	◯
g) Australia would be a better place in the future if only people with similar backgrounds were allowed to come and live here.	◯	◯	◯	◯

Appendix 3
Sample Characteristics by State

This appendix describes the background characteristics of the participating students at Year 6 and Year 10, nationally, and also at the state and territory level.

Chapter 2 of the report presents sample characteristics nationally (see Table 2.4), with 'age' the only background variable that is reported by state and territory (see Table 2.2). This appendix provides more detail than Table 2.4, by reporting the other background characteristics (gender; socioeconomic background – parental occupation; socioeconomic background – parental education; Indigenous status; language background; country of birth; and geographic location) by state and territory, as well as the percentage of missing data for each state and territory.

The data have been weighted to allow inferences to be made about the student populations. However, it is critical for readers to appreciate that the sample was designed only to be representative of student characteristics at the national level, not at the state or territory level. Therefore, in the tables in Appendix 3, there may be some differences from expected distributions at the state or territory level. That is, due to the level of uncertainty surrounding such estimates, there is always a margin of error. For example, while the estimated percentage of Year 10 female students in Western Australia is 48 per cent, it is expected that the actual percentage of Year 10 female students is likely to fall within 41 per cent and 55 per cent. In the small states and territories this margin of error may be even larger resulting, for example, in a possible range in the Australian Capital Territory of between 40 and 62 percent for Year 6 students.

In addition, the large amount of missing data, particularly for some states and territories and for the parental occupation and education variables amongst all the states and territories, must be acknowledged particularly when making inferences about the data presented in these tables. When the magnitude of the missing data is judged to be too great, no comment will be made about the findings for that state or territory, or the background variable.

Gender

Table A3.1 presents the percentages of Year 6 and Year 10 students in the sample, nationally, and by state and territory, by gender.

Table A3.1: Gender – Percentages of Students by Year Level, Nationally and by State and Territory

	AUST	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
	%	%	%	%	%	%	%	%	%
Year 6									
Male	51	49	52	53	48	50	51	51	50
Female	49	51	48	47	52	50	49	49	50
Missing Data*	0.0	0.1	0.0	0.0	0.2	0.0	0.0	0.0	0.3
Year 10									
Male	49	44	56	49	49	48	50	48	51
Female	51	56	44	51	51	52	50	52	49
Missing Data*	0.1	0.0	0.0	0.1	0.0	0.2	0.1	0.0	0.1

* Missing data has been reported in this table to one decimal place because the value were less than 0.5 per cent in all jurisdictions.

Table A3.1 shows that there were almost equal numbers of males and females in the sample, with males comprising 51 per cent of Year 6 students and 49 per cent of Year 10 students. According to the Australian Bureau of Statistics, in 2010 males made up 51 per cent of the population at both year levels.

The table also indicates that there was a slight over representation of males in Year 10 in Victoria (56%), while in New South Wales, at Year 10, females were slightly over represented (56%).

Socio-economic background – parental occupation

Table A3.2 presents the percentages of Year 6 and Year 10 students in the sample, nationally, and by state and territory, by parental occupation.

Table A3.2: Parental Occupation – Percentages of Students by Year Level, Nationally and by State and Territory

	AUST	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
	%	%	%	%	%	%	%	%	%
Year 6									
Senior Managers and Professionals	26	27	23	28	23	30	21	25	43
Other Managers and Associate Professionals	25	28	25	20	27	28	26	18	27
Tradespeople & skilled office, sales and service staff	24	19	28	27	25	21	24	29	20
Unskilled labourers, office, sales and service staff	16	18	17	15	17	14	20	17	7
Not in paid work in last 12 months	8	8	7	10	8	7	10	11	3
Missing Data	22	26	10	24	24	27	14	42	20
Year 10									
Senior Managers and Professionals	27	32	23	22	23	35	20	39	46
Other Managers and Associate Professionals	28	26	28	30	31	28	27	23	28
Tradespeople & skilled office, sales and service staff	26	22	28	31	24	25	24	24	19
Unskilled labourers, office, sales and service staff	13	15	14	10	17	9	21	7	3
Not in paid work in last 12 months	6	6	7	7	6	3	8	7	4
Missing Data	17	16	6	19	17	38	18	17	28

Table A3.2 shows that there is a high level of missing data for this variable and that the amount of missing data varies considerably between states. At Year 6, Victoria and Tasmania had the lowest amount of missing data (10% and 14%, respectively), while the Northern Territory had the highest amount, at 42 per cent. The other states all had missing data of around 20-30 per cent. At Year 10, Victoria again had the lowest amount of missing data (6%), while the ACT and Western Australia had the highest percentages (28 and 38%, respectively). All other states had around 16-19 per cent.

Nationally, at both year levels, approximately one quarter of the students had a senior manager or professional as parent with the highest occupational status, one quarter an 'other' manager or associate professional, one quarter a skilled trades, clerk or sales person, and one quarter an unskilled manual, office or sales person, or an unemployed parent.

As the level of missing data is so high and so variable across states and territories, no comparisons of percentages at each category will be made.

Socio-economic background – parental education

Table A3.3 presents the percentages of Year 6 and Year 10 students in the sample, nationally, and by state and territory, by parental education.

Table A3.3: Parental Education – Percentages of Students by Year Level, Nationally and by State and Territory

	AUST	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
	%	%	%	%	%	%	%	%	%
Year 6									
Year 9 or equivalent or below	3	2	4	3	2	2	2	13	1
Year 10 or equivalent	9	12	5	10	6	7	15	8	2
Year 11 or equivalent	5	2	8	5	8	3	4	4	1
Year 12 or equivalent	11	8	14	12	12	10	7	10	12
Certificate 1 to 4 (inc trade cert)	28	29	24	28	31	28	38	32	24
Advanced Diploma/Diploma	14	14	14	14	17	15	13	15	13
Bachelor degree or above	31	33	31	28	24	34	22	19	47
Missing Data	21	25	12	25	24	20	11	43	19
Year 10									
Year 9 or equivalent or below	3	4	4	2	3	0	3	2	1
Year 10 or equivalent	8	8	6	11	4	9	15	4	3
Year 11 or equivalent	5	2	8	4	9	5	3	3	1
Year 12 or equivalent	11	11	13	12	10	10	6	10	13
Certificate 1 to 4 (inc trade cert)	28	27	27	28	32	28	41	32	22
Advanced Diploma/Diploma	16	15	15	16	17	15	11	15	15
Bachelor degree or above	29	33	27	27	24	32	20	35	43
Missing Data	17	12	10	24	14	38	12	22	19

Table A3.2 shows that, similar to parental occupation, there is a high level of missing data for this variable and that the amount of missing data varies considerably between states. At Year 6, Tasmania and Victoria had the lowest amount of missing data (11% and 12%, respectively), while the Northern Territory again had the highest amount, at 43 per cent. The other states all had missing data of around 20-25 per cent. At Year 10, Victoria, New South Wales, Tasmania and South Australia had the lowest amount of missing data (10-14%), while Western Australia had the highest (38%). The other states had around 19-24 per cent missing data.

At both year levels, almost a third of the students had a parent with a bachelor's degree or higher, around 15 per cent had a parent with an advanced diploma or diploma and a little over a quarter of the students had a parent with a TAFE or trade certificate. The remaining approximate 26 per cent of students had a parent that had completed secondary school or less. As the level of missing data is so high and so variable across states and territories, no comparisons of percentages at each category will be made.

Indigenous status

Table A3.4 records the percentages of Year 6 and Year 10 students in the sample, nationally and by state and territory, by Indigenous status.

Table A3.4: Indigenous Status – Percentages of Students by Year Level, Nationally and by State and Territory

	AUST	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
	%	%	%	%	%	%	%	%	%
Year 6									
Non-Indigenous	96	97	99	93	98	96	92	68	97
Indigenous	4	3	1	7	2	4	8	32	3
Missing Data	2	1	3	3	1	2	18	1	2
Year 10									
Non-Indigenous	97	97	99	96	98	97	93	82	99
Indigenous	3	3	1	4	2	3	7	18	1
Missing Data	4	1	11	1	2	2	14	1	2

Table A3.4 shows that four per cent of the Year 6 students and three per cent of the Year 10 students sampled identified themselves as being Aboriginal or Torres Strait Islanders. The amount of missing data was strikingly higher in Tasmania at Year 6, and in Victoria and Tasmania at Year 10, than for the other states and territories. Therefore, no comparisons will be made.

Language Background – language other than English spoken at home

Table A3.5 records the percentages of Year 6 and Year 10 students nationally, and by state and territory, by language background.

Table A3.5: Language Spoken at Home – Percentages of Students by Year Level, Nationally and by State and Territory

	AUST	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
	%	%	%	%	%	%	%	%	%
Year 6									
Not LBOTE	80	72	81	88	90	82	97	73	84
LBOTE	20	28	19	12	10	18	3	27	16
Missing Data	5	0	2	6	8	19	7	4	2
Year 10									
Not LBOTE	83	76	82	91	86	87	97	80	84
LBOTE	17	24	18	9	14	13	3	20	16
Missing Data	5	0	2	4	12	24	6	6	3

Table A3.5 shows that 20 per cent of the Year 6 students and 17 per cent of the Year 10 students came from homes in which languages other than English were spoken (in place of or in addition to English). The amount of missing data varied from none in New South Wales to 19 per cent at Year 6 and 24 per cent at Year 10 for Western Australia. Most other states had levels of missing data below 10 per cent, except for South Australia at Year 10 (with 12 per cent missing).

Country of birth

Table A3.6 displays the percentages of Year 6 and Year 10 students in the sample born in Australia, and overseas, nationally, and by state and territory.

Table A3.6: Country of Birth – Percentages of Students by Year Level, Nationally and by State and Territory

	AUST	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
	%	%	%	%	%	%	%	%	%
Year 6									
Not Born in Australia	9	8	9	10	8	16	3	9	9
Born in Australia	91	92	91	90	92	84	97	91	91
Missing Data	2	0	0	4	1	6	6	3	3
Year 10									
Not Born in Australia	11	12	11	11	10	14	3	9	10
Born in Australia	89	88	89	89	90	86	97	91	90
Missing Data	2	1	3	1	2	3	9	0	3

Table A3.6 shows that, nationally, around 10 per cent of students at both Year 6 and Year 10 were born outside of Australia. The level of missing data is relatively low for this item, with most states and territories having less than five per cent (and all have less than 10% missing data). Across the states, Tasmania has the lowest percentage of students born outside of Australia (3% at both year levels). However, Tasmania also has the highest amount of missing data (6% at Year 6 and 9% at Year 10) so these percentages may need to be regarded with caution. Western Australia has the highest amount of students born outside Australia (16% at Year 6 and 14% at Year 10), although the amount of missing data at Year 6 was similar to that of Tasmania and may also need to be viewed with caution.

Geographic location

For the purposes of this appendix, 'geographic location' refers to whether a student attended school in a metropolitan, provincial or remote zone (Jones, 2000).

- **Metropolitan zones** included all state and territory capital cities except Darwin and major urban areas with populations above 100,000 (such as Geelong, Wollongong and the Gold Coast).
- **Provincial zones** took in provincial cities (including Darwin) and provincial.
- **Remote zones** were areas of low accessibility, such as Katherine and Coober Pedy.

Table A3.7 presents the percentages of Year 6 and Year 10 students in the sample, nationally, and by state and territory, by geographic location of school.

Table A3.7: Geographic Location – Percentages of Students by Year Level, Nationally and by State and Territory

	AUST	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
	%	%	%	%	%	%	%	%	%
Year 6									
Metropolitan	72	75	77	65	77	68	43	0	99
Provincial	26	25	23	30	18	24	57	57	1
Remote	3	0	0	5	5	7	0	43	0
Year 10									
Metropolitan	72	78	73	69	69	73	39	0	100
Provincial	27	22	27	31	27	23	61	74	0
Remote	1	0	0	0	4	4	0	26	0

Table A3.7 shows that approximately 70 per cent of the students in NAP – CC

attended school in metropolitan areas. Almost 30 per cent attended school in provincial areas, while only one to three per cent went to school in remote areas. There were no missing data for this variable, as it is based on the postcode of the school.

As might be expected, there were some variations among the states and territories in the distribution of students across metropolitan, provincial and remote areas. On the basis of the weighted data, almost all students in the Australian Capital Territory attend school in metropolitan areas, compared with 43 per cent of Year 6 students and 39 per cent of Year 10 students in Tasmania and none in the Northern Territory, as Darwin was classified as a provincial city.

The Northern Territory had the greatest number of students in remote areas (43 per cent at Year 6 and 26 per cent at Year 10), followed by Western Australia (7 per cent at Year 6 and 4 per cent at Year 10).

Appendix 4
Reporting of Mean Differences

This Report included comparisons of achievement test results across states and territories, that is, means of scales and percentages were compared in graphs and tables. Each population estimate was accompanied by its 95 per cent confidence interval. In addition, tests of significance for the difference between estimates were provided, in order to describe the probability that differences were just a result of sampling and measurement error.

The following types of significance tests for achievement mean differences in population estimates were reported:

- between states and territories;
- between student background subgroups; and
- between assessment cycles 2007 and 2010.

Mean differences between states and territories and year levels

Pair wise comparison charts allow the comparison of population estimates between one state or territory and another or between Year 6 and Year 10. Differences in means were considered significant when the test statistic *t* was outside the critical values ±1.96 (α = 0.05). The *t* value is calculated by dividing the difference in means by its standard error that is given by the formula:

$$SE_{dif\_ij} = \sqrt{SE_i^2 + SE_j^2}$$

where SE_{dif_ij} is the standard error of the difference and SE_i and SE_j are the standard errors of the compared means *i* and *j*. The standard error on a difference can only be computed in this way if the comparison is between two *independent samples* like states and territories or year levels. Samples are independent if they were drawn separately.

Mean differences between dependent subgroups

The formula for calculating the standard error provided above is only suitable when the subsamples being compared are independent (see OECD, 2009, for more detailed information). In case of dependent subgroups, the covariance between the two standard errors needs to be taken into account and the Jackknife repeated replication (JRR) technique should be used to estimate the sampling error for mean differences. As subgroups other than state or territory and year

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level are dependent subsamples (for example gender, language background and country of birth subgroups), the difference between statistics for subgroups of interest and the standard error of the difference were derived using the specialist software SPSS® Replicates Add-in that runs macros to apply JRR. Differences between subgroups were considered significant when the test statistic t was outside the critical values ±1.96 (α = 0.05). The value t was calculated by dividing the mean difference by its standard error.

Mean differences between assessment cycles 2007 and 2010

This Report also included comparisons of assessment results across cycles. As the process of equating the tests across the cycles introduces some additional error into the calculation of any test statistic, an equating error term was added to the formula for the standard error of the difference (between cycle means, for example). The computation of the equating errors is described in Chapter 6 of the Technical Report.

The value of the equating error between 2007 and 2010 is 5280 units on the NAP – CC Scale for Year 6 and 4305 for Year 10. When testing the difference of a statistic between the two assessments, the standard error of the difference is computed as follows:

$$SE(\mu_{10} - \mu_{07}) = \sqrt{SE_{10}^2 + SE_{07}^2 + EqErr^2} \, ,$$

where μ can be any statistic in units on the NAP – CC Scale (mean, percentile, gender difference, but *not* percentages) and *SE* is the respective standard error of this statistic.

To report the significance of differences between percentages at or above Proficient Standards, the equating error for each year level could not directly be applied. Therefore, the following replication method was applied to estimate the equating error for percentages at Proficient Standards.

For each year level cut-point that defines the corresponding Proficient Standard (405 for Year 6 and 535 for Year 10), a number of n replicate cut-points were generated (5000) by adding a random error component with a mean of 0 and a standard deviation equal to the estimated equating error (5280 for Year 6 and 4305 for Year 10). Percentages of students at or above each replicate cut-point (ρ_n) were computed and an equating error for each year level was estimated as

$$EqErr(\rho) = \sqrt{\frac{(\rho_n - \rho_o)^2}{n}} \, ,$$

where ρ_o is the percentage of students at or above the (reported) Proficient Standard. The standard errors of the differences between percentages at or above Proficient Standards were calculated as:

$$SE(\rho_{10} - \rho_{07}) = \sqrt{SE(\rho_{10})^2 + SE(\rho_{07})^2 + EqErr(\rho)^2},$$

ρ_{10} and ρ_{07} are the percentages at or above the Proficient Standard in 2010 and 2007 respectively.

The values of the equating errors for each (sub)sample of interest are given in the Technical Report (Table 8.1).

Appendix 5
Trends in Percentage of Students Reaching the Proficient Standard, Nationally, by State and Territory, by Gender and by Geographic Location

Table A5.1: Trends in Percentage of Students Reaching the Proficient Standard, Nationally, by State and Territory, by Gender and by Geographic Location

	Year 6						Year 10					
	2010		2007		Difference (2010-2007)		2010		2007		Difference (2010-2007)	
Australia	52	(±2.4)	53	(±2.8)	-1	(±5.0)	49	(±3.7)	42	(±2.6)	7	(±4.8)
States and territories												
NSW	57	(±4.5)	64	(±6.3)	**-7**	(±8.4)	61	(±8.1)	52	(±5.1)	9	(±9.7)
VIC	56	(±5.9)	59	(±5.5)	-3	(±8.6)	47	(±6.7)	40	(±4.8)	7	(±8.4)
QLD	41	(±5.9)	41	(±5.9)	0	(±9.5)	40	(±7.8)	30	(±5.0)	9	(±9.7)
WA	51	(±5.8)	40	(±4.3)	**11**	(±7.9)	44	(±7.4)	33	(±6.9)	**11**	(±10.4)
SA	48	(±5.5)	43	(±6.8)	4	(±9.5)	35	(±5.3)	43	(±7.8)	-8	(±9.7)
TAS	54	(±4.7)	53	(±6.9)	1	(±8.9)	39	(±5.2)	38	(±5.8)	1	(±8.5)
ACT	64	(±5.5)	60	(±8.7)	4	(±10.3)	50	(±8.7)	50	(±7.5)	0	(±11.5)
NT	32	(±6.2)	28	(±6.6)	4	(±9.5)	35	(±7.5)	33	(±10.9)	2	(±13.3)
Gender												
Males	49	(±3.4)	50	(±3.3)	-1	(±5.8)	44	(±4.5)	38	(±3.7)	6	(±6.1)
Females	55	(±3.1)	57	(±3.4)	-2	(±5.8)	53	(±4.7)	45	(±3.4)	**8**	(±6.0)
Geographic location												
Metropolitan	55	(±2.8)	57	(±3.3)	-2	(±5.5)	53	(±4.0)	43	(±3.2)	**9**	(±5.4)
Provincial	46	(±5.0)	48	(±5.9)	-2	(±8.5)	38	(±8.4)	37	(±7.1)	1	(±11.2)
Remote	28	(±7.6)	28	(±11.6)	-1	(±14.1)	28	(±12.5)	24	(±12.1)	4	(±17.5)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

Appendix 6
Average Questionnaire Scale Scores and Confidence Intervals by State and Territory

Table A6.1: The Importance of Conventional Citizenship –
Average Scale Scores and Confidence Intervals by State and Territory

	Year 6		Year 10	
NSW	52.3	(±0.8)	50.5	(±1.1)
VIC	52.4	(±1.0)	50.3	(±0.9)
QLD	51.3	(±0.7)	49.1	(±1.0)
WA	51.7	(±0.8)	49.5	(±1.1)
SA	51.0	(±0.4)	49.5	(±0.7)
TAS	52.3	(±0.7)	50.0	(±1.2)
ACT	52.0	(±0.6)	50.6	(±1.4)
NT	52.0	(±0.9)	49.9	(±1.7)

*Confidence intervals (1.96*SE) are reported in brackets.*

Table A6.2: The Importance of Social Movement Related Citizenship –
Average Scale Scores and Confidence Intervals by State and Territory

	Year 6		Year 10	
NSW	51.5	(±0.5)	51.2	(±1.2)
VIC	51.1	(±0.8)	49.2	(±1.0)
QLD	51.4	(±0.7)	49.6	(±0.7)
WA	52.0	(±0.7)	49.3	(±0.8)
SA	50.7	(±0.5)	49.7	(±0.8)
TAS	50.8	(±0.7)	48.7	(±1.0)
ACT	51.3	(±0.6)	49.4	(±1.6)
NT	51.7	(±0.9)	49.6	(±1.2)

*Confidence intervals (1.96*SE) are reported in brackets.*

**Table A6.3: Trust in Civic Institutions and Processes –
Average Scale Scores and Confidence Intervals by State and Territory**

	Year 6		Year 10	
NSW	55.4	(±0.8)	49.9	(±1.0)
VIC	55.8	(±0.9)	50.9	(±0.9)
QLD	54.6	(±0.6)	49.1	(±1.0)
WA	55.0	(±0.5)	50.1	(±1.0)
SA	54.6	(±0.6)	50.3	(±0.7)
TAS	54.9	(±0.7)	48.7	(±1.0)
ACT	55.0	(±0.9)	50.8	(±1.1)
NT	54.8	(±1.0)	48.9	(±2.8)

*Confidence intervals (1.96*SE) are reported in brackets.*

**Table A6.4: Attitudes towards Australian Indigenous Cultures –
Average Scale Scores and Confidence Intervals by State and Territory**

	Year 6		Year 10	
NSW	50.2	(±0.6)	51.3	(±1.2)
VIC	49.5	(±0.8)	50.6	(±1.1)
QLD	49.1	(±0.6)	49.0	(±0.8)
WA	48.3	(±0.7)	47.4	(±0.8)
SA	49.5	(±0.5)	49.3	(±0.9)
TAS	49.2	(±0.6)	49.4	(±0.8)
ACT	51.2	(±0.8)	50.3	(±1.6)
NT	48.2	(±0.9)	46.6	(±1.3)

*Confidence intervals (1.96*SE) are reported in brackets.*

**Table A6.5: Attitudes towards Australian Diversity –
Average Scale Scores and Confidence Intervals by State and Territory**

	Year 6		Year 10	
NSW			52.3	(±1.2)
VIC			49.7	(±1.3)
QLD			48.2	(±0.9)
SA			49.0	(±0.6)
WA			48.0	(±1.1)
TAS			47.7	(±0.9)
NT			49.5	(±2.0)
ACT			52.1	(±1.8)

*Confidence intervals (1.96*SE) are reported in brackets.*

Table A6.6: Civic Interest - Average Scale Scores and Confidence Intervals by State and Territory

	Year 6		Year 10	
NSW	50.5	(±0.8)	51.4	(±1.2)
VIC	50.9	(±1.1)	49.8	(±1.0)
QLD	49.5	(±0.5)	48.6	(±0.9)
WA	50.4	(±0.8)	49.2	(±1.0)
SA	49.6	(±0.6)	49.4	(±0.7)
TAS	49.5	(±0.7)	49.3	(±1.2)
ACT	50.5	(±0.7)	50.8	(±1.6)
NT	50.1	(±1.0)	49.7	(±1.6)

*Confidence intervals (1.96*SE) are reported in brackets.*

Table A6.7: Confidence to Engage in Civic Action – Average Scale Scores and Confidence Intervals by State and Territory

	Year 6		Year 10	
NSW	49.0	(±0.9)	51.6	(±1.1)
VIC	50.1	(±1.0)	49.7	(±0.9)
QLD	47.8	(±0.8)	48.2	(±1.0)
WA	49.2	(±0.7)	49.6	(±0.9)
SA	47.9	(±0.6)	49.4	(±0.8)
TAS	49.5	(±0.6)	49.8	(±1.0)
ACT	48.8	(±0.7)	50.4	(±0.9)
NT	48.4	(±0.9)	49.4	(±1.6)

*Confidence intervals (1.96*SE) are reported in brackets.*

Table A6.8: Valuing Civic Action – Average Scale Scores and Confidence Intervals by State and Territory

	Year 6		Year 10	
NSW	50.2	(±0.8)	51.1	(±1.1)
VIC	50.7	(±1.1)	49.4	(±0.9)
QLD	48.6	(±0.9)	49.2	(±0.9)
WA	49.7	(±0.9)	49.0	(±0.8)
SA	49.7	(±0.6)	50.7	(±0.9)
TAS	50.2	(±0.5)	49.5	(±1.0)
ACT	50.0	(±0.7)	50.2	(±1.1)
NT	49.2	(±1.2)	48.9	(±2.8)

*Confidence intervals (1.96*SE) are reported in brackets.*

**Table A6.9: Intentions to Promote Important Issues in the Future –
Average Scale Scores and Confidence Intervals by State and Territory**

	Year 6		Year 10	
NSW	48.5	(±0.5)	51.7	(±1.3)
VIC	49.2	(±0.7)	49.1	(±1.0)
QLD	47.9	(±0.9)	48.9	(±0.8)
WA	48.5	(±0.7)	49.1	(±0.8)
SA	47.3	(±0.4)	49.9	(±1.0)
TAS	49.1	(±0.6)	49.4	(±0.9)
ACT	48.0	(±1.0)	49.9	(±1.4)
NT	48.0	(±0.8)	48.4	(±1.2)

*Confidence intervals (1.96*SE) are reported in brackets.*

**Table A6.10: Student Intentions to Engage in Civic Action –
Average Scale Scores and Confidence Intervals by State and Territory**

	Year 6		Year 10	
NSW			50.5	(±0.7)
VIC			49.8	(±0.8)
QLD			49.5	(±0.7)
WA			49.7	(±0.8)
SA			50.2	(±0.8)
TAS			49.9	(±0.9)
ACT			50.8	(±1.1)
NT			49.8	(±1.8)

*Confidence intervals (1.96*SE) are reported in brackets.*