| Levels 3 and 4 | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
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| **Government and Democracy** |  |  |  |
| Identify features of government and law and describe key democratic values | Discuss the values, principles and institutions that underpin Australia’s democratic forms of government and explain how this system is influenced by the Westminster system | Describe the key features of government under the Australian Constitution, including the separation of powers, the Executive, the role of the Houses of Parliament, and the division of powers | Discuss the role of political parties and independent representatives in Australia’s system of government, including the formation of governments, and explain the process through which government policy is shaped and developed |
| Identify how and why decisions are made democratically in communities | Describe the roles and responsibilities of the three levels of government, including shared roles and responsibilities within Australia’s federal system | Discuss the freedoms that enable active participation in Australia’s democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement | Explain the values and key features of Australia’s system of government compared with at least one other system of government in the Asia region |
| Explain the roles of local government and some familiar services provided at the local level | Identify and discuss the key features of the Australian electoral process | Explain how citizens can participate in Australia’s democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, interest groups and direct action | Analyse how citizens’ political choices are shaped, including the influence of the media |
|  | Identify the roles and responsibilities of electors and representatives in Australia’s democracy | Describe the process of constitutional change through a referendum | Explain the Australian government’s roles and responsibilities at a global level, including provision of foreign aid, peacekeeping and the United Nations |
| **Laws and Citizens** |  |  |  |
| Explain how and why people make rules | Explain how state/territory and federal laws are initiated and passed through parliament | Explain how Australia’s legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation | Explain how Australia’s international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples |
| Distinguish between rules and laws and discuss why rules and laws are important | Explain how and why laws are enforced and describe the roles and responsibilities of key personnel in law enforcement, and in the legal system | Compare how laws are made in Australia, including through parliaments (statutory law) and courts (common law), and explain different types of laws, including executive law (delegated law), criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law | Describe the key features of Australia’s court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution |
|  |  |  | Discuss the key principles of Australia’s justice system, including equality before the law, independent judiciary, and right of appeal |
| **Citizenship, Diversity and Identity** |  |  |  |
| Investigate why and how people participate within communities and cultural and social groups | Identify who can be an Australian citizen and describe the rights, responsibilities and shared values of Australian citizenship and explore ways citizens can participate in society | Describe how Australia is a secular nation and a multi-faith society | Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society |
| Describe the different cultural, religious and/or social groups to which they and others in the community may belong | Identify different points of view on a contemporary issue relating to democracy and citizenship | Identify how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibility, compassion, equality and a ‘fair go’ | Discuss challenges to and ways of sustaining a resilient democracy and cohesive society |
|  | Investigate how people with shared beliefs and values work together to achieve their goals and plan for action | Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others’ perception of them | Discuss how and why groups, including religious groups, participate in civic life |
|  | Examine the concept of global citizenship | Examine how national identity can shape a sense of belonging and examine different perspectives about Australia’s national identity, including Aboriginal and Torres Strait Islander peoples’ perspectives | Examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events |
| **Achievement Standard** |  |  |  |
| By the end of Level 4, students explain how decisions can be made democratically and the role of local government. They recognise the importance of rules and distinguish between rules and laws. They describe how people participate in their community as active citizens and factors that shape a person’s identity and sense of belonging. | By the end of Level 6, students identify the values that underpin Australia’s democracy and explain the importance of the electoral process. They describe the purpose of key institutions and levels of government in Australia’s democracy. They explain the role of different people in Australia’s legal system and the role of parliaments in creating law. They identify various ways people can participate effectively in groups to achieve shared goals. Students explain what it means to be an Australian citizen and how people can participate as global citizens. They analyse contemporary issues and use evidence to support a point of view about civics and citizenship issues. They identify possible solutions to an issue as part of a plan for action. | By the end of Level 8, students explain features of Australia’s system of government, and the purpose of the Constitution in Australia’s representative democracy. They analyse features of Australian democracy, and explain features that enable active participation. They explain how Australia’s legal system is based on the principle of justice, and describe the types of law and how laws are made. Students identify the importance of shared values, explain different points of view and explain the diverse nature of Australian society. They analyse issues about national identity in Australia and the factors that contribute to people’s sense of belonging. They identify ways they can be active and informed citizens, and take action, in different contexts. | By the end of Level 10, students evaluate features of Australia’s political system, and identify and analyse the influences on people’s electoral choices. They compare and evaluate the key features and values of systems of government, and analyse Australia’s global roles and responsibilities. They analyse the role of the High Court and explain how Australia’s international legal obligations influence law and government policy. They explain the key principles of Australia’s system of justice and analyse the role of Australia’s court system. They analyse a range of factors that influence identities and attitudes to diversity. Students evaluate a range of factors that sustain democratic societies and analyse ways they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities. |