MCEETYA

National Assessment Program – Civics and Citizenship Year 6 School Assessment

2007

Ministerial Council on Education,
Employment, Training and Youth Affairs

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"Sea of Hands protest on the lawns of Parliament House, 12 October 1997",
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"College Captains at ANZAC Day memorial service, Nagle College, Bairnsdale, 25 April 2008"

Appendix 2 images:
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"Harmony Day" Melbourne, 21 March 2006
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"Australian of the Year"
National Australia Day Council

Ministerial Council on Education, Employment, Training and Youth Affairs

National Assessment Program - Civics and Citizenship Year 6 School Assessment 2007

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Preface

In 2007, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) 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 that has been put in place 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.

The civics and citizenship assessment domain, which defined the scope of the National Assessment Program - Civics and Citizenship in 2004 and 2007, was developed during 2002-03 in consultation with a national Review Committee, established to ensure that the domain was inclusive of the different State and Territory curricula and that the items in the assessments were fair for students, irrespective of where they attended school.

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 the National Assessment Program - Civics and Citizenship 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 anticipated that teachers will be able to reflect on this information to enhance teaching and monitoring programs in our schools.

Chapter 1
Overview of the National Assessment Program - Civics and Citizenship

Background

In 1999, the State, Territory and Commonwealth Ministers for Education agreed to the Adelaide Declaration on National Goals for Schooling in the Twenty-first Century (MCEETYA, 1999) (http://www.mceetya.edu.au/mceetya/nationalgoals/natgoals.htm).

The National Goals provide the framework for reporting on student achievement through the annual MCEETYA publication, the *National Report on Schooling in Australia* (ANR).

In 1999, the Education Ministers established the National Education Performance Monitoring Taskforce (NEPMT) to develop key performance measures to monitor and report on progress toward the achievement of the Goals on a nationally-comparable basis. They noted the need to develop indicators of performance for civics and citizenship.

As a first step, the NEPMT commissioned a project in 2001 to investigate and develop key performance measures in civics and citizenship education. The outcome of this process was a report to the NEPMT titled Key Performance Measures in Civics and Citizenship Education[1]. In July 2001, all outstanding work of the NEPMT was transferred to the new Performance Measurement and Reporting Taskforce (PMRT).

Subsequently, the following six recommendations were endorsed by the PMRT:

- That there be two Key Performance Measures (KPMs) for civics and citizenship, the first to focus on civics knowledge and understanding and the second on citizenship participation skills and civic values.
- That the KPMs be applied to both primary and secondary schooling and be set at Year 6 and Year 10 respectively.

[1] Print, M. & Hughes, J. (2001) *Key Performance Measures in Civics and Citizenship Education*. Commissioned report to the National Education Performance Monitoring Taskforce.

- That national student assessments be designed for Year 6 and Year 10 derived from the KPMs.
- That a trial assessment be conducted in 2003 as a preliminary to a national sample survey assessment.
- That the assessment survey consist of three parts: (1), an assessment of civics knowledge and understanding (KPM1); (2), an assessment of skills and values for active citizenship participation (KPM2); and (3), an indication of opportunities for and examples of citizenship participation by students, together with relevant contextual information.
- That the national sample assessment of student knowledge, understanding, values and citizenship participation skills occur first in 2004. Subsequent testing will occur in 2007 and thereafter every three years.

In October 2002, the PMRT commissioned a project to develop and trial assessment instruments for nationally-comparable measurement and reporting in the government, independent and Catholic sectors. A further tender was let in February 2003 for the conduct of the assessment in October 2004. The Australian Council for Educational Research (ACER) was the successful tenderer in both cases.

The PMRT set the policy objectives, commissioned the Benchmarking and Educational Measurement Unit (BEMU) to manage the assessment and established a Review Committee (consisting of members nominated by the jurisdictions, school sectors and interest groups) to facilitate discussion among the jurisdictions and school sectors.

The National Assessment Program - Civics and Citizenship was the second assessment program designed specifically to provide information about performance against the National Goals. Primary Science was the first and MCEETYA also endorsed a similar assessment program to be conducted for ICT.

The intention is that each assessment program will be repeated every three years so that performance can be monitored over time. The first cycle of the program provided the baseline against which future performance will be compared. The Australian Council for Educational Research (ACER) was the successful tenderer for the second cycle of the National Assessment Program – Civics and Citizenship.

Implementation of the 2007 National Assessment Program - Civics and Citizenship

Implementation of the National Assessment Program - Civics and Citizenship involved a large number of separate but related steps initiated in 2004 and some repeated again in 2007. These included the development of key performance measures; the development of an assessment domain and items and instruments to assess that domain; the trialling of those items and instruments; the administration of the assessment to a sample of students; and the marking, analysis and reporting of the results.

In 2007, secure items from the 2004 assessment were retained and new items developed. The coverage of the whole item set of the domain was monitored closely. Draft and revised versions of the items were shared with the Review Committee before and after trialling. In March 2007, a representative random sample of 74 schools from all three school sectors in Victoria, New South Wales and Queensland participated in the trial. The response rate from sampled trial schools was 99 per cent. The trial data were analysed and shared with the Review Committee.

The *National Assessment Program - Civics and Citizenship Years 6 and 10 Report 2007* is available at http://www.mceetya.edu.au. It provides details of the school and student samples used, describes the testing process and presents the results at the national, State and Territory levels.

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

The National Assessment Program - Civics and Citizenship measured student knowledge, understandings, dispositions and skills in civics and citizenship.

An assessment domain was developed in 2002 in consultation with curriculum experts from each State and Territory and representatives of the Catholic and independent school sectors. The Assessment Domain remained unchanged from 2004 to the 2007 assessment.

The assessment domain comprised the domain descriptors for the two Key Performance Measures (KPMs) and a professional elaboration.

The definitions of the two Civics and Citizenship Key Performance Measures (KPMs), are the substance of the Civics and Citizenship Scale. The two Key Performance Measures are:

KPM 1 *Civics: Knowledge & Understanding of Civic Institutions & Processes*
Knowledge of key concepts and understandings relating to civic institutions and processes in Australian democracy, government, law, national identity, diversity, cohesion and social justice.

KPM 2 *Citizenship: Dispositions & Skills for Participation*
Understandings related to the attitudes, values, dispositions, beliefs, and actions that underpin active democratic citizenship.

The KPM definitions are further defined by the domain descriptors which reference the main foci of each KPM. These are presented in Figure 1.1. Figure 1.2 presents the relationships of the domain descriptors within and between year levels.

The professional elaboration is a further expansion of the domain descriptors which identifies key concepts and skills students are expected to be able to have attained by Year 6 or 10 (see Appendix 1 of this document). Chapter 3 of the *National Assessment Program - Civics and Citizenship Years 6 and 10 Report 2007* (available at http://www.mceetya.edu.au) provides more information through the mapping of the items to the assessment domain.

Figure 1.1: Civics and Citizenship Assessment Domain – Domain Descriptors

NATIONAL ASSESSMENT PROGRAM - CIVICS & CITIZENSHIP ASSESSMENT DOMAIN: DOMAIN DESCRIPTORS

Yr 6 Civics & Citizenship Key Performance Measures

KPM 1: Civics: Knowledge & Understanding of Civic Institutions & Processes

Knowledge of key concepts and understandings relating to civic institutions and processes in Australian democracy, government, law, national identity, diversity, cohesion and social justice.

Within primary schooling this KPM anticipates that students can:

6.1: Recognise key features of Australian democracy.

6.2: Describe the development of Australian self-government and democracy.

6.3: Outline the roles of political and civic institutions in Australia.

6.4: Understand the purposes and processes of creating and changing rules and laws.

6.5: Identify the rights and responsibilities of citizens in Australia's democracy.

6.6: Recognise that Australia is a pluralist society with citizens of diverse ethnic origins and cultural backgrounds.

KPM 2: Citizenship: Dispositions & Skills for Participation

Understandings related to the attitudes, values, dispositions, beliefs and actions that underpin active democratic citizenship.

Within primary schooling this KPM expects that students can:

6.7: Recognise that citizens require certain skills and dispositions to participate effectively in democratic decision-making.

6.8: Identify ways that Australian citizens can effectively participate in their society and its governance.

6.9: Recognise the ways that understanding of and respect for, commonalities and differences contribute to harmony within a democratic society.

6.10: Understand why citizens choose to engage in civic life and decision-making.

Yr 10 Civics & Citizenship Key Performance Measures[1]

KPM 1: Civics: Knowledge & Understanding of Civic Institutions & Processes

Knowledge of key concepts and understandings relating to civic institutions and processes in Australian democracy, government, law, national identity, diversity, cohesion and social justice.

Within secondary schooling this KPM expects that students can:

10.1: Recognise that perspectives on Australian democratic ideas and civic institutions vary and change over time.

10.2: Understand the ways in which the Australian Constitution impacts on the lives of Australian citizens.

10.3: Understand the role of law-making and governance in Australia's democratic tradition.

10.4: Understand the rights and responsibilities of citizens in a range of contexts.

10.5: Analyse how Australia's ethnic and cultural diversity contribute to Australian democracy, identity and social cohesion.

10.6: Analyse Australia's role as a nation in the global community.

KPM 2: Citizenship: Dispositions & Skills for Participation

Understandings related to the attitudes, values, dispositions, beliefs and actions that underpin active democratic citizenship.

Within secondary schooling this KPM expects that students can:

10.7: Understand that citizens require certain knowledge, skills and dispositions to participate effectively in democratic political and civic action.

10.8: Analyse the role of a critical citizenry in Australia's democracy.

10.9: Analyse the relationship between democratic values and social justice as an important aspect of Australia's democratic tradition.

10.10: Analyse the reasons Australians make choices about participating in political and civic processes.

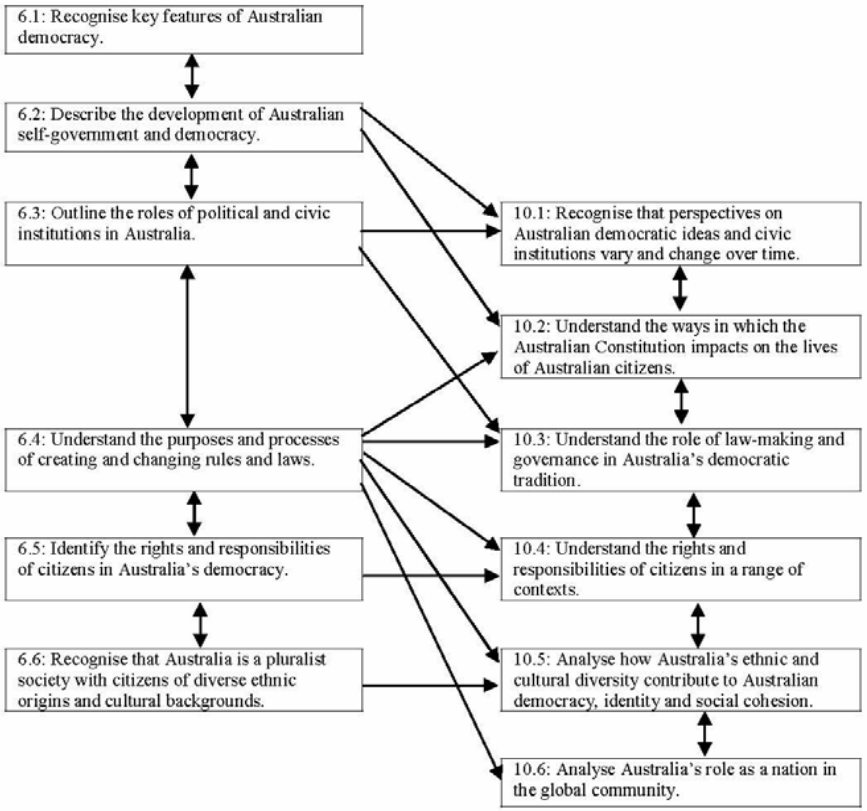
[1] *The Year 10 KPMs assume the Year 6 KPMs have already been achieved by students*

Figure 1.2: Civics and Citizenship Assessment Domain – Conceptual Hierarchy

National Assessment Program - Civics & Citizenship
Assessment Domain: Conceptual Hierarchy

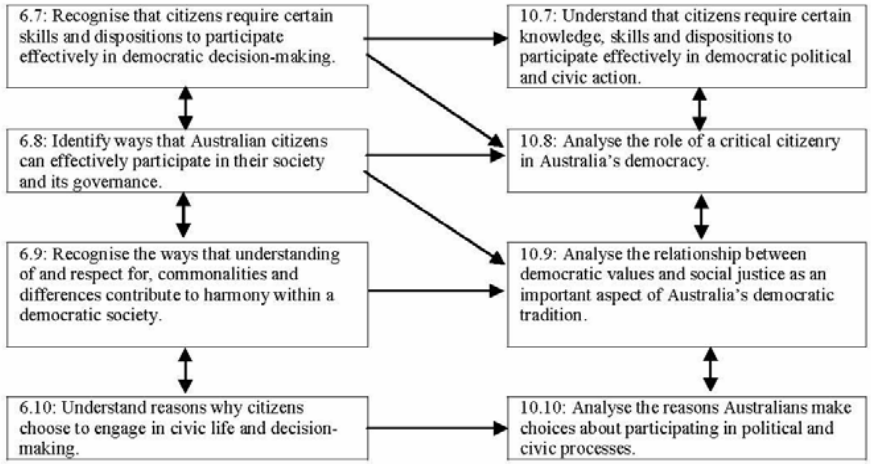
KPM 1: Civics: Knowledge & Understanding of Civic Institutions & Processes

Knowledge of key concepts and understandings relating to civic institutions and processes in Australian democracy, government, law, national identity, diversity, cohesion and social justice.



KPM 2: Citizenship: Dispositions & Skills for Participation

Understandings related to the attitudes, values, dispositions, beliefs, and actions that underpin active democratic citizenship.



Notes:

This is a mapping of the conceptualisation of the two KPMs, for both year levels.
It conveys the conceptual and knowledge continuum between the outcomes and the progression across levels.

It demonstrates that the Yr10 KPMs assume the Yr 6 KPMs have already been achieved by students.
All Yr10 level KPMs extend the concept from the Yr6 level, and thus take it into 'new territory'. Thus for some outcomes the 'fit' is more evident, the continuum is smoother, than with others.

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

Approximately 2 per cent of the national Year 6 and Year 10 student populations were randomly sampled and assessed. All States and Territories and government, Catholic and independent schools participated. Table 1.1 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. This is consistent with the reporting of literacy and numeracy performance in the ANR. Information about structural differences that may assist interpretation of the results of the testing is summarised in the *National Assessment Program - Civics and Citizenship Years 6 and 10 Report 2007.*

Table 1.1: Achieved school and student sample, by State and Territory

	Year 6		Year 10	
	Schools	**Students**	**Schools**	**Students**
NSW	48	1091	40	883
VIC	48	961	38	740
QLD	47	1071	35	759
SA	49	923	35	748
WA	47	1019	35	777
TAS	48	853	32	576
NT	33	546	26	395
ACT	29	595	28	628
Australia	349	7059	269	5506

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, seven test forms were used at both Year 6 and Year 10. A rotated booklet design was used to ensure coverage of the Assessment Domain and ameliorate potential effects of item positioning within the test booklets.

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

To describe student proficiency on the Civics and Citizenship 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, by a combination of experts' knowledge of the skills required to answer each item and information from the analysis of students' responses. The widths of the levels were set to be equal.

The levels are described in terms of the knowledge, understandings, dispositions and skills which students demonstrated in the National Assessment Program - Civics and Citizenship. These knowledge, understandings, dispositions and skills have been mapped against the civics and citizenship assessment domain.

The table produced in Chapter 8 enables the raw scores achieved by students in the School Assessment materials to be converted into equivalent scaled scores and compared with the standards framework developed to report the performance of students in the National Assessment Program – Civics and Citizenship.

Chapter 2
National Civics and Citizenship School Assessment materials

Overview

A selection of items used in the National Civics and Citizenship School Assessment materials have been released from the 2007 National Assessment Program to enable teachers to administer the assessment tasks under similar conditions and 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.

The remaining 2007 assessment items have been secured for the purpose of equating the next National Assessment Program – Civics and Citizenship assessment (which is to be undertaken in 2010) with the 2007 assessment, so that longitudinal data on student performance can be obtained.

Resource materials

The print materials required to conduct the 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 Civics and Citizenship School Assessment

Civics and citizenship education is a contested area. Within Australia, the definitions associated with certain key concepts have not generally been agreed upon across jurisdictions, nor are their appearance in formal curriculum documents uniform. At the school level, policies on implementing, and the school climate in relation to civics and citizenship education have also been variable. However, from 2008, with the implementation of the National Statements of Learning in Civics and Citizenship, as agreed by all the jurisdictions, this variability should reduce considerably. Nevertheless, the civics and citizenship programs developed by schools will doubtless continue to reflect the general approach taken to the area, inside and outside classrooms. Additional influences on the manner in which civics and citizenship is taught in any school will be the teaching strategies used in individual classrooms, the teachers' own civics and citizenship backgrounds and their knowledge of and enthusiasm for the area.

Despite the fact that the ways in which these test materials may be used will inevitably vary according to context, they can provide very valuable information at the classroom, school and system levels.

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:

- diagnose individual students' strengths and weaknesses in terms of their demonstrated skills and understandings in civics and citizenship;

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

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

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

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

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

Chapter 3
The Assessment Booklet

This assessment of civics and citizenship comprises a pencil-and-paper assessment, with 46 multiple-choice and short-answer type questions. These items assess all five proficiency levels and both Key Performance Measures of the national civics and citizenship assessment domain.

A summary of the assessment structure, including the unit topics, the civics and citizenship domain descriptors 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 assessment structure

Qn.	Question	KPM	Item Descriptor
1	Voting Age	1	Recognises that in Australian citizens become eligible to vote in Federal elections at 18 years of age.
2 - 3	Laws	1	Identifies characteristics of laws in a democracy
4	Choosing a Class Captain	1	Recognises voting is a democratic process.
5	Secret Ballot	1	Recognises that in 'secret ballot' voting papers are placed in a sealed ballot box.
6	Secret Ballot	1	Recognises that 'secret ballot' contributes to democracy by reducing pressure on voters.
7	Political Parties & Lobby Groups	1	Recognises a benefit of having different political parties in Australia.
8	Referenda	1	Recognises that a vote on a proposed change to the constitution is a referendum.
9	Community Dvt Advisory Committee	2	Suggests and explains how a personal attribute can assist in committee work.
10	Community Dvt Advisory Committee	2	Identifies that community representation taps local knowledge.
11	Community Dvt Advisory Committee	2	Explains a social benefit of consultative decision-making.
12 - 14	Rights of Citizens	1	Identifies some rights of Australian citizens.
15	Australian of the Year awards	2	Identifies a community benefit of the Australian of the Year awards.
16	Australian of the Year awards	2	Recognises that the Australian of the Year awards are relevant to a range of people.
17	Federal Budget	1	Recognises the role of the Federal Budget.
18	Compulsory Voting	1	Identifies and explains a principle that supports compulsory voting in Australia.
19	Compulsory Voting	1	Identifies and explains a principle for opposing compulsory voting.
20	Compulsory Voting	1	Explains the importance of the secret ballot to the electoral process.
21	SRC	2	Identifies the value of participatory decision making processes.
22	SRC	2	Describes, in a familiar school context, how a representative body can effect change.
23	SRC	2	Explains a purpose for school participatory programs in the broader community.
24	SRC	2	Identifies ways in which students can learn about democracy through participation in a representative body.
25	Letter to the Principal	2	Identifies that signing a petition shows support for a cause.
26	Letter to the Principal	2	Recognises the common good as a motivation for showing support for a cause.
27	Free School Milk	1	Identifies that people are responsible for what they eat.
28	Free School Milk	1	Identifies that one role of government is to oversee citizens' health.
29	Class Activity	2	Recognises that voters having information and debate is democratic process.
30 - 33	Rules Rationale	1	Recognises the purposes in a set of school rules.
34	Hijab Wearers	1	Analyses an image of multiple identities.
35	School Rules	1	Identifies a democratic right promoted by a set of class discussion rules.
36	School Rules	1	Recognises that people need to be aware of rules before the rules can be fairly enforced.
37	School Rules	1	Identifies a reason against compulsion in a school rule.
38	Good Citizen	2	Identifies the importance in democracies for citizens to engage with issues.
39	Obeying the Law	1	Recognises who must obey the law in Australia.

Table 3.1 Summary of assessment structure continued

Qn.	Question	KPM	Item Descriptor
40	Neighbourhood Watch	2	Explains why people may act altruistically in a community context.
41	Neighbourhood Watch	2	Gives reasons why someone might join a community organisation.
42	Neighbourhood Watch	2	Generalises about the intended civic benefits of a community organisation.
43	Online Information Service	1	Recognises a benefit of information about government services being available online.
44	Online Information Service	2	Recognises how government department websites can help people be informed, active citizens.
45	Federal Government (location of Parliament)	1	Recognises the location of the Parliament of Australia.
46	Federation Nation	1	Recognises the division of governmental responsibilities in a federation.

Note: KPM1 = Civics: Knowledge & Understanding of Civic Institutions & Processes
KPM2 = Citizenship: Dispositions & Skills for Participation

Chapter 4
Assessment administration guide

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

Before conducting the assessment

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

Time allocation

The assessment will take a total of 80 minutes to complete:

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

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

Materials required

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

Assistance

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

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

Chapter 5
The Marking Guide

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

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

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

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

Chapter 6
Recording the results

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

Using the Class Record Sheet

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

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

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

The summary rows at the bottom of the Class Record Sheet should be used to tally the number of students in the class that achieved a certain score on each question. For example, on a 1-point question, you would record the number of students who achieved a score of '0' and the number of students who achieved a score of '1'.

The final columns, 'Scale Score' and 'Proficiency Level' will be used to record the scale score and proficiency level during analysis of the student results in Chapter 8.

Chapter 7
Context to proficiency

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

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

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

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

Setting the standard for Year 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.

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 the second cycle of assessment.

Table 7.1: Description of Skills Assessed at Each Proficiency Level

Level scale range	Proficiency level description	Selected item response descriptors
Level 5 ≥795	Students working at Level 5 demonstrate accurate civic knowledge of all elements of the Assessment Domain. Using field-specific terminology, and weighing up alternative views, they provide precise and detailed interpretative responses to items involving very complex civics and citizenship concepts and also to underlying principles or issues.	• Identifies and explains a principle that supports compulsory voting in Australia • Recognises how government department websites can help people be informed, active citizens • Analyses reasons why a High Court decision might be close • Explains how needing a double majority for constitutional change supports stability • Explains the significance of Anzac Day • Analyses the capacity of the internet to communicate independent political opinion. • Analyses the tension between critical citizenship and abiding by the law
Level 4 665-794	Students working at Level 4 consistently demonstrate accurate responses to multiple choice items on the full range of complex key civics and citizenship concepts or issues. They provide precise and detailed interpretative responses, using appropriate conceptually-specific language, in their constructed responses. They consistently mesh knowledge and understanding from both Key Performance Measures	• Identifies and explains a principle that supports compulsory voting in Australia • Identifies how students learn about democracy by participating in a representative body • Explains a purpose for school participatory programs in the broader community • Explains a social benefit of consultative decision-making • Analyses why a cultural program gained formal recognition • Analyses an image of multiple identities • Identifies a reason against compulsion in a school rule • Recognises the correct definition of the Australian constitution • Identifies that successful dialogue depends on the willingness of both parties to engage
Level 3 535-664	Students working at Level 3 demonstrate relatively precise and detailed factual responses to complex key civics and citizenship concepts or issues in multiple choice items. In responding to open-ended items they use field-specific language with some fluency and reveal some interpretation of information.	• Analyses the common good as a motivation for becoming a whistleblower • Identifies and explains a principle for opposing compulsory voting • Identifies that signing a petition shows support for a cause • Explains the importance of the secret ballot to the electoral process • Recognises some key functions and features of the parliament • Recognises the main role of lobby and pressure groups in a democracy • Identifies that community representation taps local knowledge • Recognises responsibility for implementing a UN Convention rests with signatory countries • Identifies the value of participatory decision making processes • Identifies the importance in democracies for citizens to engage with issues

Table 7.1: Description of Skills Assessed at Each Proficiency Level continued

Level scale range	Proficiency level description	Selected item response descriptors
Level 2 405-534	Students working at Level 2 demonstrate accurate factual responses to relatively simple civics and citizenship concepts or issues in responding to multiple choice items and show limited interpretation or reasoning in their responses to open-ended items. They interpret and reason within defined limits across both Key Performance Measures	• Recognises that a vote on a proposed change to the constitution is a referendum • Recognises a benefit to the government of having an Ombudsman's Office • Recognises a benefit of having different political parties in Australia • Recognises that legislation can support people reporting misconduct to governments • Identifies a principle for opposing compulsory voting • Recognises that people need to be aware of rules before the rules can be fairly enforced • Recognises the sovereign right of nations to self-governance • Recognises the role of the Federal Budget • Identifies a change in Australia's national identity leading to changes in the national anthem • Recognises that respecting the right of others to hold differing opinions is a democratic principle • Recognises the division of governmental responsibilities in a federation
Level 1 275-404	Students working at Level 1 demonstrate a literal or generalised understanding of simple civics and citizenship concepts. Their cognition in responses to multiple choice items is generally limited to civics institutions and processes. In the few open-ended items they use vague or limited terminology and offer no interpretation.	• Identifies a benefit to Australia of providing overseas aid • Identifies a reason for not becoming a whistleblower • Recognises the purposes of a set of school rules • Recognises one benefit of information about government services being available online • Matches the titles of leaders to the three levels of government • Describes how a representative in a school body can effect change • Recognises that 'secret ballot' contributes to democracy by reducing pressure on voters
Below Level 1 <275	Students working at below Level 1 are able to locate and identify a single basic element of civic knowledge in an assessment task with a multiple choice format.	• Recognises that in 'secret ballot' voting papers are placed in a sealed ballot box • Recognises the location of the Parliament of Australia • Recognises voting is a democratic process • Recognises Australian citizens become eligible to vote in Federal elections at 18 years of age • Recognises who must obey the law in Australia

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

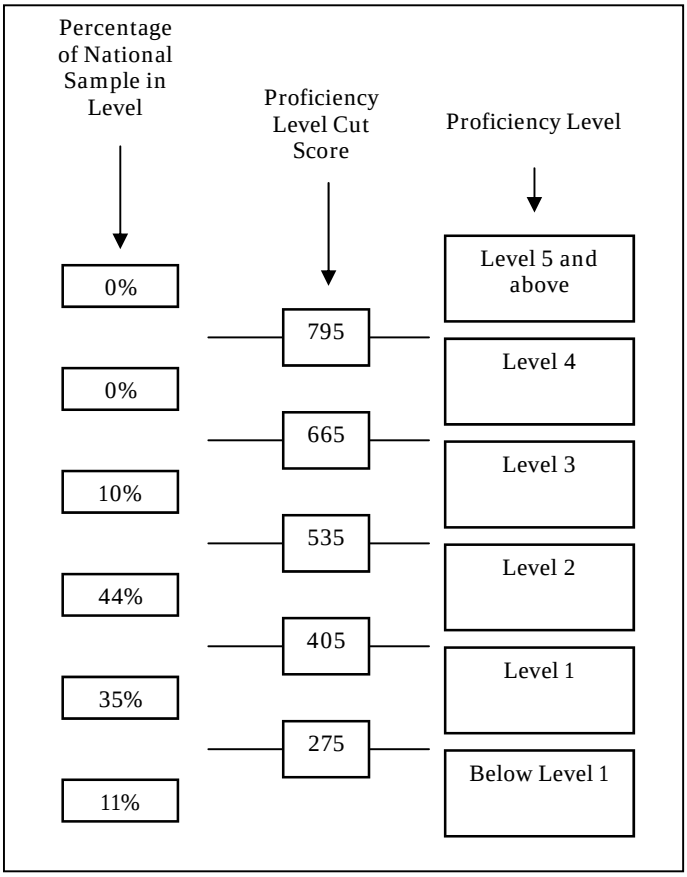
In terms of the proficiency levels described in Table 7.1, the Year 6 Proficient Standard in civics and citizenship was found to be equivalent to Level 2. Therefore, students achieving at or above Level 2 are considered to have an understanding of civics and citizenship appropriate to Year 6.

Year 6 students who exceed the Proficient Standard (those who perform at Level 3 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 2007.*

Figure 7.1 Percentages of students from the 2007 National Assessment Program - Civics and Citizenship at each proficiency level and the corresponding scaled scores



Chapter 8
Analysing and reporting school-level student performance

These School Assessment materials provide teachers with a number of ways in which to assess student performance. One way is to compare the group's performance on individual items to the national results from 2007, using the Item Analysis Sheet. Another way is to compare the overall score obtained by students to the 2007 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 2007*.

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 2007*, 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 on the National Assessment Program - Civics and Citizenship. In the latter, the students' raw scores on the civics and citizenship 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 2 or better on the civics and citizenship scale.

Teachers should record the scale score for each student in the appropriate column of the Class Record Sheet (see Chapter 6). The final column of this sheet allows for the Proficiency Level attained by each student to be recorded.

Table 8.1 Raw Score to Scale Score Conversion

Student raw score	Equivalent sampled scale score	Level attained	Level Descriptors
0	-283	Below Level 1	Demonstrates ability to locate and identify a single basic element of civic knowledge in an assessment task with a multiple choice format.
1	-133		
2	-59		
3	-8		
4	32		
5	65		
6	93		
7	119		
8	142		
9	163		
10	183		
11	202		
12	220		
13	237		
14	253		
15	269		
16	284	Level 1	Demonstrates a literal or generalised understanding of simple civics and citizenship concepts. Their cognition in responses to multiple choice items is generally limited to civics institutions and processes. In the few open-ended items they use vague or limited terminology and offer no interpretation.
17	299		
18	314		
19	328		
20	341		
21	355		
22	368		
23	381		
24	393		
25	406	Level 2	Demonstrates accurate factual responses to relatively simple civics and citizenship concepts or issues in responding to multiple choice items and show limited interpretation or reasoning in their responses to open-ended items They interpret and reason within defined limits across both Key Performance Measures
26	418		
27	430		
28	442		
29	454		
30	466		
31	477		
32	489		
33	501		
34	513		
35	525		
36	537	Level 3	Demonstrates relatively precise and detailed factual responses to complex key civics and citizenship concepts or issues in multiple choice items. In responding to open-ended items they use field-specific language with some fluency and reveal some interpretation of information.
37	549		
38	562		
39	574		
40	587		
41	600		
42	614		
43	628		
44	643		
45	658		

Table 8.1 Raw Score to Scale Score Conversion continued

Student raw score	Equivalent sampled scale score	Level attained	Level Descriptors
46 47 48 49 50 51	674 690 708 727 748 771	Level 4	Demonstrates accurate responses to multiple choice items on the full range of complex key civics and citizenship concepts or issues. They provide precise and detailed interpretative responses, using appropriate conceptually-specific language, in their constructed responses. They consistently mesh knowledge and understanding from both Key Performance Measures
52 53 54 55 56 57	797 827 864 911 982 1129	Level 5	Demonstrates accurate civic knowledge of all elements of the Assessment Domain. Using field-specific terminology, and weighing up alternative views, they provide precise and detailed interpretative responses to items involving very complex civics and citizenship concepts and also to underlying principles or issues

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 406 (raw score = 25) represents the best estimate of the mean for the national sample (405).

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 2007 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 civics and citizenship proficiency levels.

Appendix 1
Professional elaboration of the assessment domain

Yr 6 Civics & Citizenship Key Performance Measures

KPM 1: Civics: Knowledge & Understanding of Civic Institutions & Processes

Knowledge of key concepts and understandings relating to civic institutions and processes in Australian democracy, government, law, national identity, diversity, cohesion and social justice.

Within primary schooling this KPM anticipates that students can:

6.1: Recognise key features of Australian democracy.

Identify and be able to describe the following key features of Australian democracy:

Australian citizens use a secret ballot to elect representatives to govern on their behalf.

A majority of elected representatives can form a government to exercise decision making authority, which is then responsible to the elected representatives.

Laws can be passed with the support of a majority of elected representatives.

Basic values in a democratic society include the rule of law, freedom of speech, freedom of the media, freedom of religion, freedom of association.

Everyone, including government, is subject to the law.

6.2: Describe the development of Australian self-government and democracy.

Indigenous Australians have always had formal, traditional processes of governance and these processes continue to exist today.

Permanent British occupation of Australia began with the settlement of a penal colony in Sydney in 1788.

After European occupation the indigenous inhabitants came under British law and their rights to the land were said not to exist, since the land was said to be 'Terra Nullius'.

Until the mid nineteenth century appointees of the British Government made Australian political decisions: the Governors, the Legislative Councils, and a system of courts. Local municipal governments were established over time.

During the nineteenth century the British Government, under continuous pressure from colonists, enlarged the franchise for voting and the responsibilities of the Legislative Councils in the colonies. Australian colonies slowly adapted most aspects of the Westminster system.

By 1901, the colonies had agreed to federate and the Commonwealth of Australia was created, as a federation under a constitutional monarchy, with a bi-cameral legislature and with the British monarch as the head of state, represented nationally by the Governor-General.

At Federation, not all Australians had voting rights. During the 20th Century the franchise was extended to all adult citizens, including: women, indigenous people and immigrants.

6.3: Outline the roles of political and civic institutions in Australia.

Identify the three levels of government in Australia: – local, state and federal.

Describe electoral processes that operate in these three levels and how citizens can become elected representatives.

Understand that each level of government is responsible for providing different services to citizens, and that they therefore impact on citizens' lives differently.

Recognise the importance of having an independent public service to advise governments.

6.4: Understand the purposes and processes of creating and changing rules and laws.

Understand that the purpose of all laws (and some rules) is to govern the behaviour of individuals, groups and nations.

Understand that rules and laws can be made in many locations and times.

Understand that laws are created by parliaments and by precedents established by courts.

Understand that laws are designed to address issues in society.

Recognise that laws and rules may be altered as circumstances change.

Understand important principles of law such as independence of the judiciary, equality before the law, and innocence until proof of guilt.

Appreciate the possible impact of international conventions and treaties on Australia's laws and policies.

6.5: Identify the rights and responsibilities of citizens in Australia's democracy.

Identify some of the political, legal, social and economic rights Australian citizens enjoy.

Recognise that these rights help protect citizens from exploitation and abuse.

Identify some of the political, legal, social and economic responsibilities Australian citizens have.

6.6: Recognise that Australia is a pluralist society with citizens of diverse ethnic origins and cultural backgrounds.

Recognise that individuals belong to different groups according to their age, gender, ethnic background and location. Some individuals will belong to a number of groups.

Appreciate the contribution different life experiences make to the development of personal and group identities.

Understand that 'being an Australian' can mean different things to different people and groups.

Recognise there are iconic Australian individuals and groups, symbols and events, and understand the national meanings they have and what they represent.

KPM 2: Citizenship: Dispositions & Skills for Participation

Understandings related to the attitudes, values, dispositions, beliefs and actions that underpin active democratic citizenship.

Within primary schooling this KPM expects that students can:

6.7: Recognise that citizens require certain skills and dispositions to participate effectively in democratic decision-making.

Understand that in a democratic society people are entitled to hold and express their views on civic and political matters, within the law, and in turn must respect the rights of others to do the same.

Understand the importance in democratic decision-making of providing evidence to support views and opinions.

Value and respect the process of negotiation and problem solving in groups.

Appreciate that when individuals and groups work together they can 'make a difference' to civic life.

6.8: Identify ways that Australian citizens can effectively participate in their society and its governance.

Understand that Australians can become active citizens at all levels of civil society, through formal and informal democratic processes.

Describe a range of ways that Australian students can participate in their school and its governance.

Describe how all Australians can actively engage in the community by applying the dispositions, values and skills outlined in 6.7.

Demonstrate good citizenship by adopting the dispositions and learning the skills outlined in 6.7, and undertaking the actions outlined in 6.8.

6.9: Recognise the ways that understanding of and respect for, commonalities and differences contribute to harmony within a democratic society.

Appreciate that knowledge of, and respect for, people from diverse ethnic and cultural backgrounds positively contributes to social harmony in a pluralist society.

Describe how democratic values can contribute to peace and equity in a group or community.

Understand that social harmony is more likely when individuals and groups work collaboratively.

6.10: Understand why citizens choose to engage in civic life and decision-making.

Understand that citizens may wish to influence civic outcomes that benefit them.

Understand that citizens may wish to influence civic outcomes that benefit the common good.

Yr 10 Civics & Citizenship Key Performance Measures[1]

KPM 1: Civics: Knowledge & Understanding of Civic Institutions & Processes

Knowledge of key concepts and understandings relating to civic institutions and processes in Australian democracy, government, law, national identity, diversity, cohesion and social justice.

Within secondary schooling this KPM expects that students can:

10.1: Recognise that perspectives on Australian democratic ideas and civic institutions vary and change over time.

Identify key characteristics of a democracy and of democratic institutions.

Recognise that the formal processes of democracy have political, legal and civic components.

Recognise that perspectives on the 'health' of democracy vary across time, individuals and groups.

Understand how and why Australian democratic and civic institutions have changed over time.

Understand the role of political parties and lobby groups in a democracy.

Understand the role that international declarations and agreements can play in changing perspectives on Australian democratic ideas and institutions.

Describe how civic institutions both contribute and adapt to social change in democracies.

10.2: Understand the ways in which the Australian Constitution impacts on the lives of Australian citizens.

Understand that a constitution is a framework by which a group can manage some of its social, political and economic goals.

Understand that the Australian constitution outlines the powers of the legislature, the executive and the judiciary, and the formal relationships between them.

Outline the relationship between Commonwealth and State governments, within the federal system, as defined in the Australian Constitution, and how it has changed since Federation.

Understand the part referenda play in changing the Constitution.

Understand how the Constitution is interpreted by the High Court and appreciate the impact these rulings, when applied, have on Australian society and people's daily lives.

10.3: Understand the role of law-making and governance in Australia's democratic tradition.

Recognise that law-making processes in Australia have changed over time.

Understand that in a democracy, policy formulation involves debate in and outside parliaments, and may result in legislation being formulated.

Describe the ways in which laws are created, amended, and interpreted through parliaments, courts and constitutions.

Understand the difference between statute and common law, and how both serve to protect citizens' rights.

Analyse how policies and laws are implemented by the courts, public service and other bodies.

Understand the interactions and tensions that exist between democratic law-making, other processes of governance and civic life.

Understand that protest and open debate have contributed to the process of legislative and civic change in Australia's democracy.

[1] *The Year 10 KPMs assume the Year 6 KPMs have already been achieved by students*

10.4: Understand the rights and responsibilities of citizens in a range of contexts.

Demonstrate that citizens have the right to address civic issues and present their views, through a range of ways and institutions and at all levels.

Understand tensions between competing rights and responsibilities of citizens in a democracy.

Be able to apply these understandings to a range of contexts and situations.

Understand how the exercise of these rights and responsibilities contributes to Australian society and its freedoms.

Understand the ways democratic governments and other civic institutions impact on the lives of individuals and communities.

Understand the ways democratic governments and other civic institutions can be threatened by individuals and communities.

10.5: Analyse how Australia's ethnic and cultural diversity contribute to Australian democracy, identity and social cohesion.

Recognise and appreciate that Australia is a pluralist society of people from a range of ethnic origins.

Appreciate how personal, family, cultural and national histories contribute to the development of individual, civic and national identity.

Understand how social cohesion can be maintained, even in times of social discord, by active acceptance of and respect for cultural and ethnic diversity.

Demonstrate how the rule of law and parliamentary democracy can promote social diversity and cohesion.

Understand that national Australian identity can have different meanings for different individuals and communities.

Recognise how national identity can be expressed and shaped by individuals and groups, events and icons.

Recognise that regionalism, ethnic diversity and individualism can impact on national cohesion.

10.6: Analyse Australia's role as a nation in the global community.

Understand how relationships between nations are affected by particular national policies.

Understand the role of international agreements in managing relations between nations.

Understand how Australia interacts on governance issues with other nations.

Understand the importance of international conventions and treaties (eg. UN Rights of the Child) and agreements to Australia's international relationships.

Show an awareness of the actions and motivations of some of Australia's global interactions since Federation.

Analyse reactions to Australian international policies and practises.

Understand the potential for tension between national security and civil rights.

KPM2: Citizenship: Dispositions & Skills for Participation

Understandings related to the attitudes, values, dispositions, beliefs and actions that underpin active democratic citizenship.

Within secondary schooling this KPM expects that students can:

10.7: Understand that citizens require certain knowledge, skills and dispositions to participate effectively in democratic political and civic action.

Understand the historical and policy context of a public issue.

Understand and be able to apply rules to a range of decision making processes and situations

Analyse a range of arguments and evidence in decision-making.

Understand the role of information and communication technologies (ICT) and the media in civic life, and develop critical analysis and communication skills.

Work collaboratively with others, across a range of styles/modes of problem solving.

Recognise that participation in political and civic institutions is an important way for citizens to exercise their responsibilities in a democratic society.

10.8: Analyse the role of a critical citizenry in Australia's democracy.

Understand the importance to effective democracy of informed and active citizens.

Understand that citizen engagement can be through a range of political and civic processes.

Understand the contribution that citizen engagement makes to Australian society and its freedoms.

Understand the impact on a democracy of a free, informed and critical media.

Appreciate the impact on a democracy of an active and informed citizenry.

Appreciate that the accountability of governments and parliaments can be enhanced through critical evaluation by citizens and the media.

10.9: Analyse the relationship between democratic values and social justice as an important aspect of Australia's democratic tradition.

Identify and appreciate the democratic values that underpin Australian democracy.

Explain how beliefs about social justice and democratic values developed in Australia and why they are still important today.

Recognise the ways in which these beliefs about social justice and democratic values can be affected by local, national and international events.

10.10: Analyse the reasons Australians make choices about participating in political and civic processes.

Identify ways in which Australian citizens can participate actively and effectively in political and civic processes.

Identify and analyse the reasons why some Australian citizens engage in political and civic processes while others do not.

Appendix 2
Year 6 Assessment Booklet

Name: _____

National Assessment Program:

Year 6 Civics and Citizenship School Assessment

2007 Released Items

Ministerial Council on Education,
Employment, Training and Youth Affairs

ACER

Below you will find 5 Practice Questions.

Practice Question 1

The table below contains a statement about Australia.

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

	Newcastle is the capital city of Australia.	True	False
PQ1	Australia has six states and two territories.	True	False

Practice Question 2

PQ2 What is the date of each of these public holidays?

Draw a line to match the name of the public holiday to its date.

One has been done for you.

Public Holiday
Christmas Day
New Year's Day
Australia Day
Anzac Day

Date
January 1st
April 25th
December 25th
January 26th

Practice Question 3

Advance Australia Fair is the Australian national anthem.

PQ3 Why are people asked to stand when the anthem is played at public events?

_____

_____

Practice Questions 4 and 5

Below is a letter to a local newspaper.

Read the letter and answer Practice Questions 4 and 5.

> 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

PQ4 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

PQ5 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?

Put a ✓ in one box and give a reason for your choice.

❑ Yes **OR** No ❑

_____

_____

This is the end of the Practice Questions.

The National Sample Assessment Questions begin on the next page.

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

Question 1

VA01L

Q1 In Australia, at what age do citizens become eligible to vote in Federal elections?

- ○ 16 Years
- ○ 17 Years
- ○ 18 Years
- ○ 19 Years
- ○ 20 Years
- ○ 21 Years

Questions 2 and 3

The table below contains a series of statements about life in Australia.

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

	People are allowed to choose whether or not to obey the law.	True	False
LW063 **Q2**	Some organisations are allowed to make rules that are against Australian law.	True	False
LW064 **Q3**	All democratic countries have the same laws as Australia.	True	False

Question 4

The final year students at Sugarhill Primary School want to choose a class captain.

CCC016

Q4 Which of the following ways of choosing a class captain is democratic?

- ○ choosing the person who the teacher suggests
- ○ choosing the person who lives closest to the school
- ○ choosing the person who gets the most votes from the class
- ○ choosing the person who usually gets the highest marks on tests

Questions 5 and 6

SB01L

Q5 Voting in Australian Federal, State and Territory elections takes place using a process of a secret ballot.

When voting at a polling place using a secret ballot, each voter

- ○ has their completed ballot paper checked by the official in charge.
- ○ places their completed ballot paper in a sealed ballot box.
- ○ posts their completed ballot paper to their local member of parliament.
- ○ takes their completed ballot paper home to be collected by an electoral officer.

SB02L

Q6 How does the secret ballot help to make sure that elections are democratic?

- ○ Voters can change their mind up until when they cast their vote.
- ○ Voters can be confident they will vote for the person who will win.
- ○ Voters can feel free to vote for who they really want to represent them.
- ○ Voters are given the best chance to encourage others to vote the same way as them.

Question 7

PP01L

Q7 How does having different political parties benefit Australia?

- ○ It ensures that elections are conducted fairly.
- ○ There are more seats in the parliament so the system is fairer.
- ○ Every voter will be able to find a party that they wish to join.
- ○ It is more likely that a range of opinions will be heard in the parliament.

Question 8

Sometimes Australian voters are required to vote about proposed changes to the Australian Constitution.

RF016

Q8 This kind of vote is called

- ○ a referendum.
- ○ an opinion poll.
- ○ a Federal election.
- ○ a Constitutional crisis.

Questions 9 to 11

Below is part of an advertisement that appeared in the Greensville local paper.

Greensville Council Wants YOU!

- Do you live in the Greensville area?
- Are you between the ages of 11 and 16?
- Are you interested in sport?
- Do you have good ideas about how best to use the sports facilities at Greensville Park?
- Do you have the personal qualities and abilities to work well as part of a committee?

The Greensville Council needs people to join the Greensville Park youth committee.

The committee will give advice to the Greensville Council about how to make Greensville Park a great place for young people to use.

If you are interested in joining the committee, pick up an application form from the clubrooms at Greensville Park.

CAC01L

Q9 Sandra is 15 and plays a lot of sport at the Greensville Park. She wants to join the committee.

Name one of the 'personal qualities and abilities' Sandra needs to work well as part of the committee.

_____

Explain how this personal quality or ability would help her work as part of the committee.

_____

_____

CAC02L

Q10 The Greensville Council wants young people from the Greensville area to join the committee.

How can having young people from the Greensville area on the committee help the Greensville Council make better decisions about the park?

CAC03L

Q11 Having young people from the Greensville area on the committee may benefit the community by helping the council to make better decisions about the park.

What is one other benefit to the Greensville community of having young people from the Greensville area working on the committee?

Questions 12 to 14

The table below contains a series of statements about life in Australia.

Decide if you think each statement refers to a **right** Australian citizens have. Indicate your answer by circling 'True' or 'False' for each statement in the table, as shown in the example.

Australian citizens have a right to …			
	live in the state they want to.	True	False
RI062 **Q12**	practise the religion of their choice.	True	False
RI063 **Q13**	ignore laws which stop them doing things they like to do.	True	False
RI064 **Q14**	use any public transport for free if they do not own a car.	True	False

Questions 15 and 16

In the picture above, Ben Kearney, Khoa Do and Fiona Wood talk about their experiences as winners of Australian of the Year awards.

The Australian of the Year awards give public recognition to the contributions of some Australians. There are four categories:

- Australian of the Year
- Senior Australian of the Year
- Young Australian of the Year
- Local Hero.

AY01L

Q15 How can the Australian of the Year awards benefit the Australian community?

AY02L

Q16 What is one advantage of having the four different categories of Australian of the Year awards?

- ○ It means people will try harder because they can win more than one award.
- ○ It means that better people will enter the awards.
- ○ It shows people the best way to categorise different Australians.
- ○ It makes the awards relevant to many different Australians.

Question 17

In May every year the Federal Treasurer announces the Federal Budget.

FB01L

Q17 What is the main purpose of the Federal Budget?

- ○ to show how the government plans to raise and spend its income
- ○ to explain to Australians how they can best save and invest their own money
- ○ to show Australians how they can influence the way the government runs the country
- ○ to explain the reasons for any financial mistakes the government has made in the past year

Questions 18 to 20

Australia is one of a few countries in which citizens are required by law to vote at elections. This is known as 'compulsory voting'.

CV0L1

Q18 What is the best reason you can think of **in favour of** compulsory voting?

CV0L2

Q19 What is the best reason you can think of **against** compulsory voting?

CV0L3

Q20 Compulsory voting only means compulsory attendance at a polling booth on election day (or voting by post before the election). Voters do not have to show how they have marked the ballot paper.

Why is it important that voters do **not** have to show how they have marked the ballot paper?

Questions 21 to 24

In many schools, students are encouraged to participate in Student Representative Councils (also known as SRCs).

An SRC is a group of students elected by their fellow students.

SRCs represent students in the school and provide ways for them to participate in school life.

(SRCs are sometimes called Junior Councils or Student Councils.)

SR0L1

Q21 What does the setting up of an SRC say about the way a school sees its students?

SR0L2

Q22 SRCs are often involved in helping to improve school facilities, such as the playground.

Explain the role an SRC could have in helping to improve a playground.

SR0L3

Q23 At some schools, the SRC is also involved in activities outside school, such as:

- raising money for charities;
- visiting senior citizens' homes; and
- representing the school at council tree planting days.

Why do you think SRCs are involved in these kinds of activities?

SR0L4

Q24 Many people believe that SRCs are important because they teach students valuable things about democracy.

In your own words describe two important things about democracy that being on an SRC can teach a student.

1. _____

2. _____

Questions 25 and 26

The letter below was written by Lee, a Year 4 student, to his school principal. Lee and most of the Year 4 students signed the letter. (Year 4 is also known as Grade 4.)

Dear Ms. Smith,

Some of the Year 4 students have friends in the higher classes. We would like to be able to play with them in their part of the playground.

Can you please change the rules so that Year 4 students can share a play area with the older students?

Yours sincerely,

Lee Burdge

Ari Isabella Li

Harry Megan Michael

Piper Rachel Alla

Derh Mohammad Natalya

Sally

LP016

Q25 Why did **most** of the Year 4 students sign the letter?

LP026

Q26 Sally is in Year 4. She signed the letter even though she does not want to play with the older kids.

What is a good reason for Sally signing the letter?

- ○ In any class everyone should always do the same things.
- ○ It would help Sally's classmates who do play with the older students.
- ○ It makes no difference to her, so she may as well sign it.
- ○ The principal might be angry with students who do not sign the letter.

Questions 27 and 28

Free School Milk

Mum: 'When I was at school, the Australian Government provided free milk to primary school children.'

Tom: 'Why did the government do that?'

Mum: 'They thought it would make us healthy.'

Sally: 'I think that's a great idea. I wish the government would give us free milk.'

Tom: 'But it is not the government's job to say what kids should eat and drink.'

FM01L

Q27 Give one reason **in favour of** Tom's opinion.

_____

_____

FM02L

Q28 Give one reason **against** Tom's opinion.

_____

_____

Question 29

CAT016

Q29 The final year students at Crespin School have been asked to decide whether to watch a movie or go swimming for their end of year class party.

What is the most democratic way the final year students can decide what to do?

- ○ invite all the students in the school to vote about what the final year students do
- ○ discuss the two ideas as a class and then vote about what to do
- ○ do what the final year students did last year so no one argues about what to do
- ○ draw names out of a hat to select a committee to decide what to do

Questions 30 to 33

Lynnevale Primary School has a number of rules.

Some of the school rules are listed below.

Colour in one bubble to show the reason for each rule.

The first one has been done for you.

	Rule	Safety	Help people work together
	Do not stand on the furniture.	●	○
RUR026 **Q30**	Tell a teacher if you see a broken piece of play equipment.	○	○
RUR036 **Q31**	Think carefully when answering people's questions.	○	○
RUR046 **Q32**	Do not leave the school grounds during school time unless you are with a teacher.	○	○
RUR076 **Q33**	Do not shout in school buildings.	○	○

Question 34

The photograph below is of girls wearing the Australian flag as their hijab.
A hijab is a scarf that many Muslim girls and women choose to wear.

HS01L

Q34 What **attitudes** are these girls showing by using the Australian flag as their hijab?

_____

_____

Questions 35 to 37

The rules on the poster below are about how students should behave in class discussions at Queenshill School.

Queenshill School
Class Discussion Rules

1. Listen carefully when others speak.
2. Allow others to disagree with your opinions.
3. Make sure everyone has a chance to speak.

SR016

Q35 What is one idea about democracy that these rules show?

_____

_____

The poster below contains the Queenshill School uniform code.

Queenshill School
Uniform Code

All students must:

1. wear the school uniform at all times;
2. tie back long hair; and
3. only wear jewellery that has been checked and approved by a teacher.

SR026

Q36 To make sure that Rule 3 of the uniform code can be applied fairly to all students the school must make sure that

- ○ all teachers and students know what jewellery the students are allowed to wear.
- ○ each teacher only checks the jewellery of the same students each day.
- ○ each student wears only jewellery they are sure will be approved by a teacher.
- ○ each student has their jewellery checked by an adult before they leave for school.

SR046

Q37 Some people in the school community are against the school having a uniform code at all.

Give the best reason you can think of to support this opinion.

Question 38

Sam takes part in a peaceful protest against the government's decision to build a major road next to his home.

His friend Judy says, 'You can't criticise the government and still be a good citizen.'

GOC010

Q38 Sam replies, 'Of course you can. Good citizens should ...'

Complete Sam's sentence.

Question 39

OL01L

Q39 In Australia, who must obey the law?

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

Questions 40 to 42

Neighbourhood Watch is an organisation of volunteers who live in a local area.

The aims of Neighbourhood Watch are:

- To reduce crime;
- To make sure that crimes are reported to the police;
- To educate the community about how to avoid crime; and
- To improve the relationship between the community and the police.

Neighbourhood Watch members hold regular meetings and produce newsletters for the residents in their local area.

NW0L1

Q40 Neighbourhood Watch encourages people to contact police about any unusual activities they see, even if it does not directly affect them.

State one good reason for a person doing this.

_____

NW0L2

Q41 Look at the aims of Neighbourhood Watch listed above.

Why else might a person join an organisation like Neighbourhood Watch?

Give two reasons.

1. _____

2. _____

NW0L3

Q42 Neighbourhood Watch deliver their newsletter to all local households, not only their members.

Why do you think they do this?

_____

_____

Questions 43 and 44

In 2000, the Government released the Government Online Strategy. This aims to give the public online (internet) access to information about government services.

OI01L

Q43 The Government already provides the public with printed information about its services.

Why would the Government also provide online (internet) access to that information?

- ○ to make use of information software technology
- ○ to show that it is a modern and efficient government
- ○ to make information more widely available
- ○ to make it easier to control the information the public receives

OI02L

Q44 Government department websites often have the following features:

- information about the government department and what it is doing;
- links to other relevant and useful websites;
- useful documents or files to download; and
- contact details for the department.

How does a government department providing these features help people to be **informed** and **active** citizens?

_____

_____

Question 45

FG01L

Q45 Where is the Parliament of Australia based?

- ○ Adelaide
- ○ Brisbane
- ○ Canberra
- ○ Darwin
- ○ Hobart
- ○ Melbourne
- ○ Perth
- ○ Sydney

Question 46

FN061

Q46 A nation that is a federation divides the responsibilities for government between

- ○ states and colonies.
- ○ all major political parties.
- ○ judges and the police force.
- ○ national and state parliaments.

Appendix 3
Year 6 Assessment Administration Guide

National Assessment Program - Civics and Citizenship
Year 6 School Assessment

CIVICS AND CITIZENSHIP

YEAR 6

2007 Release Items

ASSESSMENT ADMINISTRATION GUIDE

This guide contains selected extracts from the full version of the *National Assessment Program – Civics and Citizenship Years 6 and 10 Report 2007* Assessment Administrator's Manual to enable the classroom teacher to replicate the conditions under which the national sample assessment was administered.

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ASSESSMENT ADMINISTRATOR'S SCRIPT TO BE READ FOR THE SESSION .. 3

CONDUCTING THE ASSESSMENT SESSION

1.1 The Assessment Day

You will need to set up the room and assessment materials. The materials you will need are:

- this manual, open to the script for administering the session (Page 3);
- the Assessment Booklets (one for each student);
- a watch or clock;
- your 'Survival Kit' – spare assessment booklets, spare pencils, spare rulers, 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 the materials and collect the materials at the end of the session.

The timing of the assessment session is as follows:

- Reading the instructions and distributing the materials, normal class routine issues etc will take approximately 5 minutes;
- The Assessment Booklet will take approximately 70 minutes, including approximately 10 minutes for Practice Questions and **no more than 60 minutes** for the assessment items (if all students finish the assessment before the allotted time, including checking over their work, you may finish the assessment early);
- Collecting the materials and ending the session will take approximately 5 minutes.

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.

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 SESSION

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 part in an assessment based on the National Assessment Program – Civics and Citizenship Sample Assessment, held in 2007. Its goal was to find out what students your age know about civics and citizenship. About 13,000 students throughout Australia have attempted this assessment. The results of the study 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 citizenship programs for your class.

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

> You should 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 pencil/pen.

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

Then say:

> If you find 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. 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.

Allow time for students to read and answer Practice Question 1. You may read it to them if you wish.

The table below contains a statement about Australia

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

	Newcastle is the capital city of Australia	TRUE	FALSE
PQ1	Australia has six states and two territories.	TRUE	FALSE

Say:

The correct answer is *TRUE*. You should have drawn a circle around the word *TRUE*.

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 What is the date of each of these public holidays?

Draw a line to match the name of the public holiday to its date.

The first one has been done for you.

Public Holiday		**Date**
Christmas Day		January 1st
New Year's Day		April 25th
Australia Day		December 25th
Anzac Day		January 26th

Say:

The correct answers are:

Christmas Day – December 25th
New Year's Day – January 1st
Australia Day – January 26th
Anzac Day – April 25th

You should have drawn a line from each public holiday in the left hand column to its correct date in the right hand column.

Do you have any questions?

Answer any questions.

Say:

Now read and answer Practice Question 3.

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

PQ3 *Advance Australia Fair* is the Australian national anthem.

Why are people asked to stand when the anthem is played at public events?

_____

_____

Say:

In this type of question there may or may not be more than one correct answer.

What answers have you written?

Respond to the student answers as they are given. Ensure that students understand that for this kind of question **there may be many ways of answering correctly**.

Say:

Now look at Practice Questions 4 and 5. 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 4 and 5.

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 4. Practice Question 4 is a multiple choice question.

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

PQ4 What is the first thing the neighbour should have done before pulling down the fence?

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

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 5.

Allow time for students to read and answer Practice Question 5. You may read it to them if you wish.

PQ5 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.

_____

_____

Say:

In questions like Practice Question 5 there is more than one way of answering correctly. Sometimes, as in Practice Question 5, 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 *60 minutes* to complete the next section of the book.
>
> You will work on your own to answer the questions in the booklet.
>
> If you want to change your answer, just 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 question 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.

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

National Assessment Program

CIVICS AND CITIZENSHIP

YEAR 6

2007 Release Items

MARKING GUIDE

Introduction

This marking guide contains the scoring codes for all items in the Year 6 Civics and Citizenship School Assessment 2007.

It includes descriptions, plus response examples, of the different levels of student achievement for the open-ended items. The correct responses to all the multiple choice items are also included.

Each item score guide also includes the Domain Descriptor indicator. That is, which Domain Descriptor (from the Assessment Domain) that item is intended to assess. Where the item is also intended to assess a Domain Descriptor at the Year 10 level, this is presented in brackets.

Specific Codes for Open-Ended Items

Unlike the multiple choice items, student responses to open-ended items are not coded simply as right or wrong. The codes for the open-ended items form a stepped sequence of conceptual complexity. Student responses were considered in terms of their ability to address the key conceptual issues in the question, these being derived from the 2 KPMs – Civics and Citizenship. The levels of complexity, embodied by the codes, were applied to the student responses by markers for each question. The responses were allocated the appropriate code levels, (i.e. the code which best characterised the level of conceptual understandings demonstrated by the response).

Bracketed italicised font is used to provide advice to markers in establishing key distinctions in student responses to open-ended items.

General Codes for Open-Ended Items

Code 0 = Incorrect.

In general, Code 0 refers to any student response that is: blank or missing; a rephrasing of question; inaccurate; implausible; unclear, vague or incoherent; irrelevant; insufficient; a misunderstanding; or “Don’t Know”.

The marking guide contains examples of Code 0 student responses for most items.

General Codes for Multiple Choice Items

The multiple choice items are coded simply as correct or incorrect. The correct option is indicated against in the marking guide against Code 1.

Code 1 = Correct
Code 0 = Other / Incorrect

VOTING AGE

Q1

Q In Australia, at what age do citizens become eligible to vote in Federal elections?

- **O** 16 Years
- **O** 17 Years
- **O** 18 Years
- **O** 19 Years
- **O** 20 Years
- **O** 21 Years

Domain Descriptor: 6.5

SCORING

Full Credit

Code 1: 18 Years

LAWS

The table below contains a series of statements about life in Australia. Decide whether you think each statement is true or false. Indicate your answer by circling 'True' or 'False' for each statement in the table, as shown in the example.

	People are allowed to choose whether or not to obey the law.	True	False
Q2	Some organisations are allowed to make rules that are against Australian law.	True	False
Q3	All democratic countries have the same laws as Australia.	True	False

Domain Descriptor 6.4

SCORING

Correct responses: *See bolded responses*

Q2	Some organisations are allowed to make rules that are against Australian law.	True	**False**
Q3	All democratic countries have the same laws as Australia.	True	**False**

Full Credit

Code 1: 2 (i.e. both) correct

No Credit

Code 0: 0, 1 correct

CHOOSING A CLASS CAPTAIN

Q4

The final year students at Sugarhill Primary School want to choose a class captain.

Q Which of the following ways of choosing a class captain is democratic?

- **O** choosing the person who the teacher suggests
- **O** choosing the person who lives closest to the school
- **O** choosing the person who gets the most votes from the class
- **O** choosing the person who usually gets the highest marks on tests

Domain Descriptor: 6.1

SCORING

Full Credit

Code 1: Choosing the person who gets the most votes from the class

SECRET BALLOT

Q5

Q Voting in Australian Federal, State and Territory elections takes place using a process of a secret ballot.

- **O** When voting at a polling place using a secret ballot, each voter has their completed ballot paper checked by the official in charge.
- **O** places their completed ballot paper in a sealed ballot box.
- **O** posts their completed ballot paper to their local member of parliament.
- **O** takes their completed ballot paper home to be collected by an electoral officer.

Domain Descriptor: 6.1, (10.1)

SCORING

Full Credit

Code 1: places the ballot paper in a sealed ballot box.

Q6

Q How does the secret ballot help to make sure that elections are democratic?

- **O** Voters can change their mind up until when they cast their vote.
- **O** Voters can be confident they will vote for the person who will win.
- **O** Voters can feel free to vote for who they really want to represent them.
- **O** Voters are given the best chance to encourage others to vote the same way as them.

Domain Descriptor: 6.1, (10.1)

SCORING

Full Credit

Code 1: Voters can feel free to vote for who they really want to represent them.

POLITICAL PARTIES (AND LOBBY GROUPS)

Q7

Q How does having different political parties benefit Australia?

- **O** It ensures that elections are conducted fairly.
- **O** There are more seats in the parliament so the system is fairer.
- **O** Every voter will be able to find a party that they wish to join.
- **O** It is more likely that a range of opinions will be heard in the parliament.

Domain Descriptor: 6.3, (10.1)

SCORING

Full Credit

Code 1: It is more likely that a range of opinions will be heard in the parliament.

REFERENDA

Q8

Sometimes Australian voters are required to vote about proposed changes to the Australian Constitution.

Q This kind of vote is called

- **O** a referendum.
- **O** an opinion poll.
- **O** a Federal election.
- **O** a Constitutional crisis.

Domain Descriptor: 6.1, (10.2)

SCORING

Full Credit

Code 1: a referendum.

COMMUNITY DEVELOPMENT ADVISORY COMMITTEES

Below is part of an advertisement that appeared in the Greensville local paper.

Greensville Council Wants YOU!

• Do you live in the Greensville area?

• Are you between the ages of11 and 16?

• Are you interested in sport?

• Do you have good ideas about how best to use the sports facilities at Greensville Park?

• Do you have the personal qualities and abilities to work well as part of a committee?

The Greensville Council needs people to join the Greensville Park youth committee.

The committee will give advice to the Greensville Council about how to make Greensville Park a great place for young people to use.
If you are interested in joining the committee, pick up an application form from the clubrooms at Greensville Park.

Q9

Q Sandra is 15 and plays a lot of sport at the Greensville Park. She wants to join the committee.

Name one of the 'personal qualities and abilities' Sandra needs to work well as part of the committee.

Explain how this personal quality or ability would help her work as part of the committee.

Domain Descriptor: 6.7

SCORING

Full credit

Code 2: Refers to a personal quality AND explains how it will help her work with the Committee.

Personal quality:

1. **Critical thinking/cognitive ability/problem solving.**
   - She is clever at working things out.
   - Good at problem solving.

Explanation:

It will help work out solutions to complicated issues/to conflicting ideas.

- Will be able to sort out conflicting ideas.
- Will be able to come up with interesting/creative solutions.

OR

Personal quality

2. People skills.

- Makes good decisions.
- Knows how to get on with people.
- Loves to be involved with other people.
- Good at helping people resolve differences.
- She's nice/friendly/easy to get on with.

Explanation:

It will enable her to work with people with different/conflicting needs or ideas
OR help her to get people to compromise with each other.

- Will help her to get on with a range of different people.
- Will enable her to get people to compromise.
- Will help her to be liked and so be able to work productively with people.
- Will help her to get others to sort out their differences.
- Will help her to unite everyone in the job at hand.

Partial Credit

Code 1: Names a personal quality without explaining how it will help her work with the Committee.

No Credit

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

- She needs to be good at her job.
- She has to have good qualities.
- She likes to have an important role in the community.
- She likes to be a big shot/look good.

Q10

Q The Greensville Council wants young people from the Greensville area to join the committee.

How can having young people from the Greensville area on the committee help the Greensville Council make better decisions about the park?

Domain Descriptor: 6.8

SCORING

Full Credit

Code 1: Identifies that local input/advice will suit local conditions OR be more responsive to community needs.

- Local people are familiar with the community/understand the needs of the area.
- The council will get more accurate opinions and advice/advice that's suited to the community.

No Credit

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

- It's good for the area/community.

Q11

Q Having young people from the Greensville area on the committee may benefit the community by helping the council to make better decisions about the park.

What is one other benefit to the Greensville community of having young people from the Greensville area working on the committee?

Domain Descriptor: 6.8

SCORING

Full Credit

Code 2: Identifies beneficial **outcome** of having local people involved: Refers to

- increased community spirit
- sense of belonging
- harmony/stability/cohesion.
- increased satisfaction with decisions.
- People will feel good about where they live/about their community/local area.
- It fosters a sense of belonging/people will feel they belong to their community.
- People will feel good about where they live/about their community.
- It makes the community stronger.

- People will be happier with the decisions if they're made locally/if they've had local input.

Partial Credit

Code 1: Identifies a **process** leading to beneficial outcome.

- People get involved.
- People get to know each other.
- It gets people personally involved in their community.
- It shows others that it is good for the community.

No Credit

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

- People will feel better/be happier.
- The community will be better.

RIGHTS OF CITIZENS

The table below contains a series of statements about life in Australia.Decide if you think each statement refers to a **right** Australian citizenshave. Indicate your answer by circling 'True' or 'False' for eachstatement in the table, as shown in the example.

Australian citizens have a right to …

	live in the state they want to.	True	False
Q12	practice the religion of their choice	True	False
Q13	ignore laws which stop them doing things they like to do.	True	False
Q14	use any public transport for free if they do not own a car.	True	False

Domain Descriptor: 6.5

SCORING

Correct responses: *See bolded responses*

Q12	practice the religion of their choice	**True**	False
Q13	ignore laws which stop them doing things they like to do.	True	**False**
Q14	use any public transport for free if they do not own a car.	True	**False**

Full Credit

Code1: 3 correct

Partial Credit

Code 0: 0, 1 or 2 correct

AUSTRALIAN OF THE YEAR AWARDS

In the picture above, Ben Kearney, Khoa Do and Fiona Wood talk about their experiences as winners of Australian of the Year awards. The Australian of the Year awards give public recognition to the contributions of some Australians. There are four categories:

- Australian of the Year
- Senior Australian of the Year
- Young Australian of the Year
- Local Hero.

Q15

Q How can the Australian of the Year awards benefit the Australian community?

Domain Descriptor: 6.10, (10.10)

SCORING

Full Credit

Code 1: Identify that the awards do any of

a. engender community spirit and action

- They make people feel a sense pride in belonging to a particular community/in being Australian.

- They make people feel that they can contribute also.

b. allow people to see what's possible

- Lets people see that if you try, you can achieve things.
- Lets people see what's possible.
- People have something to aim for.

c. show the value in community contribution

- They show that contributing to your community is a good thing.

No Credit

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

- They help people.
- All Australians benefit.

Q16

Q What is one advantage of having the four different categories of Australian of the Year awards?

O It means people will try harder because they can win more than one award.
O It means that better people will enter the awards.
O It shows people the best way to categorise different Australians.
O It makes the awards relevant to many different Australians.

Domain Descriptor: 6.9, (10.9)

SCORING

Full Credit

Code 1: It makes the awards relevant to many different Australians.

FEDERAL BUDGET

Q17

In May every year the Federal Treasurer announces the Federal Budget.

Q What is the main purpose of the Federal Budget?

- **O** to show how the government plans to raise and spend its income
- **O** to explain to Australians how they can best save and invest their own money
- **O** to show Australians how they can influence the way the government runs the country
- **O** to explain the reasons for any financial mistakes the government has made in the past year

Domain Descriptor: 6.4, (10.1)

SCORING

Full Credit

Code 1: to show how the government plans raise and spend its income.

COMPULSORY VOTING

Australia is one of a few countries in which citizens are required by law to vote at elections. This is known as 'compulsory voting'.

Q18

Q What is the best reason you can think of **in favour of** compulsory voting?

Domain Descriptor: 6.3, (10.4)

SCORING

Full Credit

Code 2: **Explicit on Principle**
Suggests that making voting compulsory represents the high value placed on voting**, OR** it increases the legitimacy of the election outcome:
- It is seen as a responsibility all citizens have.
- Because it's seen as a civic duty. [*'duty' ok – 'law' not; see below]*
- People can't be pressured not to vote. It means the government must allow everyone to vote.

Partial Credit

Code 1: **Refers to Representativeness /Pragmatism**
Suggests that compulsory voting means the outcome of the election will be more representative:
- So more people will have a say about who gets into government.
- So they get everybody's view, not just a few
- To know what everybody thinks

No Credit

Code 0:
- So that the voting is fair. (Answers the question 'Why should everyone be allowed to vote?' rather than the given question)
- Because it's the law. *[Yes, but why is it law?]*
- So they get more votes.
- That way the best people will be elected.

Q19

Q What is the best reason you can think of **against** compulsory voting?

Domain Descriptor: 6.3, (10.4)

SCORING

Full Credit

Code 2: **Principle**
Recognises democratic principle underpinning the right to choose whether to vote:
- Some people just vote for whoever. *[Uninformed decisions are bad]*
- It doesn't give people the right not to vote.
- Not all people believe in voting.
- People who don't understand voting may elect the wrong people.

Partial Credit

Code 1: **Pragmatism**
Refers to a pragmatic issue such as cost, difficulty of ensuing compliance, some voters' lack of desire to vote inconvenience to voters.
- Because a majority of the population is enough to make a fair decision.
- Because some people can't get to where they have to vote.
- It is time consuming.
- Some people don't want to vote. *[This is in contrast to the Code 2 response in which the right to choose is specified or suggested through the notion of forcing compliance]*

No Credit

Code 0:
- That way the best people will be elected.
- Everybody has a right to their opinion.
- People don't care.
- Because it might cause problems.
- Because they don't like/agree with the law.

Q20

Q Compulsory voting only means compulsory attendance at a polling booth on election day (or voting by post before the election). Voters do not have to show how they have marked the ballot paper.

Why is it important that voters do **not** have to show how they have marked the ballot paper?

Domain Descriptor: 6.3, (10.4)

SCORING

Full Credit

Code 2: **Specific Response (importance of secret ballot)**

Suggests that the secret ballot is crucial for fair and representative voting in a democracy and provides some elaboration.

- If their votes were checked people might be worried about getting into trouble.
- People's votes might change if they thought others knew them.
- So people don't argue about who they voted for. *[Civic disturbance]*
- So no one looks and threatens them.

Partial Credit

Code 1: **General Response (voting as a personal or private matter)**
Recognises this is a privacy issue but does not relate it specifically to the role or importance of the secret ballot in democracy:

- People have a right to privacy.
- Because it's no-one else's business.

No Credit

Code 0: **Pragmatic reason**

- Because it would cost too much to do. *[Presumably this is not an issue once you have instituted compulsory voting.]*
- So they don't cheat.
- They may not want to.
- Because they trust them.
- Because some leaders are better than others.

SRCs

In many schools, students are encouraged to participate in Student representative Councils (also known as SRCs).

An SRC is a group of students elected by their fellow students.

SRCs represent students in the school and provide ways for them to participate in school life.

(SRCs are sometimes called Junior Councils or Student Councils.)

Q21

Q What does the setting up of an SRC say about the way a school sees its students?

Domain Descriptor: 6.7, (10.7)

SCORING

Full Credit

Code 2: Recognises that such schools see students as the legitimate active participants in school governance.
- Students have a role to play in the school.

Partial Credit

Code 1: Recognises that such schools see students as having the appropriate characteristics and can contribute to school governance:
- Students are important, good, smart, trustworthy etc etc.

No Credit

Code 0: Suggests a negative perception of students:
- Students need to be organised so they'll behave.
- Students can be forced to do useless things.

Q22

Q SRCs are often involved in helping to improve school facilities, such as the playground.

Explain the role an SRC could have in helping to improve a playground.

Domain Descriptor: 6.8, (10.8)

SCORING

Full Credit

Code 2: Suggests a plausible general approach:
- The SRC could hold student discussions about the issue.
- The SRC could help identify problems with the current arrangements.

Partial Credit

Code 1: Offers a specific instance or example of a suitable activity.
- They could pick up rubbish in the playground.
- They could do some maintenance.
- The SRC could try to hold a fund-raising event.

No Credit

Code 0:
- By telling teachers what they want

Q23

Q At some schools, the SRC is also involved in activities outside school, such as:

- raising money for charities;
- visiting senior citizens' homes; and
- representing the school at council tree planting days.

Why do you think SRCs are involved in these kinds of activities?

Domain Descriptor: 6.8, (10.8)

SCORING

Full Credit

Code 2: Explicitly identifies a relationship exists between the school and the community. (It may be an illustrated relationship…or described in explicit terms)
- The school sends the SRCs to show that the school supports the rest of the community.

- To show their school is interested in more than just itself.
- To introduce students to different aspects of the community, so that the community can get behind the activities of the school.

Partial Credit

Code 1: Suggests that SRCs can also do things that contribute to the community.
- They can help other parts of society.
- They do more than just things for school.
- They want to help people.
- To promote the school

No Credit

Code 0:
- they try to raise money

Q24

Q Many people believe that SRCs are important because they teach students valuable things about democracy.

In your own words describe two important things about democracy that being on an SRC can teach a student.

Domain Descriptor: 6.7, (10.7)

SCORING

Full Credit

Code 2: Suggests two plausible important democratic processes such as:
- How to represent one's peers
- How to negotiate with authority
- How to run meetings
- Majority rules
- That voting can be used to elect leaders
- How to get people to support your ideas

Partial Credit

Code 1: Suggests one plausible important aspect of democracy

No Credit

Code 0:
- How to be a bully

LETTER TO THE PRINCIPAL

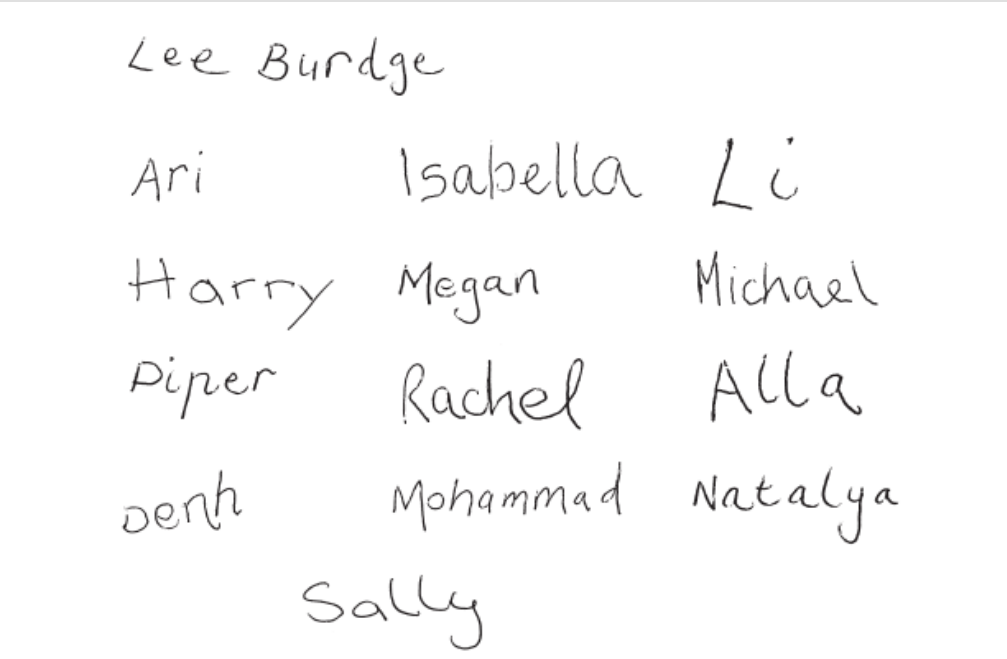
The letter below was written by Lee, a Year 4 student, to his school principal. Lee and most of the Year 4 students signed the letter.

(Year 4 is also known as Grade 4.)

Dear Ms. Smith,

Some of the Year 4 students have friends in the higher classes. We would like to be able to play with them in their part of the playground. Can you please change the rules so that Year 4 students can share a play area with the older students?

Yours sincerely,



Q25

Q Why did **most** of the Year 4 students sign the letter?

Domain Descriptor: 6.8

SCORING

Full Credit

Code 1: *Recognises the mechanism of the action:* Identifies that having most of the class sign the letter shows the principal that most/many students want the change/agree with the letter.

- It shows the principal that most of the students want it to happen.
- They agree with the letter.
- They want the principal to take the letter seriously.

No Credit

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

- They think it is funny.
- They don't care.
- Because most of them wanted to play with the older students.

Q26

Q Sally is in Year 4. She signed the letter even though she does not want to play with the older kids.

What is a good reason for Sally signing the letter?

- **O** In any class everyone should always do the same things.
- **O** It would help Sally's classmates who do play with the older students.
- **O** It makes no difference to her, so she may as well sign it.
- **O** The principal might be angry with students who do not sign the letter.

Domain Descriptor: 6.10

SCORING

Full Credit

Code 1: It would help Sally's classmates who do play with the older students.

FREE SCHOOL MILK

Free School Milk

Mum: ‘ When I was at school, the Australian government provided free milk to primary school children.’

Tom: ‘Why did the government do that?’

Mum: ‘ They thought it would make us healthy.’

Sally: ‘ I think that’s a great idea. I wish the government

Tom: ‘ But it is not the government’s job to say what kids should eat and drink.’

Q27

Q Give one reason **in favour of** Tom’s opinion.

Domain Descriptor: 6.5

SCORING

Full Credit

Code 1: Refers to the right of the individual to choose what they eat OR parental responsibility regarding children’s health

- People can eat whatever they want.
- It’s the parent’s job to make children eat healthy food/decide what children should eat.

No Credit

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

- The government can’t make you eat or drink something.
- It’s none of the government’s business.

Q28

Q Give one reason **against** Tom's opinion.

Domain Descriptor: 6.1

SCORING

Full Credit

Code 1: Refers to role of government to look after health of the people (may refer to saving resources by improving population health) **OR** suggests directly or through an example that students are making poor decisions about their own diet.

- The government is interested in children's health.
- Caring about health is part of the government's job.
- Hospitals are expensive to run and it is better if people are healthy.
- I see kids coming to school eating chips and lemonade for breakfast

No Credit

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

- It's the government's job.

CLASS ACTIVITY

Q29

Q The final year students at Crespin School have been asked to decide whether to watch a movie or go swimming for their end of year class party.

What is the most democratic way the final year students can decide what to do?

- **O** invite all the students in the school to vote about what the final year students do
- **O** discuss the two ideas as a class and then vote about what to do
- **O** do what the final year students did last year so no one argues about what to do
- **O** draw names out of a hat to select a committee to decide what to do

Domain Descriptor: 6.9

SCORING

Full Credit

Code 1: discuss the two ideas as a class and then vote about what to do

RULES RATIONALE

Lynnevale Primary School has a number of rules. Some of the school rules are listed below. Colour in one bubble to show the reason for each rule.

The first one has been done for you.

	Rule	Safety	Helping people work together
	Do not stand on the furniture.	●	○
Q30	Tell a teacher if you see a broken piece of play equipment.	○	○
Q31	Think carefully when answering people's questions.	○	○
Q32	Do not leave the school grounds during school time unless you are with a teacher.	○	○
Q33	Do not shout in school buildings.	○	○

Domain Descriptor: 6.4

SCORING

Correct responses: *See bolded responses*

	Rule	Safety	Help people work together
Q30	Tell a teacher if you see a broken piece of play equipment.	●	○
Q31	Think carefully when answering people's questions.	○	●
Q32	Do not leave the school grounds during school time unless you are with a teacher.	●	○
Q33	Do not shout in school buildings.	○	●

Full Credit

Code 2: 4 correct

Partial Credit

Code 1: 3 correct

No Credit

Code 0: 0, 1 or 2 correct

HIJAB WEARERS

Q34

The photograph below is of girls wearing the Australian flag as their hijab. A hijab is a scarf that many Muslim girls and women choose to wear.

Q What **attitudes** are these girls showing by using the Australian flag as their hijab?

Domain Descriptor: 6.6, (10.5)

SCORING

Full Credit

Code 2: Refers to positive attitudes towards **both** a Muslim and Australian identity.

- They are showing that they are proud to be Muslim Australians.
- They are showing respect for Australian and Muslim people.
- They are happy to be Australian and Muslim.

Partial Credit

Code 1: Refers either to (positive attitudes towards) the Australian identity or Muslim identity

OR to the flag or the Hijab as objects rather than as symbols of identity

OR only the symbolism of the flag or the Hijab without referring to an attitude.

- wearing the Australian flag as the hijab is cool.
- They are both Australian and Muslim.
- They are proud to be Muslim.
- They are happy to be Muslim wearing the flag.

No Credit

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

- They like wearing flags.
- They think it's funny

SCHOOL RULES

Q35

The rules on the poster below are about how students should behave in class discussions at Queenshill School.

Queenshill School Class Discussion Rules

1. Listen carefully when others speak.

2. Allow others to disagree with your opinions.

3. Make sure everyone has a chance to speak.

Q What is one idea about democracy that these rules show?

Domain Descriptor: 6.1

SCORING

Full Credit

Code 2: Identifies that the rules support the right to free speech OR the right of all people to be treated as equals.

- Everyone is equal in a democracy.
- Free speech/democratic right to express different opinions.
- No-one has the right to dominate others/stop others from speaking.

Partial Credit

Code 1: Identifies respect or fairness generically as a desirable quality.

- People should respect or be fair to each other.
- Respect or fairness is an aspect of democracy.
- You should respect each other in a democracy.

No Credit

Code 0: Transcribes or re-states the rules OR vague, incoherent or irrelevant response.

- Everyone gets a vote.
- Everyone speaks.
- People should obey the rules.

Q36

The poster below contains the Queenshill School uniform code.

Queenshill School Uniform Code

All students must:

1. wear the school uniform at all times;
2. tie back long hair; and
3. only wear jewellery that has been checked and approved by a teacher.

Q To make sure that Rule 3 of the uniform code can be applied fairly to all students the school must make sure that

- **O** all teachers and students know what jewellery the students are allowed to wear.
- **O** each teacher only checks the jewellery of the same students each day.
- **O** each student wears only jewellery they are sure will be approved by a teacher.
- **O** each student has their jewellery checked by an adult before they leave for school.

Domain Descriptor: 6.4

SCORING

Full Credit

Code 1: all teachers and students know what jewellery the students are allowed to wear.

Q37

Q Some people in the school community are against the school having a uniform code at all.

Give the best reason you can think of to support this opinion.

Domain Descriptor: 6.4

SCORING

Full Credit

Code 2: Refers to freedom of expression (as a right).
- People have a right to wear what they like.
- People can dress normally out of school so why not in school too?

Partial Credit

Code 1: Refers to desire or preference to choose.
- Kids might not like wearing a boring uniform.
- You should be able to wear what you want.

No Credit

Code 0: Provides a vague or incoherent response or repeats the question.
- Then they won't have to wear a uniform.

GOOD CITIZEN

Q38

Sam takes part in a peaceful protest against the government's decision to build a major road next to his home.

His friend Judy says, 'You can't criticise the government and still be a good citizen.'

Q Sam replies, 'Of course you can. Good citizens should ...'

Complete Sam's sentence.

Domain Descriptor: 6.7

SCORING

Full Credit

Code 1**:** Refers to the importance [in democratic societies] of engaging with issues.

- think about issues and form their own opinions.
- participate in discussion, be active in their community.
- stand up for what they believe in.
- not just accept things but question them.

No Credit

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

- You have the right to criticise the government (re-states, no reason given.)

OBEYING THE LAW

Q39

Q In Australia, who must obey the law?

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

Domain Descriptor: 6.1

SCORING

Full Credit

Code 1: everybody

NEIGHBOURHOOD WATCH

Neighbourhood Watch is an organisation of volunteers who live in a local area.

The aims of Neighbourhood Watch are:

• To reduce crime;

• To make sure that crimes are reported to the police;

• To educate the community about how to avoid crime; and

• To improve the relationship between the community and the police.

Neighbourhood Watch members hold regular meetings and produce newsletters for the residents in their local area.

Q40

Q Neighbourhood Watch encourages people to contact police about any unusual activities they see, even if it does not directly affect them.

State one good reason for a person doing this.

Domain Descriptor: 6.7, (10.7)

SCORING

Full Credit

Code 2: Identifies a reason stemming from a sense of community responsibility (altruism)
- People need to look after each other in a community.

Partial Credit

Code 1: Identifies the motive of either preventing harm
OR
the motive of personal benefit.
- So that no one else in the area can be harmed.
- Stop a crime before it happens.
- It makes you feel good.

No Credit

Code 0:
- They are losers with nothing better to do.
- To help the police in an investigation or tell them about a crime *[repetition of question]*

Q41

Q Look at the aims of Neighbourhood Watch listed above.

Why else might a person join an organisation like Neighbourhood Watch?

Give two reasons.

Domain Descriptor: 6.10, (10.10)

SCORING

Full Credit

Code 2: Identifies two of:

(a) a desire to contribute to the community
- To help the community.
- People will feel safer
- To make the area safe. [*Generalisable to self and community]*

(b) social contact/acceptance
- People do it together

(c) develop knowledge or skills
- Gives them something to do.

(d) raise self-esteem
- Personal satisfaction (e)

Partial Credit

Code 1: Identifies one of: (a), (b), (c), (d) or (e).

No Credit

Code 0:
- They think it's a good thing to do.
- To avoid bad things happening. *[Repetition of 'Reduce Crime']*
- To protect property.

Q42

Q Neighbourhood Watch deliver their newsletter to all local households, not only their members.

Why do you think they do this?

Domain Descriptor: 6.8, (10.8)

SCORING

Full Credit

Code 2: Generalises about the intended community benefits of Neighbourhood Watch.
- It is a community organisation *(and so it gives its information to everyone*).
- To keep the neighbourhood locals informed about strategies to avoid crimes and up to date reports.
- Crime happens to everyone and so they want everyone to know about it.

Partial Credit

Code 1: Specifies any of the following:

(a) the type of information Neighbourhood Watch produce,
- To tell them about crime in the area so they can inform the police if they see anything

(b) the aim of recruiting new members,
- To encourage people to take part
- To inform more people about the organisation

(c) the aim of broad dissemination of information.
- They want as many people to see it as possible

No Credit

Code 0:
- They are too cheap to post the letters out.
- So they can feel better about themselves.
- To annoy people with junk mail.

ONLINE INFORMATION SERVICE

In 2000, the Government released the Government Online Strategy. This aims to give the public online (internet) access to information about government services.

Q43

Q The Government already provides the public with printed information about its services.

Why would the Government also provide online (internet) access to that information?

- **O** to make use of information software technology
- **O** to show that it is a modern and efficient government
- **O** to make information more widely available
- **O** to make it easier to control the information the public receives

Domain Descriptor: 6.5, (10.4)

SCORING

Full Credit

Code 1: To make information more widely available.

Q44

Q Government department websites often have the following features:

• information about the government department and what it is doing;

• links to other relevant and useful websites;

• useful documents or files to download; and

• contact details for the department.

How does a government department providing these features help people to be **informed** and **active** citizens?

Domain Descriptor: 6.8, (10.8)

SCORING

Full Credit

Code 2: Refers to using the features of the website to engage in some form of civic action.

- you can find out more about an issue and then write to the minister about it.
- you can use the links to learn about things and how you can get involved.
- it is easy to get information and then send it on to lots of people

Partial Credit

Code 1: Refers using the website to collect information.

- you can download reports or find out about policies
- it can be easy to find other parts of the govt that are involved in certain issues
- there are many links to useful information

No Credit

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

- it is bright and easy to read

FEDERAL GOVERNMENT

Q45

Q Where is the Parliament of Australia based?

- **O** Adelaide
- **O** Brisbane
- **O** Canberra
- **O** Darwin
- **O** Hobart
- **O** Melbourne
- **O** Perth
- **O** Sydney

Domain Descriptor: 6.3, (10.1)

SCORING

Code 1: Canberra

FEDERATION NATION

Q46

Q A nation that is a federation divides the responsibilities for government between

- **O** states and colonies.
- **O** all major political parties.
- **O** judges and the police force.
- **O** national and state parliaments.

Domain Descriptor: 6.2

SCORING

Full Credit

Code 1: national and state parliaments

Appendix 5
Year 6 Class Record Sheet

Yr 6 Class Record Sheet (1/ 2)

	Question	Q1	Q2 - 3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12 - 14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26
	Possible Score	1	1	1	1	1	1	1	2	1	2	1	1	1	1	2	2	2	2	2	2	2	1	1
No.	Name	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	Number scoring zero																							
	Number scoring 1 rank																							
	Number scoring 2 ranks																							

Yr 6 Class Record Sheet (2/ 2)

	Question	Q27	Q28	Q29	Q30 - 33	Q34	Q35	Q36	Q37	Q38	Q39	Q40	Q41	Q42	Q43	Q44	Q45	Q46	*Total Raw Score*	*Scale Score*	*Proficiency Level*
	Possible Score	1	1	1	2	2	2	1	2	1	1	2	2	2	1	2	1	1	*57*	-	-
No.	**Name**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1																					
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	Number scoring zero																				
	Number scoring 1 rank																				
	Number scoring 2 ranks																				

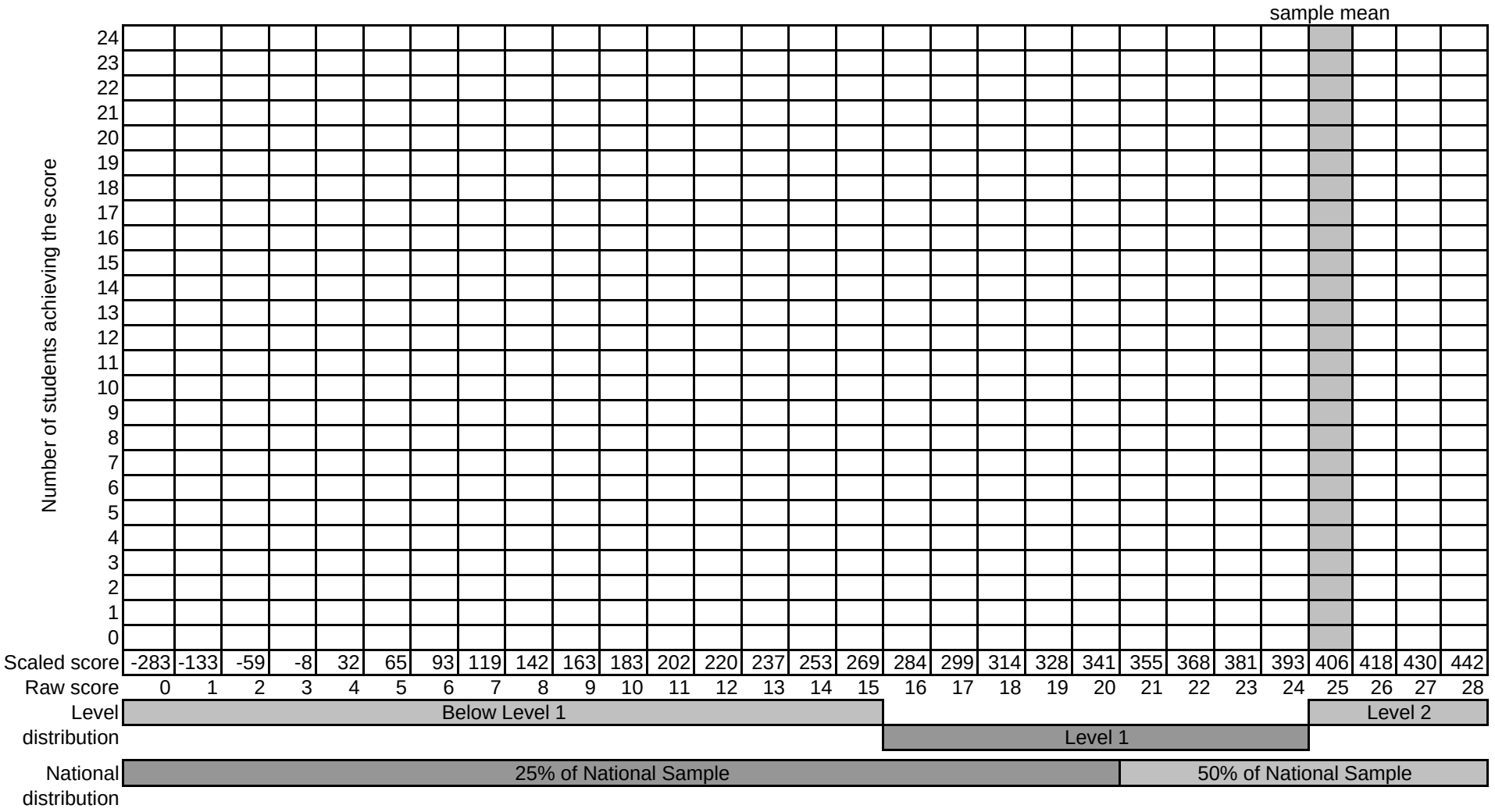
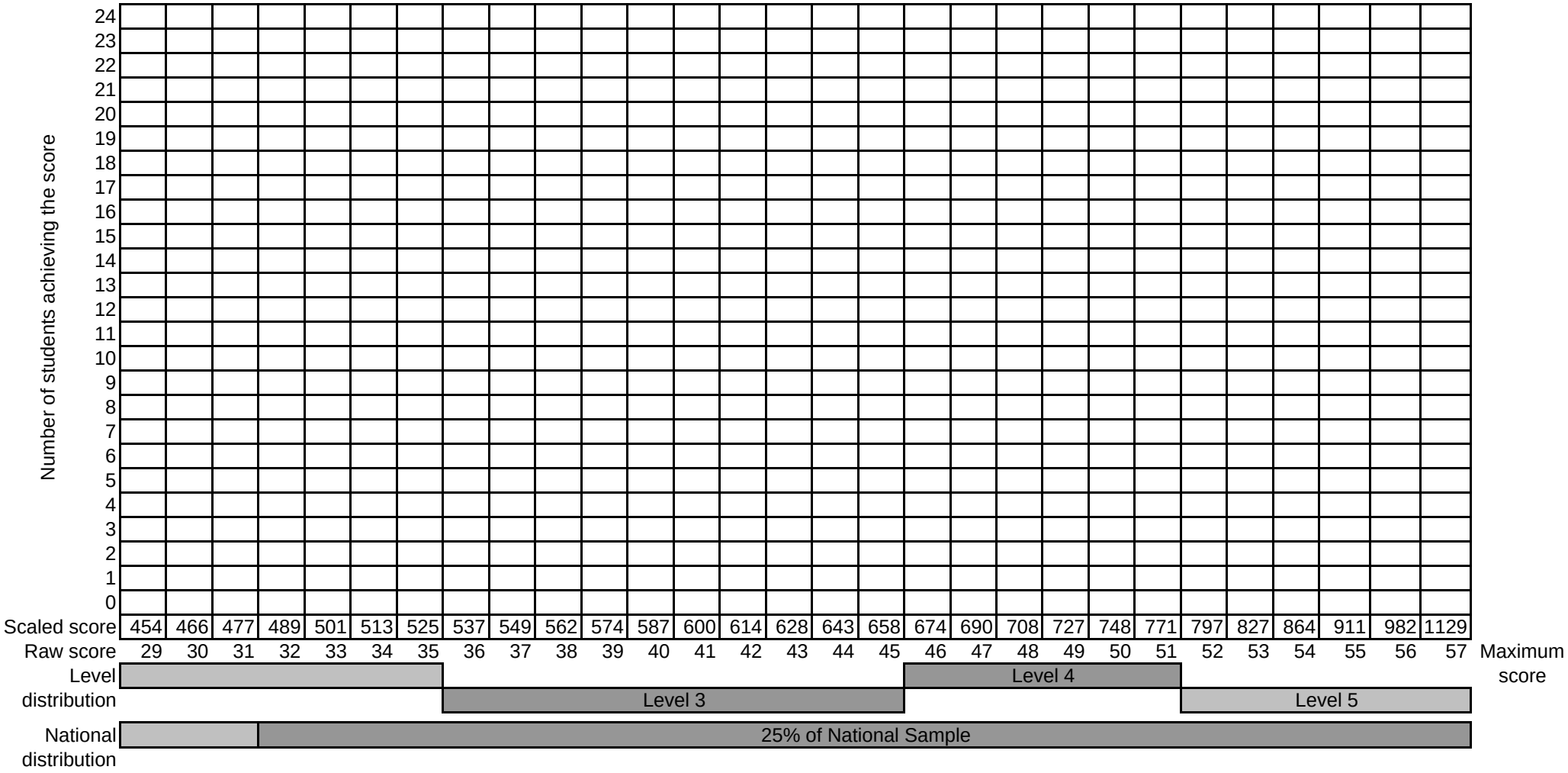
Appendix 6
Year 6 Item Analysis Sheet

Year 6 Item Analysis Sheet

		Number of students assessed =			
Qn	**Score Value**	**Number of students**	**(%) of students**	**National sample**	**Proficiency Level**
1	1			91%	Below Level 1
2 to 3	1			58%	2
4	1			88%	Below Level 1
5	1			78%	Below Level 1
6	1			75%	1
7	1			34%	3
8	1			38%	3
9	1			28%	2
	2			21%	3
10	1			29%	3
11	1			9%	4
	2			4%	4
12 - 14	1			70%	1
15	1			38%	2
16	1			58%	2
17	1			43%	
18	1			35%	2
	2			6%	4
19	1			31%	2
	2			17%	3
20	1			32%	2
	2			31%	3
21	1			25%	2
	2			25%	3
22	1			59%	1
	2			18%	3
23	1			48%	2
	2			8%	4
24	1			27%	3
	2			5%	4
25	1			25%	3
26	1			80%	Below Level 1
27	1			49%	2
28	1			25%	3
29	1			70%	Below Level 1
30 - 33	1			20%	Below Level 1
	2			71%	1
34	1			70%	Below Level 1
	2			9%	4
35	1			18%	3
	2			15%	3
36	1			51%	2
37	1			41%	2
	2			10%	4
38	1			40%	3
39	1			92%	Below Level 1
40	1			51%	1
	2			12%	4
41	1			64%	1
	2			9%	4
42	1			62%	1
	2			7%	4
43	1			72%	1
44	1			12%	4
	2			3%	5
45	1			84%	Below Level 1
46	1			58%	2

Appendix 7
Year 6 Class Analysis Sheet

Year 6 Class Analysis Sheet



Year 6 Class Analysis Sheet