



# National Assessment Program – Civics and Citizenship Year 6 School Assessment

2013



**NATIONAL  
ASSESSMENT  
PROGRAM**

**Civics and Citizenship Year 6  
School Assessment 2013**

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# Preface

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In 2013, under the direction of the Education Council<sup>2</sup> the Australian Curriculum Assessment and Reporting Authority conducted an assessment of a sample of Year 6 and Year 10 students across Australia to assess their proficiency in civics and citizenship.

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

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

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

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

By replicating components of NAP – CC for Year 6 in the classroom, teachers will be able to compare the results of their classes and individual students with the national proficiency levels and standards in civics and citizenship.

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

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



# Chapter 1

## Overview of the National Assessment Program – Civics and Citizenship

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### 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)<sup>2</sup>, adopted the *Melbourne Declaration on Educational Goals for Young Australians* which was intended to set the direction for Australian schooling for the next decade (MCEETYA, 2008).

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

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

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2 Now the Education Council

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

- *are committed to national values of democracy, equity and justice, and participate in Australia's civic life;*
- *are able to relate to and communicate across cultures, especially the cultures and countries of Asia;*
  
- *work for the common good, in particular sustaining and improving natural and social environments; and*
- *are responsible global and local citizens.*

(MCEETYA, 2008: 9)

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

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

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

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

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

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

Aspects 1 and 2 were assessed through a cognitive test of civics and citizenship. Aspects 3 and 4 were assessed with a student questionnaire<sup>3</sup>.

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

[http://www.nap.edu.au/verve/\\_resources/NAP\\_CC\\_assessment\\_framework.pdf](http://www.nap.edu.au/verve/_resources/NAP_CC_assessment_framework.pdf).

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

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

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

**Table 1.1 continued...**

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

## NAP – CC and the Australian Curriculum

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

## Transitioning to online assessment

Under the direction of the Education Council<sup>4</sup>, the Australian Curriculum, Assessment and Reporting Authority was given the task of developing and trialling online (internet-based) delivery of the national sample assessments in science literacy, information and communication technology literacy<sup>5</sup>, and civics and citizenship NAP – CC 2013 was consequently delivered to students via computer. This is in contrast to the previous three assessments of NAP – CC (2004, 2007 and 2010), which were all administered as paper-based instruments.

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

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

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

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

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

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

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

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

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

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

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

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

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

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





# Chapter 2

## National Civics and Citizenship School Assessment Materials

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### Overview

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

The National Civics and Citizenship School Assessment materials provided here are representative of the items contained in the National Assessment Program – Civics and Citizenship for Year 6.<sup>6</sup>

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

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

# Resource Materials

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

The print assessment materials include:

- The Year 6 Assessment Booklet
- Assessment Administration Guide
- Marking Guide
- Class Record Sheet
- Item Analysis Sheet
- Class Analysis Sheet

## Using the Results from the National Civics and Citizenship School Assessment

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

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

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

Some teachers may use the tests to obtain information about students' existing skills or understandings: for example, a Year 7 teacher might use the Year 6 materials for diagnostic purposes. This information could then assist the teacher's planning for the year. However, before doing so, the teacher should determine whether students have previously sat the assessment as part of the National Assessment Program. If they have, their results could be inflated and therefore not an accurate estimation of performance—or they might not engage with the test for a second time and the results could be disappointing.

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

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

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

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

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

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

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



## Chapter 3

# The Assessment Booklet

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This assessment of civics and citizenship comprises a pencil-and-paper assessment, with 38 multiple-choice and short-answer type questions. These items assess all five proficiency levels and cover the major cognitive areas and cognitive processes of the NAP – CC Assessment Framework.

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

## Preparing the Assessment Booklet

Appendix 2 is the Year 6 Assessment Booklet.

It is suitable for printing or copying.

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

**Table 3.1 Summary of the assessment structure**

| <b>Qn.</b> | <b>Question</b>             | <b>Content Area</b> | <b>Item Descriptor</b>  |
|------------|-----------------------------|---------------------|---|
| 1          | Petitions                   | 1.1.1               | Recognises a jurisdictional responsibility of local government  |
| 2          | Petitions                   | 1.2.2               | Recognises why people must provide their address when they sign a petition  |
| 3          | Petitions                   | 1.2.2               | Recognises that a petition is a mechanism of influence  |
| 4          | Petitions                   | 1.2.2               | (1) Refers to the right or responsibility to hold or express an opinion, but does not refer to the common good; (2) Refers to the notion of the common good as a motivation for signing a petition.   |
| 5          | Indigenous Laws             | 1.3.3               | Gives one or two reasons as to why European settlers in Australia failed to recognise Indigenous laws.  |
| 6          | Features of Democracy       | 1.1.1               | Identifies some features of Australian civic life   |
| 7          | Rights and Responsibilities | 1.2.1               | Recognises that the right to freedom of expression assumes the responsibility to respect this right for others  |
| 8          | Rights and Responsibilities | 1.2.1               | Recognises that the right to freedom of religion assumes the responsibility to respect this right for others  |
| 9          | Rights and Responsibilities | 1.2.1               | Recognises that the responsibility to obey the law assumes the right to be protected by the law   |
| 10         | Social Harmony              | 1.2.2               | (1) Refers to citizens learning about other cultures as a benefit to the community, but does not mention how/why it is a benefit; (2) Explains how having citizens learn about other cultures can benefit the community through encouraging social harmony. |
| 11         | Commonwealth Historic Ships | 1.1.3               | (1) Refers to the historic value of shipwrecks but not the community ownership of them; (2) Identifies that sites of historic significance belong to the whole community.   |
| 12         | Federation definition       | 1.1.2               | Identifies the concept that underpins governance in Australia   |
| 13         | Westminster System          | 1.1.2               | Identifies the origins of the Westminster system  |
| 14         | Houses of Parliament        | 1.1.2               | Identifies the names of the two houses of the Australian Parliament   |
| 15         | Multicultural Australia     | 1.3.3               | Recognises that wearing badges is one way of showing support for an idea  |
| 16         | Multicultural Australia     | 1.3.3               | Interprets a graphic image depicting successful multiculturalism  |
| 17         | Multicultural Australia     | 1.2.4               | Recognises that attitudes to immigration have changed over time   |
| 18         | Multicultural Australia     | 1.2.4               | Recognises the values behind supporting newly arrived migrants  |
| 19         | Multicultural Australia     | 1.2.4               | Describes a positive effect of multiculturalism in Australia  |
| 20         | Flag                        | 1.3.3               | Infers a reason for the government inviting citizens to design a national flag.   |
| 21         | Flag                        | 1.2.4               | (1) Generalises about the symbolism of burning a national flag in protest; (2) Explicitly recognises the symbolism of flag burning as a dissociation by the protestors  |
| 22         | Flag                        | 1.1.1               | Recognises a reason why people may object to flag burning in protest.   |

**Table 3.1 continued...**

| <b>Qn.</b> | <b>Question</b>                               | <b>Content Area</b> | <b>Item Descriptor</b>   |
|------------|---|---------------------|--|
| 23         | Roles and Responsibilities                    | 1.1.2               | Identifies that Members of Parliament represent the people in their electorates  |
| 24         | Police duties                                 | 1.1.4               | Identifies the role of key personnel in the legal system   |
| 25         | Police duties                                 | 1.1.4               | Identifies the different roles and responsibilities of key personnel in the legal system                                 |
| 26         | Student Representative Councils               | 1.1.1               | Recognises that some schools encourage student participation in school decision-making                                   |
| 27         | Student Representative Councils               | 1.1.1               | Identifies a statement that best defines a democratic process  |
| 28         | Head of state                                 | 1.1.2               | Identifies the role of the Governor-General  |
| 29         | Aboriginal and Torres Strait Islander society | 1.3.1               | Identifies that a consensus approach to decision-making is favoured by Aboriginal and Torres Strait Islanders            |
| 30         | Aboriginal and Torres Strait Islander society | 1.3.1               | Explains why Aboriginal and Torres Strait Islander families have a responsibility to manage the conduct of their members |
| 31         | Big Issue                                     | 1.2.2               | Gives one or two plausible benefits of selling the Big Issue, to the seller  |
| 32         | Big Issue                                     | 1.2.2               | Connects a statement about the Big Issue with the concept of social attitudes  |
| 33         | Big Issue                                     | 1.2.4               | Identifies one or two benefits for people involved in the Street Socceros  |
| 34         | Big Issue                                     | 1.2.2               | Connects an aspect of the Homeless World Cup to the concept of media influence   |
| 35         | Independent MPs                               | 1.1.2               | Defines an Independent MP  |
| 36         | Radio Australia                               | 1.3.4               | Recognises that Australia seeks to maintain close ties with other countries in the Asia-Pacific region                   |
| 37         | Radio Australia                               | 1.2.4               | Generalises about why people in Asia-Pacific countries might benefit from learning English                               |
| 38         | Radio Australia                               | 1.3.4               | Connects the services provided by Radio Australia to the role of Australia in the Asia-Pacific region                    |

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





# Chapter 4

## Assessment Administration Guide

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

### Before Conducting the Assessment

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

### Time Allocation

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

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

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

# Materials Required

|                 |  |
|-----------------|--|
| <b>Students</b> | Pen/pencil and eraser<br>One booklet per student |
| <b>Teachers</b> | Administration guide                             |

## Assistance

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

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

# Chapter 5

## The Marking Guide

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

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

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

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



# Chapter 6

## Recording the Results

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

### Using the Class Record Sheet

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

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

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

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

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

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

# Chapter 7

## Context to Proficiency

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

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

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

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

## Setting the Standard for Year 6 Civics and Citizenship

A standard for civics and citizenship was established as part of the first cycle of national assessment to provide parents, educators and the community with a clear picture of the proficiency students are expected to demonstrate by the end of Year 6.

To identify what students should know and be able to do by the end of Year 6, civics and citizenship educators, curriculum officers and experienced teachers from government, Catholic and independent schools in all states and territories were brought together.

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

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



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

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

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

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

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

The crucial civics and citizenship skills and understandings needed by students for the next phase of civics and citizenship learning at school were discussed and debated before consensus was reached on a ‘proficient’ standard for Year 6. This proficient standard remained the same for subsequent cycles of the assessment.

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

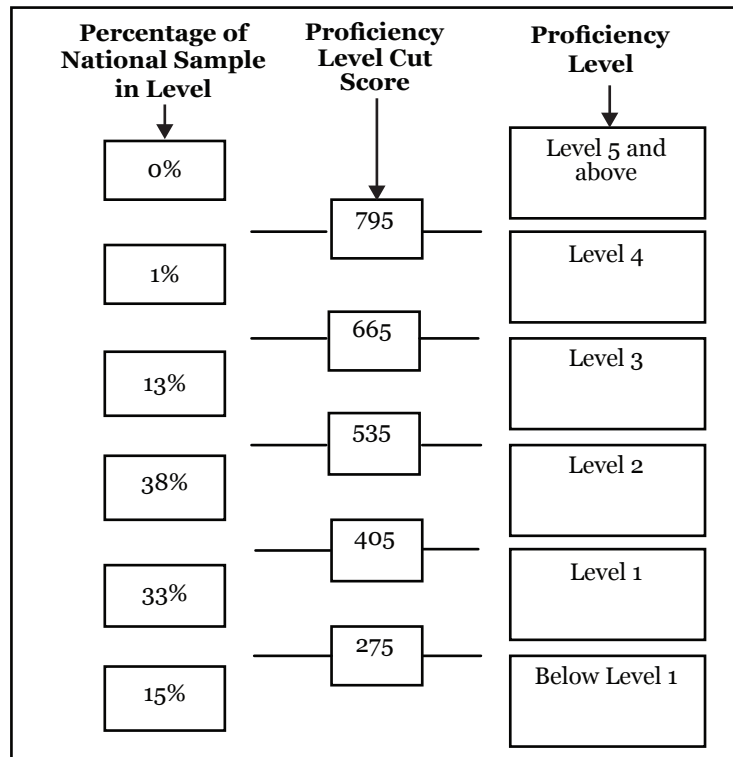
In terms of the proficiency levels described in Table 7.1, the Year 6 Proficient Standard in civics and citizenship was found to be equivalent to Level 3. Therefore,

students achieving at or above Level 3 are considered to have an understanding of civics and citizenship appropriate to Year 6.

Year 6 students who exceed the Proficient Standard (those who perform at Level 4 and above) show exemplary performance.

## Distribution of Year 6 Student Performance

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



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



# Chapter 8

## Analysing and Reporting School-level Student Performance

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

### Using the Item Analysis Sheet

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

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

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

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

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

### *Calculating percentages*

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

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

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

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

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

## Conversion of Student Raw Scores to Scale Scores

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

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

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

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

**Table 8.1: Raw score to scale score conversion**

| Student raw score | Equivalent sampled scale score | Level attained       | Level Descriptors   |
|-------------------|--------------------------------|----------------------|---|
| 0                 | -271                           | <b>Below level 1</b> | Demonstrates ability to locate and identify a single basic element of civic knowledge in an assessment task with a multiple choice format.  |
| 1                 | -124                           |                      |   |
| 2                 | -52                            |                      |   |
| 3                 | -4                             |                      |   |
| 4                 | 34                             |                      |   |
| 5                 | 65                             |                      |   |
| 6                 | 92                             |                      |   |
| 7                 | 116                            |                      |   |
| 8                 | 138                            |                      |   |
| 9                 | 158                            |                      |   |
| 10                | 176                            |                      |   |
| 11                | 194                            |                      |   |
| 12                | 210                            |                      |   |
| 13                | 226                            |                      |   |
| 14                | 241                            |                      |   |
| 15                | 256                            |                      |   |
| 16                | 270                            |                      |   |
| 17                | 284                            | <b>Level 1</b>       | Demonstrates a literal or generalised understanding of simple civics and citizenship concepts. Their cognition in responses to multiple choice items is generally limited to civics institutions and processes. In the few open-ended items they use vague or limited terminology and offer no interpretation.  |
| 18                | 298                            |                      |   |
| 19                | 312                            |                      |   |
| 20                | 325                            |                      |   |
| 21                | 338                            |                      |   |
| 22                | 352                            |                      |   |
| 23                | 365                            |                      |   |
| 24                | 378                            |                      |   |
| 25                | 391                            |                      |   |
| 26                | 405                            |                      |   |
| 27                | 418                            | <b>Level 2</b>       | Demonstrates accurate factual responses to relatively simple civics and citizenship concepts or issues in responding to multiple choice items and show limited interpretation or reasoning in their responses to open-ended items They interpret and reason within defined limits across all concepts within Aspect 1 of the NAP – CC Assessment Framework. |
| 28                | 432                            |                      |   |
| 29                | 446                            |                      |   |
| 30                | 461                            |                      |   |
| 31                | 475                            |                      |   |
| 32                | 491                            |                      |   |
| 33                | 507                            |                      |   |
| 34                | 523                            |                      |   |
| 35                | 540                            | <b>Level 3</b>       | Demonstrates relatively precise and detailed factual responses to complex key civics and citizenship concepts or issues in multiple choice items. In responding to open-ended items they use field-specific language with some fluency and reveal some interpretation of information.   |
| 36                | 559                            |                      |   |
| 37                | 578                            |                      |   |
| 38                | 599                            |                      |   |
| 39                | 622                            |                      |   |
| 40                | 648                            |                      |   |
|                   |                                |                      |   |
| 41                | 676                            | <b>Level 4</b>       | Demonstrates accurate responses to multiple choice items on the full range of complex key civics and citizenship concepts or issues. They provide precise and detailed interpretative responses, using appropriate conceptually-specific language, in their constructed responses.  |
| 42                | 709                            |                      |   |
| 43                | 749                            |                      |   |
| 44                | 800                            |                      |   |
| 45                | 873                            |                      |   |
| 46                | 1023                           |                      |   |

## Using the Class Analysis Sheet

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

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

However, teachers should use these as indicators only. The National Assessment Program – Civics and Citizenship was constructed and implemented scientifically to provide a representative estimate of the national Year 6 population. Small groups such as schools or classes may have quite abnormal distributions that are unique to them at the time they use this material.

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

### *National sample mean and distribution*

The shaded vertical column at the scaled score of 405 (raw score = 26) represents the best estimate of the mean for the national sample (403).

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

### *Proficiency levels*

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



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Appendix 1  
Summary of the NAP –  
CC Assessment Framework

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# 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:

|  |   |
|--|---|
| <b>2.1.1 – Define:</b>                   | Identify statements that define particular civics and citizenship concepts and content.                                   |
| <b>2.1.2 – Describe:</b>                 | Identify statements that describe the defining characteristics of particular civics and citizenship concepts and content. |
| <b>2.1.3 - Illustrate with examples:</b> | 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:

|   |   |
|---|---|
| <b>2.2.1 – Interpret information:</b>                   | 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.  |
| <b>2.2.2 – Relate:</b>                                  | Use the key defining aspects of a civics and citizenship concept to connect an example to a particular concept.   |
| <b>2.2.3 – Justify:</b>                                 | Use evidence and civics and citizenship concepts to construct or recognise reasons to support a corresponding point of view.  |
| <b>2.2.4 – Integrate:</b>                               | Identify connections between different concepts across civics and citizenship content.  |
| <b>2.2.5 – Generalise:</b>                              | 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.   |
| <b>2.2.6 – Evaluate:</b>                                | Identify or construct judgements about the relative merit of particular points of view or particular civics and citizenship concepts, issues and actions.   |
| <b>2.2.7 – Solve problems:</b>                          | 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. |
| <b>2.2.8 – Hypothesise:</b>                             | Propose and support with evidence to explain or predict particular civics and citizenship policies, strategies, and/or actions.   |
| <b>2.2.9 – Understand civic motivation:</b>             | Identify the factors that motivate individuals and groups to engage in or not engage in democratic processes and civic action   |
| <b>2.2.10 - Understand civic continuity and change:</b> | Identify and explain how or why specific factors and processes have lead to continuity and change in civic values and institutions.   |

## **Aspect 3: Affective processes for civics and citizenship**

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

### *Affective Process 3.1: Civic identity and connectedness*

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

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

### **Construct 3.1.1- Attitudes towards Australian identity**

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

### **Construct 3.1.2- Attitudes to Australian diversity and multiculturalism**

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

### **Construct 3.1.3 - Attitudes towards Indigenous Australian cultures and traditions**

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

## ***Affective Process 3.2: Civic efficacy***

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

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

### **Construct 3.2.1 - Beliefs in the value of civic action**

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

### **Construct 3.2.2 - Confidence to actively engage**

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

## *Affective Process 3.3: Civic beliefs and attitudes*

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

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

### **Construct 3.3.1 - Interest in civic issues**

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

### **Construct 3.3.2 - Beliefs in democratic values and value of rights**

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

### **Construct 3.3.3 - Beliefs in civic responsibility**

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

### **Construct 3.3.4 - Trust in civic institutions and processes**

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

## Aspect 4: Civic and citizenship participation

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

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

### *Participatory Process 4.1: Actual behaviours*

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

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

#### **Construct 4.1.1 - Civic-related participation in the community**

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

#### **Construct 4.1.2 - Civic-related participation at school**

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

#### **Construct 4.1.3 - Participation in civic-related communication**

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

## *Participatory Process 4.2 Behavioural intentions*

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

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

### **Construct 4.2.1 - Expected participation in activities to promote important issues**

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

### **Construct 4.2.2 - Expected active civic engagement in the future**

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

## *Participatory Process 4.3: Students' skills for participation*

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

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



## Appendix 2

# Year 6 Assessment Booklet

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Name: \_\_\_\_\_

**National Assessment Program:  
Year 6 Civics and Citizenship  
School Assessment**

2013 Released Items

Below you will find 4 Practice Questions.

### Practice Question 1

OL01L

**PQ1** In Australia, who must obey the law?

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

### Practice Question 2

**PQ2** The table below contains some statements about Australia.

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

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

## Practice Questions 3 and 4

Below is a letter to a local newspaper.

Read the letter and answer Practice Questions 3 and 4.

Dear Editor,

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

Ms C Finch

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

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

**PQ4** Ms Finch wants to have the fence fixed.

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

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

Yes    **OR**    No

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**This is the end of the Practice Questions.**

**The National Sample Assessment Questions begin on the next page.**

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

## Questions 1 to 4

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

| <b>Petition to Ban Advertising Signs on the Footpaths at the Luton Street Shops</b>   |      |         |           |
|---|------|---------|-----------|
| The footpaths at the Luton Street shops are crowded with advertising signs from the local shops. Shoppers are forced to walk out onto the road to avoid the signs. This is dangerous. |      |         |           |
| We ask that you ban the placing of signs on the footpaths at the Luton Street shops.  |      |         |           |
| No.   | Name | Address | Signature |
| 1.  |      |         |           |
| 2.  |      |         |           |
| 3.  |      |         |           |
| 4.  |      |         |           |

PT21

**Q1** Where should the organisers send the signed petition?

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

PT22

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

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

PT23

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

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

Tam and Sonny are discussing the petition.



PT24

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

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### Question 5

From the early days of colonisation, Indigenous people\* who came into conflict with European settlers were misunderstood. Indigenous society was seen by the settlers as not having its own system of law and order. But Indigenous people did have a complex system for governing all behaviours, and rules and laws to determine punishment for wrong-doing.

\*Indigenous people are Aboriginal and Torres Strait Islanders.

IL11

**Q5** Give two reasons that might help to explain why the settlers failed to recognise Indigenous laws.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

## Question 6

FO11A

**Q6** The following are a series of statements about life in Australia.

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

|   |      |       |
|---|------|-------|
| All Australian people vote in Australian Federal elections.                                     | True | False |
| Anyone is allowed to organise a public meeting to discuss an issue that they feel is important. | True | False |
| The government is allowed to remove an internet website because it criticises the government.   | True | False |
| People with very little money are allowed to become members of parliament.                      | True | False |
| It is legal to be friends with someone who has been to jail.                                    | True | False |

## Questions 7 to 9

In Australia, every citizen has both rights and responsibilities. Some responsibilities and rights are linked to each other.

RR21

**Q7** All Australians have the right to free speech.

Which responsibility is linked to this right?

- to explain the reasons for your opinions
- to accept that other people are allowed to express their opinions
- to make other people aware of your opinions
- to criticise other people's opinions

RR22

**Q8** All Australians have the right to choose and practise their religious beliefs.

Which responsibility is linked to this right?

- to hold strong religious beliefs
- to explain the reasons for your beliefs
- to encourage others to have the same religious beliefs
- to respect other people's right to hold different religious beliefs

**Q9** All Australians have the responsibility to obey the law.

Which right is linked to this responsibility?

- to give permission to other people to break certain laws
- to decide the penalties for people who break the law
- to be protected by the law
- to protect people who break the law from being caught

**Question 10**

The poster below was distributed around the town of Beach Point.



**Q10** The organisers of the Moon Lantern Festival hope that people will learn about other cultures.

Explain how learning about other cultures helps the community.

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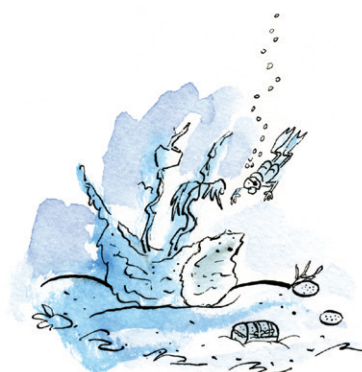
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## Question 11

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

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



HS21

**Q11** Why is it important to protect historic shipwrecks?

Give two different reasons.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_



## Question 12

Australia is a federation.

FD41

**Q12** This means that Australia is

- a republic.
- part of the United Kingdom.
- part of the Asia-Pacific region.
- made up of a number of states and territories.

## Questions 13 and 14

AD31

**Q13** Australia's democratic system is based on the Westminster system.

Where did the Westminster system begin?

- Hong Kong
- Great Britain
- New Zealand
- The United States of America

AD0235

**Q14** The two houses of the Australian Parliament are called

- the Cabinet and the Treasury.
- Australia House and Government House.
- the Senate and the House of Representatives.
- the Federal Court and the House of Commons.

## Questions 15 to 19

In 1901, the Australian Government introduced the 'White Australia Policy', which restricted the number of non-Europeans who could come to live in Australia. The policy was significantly changed in 1966 and removed completely in 1973.

Below is a picture of a badge produced in 1906. The badge contains the words 'White Australia' and 'Australia for the Australians'.



MA0231

**Q15** Why might some people have worn this badge?

- because the government forced them to
- because they did not know what it meant
- because they were protesting a government policy
- because they wanted to show support for a government policy

Here is a poster used in 2007 to advertise a Western Australian Arts event.



MA0232

**Q16** What does the poster suggest about current attitudes towards migrants?

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MA0233

**Q17** Compare the 1906 badge with the 2007 poster.

How do they suggest Australia has changed over time?

- Australia has been forced to increase immigration.
- Australia has become more supportive of immigration.
- Australia no longer allows people to oppose immigration.
- Australia has reduced the number of immigrants it will accept.

The Australian Government pays for some migrants and refugees to learn English when they arrive in Australia.

MA0234

**Q18** Why might the government do this?

- so migrants do not use their first language
- so the government can save money on interpreters
- so migrants can be actively involved in Australian life
- so migrants can teach English to their friends and family

MA0235

**Q19** Since 1973, Australia has accepted many immigrants from all over the world.

Name one way in which this has been good for Australia.

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## Questions 20 to 22

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



FL14

**Q20** The Australian flag was the winning design in a competition. The competition was run by the government and was open to the general public.

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

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FL17

**Q21** Sometimes people burn their national flag when protesting about an issue. Why might people burn their national flag when protesting?

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FL18

**Q22** Some people believe it should be **against the law** to burn the national flag. Why might some people believe it should be against the law to burn the national flag?

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

## Question 23

RR0332

**Q23** What responsibility do all Members of Parliament have?

- travelling to other countries
- working for their local council
- teaching politics at a secondary school
- responding to the needs of people in their electorates

## Questions 24 and 25

In Australia, judges and the police have special duties.

PO41

**Q24** Which one of the following is NOT a police duty?

- making new laws
- traffic patrol
- keeping the peace
- investigating crimes

PO42

**Q25** What is one role of a judge?

- to investigate crimes
- to interpret the law
- to control parliament
- to run prisons

## Questions 26 and 27

Some schools have a Student Representative Council (SRC). SRCs are sometimes called Junior School Councils or Student Councils.

Each class may have a representative on the SRC who goes to meetings and helps to make some of the decisions in the school.

DS41

**Q26** Why do some schools have an SRC?

- to save money by getting the students to do more work around their school
- because they think that the students have too much spare time
- so that students can participate in the decisions made in their school
- so that SRC representatives report bad student behaviour to the principal

DS42

**Q27** Which way of selecting an SRC representative would be democratic?

- The teacher chooses their best student to be the representative.
- Students' names are put into a box and the teacher draws out the winner.
- The class holds an election to vote for the best person to become a representative.
- Students write an application for the position and the best written application will win.

## Question 28

HS41

**Q28** Australia's head of state is Queen Elizabeth, who lives in England.

Which of the following people is the Queen's representative in Australia?

- the Chief Minister
- the Prime Minister
- the Governor-General
- the Attorney General

## Questions 29 and 30

For thousands of years before Europeans arrived in Australia, Aboriginal and Torres Strait Islander people lived according to their own traditions and systems.

AT42

**Q29** What is the traditional way that groups\* of Aboriginal and Torres Strait Islander people make important decisions?

\**groups* - word which covers the other terms of clans, tribes and mob

- they would allow nature to decide
- by voting in the parliament in Canberra
- after a discussion the elders would decide
- everyone would vote and the majority would decide

AT43

**Q30** When an Aboriginal or Torres Strait Islander breaks a traditional law their family is often expected to carry out a punishment.

Why would it be important for the family to carry out a punishment?

Give one reason.

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## Questions 31 to 34

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

BI41

- Q31** The people who sell The Big Issue get money for their work.  
What are two other benefits of selling The Big Issue for the people who sell it?

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BI42

- Q32** Each Big Issue magazine includes a photo of the people who sell it.  
Why does the magazine include information about these people?

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

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

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

BI43

- Q33** How might participating in the Street Soccerroos benefit the players?  
Give two ways.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

BI44

**Q34** What is the benefit to the wider community of informing them about the Homeless World Cup?

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### Question 35

IM41

**Q35** What is an Independent Member of Parliament?

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

## Questions 36 to 38

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

RA41

**Q36** Why does the Australian Government provide the money for Radio Australia?

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

The Radio Australia website contains a number of English lessons.

RA42

**Q37** Why would some people living in the Asia-Pacific region find it useful to learn English?

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

RA43

**Q38** What does the information suggest about Radio Australia?

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



# Appendix 3

## Year 6 Assessment Administration Guide

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

# **ASSESSMENT ADMINISTRATION GUIDE**

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

# CONDUCTING THE ASSESSMENT SESSION

## ***1.1 The Assessment Day***

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

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

## ***1.2 Timing the Assessment Session***

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

## ***1.3 Reading the script***

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

## ***1.4 Supervising the session***

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

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



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

### **1.5 Ending the session**

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

## **ASSESSMENT ADMINISTRATOR'S SCRIPT TO BE READ FOR THE SESSIONS**

### **INTRODUCING THE STUDY**

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

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

*Say:*

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

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

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

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

Then say:

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

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

Do NOT admit any more students to the session.

## **PRACTICE QUESTIONS AND ASSESSMENT**

*Say:*

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

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

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

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

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

Please read and answer Practice Question 1.

OL01L

**PQ1** In Australia, who must obey the law?

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

When everyone has finished answering the question...

*Say:*

The correct answer is:

Everybody

Do you have any questions?

Answer any questions.

*Say:*

Now read and answer Practice Question 2.

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

**PQ2** The table below contains some statements about Australia.

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

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

When everyone has finished answering the question...

*Say:*

What answers have you circled?

Respond to the student answers as they are given.

*Say:*

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

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

Below is a letter to a local newspaper.

Read the letter and answer Practice Questions 3 and 4.

Dear Editor,

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

Ms C Finch

Say:

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

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

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

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

When everyone has finished answering the question...

Say:

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

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

Now read and answer Practice Question 4.

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

**PQ4** Ms Finch wants to have the fence fixed.

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

YES      OR      NO     

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

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When everyone has finished answering the question...

*Say:*

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

What answers have you written?

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

*Say:*

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

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

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

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

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

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

Do you have any questions?

Answer any questions.

*Say*

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

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

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

Monitor the students by walking around the room.

After 55 minutes.

*Say:*

You have about 5 minutes to go.

After a total of 60 minutes.

*Say:*

Please stop and close your booklet.

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

## **CONCLUDING THE ASSESSMENT SESSION**

Collect all the materials.

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

## Appendix 4

# Year 6 Marking Guide

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## PETITIONS (PT2)

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

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

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

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

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

---

**Q1****PT21**

Where should the organisers send the signed petition?

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

### **NAP-CC Assessment Framework References**

Content: 1.1.1  
Cognitive process: 2.1.2

### **PT21 SCORING**

**Code 1:** to their local council (4)

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

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

### **NAP-CC Assessment Framework References**

Content: 1.2.2

Cognitive process: 2.2.4

### **PT22 SCORING**

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

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

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

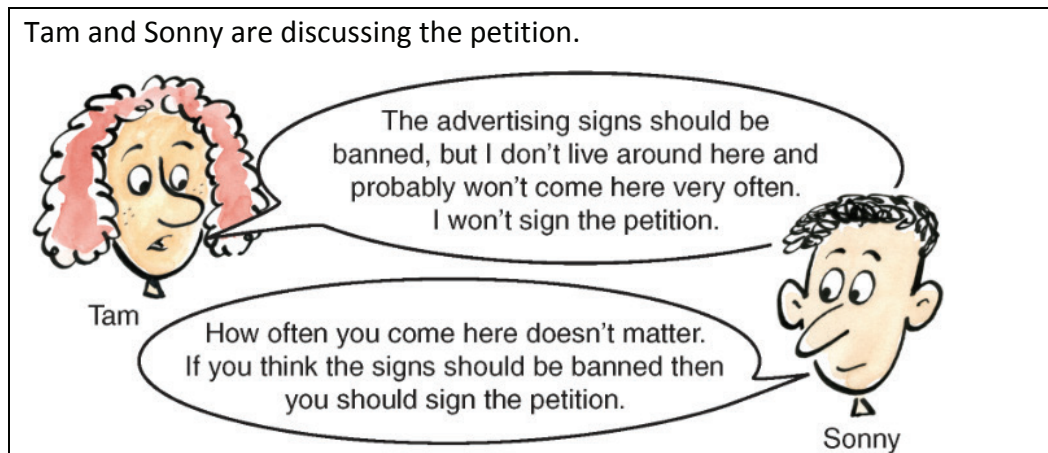
### **NAP-CC Assessment Framework References**

Content: 1.2.2

Cognitive process: 2.2.2

### **PT23 SCORING**

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



---

**Q4**

**PT24**

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

---

---

### **NAP-CC Assessment Framework References**

Content: 1.2.2  
Cognitive process: 2.2.6

### **PT24 SCORING**

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

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

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

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

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

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

## INDIGENOUS LAWS (IL1)

From the early days of colonisation, Indigenous people\* who came into conflict with European settlers were misunderstood. Indigenous society was seen by the settlers as not having its own system of law and order. But Indigenous people did have a complex system for governing all behaviours, and rules and laws to determine punishment for wrong-doing.

\*Indigenous people are Aboriginal and Torres Strait Islanders.

---

**Q5****IL11**

---

Give two reasons that might help to explain why the settlers failed to recognise Indigenous laws.

1. \_\_\_\_\_

2. \_\_\_\_\_

### **NAP-CC Assessment Framework References**

Content: 1.3.3

Cognitive process: 2.2.6

### **IL11 SCORING**

**Code 2:** Includes any two of the following:

(a) British laws were very different

OR

(b) each group held different cultural beliefs

OR

(c) British sense of cultural superiority

OR

(d) difficulties with communicating [*ie no common language*]

- British lack of respect of people and laws which are different.
- The laws were not written down like British laws and were not known understood.
- The British wanted to build houses and wouldn't listen.

**Note:** It must be clear that these reasons are attributed to the early settlers; if a negative/patronising view of the indigenous is clearly offered as reality it is scored 0.

**Code 1:** Provides only 1 of the above reasons

**Code 0:** Manifestly racist/bigoted responses

- Because the aborigines are primitive.
- Because they don't have leaders / settlers couldn't find them

## FEATURES OF DEMOCRACY (FO)

The following are a series of statements about life in Australia.

**Q6**

**FO11a**

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

|    |   | True | False |
|----|---|------|-------|
|    | All Australian people vote in Australian Federal elections.                                     | True | False |
| Q# | Anyone is allowed to organise a public meeting to discuss an issue that they feel is important. | T    | F     |
| Q# | The government is allowed to remove an internet website because it criticises the government.   | T    | F     |
| Q# | People with very little money are allowed to become members of parliament.                      | T    | F     |
| Q# | It is legal to be friends with someone who has been to jail.                                    | T    | F     |

### NAP-CC Assessment Framework References

Content: 1.1.1  
Cognitive process: 2.1.2

### FO11a SCORING

**Code 1:** All 4 correct

**Code 0:** < 4 correct

T; F; T; T. Anyone is allowed to organise a public meeting to discuss an issue that they feel is important.; The government is allowed to remove an internet website because it criticises the government.; People with very little money are allowed to become members of parliament.; It is legal to be friends with someone who has been to jail.

## RIGHTS AND RESPONSIBILITIES (RR2)

In Australia, every citizen has both rights and responsibilities. Some responsibilities and rights are linked to each other.

---

**Q7****RR21**

---

All Australians have the right to free speech.

Which responsibility is linked to this right?

- to explain the reasons for your opinions
- to accept that other people are allowed to express their opinions
- to make other people aware of your opinions
- to criticise other people's opinions

### **NAP-CC Assessment Framework References**

Content: 1.2.1

Cognitive process: 2.1.3

### **RR21 SCORING**

**Code 1:** to accept that other people are allowed to express their opinions **(2)**

All Australians have the right to choose and practise their religious beliefs.

Which responsibility is linked to this right?

- to hold strong religious beliefs
- to explain the reasons for your beliefs
- to encourage others to have the same religious beliefs
- to respect other people's right to hold different religious beliefs

### **NAP-CC Assessment Framework References**

Content: 1.2.1

Cognitive process: 2.1.3

### **RR22 SCORING**

**Code 1:** to respect other people's right to hold different religious beliefs **(4)**



All Australians have the responsibility to obey the law.

Which right is linked to this responsibility?

- to give permission to other people to break certain laws
- to decide the penalties for people who break the law
- to be protected by the law
- to protect people who break the law from being caught

### **NAP-CC Assessment Framework References**

Content: 1.2.1

Cognitive process: 2.1.3

### **RR23 SCORING**

**Code 1:** to be protected by the law (3)

The poster below was distributed around the town of Beach Point.

*Come to Beach Point's first*

# Moon Lantern Festival!

Bring your family and experience a festival traditionally celebrated in China, Vietnam, Korea and Japan.

*Activities include*

- lantern making
- baking traditional moon cakes
- music and dance
- story telling

*All activities at the festival are free of charge.*

The organisers of the Moon Lantern Festival hope that people will learn about other cultures.

Explain how learning about other cultures helps the community.

---

---

### **NAP-CC Assessment Framework References**

Content: 1.2.2

Cognitive process: 2.2.8

### **SH21 SCORING**

**Code 2:** Identifies that learning about other cultures supports understanding/tolerance/respect in the community AND that this helps to promote community harmony in diverse communities.

- It helps people to understand each other and therefore get on better.
- It helps people to respect other cultures by getting to know them.

**Code 1:** Identifies that learning about other cultures supports understanding/tolerance/respect in the community.

- It helps people to understand each other better/be more tolerant of each other.
- It helps people to respect other cultures.
- It encourages harmony in the community.
- It helps people get along together better.

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

- It helps people know more about other cultures.
- The community will be a better place.

## COMMONWEALTH HISTORIC SHIPS (HS2)

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



Why is it important to protect historic shipwrecks?

Give two different reasons.

1. \_\_\_\_\_

2. \_\_\_\_\_

### **NAP-CC Assessment Framework References**

Content: 1.2.3

Cognitive process: 2.2.6

### **HS21 SCORING**

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

**Code 2:** Refers to the community ownership of the shipwrecks

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

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

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

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

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

## FEDERATION DEFINITION (FD4)

Australia is a federation.

---

**Q12****FD41**

---

This means that Australia is

- a republic.
- part of the United Kingdom.
- part of the Asia-Pacific region.
- made up of a number of states and territories.

### **NAP-CC Assessment Framework References**

Content: 1.2.1

Cognitive process: 2.1.3

### **FD41 SCORING**

**Code 1:** made up of a number of states and territories. **(4)**

## WESTMINSTER SYSTEM (AD3)

**Q13**

**AD31**

Australia's democratic system is based on the Westminster system.

Where did the Westminster system begin?

- Hong Kong
- Great Britain
- New Zealand
- The United States of America

### **NAP-CC Assessment Framework References**

Content: 1.1.2

Cognitive process: 2.1.2

### **AD31 SCORING**

**Code 1:** Great Britain (2)

**Q14**

**AD0235**

The two houses of the Australian Parliament are called

- the Cabinet and the Treasury.
- Australia House and Government House.
- the Senate and the House of Representatives.
- the Federal Court and the House of Commons.

**NAP-CC Assessment Framework References**

Content: 1.2.1  
Cognitive process: 2.1.3

**AD0235 SCORING**

**Code 1:** the Senate and the House of Representatives. **(3)**



In 1901, the Australian Government introduced the 'White Australia Policy', which restricted the number of non-Europeans who could come to live in Australia. The policy was significantly changed in 1966 and removed completely in 1973.

Below is a picture of a badge produced in 1906. The badge contains the words 'White Australia' and 'Australia for the Australians'.



Why might some people have worn this badge?

- because the government forced them to
- because they did not know what it meant
- because they were protesting a government policy
- because they wanted to show support for a government policy

**NAP-CC Assessment Framework References**

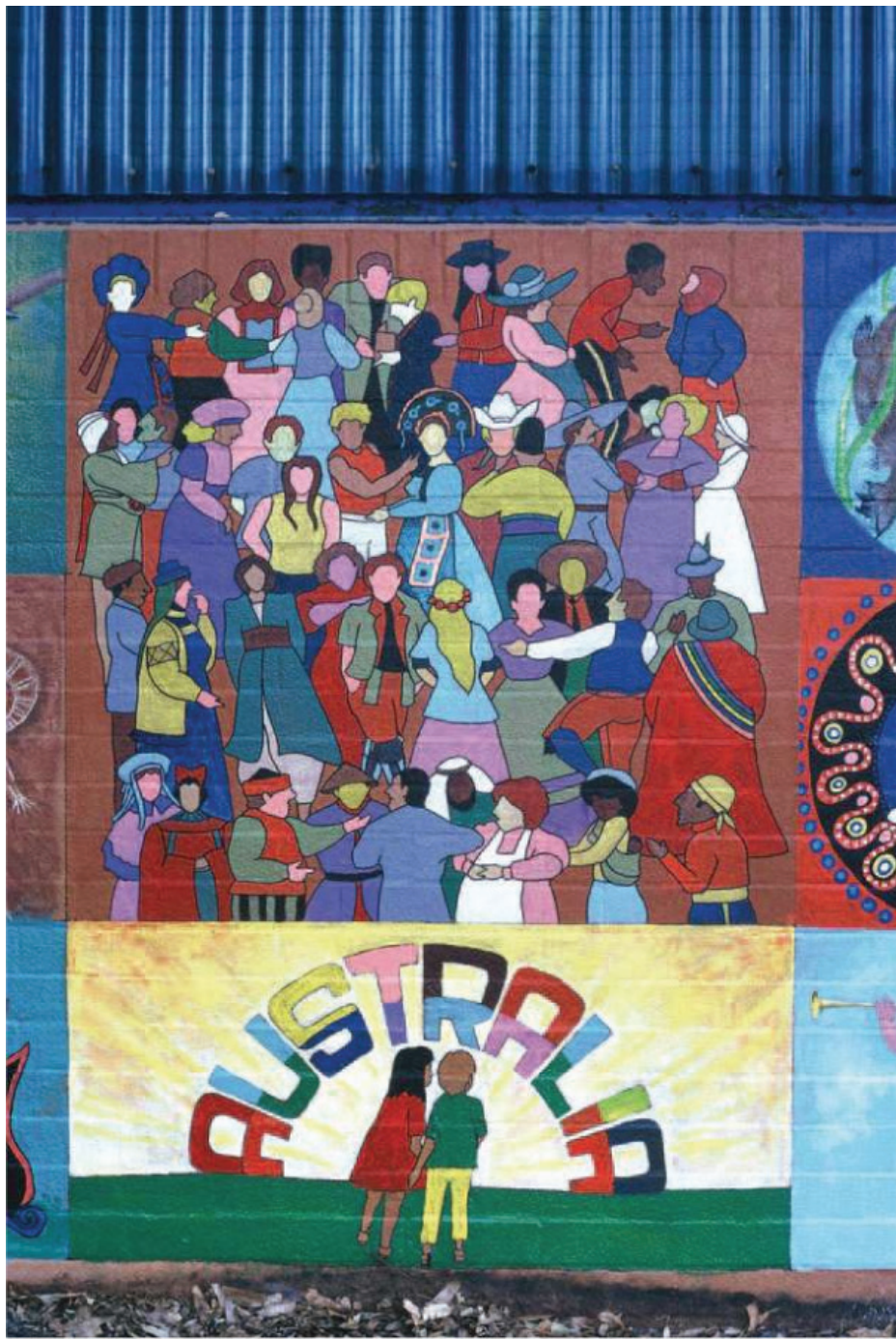
Content: 1.3.3

Cognitive process: 2.2.7

**MA0231 SCORING**

**Code 1:** because they wanted to show support for a government policy **(4)**

Here is a poster used in 2007 to advertise a Western Australian Arts event.



What does the poster suggest about current attitudes towards migrants?

---

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### **NAP-CC Assessment Framework References**

Content: 1.3.3  
Cognitive process: 2.2.1

### **MA0232 SCORING**

**Code 1:** Refers to a positive attitude towards migrants/multiculturalism in Australia

- We have many different cultures in Australia and that everyone is welcome
- The poster suggests that the attitude towards migrants in Australia is welcoming and making them feel like it's home.

**Code 0:** Re-states question or gives inadequate or vague response

- Happy
- Fun to live in
- Australia sees itself as multicultural

Compare the 1906 badge with the 2007 poster.

How do they suggest Australia has changed over time?

- Australia has been forced to increase immigration.
- Australia has become more supportive of immigration.
- Australia no longer allows people to oppose immigration.
- Australia has reduced the number of immigrants it will accept.

### **NAP-CC Assessment Framework References**

Content: 1.2.4

Cognitive process: 2.1.1

### **MA0233 SCORING**

**Code 1:** Australia has become more supportive of immigration. (2)

The Australian Government pays for some migrants and refugees to learn English when they arrive in Australia.

---

**Q18****MA0234**

---

Why might the government do this?

- so migrants do not use their first language
- so the government can save money on interpreters
- so migrants can be actively involved in Australian life
- so migrants can teach English to their friends and family

### **NAP-CC Assessment Framework References**

Content: 1.2.4

Cognitive process: 2.1.1

### **MA0234 SCORING**

**Code 1:** so migrants can be actively involved in Australian life **(3)**

Since 1973, Australia has accepted many immigrants from all over the world.

Name one way in which this has been good for Australia.

---

### **NAP-CC Assessment Framework References**

Content: 1.2.4

Cognitive process: 2.2.8

### **MA0235 SCORING**

**Code 1:** Refers to increased tolerance OR enriched culture and traditions OR diversity OR economic benefits

- It's made Australia more tolerant/accepting/a more understanding society
- It's brought more skilled labour to Australia
- It's introduced different kinds of/ more interesting/better food/clothes
- It's introduced different religions/customs/kinds of ideas
- It's made Australians more diverse

**Code 0:** Re-states question or gives inadequate or vague answer

- It's really good for Australia
- It's better now
- More interesting/not as boring
- Clothes/food (without further elaboration)

## FLAG (FL1)

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



**Q20**

**FL14**

The Australian flag was the winning design in a competition.

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

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

---

---

### **NAP-CC Assessment Framework References**

Content: 1.3.3

Cognitive process: 2.2.8

### **FL14 SCORING**

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

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

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

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



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

Why might people burn their national flag when protesting?

---

---

### **NAP-CC Assessment Framework References**

Content: 1.2.4

Cognitive process: 2.2.9

### **FL17 SCORING**

#### **Code 2: DISSOCIATION**

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

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

#### **Code 1: SYMBOLISM OR EFFECT**

Identifies that the flag is symbolic of the country/government/government policy  
OR  
is burned for dramatic effect.

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

#### **Code 0:**

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

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

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

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

### **NAP-CC Assessment Framework References**

Content: 1.1.1

Cognitive process: 2.2.9

### **FL18 SCORING**

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

**Q23**

**RR0332**

What responsibility do all Members of Parliament have?

- travelling to other countries
- working for their local council
- teaching politics at a secondary school
- responding to the needs of people in their electorates

**NAP-CC Assessment Framework References**

Content: 1.1.2

Cognitive process: 2.1.2

**RR0332 SCORING**

**Code 1:** responding to the needs of people in their electorates **(4)**

## POLICE DUTIES (PO4)

In Australia, judges and the police have special duties.

---

**Q24****PO41**

---

Which one of the following is NOT a police duty?

- making new laws
- traffic patrol
- keeping the peace
- investigating crimes

### **NAP-CC Assessment Framework References**

Content: 1.1.4

Cognitive process: 2.1.2

### **PO41 SCORING**

---

**Code 1:** making new laws      **(1)**

What is one role of a judge?

- to investigate crimes
- to interpret the law
- to control parliament
- to run prisons

### **NAP-CC Assessment Framework References**

Content: 1.1.4

Cognitive process: 2.1.2

### **PO42 SCORING**

**Code 1:** to interpret the law (1)

## STUDENT REPRESENTATIVE COUNCILS (DS4)

Some schools have a Student Representative Council (SRC). SRCs are sometimes called Junior School Councils or Student Councils.

Each class may have a representative on the SRC who goes to meetings and helps to make some of the decisions in the school.

---

**Q26****DS41**

---

Why do some schools have an SRC?

- to save money by getting the students to do more work around their school
- because they think that the students have too much spare time
- so that students can participate in the decisions made in their school
- so that SRC representatives report bad student behaviour to the principal

### **NAP-CC Assessment Framework References**

Content: 1.1.1

Cognitive process: 2.1.1

### **DS41 SCORING**

**Code 1:** so that students can participate in the decisions made in their school **(3)**

Which way of selecting an SRC representative would be democratic?

- The teacher chooses their best student to be the representative.
- Students' names are put into a box and the teacher draws out the winner.
- The class holds an election to vote for the best person to become a representative.
- Students write an application for the position and the best written application will win.

### **NAP-CC Assessment Framework References**

Content: 1.1.1

Cognitive process: 2.2.2

### **DS42 SCORING**

**Code 1:** The class holds an election to vote for the best person to become a representative. **(3)**

## HEAD OF STATE (HS4)

**Q28**

**HS41**

Australia's head of state is Queen Elizabeth, who lives in England.

Which of the following people is the Queen's representative in Australia?

- the Chief Minister
- the Prime Minister
- the Governor-General
- the Attorney General

### **NAP-CC Assessment Framework References**

Content: 1.1.2

Cognitive process: 2.1.1

### **HS41 SCORING**

**Code 1:** the Governor-General (3)



## ABORIGINAL AND TORRES STRAIT ISLANDERS (AT4)

For thousands of years before Europeans arrived in Australia, Aboriginal and Torres Strait Islander people lived according to their own traditions and systems.

---

**Q29****AT42**

---

What is the traditional way that groups\* of Aboriginal and Torres Strait Islander people make important decisions?

\*groups - word which covers the other terms of clans, tribes and mob

- they would allow nature to decide
- by voting in the parliament in Canberra
- after a discussion the elders would decide
- everyone would vote and the majority would decide

### **NAP-CC Assessment Framework References**

Content: 1.3.1

Cognitive process: 2.2.4

### **AT42 SCORING**

**Code 1:** after a discussion the elders would decide **(3)**

When an Aboriginal or Torres Strait Islander breaks a traditional law their family is often expected to carry out a punishment.

Why would it be important for the family to carry out a punishment? Give one reason.

---

---

### **NAP-CC Assessment Framework References**

Content: 1.3.1  
Cognitive process: 2.2.4

### **AT43 SCORING**

**Code 1:** Response understands why Aboriginal and Torres Strait Islander families have a responsibility to manage the behaviour of their members.

- In Aboriginal or Torres Strait Islander society families are responsible for their members
- Aboriginal families need to make sure that their members behave responsibly/lawfully
- People are more likely to listen to their family than anyone else

**Code 0:** Response does not understand why Aboriginal and Torres Strait Islander families have a responsibility to manage the behaviour of their members.

- It's easier to get families to do the punishments
- Some families are worse than others

## BIG ISSUE (BI4)

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

---

**Q31****AT42**

---

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

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

1. \_\_\_\_\_

2. \_\_\_\_\_

### **NAP-CC Assessment Framework References**

Content: 1.2.2

Cognitive process: 2.2.1

### **AT42 SCORING**

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

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

**Code 1:** Name only one plausible benefit

**Code 0:** Repeats question or gives vague or irrelevant response

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

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

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

### **NAP-CC Assessment Framework References**

Content: 1.2.2  
Cognitive process: 2.2.2

### **BI42 SCORING**

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

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

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

---

**Q33****BI43**

---

How might participating in the Street Socceros benefit the players?

Give two ways.

1. \_\_\_\_\_

2. \_\_\_\_\_

### **NAP-CC Assessment Framework References**

Content: 1.2.4

Cognitive process: 2.2.1

### **BI43 SCORING**

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

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

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

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

**Code 0:** inaccurate, irrelevant, incomplete

How might participating in the Street Socceros benefit the players?

Give two ways.

1. \_\_\_\_\_

2. \_\_\_\_\_

### **NAP-CC Assessment Framework References**

Content: 1.2.4

Cognitive process: 2.2.1

### **BI44 SCORING**

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

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

**Code 0:** Repeats question or gives vague or irrelevant response

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

**Q35**

**IM41**

What is an Independent Member of Parliament?

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

**NAP-CC Assessment Framework References**

Content: 1.1.2  
Cognitive process: 2.2.1

**IM41 SCORING**

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

## RADIO AUSTRALIA (RA4)

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

---

**Q36****RA41**

---

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

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

### **NAP-CC Assessment Framework References**

Content: 1.3.4

Cognitive process: 2.2.1

### **RA41 SCORING**

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



The Radio Australia website contains a number of English lessons.

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**Q37****RA42**

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

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### **NAP-CC Assessment Framework References**

Content: 1.2.4  
Cognitive process: 2.2.2

### **RA42 SCORING**

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

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

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

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

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

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**Q38****RA43**

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What does the information suggest about Radio Australia?

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

### **NAP-CC Assessment Framework References**

Content: 1.3.4

Cognitive process: 2.2.4

### **RA43 SCORING**

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

## Appendix 5

# Year 6 Class Record Sheet

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





# Appendix 6

## Year 6 Item Analysis Sheet

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| Number of students assessed = |             |                    |                 |                     |                   |
|-------------------------------|-------------|--------------------|-----------------|---------------------|-------------------|
| Qn                            | Score Value | Number of students | (%) of students | National sample (%) | Proficiency Level |
| 1                             | 1           |                    |                 | 76                  | Below Level 1     |
| 2                             | 1           |                    |                 | 31                  | 3                 |
| 3                             | 1           |                    |                 | 46                  | 2                 |
| 4                             | 1           |                    |                 | 30                  | 2                 |
|                               | 2           |                    |                 | 24                  | 3                 |
| 5                             | 1           |                    |                 | 45                  | 1                 |
|                               | 2           |                    |                 | 26                  | 3                 |
| 6                             | 1           |                    |                 | 17                  | 4                 |
| 7                             | 1           |                    |                 | 47                  | 2                 |
| 8                             | 1           |                    |                 | 65                  | 1                 |
| 9                             | 1           |                    |                 | 60                  | 1                 |
| 10                            | 1           |                    |                 | 51                  | 1                 |
|                               | 2           |                    |                 | 10                  | 4                 |
| 11                            | 1           |                    |                 | 46                  | 1                 |
|                               | 2           |                    |                 | 22                  | 3                 |
| 12                            | 1           |                    |                 | 63                  | 1                 |
| 13                            | 1           |                    |                 | 51                  | 2                 |
| 14                            | 1           |                    |                 | 57                  | 2                 |
| 15                            | 1           |                    |                 | 70                  | 1                 |
| 16                            | 1           |                    |                 | 56                  | 2                 |
| 17                            | 1           |                    |                 | 74                  | 1                 |
| 18                            | 1           |                    |                 | 75                  | 1                 |
| 19                            | 1           |                    |                 | 52                  | 2                 |
| 20                            | 1           |                    |                 | 34                  | 3                 |
| 21                            | 1           |                    |                 | 56                  | 1                 |
|                               | 2           |                    |                 | 13                  | 4                 |
| 22                            | 1           |                    |                 | 74                  | 1                 |
| 23                            | 1           |                    |                 | 69                  | 1                 |
| 24                            | 1           |                    |                 | 77                  | Below Level 1     |
| 25                            | 1           |                    |                 | 60                  | 1                 |
| 26                            | 1           |                    |                 | 86                  | Below Level 1     |
| 27                            | 1           |                    |                 | 69                  | 1                 |
| 28                            | 1           |                    |                 | 48                  | 2                 |
| 29                            | 1           |                    |                 | 57                  | 2                 |
| 30                            | 1           |                    |                 | 45                  | 1                 |
|                               | 2           |                    |                 | 15                  | 4                 |
| 31                            | 1           |                    |                 | 31                  | 2                 |
|                               | 2           |                    |                 | 7                   | 4                 |
| 32                            | 1           |                    |                 | 74                  | 1                 |
| 33                            | 1           |                    |                 | 38                  | 1                 |
|                               | 2           |                    |                 | 38                  | 2                 |
| 34                            | 1           |                    |                 | 38                  | 2                 |
| 35                            | 1           |                    |                 | 52                  | 2                 |
| 36                            | 1           |                    |                 | 77                  | Below Level 1     |
| 37                            | 1           |                    |                 | 74                  | 1                 |
| 38                            | 1           |                    |                 | 64                  | 1                 |



## Appendix 7

# Year 6 Class Analysis Sheet

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