

NAP Sample Assessment

Civics and Citizenship
Online School Release Materials
Public demonstration site
User guide



2016



What is the NAP sample assessment – Civics and Citizenship (NAP-CC)?

Under the National Assessment Program (NAP), literacy and numeracy achievement are measured and reported on via the National Assessment Program Literacy and Numeracy (NAPLAN), and achievement in science, civics and citizenship and ICT Literacy are assessed and reported on via the NAP sample assessment program. These assessments are developed and managed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) under the auspices of the Education Council.

The first collection of data from students in the NAP-CC was in 2004 and subsequent cycles of the assessment have been conducted in 2007, 2010, 2013 and 2016. These school assessment materials are related to the fifth NAP-CC assessment cycle, conducted in 2016.

What does NAP-CC measure?

NAP-CC measures student learning outcomes in civics and citizenship. These outcomes relate to student knowledge and understanding of civics and citizenship content and selected attitudes and values that relate to active and informed citizenship as described by the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA, 2008).

The scope of content measured in NAP-CC is described in the NAP-CC Assessment Framework. The complete assessment framework, including example questions, can be accessed on the NAP website www.nap.edu.au

How are the NAP-CC results reported?

The outcomes of NAP-CC are published in a national report. The national reports from all NAP-CC cycles, including 2016, can be accessed at: [insert report URL here].

The NAP-CC 2016 report includes reflections on what the findings of NAP-CC suggest for teachers and teaching in the context of the Australian Curriculum: Civics and Citizenship. Teachers and schools making use of these NAP-CC school assessment are encouraged to make use of the NAP-CC 2016 report as a resource to support their interpretation of student results and consequent planning of civic and citizenship teaching and learning programs and activities.

How was the NAP–CC data collected?

All students who participated in NAP–CC 2016 completed a test (39 questions for Year 6 students and 42 questions for Year 10 students) followed by a survey designed to measure their perceptions of citizenship, their attitudes towards a number of civic-related issues, and their civic engagement.

The tests and surveys were completed on computer using the same system as is planned for use in NAPLAN online.

Who participated in NAP–CC?

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 NAP–CC. In total, data was provided by 5624 Year 6 students in 336 schools and 4776 Year 10 students in 308 schools.

What are the NAP–CC 2016 School Release Materials?

Selected questions from NAP–CC 2016 have been compiled as two demonstration tests (one for Year 6 and one for Year 10) that show the range and style of questions asked in NAP–CC.

The remaining 2016 assessment questions have been secured for the purpose of equating the next NAP–CC assessment, so that longitudinal data on student performance can be obtained.

What other NAP–CC school release materials are available?

School release materials have been made available following each cycle of NAP–CC using questions selected from each relevant test. The school release materials from previous cycles are complete tests available for download. These can be printed and used to assess student civic and citizenship knowledge and understanding as measured in NAP–CC. In addition, the materials include a guide for administering the test, marking the student responses and converting student scores on the school release tests into scores on the NAP–CC achievement scale.

Where can I find out more about NAP–CC?

Further information about NAP–CC are available from the NAP website:

National reports:

<https://www.nap.edu.au/results-and-reports/national-reports>

Technical reports:

<https://www.nap.edu.au/results-and-reports/national-reports>

Assessment framework:

<https://www.nap.edu.au/nap-sample-assessments/assessment-frameworks>

Starting the NAP-CC demonstration test

The NAP-CC demonstration test is located on the same site as other NAPLAN demonstration tests. As a result, there are initial NAPLAN screens that you will need to click through to access the NAP-CC demonstration test.

Session code screen

When you start the test you will be presented with a screen showing how a session code is entered. This code will be automatically generated for the demonstration test.

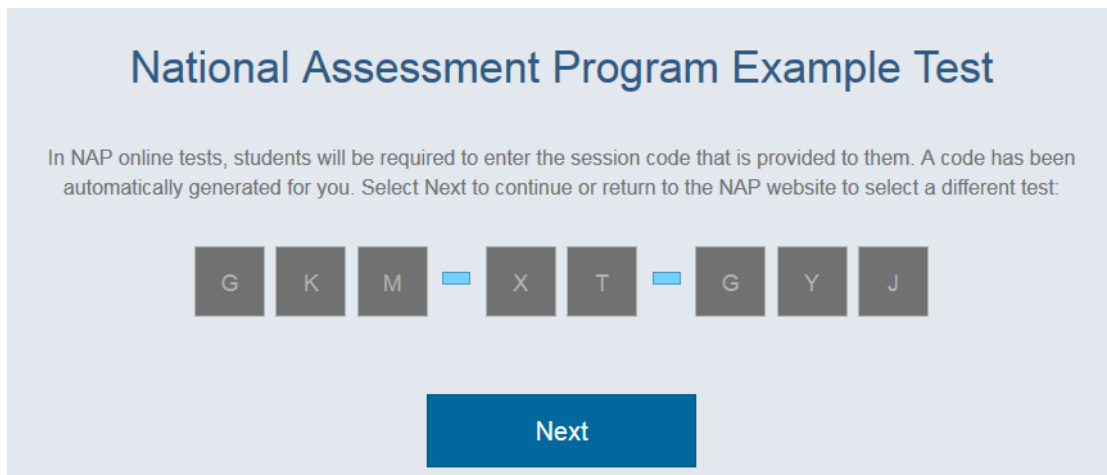


Figure 1: Session code screen

Student code screen

A second screen will then appear for the student to enter an individual student code. Again, this will be generated automatically for the demonstration test.

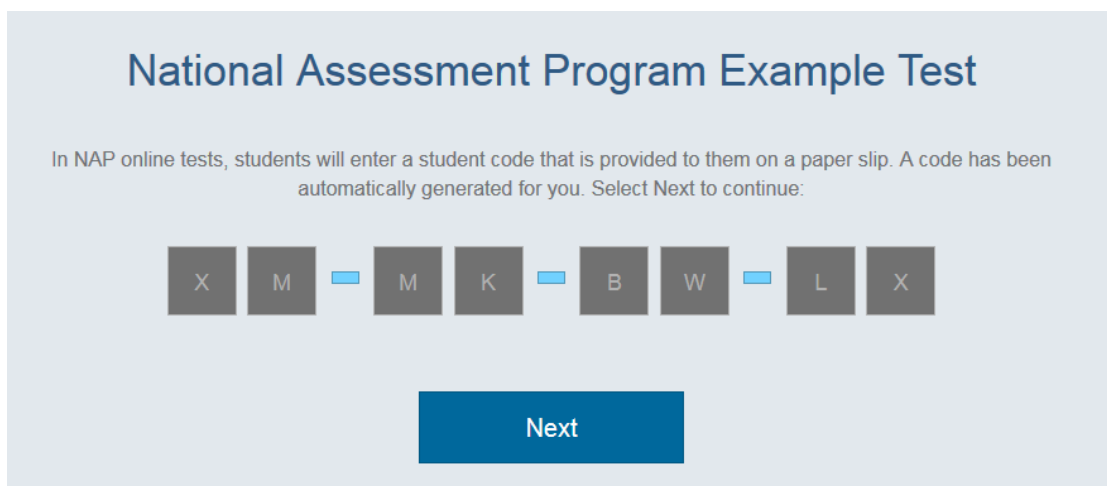


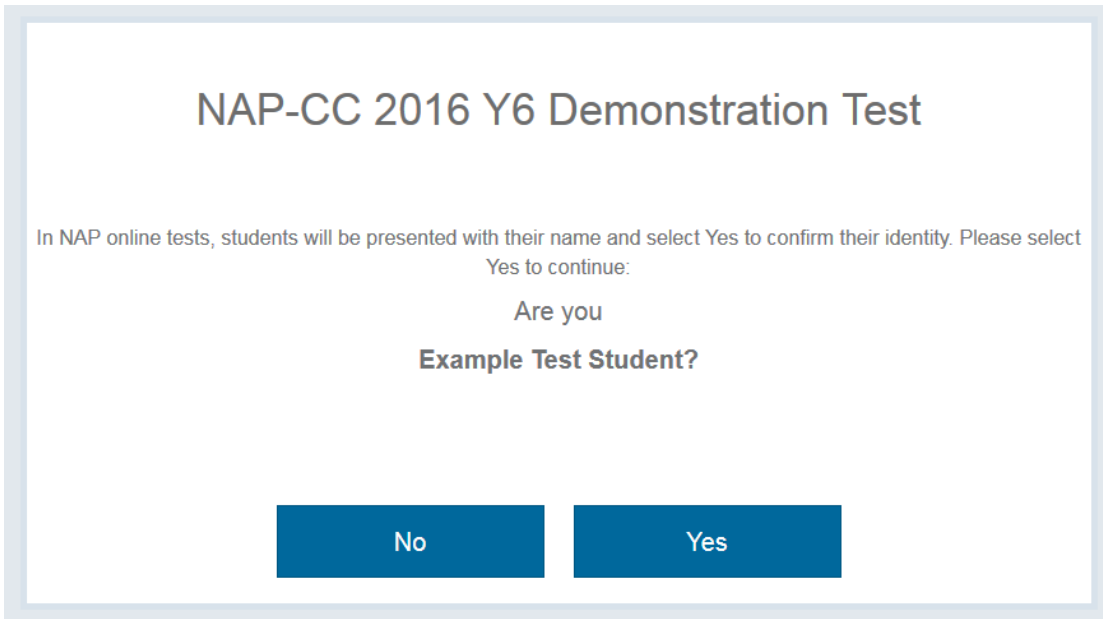
Figure 2: Student code screen

Identity confirmation screen

The confirmation screen (Year 6 or Year 10 – the example below is for Year 6) will then appear. This screen is to help students in a real NAP assessment check that they have used their own student code and not that of some other student.

For the demonstration test this will say 'Are you Example Test Student?'

Click 'Yes' to continue'



The screenshot shows a confirmation screen titled "NAP-CC 2016 Y6 Demonstration Test". Below the title, there is a line of text: "In NAP online tests, students will be presented with their name and select Yes to confirm their identity. Please select Yes to continue:". This is followed by the question "Are you Example Test Student?". At the bottom of the screen, there are two blue buttons: "No" on the left and "Yes" on the right.

Figure 3: Student confirmation screen

Test holding screen (Year 6 example screen)

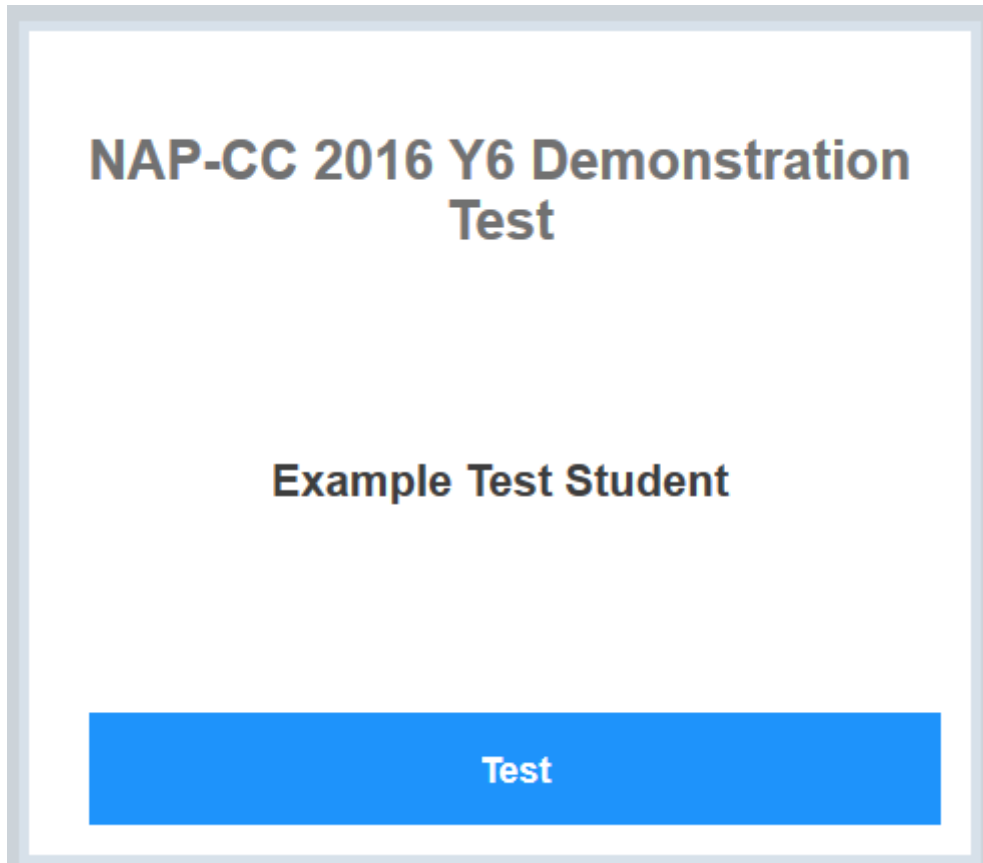


Figure 4: Test holding screen

You can start the demonstration test by clicking 'Test'.

The NAP–CC test interface

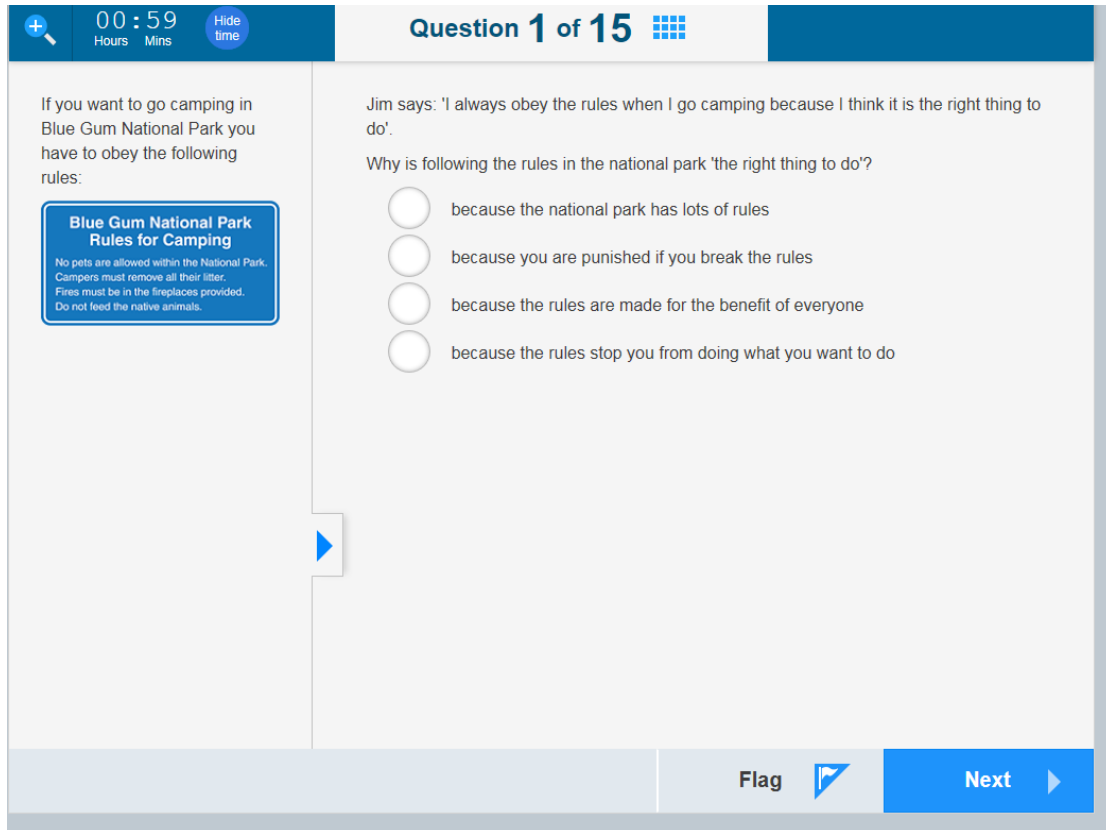


Figure 5: Example test screen with navigation features

The navigation features shown on the test screen in Figure 5 can be used by students throughout the test. These features are explained below.



The 'Magnify' button gives students the option of magnifying the display to 100 per cent, 150 per cent, 200 per cent and 300 per cent. The default magnification is 100 per cent.

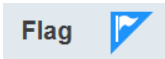
Question 1 of 15

This shows both the student progress through the test and the total number of questions to be completed in the test (15 for Year 6 and 15 for Year 10).

Students can only *first* access any given question by moving to it from the preceding question. Once students have accessed a question they can return to it either by going back through the test or from a summary screen.



Clicking on the 'Summary' button takes the students to a screen that shows summary information of their progress throughout the test (Figure 6).



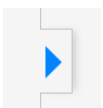
The 'Flag' button records (for each student's reference only) that the student may like to return to the question to check their response. Students can flag a question regardless of whether or not they have entered a response to the question at the time. Flagged questions are accessible directly through the summary screen. When a question has been flagged, the 'Flag' button can toggle to give the student an option to unflag the question.



Clicking on the 'Next' button or 'Back' button allows students to navigate to the next or previous question in the test, respectively. Any student response to a question is saved by the testing system when a student navigates away from the question by any method.



Clicking on the 'Expand' button allows students to expand the stimulus material shown to the left of the screen. The questions are presented with stimulus materials of varying lengths. Very short stimulus materials (that is, one or two sentences) are presented on-screen directly above the question stem. Longer stimulus materials are visible as a reduced thumbnail view on the left of the screen. Students can click on the 'Expand' button to expand the stimulus material so it can be seen in full.



If a student has expanded the stimulus material for a question, the student needs first to click on the 'Reduce' button in order to enter or edit a response to the question. Clicking on the 'Reduce' button returns to the default view of the question. Students can expand and reduce stimulus materials as often as required for each question regardless of whether or not they have already entered a response to the question.

When students complete the final question in the test, they are shown a summary screen (Figure 6). This is the same screen that students would see if they clicked on the 'Summary' button during the test.

The screenshot displays a 'Progress summary' screen for a test. At the top, it indicates 'Question 1 of 15' and a timer showing '00:54' (00 Hours, 54 Mins). Below this, a 'Progress summary' section shows four categories: 'Show all', '0 Answered', '1 Not answered', '14 Not read', and '0 Flagged'. The 'Questions' section below contains a grid of 15 numbered buttons (1-15) for navigation. The 'Back' and 'Next' buttons are located at the bottom of the screen.

Figure 6: Summary screen

Time permitting, students can use the summary screen to return to questions they have flagged or not completed. Students are also able to click on the question numbers at the top of the screen to check their responses to any question, or to use the 'Next' and 'Back' buttons to work their way through the questions in sequence.

The summary screen provides students with information about how many questions they have answered/not answered and which questions they have flagged.

The NAP–CC demonstration test questions and the NAP–CC scale

The achievement of students in Year 6 and Year 10 is measured against the NAP–CC achievement scale. This scale was established in 2004 and has six achievement levels. The scale represents a hierarchy of civics and citizenship content knowledge. Overall, higher levels on the scale denote more complex civics and citizenship content.

The scale is developmental in the sense that students are assumed to be typically able to demonstrate achievement of the content and cognition described in the scale below as well as at their measured level of achievement.



Some test questions were answered by Year 6 students only. Some test questions were answered only by Year 10 students. Some questions were answered by both Year 6 and Year 10 students providing information about differential performance.

One 15-question demonstration test has been constructed from the test materials in the 2016 cycle, for use at Year 6. One 15-question demonstration test has also been constructed for students in Year 10.

For each question in each of the two tests, there is a short commentary relating to the way students performed on the question in the 2016 cycle.



Year 6 NAP–CC Demonstration Test

Year 6 Question 1

 00 : 58 Hours Mins Hide time	Question 1 of 15 
<p>If you want to go camping in Blue Gum National Park you have to obey the following rules:</p> <div style="border: 2px solid #0072bc; padding: 5px; margin: 10px 0;"> <p style="text-align: center; margin: 0;">Blue Gum National Park Rules for Camping</p> <p style="font-size: 0.8em; margin: 0;">No pets are allowed within the National Park. Campers must remove all their litter. Fires must be in the fireplaces provided. Do not feed the native animals.</p> </div>	<p>Jim says: 'I always obey the rules when I go camping because I think it is the right thing to do'.</p> <p>Why is following the rules in the national park 'the right thing to do'?</p> <ul style="list-style-type: none"> <input type="radio"/> because the national park has lots of rules <input type="radio"/> because you are punished if you break the rules <input type="radio"/> because the rules are made for the benefit of everyone <input type="radio"/> because the rules stop you from doing what you want to do

Question 1 was answered by Year 6 students only. The correct answer was C, 'because the rules are made for the benefit of everyone' acknowledging a specific responsibility of citizens in a democratic society. This question was below level 1 on the Civics and Citizenship scale.

Year 6 Question 2

 00 : 56 Hours Mins Hide time	Question 2 of 15 
<p>In Australia, local councils look after the needs of a local area.</p>	<p>Which of the following would be the task of a local council?</p> <ul style="list-style-type: none"> <input type="radio"/> setting up schools <input type="radio"/> looking after parks and gardens <input type="radio"/> making sure hospitals run smoothly <input type="radio"/> taking part in parliamentary sessions

Question 2 was answered by both Year 6 students and Year 10 students in 2016.

Students answered this question correctly if they chose 'B' as the answer, thereby recognising a specific responsibility of local councils. This question was at level 2 on the Civics and Citizenship scale.

Year 6 Question 3

00:54
Hours Mins

Hide time

Question 3 of 15

In Australia, local councils look after the needs of a local area.

Name one other responsibility of local councils in Australia.

Question 3 was answered by both Year 6 students and Year 10 students in 2016. Students received one score point if they answered correctly.

Students answered this question correctly if they identified another specific responsibility of local councils. This question was at level 2 on the Civics and Citizenship scale.

Year 6 Question 4

00:53
Hours Mins

Hide time



Question 4 of 15


What is one difference between rules and laws?

- Laws cannot be changed but rules can.
- Children obey rules but only adults have to obey laws.
- Rules can be made by anyone but laws cannot.
- Adults teach children rules but the police teach them about laws.

Question 4 was answered by Year 6 students only. To answer question 4 correctly, students needed to identify an important definitional difference between rules and laws through choosing option C. This question was at level 1 on the Civics and Citizenship scale.

Year 6 Question 5

 **00 : 51** 
Hours Mins



Question 5 of 15 


What is an Act of Parliament?

- law made by a parliament
- speeches made in parliament
- a three-year term in a parliament
- a gift from a parliament to the Queen

Question 5 was answered by Year 6 students only. To answer question 5 correctly students needed to identify processes by which acts become law through choosing option A. This question was at level 1 on the Civics and Citizenship scale.

Year 6 Question 6

 **00 : 50** 
Hours Mins

Question 6 of 15 

The Australian National Anthem is often played at important public ceremonies, community events and sporting events.

What is the purpose of playing the Australian National Anthem at such events?

- to encourage cultural diversity
- to gain the attention of the crowd
- to make the public event more enjoyable
- to reflect a sense of national identity and unity

Question 6 was answered by Year 6 students only. To answer question 6 correctly, students needed to identify the cultural significance of national anthem by selecting option D. This question was at level 1 on the Civics and Citizenship scale.

Year 6 Question 7

00 : 49
Hours Mins

Hide time

Question 7 of 15

Sophie says:
'I can say whatever I like. This is a democratic country.'

Maria says:
'Yes, you can say whatever you like, as long as you don't say things that insult people on the grounds of race, culture or religion. That's an important aspect of democracy.'

Give a reason to support Maria's opinion.

Question 7 was answered by Year 6 students only. To answer question 7 correctly, students had to justify a reason for restrictions to free speech in order to protect the rights of groups or to prevent violence. This question was at level 4 on the Civics and Citizenship scale.

Year 6 Question 8

00 : 48
Hours Mins

Hide time

Question 8 of 15

At many schools, students must wear a school uniform.

What is the main **advantage** to the school community of having a compulsory school uniform?

- The students all look the same.
- The school looks more attractive.
- The school can make a profit from selling uniforms.
- The students can be identified as belonging to the school.

Question 8 was answered by Year 6 students only. The correct answer to question 8 was D. For this question students had to select the best reason to support a compulsory school uniform policy. This question was below level 1 on the Civics and Citizenship scale.

Year 6 Question 9

00 : 47
Hours Mins

Hide time

Question 9 of 15

What is the main **disadvantage** to the school community of having a compulsory school uniform?

- The students may refuse to wear the uniform.
- The students may not know where to buy their uniforms.
- The students may not feel valued as individuals in their uniforms.
- The students may not know when they can go out in their uniforms.

Question 9 was answered by Year 6 students only. The correct answer to question 9 was C. For this question students had to select a disadvantage of a compulsory school uniform policy. This question was at level 2 on the Civics and Citizenship scale.

Year 6 Question 10

00 : 46
Hours Mins

Hide time

Question 10 of 15

Highgrove School has a rule that students are not allowed to wear any jewellery except watches. Jenny wants to wear a religious symbol on a pin.

Give one reason why Jenny should be allowed to wear her pin.

Question 10 was answered by Year 6 students only. To answer question 10 correctly, students had to refer to concessions to individuality, diversity or the expression of freedom of religion. This question was below level 1 on the Civics and Citizenship scale.

Year 6 Question 11

+ 00 : 45 Hide time
Hours Mins

Question 11 of 15

Highgrove School has a rule that students are not allowed to wear any jewellery except watches. Jenny wants to wear a religious symbol on a pin.

Give one reason why Jenny should **not** be allowed to wear her pin.

Question 11 was answered by Year 6 students only. To answer question 11 correctly, students had to refer to safety issues or to maintaining the authority of rules. This question was below level 1 on the Civics and Citizenship scale.

Year 6 Question 12

+ 00 : 44 Hide time
Hours Mins

Question 12 of 15

In Australia, which of the following people can **only** get their jobs by being voted for in an election?


- members of the police force
- members of the public service
- members of the armed forces
- members of parliament

Question 12 was answered by Year 6 students only. The correct answer to question 12 was D. For this question students had to recognise that members of parliament get their jobs by being voted for in elections. This question was below level 1 on the Civics and Citizenship scale.

Year 6 Question 13

00:43
Hours Mins Hide time

Question 13 of 15



The article below was printed in a school newsletter.

It's Not Fair!

The students in our school have decided to make our own Fair Trade Policy. We want to place a school-wide ban on sports shoes made in overseas factories that force people to work in bad conditions and for low wages.

If we keep buying these shoes, then the workers will continue to be treated poorly.

Kamila Singh – President of the Junior School Council

What does Kamila believe?

- All factory owners treat their workers badly.
- All sports shoes are made in bad conditions.
- All workers have a right to fair working conditions.
- All countries should follow work standards set by Australia.


Question 13 was answered by both Year 6 and Year 10 students. The correct answer to question 13 was C. For this question students had to interpret the motivation behind an example of ethical consumerism. This question was at level 1 on the Civics and Citizenship scale.

Year 6 Question 14

00 : 42
Hours Mins

Hide time

Question 14 of 15



The article below was printed in a school newsletter.

It's Not Fair!

The students in our school have decided to make our own Fair Trade Policy. We want to place a school-wide ban on sports shoes made in overseas factories that force people to work in bad conditions and for low wages.

If we keep buying these shoes, then the workers will continue to be treated poorly.

Kamila Singh – President of the Junior School Council

Which one of the following reasons best explains why Kamila feels we should care about the treatment of these workers?


- We have a legal duty to look after people in other countries.
- We should consider the rights of others no matter where they live.
- If these workers are not looked after properly then they will make poor quality shoes.
- We should give more international aid so people don't have to work in these factories.

Question 14 was answered by both Year 6 and Year 10 students. The correct answer to question 14 was B. For this question students had to recognise that human rights protection is a global responsibility. This question was at level 1 on the Civics and Citizenship scale.

Year 6 Question 15

00 : 41
Hours Mins Hide time

Question 15 of 15



The article below was printed in a school newsletter.

It's Not Fair!

The students in our school have decided to make our own Fair Trade Policy. We want to place a school-wide ban on sports shoes made in overseas factories that force people to work in bad conditions and for low wages.

If we keep buying these shoes, then the workers will continue to be treated poorly.




Kamila Singh – President of the Junior School Council

How do the students think that their ban will help the workers?

Question 15 was answered by both Year 6 and Year 10 students. To answer question 15 correctly, students had to refer to economic or social pressure being used to improve the working conditions at factories. This question was at level 3 on the Civics and Citizenship scale.




Year 10 NAP–CC Demonstration Test

Year 10 Question 1

 00 : 41 Hours Mins 	Question 1 of 15 
In Australia, local councils look after the needs of a local area.	Which of the following would be the task of a local council? <input type="radio"/> setting up schools <input type="radio"/> looking after parks and gardens <input type="radio"/> making sure hospitals run smoothly <input type="radio"/> taking part in parliamentary sessions

Question 1 about local councils was answered by both Year 6 students and Year 10 students. Students answered this question correctly if they chose ‘B’ as the answer, thereby recognising a specific responsibility of local councils. This question was at level 2 on the Civics and Citizenship scale.

Year 10 Question 2

 00 : 41 Hours Mins 	Question 2 of 15 
In Australia, local councils look after the needs of a local area.	Name one other responsibility of local councils in Australia. <input type="text"/>

Question 2 was answered by both Year 6 students and Year 10 students in 2016. Students received one score point if they answered correctly. Students answered this question correctly if they identified another specific responsibility of local councils. This question was at level 2 on the Civics and Citizenship scale.

Year 10 Question 3




 00 : 40
Hours Mins  **Question 3 of 15** 

Who decides whether someone is innocent or guilty in an Australian court?

- only juries can decide
- only judges can decide
- either a judge or jury, depending on which court it is
- the police decide and this is then confirmed by a judge

Question 3 was answered by Year 10 students only. The correct answer to question 3 was C. For this question students had to choose the option that shows they recognise that different courts have different methods of making decisions. This question was at level 2 on the Civics and Citizenship scale.

Year 10 Question 4

 00 : 40
Hours Mins  **Question 4 of 15** 

In our government there is a 'separation of powers' between the parliament and the judges.

The 'separation of powers' means that

- judges separate laws from powers.
- parliament has the power to make laws.
- lawmakers need permission from judges to make laws.
- judges' decisions are separate from parliament's decisions.

Question 4 was answered by Year 10 students only. The correct answer to question 4 was D. For this question students had to recognise the key feature of the separation of powers in Australia, which is that judges' decisions are separate from parliament's decisions. This question was at level 2 on the Civics and Citizenship scale.

Year 10 Question 5

00 : 39
Hours Mins Hide time

Question 5 of 15

What is the main reason that the 'separation of powers' exists in a democracy?

- to keep traditions
- to make the system fair
- to make the system fast
- to make the system cheap to run

Question 5 was answered by Year 10 students only. The correct answer to question 5 was B. For this question students had to choose the option that connects the separation of powers to the concept of fairness in a democracy. This question was below level 1 on the Civics and Citizenship scale.

Year 10 Question 6

00 : 38
Hours Mins Hide time

Question 6 of 15

Warning: Aboriginal and Torres Strait Islander readers are warned that the photograph shown after clicking on the blue arrow may contain images of deceased persons.

In 1965, a student group from the University of Sydney organised a bus tour of country towns in New South Wales. The group, called Student Action for Aborigines (SAFA), wanted to investigate the state of Aboriginal health, education and housing in rural communities. This bus tour came to be known as a 'Freedom Ride'.

Which one of the following best explains why students formed Student Action for Aborigines in 1965?

- They wanted to belong to a group.
- They wanted to bring about positive change.
- They wanted to experience life in a country town.
- They wanted to put themselves in a challenging situation.

Question 6 was answered by Year 10 students only. The correct answer to question 6 was B. For this question students had to choose the option that identifies the connection between social action and the desire for change. This question was at level 1 on the Civics and Citizenship scale.

Year 10 Question 7

00 : 38
Hours Mins

Hide time

Question 7 of 15

Warning: Aboriginal and Torres Strait Islander readers are warned that the photograph shown after clicking on the blue arrow may contain images of deceased persons.

In 1965, a student group from the University of Sydney organised a bus tour of country towns in New South Wales. The group, called Student Action for Aborigines (SAFA), wanted to investigate the state of Aboriginal health, education and housing in rural communities. This bus tour came to be known as a 'Freedom Ride'.

In towns such as Walgett, Moree and Bowraville, the students protested against racial discrimination that prevented Aboriginal people from going to clubs, swimming pools, hotels and cafes.

Why were the students able to protest in the country towns they visited?

- In Australia, all forms of protest are encouraged.
- In Australia, different laws apply in country towns to the cities.
- In Australia, people have the right to say and do as they please.
- In Australia, people have the right to organise legal forms of protest.

Question 7 was answered by Year 10 students only. The correct answer to question 7 was D. For this question students had to choose the option that identifies the fundamental democratic right of protest. This question was at level 2 on the Civics and Citizenship scale.

Year 10 Question 8

00:37
Hours Mins

Hide time

Question 8 of 15

Warning: Aboriginal and Torres Strait Islander readers are warned that the photograph shown after clicking on the blue arrow may contain images of deceased persons.

In 1965, a student group from the University of Sydney organised a bus tour of country towns in New South Wales. The group, called Student Action for Aborigines (SAFA), wanted to investigate the state of Aboriginal health, education and housing in rural communities. This bus tour came to be known as a 'Freedom Ride'.

What is one other way, besides a Freedom Ride, that people can protest in Australia?

Question 8 was answered by Year 10 students only. To answer question 8 correctly, students had to provide one example of a form of protest allowed in Australia. This question was at level 1 on the Civics and Citizenship scale.

Year 10 Question 9

00 : 37
Hours Mins

Hide time

Question 9 of 15

Warning: Aboriginal and Torres Strait Islander readers are warned that the photograph shown after clicking on the blue arrow may contain images of deceased persons.

In 1965, a student group from the University of Sydney organised a bus tour of country towns in New South Wales. The group, called Student Action for Aborigines (SAFA), wanted to investigate the state of Aboriginal health, education and housing in rural communities. This bus tour came to be known as a 'Freedom Ride'.

Living conditions for most Aboriginal people were extremely poor at the time of the Freedom Ride and racial prejudice was widespread. The students on the Freedom Ride recorded the situation in the towns they visited and made the photographs and film footage available to media outlets.

Why would the students have made the footage of their tour available to media outlets?

Question 9 was answered by Year 10 students only. To receive the maximum of 2 score points, students had to link the impact of the film footage with some form of direct public action. This was at level 5 on the Civics and Citizenship scale. To receive 1 score point, Year 10 students identified the role of the media in raising general awareness of the issue. This was a below level 1 answer on the Civics and Citizenship scale.

Year 10 Question 10

00 : 36
Hours Mins

Hide time

Question 10 of 15

Australia gives aid to a number of countries throughout the world. The Australian Government provided approximately \$4 billion in Official Development Assistance (ODA) in 2015–16.

Why would the Australian Government choose to provide \$4 billion in foreign aid?

- The Australian Government does not need the money for anything else.
- The Australian Government wants to control the countries that accept Australian aid.
- The Australian Government believes in the value of helping people in need throughout the world.
- The Australian Government wants to prove to the rest of the world that Australia is a rich and powerful nation.

Question 10 was answered by Year 10 students only. The correct answer to question 10 was C. For this question students had to choose the option that identifies the responsibilities of government in helping other nations. This question was at level 1 on the Civics and Citizenship scale.

Year 10 Question 11

00 : 35
Hours Mins

Hide time



Question 11 of 15

In democratic decision-making, how can the views of minority groups best be considered?

- by ensuring that the opinions of their members are made clear to the majority group
- by allowing their members to vote more than once
- by explaining to their members why their opinions are less important than the majority
- by asking the majority group to ignore their own needs and think only of the needs of others



Question 11 was answered by Year 10 students only. The correct answer to question 11 was A. For this question students had to choose the option that identifies one way in which minority group views are recognised in a democracy. This question was at level 1 on the Civics and Citizenship scale.

Year 10 Question 12

 00 : 35 <small>Hours Mins</small> Hide time	Question 12 of 15 
<p>From 1900 to 1973, Australia had a policy of assimilation which required immigrants to learn English and fit in with a way of life based on British influences. Since the early 1970s, Australia has had a policy of multiculturalism. This encourages people born in other countries to maintain their own languages and cultures.</p>	<p>Why did Australia move from a policy of assimilation to one of multiculturalism?</p> <ul style="list-style-type: none"> <input type="radio"/> Australia did not have an identifiable culture of its own. <input type="radio"/> The government found it too difficult to force people to assimilate. <input type="radio"/> The diversity of immigrants coming to live in Australia needed to be recognised. <input type="radio"/> The government wanted equal numbers of immigrants from a variety of countries.

Question 12 was answered by Year 10 students only. The correct answer to question 12 was C. For this question students had to choose the option that recognises that Australia’s population has become more diverse over time. This question was at level 2 on the Civics and Citizenship scale.

Year 10 Question 13

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<p>From 1900 to 1973, Australia had a policy of assimilation which required immigrants to learn English and fit in with a way of life based on British influences. Since the early 1970s, Australia has had a policy of multiculturalism. This encourages people born in other countries to maintain their own languages and cultures.</p>	<p>Give a reason to explain why community-based cultural clubs help immigrants to settle into life in Australia.</p> <div style="border: 1px solid #ccc; height: 40px; margin-top: 10px;"></div>

Question 13 was answered by Year 10 students only. To answer question 13 correctly, students had to explain that community-based ethnic clubs provide a supportive way to transition into life in Australia. This question was at level 1 on the Civics and Citizenship scale.

Year 10 Question 14

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Question 14 of 15

What is the main role of the Speaker of the House of Representatives?

- to keep order when parliament is in session
- to make the final decision on important policies in parliament
- to make important policy speeches when parliament is in session
- to make sure that all members of parliament vote on important issues

Question 14 was answered by Year 10 students only. The correct answer to question 14 was A. For this question students had to choose the option that defines the role of the Speaker of the House of Representatives. This question was at level 3 on the Civics and Citizenship scale.

Year 10 Question 15

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Question 15 of 15

In a parliamentary system, what is a coalition?

- a single political party
- the alliance of different political parties or groups
- a group of leaders within a political party
- the combining of different laws into an Act of Parliament

Question 15 was answered by Year 10 students only. The correct answer to question 15 was B. For this question students had to choose the option that identifies role of particular elected representatives. This question was at level 3 on the Civics and Citizenship scale.