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National Assessment Program – Civics and Citizenship Year 10 School Assessment

2010

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National Assessment Program – Civics and Citizenship Year 10 School Assessment 2010

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Top left-hand image, “College Captains at ANZAC Day memorial service, Nagle College, Bairnsdale, 25 April 2008”
Top right-hand image, courtesy of ACARA
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Preface

In 2010, the Ministerial Council on Education, Early Childhood Development and Youth Affairs (MCEECDYA) 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 first two cycles of the National Assessment Program – Civics and Citizenship (NAP – CC) were conducted with reference to the NAP – CC Assessment Domain. In 2008 the assessment domain was replaced by the NAP – CC Assessment Framework, developed in consultation with the 2010 NAP – CC Review Committee. The assessment framework extends the breadth of the assessment domain in light of two key curriculum reforms:

- The *Statements of Learning for Civics and Citizenship* (SOL – CC) published in 2006; and
- The implicit and explicit values, attitudes, dispositions and behaviours in the *Melbourne Declaration on Educational Goals for Young Australians* published in 2008.

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 10 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

Citizenship in the Educational Goals for Young Australians

In December 2008, state, territory and Commonwealth Ministers of Education, meeting as the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA)[1], adopted the *Melbourne Declaration on Educational Goals for Young Australians* which was intended to set the direction for Australian schooling for the next decade (MCEETYA, 2008).

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

- *act with moral and ethical integrity;*
- *appreciate Australia's social, cultural, linguistic and religious diversity, and have an understanding of Australia's system of government, history and culture;*
- *understand and acknowledge the value of Indigenous cultures and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians;*
- *are committed to national values of democracy, equity and justice, and participate in Australia's civic life;*
- *are able to relate to and communicate across cultures, especially the cultures and countries of Asia;*

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

- *work for the common good, in particular sustaining and improving natural and social environments; and*
- *are responsible global and local citizens.*

(MCEETYA, 2008: 9)

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

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

Civics and Citizenship and the National Assessment Program

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

The National Assessment Program originated with the work of MCEETYA's National Education Performance Monitoring Taskforce (NEPMT), and later the Performance and Reporting Taskforce (PMRT), which developed key performance measures to monitor and report on progress towards the achievement of goals for schooling on a nationally comparable basis. The NEPMT noted the need to develop indicators of performance in civics and citizenship and commissioned an investigation of appropriate key performance measures in that field. The outcome of this process was a report entitled *Key Performance Measures in Civics and Citizenship Education* (Print & Hughes, 2001). The report included a recommendation, endorsed by the NEPMT, that there be two key performance measures for civics and citizenship, one to focus on civic knowledge and understanding and the other on citizenship participation skills and civic values. It was decided that these be applied to both primary and secondary schooling and that national student assessments should be designed for Year 6 and Year 10 on the basis of these key performance measures. The survey was to consist of: an assessment of civics knowledge and understanding; an

assessment of skills and values for active citizenship participation; and an indication of opportunities for citizenship participation by students.

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

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

Implementation of the 2010 National Assessment Program – Civics and Citizenship

Implementation of the National Assessment Program – Civics and Citizenship (NAP – CC) 2010 involved a large number of separate but related steps. These included the development of the assessment framework and items and instruments to assess that framework; 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.

The *National Assessment Program – Civics and Citizenship Years 6 and 10 Report 2010* is available at http://www.nap.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 NAP – CC measured student knowledge, understandings, dispositions and skills in civics and citizenship.

The first two cycles of NAP – CC were conducted with reference to the NAP – CC Assessment Domain.

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

- The *Statements of Learning for Civics and Citizenship* (SOL – CC) published in 2006; and
- The implicit and explicit values, attitudes, dispositions and behaviours in the *Melbourne Declaration on Educational Goals for Young Australians* published in 2008.

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

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

Aspects 1 and 2 were assessed through a cognitive test of civics and citizenship. Aspects 3 and 4 were assessed with a student questionnaire[2].

The four aspects of the NAP – CC Assessment Framework and their concepts and processes are listed in Table 1.1. Appendix 1 contains a fuller description of each of the concepts and processes in the assessment framework, while the complete Assessment Framework, including example items, can be accessed at: http://www.nap.edu.au/. Chapter 3 of the *National Assessment Program – Civics and Citizenship Years 6 and 10 Report 2010* (available at http://www.nap.edu.au/) provides more information through the mapping of the items to the assessment domain.

[2] This School Assessment does not include the student questionnaire. The student questionnaire is available as part of the *National Assessment Program – Civics and Citizenship Years 6 and 10 Report 2010* (available at http://www.nap.edu.au/)

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

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

Table 1.1 continued...

Aspect 3: Affective processes	
3.1	**Civic identity and connectedness**
3.1.1	Attitudes towards Australian identity
3.1.2	Attitudes to Australian diversity and multiculturalism
3.1.3	Attitudes towards Indigenous Australian cultures and traditions
3.2	**Civic efficacy**
3.2.1	Beliefs in the value of civic action
3.2.2	Confidence to actively engage
3.3	**Civic beliefs and attitudes**
3.3.1	Interest in civic issues
3.3.2	Beliefs in democratic values and value of rights
3.3.3	Beliefs in civic responsibility
3.3.4	Trust in civic institutions and processes
Aspect 4: Participatory processes	
4.1	**Actual behaviours**
4.1.1	Civic-related participation in the community
4.1.2	Civic-related participation at school
4.1.3	Participation in civic-related communication
4.2	**Behavioural intentions**
4.2.1	Expected participation in activities to promote important issues
4.2.2	Expected active civic engagement in the future
4.3	**Students' skills for participation**
	This process relates to students' capacity to work constructively and responsibly with others, to use positive communication skills, to undertake roles, to manage conflict, to solve problems and to make decisions.

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

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

A grade-based population of students enrolled at schools was chosen. Further information about the sample is summarised in the *National Assessment Program – Civics and Citizenship Years 6 and 10 Report 2010*.

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

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

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

The National Assessment Program – Civics and Citizenship was designed to provide as much information as possible about student performance in civics and citizenship at Year 6 and Year 10. To achieve this, nine test forms were used at both Year 6 and Year 10. A rotated booklet design was used to ensure coverage of the assessment framework 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 scale scores were generated for all students. These scores formed the NAP – CC Scale.

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

The levels are described in terms of the knowledge, understandings, 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 NAP – CC Assessment Framework.

The tables reproduced in Chapters 6-8 enable the raw scores achieved by students in the School Assessment materials to be converted into equivalent scaled scores and compared with the standards framework developed to report the performance of students in the National Assessment Program – Civics and Citizenship.

Chapter 2
National Civics and Citizenship School Assessment Materials

Overview

A selection of items used in the National Civics and Citizenship School Assessment materials have been released from the 2010 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 10.[3]

The remaining 2010 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 2013) with the 2010 assessment, so that longitudinal data on student performance can be obtained.

Resource Materials

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

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

The print assessment materials include:

- The Year 10 Assessment Booklet
- Assessment Administration Guide
- Marking Guide
- Class Record Sheet
- Item Analysis Sheet
- Class Analysis Sheet

Using the Results from the National Civics and Citizenship School Assessment

Civics and citizenship education has long been a contested area. Until recently, within Australia, the definitions associated with certain key concepts had not generally been agreed upon across jurisdictions, and their inclusion in formal curriculum documents continue to be heterogeneous. At the school level, policies on implementing, and the school climate in relation to, civics and citizenship education have also been variable. However, the national *Statements of Learning for Civics and Citizenship* developed in 2006 provided greater specificity in civics and citizenship education concepts and illustrative areas of content and led to a considerable reduction in variability. 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 11 teacher might use the Year 10 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 40 multiple-choice and short-answer type questions. These items assess all five proficiency levels and cover the major cognitive areas and cognitive processes of the NAP – CC Assessment Framework.

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

Preparing the Assessment Booklet

Appendix 2 is the Year 10 Assessment Booklet.
It is suitable for printing or copying.

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

Table 3.1 Summary of the assessment structure

Qn.	Question	Content Area	Item Descriptor
1	School Exchange	1.2.4	Identifies advantages of intercultural exchange between schools
2	School Exchange	1.2.3	Identifies important personal attributes of an intercultural representative
3	School Exchange	1.2.4	Identifies a benefit to participants in an arts exchange program
4	School Exchange	1.2.4	Recognises a reason for a government supporting an arts exchange program
5	Compulsory Voting	1.1.2	Identifies a justification for having a system of compulsory voting
6	International Day	1.2.4	Explains the definitive features of discrimination
7	International Day	1.2.2	Generalises about the impact of using an International Day to promote an issue
8	International Day	1.3.4	Explains the particular effectiveness of sporting sanctions as a device to encourage political change
9	Public Debate	1.1.1	Identifies the role of public debate within a democracy
10	Public Debate	1.1.2	Explains why MPs need to hear the views of voters
11	Representatives & Parliament	1.1.2	Identifies the meaning of the 'opposition' in Australian politics
12	Representatives & Parliament	1.1.2	Recognises that bills are debated in the Parliament
13	Representatives & Parliament	1.1.2	Recognises part of the method by which a bill becomes law
14	Australian People	1.3.3	Recognises that Australians have diverse origins
15	Informed Citizens	1.2.3	Explains how understanding civic process can support civic participation
16	Principle of Democracy	1.2.1	Explains a benefit of differences of opinion within a democracy
17	Commonwealth & State Govts	1.1.2	Recognises that 'federal' refers to two levels of government
18	FOI	1.2.3	Generalises about the contribution of freedom of information laws in a democracy
19	British Origins	1.3.2	Recognises the historical origin of the Westminster system in Australia
20	British Origins	1.1.1	Recognises that the Queen appoints the Governor-General
21	British Origins	1.3.3	Explains one influence of immigration on support for Australia becoming a republic
22	British Origins	1.3.3	Explains how being Australian born might lead to support for Australia becoming a republic
23	British Origins	1.3.3	Explains one influence of Australians' global interaction on their support for Australia becoming a republic
24	Public Service	1.1.2	Recognises the role of the public service
25	Australia's Democratic System	1.1.2	Identifies the names of the two houses of the Australian Parliament
26	Citizenship Australia	1.3.3	Identifies that obtaining citizenship can result in eligibility to vote in elections
27	Citizenship Australia	1.3.3	Provides a reason in favour of having a Citizenship Test
28	Citizenship Australia	1.3.3	Provides a reason against having a Citizenship Test
29	Tent Embassy	1.2.2	Identifies the reason behind establishing the 'Tent Embassy' in Canberra
30	Tent Embassy	1.2.2	Explains why the 'Tent Embassy' was located outside Parliament House
31	Tent Embassy	1.3.3	Identifies the symbolic meaning behind the 'sacred fire' near the Tent Embassy
32	Quarantine in Australia	1.2.1	Recognises individuals' responsibility to adhere to quarantine regulations
33	Quarantine in Australia	1.1.3	Identifies one purpose of the quarantine system's rules and punishments

Table 3.1 continued...

Qn.	Question	Content Area	Item Descriptor
34	Quarantine in Australia	1.1.3	Suggests a necessary power of quarantine officers
35	Quarantine in Australia	1.2.2	Evaluates and justifies a position regarding the allocation of government resources
36	The Australian Justice System	1.1.4	Recognises a key role of a judge in an Australian court
37	The Australian Justice System	1.1.3	Recognises the purpose of a legal appeal

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

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 90 minutes to complete:

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

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

Materials Required

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

Chapter 6
Recording the Results

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

Using the Class Record Sheet

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

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

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

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

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

Chapter 7
Context to Proficiency

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 10 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 10.

To identify what students should know and be able to do by the end of Year 10, civics and citizenship educators, curriculum officers and experienced teachers from government, Catholic and independent schools in all states and territories were brought together.

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

Level scale range	Proficiency level description	Selected item response descriptors
Level 5 ≥795	Students working at Level 5 demonstrate accurate civic knowledge of all concepts within Aspect 1 of the NAP – CC Assessment Framework. Using field-specific terminology, and weighing up alternative views, they provide precise and detailed interpretative responses to items involving very complex civics and citizenship concepts and also to underlying principles or issues.	• Identifies and explains a principle that supports compulsory voting in Australia • Recognises how government department websites can help people be informed, active citizens • Analyses reasons why a High Court decision might be close • Explains how needing a double majority for constitutional change supports stability • Explains the significance of Anzac Day • 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.	• 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 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 all concepts within Aspect 1 of the NAP – CC Assessment Framework.	• Recognises that a vote on a proposed change to the constitution is a referendum • Recognises a benefit to the government of having an Ombudsman's Office • Recognises a benefit of having different political parties in Australia • Recognises that legislation can support people reporting misconduct to governments • Identifies a principle for opposing compulsory voting • Recognises that people need to be aware of rules before the rules can be fairly enforced • Recognises the sovereign right of nations to self-governance • Recognises the role of the Federal Budget • Identifies a change in Australia's national identity leading to changes in the national anthem • Recognises that respecting the right of others to hold differing opinions is a democratic principle • Recognises the division of governmental responsibilities in a federation
Level 1 275-404	Students working at Level 1 demonstrate a literal or generalised understanding of simple civics and citizenship concepts. Their cognition in responses to multiple choice items is generally limited to civics institutions and processes. In the few open-ended items they use vague or limited terminology and offer no interpretation.	• Identifies a benefit to Australia of providing overseas aid • Identifies a reason for not becoming a whistleblower • Recognises the purposes of a set of school rules • Recognises one benefit of information about government services being available online • Matches the titles of leaders to the three levels of government • Describes how a representative in a school body can effect change • Recognises that 'secret ballot' contributes to democracy by reducing pressure on voters
Below Level 1 <275	Students working at below Level 1 are able to locate and identify a single basic element of civic knowledge in an assessment task with a multiple choice format.	• Recognises that in 'secret ballot' voting papers are placed in a sealed ballot box • Recognises the location of the Parliament of Australia • Recognises voting is a democratic process • Recognises Australian citizens become eligible to vote in Federal elections at 18 years of age • Recognises who must obey the law in Australia

The 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 10. This proficient standard remained the same for subsequent cycles of the assessment.

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

In terms of the proficiency levels described in Table 7.1, the Year 10 Proficient Standard in civics and citizenship was found to be equivalent to Level 3. Therefore,

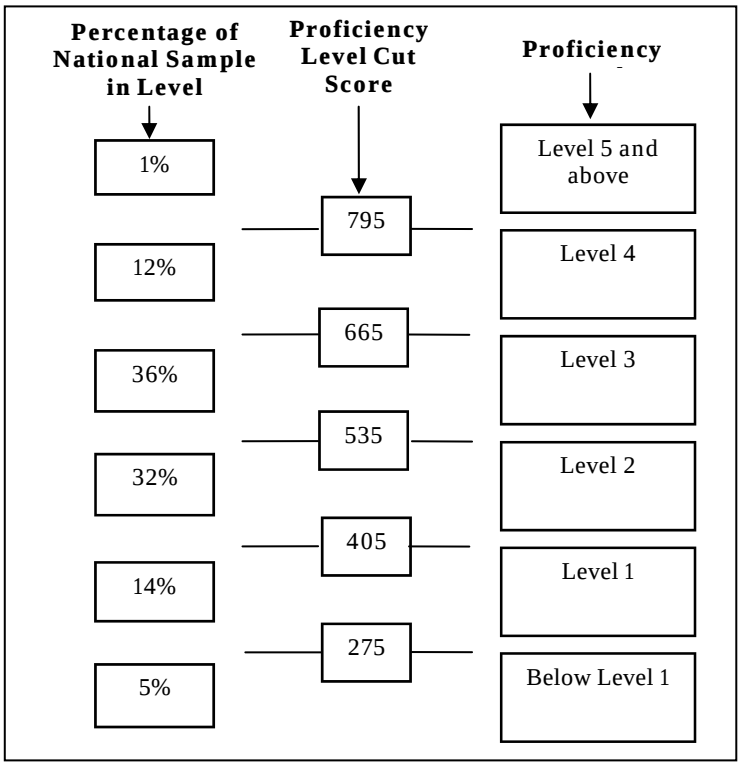
students achieving at or above Level 3 are considered to have an understanding of civics and citizenship appropriate to Year 10.

Year 10 students who exceed the Proficient Standard (those who perform at Level 4 and above) show exemplary performance.

Distribution of Year 10 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 2010*.

Figure 7.1: Percentages of students from the 2010 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 2010, using the Item Analysis Sheet. Another way is to compare the overall score obtained by students to the 2010 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 2010*.

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 2010,* which are shown in the column headed 'National Sample'. In making comparisons, teachers are advised to consider the items in relation to their school's curriculum and context.

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

Conversion of Student Raw Scores to Scale Scores

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

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

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

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

Table 8.1: Raw score to scale score conversion

Student raw score	Equivalent sampled scale score	Level attained	Level Descriptors
0	-323	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	-171		
2	-96		
3	-42		
4	0		
5	36		
6	68		
7	97		
8	123		
9	148		
10	171		
11	193		
12	214		
13	234		
14	253		
15	272		
16	290	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	308		
18	326		
19	343		
20	360		
21	377		
22	394		
23	411	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 all concepts within Aspect 1 of the NAP – CC Assessment Framework.
24	428		
25	445		
26	463		
27	480		
28	498		
29	517		
30	535	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.
31	554		
32	574		
33	594		
34	616		
35	638		
36	661		

Table 8.1 continued...

Student raw score	Equivalent sampled scale score	Level attained	Level Descriptors
37 38 39 40	685 711 740 772	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.
41 42 43 44 45	809 852 908 987 1144	Level 5	Demonstrates accurate civic knowledge of all concepts within Aspect 1 of the NAP – CC Assessment Framework. Using field-specific terminology, and weighing up alternative views, they provide precise and detailed interpretative responses to items involving very complex civics and citizenship concepts and also to underlying principles or issues.

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 10 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 517 (raw score = 29) represents the best estimate of the mean for the national sample (519).

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 2010 sample study.

Proficiency levels

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

References

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Appendix 1
Summary of the NAP – CC Assessment Framework

National Assessment Program – Civics and Citizenship Assessment Framework

Structure of the Assessment Framework

The National Assessment Program – Civics and Citizenship Assessment Framework consists of four discrete *aspects* which are further organised according to their content.

Aspect 1: Civics and citizenship content

> *Civics and citizenship content* is organised into three content areas, each of which is further divided into constituent *concepts*, and these concepts are articulated by the detailed contents that comprise them.

Aspect 2: Cognitive processes for understanding civics and citizenship

> *Cognitive processes for understanding civics and citizenship* is articulated by the 13 cognitive processes that it comprises.

Aspect 3: Affective processes for civics and citizenship

> *Affective processes for civics and citizenship* is articulated by the three affective processes that it comprises.

Aspect 4: Civic and citizenship participation

> *Civic and citizenship participation* is articulated by the behaviours, intended behaviours and skills for participation that it comprises.

This version of the Assessment Framework is a summary of the different aspects and their substance. The complete Assessment Framework, including example items, can be accessed from: http://www.nap.edu.au/NAP+Sample+Assessments/Assessment+frameworks/index.html.

Aspect 1: Civics and citizenship content

Content Area 1.1: Government and Law

Government and Law explores the core principles and practices that help define the operation of representative government and law in Australia. This includes: institutions, principles and values underpinning Australia's representative democracy such as the key features of the Australian Constitution; the role of democracy in building a socially cohesive and civil society; ways in which individuals, groups and governments make decisions; how governments and parliaments are elected and formed; levels and roles of government; concepts of power, leadership and community service; the purposes of laws; and the ways in which Australia's legal system contributes to democratic principles, rights and freedoms.

Government and Law comprises four key concepts.

Concept 1.1.1 – Democracy in principle

Democracy in principle refers to key ideas of working contemporary democracy and specifically Australian democracy.

Concept 1.1.2 – Democracy in practice

Democracy in practice refers to the generalised responsibilities of individuals, groups and governments in making decisions and electing representatives, as well as the specific operation of institutions, systems and processes in contemporary Australian democracy.

Concept 1.1.3 – Rules and laws in principle

Rules and laws in principle refers to the reasons for and purposes of rules and laws.

Concept 1.1.4 – Rules and laws in practice

Rules and laws in practice refers to the formal and informal ways in which rules and laws are created, amended and implemented in contemporary Australian democracy (including the application of relevant international law) including the consequences of breaking rules and laws.

Content Area 1.2: Citizenship in a Democracy

Citizenship in a Democracy explores the rights and responsibilities of citizens in a democratic society and the civic knowledge, skills and values required to participate as informed and active citizens in local, state, national, regional and global contexts. Australia's cultural diversity and place in the Asia–Pacific region and in the world are explored. Issues of environmental sustainability are examined as well as opportunities for citizens to learn to make decisions that build a capacity for futures-oriented thinking. The ways in which the media and information and communication technologies (ICT) are used by individuals and governments to exert influence and the influence that media and ICT have on civic debate and citizen engagement are examined. Opportunities to practise democratic values and processes in classrooms, schools and communities are included.

Citizenship in a Democracy comprises four concepts.

Concept 1.2.1 – Rights and responsibilities of citizens in a democracy

Rights and responsibilities of citizens in a democracy refers to the perceived and actual rights and responsibilities people have in local, national and international contexts and the relationships between those rights and responsibilities.

Concept 1.2.2 – Civic participation in a democracy

Civic participation in a democracy refers to the ways in which individuals can participate in their communities and contribute to society and the reasons and explanations for individual and group decisions to participate or not participate in communities and civil society.

Concept 1.2.3 – Making decisions and problem solving in a democracy

Making decisions and problem solving in a democracy refers to the ways in which decisions can be made and problems anticipated or solved using democratic processes and values.

Concept 1.2.4 – Diversity and cohesion in a democracy

Diversity and cohesion refers to: how people are similar and different; how they are connected through identity, relationships, groups and networks; and how they acknowledge and celebrate social and civic diversity and cohesion and can hold shared and unique values and beliefs within the context of a functioning democratic society.

Content Area 1.3: Historical Perspectives

This content area explores the ways in which historical and related perspectives (e.g. cultural, economic and geographical) have influenced and continue to influence Australian democracy and civil society. *Historical Perspectives* explores the impact of the past on contemporary Australian civil society. This area examines the impact of British colonisation on Aboriginal and Torres Strait Islander peoples and their pursuit of citizenship rights. This area explores the ways in which individuals, events and popular movements have influenced the development of democracy in Australia and the influence of past societies on Australian democracy. This area examines the influence of location and place including local, state, national, regional and global events, issues and perspectives on Australia's changing national identities and the impact of government policy on the development of Australia as a culturally diverse nation.

Historical Perspectives comprises four concepts.

Concept 1.3.1 – Governance in Australia before 1788

Governance in Australia before 1788 refers to the diverse social organisations and governance practices of Aboriginal and Torres Strait Islander peoples prior to the European colonisation of Australia.

Concept 1.3.2 – Governance in Australia after 1788

Governance in Australia after 1788 refers to the ongoing development of Australian civic institutions and systems of governance, from 1788 to the present.

Concept 1.3.3 – Identity and culture in Australia

Identity and culture in Australia refers to experiences, values and ideals which help define Australian people, how these have been influenced by social change, and the ways in which concepts of identity and culture in Australia are reflected in civic institutions and processes.

Concept 1.3.4 – Local, regional and global perspectives and influences on Australian democracy

Local, regional and global perspectives and influences on Australian democracy refers to how local, national, regional and international communities and developments interact with and influence Australian democracy. This concept examines Australia's relationships with other countries, global trends and events,

and how Australian governments respond to regional and global events and act as a global citizen.

Aspect 2: Cognitive processes for understanding civics and citizenship

This aspect includes understanding and applying knowledge from the three content areas of the framework. It comprises the intellectual skills of the domain. It includes: knowing, reasoning and analysis about civic values, institutions and processes; and knowing, reasoning and analysis about citizenship engagement, motivation and competence.

Students will be expected to recall or recognise the key properties, definitions and descriptions of civics and citizenship concepts and content, and to illustrate these with examples. Reasoning and analysis includes the ways in which students use civics and citizenship information to reach conclusions that are broader than the contents of any single concept.

Cognitive Processes 2.1: Knowing

Knowing includes the following processes:

2.1.1 –	**Define:**	Identify statements that define particular civics and citizenship concepts and content.
2.1.2 –	**Describe:**	Identify statements that describe the defining characteristics of particular civics and citizenship concepts and content.
2.1.3 –	**Illustrate with examples:**	Identify examples that support or clarify statements about particular civics and citizenship examples concepts and content.

Cognitive Processes 2.2: Reasoning and Analysing

Reasoning and analysing includes the following processes*:*

2.2.1 –	**Interpret information:**	Identify statements about information presented in textual, graphical, or tabular form to explain the meaning in the light of a particular civics and citizenship concept.
2.2.2 –	**Relate:**	Use the key defining aspects of a civics and citizenship concept to connect an example to a particular concept.
2.2.3 –	**Justify:**	Use evidence and civics and citizenship concepts to construct or recognise reasons to support a corresponding point of view.
2.2.4 –	**Integrate:**	Identify connections between different concepts across civics and citizenship content.
2.2.5 –	**Generalise:**	Identify or construct broad or universal concepts based on specific examples in context and explain how these may apply in other civics and citizenship contexts.
2.2.6 –	**Evaluate:**	Identify or construct judgements about the relative merit of particular points of view or particular civics and citizenship concepts, issues and actions.
2.2.7 –	**Solve problems:**	Identify or construct possible actions or courses of action or thought that can be used to anticipate or solve civics and citizenship problems expressed as resolved or unresolved conflict and /or tension, and/or unresolved or contested ideas or issues.
2.2.8 –	**Hypothesise:**	Propose and support with evidence to explain or predict particular civics and citizenship policies, strategies, and/or actions.

2.2.9 – Understand civic motivation:	Identify the factors that motivate individuals and groups to engage in or not engage in democratic processes and civic action
2.2.10 – Understand civic continuity and change:	Identify and explain how or why specific factors and processes have lead to continuity and change in civic values and institutions.

Aspect 3: Affective processes for civics and citizenship

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

Affective Process 3.1: Civic identity and connectedness

This affective process relates to the perceptions individual students have about their place, values and roles in their civic communities and their sense of connection to people from different communities. Civic identity and connectedness includes the civic and citizenship values individuals develop or acquire about themselves and their relationships to others; the civic and citizenship values they can see themselves advocating or challenging; the civic-related behavioural dilemmas they recognize themselves as facing; and their attitudes towards these dilemmas. It also includes individuals' beliefs about and tolerance of the levels of diversity (of civic ideas and actions) within and across their communities; and recognition of the effects of the range of civic and citizenship values and belief systems of their different communities on the members of those communities. Constructs of interest associated with this process are described in the following sections.

Construct 3.1.1- Attitudes towards Australian identity

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

Construct 3.1.2 - Attitudes to Australian diversity and multiculturalism

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

Construct 3.1.3 - Attitudes towards Indigenous Australian cultures and traditions

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

Affective Process 3.2: Civic efficacy

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

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

Construct 3.2.1 - Beliefs in the value of civic action

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

Construct 3.2.2 - Confidence to actively engage

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

Affective Process 3.3: Civic beliefs and attitudes

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

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

Construct 3.3.1 - Interest in civic issues

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

Construct 3.3.2 - Beliefs in democratic values and value of rights

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

Construct 3.3.3 - Beliefs in civic responsibility

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

Construct 3.3.4 - Trust in civic institutions and processes

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

Aspect 4: Civic and citizenship participation

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

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

Participatory Process 4.1: Actual behaviours

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

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

Construct 4.1.1 - Civic-related participation in the community

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

Construct 4.1.2 - Civic-related participation at school

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

Construct 4.1.3 - Participation in civic-related communication

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

Participatory Process 4.2 Behavioural intentions

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

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

Construct 4.2.1 - Expected participation in activities to promote important issues

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

Construct 4.2.2 - Expected active civic engagement in the future

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

Participatory Process 4.3: Students' skills for participation

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

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

Appendix 2
Year 10 Assessment Booklet

Name: _____

National Assessment Program:

Year 10 Civics and Citizenship School Assessment

2010 Released Items

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

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.

Questions 1 to 4

Wattle Primary School has an exchange program with a school in Hong Kong. Some students and teachers from Wattle Primary School will visit the Hong Kong school for nine days.

SE31

Q1 How can the exchange program help the students become better citizens?

SE32

Q2 Australian students will represent their school in Hong Kong.

What personal quality would be most important for this role?

- ☐ being good at sport
- ☐ being able to make people laugh
- ☐ being able to make other people agree with them
- ☐ being willing to think about other people's opinions

The Australian Government has an arts exchange program with Asian countries. Josh Hogan from Western Australia received funding to study music in India in 2009.

SE33

Q3 How do people benefit from being included in an arts education program?

- ☐ They become international celebrities.
- ☐ They learn different ways to do their work.
- ☐ They learn that Australia is better than other countries.
- ☐ They save money by living in a country where things are cheaper.

SE34

Q4 What might be the government's main reason for the arts exchange program?

- ☐ to compete with similar programs in Europe
- ☐ to spread the English language throughout the Asia region
- ☐ to show that Australian artists are better than those in other countries
- ☐ to improve understanding between Australia and Asian countries through culture

Question 5

Australia is one of only a few countries to have compulsory voting. Most people go to a polling place to vote on election day.

CV32

Q5 Why does Australia maintain a system of compulsory voting?

- ☐ to make sure all people are happy with the party that wins
- ☐ to make sure the election result best represents what all the people want
- ☐ because Australians care less about democracy than people in most other countries
- ☐ because Australians care more about democracy than people in most other countries

Questions 6 to 8

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

IT11

Q6 Racial discrimination is one form of discrimination.

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

IT12

Q7 How might the declaration of an International Day for the Elimination of Racial Discrimination help eliminate racial discrimination?

IT13

Q8 Australia has sometimes responded to injustices in other countries by limiting its political relations, its trade, and/or its sporting contacts with those countries.

Explain how limiting sporting contacts with a country might be an effective way of improving human rights in that country.

Questions 9 and 10

In a democratic society, issues are often discussed and debated in public (in newspapers, on radio, on TV and on the internet).

There is often much public debate before parliament makes or changes laws.

PD31

Q9 In a democratic society, public debate is important because

- ☐ everyone's views are acted on.
- ☐ everyone will eventually agree with each other.
- ☐ it means the public is responsible for making or changing laws.
- ☐ it allows a range of views to influence decisions made in parliament.

Members of Parliament need to know the views of people in their electorate about particular issues.

PD32

Q10 Give one reason to explain why this is important in a democracy.

Questions 11 to 13

RP32

Q11 In the Australian parliaments what is 'the Opposition'?

- ☐ any newly created political party
- ☐ the staff who manage the Parliament
- ☐ a committee that meets regularly to discuss current issues
- ☐ the non-government party with the largest number of seats

RP34

Q12 What is the **main activity** that takes place in Parliament?

- ☐ judges make speeches
- ☐ parties choose new members
- ☐ new bills (proposed laws) are debated
- ☐ members of the public propose new laws

RP35

Q13 How does Parliament decide which bills should become law?

The parliamentary representatives must

- ☐ debate and vote on the proposed law.
- ☐ each write a report and give their opinion.
- ☐ agree with the Prime Minister's viewpoint.
- ☐ ask all Australians to vote on the proposed law.

Question 14

AP21

Q14 Which one of the following statements about the Australian people is correct?

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

Question 15

Read the opinion below.

> People who know how democracy works make better citizens.

IC11

Q15 Explain how this opinion might be correct.

_____

_____

Question 16

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

PD11

Q16 Explain how such disagreement between citizens can be good for society.

_____

_____

Question 17

CS21

Q17 Australia's system of government is described as 'federal' because it has

- ▢ a Prime Minister and a Governor-General.
- ▢ national and state/territory governments.
- ▢ a Senate and a House of Representatives.
- ▢ fixed dates on which elections are held.

Question 18

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

FI11

Q18 Why is access to this type of information an important part of democracy?

Questions 19 to 23

Australia's system of government is based on the Westminster system from Britain.

BO21

Q19 Why is Australia's system of government based on one from Britain?

- ☐ because Britain colonised Australia
- ☐ because Britain was invited by other countries to set up a government in Australia
- ☐ because all democratic systems of government are based on the system used in Britain
- ☐ because all the white settlers in Australia voted to use that system

Queen Elizabeth II is the Queen of Australia.

BO22

Q20 Which of the following is one of the Queen's duties in Australia?

- ☐ proposing new laws
- ☐ recommending which Members of Parliament should become ministers
- ☐ deciding which ministers can present new laws to the parliament
- ☐ appointing the Governor-General

In the last 50 years, opinion polls have showed an increase in support for Australia becoming a republic and no longer having Queen Elizabeth II as the Queen of Australia.

In the 1950s, fewer than 20% of Australians supported Australia becoming a republic.

In the 1999 Referendum, 45% of Australians voted in favour of Australia becoming a republic.

BO23

Q21 In the last 50 years people coming to live in Australia have come from more and more different countries.

How **might** this have led to the increase in support for Australia becoming a republic?

_____

_____

BO24

Q22 In the last 50 years more and more Australian people are born in Australia rather than coming from other countries.

How **might** this have led to the increase in support for Australia becoming a republic?

_____

_____

BO25

Q23 In the last 50 years more Australian people are travelling to and doing business with a greater number of different countries.

How **might** this have led to the increase in support for Australia becoming a republic?

_____

_____

Question 24

PS21

Q24 The people in the 'public service'

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

Question 25

AD35

Q25 The two houses of the Australian Parliament are called

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

Questions 26 to 28

CA32

Q26 Which one of the following rights are people given when they become Australian citizens?

- ☐ the right to vote at elections
- ☐ the right to choose which laws to obey
- ☐ the right to force other Australians to agree with them
- ☐ the right to help people still living in their original country

> Since 2007, the government requires people who want to become Australian citizens to pass a Citizenship test. The test (in English) is made up of questions about Australian history, politics and society.

CA33

Q27 Give one argument **in favour** of having a Citizenship test.

_____

_____

CA34

Q28 Give one argument **against** having a Citizenship test.

_____

_____

Questions 29 to 31

In 1972, a group of protestors representing Aboriginal and Torres Strait Islanders set up tents and signs opposite the Australian Parliament House in Canberra. It was known as the **Aboriginal Tent Embassy.**

TE31

Q29 What was the main goal of the protestors?

- ☐ to allow the public to camp on this land
- ☐ to encourage the government to build a permanent embassy
- ☐ to create a new Aboriginal and Torres Strait Islander community
- ☐ to persuade the government to recognise Indigenous land rights

TE32

Q30 Why was the Aboriginal Tent Embassy set up outside Parliament House? Give two reasons.

1. _____

_____

2. _____

_____

At the **Aboriginal Tent Embassy**, a sacred fire has continued to burn since 1998.

TE33

Q31 What do the protestors want to show by keeping the fire burning?

- ▢ that they will not give up
- ▢ how difficult their lives have been
- ▢ to allow other people to see where they are
- ▢ that this is an important piece of land to them

Questions 32 to 35

When people and goods arrive in Australia they must pass through the quarantine system. This system is designed to stop pests and diseases entering Australia.

People who do not declare prohibited items upon entry to Australia face large fines, and in some cases, prison.

Some prohibited items

YOU CAN'T BRING INTO AUSTRALIA:

Fresh vegetables

Fresh fruit

Soil

Meat or dairy products, excluding canned items

Poultry products including eggs, or feathers with skin attached

Live plants including cuttings or seedlings, or plant products made from banana, sugar cane, maize, cassava, citrus or raw cotton

Animals

Untreated hides or skins, or other animal products

Ivan has just arrived in Australia on a plane. In his luggage he has some live beetles in a jar. Ivan is sure that the beetles will not be dangerous to Australia.

QT31

Q32 What should Ivan do?

- ☐ Ivan shouldn't declare them because he is sure they are not dangerous.
- ☐ Ivan should set them free before he goes through a quarantine inspection point.
- ☐ Ivan should declare them and a quarantine officer can decide what to do with them.
- ☐ Ivan should bring them into Australia without declaring them and deliver them to his local council.

Paula has just arrived in Australia. Quarantine officers find some fruit in her bag that she failed to declare. Paula says that she forgot about the fruit, but the quarantine officers fine her $220 anyway.

QT32

Q33 Why would quarantine officers fine Paula even though she did not mean to bring a banned substance into Australia?

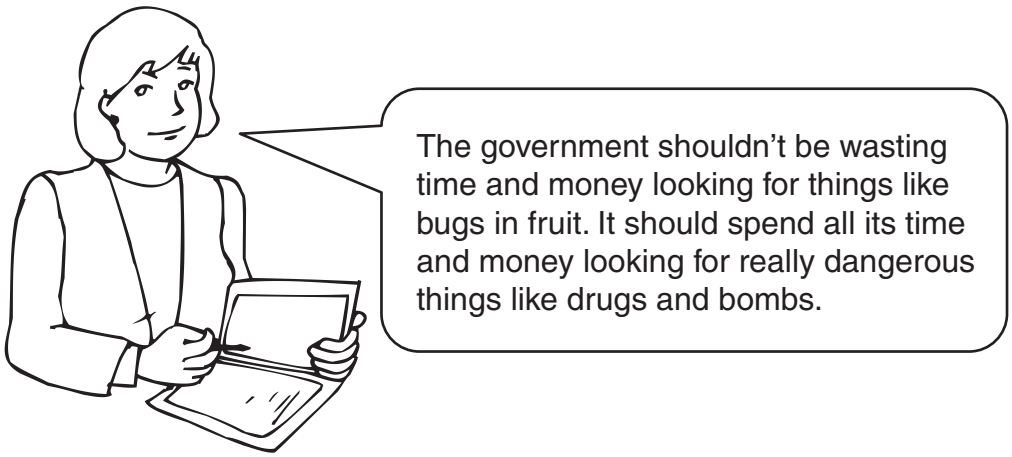
- ☐ to try and stop Paula from eating fruit
- ☐ to pay the cost of disposing of the fruit
- ☐ to discourage Paula from coming to Australia again
- ☐ to ensure Paula understands the seriousness of her offence

QT33

Q34 What powers do quarantine officers need in order to protect Australia from pests?

Complete the table below by adding a second power.

Quarantine Officer Powers
1. They need the power to fine people for failing to declare prohibited items.
2. They need the power to … _____ _____



QT34

Q35 Do you agree with the above comments?

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

❑ Yes **OR** No ❑

Questions 36 and 37

AJ31

Q36 In a court of law what can the judge decide?

- ▢ how many people can serve on a jury
- ▢ what new laws might be needed to make society safer
- ▢ what punishment to give a person who breaks the law
- ▢ which cases are interesting enough to be reported in the media

AJ34

Q37 What is a legal appeal?

- ▢ a way of raising money to pay for a legal case
- ▢ a statement made by a lawyer to a jury in a trial
- ▢ a legal process to change a decision made by a court
- ▢ a request by a judge for help to understand a complex legal case

Appendix 3
Year 10 Assessment Administration Guide

National Assessment Program – Civics and Citizenship 2010
Year 10 School Assessment

ASSESSMENT ADMINISTRATION GUIDE

This guide contains selected extracts from the full version of the *National Assessment Program – Civics and Citizenship Years 6 and 10 2010 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 SESSIONS 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 pens or pencils, spare erasers, and so on;
- a clock visible to the students and;
- books or other reading materials to lend to students who finish the assessment early.

1.2 Timing the Assessment Session

It is expected that the assessment session will take approximately **90 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 **80 minutes**, including approximately **5 minutes** for Practice Questions and **no more than 75 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.
- If all students finish the assessment before the allotted time, including checking over their work, you may finish the assessment early.

1.5 Ending the session

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

ASSESSMENT ADMINISTRATOR'S SCRIPT TO BE READ FOR THE SESSIONS

INTRODUCING THE STUDY

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

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

Say:

This class is taking part in an assessment based on the National Assessment Program – Civics and Citizenship Sample Assessment, held in 2010. Its goal was to find out what students your age know about civics and citizenship. About 14,000 students throughout Australia attempted this assessment. The results of the 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 pen or a pencil.

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

Then say:

If you 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

When everyone has finished answering the question…

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

When everyone has finished answering the question…

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?

_____

_____

When everyone has finished answering the question…

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

When everyone has finished answering the question…

Say:

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

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

Now read and answer Practice Question 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.

_____

_____

When everyone has finished answering the question…

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 *75 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 erase it or cross it out and write your new answer.

You should answer each question. Think about your answer before you start to write but don't spend too long on any one question. If you don't know the answer to a question, try the next one. If you have time, go back to any 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 70 minutes say:

You have about 5 minutes to go.

After a total of 75 minutes, say:

Please stop and close your booklet.

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

CONCLUDING THE ASSESSMENT SESSION

Collect all the materials.

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

Appendix 4
Year 10 Marking Guide

National Assessment Program

CIVICS AND CITIZENSHIP

YEAR 10

2010 School Assessment

MARKING GUIDE

Introduction

This marking guide contains the scoring codes for all items in the NAP – CC 2010 Year 10 School Assessment.

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 Content and Cognitive Process references from the NAP – CC Assessment Framework. That is, which Content area and Cognitive Process that item is intended to assess.

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 assessment framework. 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

SCHOOL EXCHANGE PROGRAM (SE3)

Q1 *SE31*

Wattle Primary School has an exchange program with a school in Hong Kong. Some students and teachers from Wattle Primary School will visit the Hong Kong school for nine days.

How can the exchange program help the students become better citizens?

_____

_____

NAP – CC Assessment Framework References

Content: 1.2.4
Cognitive process: 2.2

SE31 SCORING

Code 1: Refers to increased intercultural understanding or acceptance of difference, or positive actions resulting from the experience.

Note: the notion of change or learning must be included in the response to receive credit.

- When they return, they will be able to share their cultural experience with their school
- The program will help the students to recognise the differences between the two cultures.
- They realise the cultural differences.
- It allows them to experience different cultures and respect them [credit for 'respect']
- The students are known as Australians and learn to represent their country overseas.

Code 0: Refers to irrelevant responses or those that repeat the stem

- It will be fun
- They will learn a lot from this kind of exchange
- They can buy the latest computer games in Hong Kong
- Australian kids will learn some Cantonese words by living in Hong Kong
- They will experience a different culture to that in Hong Kong
- They will find out how the school system works in Hong Kong [insufficient reference to culture]
- They need to show them how different they are in class.

Australian students will represent their school in Hong Kong.

What personal quality would be most important for this role?

- ▢ being good at sport
- ▢ being able to make people laugh
- ▢ being able to make other people agree with them
- ▢ being willing to think about other people's opinions

NAP – CC Assessment Framework References

Content:	1.2.3
Cognitive process:	2.1

SE32 SCORING

Code 1: being willing to think about other people's opinions **(4)**

The Australian Government has an arts exchange program with Asian countries. Josh Hogan from Western Australia received funding to study music in India in 2009.

How do people benefit from being included in an arts education program?

- ☐ They become international celebrities.
- ☐ They learn different ways to do their work.
- ☐ They learn that Australia is better than other countries.
- ☐ They save money by living in a country where things are cheaper.

NAP – CC Assessment Framework References

Content:	1.2.4
Cognitive process:	2.1

SE33 SCORING

Code 1: They learn different ways to do their work. **(2)**

What might be the government's main reason for the arts exchange program?

- ▢ to compete with similar programs in Europe
- ▢ to spread the English language throughout the Asia region
- ▢ to show that Australian artists are better than those in other countries
- ▢ to improve understanding between Australia and Asian countries through culture

NAP – CC Assessment Framework References

Content:	1.2.4
Cognitive process:	2.1

SE34 SCORING

Code 1: to improve understanding between Australia and Asian countries through culture **(4)**

COMPULSORY VOTING (CV3)

Q5 *CV32*

Australia is one of only a few countries to have compulsory voting. Most people go to a polling place to vote on election day.

Why does Australia maintain a system of compulsory voting?

- ▢ to make sure all people are happy with the party that wins
- ▢ to make sure the election result best represents what all the people want
- ▢ because Australians care less about democracy than people in most other countries
- ▢ because Australians care more about democracy than people in most other countries

NAP – CC Assessment Framework References

Content:	1.1.2
Cognitive process:	2.1

CV32 SCORING

Code 1: to make sure the election result best represents what all the people want **(2)**

Q6 IT11

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

Racial discrimination is one form of discrimination.

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

_____

_____

NAP – CC Assessment Framework References

Content: 1.2.4
Cognitive process: 2.1

IT11 SCORING

To obtain Full Credit the term 'discrimination' must be elucidated; the term 'racial' may or may not be.

Code 2: Disparity of Rights

The definition shows that one's race or culture is the basis of not having the same civic or political rights as others. *[may illustrate this through an example]*

- People don't have the same rights as others because of their race/ culture/skin colour etc.

Code 1: Dislike

Recognises race can be a cause of dislike or abuse but not a difference in rights. *[Explanation would be sufficient to allow a person who knows nothing of Racial Discrimination to understand the term.]*

- When people don't like each other because they are different.
- Doing something bad to someone because of their religion.
- Putting down other people.

Code 0: Re-states the question or provides a vague or incoherent response.

- Where people are racist towards people who are not from the same country as them.
- Discriminating against people of different race.
- It is prejudice.

How might the declaration of an International Day for the Elimination of Racial Discrimination help eliminate racial discrimination?

_____

_____

NAP – CC Assessment Framework References

Content: 1.2.2
Cognitive process: 2.2

IT12 SCORING

Code 2: Makes It A Key Global Issue
Indicates that international days signify discrimination as a key global issue OR that they exert political pressure for compliance.

- It puts pressure on governments to do the right thing.
- It shows how important it is in the whole world.

Code 1: Raises Awareness
Suggests that such days help raise awareness of, and/or solidarity on, the issue.

- Everyone becomes more aware of the problem.
- By letting people know that discrimination is taking place.

Code 0: Re-states the question or provides a vague or incoherent response.

- It won't.
- By showing how racist we are.
- By making discrimination illegal.

Australia has sometimes responded to injustices in other countries by limiting its political relations, its trade, and/or its sporting contacts with those countries.

Explain how limiting sporting contacts with a country might be an effective way of improving human rights in that country.

_____

_____

_____

NAP – CC Assessment Framework References

Content: 1.3.4
Cognitive process: 2.2

IT13 SCORING

Code 2: Particular Effectiveness of Sport

Recognises that sport has a particular appeal to citizens. Thus it can affect the wider population who may then apply pressure to the government.

- Governments take pride in their sporting achievements so this will make them change their behaviour.
- Countries' citizens might become more aware of why there are no sporting contacts and might call on their governments to respond to end injustices etc.
- If they want to participate they will try to make it better.
- Sport is a very popular activity, so it will affect a lot of people.

Code 1: General Effect of Sanctions

Recognises that sanctions put pressure on the government, or show the government how serious other countries take the issue

- The government will know that other countries are angry at them.
- It will make the government feel left out of the world.
- It will put pressure on the government to change.

Code 0: Re-states the question or provides a vague or incoherent response.

- The government will lose lots of money. [how?]
- Human rights will improve.
- Sport is lots of fun.
- Sport is more important than trade or political relations.
- Their team might be better and they want to see them play.

Q9 PD31

In a democratic society, issues are often discussed and debated in public (in newspapers, on radio, on TV and on the internet).

There is often much public debate before parliament makes or changes laws.

In a democratic society, public debate is important because

- ☐ everyone's views are acted on.
- ☐ everyone will eventually agree with each other.
- ☐ it means the public is responsible for making or changing laws.
- ☐ it allows a range of views to influence decisions made in parliament.

NAP – CC Assessment Framework References

Content:	1.1.1
Cognitive process:	2.1

PD31 SCORING

Code 1: it allows a range of views to influence decisions made in parliament. **(4)**

Members of Parliament need to know the views of people in their electorate about particular issues.

Give one reason to explain why this is important in a democracy.

_____

_____

NAP – CC Assessment Framework References

Content: 1.1.2
Cognitive process: 2.2

PD32 SCORING

Code 1: Refers to the role of representation (may also be expressed as a link to action)

- Members of parliament reflect the views of the people they represent / what the public wants
- They need to know/consider the opinions of the people who vote for them.
- They have been elected to take action on behalf of the public
- They need to know what their electorate thinks if they want to be re-elected
- It is important so the decisions made in parliament aren't the complete opposite of what the people want.
- So they can do what they think is right.
- They might want to build a new school or something but they should know whether people want it.

Code 0: Re-states the question or provides a vague or incoherent response.

- They need to know
- They are interested in the news
- They are interested in what people think
- To get re-elected [no explanation]
- So whatever decision they make they know whether the people will be happy or unhappy resulting in riots.

Q11 *RP32*

In the Australian parliaments what is 'the Opposition'?

- ▢ any newly created political party
- ▢ the staff who manage the Parliament
- ▢ a committee that meets regularly to discuss current issues
- ▢ the non-government party with the largest number of seats

NAP – CC Assessment Framework References

Content: 1.1.2
Cognitive process: 2.1

RP32 SCORING

Code 1: the non-government party with the largest number of seats **(4)**

Q12 *RP34*

What is the **main activity** that takes place in Parliament?

- ▢ judges make speeches
- ▢ parties choose new members
- ▢ new bills (proposed laws) are debated
- ▢ members of the public propose new laws

NAP – CC Assessment Framework References

Content: 1.1.2
Cognitive process: 2.1

RP34 SCORING

Code 1: new bills (proposed laws) are debated **(3)**

How does Parliament decide which bills should become law?

The parliamentary representatives must

- ▢ debate and vote on the proposed law.
- ▢ each write a report and give their opinion.
- ▢ agree with the Prime Minister's viewpoint.
- ▢ ask all Australians to vote on the proposed law.

NAP – CC Assessment Framework References

Content:	1.1.2
Cognitive process:	2.1

RP35 SCORING

Code 1: debate and vote on the proposed law. **(1)**

Q14 AP21

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

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

NAP – CC Assessment Framework References

Content:	1.3.3
Cognitive process:	2.1

AP21 SCORING

Code 1: The Australian people are from many different cultures and places **(1)**

Q15 *IC11*

Read the opinion below.

> People who know how democracy works make better citizens.

Explain how this opinion might be correct.

_____

_____

NAP – CC Assessment Framework References

Content: 1.2.3
Cognitive process: 2.2

IC11 SCORING

[Need to adopt the perspective of the quote. Question is not an invitation to critique the quote.]

Code 2: Active Involvement

- Explains how people are better placed to become actively engaged with society (e.g. fostering participation in democratic activities or critical awareness of public affairs).
- Better informed people are more likely to have useful input.
- You are more likely to make a sensible decision when you vote.

Code 1: Being Informed and Law Abiding

- Suggests that people are better able to conform to society's expectations or become law-abiding citizens
- Because you know the laws.
- Because they know what goes on and how the system works.
- They know how to make fair and right choices.

Code 0: Re-states the question or provides a vague or incoherent response.

- They think that we are all Australians, so we should all know about these things.

PRINCIPLE OF DEMOCRACY (PD1)

Q16 *PD11*

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

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

_____

_____

NAP – CC Assessment Framework References

Content: 1.2.1
Cognitive process: 2.2

PD11 SCORING

Code 2: Refers to the empowerment of citizens to act as a result of their confidence or trust in the civic process*. [i.e. Democracy gives permission to members of society to differ and then needs those differences resolved –ie acted upon.]*

- It encourages openness and discussion of ideas, even if they can't all be right.
- It's good because it enables society to move forward.
- It can be good because it allows ideals to be suited to fit the majority.
- Different opinions are good as they show a healthy/open society.

Code 1: Refers to mechanistic examples of behaviours resulting from difference of views.

- People will be able to come up with new ideas.
- It shows that everyone's opinion matters.
- Disagreement is good because people can express how they feel about the issues
- People will learn to disagree without getting violent.
- If people argue they may get a better solution and faster than people who just agree with each other.

Code 0: Re-states the question or provides a vague or incoherent response.

- That's what a democracy is.
- So everyone can have their say. [does not relate this to the benefit of disagreement]
- Disagreement can only be a bad thing.
- People have a range of views.

Q17 *CS21*

Australia's system of government is described as 'federal' because it has

- ▢ a Prime Minister and a Governor-General.
- ▢ national and state/territory governments.
- ▢ a Senate and a House of Representatives.
- ▢ fixed dates on which elections are held.

NAP – CC Assessment Framework References

Content:	1.1.2
Cognitive process:	2.1

CS21 SCORING

Code 1: national and state/territory governments. **(2)**

Q18 *FI11*

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

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

_____

_____

NAP – CC Assessment Framework References

Content: 1.2.3
Cognitive process: 2.2

FI11 SCORING

Code 2: Refers to a general principle of the consequential nature of empowerment of citizens or informed citizenship: that providing information contributes to engagement/action.

- It gives us the information we need to make informed decisions about government.
- So the public is informed about things occurring in the community that may concern them.
- Inform all people of what is happening because they have the right to know.

Code 1: Refers to accountability or checking (i.e. refers to information as input, not to the effect having the information might have on people's actions).

- People need to know where their money is going.
- So the people know what the government is doing to their country.
- It makes it harder for the government to hide things.
- So people know what's going on [but not what they might do as a result of that knowledge].

Code 0: Re-states the question or provides a vague or incoherent response.

- They want to (have access).

Q19 BO21

Australia's system of government is based on the Westminster system from Britain.

Why is Australia's system of government based on one from Britain?

- ☐ because Britain colonised Australia
- ☐ because Britain was invited by other countries to set up a government in Australia
- ☐ because all democratic systems of government are based on the system used in Britain
- ☐ because all the white settlers in Australia voted to use that system

NAP – CC Assessment Framework References

Content: 1.3.2
Cognitive process: 2.1

BO21 SCORING

Code 1: because Britain colonised Australia **(1)**

Queen Elizabeth II is the Queen of Australia.

Which of the following is one of the Queen's duties in Australia?

- ▢ proposing new laws
- ▢ recommending which Members of Parliament should become ministers
- ▢ deciding which ministers can present new laws to the parliament
- ▢ appointing the Governor-General

NAP – CC Assessment Framework References

Content:	1.1.1
Cognitive process:	2.1

BO22 Scoring

Code 1: appointing the Governor-General **(4)**

In the last 50 years, opinion polls have showed an increase in support for Australia becoming a republic and no longer having Queen Elizabeth II as the Queen of Australia.

In the 1950s, fewer than 20% of Australians supported Australia becoming a republic.

In the 1999 Referendum, 45% of Australians voted in favour of Australia becoming a republic.

Q21 *BO23*

In the last 50 years people coming to live in Australia have come from more and more different countries.

How **might** this have led to the increase in support for Australia becoming a republic?

_____

_____

NAP – CC Assessment Framework References

Content:	1.3.3
Cognitive process:	2.2

BO23 SCORING

Code 2: Identifies that (i) there has been an increase of people from places other than the UK (change in Australia's demographic profile) **AND** (ii) that there has been a (consequent) weakening in the identity ties to the UK (or a change in Australia's national identity)

[Note that students may use (Great) Britain, England or another clear similar reference as a synonym for the UK]

- People coming from other countries (i) don't see Australia as a British country (ii).
- Australia has become multicultural (i) so fewer people feel tied to England (ii).
- People from Asian countries (i) aren't interested in the UK (ii).

Code 1: Refers to (i) **OR** (ii).

- Australia has become a multicultural country. (i)
- There are so many different nations/cultures in Australia now. (i)
- There has been an increase in population of non-British people. (i)
- There are a lot more Asians/other cultural groups in Australia now.(i)
- Australian ties with Britain have weakened. (ii)
- Australia's sense of identity has changed. (ii)
- Australians care less about England than they used to. (ii)

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

- Increase in immigration/population.
- Things/times have changed.
- We're different now.

Q22 *BO24*

In the last 50 years more and more Australian people are born in Australia rather than coming from other countries.

How **might** this have led to the increase in support for Australia becoming a republic?

_____

_____

NAP – CC Assessment Framework References

Content:	1.3.3
Cognitive process:	2.2

BO24 SCORING

Code 1: Identifies that the Australian identity is likely to become less attached to any other country or culture when the people born in Australia have not had direct, immediate contact with that other culture *(e.g. British)* OR that the experiences of their ancestors have led to them supporting the idea of a republic.

- The people born here only know about life in Australia and don't think of England.

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

- They are born here in Australia.
- Things/times have changed.
- We're different now.
- We feel a great pride in being Australian. We are a country in our own right. We want to break away and try living for ourselves.

In the last 50 years more Australian people are travelling to and doing business with a greater number of different countries.

How **might** this have led to the increase in support for Australia becoming a republic?

_____

_____

NAP – CC Assessment Framework References

Content: 1.3.3
Cognitive process: 2.2

BO25 SCORING

Code 1: Refers to the development of a global identity OR the experience of other systems.
[Need to link to a move to a sense of change or to the republic.]

- Australians now see themselves as belonging to a world community.
- Australians now identify with the wider world instead of just Britain.
- Because people are travelling to other countries and may be liking the ways they are run.
- People learn that other countries have different ways of doing things we might copy.

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

- Australians see themselves differently now.
- Australians' identity has changed.
- Things have changed.
- We're different now.
- Increase in globalisation.

PUBLIC SERVICE (PS2)

Q24 *PS21*

The people in the 'public service'

- ▢ are elected to serve in public office.
- ▢ do voluntary work to help the public.
- ▢ work for private companies that monitor government activities.
- ▢ work for government departments.

NAP – CC Assessment Framework References

Content: 1.1.2
Cognitive process: 2.1

PS21 SCORING

Code 1: work for government departments **(4)**

AUSTRALIA'S DEMOCRATIC SYSTEM (AD3)

Q25 *AD35*

The two houses of the Australian Parliament are called

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

NAP – CC Assessment Framework References

Content: 1.1.2
Cognitive process: 2.1

AD35 SCORING

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

Q26 *CA32*

Which one of the following rights are people given when they become Australian citizens?

- ▢ the right to vote at elections
- ▢ the right to choose which laws to obey
- ▢ the right to force other Australians to agree with them
- ▢ the right to help people still living in their original country

NAP – CC Assessment Framework References

Content:	1.3.3
Cognitive process:	2.1

CA32 SCORING

Code 1: the right to vote at elections **(1)**

Since 2007, the government requires people who want to become Australian citizens to pass a Citizenship test. The test (in English) is made up of questions about Australian history, politics and society.

Give one argument **in favour** of having a Citizenship test.

_____

_____

NAP – CC Assessment Framework References

Content: 1.3.3
Cognitive process: 2.1

CA33 SCORING

Code 1: Refers to knowledge about Australia/ Australian laws/rights/responsibilities OR English language

- Citizens will know something about their new country
- They'll know what's expected of them
- We shouldn't just let anyone become an Australian citizen
- They need to have some knowledge of English to pass it.

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

- It's a good idea
- It will help them
- We shouldn't just let anyone in
- We don't want those types of people [or other racist/bigoted comment]

Q28 *CA34*

Give one argument **against** having a Citizenship test.

_____

_____

NAP – CC Assessment Framework References

Content: 1.3.3
Cognitive process: 2.2

CA34 SCORING

Code 1: Refers to unfairness associated with people being required to earn citizenship rather than having a right to it. May include specific concrete examples of unfairness.

- Some people might miss out because they're not good at tests
- It's unfair to test people who might be good people/citizens on the basis of their knowledge
- It's unfair to test people who might not know English well yet
- It doesn't mean they don't deserve to be citizens if they don't pass the test.
- People with poor education would find it difficult due to lack of resources they have.

OR

Code 1: Refers to the validity of the test as a 'selection' tool for citizenship.

- Passing the test doesn't necessarily mean they will be a good citizen

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

- It's not fair [insufficient]
- They don't know English [insufficient]
- What if they have no knowledge?
- Some people might get put off and try to enter the country illegally.

Q29 TE31

In 1972, a group of protestors representing Aboriginal and Torres Strait Islanders set up tents and signs opposite the Australian Parliament House in Canberra. It was known as the **Aboriginal Tent Embassy.**

What was the main goal of the protestors?

- ☐ to allow the public to camp on this land
- ☐ to encourage the government to build a permanent embassy
- ☐ to create a new Aboriginal and Torres Strait Islander community
- ☐ to persuade the government to recognise Indigenous land rights

NAP – CC Assessment Framework References

Content:	1.2.2
Cognitive process:	2.2

TE31 SCORING

Code 1: to persuade the government to recognise Indigenous land rights **(4)**

Why was the Aboriginal Tent Embassy set up outside Parliament House?

Give two reasons.

1. _____

_____

2. _____

_____

NAP – CC Assessment Framework References

Content: 1.2.2
Cognitive process: 2.2

TE32 SCORING

Code 2: Refers to reasons from each of the two categories.

1: *Mechanistic* - Parliament has the power to make decisions to help them (may also refer to 'government').

- The Aboriginal wants the government to recognise Indigenous land rights
- So the people in the Parliament and the politicians can see them and do something about them
- So the government is aware of them
- Because they want the government's attention
- To persuade the government to recognise indigenous land rights

2: *Symbolic* - Parliament House is symbolic of Australian government's role in dispossessing the Indigenous Australians of their land.

- It is a way of being defiant to set up tents in front of parliament.
- So that action must be taken in order for them to move.
- To show it's Aboriginal's land

Code 1: Refers to reasons from one of the above categories.

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

- It is ugly/cool.
- Aborigines deserve land rights.
- A tent embassy is a good way to protest.
- To get their land

At the **Aboriginal Tent Embassy**, a sacred fire has continued to burn since 1998.

What do the protestors want to show by keeping the fire burning?

- ☐ that they will not give up
- ☐ how difficult their lives have been
- ☐ to allow other people to see where they are
- ☐ that this is an important piece of land to them

NAP – CC Assessment Framework References

Content:	1.3.3
Cognitive process:	2.1

TE33 SCORING

Code 1: that they will not give up **(1)**

QUARANTINE IN AUSTRALIA (QT3)

When people and goods arrive in Australia they must pass through the quarantine system. This system is designed to stop pests and diseases entering Australia.

People who do not declare prohibited items upon entry to Australia face large fines, and in some cases, prison.

Some prohibited items

YOU <u>CAN'T</u> BRING INTO AUSTRALIA:

Fresh vegetables

Fresh fruit

Soil

Meat or dairy products, excluding canned items

Poultry products including eggs, or feathers with skin attached

Live plants including cuttings or seedlings, or plant products made from banana, sugar cane, maize, cassava, citrus or raw cotton

Animals

Untreated hides or skins, or other animal products

Ivan has just arrived in Australia on a plane. In his luggage he has some live beetles in a jar. Ivan is sure that the beetles will not be dangerous to Australia.

What should Ivan do?

- ▢ Ivan shouldn't declare them because he is sure they are not dangerous.
- ▢ Ivan should set them free before he goes through a quarantine inspection point.
- ▢ Ivan should declare them and a quarantine officer can decide what to do with them.
- ▢ Ivan should bring them into Australia without declaring them and deliver them to his local council.

NAP – CC Assessment Framework References

Content:	1.2.1
Cognitive process:	2.1

QT31 SCORING

Code 1: Ivan should declare them and a quarantine officer can decide what to do with them. **(3)**

Paula has just arrived in Australia. Quarantine officers find some fruit in her bag which she failed to declare. Paula says that she forgot about the fruit, but the quarantine officers fine her $220 anyway.

Why would quarantine officers fine Paula even though she did not mean to bring a banned substance into Australia?

- ▢ to try and stop Paula from eating fruit
- ▢ to pay the cost of disposing of the fruit
- ▢ to discourage Paula from coming to Australia again
- ▢ to ensure Paula understands the seriousness of her offence

NAP – CC Assessment Framework References

Content:	1.1.3
Cognitive process:	2.2

QT32 SCORING

Code 1: to ensure Paula understands the seriousness of her offence **(4)**

What powers do quarantine officers need in order to protect Australia from pests?

Complete the table below by adding a second power.

Quarantine Officer Powers
1. They need the power to fine people for failing to declare prohibited items.
2. They need the power to … _____ _____

NAP – CC Assessment Framework References

Content: 1.1.3
Cognitive process: 2.1

QT33 SCORING

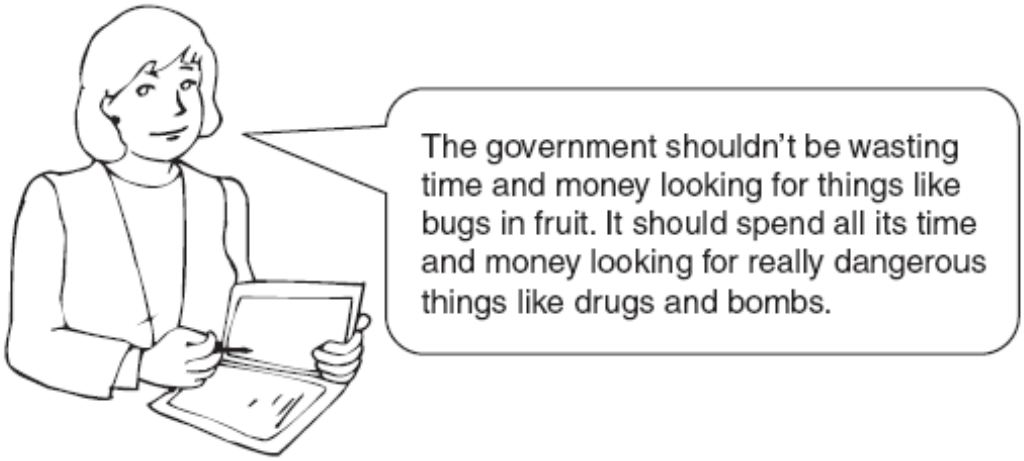
Code 1: Refers to any of the following powers:

- inspect anyone's luggage.
- remove prohibited items.
- destroy prohibited items.
- arrest people for disobeying the law.
- detain people who fail to declare prohibited items.

Code 0: Re-states the question or provides a vague or incoherent response.

- stop people entering Australia
- stop pests entering Australia
- fine people [stated in first power]
- send people to jail

Q35 QT34



Do you agree with the above comments?

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

❑ Yes **OR** No ❑

_____

_____

NAP – CC Assessment Framework References

Content:	1.2.2
Cognitive process:	2.2

QT34 SCORING

Code 1: Selects Yes or No and specifies a danger relating to one category of threat.

- YES: Bombs and terrorists kill people.
- YES: Drugs cause misery and pain.
- NO: The undetected fruit can kill wildlife and possibly even us too.
- NO: Stopping foreign items that destroy the bio-diversity is important.
- NO: Stops disease [minimal]

Code 0: Repeats the question or refers only to danger without specification or provides a vague or incoherent response.

- YES: Bombs and drugs are dangerous
- NO: They should keep looking for pests
- NO: Imported things can be dangerous too.
- YES: Cause damage [vague and true of both]
- NO: Cause problems

Q36 AJ31

In a court of law what can the judge decide?

- ▢ how many people can serve on a jury
- ▢ what new laws might be needed to make society safer
- ▢ what punishment to give a person who breaks the law
- ▢ which cases are interesting enough to be reported in the media

NAP – CC Assessment Framework References

Content: 1.1.4
Cognitive process: 2.1

AJ31 SCORING

Code 1: what punishment to give a person who breaks the law **(3)**

Q37 AJ34

What is a legal appeal?

- ▢ a way of raising money to pay for a legal case
- ▢ a statement made by a lawyer to a jury in a trial
- ▢ a legal process to change a decision made by a court
- ▢ a request by a judge for help to understand a complex legal case

NAP – CC Assessment Framework References

Content: 1.1.3
Cognitive process: 2.1

AJ34 SCORING

Code 1: a legal process to change a decision made by a court **(3)**

Appendix 5
Year 10 Class Record Sheet

Yr 10 Class Record Sheet (1/ 2)

	Question	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22
	Possible Score	1	1	1	1	1	2	2	2	1	1	1	1	1	1	2	2	1	2	1	1	2	1
No.	Name	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	Number scoring 3																						

Yr 10 Class Record Sheet (2/ 2)

	Question	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	Q34	Q35	Q36	Q37	*Total Raw Score*	*Scale Score*	*Proficiency Level*
	Possible Score	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	*45*	-	-
No.	**Name**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	Number scoring 0																		
	Number scoring 1																		
	Number scoring 2																		
	Number scoring 3																		

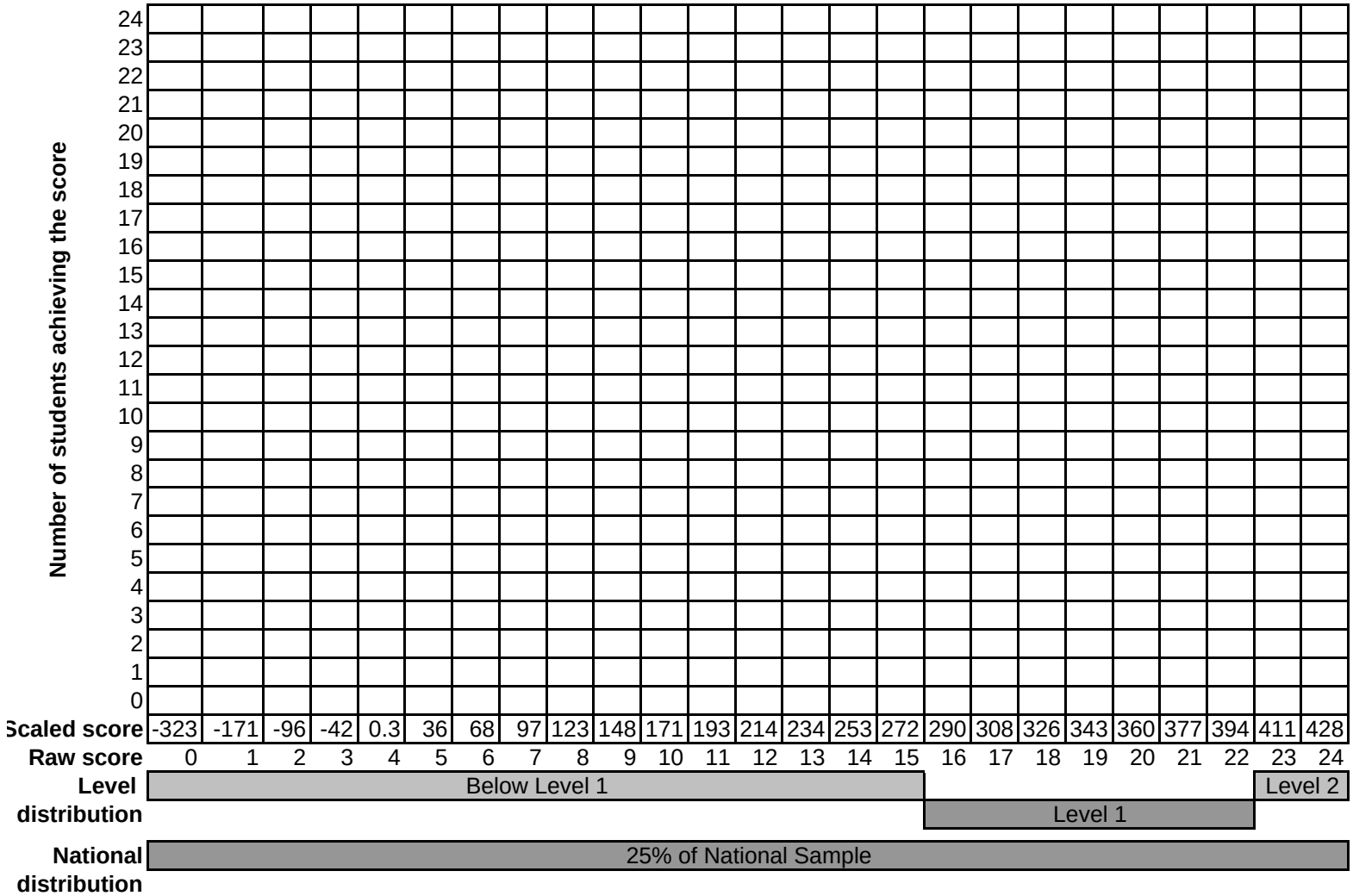
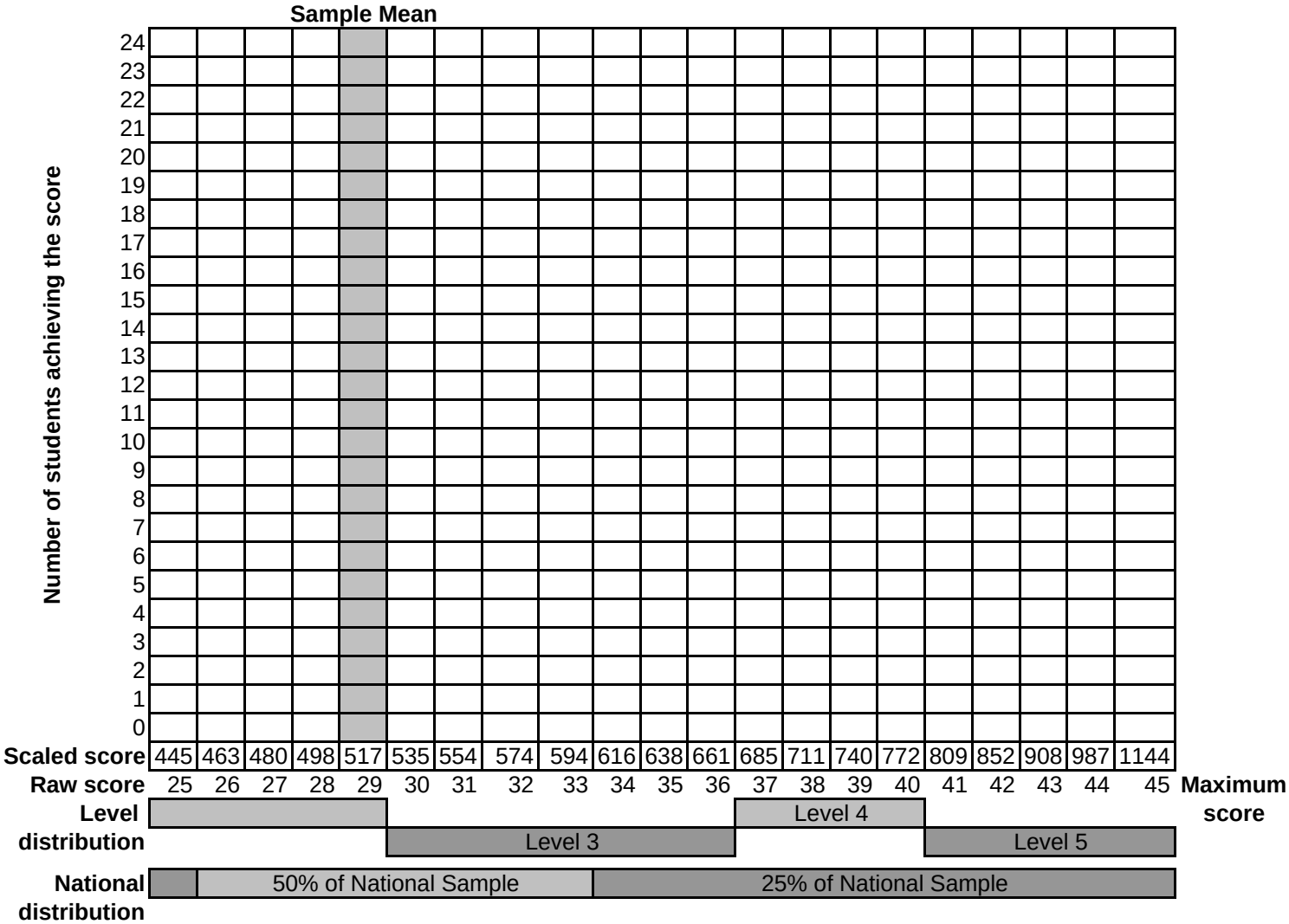
Appendix 6
Year 10 Item Analysis Sheet

Year 10 Item Analysis Sheet

		Number of students assessed =			
Qn	**Score Value**	**Number of students**	**(%) of students**	**National sample**	**Proficiency Level**
1	1			58%	2
2	1			93%	Below Level 1
3	1			93%	Below Level 1
4	1			94%	Below Level 1
5	1			87%	1
6	1			52%	1
	2			25%	4
7	1			60%	2
	2			7%	5
8	1			23%	3
	2			11%	5
9	1			80%	1
10	1			65%	2
11	1			63%	2
12	1			84%	1
13	1			77%	1
14	1			92%	Below Level 1
15	1			47%	2
	2			18%	4
16	1			47%	2
	2			25%	4
17	1			43%	3
18	1			53%	2
	2			16%	5
19	1			68%	2
20	1			73%	2
21	1			38%	3
	2			18%	4
22	1			36%	3
23	1			32%	4
24	1			43%	3
25	1			77%	1
26	1			94%	Below Level 1
27	1			74%	2
28	1			57%	2
29	1			85%	1
30	1			63%	2
	2			9%	5
31	1			77%	1
32	1			93%	Below Level 1
33	1			96%	Below Level 1
34	1			69%	2
35	1			79%	1
36	1			90%	Below Level 1
37	1			66%	2

Appendix 7
Year 10 Class Analysis Sheet

Year 10 Class Analysis Sheet (1/2)



Year 10 Class Analysis Sheet (2/2)