National Assessment Program – Civics and Citizenship Years 6 & 10 Report

2013

NATIONAL ASSESSMENT PROGRAM

Civics and Citizenship
Years 6 and 10 Report 2013

Contents

iv

List of Tables

List of Figures

Acknowledgements

2013 NAP – CC Working Group members

Foreword

This report presents the findings of the 2013 National Assessment Program – Civics and Citizenship (NAP – CC) and is conducted under the auspices of the Standing Council on School Education and Early Childhood (SCSEEC) Education Council.[1]

Under the National Assessment Program, the Civics and Citizenship sample assessment is administered to a representative sample of Year 6 and Year 10 students on a triennial cycle. After three rounds of assessments – which were undertaken in 2004, 2007 and 2010 – this report looks at the 2013 assessment and examines emerging trends.

The National Assessment Program – Civics and Citizenship measures not only students' skills, knowledge and understandings of Australia's system of government and civic life but also student attitudes, values and participation in civic-related activities at school and in the community.

NAP – CC is the first NAP sample assessment to be trialled and delivered to students online. This is a significant milestone for national assessment in Australia and the Australian Curriculum, Assessment and Reporting Authority (ACARA).

The national sample assessments are a product of the collaboration and dedication of senior educators across all states and territories and all sectors of Australian schooling. ACARA acknowledges the work of the NAP – CC Working Group, the state and territory liaison officers and the project staff at the Australian Council for Educational Research in the development, online trialling and implementation of this National Assessment Program. ACARA also appreciates Educational Services Australia's assistance in engaging a service provider to provide the online test delivery system. Most importantly, ACARA acknowledges the principals, teachers and students at government, Catholic and independent schools across Australia who took part in the online field trial and the main study in 2013.

The report indicates that civics and citizenship student performance at the national level has remained relatively consistent over time. It is pleasing to see the high levels of positive attitudes amongst students in terms of their values and participation as active citizens. I commend this report to policy makers, educators, teachers and the educational community. The findings of this assessment provide a national benchmark for evaluating the extent to which

---

1 On 1 July 2014, the Standing Council on School Education and Early Childhood became the Education Council.

our students are capable of participating as active and informed citizens in contemporary Australian society.

I look forward to the implementation of the new Australian Curriculum for Civics and Citizenship which will provide further opportunities for students to build their capacity to contribute to an evolving and healthy democracy.

Professor Barry McGaw AO
Chair
Australian Curriculum, Assessment and Reporting Authority Board

Executive Summary

Introduction

The *Melbourne Declaration on Educational Goals for Young Australians* was adopted by state, territory and Commonwealth ministers of education in December 2008. The declaration "sets out educational goals for young Australians" (MCEETYA, 2008: 5) and the role of civics and citizenship education is prominent in its contents.

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".

As one mechanism for monitoring progress towards this goal, the National Assessment Program – Civics and Citizenship (NAP – CC) reports against *key performance measures* in civics and citizenship. These measures were established through the work of the National Educational Performance Monitoring Taskforce (NEPMT), and later the Performance Measurement and Reporting Taskforce (PMRT).

This report provides the outcomes of the NAP – CC assessment cycle conducted in 2013, the fourth in the triennial cycle of NAP – CC assessment. The previous three NAP – CC assessments were conducted in 2004, 2007 and 2010. NAP – CC data are collected from a nationally representative sample of students in Year 6 and Year 10.

In 2004 civics and citizenship was not a key learning area in any Australian jurisdiction and civics and citizenship curricula showed variation across

jurisdictions. For this reason, an assessment domain was developed to describe the parameters of the assessment content for the civics and citizenship assessment. The assessment domain was used as a framework for establishing and reporting on the assessment contents of the NAP – CC assessment cycles in 2004 and 2007.

In preparation for the NAP – CC assessment in 2010, the assessment domain was revised and expanded to create the NAP – CC Assessment Framework. This framework extended the coverage of the field in light of the *Statements of Learning for Civics and Citizenship* (Curriculum Corporation, 2006) and other changes such as the statements of goals in the Melbourne Declaration. The aim was to accommodate the content of those documents and to maintain the continuity in the assessment program. This framework provided guidance for the development of the NAP – CC 2010 and 2013 assessments. The NAP – CC Assessment Framework describes four aspects of interest for NAP – CC:

1. civics and citizenship content;
2. cognitive processes for understanding civics and citizenship;
3. affective processes for civics and citizenship; and
4. civics and citizenship participation.

In NAP – CC 2010 and 2013 aspects 1 and 2 of the framework were assessed through the test of civics and citizenship and aspects 3 and 4 were assessed with the student questionnaire.

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

National Assessment Program – Civics and Citizenship 2013

Transitioning to online assessment

Under the direction of the Education Council[2], the Australian Curriculum, Assessment and Reporting Authority was given the task of developing and trialling online (internet-based) delivery of the national sample assessments in science literacy, information and communication technology literacy[3] and civics and citizenship.

NAP – CC 2013 was consequently delivered to students via computer. This is in contrast to the previous three assessments of NAP – CC (2004, 2007 and 2010), which were all administered as paper-based instruments. A set of test items used in NAP – CC 2010 (including items used in previous cycles as well) were included in NAP – CC 2013, as was the student questionnaire. One intention of including these items was to support comparisons over time in student achievement, attitudes and values as measured in the NAP –CC program. All the items were rendered into the online test delivery system for use in 2013. However, given the short timeline for implementing the new assessment mode for the first time for NAP – CC 2013, it was not possible to fully review the impact of the change in assessment mode on student responses. Therefore, any comparisons over time for test or questionnaire results from the 2013 survey will have to be interpreted with due caution.

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

Conducting the assessment

The assessment instrument was administered to random samples of students in Year 6 and Year 10 in October and November 2013. Data were provided by 5777 Year 6 students in 342 schools and 5478 Year 10 students in 329 schools. The sample design and procedures, as well as high response rates, helped to reduce any potential bias in the population estimates based on this sample survey.

The primary delivery mode was an assessment of students over the internet. However, in order to maximise the representativeness of the sample of students participating in the assessment, a backup delivery method was also available in

---

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

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

which the tests were run on USB drives. This backup solution ensured that the tests could be administered in schools where internet delivery was not available on the day of testing. Each test administrator carried a set of USB drives with them to schools so they could implement the USB delivery as a backup system if required.

The NAP – CC 2013 test instrument included test items presented in units. Each unit comprised one or more items that were developed around a single theme or stimulus. The test contained multiple-choice and constructed response items and the online test delivery system included the facility for students to expand and view longer stimulus materials across the full width of the screen.

The scope of the assessment framework was too great to be assessed in any single test undertaken by a single student. Consequently rotated forms of the test were used comprising items drawn from the full set available for students at each year level. Using such a design ensured a broad coverage of aspects included in the NAP – CC assessment.

Following the test all students completed the questionnaire designed to measure their perceptions of citizenship, their attitudes towards a number of civic-related issues, and their civic engagement. The questionnaire material used in NAP – CC 2013 was the same as in NAP – CC 2010, although in 2013 it was completed by students online rather than on paper.

Student performance on the NAP – CC Scale

The NAP – CC Scale was established in 2004 on the basis of the test content and psychometric data from the inaugural NAP – CC study. The scale comprises six proficiency levels that are used to describe the achievement of students both at Year 6 and Year 10. Summary descriptions for five of these levels (1 to 5) were established in 2004 based on expert judgements of the content of the questions situated within each level. A description for the "Below Level 1" proficiency level was developed in 2007 when more test item material was available to support this description. The proficiency level descriptors were updated in 2013 to reflect the larger pool of items developed since 2004.

The scale was established in 2004 with a metric where the mean score of the national Year 6 sample was equal to 400 and its standard deviation equal to 100 scale points. All NAP – CC Scale scores across the four assessment cycles have been reported on this same metric.

Two Proficient Standards — one for Year 6 and one for Year 10 — were established in 2004 on the NAP – CC Scale. Each standard is a point on the scale that represents a "challenging but reasonable" expectation of student achievement at that year level. The proportion of students at or above each Proficient Standard is the key performance measure for civics and citizenship at each year level (ACARA, 2010).

When comparing test results from NAP – CC 2013 with those from previous assessments, it needs to be acknowledged that there was a change in assessment mode from a paper-based to an online administration. Even though a careful comparative review of item characteristics for common (link) items did not reveal any substantial differences, it is possible that the change in assessment mode may have had some effects on student responses. Therefore, readers should interpret any comparisons between this and previous assessments with caution.

Year 6 performance by state and territory

Table ES1 shows national and jurisdictional means of Year 6 students across all four cycles of NAP – CC since 2004, including an indication of whether differences between the mean scale scores in each previous cycle are statistically significant when compared to the 2013 means. Between 2010 and 2013, no statistically significant changes in performance were recorded for jurisdictions, or at the national level. The exception was Tasmania, where the average performance showed a statistically significant decrease.

Table ES1: Year 6 Means and Trends with Confidence Intervals since 2004, Nationally and by State and Territory

State or territory	2004		2007		2010		2013	
New South Wales	418	(±15.4)	432	(±11.0)	426	(±13.0)	418	(±14.0)
Victoria	417	(±10.9)	418	(±10.1)	422	(±14.2)	421	(±10.6)
Queensland	371	(±13.3)	376	(±13.5)	374	(±16.8)	384	(±13.0)
South Australia	381	(±16.6)	385	(±15.1)	396	(±12.7)	379	(±14.3)
Western Australia	371	(±13.2)	369	(±10.9)	402	(±14.9)	383	(±16.2)
Tasmania	393	(±15.1)	401	(±17.7)	▲411	(±14.5)	383	(±13.1)
Northern Territory	▲371	(±17.1)	▼266	(±32.8)	316	(±31.1)	314	(±26.9)
ACT	423	(±11.3)	425	(±20.5)	442	(±16.4)	433	(±14.5)
Australia	400	(±6.7)	405	(±5.5)	408	(±6.7)	403	(±6.1)

Confidence intervals are reported in brackets.
▲ if significantly higher than 2013
▼ if significantly lower than 2013

Figure ES1 shows the Year 6 national and jurisdictional means and distributions for the four cycles of the NAP – CC assessment.

Figure ES1: Year 6 Student Achievement since 2004, Nationally and by State and Territory, on the NAP – CC Scale – Means, Confidence Intervals and Percentiles
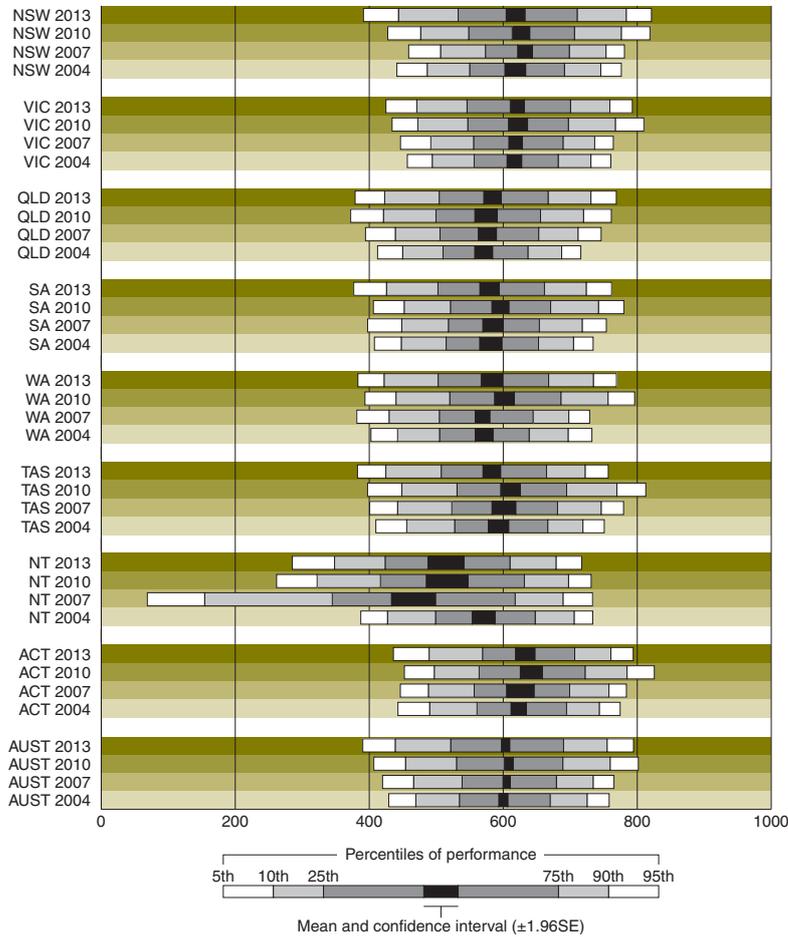
In a number of states and territories minor decreases in the spread of scores between 2010 and 2013 were recorded while an increased spread in student performance was observed for New South Wales. The national distribution of performance at Year 6 did not change considerably across assessment cycles but a slight increase in the spread of student scores across the four cycles was observed.

Year 6 performance against the key performance measures

The Proficient Standard for Year 6 was set to 405 scale points, the boundary between Levels 1 and 2 on the NAP – CC Scale. Year 6 students performing at or above Level 2 have consequently met or exceeded their relevant Proficient Standard. The percentage of Year 6 meeting or exceeding the Proficient Standard in each cycle of NAP-CC since 2004 are shown nationally and by jurisdiction in Figure ES2.

Figure ES2: Percentages of Year 6 Students achieving at or above the Proficient Standard since 2004, Nationally and by State and Territory
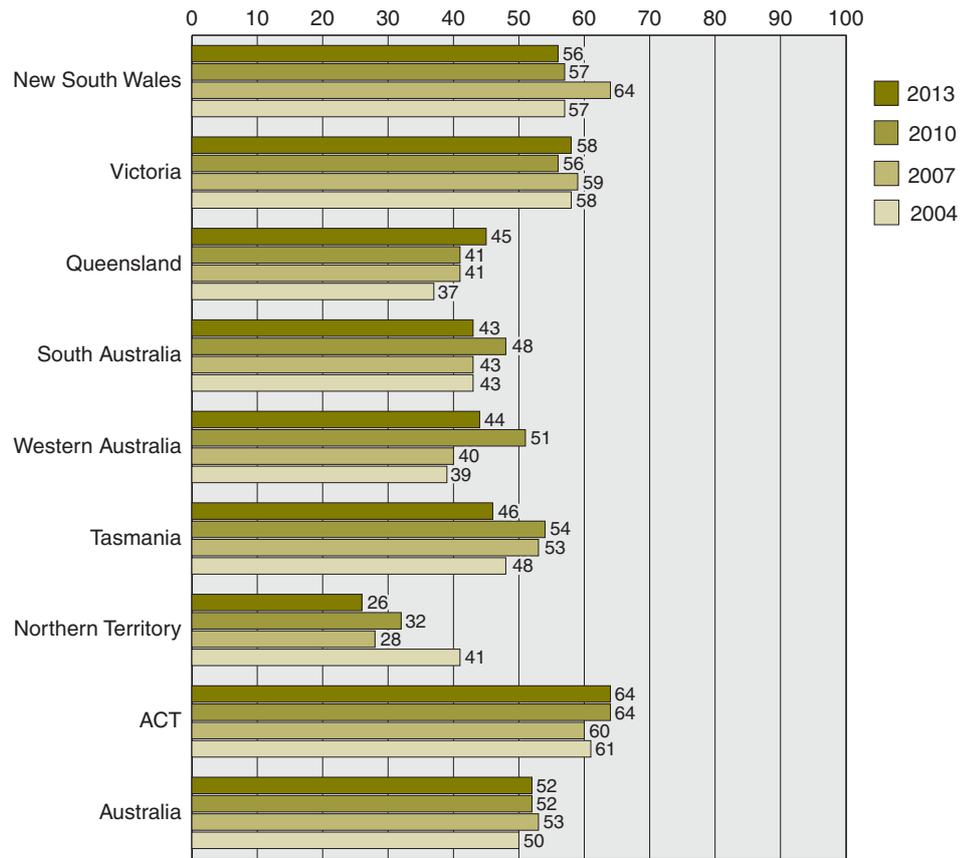
In New South Wales, the percentage of Year 6 students reaching the Proficient Standard in 2013 was 56% (57% in 2010).

In Victoria, the percentage of Year 6 students reaching the Proficient Standard in 2013 was 58% (56% in 2010).

In Queensland, the percentage of Year 6 students reaching the Proficient Standard in 2013 was 45% (41% in 2010).

In South Australia, the percentage of Year 6 students reaching the Proficient Standard in 2013 was 43% (48% in 2010).

In Western Australia, the percentage of Year 6 students reaching the Proficient Standard in 2013 was 44% (51% in 2010).

In Tasmania, the percentage of Year 6 students reaching the Proficient Standard was 46% (54% in 2010).

In the Northern Territory, the percentage of Year 6 students reaching the Proficient Standard in 2013 was 26% (32% in 2010).

In the Australian Capital Territory, the percentage of Year 6 students reaching the Proficient Standard was 64% (also 64% in 2010).

Nationally, there were similar percentages of Year 6 students at or above the Proficient Standard at 52 per cent.

None of the differences between 2013 and 2010 in the percentage of students reaching the Proficient Standard were statistically significant.[4]

Year 10 performance by state and territory

Table ES2 shows the Year 10 national and jurisdictional means in performance since 2004.

Table ES2: Year 10 Means and Trends with Confidence Intervals since 2004, Nationally and by State and Territory

State or territory	2004		2007		2010		2013	
New South Wales	521	(±10.6)	529	(±17.0)	558	(±23.7)	535	(±14.9)
Victoria	▼494	(±19.0)	▼494	(±17.1)	514	(±19.2)	521	(±14.3)
Queensland	469	(±17.6)	481	(±13.9)	482	(±28.4)	484	(±11.9)
South Australia	465	(±16.2)	505	(±23.4)	487	(±18.3)	486	(±16.5)
Western Australia	486	(±17.5)	▼478	(±22.6)	509	(±21.1)	510	(±14.5)
Tasmania	489	(±16.6)	485	(±16.0)	492	(±15.2)	466	(±20.7)
Northern Territory	▲490	(±33.2)	464	(±38.1)	▲483	(±32.3)	418	(±24.2)
ACT	518	(±21.5)	523	(±19.6)	523	(±24.1)	525	(±13.8)
Australia	496	(±7.0)	502	(±8.6)	519	(±11.3)	511	(±6.8)

Confidence intervals are reported in brackets.
▲ if significantly higher than 2013
▼ if significantly lower than 2013

Table ES2 shows that, except for the Northern Territory where average performance was statistically significantly higher in 2010 than 2013, none of the changes within jurisdictions or at the national level since 2010 were statistically significant. When compared to the first two assessments, the 2013 student performance among Year 10 students in Victoria was higher than in 2007 and in 2004, in Western Australia it was higher than in 2007, and in the Northern Territory it was lower than in 2004. No statistically significant changes between 2004 or 2007 and 2013 were recorded in any other states and territories, or at the national level.

The averages and distribution of test scores for states and territories, as well as at the national level among Year 10 students across all cycles of NAP – CC, are illustrated in Figure ES3.

_____

4   See Table 4.6.

Figure ES3: Year 10 Student Achievement since 2004, Nationally and by State and Territory – Means, Confidence Intervals and Percentiles
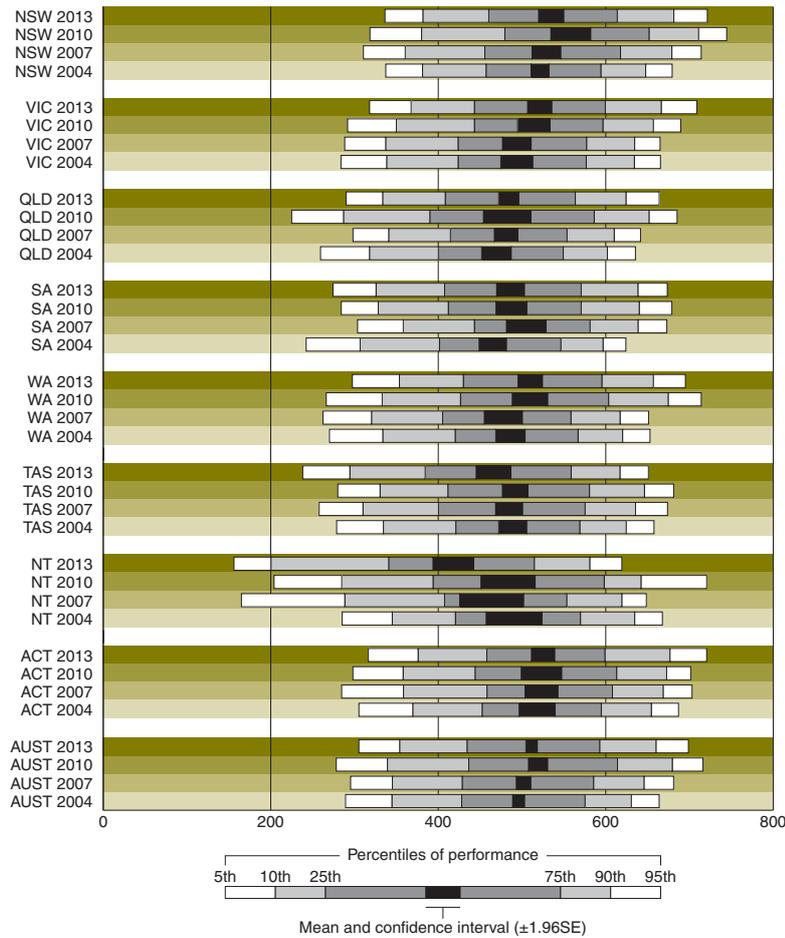
In many states and territories, as well as nationally, the results indicate a decrease in spread. However, as for all aspects of the NAP – CC 2013 student outcomes data, when interpreting these findings it should be taken into account that the data collection mode changed from a paper-based to an online assessment between this and the previous assessment cycle.

Year 10 performance against the key performance measures

The Proficient Standard for Year 10 was defined at 535 scale points, the boundary between Levels 2 and 3 on the NAP – CC Scale. The proportion of students meeting or exceeding the Proficient Standard is the key performance measure for civics and citizenship. These proportions are reported by nationally and by jurisdiction in Figure ES4.

Figure ES4: Percentages of Year 10 Students achieving at or above the Proficient Standard since 2004, Nationally and by State and Territory
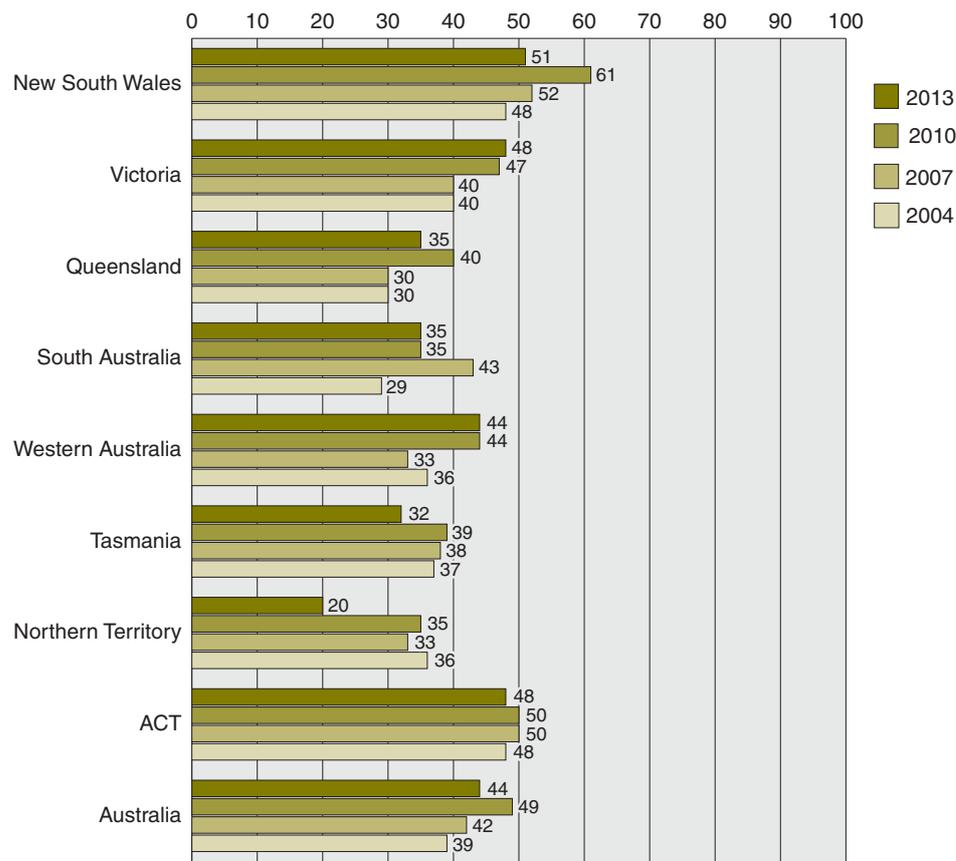
In New South Wales, the percentage of Year 10 students reaching the Proficient Standard in 2013 was 51% (61% in 2010) and this difference was statistically significant.[5] However, the corresponding decrease in the mean achievement of Year 10 students in NSW in 2013 (shown in Table ES3) was not significant.

In Victoria, the percentage of Year 10 students reaching the Proficient Standard in 2013 was 48% (47% in 2010).

In Queensland, the percentage of Year 10 students reaching the Proficient Standard in 2013 was 35% (40% in 2010).

In South Australia, the percentage of Year 10 students reaching the Proficient Standard in 2013 was 35% (35% in 2010).

In Western Australia, the percentage of Year 10 students reaching the Proficient Standard in 2013 was 44% (44% also in 2010).

In Tasmania, the percentage of Year 10 students reaching the Proficient Standard in 2013 was 32% (39% in 2010).

In the Northern Territory, the percentage of Year 10 students reaching the Proficient Standard in 2013 was 20% (35% in 2010) and this difference was

---

5   See Table 4.7.

statistically significant.[6] The corresponding decrease in the mean achievement of Year 10 students in the Northern Territory (shown in Table ES3) was also statistically significant.

In the Australian Capital Territory, the percentage of Year 10 students reaching the Proficient Standard was 48% (also 50% in 2010).

In 2013, at the national level, 44 per cent of Year 10 students reached the Proficient Standard compared to 49 per cent in 2010, however, the difference was not statistically significant.

Performance at Year 6 and Year 10 since 2004

Table ES3 shows the mean performances on the NAP – CC Scale with confidence intervals for Years 6 and 10 across 2004, 2007, 2010 and 2013.

Table ES3: Differences between Years 6 and 10 in Mean Performance on the NAP – CC Scale since 2004

	Year 6		Year 10		Difference (Year 10 – Year 6)	
2004	400	(±6.7)	496	(±7.0)	**96**	(±9.7)
2007	405	(±5.5)	502	(±8.6)	**97**	(±10.2)
2010	408	(±6.7)	519	(±11.3)	**111**	(±13.2)
2013	403	(±6.1)	511	(±6.8)	**108**	(±9.1)
Difference (2013-2010)	-5	(±13.1)	-8	(±16.1)		
Difference (2013-2007)	-2	(±16.3)	10	(±16.6)		
Difference (2013-2004)	3	(±18.7)	16	(±16.5)		

*Confidence intervals are reported in brackets. Statistically significant differences in **bold**.*

Table ES3 includes a comparison of the mean performance of students between 2013 with those obtained in each of the previous cycles. There were no statistically significant differences recorded at either year level in 2013.

Table ES3 also shows that, as in all previous cycles of NAP – CC, in 2013 the mean achievement of Year 10 students was statistically significantly higher than that of Year 6 students. In 2013 this difference was 108 scale points which is roughly equivalent to the width of one proficiency level on the scale.

---

6   See Table 4.7.

Performance by Background Characteristics

Performance by gender

Nationally at Year 6, female students outperformed male students by 21 score points on the NAP – CC Scale, and this difference was statistically significant. In Year 10, the gender difference in favour of female students was 14 score points and this difference was also statistically significant. In Year 6, the gender differences in achievement were of similar direction and size as those found in the previous assessments since 2004. In Year 10, however, the gender difference was much smaller in 2013 when compared to the previous assessment in 2010. It needs to be recognised that this change may be a result of the transition from paper-based to online testing in 2013.

Fifty-five per cent of female Year 6 students performed at or above the Proficient Standard compared to 48 per cent of male students. In Year 10, 46 per cent of female Year 10 students had test scores at or above the Proficient Standard while 42 per cent of male students performed at a similar level. In 2010, 53 per cent of Year 10 girls achieved at or above the Proficient Standard, which was statistically significantly higher than the percentage in the 2013 online assessment.

Performance by Indigenous status

Nationally the performance of non-Indigenous students was higher than that of Indigenous students at both year levels. The Year 6 mean scores of non-Indigenous students and Indigenous students were 402 and 307 scale points respectively, and at Year 10 the mean scores of non-Indigenous and Indigenous students were 515 and 419 scale points respectively. The differences at each year level were statistically significant.

Fifty-one per cent of non-Indigenous Year 6 students performed at or above the Proficient Standard compared to 22 per cent of Indigenous students. Among Year 10 students, 45 percent of non-Indigenous Year 10 students had test scores at or above the Proficient Standard compared to 17 per cent of Indigenous students.

Performance by language background and country of birth

The differences between the mean scores of students who speak English at home and those who speak languages other than English at home were very small and not statistically significant at either year level.

Mean test scores of Year 10 students who were born in Australia, were 21 score points higher than among students who were born overseas. At Year 6 no statistically significant differences were recorded.

Performance by school geographic location

School location was classified as metropolitan, provincial or remote. At both year levels there were differences in student performance between metropolitan, provincial and remote schools. Students from metropolitan schools had the highest scale scores and those from remote schools had the lowest scale scores. The scale score differences between students from metropolitan and those from remote schools were 94 score points in Year 6 and 99 score points in Year 10. Both differences were statistically significant.

Students' Attitudes towards Civics and Citizenship Issues

The NAP – CC Assessment Framework emphasises the importance of affective processes as part of civics and citizenship. Data on affective processes were collected as part of the student questionnaire. The focus areas of the NAP – CC Assessment Framework that are reflected in the student questionnaire were derived from the aims of civics and citizenship education represented in the Melbourne Declaration and the national *Statements of Learning for Civics and Citizenship.* They are also consistent with the more recently developed *Australian Curriculum: Civics and Citizenship.* The student questionnaire collected data on students' perceptions of citizenship behaviours, students' trust in civic institutions and processes, as well as students' attitudes towards Australian Indigenous cultures and Australian diversity.

Perceptions of the importance of citizenship behaviours

When asked about the importance of different citizenship behaviours, students rated participation in activities to protect the environment, promote human rights, benefit the local community and involve learning about Australia's history, as most important. Fewer than half of the Year 10 students viewed discussing politics and involvement in peaceful protests as important for good citizenship. Female students attributed more importance to citizenship behaviours than male students at both year levels.

Between 2010 and 2013 there were small but statistically significant increases in Year 6 students' beliefs about the *importance of conventional citizenship* and the *importance of social movement related citizenship.* At Year 10, there was only a small but statistically significant increase in students' beliefs in the *importance of conventional citizenship.*

Trust in civic institutions and processes

Citizens' trust in the basic functioning of the institutions that underpin the Australian democracy has the potential to influence their willingness to participate and engage in society. One of the aims of civics and citizenship education is to promote young people's critical appreciation of these institutions. Therefore, trust in civic institutions and processes is an important construct which is assessed in the NAP – CC student questionnaire.

Students were asked to rate their level of trust in the following groups or institutions:

- the Australian Parliament
- your state or territory parliament
- law courts
- the police
- Australian political parties
- the media (television, newspapers, radio).

The police and law courts were the civic institutions most trusted by students. When comparing the mean scale scores between year levels, as in 2010, there were large and statistically significant differences with Year 6 students expressing more trust than Year 10 students.

Female students expressed statistically significantly higher levels of trust than male students at both year levels. In 2013 the level of trust expressed by students in Year 6 was statistically significantly higher than in 2010. The average scores of Year 10 students did not change significantly between 2010 and 2013.

Attitudes towards Australian Indigenous cultures

Civics and citizenship education in Australia aims to develop students' understanding and acknowledgement of Indigenous Australian cultures (MCEETYA, 2008). References to this goal are found in the Melbourne Declaration, the Statements of Learning for Civics and Citizenship (Curriculum Corporation, 2006) and The Australian Curriculum: Civics and Citizenship.

The NAP – CC student questionnaire included a question to measure student attitudes regarding some aspects of Australian Indigenous cultures and traditions. These include the recognition of traditional ownership of land by Indigenous Australians, the reconciliation between Indigenous and non-Indigenous Australians and recognising the value of Indigenous cultures.

Large majorities of students expressed positive attitudes towards Australian Indigenous cultures. Overall, there were no statistically significant differences across year levels. However, when comparing the two year levels by gender group, the Year 10 male students showed less positive attitudes than the Year

6 males, while the female students in Year 10 expressed more positive attitudes than those in Year 6. Similar results were found in 2010.

When comparing the 2013 results with those from the previous assessment cycle, overall relatively small statistically significant differences were recorded with somewhat higher average scale scores in both year levels since 2010.

Students' attitudes towards Australian diversity

The NAP – CC questionnaire included a set of questions to measure the extent to which students hold positive attitudes towards diversity and multiculturalism. These questions were asked to Year 10 students only.

Most students expressed positive attitudes towards Australian diversity and multiculturalism. The results show a statistically significant difference between gender groups, with females expressing more positive attitudes towards Australian diversity than males. A similar gender difference was reported for the assessment in 2010. There were no differences between the national average scores in 2013 and 2010 but a small, albeit statistically significant, increase in the positive attitudes of male students was recorded between 2010 and 2013.

Student Engagement in Civics and Citizenship Activities

The NAP – CC Assessment Framework treats students' civic and citizenship participation as an essential outcome of civics and citizenship education. This area encompasses active participation as well as expected future engagement. In addition, civic engagement encompasses affective processes related to students' motivation to engage, such as their confidence in the effectiveness of participation, as well as their belief in their ability to participate actively and effectively.

Students were asked about their participation at school and in the community, their interest, confidence and valuing of civic action, as well as their intentions to become engaged in civic action in the future.

Civic-related participation at school

Students were asked to report whether or not they had participated in civic-related activities at their school such as participation in student parliaments, voting for class representatives and participation in peer support programs.

The majority of students reported having engaged in peer support programs, class or school elections, extra-curricular activities and other school-related activities in the community. Only minorities of students indicated engagement in more active forms of engagement like standing as a candidate in school or class elections, getting elected and preparing a school paper or magazine. Some of these activities were somewhat more frequent among female than among male

students. Students in Year 10 reported to have been less frequently involved than the students in Year 6. Generally, the extent of participation in school activities was very similar to that recorded in the previous assessment cycle in 2010.

Civic-related activity in the community

While the majority of Year 10 students reported to have undertaken voluntary group work and collecting money for charities, only a minority in this cohort indicated that they had been involved in other community activities related to environmental and human rights organisations or Indigenous Australian community groups. Overall slightly but significantly higher percentages of participation in environmental and human rights organisations or Indigenous Australian community groups were recorded in 2013 compared to 2010.

Participation in civic-related communication

While most students at both year levels reported at least weekly consumption of TV or radio news, fewer than half of the students indicated reading the newspaper or using the internet for information at least once a week. Only small numbers of students at both year levels indicated that they had at least weekly talks with family or friends about political or social issues. There were somewhat higher proportions of students in Year 10 than Year 6 reporting this activity.

Few students reported participation in internet-based discussions about political or social issues. However, overall students tended to use more electronic media for civic-related communication in 2013 and 2010. While there was a decrease in the percentage of Year 10 students reporting reading the newspaper between 2010 and 2013, there was an increase in the percentage of students reporting using the internet for information and listening to radio news on between 2010 and 2013.

Interest in civic issues

Majorities of students at both year levels reported to be quite or very interested in local community issues, social and environmental issues in Australia, what is happening in other countries and global issues. Overall, female students tended to express more civic interest than male students.

When comparing the results from 2013 with those from 2010, small but statistically significant increases in interest were recorded for students at both year levels. Higher levels of interest by female students than male students were also reported in 2010.

Confidence to actively engage

Having the confidence to actively engage is often viewed as a key factor for explaining individual active citizenship participation. Students were asked about their confidence to actively engage in a range of citizenship activities. Many students expressed confidence in their own abilities to engage in different civic

activities. In Year 6, the majority of students trusted in their abilities to become candidates in school or class elections or organise student groups but only a minority felt confident enough to write letters or emails to a newspaper or give a speech in front of the class. Year 10 students were less confident than Year 6 students about standing as candidates or actively organising student groups. At both year levels, female students tended to express more confidence than male students.

No differences in average scale scores were found when comparing the 2013 results with those from 2010. The gender differences (with girls reporting higher levels of confidence) were of a similar magnitude to those in 2010.

Beliefs in the value of civic action

Active civic engagement is more likely amongst those citizens who believe in the value of civic action. Majorities of students at both year levels agreed with statements about the value of civic action. Female students were more likely to value civic action than male students. In 2013 students expressed slightly higher levels of beliefs in the value of civic action than in 2010.

Student Intentions to Engage in Civic Action

There are limitations to the extent to which students in Year 6 and Year 10 can become engaged in many civic activities (like for example voting, or running as a candidate in an election). Therefore it is of interest to measure students' expectations about their future participation in civic activities. In NAP – CC these behavioural intentions measured were related to two areas: the promotion of important issues in the future and their expectations to actively engage as adult citizens.

Promotion of important issues

Civic engagement of citizens is often associated with concern about important issues and developments and can become manifest in activities in favour of (e.g. engagement to promote environmental issues) or against these issues (e.g. protest against excessive government control). Students were asked how likely they thought it was that they would participate in activities such as writing to a newspaper (by email or letter), signing petitions or taking part in a peaceful march or rally.

When asked about their willingness to consider different activities to promote important issues in the future, at both year levels for most of these activities only minorities of students expected to *probably* or *certainly engage* in them. There were also some differences regarding the endorsement of different types of activities. While about half of students at both year levels were willing to consider participation in peaceful protest marches, only about a third at both year levels

thought it *likely* or *certain* that they would contact a member of parliament or local council. Female students were more likely to expect participation in activities to promote social issues at both levels and the differences were larger among Year 10 than among Year 6 students.

At Year 10, fewer students than in 2010 expected to write a letter or email to newspapers, while more students thought they would participate in online petitions. This may suggest a change in the way the importance of different media are perceived by young people as communication technologies evolve.

Expected active civic engagement in future adult life

Year 10 students were asked about their expectations to become involved in active forms of engagement in their future life as adult citizens. A majority of students thought that they would *certainly* or *probably* inform themselves about candidates before voting, but few students considered participation in more active forms of engagement. For example, only 10 per cent of Year 10 students reported that they would *certainly* or *probably* join a political party in the future. Small but statistically significant gender differences were recorded with female students having higher expectations than male students to engage in civic actions in the future.

No statistically significant differences in national average scale scores for expected active engagement were found between 2013 and 2010.

Chapter 1
Introduction

Civics and Citizenship in the Educational Goals for Young Australians

The *Melbourne Declaration on Educational Goals for Young Australians* was adopted by state, territory and Commonwealth ministers of education in December 2008. The declaration "sets out educational goals for young Australians" (MCEETYA, 2008: 5) and the role of civics and citizenship education is prominent in its contents.

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

<div align="right">(MCEETYA, 2008: 9)</div>

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

The National Assessment Program originated with the work of MCEETYA's National Education Performance Monitoring Taskforce (NEPMT), and later the Performance Measurement 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 recommended, and the NEPMT endorsed, 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 program 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" (common) items across cycles. For example, the assessments in civics and citizenship in 2004, 2007, 2010 and 2013 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 performance of students in these two year levels.

What is Assessed in Civics and Citizenship

In 2004 civics and citizenship was not a key learning area in any Australian jurisdiction and civics and citizenship curricula showed variation across jurisdictions. For this reason, an assessment domain was developed to describe the parameters of the assessment content for the civics and citizenship assessment. The process involved elaborating the two key performance measures that had been adopted by the PMRT, analysing a range of jurisdictional curriculum documents and consulting with curriculum experts in jurisdictions (MCEETYA, 2006: 5-7). The assessment framework comprised of domain descriptors for the two key performance measures and a professional elaboration (MCEETYA, 2006: 97-102).

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. By the time of the 2007 national assessment, civics and citizenship education had a clearer focus than in 2004 even though it was not often a specific subject. In addition the emerging statements of learning provided guidance about how an assessment framework could be manifested in the assessment instruments.

The National Assessment Program – Civics and Citizenship (NAP – CC) Assessment Domain was revised in preparation for NAP – CC 2010. This framework extended the coverage of the field in light of the *Statements of Learning for Civics and Citizenship* (Curriculum Corporation, 2006) and other changes such as the statements of goals in the Melbourne Declaration in such a way as to accommodate the contents of these documents and to maintain the continuity in the assessment program. This framework provided guidance for

the development of the NAP – CC 2010 and 2013 assessments NAP – CC. The Assessment Framework describes four aspects of interest for NAP – CC:

- civics and citizenship content;
- cognitive processes for understanding civics and citizenship;
- affective processes for civics and citizenship; and
- civics and citizenship participation.

The content aspects of the assessment framework use the same organisational headings as the *Statements of Learning for Civics and Citizenship* and retain the content of the NAP – CC Assessment Domain.

NAP – CC 2013 and the Australian Curriculum

In recent years, the *Australian Curriculum: Civics and Citizenship* has been under development and review, 'the draft Shape of the *Australian Curriculum: Civics and Citizenship* was published in June 2012. It was the subject of national consultation from 4 June to 10 August 2012' (ACARA, 2012: 6). At the time of writing this report, the *Australian Curriculum: Civics and Citizenship* is awaiting endorsement, but available for use. It can be accessed at: http://www.australiancurriculum.edu.au/

The aims of the *Australian Curriculum: Civics and Citizenship* are congruent with and reflected in the NAP – CC Assessment Framework. The *Australian Curriculum: Civics and Citizenship* aims to:

> *reinforce students' appreciation and understanding of what it means to be a citizen. It explores ways in which students can actively shape their lives, value their belonging in a diverse and dynamic society, and positively contribute locally, nationally, regionally and globally. As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation.*
>
> (ACARA, 2014)

More specifically the *Australian Curriculum: Civics and Citizenship* aims to ensure students develop:

- *a lifelong sense of belonging to and engagement with civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural and multi-faith society*
- *knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law, and the role of the citizen in Australian government and society*

- *skills – including questioning and research; analysis, synthesis and interpretation; problem solving and decision making; communication and reflection – to investigate contemporary civics and citizenship, and foster responsible participation in Australia's democracy*
- *the capacities and dispositions to participate in the civic life of their nation at a local, regional and global level.*

<div align="right">(ACARA, 2014)</div>

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

NAP – CC 2013 Online Assessment

Under the direction of the Education Council,[7] the Australian Curriculum Assessment and Reporting Authority (ACARA) was tasked with developing and trialling online (internet-based) delivery of the national sample assessments in science literacy, ICT literacy[8] and civics and citizenship. On 9 October 2011 ministers agreed to extend the scope of this element to include NAP – Literacy and Numeracy (NAPLAN).

NAP – CC 2013 was consequently delivered to students online. This is in contrast to the previous three cycles of NAP – CC (2004, 2007 and 2010), which were all completed on paper. Given the short timeline for implementing the new assessment mode for the first time for NAP – CC 2013 it was not possible to fully review the impact of the change in assessment mode on student responses. Therefore, any comparisons over time for test or questionnaire results will have to be interpreted with due caution. Further discussion of the transition from

---

7 Since 1 July, 2014 the former SCSEEC (Standing Council on School Education and Early Childhood) has been known as the Education Council.

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

paper-based testing to online assessment will be in the Technical Report. A separate detailed study has also been conducted of the effect of the transition from paper-based to online testing. This separate study has used the NAP-CC 2013 and NAP-CC 2010 data.

Stages in the 2013 National Assessment Program

The first stage was the development of instruments. The assessment instruments included secure trend items that had been included in the 2004, 2007 and 2010 national assessments as well as new items developed for 2013. The selection of trend items was based on analyses of data from previous assessments and was carried out with reference to the equating design for the study. New test items were developed during the first half of 2012.

The second stage was the authoring of the paper-based test items into the online test delivery system. For the field trial, all new test items and a selection of the trend items were authored into the system. The process of authoring and quality control took place in the second half of 2012.

The third stage was the field trial of the instruments which was conducted in three jurisdictions in March 2013 but with preparation beginning in August 2012 and analysis extending to May 2013. The field trial involved 2100 students approximately equally divided between Year 6 and Year 10.

The fourth stage involved revision of the instruments on the basis of the analyses of field trial data. This involved an evaluation of the characteristics of each item to determine whether it should be deleted from the scaling, deleted from the main study test or have the scoring categories modified (in the case of partial credit items). As part of this stage, the remaining trend items to be used in the main assessment were authored into the online delivery system.

The fifth stage was the preparation, delivery and marking of the main assessment. Preparation occurred from June 2013, the main assessment study was conducted in October and November 2013, and marking the assessments and compiling the data files for analysis took place between December 2013 and February 2014. In the main assessment, data were gathered from 5777 Year 6 students in 342 schools and 5478 Year 10 students in 329 schools.

The sixth stage involved the analysis of data and writing the reports of the study. This final stage took place over the period from March through June 2014.

Structure of this Report

This report is one outcome of the final stage in the assessment project. It is accompanied by a Technical Report that provides more detailed information about the developmental and analytical procedures. Two tests, one for Year 6 and one for Year 10, are compiled from items in the assessment and made available as School Release Materials. These are accompanied by scoring guides and a score conversion table so that teachers can use the tests with their students and compare their results to the NAP – CC Scale.

Chapter 2 describes the methods used in the study. This includes the development of the instruments, sample characteristics, administration of the assessment, achieved participation rates and background characteristics of the student population.

Chapter 3 discusses the NAP – CC Scale and its properties. It outlines the six proficiency levels that are used to describe the achievement of students. Student achievement for Year 6 and for Year 10 is then reported at the national level against the six proficiency levels. Finally the scale is described using a selection of example items from the 2013 test.

Chapter 4 presents information about patterns in student achievement in civics and citizenship. It describes the association of student performance in this learning area with a number of factors including the level of schooling, geographic location, gender, language spoken at home, country of birth, Indigenous background, and parental education and occupation. It includes a description of differences in proficiency across jurisdictions as well as across year levels. It also presents the results of analyses of differences in student performance according to background characteristics of students and schools.

Chapter 5 provides the results of analyses of students' attitudes towards civics and citizenship issues. The NAP – CC Assessment Framework emphasises the importance of affective processes as part of civics and citizenship. Data on affective aspects of civics and citizenship were collected as using a questionnaire and included students' perceptions of citizenship behaviours, students' trust in civic institutions and processes, as well as students' attitudes towards Indigenous cultures and Australian diversity. In addition, the chapter describes the associations of these constructs with some student background characteristics and with students' achievement on the NAP – CC Scale.

Chapter 6 discusses student engagement in civics and citizenship activities. Civic engagement of citizens constitutes a central characteristic of a democratic society. The assessment framework identified students' civic and citizenship participation as a key aspect of civics and citizenship education. It is taken to include both behavioural intentions as well as actual behaviours. In addition, civic engagement encompasses affective processes related to motivation, such as confidence and self-efficacy. The chapter presents questionnaire data about students' actual participation at school and in the community, their interest,

confidence and valuing of civic action, as well as their intentions to become engaged in civic action. In addition, the chapter reviews the associations between indicators of engagement and student background characteristics as well as NAP – CC Scale scores.

Chapter 7 provides a summary of the findings from the assessment and discusses some implications of those findings.

Chapter 2
Assessing Civics and Citizenship

This chapter describes the procedural foundations of the National Assessment Program – Civics and Citizenship (NAP – CC) in 2013. This includes the development and substance of the instruments, the sample of students, the administration of the assessment, achieved participation rates and the personal characteristics of the student populations.

Civics and Citizenship Assessment Framework

The first two cycles of NAP – CC were conducted in 2004 and 2007. The contents of the assessment instruments were defined according to the NAP – CC Assessment Domain.

The NAP – CC Assessment Domain was revised as part of preparation for the third cycle of NAP – CC. The Assessment Domain was replaced by the NAP – CC Assessment Framework, developed in consultation with the 2010 NAP – CC Working Group. The assessment framework extended the breadth of the assessment domain in light of two key curriculum reforms:

- the *Statements of Learning for Civics and Citizenship* 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 *Australian Curriculum: Civics and Citizenship* was in early stages of development at the time the NAP – CC 2013 assessment was being created. As such, there has been no formal contribution of the *Australian Curriculum: Civics and Citizenship* to the contents of the NAP – CC Assessment Domain. However, as discussed in Chapter 1, the aims of the *Australian Curriculum: Civics and Citizenship* are both congruent with and reflected in the NAP – CC Assessment Framework.

The assessment framework (see Appendix 1 for further details) 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
- Aspect 4: Civics and citizenship participation.

Aspects 1 and 2 were assessed through the online test of civics and citizenship. Chapter 3 provides a description of the resulting NAP – CC Scale and results at the national level. Chapter 4 presents results from this assessment by states and territories, geographic location of schools and student background characteristics. Aspects 3 and 4 were assessed with the student questionnaire and results from this data collection are described in Chapter 5 and Chapter 6.

Civics and Citizenship Assessment Instrument

Assessment items and response types

Aspects 1 and 2 of the NAP – CC Assessment Framework provide the content and cognitive processes that were brought together to create the NAP – CC assessment items. The items were developed in units. Each unit comprised one or more assessment items that were developed around a single theme or stimulus. In its simplest form, a unit was a single, self-contained item, and, in its most complex form, a piece of stimulus material (text and/or graphic images) with a set of assessment items related to it. Each assessment item was referenced to a single content concept from aspect 1 and also to a single cognitive process from aspect 2 of the NAP – CC Assessment Framework.

Item-response types included multiple-choice, dual-choice (true/false) and constructed response (requiring responses from one word through to a maximum of two to three sentences). The scores allocated to items varied: dual and multiple-choice items had a maximum score of one point for correct responses and zero points for incorrect ones. For constructed response items students could receive

between zero and three points. The assessment was conducted using a total of 172 items, with 102 of them being secure items from the 2010 assessment cycle.[9]

Online assessment delivery

The primary delivery mode of the assessments had students completing the assessments over the internet. However, the ministerial decision to implement online testing in the NAP sample assessments included the expectation that the delivery of the assessments would not compromise the representativeness of the sample of students completing them. A backup delivery method was also available in which the tests were run on USB drives. This backup solution ensured that the tests could be administered in schools where internet delivery was not available on the day of testing. Each test administrator carried a set of USB drives with them to schools so they could implement the USB delivery as a backup system if required. Student responses could then be uploaded from the USB drives to the central computer at a later date. This backup system was used in a small number of schools (11) and ensured that the integrity of the sample of students completing the assessments.

Online assessment experience

The ministerial decision to implement online testing in the NAP sample assessments was announced in the period between the development of the test items in preparation for NAP – CC 2013 and the implementation of the field trial. As such, the assessment items that had been developed on paper were then rendered into the online test delivery system. The online system included navigation features to enable students to use similar test-taking strategies to those they could use in the paper-based testing environment. All students completed a small set of practice questions before beginning the test. The practice questions introduced students to the navigation features of the online testing environment as well as to the different item types and formats used in the assessment. Figure 2.1 shows an example practice item that illustrates the key available navigation features of the online testing environment.

Figure 2.1: Example Practice Test Item

---
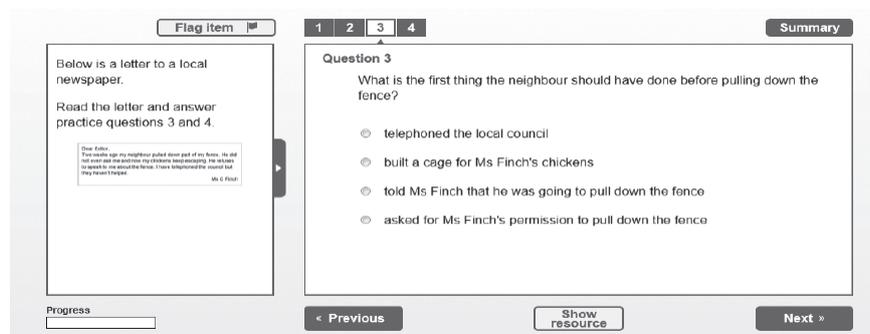
9   Including some items held secure from 2004 and 2007.

The following navigation features, illustrated in Figure 2.1, were available to students in the online test-taking environment:

- *Flag item* (top left): Clicking the *Flag item* button recorded (for each student's reference only) that the student may like to return to the item to check their response. Students could flag an item regardless of whether or not they had entered a response to the item at the time. Flagged items were accessible directly through the summary screen.

- *Summary* (top right): Clicking on the *Summary* button took the students to a screen that showed summary information of their progress throughout the test. The summary screen provided students with information about how many items they had answered not answered and which items they had flagged. Students could return to any given item from the summary screen.

- *Item numbers* (top centre): The numbers 1 to 4 at the top of Figure 2.1 refer to the four practice items. In the live tests, the numbers listed across the top of the screen corresponded to the items in the test. Students could navigate directly to any test item by clicking on its corresponding number at the top of the screen.

- *Progress* (bottom left): The progress bar represented a timer. It showed graphically the proportion of available time for the test that had been used and was still available to the student. If a student needed to pause during the test (take a rest break for example), the test administrator could pause the timer so the student would not be disadvantaged. Students also received an on-screen reminder, in addition to the timer, when they had five minutes time remaining on the test.

- *Previous* and *Next* (bottom centre-left and bottom right): Clicking on the *Previous* and *Next* buttons allowed students to navigate to the previous or next items in the test. Any student response to an item was saved by the testing system when a student navigated away from the item by any method.

- *Show resource* (bottom centre-right): Clicking on the *Show resource* button allowed students to expand the stimulus material shown to the left of the screen.

As described earlier, the items were presented with stimulus materials of varying lengths. Very short stimulus materials (i.e. one or two sentences) were presented on screen directly above the item stem. As shown in Figure 2.1, longer stimulus materials were visible as a reduced thumbnail view on the left of the screen. Students could click on the *Show resource* button to expand the stimulus material so it could be seen in full. Figure 2.2 shows the example practice item from Figure 2.1 with the stimulus expanded.

Figure 2.2: Example Practice Test Item with Stimulus Expanded
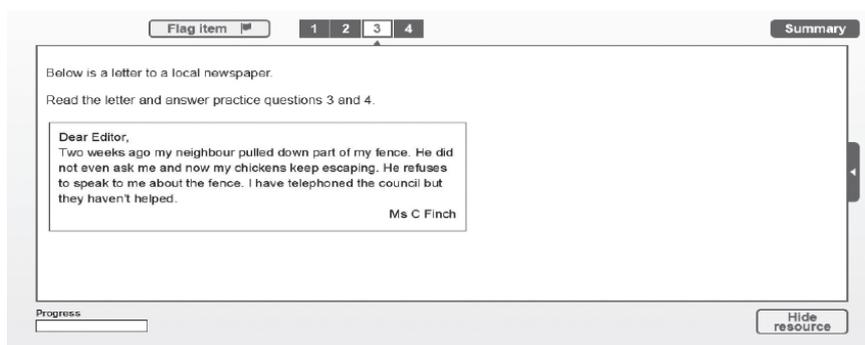
If a student had expanded the stimulus material for an item, the student needed first to click on the *Hide resource* button in order to enter or edit a response to the item. Clicking on the *Hide resource* button returned to the default view of the item (as shown in Figure 2.1). Students could *Show* and *Hide* the stimulus materials as often as required for each item regardless of whether or not they had already entered a response to the item.

When students completed the final question in the test they were shown a summary screen. This was the same screen that students would see if they clicked on the *Summary* button during the test. Time permitting, students could use the summary screen to return to items they had flagged or not completed. Students were also able to click on the item numbers at the top of the screen to check their responses to any item, or to use the *Previous* and *Next* buttons to work their way through the items in sequence.

Allocation of items to test forms

There is too much test content described in the NAP – CC Assessment Framework to include in a single student test. The test items for each year level were allocated to one of nine groups of items called *clusters*. Each cluster had approximately 12 items at Year 6 and 14 items at Year 10.

Nine *test forms* were created at each year level. The term *test form* refers to a fixed combination of three clusters completed by each student delivered using the online system. There were nine different test forms at each year level. The nine clusters were allocated to the nine test forms so that:

- each cluster appeared once in a test form with each other cluster;
- each cluster appeared once in each position in a test form (beginning, middle or end); and
- each cluster appeared in three of the nine test forms.

Each test form consisted of approximately 38 items for Year 6 students and approximately 41 items for Year 10 students.

Each student completed approximately one-third of the total available test content for their year level. The test design prevents the order of presentation of the items from biasing the test results and allows for comparable measures of student achievement to be established regardless of which test form they completed.

Items were allocated to clusters in a way that ensured a within-cluster equivalence of item type, reading load, and linking between Years 6 and 10 and to the 2010 (and 2007 and 2004) assessments.

Six clusters at each year level were the same as those used in the 2010 assessment. These clusters were included (along with some additional items in other clusters) to allow for the 2013 results to be reported on the NAP – CC Scale established in 2004. Additional detail of the test construction can be found in the Technical Report.

The Civics and Citizenship Questionnaire of Student Engagement and Attitudes

Aspects 3 and 4 of the NAP – CC Assessment Framework describe the attitudes, values, dispositions, behaviours and behavioural intentions that are outcomes of civics and citizenship education in Australian schooling. For NAP – CC 2010 relevant constructs were identified relating to aspect 3 of the framework which could be measured with sets of (5 to 10) Likert-type items in the student questionnaire. To measure the participatory processes of aspect 4, items were developed to reflect the frequency and nature of involvement in student activities, civic-related participation in the community and civic-related activities at school, and to assess students' perceptions of their preparedness for prospective engagement as an adult citizen.

The student questionnaire developed for and used in NAP – CC 2010 was rendered online and used in NAP – CC 2013. This supports comparisons of student values, dispositions, behaviours and behavioural intentions between 2010 and 2013, keeping in mind any differences that may occur with the change from the questionnaire being paper-based to completed online.

The student questionnaire items were rendered online in the same test delivery platform as the test items. Students completed the questionnaire after having completed the test. Unlike the test, the student questionnaire was not timed. Students could take as long as they needed to complete the questionnaire. For most students the questionnaire took 10 to 15 minutes to complete.

It should be noted that Aspects 3 and 4 included a larger set of content than could be included in the student questionnaire for any single NAP – CC assessment cycle. Given limitations in assessment time, not all the content of aspect 3 and 4 could be included in the student questionnaire. The questionnaire included a relatively large subset of the contents of Aspects 3 and 4. When the questionnaire

was developed for NAP – CC 2013, the item content was selected in consultation with the NAP – CC Working Group.

Details on the questionnaire content, the data collected and the relationships with cognitive achievement data are reported in Chapters 5 and 6.

The student questionnaire is included as Appendix 2.

Sample

Sample design

The National Assessment Program – Civics and Citizenship was administered to students in Year 6 and Year 10 in all states and territories.

Student sampling followed the cluster sampling procedures established for the National Assessment Program sample assessments. The sampling was completed using a two-stage process and was applied at each year level.

The first stage of sampling involved selecting a sample of schools within explicit strata[10] formed by state or territory and school sector. Within each explicit stratum, geographic location, a school measure of socio-economic status,[11] and school size were all used for implicit stratification.[12] A school's probability of selection was proportional to the number of students enrolled in the relevant year level (6 or 10). Schools with larger numbers of students at the relevant year level were more likely to be selected for participation.[13]

Schools excluded from the target population included non-mainstream schools (such as schools for students with intellectual disabilities), very remote schools (in all states except the Northern Territory)[14] and in schools with fewer than five students at the target year level. These exclusions accounted for 1.7 per cent of the Year 6 student population and 1.2 per cent of the Year 10 student population.

The second stage comprised the drawing of a random sample of twenty students from the target year level in sampled schools. The school samples were drawn separately for each year level (for more detail see Technical Report). Where fewer

---

10 Explicit stratification means that separate school samples were drawn for each sector within each jurisdiction.

11 The Australian Bureau of Statistics' (ABS) Index of Education and Occupation was used. This is one of the ABS Socio-Economic Indexes for Areas (SEIFA).

12 Implicit stratification means that within the sampling frame schools were grouped and sorted by the implicit stratification variables so that adjacent schools were similar to each other.

13 Two samples of replacement schools were also drawn to enable the sample size and representativeness to be maintained if initially-sampled schools declined to participate. However, in some cases (such as secondary schools in the Northern Territory) there were not enough schools available for the replacement samples to be drawn. The replacement schools were selected to be as similar as possible (in size, jurisdiction and sector) as the schools for which they were replacements.

14 Very small schools were included in the Northern Territory sample to better reflect its whole school population. Further details are provided in the Technical Report.

than 20 eligible students were enrolled in the target grade (i.e. in small schools), all students were selected to participate.

In previous cycles of NAP – CC one intact class was selected in each sampled school. The change to sampling 20 students in each school was prompted by the change to the online delivery mode in NAP – CC 2013 with a view to maximising the likelihood that the NAP – CC assessment could be conducted in a single session with 20 students all using computers at the school (usually in a computer lab).

Within the sampled classrooms, individual students were eligible to be exempted from the assessment on the basis of the following criteria:

- **functional disability**: the student had a moderate to severe permanent physical disability such that he or she could not perform in the assessment situation.
- **intellectual disability**: the student had a mental or emotional disability and cognitive delay such that he or she could not perform in the assessment situation.
- **limited assessment language proficiency**: the student was unable to read or speak the language of the assessment and would be unable to overcome the language barrier in the assessment situation. Typically, a student who had received less than one year of instruction in the language of the assessment would be excluded.

The number of student-level exclusions at Year 6 was 414 and at Year 10 it was 1374. The final student population exclusion rate was 2 per cent at Year 6 and 3 per cent at Year 10. More information about the sampling design and its implementation is provided in the Technical Report.

Achieved sample

Eighty-nine per cent of the sampled Year 6 and 84 per cent of the sampled Year 10 students participated in the assessment. Table 2.1 shows the numbers of schools and students for the achieved sample.

Table 2.1: Numbers of Schools and Students in the Achieved Sample, Nationally and by State and Territory

State or territory	Year 6		Year 10	
	Schools	Students	Schools	Students
New South Wales	48	797	47	829
Victoria	47	785	47	817
Queensland	48	875	48	806
South Australia	47	787	46	731
Western Australia	50	836	49	833
Tasmania	46	780	41	696
Northern Territory	27	382	22	282
ACT	29	535	29	484
Total sample	**342**	**5777**	**329**	**5478**

Participating Sample Characteristics

This section reports on the background characteristics of the students in the achieved sample of Year 6 and Year 10 students, using the data collected from schools and education systems. The background variables were age, gender, parental occupation, parental education, Indigenous status, main language spoken at home, country of birth and geographic location. The structure of these student background variables follows that required by MCEECDYA protocols as part of the National Assessment Program. They provide a profile of the students participating in NAP – CC. All reported statistics are weighted unless otherwise stated. Weighting of data allows inferences to be made about the national Year 6 and Year 10 student populations.

Relationships between student background data reported in this chapter and cognitive achievement data are more fully explored in Chapter 4.

MCEECDYA protocols mean reporting is against year levels rather than age. However, age differences may account for some of the observed differences in performance, and systematic differences in the distribution of ages in a given year level may contribute to observed differences in assessment outcomes between states and territories. Table 2.2 shows the percentages of students in age groups in the NAP – CC sample. At the time of the assessment 42 per cent of Year 6 students were 11 years old and 41 per cent 12 years old. In Year 10, 43 per cent of students were 15 years old and 38 per cent were 16 years old. There was some variation in age across the jurisdictions. In Year 6, more than half of students in Queensland (76%) and Western Australia (61%) were 11 years old, whereas the majority of students in Tasmania (77%) were already 12 years old. In Year 10 half or more of Year 10 students in Western Australia (65%), Queensland (75%) and Northern Territory (51%) were 15 years old while majorities of students in Tasmania (76%), Victoria (48%) and ACT (56%) were already 16 years old.

It needs to be acknowledged that in some states and territories there were larger proportions of students without information on age, which might have biased the estimates of the age distribution. For just over 30% of participating students in Victoria, there was no information from school records available. South Australia also had a large percentage of missing data with 21% of participating students having no date of birth information supplied.

Table 2.2: Percentages of Students' Years of Age Nationally and by State and Territory

State or Territory	Mode	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15	Age 16	Age 17	Age 18	Missing
Year 6												
New South Wales	12	-	0.7	34.2	51.0	0.9	0.0	0.0	0.0	0.0	0.0	13.2
Victoria	12	-	0.1	14.4	46.5	1.3	0.0	0.0	0.0	0.0	0.0	37.6
Queensland	11	-	0.1	76.1	16.1	0.0	0.0	0.0	0.0	0.0	0.0	7.8
South Australia	12	-	0.4	42.7	43.1	0.4	0.1	0.0	0.0	0.0	0.0	13.2
Western Australia	11	-	0.5	60.6	37.9	0.5	0.0	0.0	0.0	0.0	0.0	0.6
Tasmania	12	-	0.0	18.8	76.6	0.7	0.0	0.0	0.0	0.0	0.0	4.0
Northern Territory	12	-	2.4	46.5	50.1	1.0	0.0	0.0	0.0	0.0	0.0	0.0
ACT	12	-	0.0	39.0	58.7	0.6	0.0	0.0	0.0	0.0	0.0	1.8
Australia	11	-	0.4	41.6	41.3	0.7	0.0	0.0	0.0	0.0	0.0	16.0
Year 10												
New South Wales	16	-	0.0	0.0	0.0	0.0	1.3	37.3	48.0	0.5	0.1	12.8
Victoria	16	-	0.0	0.0	0.0	0.0	0.7	21.2	48.1	3.6	0.2	26.1
Queensland	15	-	0.0	0.0	0.0	0.0	6.7	75.4	11.2	0.4	0.0	6.3
South Australia	15	-	0.0	0.0	0.0	0.1	0.0	35.5	30.8	0.4	0.2	33.0
Western Australia	15	-	0.0	0.0	0.0	0.0	0.9	64.5	31.2	0.4	0.0	3.1
Tasmania	16	-	0.0	0.0	0.0	0.1	0.5	20.8	76.3	1.2	0.0	1.3
Northern Territory	15	-	0.0	0.0	0.0	0.0	2.3	51.4	35.7	3.8	0.0	6.8
ACT	16	-	0.0	0.0	0.0	0.0	0.6	41.2	56.1	1.4	0.0	0.8
Australia	15	-	0.0	0.0	0.0	0.0	2.2	43.3	38.4	1.3	0.1	14.7

Due to differences in school starting ages and participation in school before Year 1, the average length of time in formal schooling varies across the states and territories. Table 2.3 shows difference in length of schooling at time of testing across the state and territory education jurisdictions. Table 2.3 shows that Year 10 students in Queensland had experienced 12 months less formal schooling than students in the other states and territories. It should be noted that formal schooling in this table may include pre-school years in a number of jurisdictions.

Table 2.3: Average Time at School by State and Territory

State or territory	Year 6	Year 10
New South Wales	6 years 9 months	10 years 9 months
Victoria	6 years 9 months	10 years 9 months
Queensland	6 years 9 months	9 years 9 months
South Australia	6 years 9 months	10 years 9 months
Western Australia	6 years 9 months	10 years 9 months
Tasmania	6 years 9 months	10 years 9 months
Northern Territory	6 years 9 months	10 years 9 months
ACT	6 years 9 months	10 years 9 months

Table 2.4 presents background characteristics of the Year 6 and Year 10 students. Two columns of percentages are reported for each category by year level. While the first column includes the percentages based on all students including those with missing data, the second column presents percentages based only on students with a valid response to the respective background variable. It should be noted that all student background data were collected from school records and that for some of these variables, such as parental occupation or education, there were relatively high percentages of missing data that varied substantially across states and territories.[15] In the following section only valid percentages are mentioned but when reading these results readers should be mindful of the high proportions of missing data for some of these variables.

There were roughly equal numbers of males and females in the sample, with females comprising 52 per cent of Year 6 students and 52 per cent of Year 10 students (see Table 2.4).

Schools were requested to ensure provision of data about the occupational group ("unskilled manual, office and sales", "skilled trades, clerical and sales", "other managers and associate professionals", "senior managers and professionals", or "not in paid work for 12 months") of parents or guardians of all students. For the purposes of reporting, parental occupation is presented as a combined variable which represents the highest group indicated by either parent or guardian. At each year level, approximately one quarter of the students with valid data had their parents' highest occupational status recorded as a *senior manager or professional*, one quarter as an *other manager or associate professional*, one quarter as a *skilled trades, clerk or sales person*, and one quarter as an *unskilled manual, office or sales person*, or an *unemployed parent*.

Schools were also requested to ensure provision of data about the highest level of school education (Year 9 and below, Year 10, Year 11 or Year 12) and the highest level of non-school education (Certificates I-IV; Advanced diploma or diploma; or bachelors degree or above) achieved by parents or guardians. For the purposes of reporting, parental education is presented as a combined variable which is the highest level of education achieved by a student's parent or guardian. The single highest level is used for students with more than one parent or guardian. At both year levels, roughly a third of the students had at least one parent with a bachelor's degree or higher, while a little over a quarter of the students had parent(s) who completed secondary school or less.

Table 2.4 shows the following distributions regarding the cultural background variables. Approximately six per cent of the Year 6 students and four per cent of the Year 10 students were identified as Aboriginal or Torres Strait Islanders. One out of five students in Year 6 and in Year 10 came from homes in which languages other than English were spoken (in place of, or in addition, to English). About one in ten students in Year 6 and one in nine students in Year 10 were not born in Australia (see Table 2.4).

---

15   Details of missing data by state and territory will be included in the Technical Report.

Table 2.4: Distribution of Student Background Characteristics (Weighted)

	Year 6		Year 10	
	All students	**Students with valid responses**	**All students**	**Students with valid responses**
Student gender				
Male	48.5	48.5	47.6	47.6
Female	51.5	51.5	52.4	52.4
Total	100.0	100.0	100.0	100.0
Missing	0.0	-	0.0	-
Parental occupation				
Senior managers and professionals	21.3	27.0	21.6	29.7
Other managers and associate professionals	20.6	26.1	19.5	26.8
Skilled trades, clerical and sales	18.8	23.8	18.3	25.2
Unskilled manual, office and sales	11.5	14.6	9.1	12.6
Not in paid work for 12 months	6.7	8.4	4.1	5.6
Total	78.9	100.0	72.5	100.0
Missing	21.1	-	27.5	-
Parental education				
Year 9 or equivalent or below	2.7	3.3	2.7	3.5
Year 10 or equivalent	5.9	7.1	5.8	7.4
Year 11 or equivalent	3.3	3.9	3.2	4.1
Year 12 or equivalent	8.0	9.7	6.4	8.2
Certificate I to IV (inc trade cert)	23.9	28.8	22.2	28.7
Advanced diploma/diploma	11.8	14.2	12.3	15.9
Bachelors degree or above	27.5	33.0	24.8	32.1
Total	83.1	100.0	77.4	100.0
Missing	16.9	-	22.6	-
Indigenous status				
Non Aboriginal or Torres Strait Islander	83.8	93.6	80.7	95.2
Aboriginal or Torres Strait Islander	5.8	6.4	4.1	4.8
Total	89.5	100.0	84.8	100.0
Missing	10.5	-	15.2	-
Language spoken at home				
English only	71.9	82.3	69.9	82.8
Language other than English	15.5	17.7	14.6	17.2
Total	87.3	100.0	84.5	100.0
Missing	12.7	-	15.5	-
Country of birth				
Born in Australia	80.2	88.9	74.9	85.4
Not born in Australia	10.0	11.1	12.8	14.6
Total	90.2	100.0	87.7	100.0
Missing	9.8	-	12.3	-
Geographic location				
Metropolitan	66.5	66.5	66.0	66.0
Provinicial	30.5	30.5	30.3	30.3
Remote	3.0	3.0	3.7	3.7
Total	100.0	100.0	100.0	100.0
Missing	0.0	-	0.0	-

Note: The Year 6 and Year 10 data displayed are reported including all students and for those with valid data.

For the purposes of this report, "geographic location" refers to whether a student attended school in a metropolitan, provincial or remote zone (Jones, 2000).

Metropolitan zones included all state and territory capital cities except Darwin, and major urban areas with populations above 100 000 (such as Geelong, Wollongong and the Gold Coast).

Provincial zones included provincial cities (including Darwin) and provincial areas.

Remote zones included areas of low accessibility such as Katherine and Coober Pedy.

About two-thirds of the students in NAP – CC 2013 attended schools in metropolitan areas. Slightly less than one-third of students attended schools in provincial areas, and about three per cent of Year 6 and four per cent of Year 10 students attended schools in remote areas.

Calculating the Precision of Estimates

For any sample survey there is a level of uncertainty regarding the extent to which an estimate measured from the sample of students is the same as the true value for the population (that is, all students). An estimate derived from a sample is subject to uncertainty because data from the sample may not reflect the population precisely. Throughout this report data are reported with confidence intervals which comprise the range in which, on the basis of the data, one can have 95 per cent confidence that the true value of the reported figure lies. The magnitude of the confidence intervals varies depending on the exact ways in which the data have been collected. For example, in this report larger confidence intervals are consistently seen around estimates based on smaller numbers of students (such as from the smaller states and territories). Detail of how the confidence intervals are calculated can be found in the Technical Report.

Summary

The National Assessment Program – Civics and Citizenship 2013 is the first Australian National Assessment Program instrument to be implemented with the internet as the primary delivery mode of the student assessment. The methodology was implemented to maximise the representativeness of the sample of students completing the instrument. In order to do this, test administrators were able to implement a USB-based backup system on the day of testing to ensure that data were collected from sampled schools.

Data were provided by 5777 Year 6 students in 342 schools and 5478 Year 10 students in 329 schools. Sample weights were applied to the data so that the statistics accurately reflected population parameters. The sample design and

procedures and the high response rates helped to reduce any potential bias in the population estimates based on this sample.

The assessment was representative of all of the elements identified in the Assessment Framework. It made use of assessment units consisting of items linked to a common piece of stimulus material. The assessment made use of various types of items including dual-choice (true/false), multiple-choice and constructed response. Rotated forms of the test booklets ensured coverage of the domain across the cohort. Students completed both the test and the questionnaire items online using a test delivery platform designed to provide students with similar flexibility to navigate and respond to items as students had in 2004, 2007 and 2010 when completing the NAP – CC assessments on paper.

Chapter 2 describes the student profile for Year 6 and Year 10 students in terms of personal background characteristics such as age, gender, Indigenous status, parental occupation, parental education, language spoken at home, country of birth and geographic location. Later analyses investigate the relationship between these characteristics and achievement in civics and citizenship.

Chapter 3
Describing the Civics and Citizenship Scale

This chapter first describes the development of the NAP – CC Scale with a discussion of student achievement against the scale at the national level. Following this is a detailed discussion of the contents of the proficiency levels in the scale supplemented by example items taken from the 2013 test. The proficiency level descriptors have been updated in 2013 to reflect the larger pool of items developed since 2004.

Developing the Civics and Citizenship Scale

The NAP – CC Scale was established in 2004 on the basis of the test contents and psychometric data from the inaugural NAP – CC study. The scale comprises six proficiency levels that are used to describe the achievement of students both at Year 6 and Year 10.

The empirical scale

The Rasch Item Response Theory model was used to establish the empirical component of the scale. This is the same model that has been used to establish the empirical scales in the National Assessment Program – Science Literacy, the National Assessment Program – Information and Communication Technology (ICT) Literacy and the National Assessment Program – Literacy and Numeracy (NAPLAN). More information about the scaling model and procedures is provided in the NAP – CC 2013 Technical Report.

The NAP – CC 2013 test has a proportion of questions in common with the 2010 test, which in turn shared common questions with the 2007 and 2004 tests. Common questions also have been used between the Year 6 and Year 10 tests (in each of the 2004, 2007, 2010 and 2013 cycles). In 2004 data from the common questions at Year 6 and Year 10 were used to establish a single NAP – CC Scale across the year levels. In 2007, 2010 and 2013 data from the common items between year levels and across assessment cycles have been used to enable all student achievement to be reported on the established NAP – CC Scale. The scale was established in 2004 with a mean score of 400 and standard deviation of 100 scale points for the national Year 6 sample. All NAP – CC Scale scores are reported on this same metric.

When comparing test results from NAP – CC 2013 with those from previous assessments, it needs to be acknowledged that there was a change in assessment mode from a paper-based to an online administration. Even though a careful comparative review of item characteristics for common (link) items did not reveal any substantial differences, it is possible that the change in assessment mode may have had minor effects on student responses. Therefore, readers should interpret any comparisons between this and previous assessment with caution.

The proficiency levels

In 2004 six proficiency levels were established at equally-spaced intervals across the NAP – CC Scale. Each proficiency level spans 130 scale points. Summary descriptions for five of these levels (1 to 5) were established in 2004 based on expert judgements of the contents of the questions situated within each level. A description for the "Below Level 1" proficiency level was developed in 2007 when more test item material was available to support this description. The proficiency level descriptors have been updated in 2013 to reflect the larger pool of items developed since 2004.

Each level description provides a synthesised overview of the civics and citizenship knowledge and understandings that a student working within the level is able to demonstrate. The levels are set so that a student with a proficiency scale score at the bottom of a level has a 62 per cent chance of correctly answering a question at the bottom of that level, a 38 per cent chance of correctly answering a question at the top of that level, and would be expected to correctly answer at least about half of a set of questions evenly spaced across the level.

The Proficient Standards

Two Proficient Standards—one for Year 6 and one for Year 10—were established in 2004 on the NAP – CC Scale. Each standard is a point on the scale that represents a "challenging but reasonable" expectation of student achievement at that year level. The two Proficient Standards exceed minimum competence.

The Proficient Standard for Year 6 is 405 scale points, which is the boundary between Levels 1 and 2 on the NAP – CC Scale. The Proficient Standard for Year 10 is 535 scale points which is the boundary between Levels 2 and 3 on the scale. Year 6 students performing at Level 2 and above and Year 10 students performing at Level 3 and above have consequently met or exceeded their relevant Proficient Standard. The location of the two Proficient Standards on the NAP – CC Scale have remained unchanged across the four cycles of NAP – CC.

Comparisons of Student Achievement by Year and Proficiency Level in 2013

The following sections provide an overview of student achievement by year and proficiency level at the national level. A more detailed analysis of student achievement, including comparisons of achievement by jurisdiction and a review of associations with selected background characteristics, is included in Chapter 4.

Table 3.1 and Figure 3.1 show the percentages of Year 6 and Year 10 students at each proficiency level in 2013.

Table 3.1: Percentages of Years 6 and 10 Students at each Proficiency Level

	Year 6		Year 10	
Level 5 (for Year 10)	-	-	1	(±0.4)
Level 4 (or above for Year 6)	1	(±0.4)	9	(±1.5)
Level 3	13	(±1.6)	35	(±2.4)
Level 2	38	(±1.9)	37	(±2.3)
Level 1	33	(±2.3)	16	(±1.6)
Below Level 1	15	(±1.5)	3	(±0.8)

Confidence intervals are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.

Table 3.1 shows that the largest group of Year 6 students (71%) were in Levels 1 and 2 and the largest group of Year 10 students (72%) were in Levels 2 and 3. Fourteen per cent of Year 6 students were above Level 2 and 10 per cent of Year 10 students were above Level 3. The Year 10 distribution of student results has a slightly larger lower tail with 19 per cent of students below Level 2 compared to 15 per cent of Year 6 students achieving below Level 1.

Figure 3.1: Percentages of Years 6 and 10 Students at each Proficiency Level in 2013
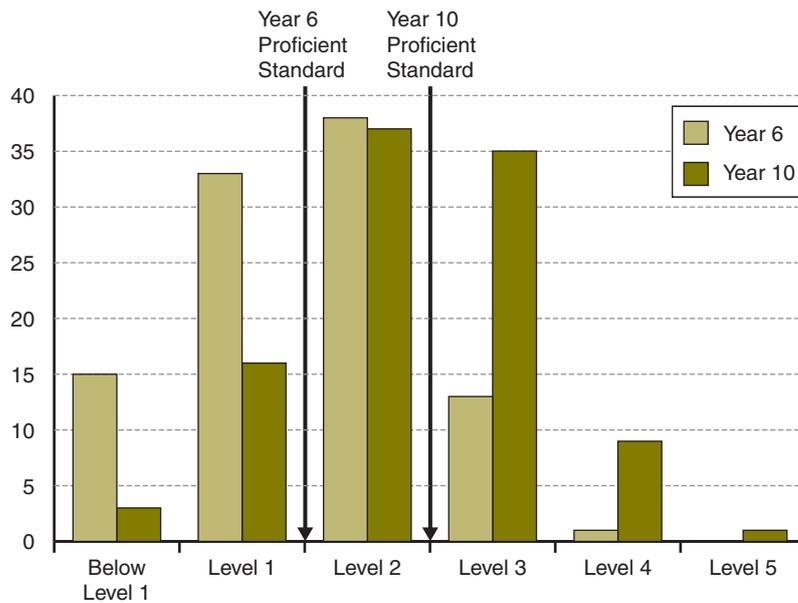
Figure 3.1 provides a graphic illustration of the distribution of students across the proficiency levels. The shape of the distributions of achievement at Year 6 and Year 10 are similar with the Year 10 student achievement distribution centred approximately one level above that of Year 6. Figure 3.1 also illustrates the achievement overlap between Year 6 and Year 10. This overlap is centred at Level 2, where 38 per cent of Year 6 students and 37 per cent of Year 10 students were located.

Figure 3.1 also displays the location of the Proficient Standard at each year level. Fifty-two per cent of Year 6 students and 45 per cent of Year 10 students achieved or exceeded the Year 6 and Year 10 Proficient Standards respectively.

Changes in Proficiency Differences Between Years 6 and 10 across Assessment Cycles

Table 3.2 shows the mean performances on the civics and citizenship Scale, and confidence intervals, for Years 6 and 10 across 2004, 2007, 2010 and 2013.

From Table 3.2 it can be seen that, in 2013, the mean score of Year 6 students was 403 scale points and that of Year 10 students was 511 scale points. Students in Year 10 achieved, on average, 108 scale points more than students in Year 6. This difference is statistically significant and is congruent with the overall difference of approximately one proficiency level between the achievement of students at Year 6 and Year 10 shown in Figure 3.1.

Table 3.2 includes a comparison of the mean performance of students between 2013 with the one obtained in each of the previous cycles. There were no statistically significant differences recorded at either year level.

Table 3.2: Differences between Years 6 and 10 in Mean Performance on the NAP – CC Scale since 2004

	Year 6		Year 10		Difference (Year 10 – Year 6)	
2004	400	(±6.7)	496	(±7.0)	**96**	(±9.7)
2007	405	(±5.5)	502	(±8.6)	**97**	(±10.2)
2010	408	(±6.7)	519	(±11.3)	**111**	(±13.2)
2013	403	(±6.1)	511	(±6.8)	**108**	(±9.1)
Difference (2013-2010)	-5	(±13.1)	-8	(±16.1)		
Difference (2013-2007)	-2	(±16.3)	10	(±16.6)		
Difference (2013-2004)	3	(±18.7)	16	(±16.5)		

*Confidence intervals are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table 3.2 also shows that the Year 10 mean achievement was 96 and 97 scale points higher than Year 6 students in 2004 and 2007 respectively, 111 scale points in 2010 and 108 scale points in 2013. The difference between the Year 6 and Year 10 means is statistically significant in each of 2004, 2007, 2010 and 2013.

Table 3.3 shows the percentages of Year 6 and Year 10 students in each proficiency level across the four assessment cycles.

Table 3.3: Percentages of Years 6 and 10 Students at each Proficiency Level since 2004

Proficiency level	Year 6				Year 10			
	2004	2007	2010	2013	2004	2007	2010	2013
Level 5 (for Year 10)	-	-	-	-	0	0	1	1
	-	-	-	-	(±0.2)	(±0.4)	(±0.8)	(±0.4)
Level 4 (and above for Year 6)	0	0	1	1	5	7	12	9
	(±0.2)	(±0.4)	(±1.1)	(±0.4)	(±2.0)	(±2.7)	(±3.8)	(±1.5)
Level 3	8	10	13	13	35	34	36	35
	(±2.9)	(±2.2)	(±2.8)	(±1.6)	(±4.7)	(±4.1)	(±4.8)	(±2.4)
Level 2	42	44	38	38	41	39	32	37
	(±4.7)	(±5.1)	(±4.5)	(±1.9)	(±4.5)	(±5.5)	(±4.3)	(±2.3)
Level 1	39	35	35	33	15	16	14	16
	(±4.7)	(±4.7)	(±3.8)	(±2.3)	(±2.7)	(±4.3)	(±4.0)	(±1.6)
Below Level 1	11	11	13	15	4	4	5	3
	(±3.1)	(±2.5)	(±3.3)	(±1.5)	(±1.8)	(±2.7)	(±2.6)	(±0.8)

Confidence intervals are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.

The data shown in Table 3.3 show a consistency in the shape of the distribution of student achievement in both Year 6 and Year 10 across the four assessment cycles. The distribution of Year 6 student scores is centred around Levels 1 and 2

with similar proportions of student scores (roughly one in every nine students) either above Level 2 or below Level 1. The distribution of Year 10 scores is centred around Levels 2 and 3 with roughly twice as many student scores (one in every five) below Level 2 than above Level 3 (one in every 10).

Describing the NAP – CC Scale

Descriptions of the NAP – CC Scale were established in 2004 based on the contents and scaled difficulties of the assessment items. The proficiency level descriptors are syntheses of the content and cognitive processes assessed by items within each level. These descriptors were used in reporting data from the three previous cycles of NAP – CC. The proficiency level descriptors have been updated in 2013 to reflect the larger pool of items developed since 2004.

The scale represents a hierarchy of civics and citizenship content knowledge and cognitive processes. Overall, higher levels on the scale refer to more complex civics and citizenship content, and use of that content. The scale is developmental in the sense that students are assumed to be typically able to demonstrate achievement of the content and cognition described in the scale below as well as at their measured level of achievement.

Table 3.4 includes the described NAP – CC Scale together with selected item response descriptors that illustrate the nature of the civics and citizenship content and cognitive processes that students can make use of when answering questions at the level. Table 3.4 includes the revised level descriptors together with selected example response descriptors from all four cycles of NAP – CC.

The following sections build on the development of the previous cycles of NAP – CC whilst maintaining the integrity of the existing NAP – CC Scale. Some additional detail about the six described proficiency levels together with example items are provided.

It should be noted that the following examples appear as screen shots from the online tests themselves. The stimulus for the items appeared on the left of the screen with a toggle that enabled students to enlarge the stimulus and read it on a full-screen if they so wished. Further information about the online test environment is included in Chapter 2.

Civics and Citizenship Scale: Below Level 1

Items falling below Level 1 had a scale score location of less than 275 scale points.

Students working at or below Level 1 demonstrate knowledge of the notion of fairness and recognise some basic human rights. They demonstrate familiarity with basic aspects of democratic processes and legal systems (e.g. petitions) and some familiarity with generalised characteristics of Australian identity.

Table 3.4   Summary Table of Civics and Citizenship Proficiency Levels by Item Descriptors

Level scale range	Draft revised proficiency level description	Selected item response descriptors
Level 5 ≥795	Students working at Level 5 demonstrate precise knowledge and understanding of the Australian democracy and the contexts in which it has developed. They evaluate civic actions and recognise the potential for ambiguity in contested civic and citizenship concepts.	Students working at Level 5, for example: • Analyse the reasons why the High Court decision may have been close and understands the federal/state division of powers. • Explain the significance of ANZAC Day and relate ANZAC day to Australian national pride and identity. • Explain how needing a double majority for constitutional change supports stability over time. • Analyse the tension between critical citizenship and abiding by the law. • Recognise the exclusion of Indigenous Australians from the electoral process and understands the shift in the policy, towards inclusion
Level 4 665–794	Students working at Level 4 recognise the interaction between the policies and processes and actions of civil and civic institutions and the broader community. They explain the benefits, motivations and outcomes of institutional policies and citizens' actions. They demonstrate familiarity with the precise discipline-specific vocabulary associated with civics and citizenship content and concepts both through interpreting text and in written responses.	Students working at Level 4, for example: • Provide a plausible explanation for a perception of the lack of representation of Indigenous Australian views in the Australian democracy. • Explain how having citizens learn about other cultures can benefit the community through encouraging social harmony. • Explain the symbolism of a national flag and understand that burning a flag is a mechanism for protesters to dissociate themselves from their government. • Identify features of Australian democracy and understands the effect of certain factors on Australian governance. • Analyse how voters prioritise issues differently at state and federal elections. • Link the impact of the media with some form of direct public action. • Identify the benefits of a project which helps the homeless and disadvantaged
Level 3 535–664	Students working at Level 3 demonstrate knowledge of specific details of the Australian democracy. They make connections between the processes and outcomes of civil and civic institutions and demonstrate awareness of the common good as a potential motivation for civic action. Students working at Level 3 demonstrate awareness that civic processes can be explained and justified in relation to their broader purposes.	Students working at Level 3, for example: • Identify a group that actively represents a sector within the community. • Justify reasons for restrictions to free speech. • Identify that sites of historic significance belong to the whole community. • Recognise some key functions and features of the parliament such as defining the role of the Speaker of the House of Representatives. • Refer to the notion of the common good as a motivation for signing a petition and identify that signing a petition shows support for a cause. • Explain how governments may change laws to ensure state and federal consistency. • Justify the importance of elections in a democracy. • Identify that community representation taps local knowledge. • Identify the value of participatory decision-making processes.

Table 3.4   Summary Table of Civics and Citizenship Proficiency Levels by Item Descriptors continued

Level scale range	Draft revised proficiency level description	Selected item response descriptors
		• Identify the importance in democracies for citizens to engage with issues. • Identify benefits of volunteering to the individual and the community. • Recognise the key feature of the separation of powers in Australia.
Level 2 405–534	Students working at Level 2 demonstrate knowledge of core aspects of the Australian democracy. They demonstrate awareness of the connection between fundamental principles (such as fairness), and their manifestation in rules and laws. They demonstrate awareness of citizenship rights and responsibilities as being collective as well as individual and make simple evaluations of given mechanisms of civic action	Students working at Level 2 for example: • Analyse an image of multiple identities. • Recognise the concept of Terra Nullius. • Suggest a disadvantage of consensus decision-making. • Identify the role of the Prime Minister. • Identify the origins of the Westminster system. • Give a reason explaining the contribution of aid to regional security. • Identify a correct statement about the federal system of government. • Identify a purpose for the existence of public records. • Recognise the definition of an independent member of parliament. • Recognise that a vote on a proposed change to the constitution is a referendum and understand the underlying principles of a referendum. • Identify a change in Australia's national identity leading to changes in the national anthem. • Recognise that respecting the right of others to hold differing opinions is a democratic principle. • Recognise the division of governmental responsibilities in a federation. • Identify the role of the Governor-General. • Recognise changes in our national identity over time. • Recognise why a fair society needs to be based on rules and laws. • Recognise the role of the voter in a representative democracy. • Identify the names of the two houses of the Australian Parliament. • Identify one way that colonisation affected Indigenous Australian self-governance.
Level 1 275–404	Students working at Level 1 demonstrate knowledge of broad features of the Australian democracy. They recognise the cultural significance of the land to Indigenous Australians and that cultural attitudes and values can change over time. They demonstrate familiarity with simple mechanisms of community engagement and civic actions to inform and influence change.	Students working at Level 1, for example: • Identify a benefit of belonging to the United Nations. • Identify that the federal government is responsible for the defence forces. • Suggest a lawful civic action to influence local government decisions. • Suggest the motivation behind an act of ethical consumerism. • Identify that learning about other cultures can benefit a community. • Identify that members of parliament represent the people in their electorates. • Identify a benefit of holding a public meeting about an issue of community interest. • Recognise that attitudes to immigration in Australia have changed over time.

Table 3.4 Summary Table of Civics and Citizenship Proficiency Levels by Item Descriptors continued

Level scale range	Draft revised proficiency level description	Selected item response descriptors
		• Describe ways of protesting in a democracy. • Recognise the purposes of a set of school rules and describe how a representative in a school body can effect change. • Identify and explain a principle that supports compulsory voting in Australia. • Identify the important role of the media in politics and the electoral process. • Identify qualities that are necessary for civic responsibilities. • Recognise that attitudes to immigration have changed over time. • Recognise the principle of equity when applied to employment opportunities.
Below Level 1 <275	Students working at below Level 1 demonstrate knowledge of the notion of fairness and recognise some basic human rights. They demonstrate familiarity with basic aspects of democratic processes and legal systems and some familiarity with generalised characteristics of Australian identity.	Students working at below Level 1 can, for example: • Recognise that Australians have diverse origins. • Identify a human right. • Recognise that taxes are a source of government revenue. • Recognise that members of parliament get their jobs by being voted for in elections. • Recognise the role of key personnel in the legal system. • Connect the separation of powers to the concept of fairness in a democracy. • Recognise that Australians have diverse origins. • Identify the importance of a gesture of cultural respect. • Identify the notion of good citizenship potential. • Recognise that Australia seeks to maintain close ties with other countries in the Asia-Pacific area. • Recognise that some schools encourage student participation in school decision-making. • Describe a fundamental democratic right related to age.

Below Level 1: Example items

Example items 1, 2 and 3 all are below Level 1 and are shown in Figures 3.2, 3.3 and 3.4.

Figure 3.2: Example Item 1

Example Item 1

Percent correct		
Year 6	77	
Year 10	87	
Assessment Framework reference		
Concept	1.1.2	*Government and law – democracy in practice*
Process	2.1.2	*Knowing – describe*

Example item 1 (Figure 3.2) was answered by both Year 6 and Year 10 students and was answered correctly by 77 per cent of Year 6 students and 87 per cent of Year 10 students. To respond to this item, students were required to recognise the jurisdictional responsibility of local government over the placement of advertising signs on the footpath in a shopping strip. The item provides an example of identifying the defining characteristics of particular civic and citizenship concepts and content in a localised and familiar context.

Figure 3.3: Example Item 2

Example Item 2

Percent correct		
Year 6	87	
Year 10	N/A	
Assessment Framework reference		
Concept	1.1.1	*Government and law – democracy in principle*
Process	2.1.1	*Knowing – define*
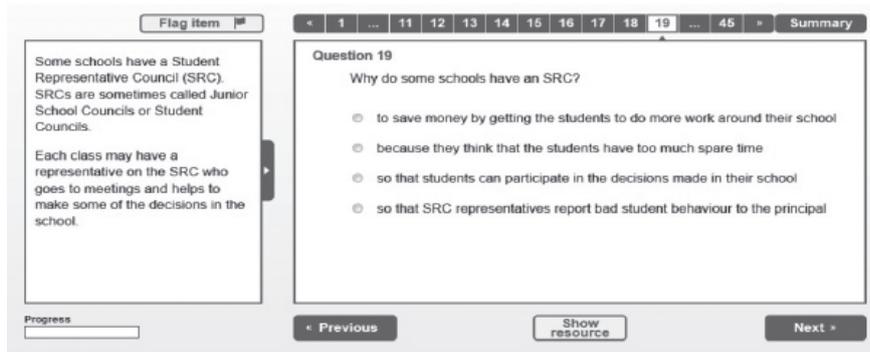
Example item 2 (Figure 3.3) was answered by Year 6 students only, with 87 per cent of students answering correctly. The item requires students to recognise that some schools encourage students to participate in school decision-making. It requires students to make a connection between a policy and an intended outcome in a basic and familiar context.

Figure 3.4: Example Item 3

Example Item 3

Percent correct		
Year 6	N/A	
Year 10	88	
Assessment Framework reference		
Concept	1.3.3	*Historical perspectives – identity and culture in Australia*
Process	2.2.1	*Reasoning and analysing – interpret information*
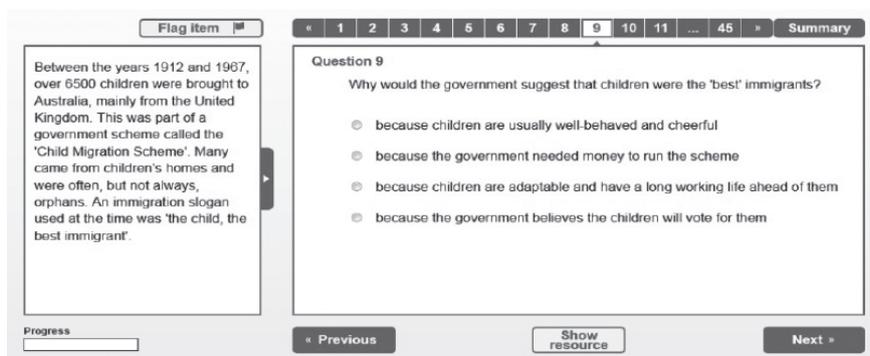
Example Item 3 (Figure 3.4) was answered by Year 10 students only. The item was answered correctly by 88 per cent of Year 10 students who showed they could infer a reason underpinning the mechanism of an explicit government policy.

Civics and Citizenship Scale: Level 1

Level 1 corresponds to scores ranging from 275 to 404 scale points on the NAP – CC Scale.

Students working at Level 1 demonstrate knowledge of broad features of the Australian democracy. They recognise the cultural significance of the land to Indigenous Australians and that cultural attitudes and values can change over time. They demonstrate familiarity with simple mechanisms of community engagement and civic actions to inform and influence change. One difference between students working at Level 1 and below Level 1 is the recognition of cause and effect in relation to continuity and change in culture and civic actions and outcomes.

Level 1: Example items

Figure 3.5: Example Item 4

Example Item 4

Percent correct		
Year 6	77	
Year 10	90	
Assessment Framework reference		
Concept	1.2.4	*Citizenship in a democracy – diversity and cohesion in a democracy*
Process	2.2.1	*Reasoning and analysing – interpret information*
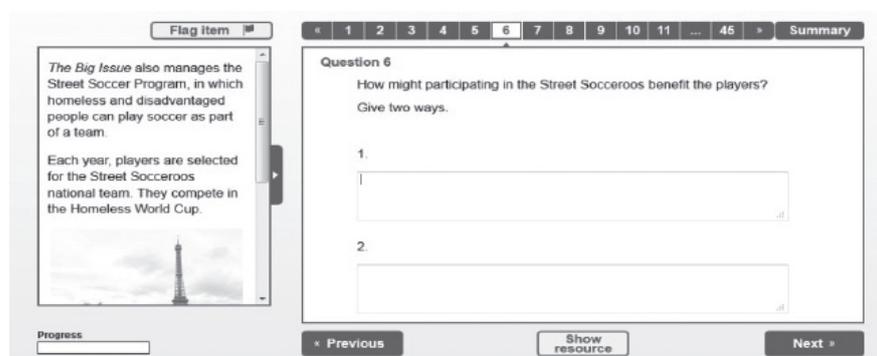
Example item 4 (Figure 3.5) was answered by both Year 6 and Year 10 students. Example item 4 is a constructed response item which was scored according to the level of sophistication of the students' explanations about the benefits of participation in community activity. Students' responses could receive either no credit, partial credit or full credit. Level 1 responses corresponded to students identifying at least one plausible benefit. Seventy-seven per cent of Year 6 students and 90 per cent of Year 10 students could identify at least one benefit, such as confidence or a sense of belonging. The item required students to extrapolate beyond the information provided in the item to infer a likely intended benefit of the program. Sample student responses to this item included: *They would have something to do to take there (sic) mind off the fact that they are homeless and They would keep fit and healthy and feel good about themselves.*

Figure 3.6: Example Item 5

Example Item 5

Percent correct	
Year 6	72
Year 10	88
Assessment Framework reference		

Concept	1.2.2	*Citizenship in a democracy – civic participation in a democracy*
Process	2.2.9	*Reasoning and analysing – understand civic motivation*

Example item 5 (Figure 3.6) was a constructed response where students could receive a score of 2, 1 or 0. Responses at Level 1 corresponded to a score of 1 on this question. Seventy-two per cent of Year 6 students and 88 per cent of Year 10 students demonstrated achievement at this level on the item. To achieve a score of 1 on this item, students needed to equate the burning of the flag with dissatisfaction with government policy. The full credit response to this item is presented as example item 13 in Level 4.

Figure 3.7: Example Item 6

Example Item 6

Percent correct	
Year 6	64
Year 10	84
Assessment Framework Reference		

Concept	1.3.4	*Historical Perspectives – local, regional and global perspectives and influences on Australian democracy*
Process	2.2.4	*Reasoning and analysing – integrate*

Example item 6 (Figure 3.7) was included in the assessment of both Year 6 and Year 10 students. This item was answered correctly by 64 per cent of Year 6 students and 84 per cent of Year 10 students. In this example students needed to recognise the conceptual link between the services provided by Radio Australia to the role of Australia in the Asia-Pacific region.

Civics and Citizenship Scale: Level 2

Level 2 corresponds to the score range from 405 to 534 scale points on the NAP – CC Scale.

Students working at Level 2 demonstrate knowledge of core aspects of the Australian democracy. They demonstrate awareness of the connection between fundamental principles (such as fairness), and their manifestation in rules and laws. They demonstrate awareness of citizenship rights and responsibilities as being collective as well as individual. Students at this level also make simple evaluations of given mechanisms of civic action. One difference between students working at Level 2 and Level 1 is the degree to which students recognise the interaction between individual civic actions and broader civic processes and systems.

Level 2: Example items

Figure 3.8: Example Item 7

Example Item 7

Percent correct		
Year 6	52	
Year 10	N/A	
Assessment Framework reference		
Concept	1.3.2	*Historical perspectives – governance in Australia after 1788*
Process	2.1.2	*Knowing – describe*
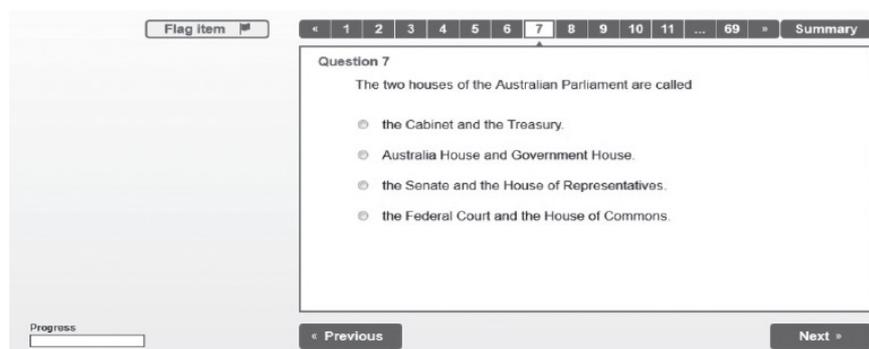
To answer example Item 7 (Figure 3.8) students are required to identify a statement which describes a particular characteristic of the Australian democracy. Example item 7 was used only with Year 6 students, 52 per cent of whom answered the item correctly. Results for this item show that approximately half of Year 6 students can accurately identify the names of the two houses of federal parliament.

Figure 3.9: Example Item 8

Example Item 8

Percent correct	
Year 6	N/A
Year 10	57
Assessment Framework reference	
Concept	1.1.2	*Government and law – democracy in practice*
Process	2.2.1	*Reasoning and analysing – interpret information*

Example item 8 (Figure 3.9) was answered by Year 10 students only. The unit in which Example item 8 was presented gave students some information about the dispute between the Tasmanian and Australian Federal Governments over the proposal to dam the Franklin River. Example item 8 required students to recognise the tension between the two governments as representative of different but overlapping constituencies. Example Item 8 was answered correctly by 57 per cent of Year 10 students. While students were given all the information they needed to understand the background to the dispute, some knowledge and understanding of the differences between State and Federal powers was required to answer this question correctly.

Figure 3.10: Example Item 9

Example Item 9

Percent correct	
Year 6	47
Year 10	N/A
Assessment Framework reference	
Concept	1.1.2	*Government and law – democracy in practice*
Process	2.1.1	*Knowing – define*

Example Item 9 (Figure 3.10) was used only with Year 6 students. Forty-seven per cent of Year 6 students recognised that the Governor-General is the Queen's representative in Australia. Students performed better on this item in 2013 than they have done in previous cycles of the test. Wide media coverage of the Queen's jubilee year in 2013 may have contributed to this improved performance.

Civics and Citizenship Scale: Level 3

Level 3 corresponds to the score range from 535 to 664 scale points on the NAP – CC Scale.

Students working at Level 3 demonstrate knowledge of specific details of the Australian democracy. They make connections between the processes and outcomes of civil and civic institutions and demonstrate awareness of the common good as a potential motivation for civic action. Students working at Level 3 demonstrate awareness that civic processes can be explained and justified in relation to their broader purposes. They show the beginnings of reasoned argument by providing simple reasons and explanations for given outcomes in civics and citizenship contexts. They can express the notion of the common good as a motivation for civic action, for instance in the reasons why historic landmarks are preserved for future generations. Students working at Level 3 demonstrate greater breadth of knowledge about civic concepts and processes and use more refined, accurate language when describing and explaining civics and citizenship concepts and processes than students working at Level 2.

Level 3: Example items

Figure 3.11: Example Item 10

Example Item 10

Percent correct		
Year 6	N/A	
Year 10	55	
Assessment Framework reference		
Concept	1.3.2	*Historical perspectives – governance in Australia after 1788*
Process	2.2.6	*Reasoning and analysing – evaluate*

Example item 10 (Figure 3.11) was answered by Year 10 students only. Fifty-five per cent of students answered the item correctly. Students were required to read the stimulus material in relation to a High Court decision about an asylum seeker and then make a judgement about the relative merit of particular points of view relating to the controversial decision by the High Court. Example item 10 demonstrates the type of precise reasoning at Level 3 that extends beyond the more generalised expressions of understanding that are shown in the example items at lower levels.

Figure 3.12: Example Item 11

Example Item 11

Percent correct		
Year 6	N/A	
Year 10	46	
Assessment Framework Reference		
Concept	1.3.3	*Historical perspectives – identity and culture in Australia*
Process	2.1.2	*Knowing – describe*

Example item 11 (Figure 3.12) was administered to Year 10 students only. Forty-six per cent of students answered the item correctly. The item required students to identify the specific historical event recognised on ANZAC Day. To gain full credit, students had to refer to Gallipoli by name, or as a battle in World War I.

Figure 3.13: Example Item 12

Example Item 12

Percent correct		
Year 6	N/A	
Year 10	39	
Assessment Framework reference		
Concept	1.2.2	*Citizenship in a democracy – civic participation in a democracy*
Process	2.1.1	*Knowing – define*
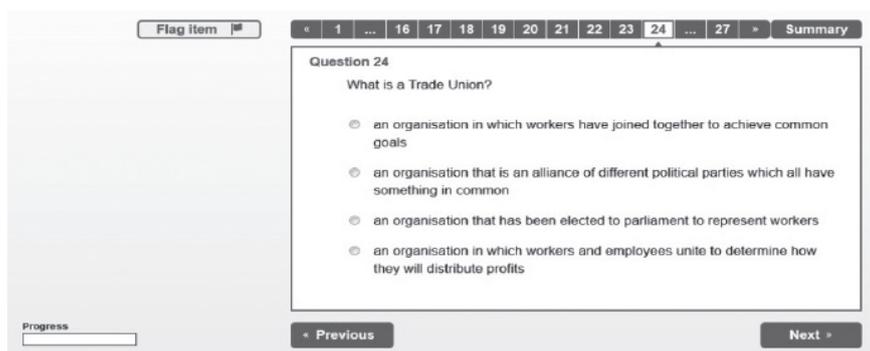
Example item 12 (Figure 3.13) was administered to Year 10 students only. It was answered correctly by 39 per cent of students. The item required students to recognise a definition of the term "trade union".

Civics and Citizenship Scale: Level 4

Level 4 corresponds to the score range from 665 to 794 scale points on the NAP – CC Scale.

Students working at Level 4 recognise the interaction between the policies and processes and actions of civil and civic institutions and the broader community. They explain the benefits, motivations and outcomes of institutional policies and citizens' actions. They demonstrate familiarity with the precise discipline-specific vocabulary associated with civics and citizenship content and concepts both through interpreting text and in written responses.

Students working at Level 4 provide explanations of positive civic and citizenship behaviours and processes that extend beyond the obvious and concrete. Their answers include plausible inferences about the forces that shape those behaviours and processes and use more precise, discipline-specific language than at lower levels.

Level 4: Example items

Figure 3.14: Example Item 13

Example Item 13

Percent correct		
Year 6	14	
Year 10	31	
Assessment Framework reference		
Concept	1.2.2	*Citizenship in a democracy – civic participation in a democracy*
Process	2.2.9	*Reasoning and analysing – understand civic motivation*
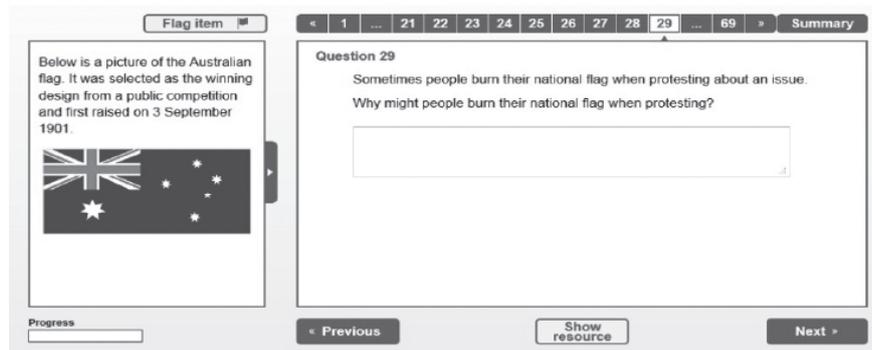
Example Item 13 (Figure 3.14) corresponds to constructed responses where students received the maximum possible score of 2, rather than 1 or 0 for this item. Student responses that received partial credit for this item (a score of 1) are described as Example Item 5 in Level 1 in this section.

Full credit on example item 13 was achieved by 14 per cent of Year 6 students and 31 per cent of Year 10 students. To receive full credit, students had to recognise that the act of burning a flag was a conscious expression of dissociation from the government and its policies (as distinct from merely acknowledging dissatisfaction with the government). Students working at Level 4 therefore have a deeper knowledge of civic and citizenship content than those achieving at lower levels and are more likely to understand the more complex motivations at work in relation to civic behaviour.

Figure 3.15: Example Item 14

Example Item 14

Percent correct		
Year 6	N/A	
Year 10	19	
Assessment Framework reference		
Concept	1.1.2	*Government and law – democracy in practice*
Process	2.1.1	*Knowing – define*
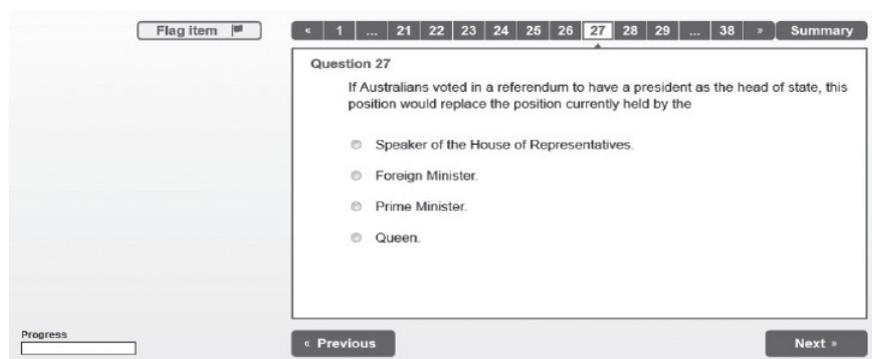
Example item 14 (Figure 3.15) was answered by Year 10 students only. Nineteen per cent of students answered the item correctly. Students were required to recognise that the Queen is currently Australia's head of state. Example item 14 illustrates the type of specific content knowledge that is required at Level 4

on the scale. It is interesting to note that the majority of students incorrectly identified the "Prime Minister" as Australia's head of state and it is also worth comparing student performance on this item with example item 9 in Level 2. Forty-seven per cent of Year 6 students could identify that the Governor-General is the Queen's representative in Australia, but it seems that this knowledge may not develop in Year 10 students to knowledge of what the role instantiates.

Civics and Citizenship Scale: Level 5

Level 5 corresponds to the score range at and above 795 scale points on the NAP – CC Scale.

Students working at Level 5 demonstrate precise knowledge and understanding of Australian democracy and the contexts in which it has developed. They evaluate civic actions and recognise the potential for ambiguity in contested civic and citizenship concepts. One main difference between students working at Level 5 and Level 4 is the degree to which students can deal with nuance, contestation and appreciate multiple perspectives when reasoning about civics and citizenship content.

Level 5: Example items

Figure 3.16: Example Item 15

Example Item 15

Percent correct		
Year 6	N/A	
Year 10	7	
Assessment Framework reference		
Concept	1.1.4	*Government and law – rules and laws in practice*
Process	2.2.6	*Reasoning and analysing – evaluate*
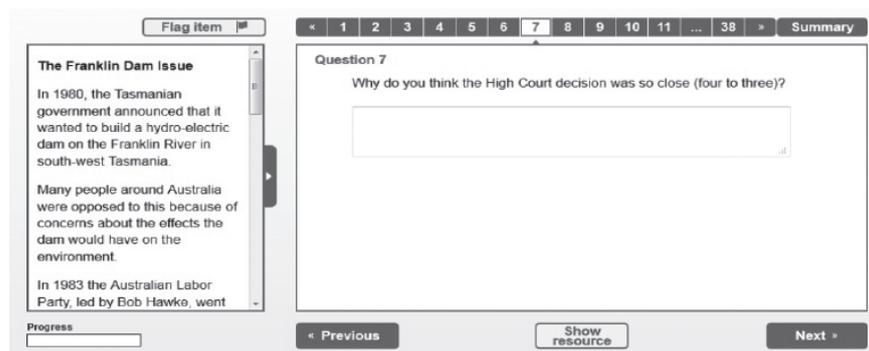
Example item 15 (Figure 3.16) was included in the assessment only of Year 10 students. Level 5 performance on this item was achieved by seven per cent of Year 10 students. The item was part of the same unit as example item 8 dealing with issues relating to the Franklin Dam in Tasmania. Students were provided with text about the differences in federal and state policies towards the building of the Franklin Dam in Tasmania and the High Court ruling that favoured the

federal government's decision in relation to the building of the dam. To receive full credit for this item, students had to analyse the reasons why the High Court decision on this issue was a close one. This involves a recognition of the federal division of powers. An example of a sample answer receiving full credit for this item is *The judges couldn't decide whether the federal government should rule or the other states.*

Level 5 responses to this item demonstrate the capacity of students to associate concrete examples (the intention to build the dam) with more abstract principles (divisions over federal/state powers) in the civics and citizenship context.

Figure 3.17: Example Item 16

Example Item 16

Percent correct	
Year 6	N/A
Year 10	3
Assessment Framework reference		

Concept	1.1.4	*Government and law – rules and laws in practice*
Process	2.2.6	*Reasoning and analysing – evaluate*
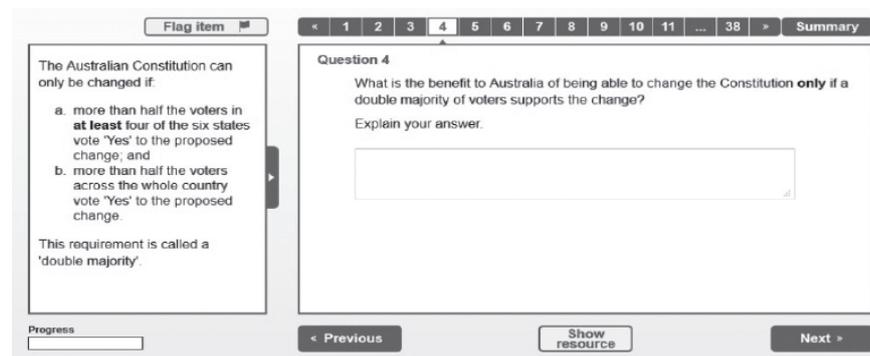
Example item 16 (Figure 3.17) was included in the assessment only of Year 10 students. Level 5 performance on this item was achieved by 3 per cent of Year 10 students. Students were provided with a short text stimulus which outlined the circumstances under which the Australian Constitution can be changed. To receive full credit for this item, students had to understand the complexities of the idea of a double majority and extrapolate this understanding to identify the benefits of such a system. This item had four scoring categories. For full credit (3 score points) students had to link the role of the constitution to national stability over time. An example of a sample answer is *The constitution sets out the way we are run and it is important that it stays basically the same.* This item showed that at Level 5, students have the ability to critically reason about complex civics and citizenship issues.

Summary

The NAP – CC Scale was established in 2004 as the empirical and conceptual basis for reporting of student achievement in the NAP – CC assessments. The proficiency level descriptors have been updated in 2013 to reflect the larger pool of items developed since 2004.

The scale comprises six described proficiency levels that have been used to profile students' civics and citizenship knowledge for Year 6 and Year 10 nationally and for states and territories. In 2004 Proficient Standards were established to represent a "challenging but reasonable" expectation of student achievement at each of Year 6 and Year 10. Student achievement against the Proficient Standards has been reported across all four NAP – CC cycles. The Proficient Standard for Year 6 is the boundary between Levels 1 and 2 on the NAP – CC Scale. The Proficient Standard for Year 10 is the boundary between Levels 2 and 3 on the scale.

Overall the achievement of Year 10 students nationally sits approximately one proficiency level above that of Year 6 students. The majority of Year 6 students were in Levels 1 and 2 and the majority of Year 10 students were in Levels 2 and 3. There is large overlap between the achievement distributions which is centred at Level 2 where 38 per cent of Year 6 students and 37 per cent of Year 10 students were located. Fifty-two per cent of Year 6 students and 45 per cent of Year 10 students achieved or exceeded the Year 6 and Year 10 Proficient Standards respectively.

The results from the four assessment cycles show a consistency in the shape of the distribution of student achievement in both Year 6 and Year 10 across the four assessment cycles.

Chapter 4
Patterns in Student Achievement in Civics and Citizenship

Chapter 3 contained a description of the NAP – CC Scale with examples of student achievement at each level and an overview of student achievement by year and proficiency level at the national level. This chapter provides more detailed analysis of student achievement nationally and by key sub-groups such as state and territory, gender and geographic location.

The first part of this chapter describes differences in student achievement across states and territories as well as across year levels. The second part presents differences in student achievement according to background characteristics of students and schools.

In some sections, the chapter provides comparisons with results from previous assessments. When interpreting these results readers should be mindful of the transition from paper-based to online assessment mode between 2010 and 2013 which might have had an effect on the performance of students.

Performance in Civics and Citizenship between States and Territories

Year 6 and Year 10 mean distribution by state and territory

Table 4.1 illustrates the average NAP – CC Scale scores among Year 6 and Year 10 students within each state and territory. Each estimate is accompanied by its 95 per cent confidence interval reflecting its level of precision (smaller confidence intervals correspond to higher levels of precision). The size of the confidence intervals depends on the number of students sampled in each state and territory as well as on the variation in test performance within jurisdictions (see Chapter 2 for details on participation rates and sample sizes).

Table 4.1: Mean Scores and Differences with Confidence Intervals, Nationally and by State and Territory

State or territory	Year 6 students		Year 10 students		Difference (Year 10 − Year 6)	
New South Wales	418	(±14.0)	535	(±14.9)	**116**	(±20.4)
Victoria	421	(±10.6)	521	(±14.3)	**100**	(±17.8)
Queensland	384	(±13.0)	484	(±11.9)	**100**	(±17.6)
South Australia	379	(±14.3)	486	(±16.5)	**107**	(±21.9)
Western Australia	383	(±16.2)	510	(±14.5)	**127**	(±21.7)
Tasmania	383	(±13.1)	466	(±20.7)	**83**	(±24.5)
Northern Territory	314	(±26.9)	418	(±24.2)	**103**	(±36.2)
ACT	433	(±14.5)	525	(±13.8)	**92**	(±20.0)
Australia	403	(±6.1)	511	(±6.8)	**108**	(±9.1)

*Confidence intervals are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

The average NAP – CC Scale score of Year 6 students was 403 at the national level and ranged from 314 (Northern Territory) to 433 score points (Australian Capital Territory). Year 10 students had a national average score of 511 and jurisdictional averages ranged from 418 (Northern Territory) to 535 score points (New South Wales). For the interpretation of these results it is important to take confidence intervals into account. Confidence intervals indicate that estimates for smaller jurisdictions (e.g. Northern Territory) were less precise than for larger jurisdictions. The difference in average scores between Year 6 and Year 10 was 108 at the national level and ranged from 83 score points (Tasmania) to 127 score points (Western Australia). All differences between year levels were statistically significant at p<0.05. The statistical significance of mean differences between individual states and territories is discussed in the next section.

Comparisons of means and distributions for Years 6 and 10 across assessment cycles and states and territories

This section contains comparisons of national and jurisdictional means and distributions of student performance over time. It also examines changes in average NAP – CC Scale scores between 2004, 2007, 2010 and 2013 as well as of jurisdictional means in 2013.

Comparison of Year 6 means and distributions

Figure 4.1 provides a comparison of national and jurisdictional means and distributions of the NAP – CC Scale scores among Year 6 students in 2004, 2007, 2010 and 2013. Each horizontal bar represents the spread of scores achieved by the middle 90 per cent of Year 6 students. Shaded areas inside each bar correspond to the different ranges of student performance. The extreme ends of the light grey areas show the spread of scores of the middle 80 per cent of students while the extreme ends of the darker grey areas show the spread of the middle 50 per cent of students. The black area in each bar shows the 95 per cent confidence interval around the mean score.

Figure 4.1: Year 6 Student Achievement since 2004, Nationally and by State and Territory – Means, Confidence Intervals and Percentiles

47
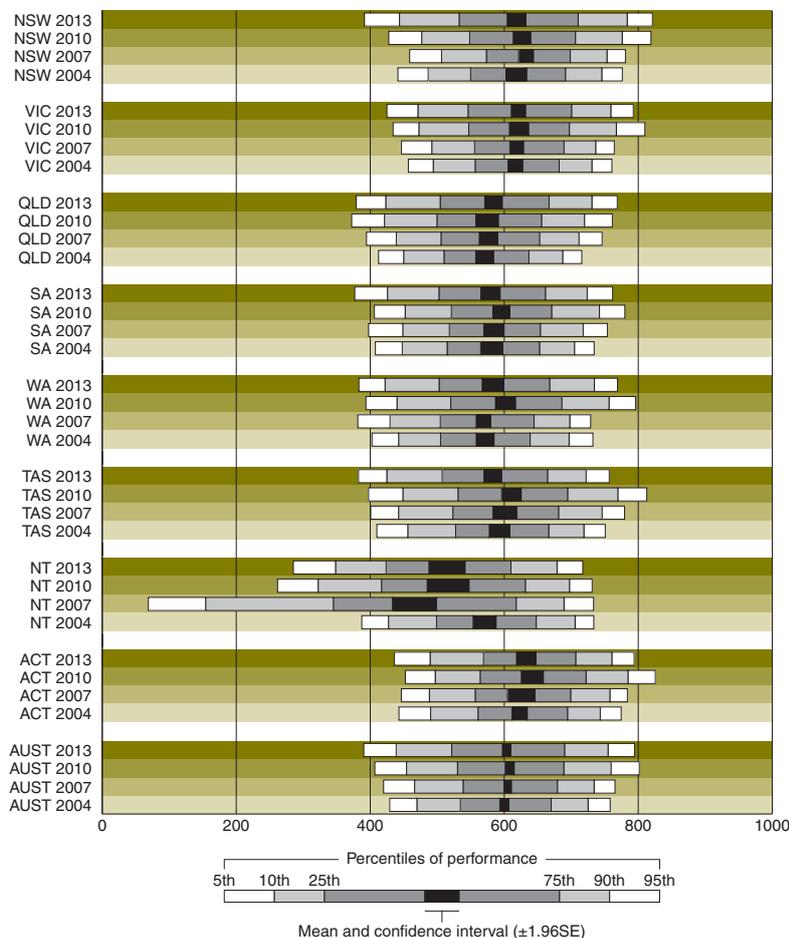
In a number of states and territories minor decreases in the spread of scores between 2010 and 2013 were recorded while an increased spread in student performance was observed for New South Wales. The longest "tails" (the difference between the 5th and the 10th percentile) were found for the Northern Territory, in particular in 2007, with a somewhat smaller spread in 2013.[16] The smallest "tail" was found in Victoria, but generally there was not much variance in tails between states and territories. The national distribution of performance did not change considerably across assessment cycles but a slight increase in the spread of student scores across the four cycles was recorded.

Table 4.2: Year 6 Means and Trends with Confidence Intervals since 2004, Nationally and by State and Territory

State or territory	2004		2007		2010		2013	
New South Wales	418	(±15.4)	432	(±11.0)	426	(±13.0)	418	(±14.0)
Victoria	417	(±10.9)	418	(±10.1)	422	(±14.2)	421	(±10.6)
Queensland	371	(±13.3)	376	(±13.5)	374	(±16.8)	384	(±13.0)
South Australia	381	(±16.6)	385	(±15.1)	396	(±12.7)	379	(±14.3)
Western Australia	371	(±13.2)	369	(±10.9)	402	(±14.9)	383	(±16.2)
Tasmania	393	(±15.1)	401	(±17.7)	▲411	(±14.5)	383	(±13.1)
Northern Territory	▲371	(±17.1)	▼266	(±32.8)	316	(±31.1)	314	(±26.9)
ACT	423	(±11.3)	425	(±20.5)	442	(±16.4)	433	(±14.5)
Australia	400	(±6.7)	405	(±5.5)	408	(±6.7)	403	(±6.1)

Confidence intervals are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.
▲ if significantly higher than 2013
▼ if significantly lower than 2013

Table 4.2 shows national and jurisdictional means of Year 6 students across all four cycles of NAP – CC since 2004. Table 4.2 also includes an indication of whether differences between the mean scale scores in each previous cycle are statistically significant when compared to the 2013 means. Except for Tasmania, where the average performance showed a statistically significant decrease, no statistically significant changes in performance were recorded for any other jurisdictions or at the national level between 2010 and 2013.

---

16 When noticing larger changes in the distribution of performance in jurisdictions (most notably in the Northern Territory), it needs to be recognised that for smaller jurisdictions there were more substantial errors associated with the estimation of percentiles due to smaller sample sizes in these entities. In the Northern Territory, there was also a change in sampling design: While in the first NAP – CC cycle very remote schools in this jurisdiction had been excluded, these were included in the jurisdictional sample since 2007 given that in this jurisdiction a much larger proportion of students is enrolled in this type of schools than in other states or territories.

Table 4.3: Year 6 Pair Wise Comparisons of Mean Performance between States and Territories

State or territory			ACT	VIC	NSW	QLD	WA	TAS	SA	NT
ACT	433	(±14.5)				▲	▲	▲	▲	▲
VIC	421	(±10.6)				▲	▲	▲	▲	▲
NSW	418	(±14.0)				▲	▲	▲	▲	▲
QLD	384	(±13.0)	▼	▼	▼					▲
WA	383	(±16.2)	▼	▼	▼					▲
TAS	383	(±13.1)	▼	▼	▼					▲
SA	379	(±14.3)	▼	▼	▼					▲
NT	314	(±26.9)	▼	▼	▼	▼	▼	▼	▼	

Confidence intervals are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.
▲ Mean scale score significantly higher than in comparison state/territory
▼ Mean scale score significantly lower than in comparison state/territory

Table 4.3 shows the pair wise comparisons of test score means among Year 6 students for states and territories. Jurisdictions are sorted in descending order of average performance to facilitate the interpretation of this table.

The results show that students in the ACT had statistically significantly higher NAP – CC Scale scores than in any other jurisdiction except New South Wales and Victoria. Both New South Wales and Victoria had significantly higher average scores than Queensland, Western Australia, Tasmania, South Australia and the Northern Territory. As in the previous assessment, Year 6 students in the Northern Territory performed statistically significantly lower than any other state or territory.

Comparison of Year 10 means and distributions

The averages and distribution of test scores for states and territories as well as at the national level among Year 10 students are illustrated in Figure 4.2. In many states and territories, as well as nationally, the results indicate a decrease in spread. However, when interpreting these findings it should be taken into account that the data collection mode changed from a paper-based to an online assessment between this and the previous assessment cycle.

Figure 4.2: Year 10 Student Achievement since 2004, Nationally and by State and Territory – Means, Confidence Intervals and Percentiles
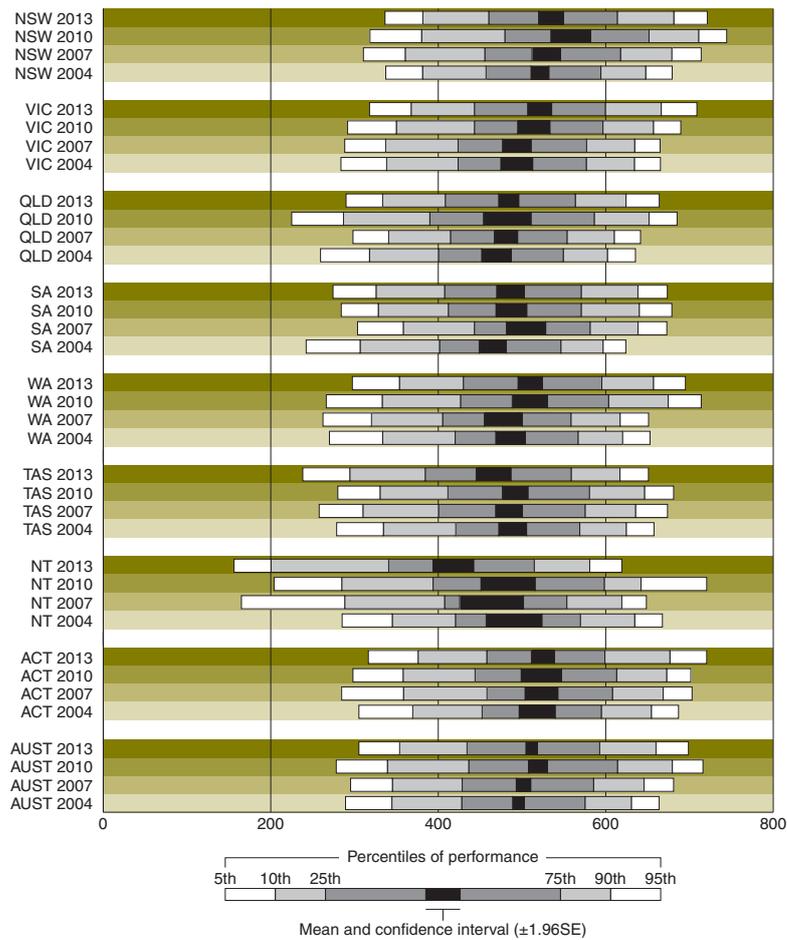
Table 4.4 shows national and jurisdictional means of Year 10 students across all four cycles of NAP – CC since 2004. Table 4.4 also includes an indication of whether differences between the mean scale scores in each previous cycle are statistically significant from the 2013 means. Except for the Northern Territory, where average performance was statistically significantly higher in 2010, none of the changes within jurisdictions or at the national level since 2010 was statistically significant. When compared to the first two assessments, the 2013 student performance among Year 10 students in Victoria was higher than in 2007 and in 2004, in Western Australia higher than in 2007, and in the Northern Territory lower than in 2004 while no statistically significant changes were recorded in all other states and territories or at the national level.

Table 4.4: Year 10 Means and Trends with Confidence Intervals since 2004, Nationally and by State and Territory

State or territory	2004		2007		2010		2013	
New South Wales	521	(±10.6)	529	(±17.0)	558	(±23.7)	535	(±14.9)
Victoria	▼494	(±19.0)	▼494	(±17.1)	514	(±19.2)	521	(±14.3)
Queensland	469	(±17.6)	481	(±13.9)	482	(±28.4)	484	(±11.9)
South Australia	465	(±16.2)	505	(±23.4)	487	(±18.3)	486	(±16.5)
Western Australia	486	(±17.5)	▼478	(±22.6)	509	(±21.1)	510	(±14.5)
Tasmania	489	(±16.6)	485	(±16.0)	492	(±15.2)	466	(±20.7)
Northern Territory	▲490	(±33.2)	464	(±38.1)	▲483	(±32.3)	418	(±24.2)
ACT	518	(±21.5)	523	(±19.6)	523	(±24.1)	525	(±13.8)
Australia	496	(±7.0)	502	(±8.6)	519	(±11.3)	511	(±6.8)

Confidence intervals are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.
▲ if significantly higher than 2013
▼ if significantly lower than 2013

Table 4.5 shows pair wise comparisons of state and territory NAP – CC Scale score means among Year 10 students in 2013. Students in New South Wales performed better than those in all other states or territories except ACT and Victoria. Students from ACT, Victoria and Western Australia had higher average scores than those from Tasmania, South Australia and Queensland and the Northern Territory. Year 10 students in the Northern Territory had lower average scores than those from all other states and territories.

Table 4.5: Year 10 Pair Wise Comparisons of Mean Performance between States and Territories

State or territory			NSW	ACT	VIC	WA	SA	QLD	TAS	NT
NSW	535	(±14.9)				▲	▲	▲	▲	▲
ACT	525	(±13.8)					▲	▲	▲	▲
VIC	521	(±14.3)					▲	▲	▲	▲
WA	510	(±14.5)	▼				▲	▲	▲	▲
SA	486	(±16.5)	▼	▼	▼	▼				▲
QLD	484	(±11.9)	▼	▼	▼	▼				▲
TAS	466	(±20.7)	▼	▼	▼	▼				▲
NT	418	(±24.2)	▼	▼	▼	▼	▼	▼	▼	

Confidence intervals are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.
▲ Mean scale score significantly higher than in comparison state/territory
▼ Mean scale score significantly lower than in comparison state/territory

Comparison of Year 6 and Year 10 percentages in proficiency levels

The information in this section draws on the distribution of students' performance across proficiency levels as described in Chapter 3. In the first NAP – CC assessment (in 2004) six proficiency bands were established for both year levels ranging from *below Level 1* to *Level 5* which were revised for the description of student performance in 2013. A detailed discussion of the described scale is included in Chapter 3. This section illustrates the proportions of Year 6 and Year 10 students within these bands and their confidence intervals at the level of states and territories as well as at the national level. The Proficient Standard was reached if a Year 6 student's score was at *Level 2 or above* or if a Year 10 student's score was at *Level 3 or above*. This section also reports on the percentages of students at each year level reaching the respective proficiency levels.

Year 6 percentage distributions by proficiency level

Figure 4.3 shows the percentages of Year 6 students at or above the Proficient Standard (Level 2). As in 2010, the highest percentage of Year 6 students reaching the Proficient Standard in 2013 was recorded in the ACT (64%). Nationally, the percentage of Year 6 students at or above the Proficient Standard remained the same at 52 per cent.

Figure 4.3: Percentages of Year 6 Students achieving at or above the Proficient Standard since 2004, Nationally and by State and Territory
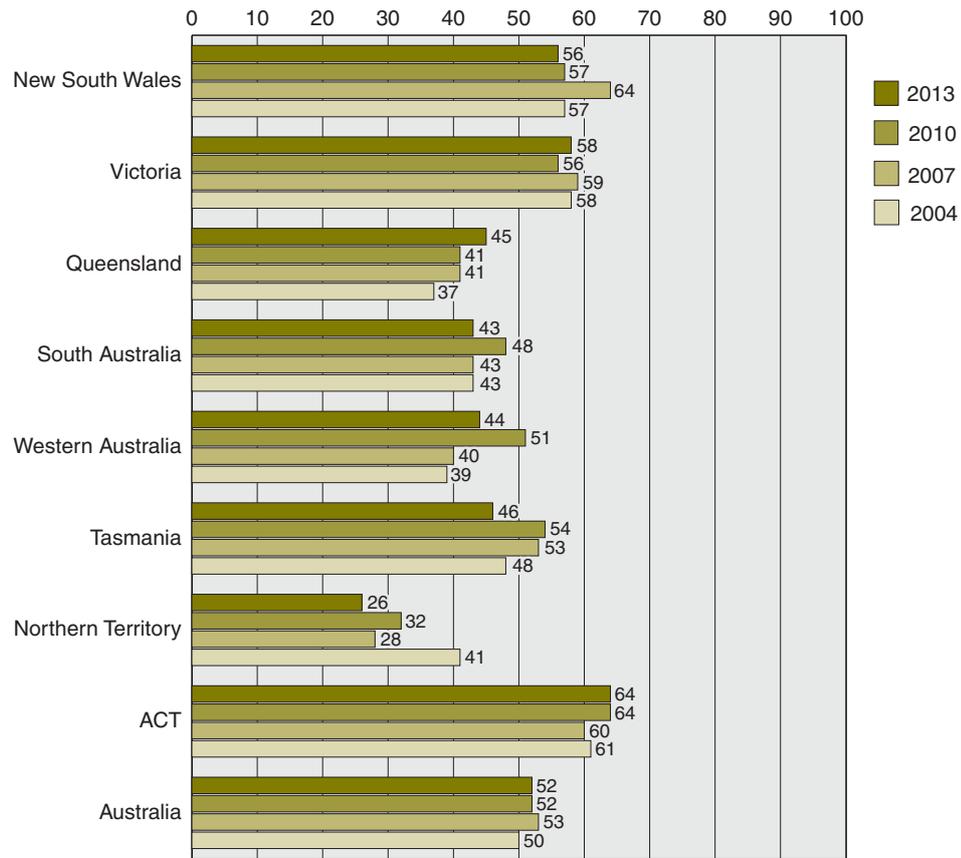
The percentages illustrated in Figure 4.3 are also presented in tabular form in the right-hand columns of Table 4.6, together with the jurisdictional percentages of students at each Proficient Level. At the national level, the highest percentage of students was at Level 2, which was also the case in New South Wales, Victoria, Tasmania and ACT. In Queensland, South Australia, Western Australia and the Northern Territory the highest percentages of students were observed at Level 1. The percentage of students at Year 6 who did not reach Level 1 ranged from eight per cent in ACT to 37 per cent in the Northern Territory. At the national level, only one per cent of Year 6 students performed at Level 4 or above.

Table 4.6: Year 6 Percentages at each Proficiency Level in 2013, and Percentages at or above the Proficient Standard since 2004, Nationally and by State and Territory

State or Territory	Below Level 1		Level 1		Level 2		Level 3		Level 4 or above	
New South Wales	15	(±3.0)	29	(±4.2)	37	(±4.4)	17	(±3.5)	2	(±0.9)
Victoria	10	(±2.6)	31	(±5.2)	43	(±4.4)	14	(±4.2)	1	(±0.7)
Queensland	19	(±3.4)	37	(±3.6)	35	(±3.8)	9	(±2.9)	0	(±0.7)
South Australia	19	(±3.9)	38	(±4.7)	35	(±5.1)	8	(±3.0)	0	(±0.7)
Western Australia	19	(±4.7)	37	(±4.1)	34	(±5.8)	10	(±3.6)	0	(±0.6)
Tasmania	19	(±3.4)	36	(±4.7)	38	(±4.3)	8	(±3.6)	0	(±0.8)
Northern Territory	37	(±9.3)	37	(±6.5)	22	(±7.1)	4	(±2.2)	0	(±0.3)
ACT	8	(±3.6)	28	(±4.9)	47	(±5.4)	15	(±3.7)	1	(±1.5)
Australia	15	(±1.5)	33	(±2.3)	38	(±1.9)	13	(±1.6)	1	(±0.4)

State or Territory	At or above Proficient Standard in 2013		At or above Proficient Standard in 2010		At or above Proficient Standard in 2007		At or above Proficient Standard in 2004	
New South Wales	56	(±4.8)	57	(±4.5)	64	(±6.3)	57	(±6.6)
Victoria	58	(±5.5)	56	(±5.9)	59	(±5.5)	58	(±5.3)
Queensland	45	(±4.8)	41	(±5.9)	41	(±5.9)	37	(±6.4)
South Australia	43	(±6.0)	48	(±5.5)	43	(±6.8)	43	(±6.7)
Western Australia	44	(±5.8)	51	(±5.8)	40	(±4.3)	39	(±5.7)
Tasmania	46	(±5.5)	54	(±4.7)	53	(±6.9)	48	(±6.6)
Northern Territory	26	(±8.4)	32	(±6.2)	28	(±6.6)	▲41	(±7.1)
ACT	64	(±6.0)	64	(±5.5)	60	(±8.7)	61	(±4.7)
Australia	52	(±2.4)	52	(±2.4)	53	(±2.8)	50	(±3.0)

Confidence intervals are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.
▲ if significantly higher than 2013
▼ if significantly lower than 2013

Year 10 percentage distributions by proficiency level

Figure 4.4 and Table 4.7 show the percentages of Year 10 students at or above the Proficient Standard. In New South Wales and the Northern Territory the percentages of Year 10 students at or above the Proficient Standard in the online assessment of 2013 were statistically significantly lower than in the previous paper-based assessment in 2010. In 2013, at the national level, 44 per cent of Year 10 students reached the Proficient Standard nationally compared to 49 per cent in 2010, however, the difference was not statistically significant. The range in percentage of those achieving the Proficient Standard varied from 20 per cent in the Northern Territory to 51 per cent in New South Wales.

Figure 4.4: Percentages of Year 10 Students achieving at or above the Year 10 Proficient Standard, Nationally and by State and Territory
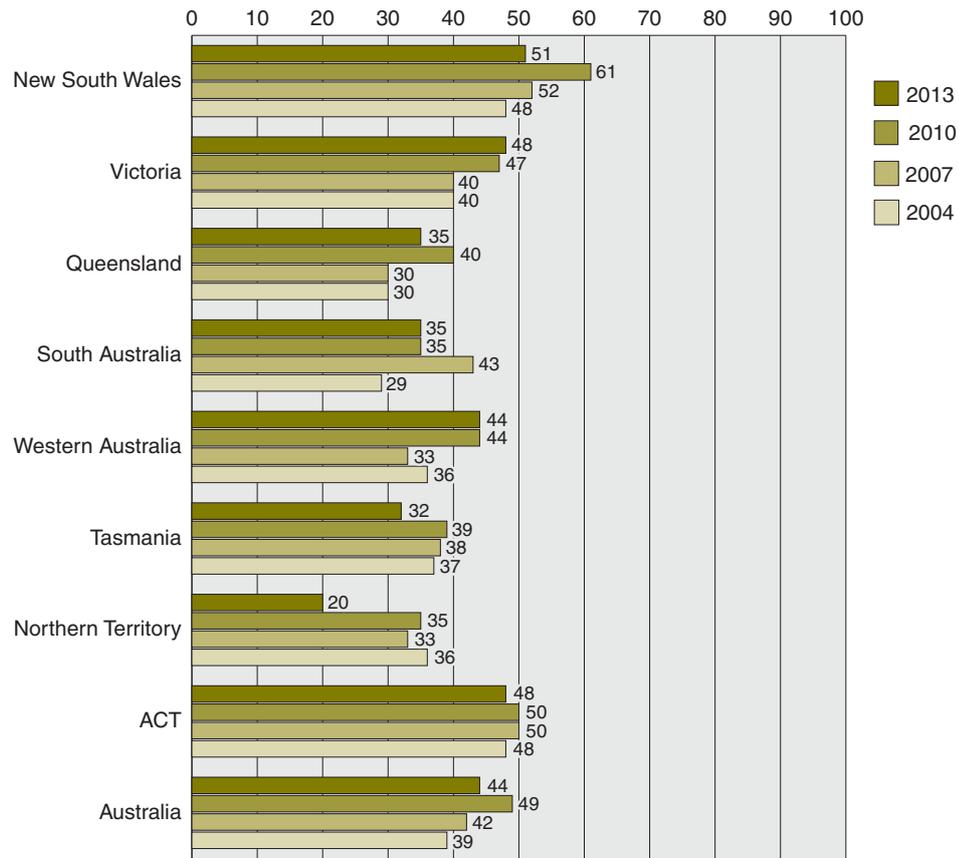
At the national level, the highest percentage of Year 10 students was at Level 2. This was the case in all jurisdictions except New South Wales and Victoria, where the largest percentages were recorded at Level 3. Among all Australian students about one per cent of Year 10 students reached Level 5 whereas three per cent had scores below Level 1. Overall, 9 per cent of Year 10 students performed at Level 4. Across jurisdictions, the percentages of students at Level 4 ranged from two per cent in the Northern Territory to 11 per cent in New South Wales and ACT.

Table 4.7: Year 10 Percentages at each Proficiency Level in 2013, and Percentages at or above the Proficient Standard since 2004, Nationally and by State and Territory

State or Territory	Below Level 1		Level 1		Level 2		Level 3		Level 4		Level 5	
New South Wales	2	(±1.1)	12	(±3.8)	35	(±5.3)	39	(±5.8)	11	(±3.6)	1	(±1.3)
Victoria	2	(±1.7)	14	(±3.3)	36	(±6.0)	38	(±5.2)	10	(±3.7)	1	(±1.1)
Queensland	4	(±2.1)	20	(±3.9)	41	(±4.2)	30	(±3.8)	5	(±1.6)	0	(±0.4)
South Australia	5	(±2.2)	19	(±5.0)	40	(±6.3)	29	(±4.8)	6	(±2.9)	0	(±0.5)
Western Australia	4	(±1.8)	15	(±3.8)	37	(±4.7)	36	(±5.1)	8	(±2.9)	0	(±0.6)
Tasmania	8	(±4.0)	21	(±4.3)	39	(±4.9)	28	(±4.9)	4	(±2.0)	0	(±0.3)
Northern Territory	17	(±5.2)	22	(±7.3)	41	(±6.4)	18	(±6.8)	2	(±1.9)	-	-
ACT	3	(±2.0)	11	(±4.7)	38	(±5.7)	36	(±6.7)	11	(±3.1)	1	(±1.3)
Australia	3	(±0.8)	16	(±1.6)	37	(±2.3)	35	(±2.4)	9	(±1.5)	1	(±0.4)

State or Territory	At or above Proficient Standard in 2013		At or above Proficient Standard in 2010		At or above Proficient Standard in 2007		At or above Proficient Standard in 2004	
New South Wales	51	(±5.7)	▲61	(±8.1)	52	(±5.1)	48	(±4.9)
Victoria	48	(±6.2)	47	(±6.7)	▼40	(±4.8)	40	(±7.4)
Queensland	35	(±4.1)	40	(±7.8)	30	(±5.0)	30	(±5.5)
South Australia	35	(±5.7)	35	(±5.3)	43	(±7.8)	29	(±4.8)
Western Australia	44	(±6.0)	44	(±7.4)	▼33	(±6.9)	36	(±6.1)
Tasmania	32	(±6.0)	39	(±5.2)	38	(±5.8)	37	(±4.7)
Northern Territory	20	(±7.0)	▲35	(±7.5)	33	(±10.9)	36	(±14.6)
ACT	48	(±6.9)	50	(±8.7)	50	(±7.5)	48	(±7.6)
Australia	44	(±2.6)	49	(±3.7)	42	(±2.6)	39	(±2.8)

Confidence Intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.
▲ if significantly higher than 2013
▼ if significantly lower than 2013

Associations between Civics and Citizenship and Background Characteristics

This section presents associations between students' achievement in the 2013 NAP – CC online assessment and data reflecting individual background characteristics that were collected from school records.

It is important to note that data collected from schools were incomplete for some background characteristics and the extent of these "missing" data varied substantially across states and territories. In particular results relating to parental occupation and education will have to be interpreted with caution given that overall data were not available for about one out of five students at each year level.

For 2013 the proportions of missing data were considerably higher than in 2010 for some of these background variables such as Indigenous background, language spoken at home, and country of birth, which could lead to bias in comparisons over time. (This will be described in more detail in the Technical Report.) Therefore, comparisons between the 2010 and 2013 assessments regarding the associations between background characteristics and student performance are only reported for gender and geographical location.

Differences in civics and citizenship achievement between male and female students

Table 4.8 presents the average scale scores for male and female students in Year 6 and Year 10 at the national level and within each state and territory. Nationally at Year 6, female students outperformed male students by 21 score points on the NAP – CC Scale in 2013 and this difference was statistically significant. In Year 10, the gender difference in favour of female students was 14 score points at the national level and this difference was statistically significant. While among Year 6 students gender differences in achievement were of similar direction and size as those found in the previous assessments since 2004, among Year 10 students the gender difference was much smaller in 2013 when compared to the previous assessment in 2010. It needs to be recognised that it is possible that this change is a result of the transition to online testing in 2013.

Within jurisdictions, statistically significant gender differences in favour of females in Year 6 were recorded in Victoria, Queensland, South Australia, Tasmania and the Northern Territory, whereas in Year 10 females had significantly higher average scores than males only in South Australia in 2013.

Table 4.8: Male and Female Mean Scores and Differences by State and Territory in 2013, and Nationally since 2004

State or territory	Year 6					
	Males		Females		Differences (males – females)	
New South Wales	411	(±22.5)	426	(±13.8)	-16	(±24.7)
Victoria	410	(±14.3)	432	(±14.4)	**-22**	(±19.2)
Queensland	367	(±13.3)	401	(±18.7)	**-33**	(±20.3)
South Australia	369	(±16.3)	390	(±16.9)	**-20**	(±16.4)
Western Australia	377	(±20.5)	390	(±16.8)	-13	(±19.3)
Tasmania	372	(±20.3)	394	(±11.1)	**-22**	(±20.4)
Northern Territory	293	(±26.8)	337	(±32.6)	**-44**	(±27.2)
ACT	433	(±20.8)	432	(±15.3)	1	(±22.6)
Australia 2013	393	(±9.0)	414	(±7.0)	**-21**	(±10.4)
Australia 2010	398	(±8.9)	418	(±8.2)	**-20**	(±10.6)
Australia 2007	396	(±7.2)	415	(±6.3)	**-19**	(±8.2)
Australia 2004	391	(±7.5)	409	(±7.8)	**-18**	(±7.0)

State or territory	Year 10					
	Males		Females		Differences (males – females)	
New South Wales	527	(±19.3)	543	(±21.0)	-16	(±27.5)
Victoria	517	(±17.7)	525	(±21.2)	-8	(±26.4)
Queensland	478	(±16.2)	490	(±15.0)	-13	(±20.1)
South Australia	473	(±18.4)	499	(±19.9)	**-26**	(±21.5)
Western Australia	502	(±21.9)	519	(±19.8)	-17	(±30.2)
Tasmania	457	(±22.8)	476	(±23.2)	-19	(±19.7)
Northern Territory	403	(±32.5)	433	(±30.7)	-30	(±42.5)
ACT	515	(±20.8)	536	(±22.8)	-21	(±33.6)
Australia 2013	504	(±9.2)	519	(±9.9)	**-14**	(±13.7)
Australia 2010	504	(±14.3)	534	(±13.6)	**-30**	(±17.3)
Australia 2007	489	(±11.8)	514	(±10.0)	**-25**	(±13.5)
Australia 2004	▼480	(±9.2)	511	(±8.4)	**-30**	(±11.0)

*Confidence intervals are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*
▲ if significantly higher than 2013
▼ if significantly lower than 2013

The national percentages of female and male students at each proficiency level in Year 6 and Year 10 are shown in Table 4.9 which also presents the national percentages of students in each gender group who reached the Proficient Standard.

Table 4.9: Percentages of Males and Females at each Proficiency Level in 2013 and at or above the Proficient Standard since 2004

Proficiency Level	Year 6				Year 10			
	Males		Females		Males		Females	
Below Level 1	19	(±2.0)	12	(±2.0)	4	(±1.2)	2	(±0.9)
Level 1	33	(±3.0)	33	(±2.7)	17	(±2.5)	14	(±2.1)
Level 2	35	(±2.9)	41	(±2.6)	37	(±3.5)	37	(±3.3)
Level 3	12	(±2.2)	14	(±2.3)	33	(±3.1)	37	(±3.5)
Level 4 (or above for Year 6)	1	(±0.7)	1	(±0.6)	8	(±1.6)	9	(±2.5)
Level 5 (for Year 10 only)					1	(±1.4)	1	(±0.9)
At or above Proficient Standard 2013	48	(±3.4)	55	(±2.7)	42	(±3.7)	46	(±4.0)
At or above Proficient Standard 2010	49	(±3.4)	55	(±3.1)	44	(±4.5)	▲53	(±4.7)
At or above Proficient Standard 2007	50	(±3.3)	57	(±3.4)	38	(±3.7)	45	(±3.4)
At or above Proficient Standard 2004	47	(±3.5)	53	(±3.3)	▼35	(±3.2)	44	(±3.9)

*Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.*
▲ if significantly higher than 2013
▼ if significantly lower than 2013

The results show that in Year 6 about 19 per cent of male students and 12 per cent of female students had scores below Level 1. About 13 per cent of males and 15 per cent of females in Year 6 were at Level 3 or above. Fifty-five per cent of female students reached the Proficient Standard compared to 48 per cent of male students. Similar gender differences had been recorded for Year 6 in previous assessments.

Among Year 10 students, 21 per cent of male students had scores at Level 1 or below compared to 16 per cent of female students. Ten per cent of female Year 10 students performed at Level 4 or above compared to nine per cent of male students. Forty-six per cent of female and 42 per cent of male students reached the Proficient Standard for Year 10. Compared to the last (paper-based) assessment in 2010, there was a significantly smaller proportion of female students performing at the Proficient Standard in the 2013 (online) assessment.

Differences in civics and citizenship achievement by Indigenous status

Data on Indigenous or non-Indigenous background were collected from school records. These data were not available for about 17 per cent of students in Year 6 and 15 per cent of students in Year 10.[17] Given that these percentages of missing data were much higher than in 2010, no comparisons with results from the previous assessments will be presented in this section.

Table 4.10 shows the mean scores on the NAP – CC Scale for Indigenous and non-Indigenous students. At both year levels there were statistically significant differences between the two sub-groups with non-Indigenous students having higher mean scores than Indigenous students. At both year levels differences of 96 scale score points were observed. Confidence intervals for results of Indigenous students were much larger because of the higher variance (spread of scores) and because of the relatively smaller sample sizes for this sub-group (333 Indigenous students in Year 6 and 224 in Year 10, compared to 4840 non-Indigenous students in Year 6 and 4421 in Year 10).

Table 4.10: Indigenous and Non-Indigenous Mean Scores and Differences in 2013

		Non-Indigenous students		Indigenous students		Difference	
Year 6	2013	402	(±6.3)	307	(±21.2)	**96**	(±20.9)
Year 10	2013	515	(±7.6)	419	(±27.8)	**96**	(±27.3)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table 4.11 presents the percentages of Indigenous and non-Indigenous students in Year 6 and Year 10 at each proficiency level and at or above Proficient Standards. In Year 6, 38 per cent of Indigenous students achieved scores below Level 1 compared to 15 per cent of non-Indigenous students, and 22 per cent of Indigenous students reached the Proficient Standard compared to 51 per cent of non-Indigenous students. In Year 10 13 per cent of Indigenous students obtained scores below Level 1 compared to three per cent of non-Indigenous students, and 17 per cent of Indigenous students reached the Proficient Standard compared to 45 per cent of non-Indigenous students.

_____

17   These percentages are weighted.

Table 4.11: Percentages of Indigenous and Non-Indigenous Students at each Proficiency Level

Proficiency Level	Year 6				Year 10			
	Non-Indigenous students		Indigenous students		Non-Indigenous students		Indigenous students	
Below Level 1	15	(±1.7)	38	(±8.2)	3	(±0.9)	13	(±5.5)
Level 1	34	(±2.3)	40	(±9.4)	15	(±1.8)	29	(±10.7)
Level 2	38	(±2.1)	19	(±8.6)	37	(±2.7)	41	(±10.8)
Level 3	12	(±1.5)	2	(±3.5)	36	(±2.7)	17	(±10.3)
Level 4 (or above for Year 6)	1	(±0.3)	-	-	9	(±1.6)	0	(±0.5)
Level 5 (for Year 10 only)	-	-	-	-	1	(±0.5)	-	-
At or above Proficient Standard 2013	51	(±2.6)	22	(±8.1)	45	(±3.1)	17	(±10.4)

Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.

As in previous assessments, the results from 2013 show a considerable gap in performance between Indigenous students and non-Indigenous students. These findings are similar in both year levels. Given the high proportion of missing data it is not possible to provide direct comparisons with results from the previous assessment in 2010.

Differences in civics and citizenship achievement by language background

School records provided information about the language background of students and an indicator was derived distinguishing between students who speak English only and those from homes in which languages other than English were spoken. For 15 per cent of Year 6 students and 16 per cent of Year 10, language background was not stated or unknown.[18] These percentages of missing data for this variable were much higher than in the previous assessment in 2010 and therefore no comparisons over time for sub-group results will be presented in this section.

Table 4.12 records the average scores on the NAP – CC Scale for Year 6 and Year 10 students by language background. The results show no statistically significant differences between students who spoke English only and those from homes in which languages other than English were spoken at either of the two year levels.

---

18   These percentages are weighted.

Table 4.12: Mean Scores and Differences by Language Spoken at Home

		English		Language other than English		Difference (English – other language)	
Year 6	2013	398	(±7.2)	400	(±17.0)	-2	(±19.2)
Year 10	2013	515	(±7.5)	509	(±22.5)	6	(±23.9)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table 4.13 shows the percentages of students by language background in Year 6 and Year 10 at each proficiency level and at or above Proficient Standards. In both groups similar proportions of student achievement were found across proficiency levels and no statistically significant differences were recorded.

Table 4.13: Percentages at each Proficiency Level and at or above the Proficient Standard, by Language Spoken at Home

Proficiency Level	Year 6				Year 10			
	English		Language other than English		English		Language other than English	
Below Level 1	16	(±1.9)	16	(±4.4)	3	(±0.8)	5	(±2.2)
Level 1	34	(±2.2)	33	(±6.3)	15	(±2.0)	16	(±4.5)
Level 2	38	(±2.3)	36	(±5.1)	37	(±2.5)	34	(±6.3)
Level 3	12	(±1.7)	14	(±3.8)	36	(±2.8)	35	(±6.1)
Level 4 (or above for Year 6)	1	(±0.4)	1	(±0.8)	9	(±1.9)	9	(±4.6)
Level 5 (for Year 10 only)	-	-	-	-	1	(±0.5)	1	(±1.5)
At or above Proficient Standard 2013	50	(±2.7)	50	(±6.9)	46	(±3.1)	45	(±8.2)

Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.

Differences in civics and citizenship achievement by country of birth

Data on the country of birth of students were collected from school records and recoded so that it was possible to distinguish between students born in Australia and those who were born overseas. For approximately 14 per cent of students in Year 6 and Year 10 this information was not stated or unknown.[19] Given that this proportion of missing information was much higher than in 2010, no comparisons over time are presented in this section.

Table 4.14 shows the mean scores on the NAP – CC Scale for Year 6 and Year 10 students by their country of birth. Whereas at Year 6 there was no statistically significant difference between students born in Australia and overseas, among Year 10 students those born in Australia outperformed those born overseas by 21 score points.

Table 4.14: Mean Scores and Differences by Country of Birth

		Born in Australia		Born Overseas		Difference (Australia – overseas)	
Year 6	2013	397	(±6.2)	407	(±18.4)	-10	(±18.3)
Year 10	2013	516	(±7.7)	496	(±16.7)	**21**	(±16.7)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

The national percentages of Year 6 and Year 10 students at each proficiency level and at or above the respective Proficient Standard for students born in Australia and those born overseas are recorded in Table 4.15. Among Year 6 students, roughly similar percentages in both groups of students performed at each proficiency level, whereas in Year 10, 46 per cent of students who were born in Australia reached the Proficient Standard compared to 40 per cent of those born overseas. This difference at Year 10 was not significant.

---

19   These percentages are weighted.

Table 4.15: Percentages at each Proficiency Level and at or above the Proficient Standard, by Country of Birth

Proficiency Level	Year 6				Year 10			
	Born in Australia		Born Overseas		Born in Australia		Born Overseas	
Below Level 1	16	(±1.8)	17	(±5.4)	3	(±0.8)	5	(±3.0)
Level 1	34	(±2.4)	30	(±8.1)	15	(±1.9)	18	(±4.3)
Level 2	37	(±2.2)	37	(±7.6)	36	(±2.6)	37	(±5.5)
Level 3	12	(±1.5)	14	(±4.3)	36	(±2.7)	32	(±5.2)
Level 4 (or above for Year 6)	1	(±0.3)	1	(±1.3)	9	(±1.6)	7	(±3.0)
Level 5 (for Year 10 only)	-	-	-	-	1	(±0.5)	0	(±0.8)
At or above Proficient Standard 2013	49	(±2.5)	53	(±8.2)	46	(±3.1)	40	(±6.0)

*Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Differences in civics and citizenship achievement by geographic location

Similar to the reporting for previous national assessments, schools were distinguished regarding their location in metropolitan, provincial or remote areas. Table 4.16 shows the average scale scores on the NAP – CC Scale for students in each of these groups in comparison with the previous NAP – CC assessment in 2010. Students from metropolitan schools had the highest scale scores and those from remote schools had the lowest scale scores. At both year levels there were quite large and statistically significant differences in student performance between metropolitan and provincial schools. The difference between remote and provincial schools was only statistically significant for Year 10 students.

The scale score differences between students from metropolitan schools and those from remote schools was 94 score points in Year 6 and 99 score points in Year 10.

Table 4.16: Mean Scores and Differences by Geographic Location in 2010 and 2013

		Metropolitan		Provincial		Remote		Difference Metropolitan – Provincial		Difference Provincial – Remote	
Year 6	2013	414	(±7.3)	377	(±13.4)	320	(±63.1)	**37**	(±15.7)	57	(±64.4)
	2010	418	(±7.3)	391	(±15.6)	318	(±24.0)	**27**	(±17.0)	**72**	(±28.4)
	Difference	-4	(±14.0)	-14	(±22.7)	2	(±68.2)	10	(±25.0)	-16	(±71.0)
Year 10	2013	520	(±7.9)	491	(±13.9)	421	(±29.6)	**29**	(±16.2)	**70**	(±32.7)
	2010	531	(±12.1)	488	(±27.3)	462	(±50.3)	**43**	(±30.1)	26	(±56.1)
	Difference	-11	(±17.3)	4	(±32.0)	-40	(±59.1)	-14	(±35.4)	44	(±65.6)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table 4.17 records the Australian percentages of Year 6 and Year 10 students at each proficiency level as well as the percentages at or above the respective Proficient Standards in comparison with previous assessments in 2010 and 2007, by geographic location of the schools. In metropolitan schools 14 per cent of Year 6 students obtained scores below Level 1, and the percentage was 39 per cent among students in remote schools. In Year 10, 17 per cent of students from metropolitan schools were at Level 1 or below while this was the case for 41 per cent of students enrolled in remote schools. One reason that confidence intervals for remote schools in Table 4.16 are higher than those for metropolitan schools is that there were a relatively small number of remote schools in the sample.

Table 4.17: Percentages at each Proficiency Level in 2013 and at or above the Proficient Standard since 2007, by Geographic Location

	Year 6						Year 10					
Proficiency Level	Metropolitan		Provincial		Remote		Metropolitan		Provincial		Remote	
Below Level 1	14	(±1.5)	19	(±3.9)	39	(±21.2)	3	(±1.0)	3	(±1.3)	18	(±12.1)
Level 1	31	(±2.2)	38	(±5.1)	30	(±18.3)	14	(±1.8)	19	(±3.8)	23	(±15.1)
Level 2	39	(±2.1)	35	(±4.7)	25	(±14.2)	36	(±2.8)	42	(±4.4)	36	(±11.0)
Level 3	15	(±1.9)	7	(±2.3)	6	(±9.6)	37	(±2.7)	29	(±4.3)	21	(±8.9)
Level 4 (or above for Year 6)	1	(±0.5)	0	(±0.5)	0	(±0.3)	10	(±1.7)	6	(±2.7)	2	(±3.3)
Level 5 (for Year 10 only)							1	(±0.5)	1	(±0.9)	0	(±0.6)
At or above Proficient Standard 2013	55	(±2.7)	43	(±5.5)	31	(±19.2)	48	(±3.1)	36	(±4.8)	23	(±9.9)
At or above Proficient Standard 2010	55	(±2.8)	46	(±5.0)	28	(±7.6)	53	(±4.0)	38	(±8.4)	28	(±12.5)
At or above Proficient Standard 2007	57	(±3.3)	48	(±5.9)	28	(±11.6)	43	(±3.2)	37	(±7.1)	24	(±12.1)

Confidence intervals are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.

As in 2007 and 2010, the percentages of students reaching the Proficient Standard for each year level varied by geographic location. In Year 6, similar percentages were found in metropolitan (55% in 2013 compared to 55% in 2010 and 57% in 2007), provincial (43% in 2013 compared to 46% in 2010 and 48% in 2007) and remote schools (31% compared to 28% in 2010 and 2007). Among Year 10 students, 48 per cent of students in metropolitan schools were found at or above the Proficient Standard (53% in 2010 and 43% in 2007), 36 per cent in provincial schools (38% in 2010 and 37% in 2007) and 23 per cent in remote schools (28% in 2010 and 24% in 2007). The differences in percentage points compared to previous assessments were not statistically significant at either of the year levels or in sub-groups.

Differences in civics and citizenship achievement by parental occupation

Occupations of parents were collected from school records and recoded into the following five MCEECDYA-endorsed categories:

- senior managers and professionals;
- other managers and associate professionals;
- tradespeople and skilled office, sales and service staff;
- unskilled labourers, office, sales and service staff; and
- not in paid work in the last 12 months.

Where occupations were available for two parents, the higher coded occupation was used in the analyses. At the national level, for 24 per cent of Year 6 and 28 per cent of Year 10 students, the occupation of parents was not stated or unknown. In view of these high proportions of missing data and the substantial variation across jurisdictions, the following results should be interpreted with caution. Comparisons over time will also not be presented given the increased proportion of missing data for this variable.

Table 4.18 records the average scores on the NAP – CC Scale within the five stated categories of parental occupation and an additional category for students where parental occupation was not stated or unknown. There were large performance differences between these groups of students. Year 6 students with parents who were senior managers or professionals had scale scores that were 97 score points higher than those with parents who were recorded as unskilled labourers or office, sales or service staff, and the difference among Year 10 students was 84 score points.

Table 4.18: Mean Scores and Differences by Categories of Parental Occupation

Highest Parental Occupation	Year 6		Year 10	
	2013		2013	
Senior managers and professionals	447	(±9.6)	563	(±10.6)
Other managers and associate professionals	435	(±8.8)	532	(±10.8)
Tradespeople and skilled office, sales and service staff	390	(±11.7)	494	(±11.3)
Unskilled labourers, office, sales and service staff	350	(±14.7)	479	(±14.8)
Not in paid work in last 12 months	322	(±18.7)	455	(±22.5)
Not stated or unknown	401	(±16.7)	491	(±14.3)
Difference (Senior – Unskilled)	**97**	(±17.5)	**84**	(±15.8)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

The percentages of Year 6 and Year 10 students in each parental occupation group who had scores at or above the respective Proficient Standards is shown in Table 4.19. Thirty-four per cent of Year 6 students and 32 per cent of Year 10 students whose parents were classified in the group comprising unskilled labourers and office, sales and service staff obtained test scores at or above their respective Proficient Standards. Among students with parents in the category of senior managers or professionals, 67 per cent of Year 6 and 63 per cent of Year 10 students had scores at or above the Proficient Standard.

Table 4.19: Percentages at each Proficiency Level and at or above the Proficient Standard, by Categories of Parental Occupation

Highest Parental Occupation	Year 6		Year 10	
	2013		2013	
Senior managers and professionals	67	(±3.9)	63	(±4.5)
Other managers and associate professionals	62	(±3.8)	50	(±4.3)
Tradespeople and skilled office, sales and service staff	46	(±4.9)	38	(±4.8)
Unskilled labourers, office, sales and service staff	34	(±5.9)	32	(±7.0)
Not in paid work in last 12 months	24	(±8.1)	31	(±12.4)
Not stated or unknown	51	(±5.8)	36	(±5.4)

Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.

Differences in civics and citizenship achievement by parental education

School records from sampled schools also provided information on the educational levels of parents and were classified into the following seven MCEECDYA-endorsed categories:

1. Year 9 or equivalent or below;
2. Year 10 or equivalent;
3. Year 11 or equivalent;
4. Year 12 or equivalent;
5. Certificates I to IV (including trade certificates);
6. advanced diploma/diploma; and
7. bachelor's degree or above.

Where educational levels were available for two parents, the higher educational level was used in the analyses. Given the low numbers of students with a highest parental education at Year 9 or below, the first two categories were combined to include all students with parents of educational levels at Year 10 or equivalent or below.

At the national level, there were 21 per cent of Year 6 and 23 per cent of Year 10 students where the educational level of parents was not stated or unknown. As is the case with parental occupation, the following results on parental education should be interpreted with caution and no comparisons over time are presented in this section.

The average scores on the NAP – CC Scale within each category of parental education, including an additional category for students where parental education was not stated or unknown, are recorded in Table 4.20. At both year levels there were considerable differences in achievement between different levels of parental education. Year 6 students with parents who had a bachelor's degree or higher obtained scores that were more than 124 score points above those with parents who had reached Year 10 or below as their highest level of education. The corresponding difference in Year 10 was 108 score points.

Table 4.20: Mean Scores and Differences by Categories of Parental Education

Highest Parental Education Level	Year 6		Year 10	
	2013		**2013**	
Year 10 or equivalent or below	332	(±14.9)	461	(±17.0)
Year 11 or equivalent	360	(±23.0)	479	(±24.6)
Year 12 or equivalent	375	(±14.9)	502	(±20.2)
Certificate I to IV (inc trade cert)	373	(±9.8)	486	(±10.4)
Advanced diploma/diploma	407	(±12.7)	517	(±14.4)
Bachelor's degree or above	456	(±8.9)	568	(±11.9)
Not stated or unknown	412	(±17.8)	493	(±12.0)
Difference (bachelor's – Year 10)	**124**	(±17.0)	**108**	(±19.4)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table 4.21 shows the percentages of Year 6 and Year 10 students in each category with scores at or above the respective Proficient Standards. About two-thirds of Year 6 and Year 10 students with parents who had a bachelor's degree or higher reached the Proficient Standards (69% in Year 6 and 65% in Year 10), while less than a third of those students with parents in the lowest educational group (Year 10 or below) had scores above these cut-points (27% in Year 6 and 29% in Year 10).

Table 4.21: Percentages at each Proficiency Level and at or above the Proficient Standard, by Categories of Parental Education

Highest Parental Education Level	Year 6		Year 10	
	2013		**2013**	
Year 10 or equivalent or below	27	(±8.0)	29	(±7.0)
Year 11 or equivalent	35	(±11.6)	30	(±9.2)
Year 12 or equivalent	40	(±6.5)	43	(±7.9)
Certificate I to IV (inc trade cert)	42	(±5.0)	34	(±4.1)
Advanced diploma/diploma	54	(±5.4)	46	(±6.3)
Bachelor's degree or above	69	(±3.3)	65	(±4.8)
Not stated or unknown	54	(±6.2)	37	(±4.9)

Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.

Summary

The results from the NAP – CC 2013 online assessment show that at the national level Australian students in Year 10 performed significantly higher than Year 6 students (108 NAP – CC Scale score points). As in previous assessments there was also considerable variation in student test scores within and across states and territories. Among Year 6 students those tested in ACT, New South Wales and Victoria had significantly higher test scores than those in all other jurisdictions, whereas students in the Northern Territory showed lower achievement than all other jurisdictions. Year 10 students from New South Wales, ACT, Victoria and Western Australia performed statistically significantly higher than in the other jurisdictions while the average score in the Northern Territory was statistically significantly lower than in all other jurisdictions. As in previous assessments, within jurisdictions, the largest variation at both year levels was recorded for the Northern Territory.

At the national level, no significant differences in test performance were found for either year level. For Year 6, the overall performance decreased since 2010 in Tasmania while student performance in Year 10 decreased significantly in the Northern Territory. However, when comparing test results between 2013 and previous assessments it is necessary to interpret these comparisons with caution given the change in the mode for data collection, from a paper to an online assessment.

The results showed statistically significant differences in the association between test performance among Year 10 students and gender compared to previous NAP – CC assessments. In Year 6, female students outperformed male students by 21 NAP – CC Scale points, which was similar to the 20-point difference in 2010. Among Year 10 students the difference in favour of female students was recorded as 14 scale points, compared to 30 points in 2010. As with other comparisons over time, this decreased gender difference in Year 10 should be interpreted with caution given the changed assessment mode.

With regard to other student background variables, non-Indigenous students scored higher than Indigenous students by almost 100 NAP – CC Scale points at each year level. Students who were recorded as speaking another language at home performed as well as students that were recorded as speaking only English at home. Only in Year 10 did students born in Australia have statistically significantly higher test scores than those born overseas and the difference was equivalent to about one-third of a standard deviation. Generally, these results are very similar to those obtained in the previous (paper-based) NAP – CC assessment in 2010. However, given considerably higher proportions of missing values, it is not possible to make direct comparisons between the two assessment cycles with regard to these background variables.

Student performance varied considerably by geographic location between students attending schools in metropolitan areas, who had the highest test

scores, and students attending schools in remote areas, who had the lowest test scores. The difference between metropolitan and remote school students was 94 NAP – CC Scale score points in Year 6 and 99 score points in Year 10. Both differences were statistically significant.

As in previous assessments, students from parents with higher occupational and educational status achieved higher scale scores than students from lower socio-economic backgrounds. However, there were quite high percentages of students with missing information on socio-economic background that varied substantially across jurisdictions and therefore results will have to be interpreted with caution.

Chapter 5
Students' Attitudes towards Civics and Citizenship Issues

Chapter 5 includes a presentation of data on a range of student attitudes towards issues related to civics and citizenship. It also reviews associations between students' attitudes, gender and students' civics and citizenship literacy.

The importance of affective processes as part of civics and citizenship is recognised in the NAP – CC Assessment Framework. Data on affective processes were first collected as part of the (paper-based) NAP – CC student questionnaire in 2010 and for a second time, and with exactly the same items in the 2013 online assessment. The data include students' perceptions of citizenship behaviours, students' trust in civic institutions and processes, and students' attitudes towards Indigenous cultures and Australian diversity. Each construct was measured using a set of Likert-type items typically consisting of four options (for example, "strongly agree", "agree", "disagree" and "strongly disagree").

Data from the different sets of items corresponding to each of the affective processes was reviewed first in 2010 to determine whether reliable and uni-dimensional scales could be derived for each process. Such a review was repeated with the 2013 data. In this chapter data on both individual items and, where appropriate, on scales are reported.

The scales were developed using the same statistical model (Rasch Item Response Theory) that was used to establish the NAP – CC Scale. Each scale had been established based on the NAP – CC 2010 data and was set to have a mean of 50 scale points and a standard deviation of 10 scale points for Year 10 students. Year 6 and Year 10 scores were equated so that they can be compared and further

equating was done to have scale scores in 2013 that are comparable with those from 2010.[20]

When comparing results from NAP – CC 2013 with those from the previous assessment in 2010, readers should be mindful of the change in assessment mode. Whereas in 2010 the student questionnaire was presented on paper, in 2013 the same questionnaire was administered online. Given that within the timeframe for the transition from paper to online assessment for NAP – CC it was not possible to fully assess any possible mode effects, results of comparisons between the two assessments should be interpreted with caution.

Students' Perception of the Importance of Citizenship Behaviours

Citizenship education is meant to provide students with opportunities to develop the capacity to undertake the role of active, informed and responsible citizens. One important aspect is the extent to which students perceive different characteristics or behaviours as part of "good" citizenship. To obtain measures that reflect students' views on what constitutes positive citizenship behaviour, the student questionnaire included a question that asked students to rate the relative importance of different behaviours for good citizenship ("How important do you think the following are for being a good citizen in Australia?") as "very important", "quite important", "not very important" or "not important at all". The list of behaviours included the following:

- supporting a political party;
- learning about Australia's history;
- learning about political issues in the newspaper, on the radio, on TV or on the internet;
- learning about what happens in other countries;
- discussing politics;
- participating in peaceful protests about important issues;
- participating in activities to benefit the local community;
- taking part in activities promoting human rights; and
- taking part in activities to protect the environment.

While the first five items reflect students' perceptions of the importance of conventional citizenship, the latter four items aim at students' perceptions of the importance of social movement related citizenship. These two dimensions reflected in these items were similar to those measured in the studies conducted by the International Association for the Evaluation of Educational Achievement (IEA) studies on civic and citizenship education (see Mellor, Kennedy &

---

20 Full details of the procedures used to evaluate the feasibility of creating scales and, where appropriate, creating the scales are included in the Technical Report.

Greenwood, 2002; Torney-Purta, Lehmann, Oswald & Schulz, 2001; Schulz, Ainley, Fraillon, Kerr & Losito, 2010). Analyses of data from both NAP – CC 2010 and 2013 confirmed the two-dimensional structure of the items and two scales were formed, reflecting students' perceptions of the *importance of conventional citizenship* and of the *importance of social movement related citizenship*. Higher scale scores on both scales indicate higher levels of perceived importance for each type of citizenship behaviour.

Table 5.1 shows the percentages of students for each category at both year levels. In addition, it shows the percentages of students who rate each characteristic as very or quite important in 2013, compared with the same percentages from 2010, as well as the differences between the two assessments. The results show that in Year 6 the majority of students viewed all nine behaviours as either very or quite important. The perceived importance of the behaviours was generally lower at Year 10, although most of the behaviours were still regarded by the majority of Year 10 students as very or quite important for good citizenship.

The behaviours that were rated as the most important by students were:

- *taking part in activities to protect the environment – rated as very or quite important by 87 per cent in Year 6 and 77 per cent in Year 10;*
- *learning about Australia's history – rated as very or quite important by 85 per cent in Year 6 and 77 per cent in Year 10;*
- *taking part in activities promoting human rights – rated as very or quite important by 84 per cent in Year 6 and 76 per cent in Year 10; and*
- *participating in activities to benefit the local community – rated as very or quite important by 83 per cent in Year 6 and 76 per cent in Year 10.*

Citizenship behaviours that were generally viewed as least important by students were:

- *discussing politics – rated as very or quite important by 55 per cent in Year 6 and 41 per cent in Year 10; and*
- *participating in peaceful protests about important issues – rated as very or quite important by 61 per cent in Year 6 and 45 per cent in Year 10.*

When comparing percentages of students who thought of the characteristics as very or quite important across the two year levels, in particular Year 10 students rated the importance *of supporting a political party, discussing politics* and *participating in peaceful protests about important issues* lower than Year 6 students. Only small, or no differences, between year levels were recorded for the perceived importance of *learning about political issues in the newspaper, on the radio, on TV or on the internet, learning about what happens in other countries and participating in activities to benefit the local community.*

When comparing the 2013 results with those from 2010 there were similar percentages. Statistically significant differences were recorded for *learning about political issues in the newspaper, on the radio, on TV or on the internet*

Table 5.1: Category Percentages for Items Measuring Importance of Citizenship Behaviour

Importance of citizenship behaviour	Very important		Quite important		Not very important		Not important at all		% Important (very or quite)					
									2013		2010		Difference	
Year 6 Supporting a political party	26	(±1.6)	50	(±2.2)	19	(±1.5)	5	(±0.8)	76	(±1.8)	76	(±1.6)	0	(±2.4)
Learning about Australia's history	41	(±1.7)	44	(±1.6)	12	(±1.0)	2	(±0.4)	86	(±1.2)	85	(±1.2)	0	(±1.7)
Learning about political issues in the newspaper, on the radio, on TV or on the internet	24	(±1.8)	51	(±1.8)	20	(±1.4)	4	(±0.7)	75	(±1.6)	72	(±1.8)	**3**	(±2.4)
Learning about what happens in other countries	28	(±1.5)	46	(±1.6)	22	(±1.3)	4	(±0.7)	74	(±1.5)	72	(±1.8)	2	(±2.4)
Discussing politics	12	(±1.2)	43	(±1.8)	35	(±1.7)	9	(±1.1)	55	(±1.8)	54	(±2.0)	2	(±2.7)
Participating in peaceful protests about important issues	19	(±1.3)	42	(±1.5)	31	(±1.6)	8	(±1.0)	61	(±1.7)	61	(±1.7)	0	(±2.4)
Participating in activities to benefit the local community	35	(±1.6)	48	(±1.6)	13	(±1.1)	4	(±0.7)	83	(±1.1)	82	(±1.4)	1	(±1.8)
Taking part in activities promoting human rights	43	(±1.9)	41	(±1.7)	13	(±1.1)	4	(±0.7)	83	(±1.2)	83	(±1.4)	0	(±1.9)
Taking part in activities to protect the environment	52	(±1.8)	35	(±1.5)	10	(±1.1)	4	(±0.7)	86	(±1.3)	88	(±1.1)	-1	(±1.7)
Year 10 Supporting a political party	10	(±1.0)	50	(±1.7)	35	(±1.7)	5	(±0.7)	60	(±1.8)	59	(±1.8)	1	(±2.5)
Learning about Australia's history	24	(±1.5)	53	(±1.6)	19	(±1.4)	4	(±0.7)	78	(±1.6)	77	(±1.6)	0	(±2.3)
Learning about political issues in the newspaper, on the radio, on TV or on the internet	19	(±1.4)	56	(±1.6)	22	(±1.4)	4	(±0.6)	75	(±1.5)	72	(±1.8)	**3**	(±2.3)
Learning about what happens in other countries	22	(±1.6)	51	(±1.8)	23	(±1.3)	4	(±0.6)	73	(±1.4)	68	(±1.6)	**5**	(±2.1)
Discussing politics	7	(±0.8)	34	(±1.6)	50	(±1.7)	9	(±1.0)	41	(±1.7)	38	(±1.7)	**4**	(±2.4)
Participating in peaceful protests about important issues	9	(±1.2)	36	(±1.7)	44	(±1.9)	10	(±1.0)	45	(±2.0)	46	(±2.1)	0	(±2.9)
Participating in activities to benefit the local community	20	(±1.6)	56	(±1.8)	19	(±1.5)	4	(±0.6)	76	(±1.7)	79	(±1.6)	**-2**	(±2.3)
Taking part in activities promoting human rights	25	(±1.7)	51	(±1.7)	20	(±1.6)	5	(±0.7)	75	(±1.7)	73	(±1.8)	2	(±2.5)
Taking part in activities to protect the environment	27	(±1.8)	50	(±1.9)	19	(±1.6)	4	(±0.7)	77	(±1.8)	78	(±1.5)	-1	(±2.3)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences in **bold**.*
Because results are rounded to the nearest whole number some totals may appear inconsistent.

(+3 percentage points in both year levels), *learning about what happens in other countries* (+5 percentage points in Year 10), *discussing politics* (+4 percentage points in Year 10), and *participating in activities to benefit the local community* (-2 percentage points in Year 10).

Table 5.2: Average Scale Scores for Perception of the Importance of Conventional and Social Movement Related Citizenship, Overall, by Gender and in Comparison with 2010

	Importance of conventional citizenship																	
	Year 6						Year 10						Differences (Year 10-Year 6)					
	2013		2010		Difference		2013		2010		Difference		2013		2010			
All students	52.6	(±0.3)	51.9	(±0.4)	**0.6**	(±0.6)	50.8	(±0.4)	50.0	(±0.5)	**0.8**	(±0.7)	**-1.7**	(±0.5)	**-1.9**	(±0.6)		
Males	51.7	(±0.4)	51.0	(±0.5)	0.7	(±0.7)	49.6	(±0.5)	48.7	(±0.6)	**1.0**	(±0.9)	**-2.1**	(±0.7)	**-2.3**	(±0.8)		
Females	53.4	(±0.5)	52.9	(±0.4)	0.6	(±0.7)	52.1	(±0.5)	51.3	(±0.7)	0.8	(±0.9)	**-1.4**	(±0.7)	**-1.6**	(±0.8)		
Difference (M−F)	**-1.7**	(±0.6)	**-1.9**	(±0.6)	0.1	(±0.9)	**-2.5**	(±0.7)	**-2.6**	(±0.9)	0.2	(±1.2)	-0.7	(±0.9)	-0.7	(±1.0)		

	Importance of social movement related citizenship																	
	Year 6						Year 10						Differences (Year 10-Year 6)					
	2013		2010		Difference		2013		2010		Difference		2013		2010			
All students	52.2	(±0.3)	51.4	(±0.3)	**0.8**	(±0.5)	50.3	(±0.5)	50.0	(±0.5)	0.3	(±0.9)	**-1.8**	(±0.6)	**-1.4**	(±0.6)		
Males	50.8	(±0.4)	50.2	(±0.5)	0.5	(±0.6)	48.1	(±0.6)	47.6	(±0.6)	0.5	(±1.0)	**-2.7**	(±0.7)	**-2.6**	(±0.7)		
Females	53.6	(±0.5)	52.6	(±0.4)	**1.0**	(±0.7)	52.6	(±0.6)	52.3	(±0.7)	0.3	(±1.1)	**-1.0**	(±0.7)	-0.3	(±0.8)		
Difference (M−F)	**-2.8**	(±0.6)	**-2.3**	(±0.6)	-0.5	(±0.8)	**-4.5**	(±0.8)	**-4.7**	(±1.0)	0.1	(±1.4)	**-1.7**	(±1.0)	**-2.3**	(±1.1)		

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

The average scale scores for the two citizenship behaviour scales are recorded in Table 5.2 for both year levels overall, by gender and in comparison with NAP – CC 2010. For both scales the 2013 Year 10 average scores were statistically significantly lower than the Year 6 scores both for the perceived importance of conventional citizenship behaviour (1.7 score points) and for the importance of social movement related citizenship behaviour (1.8 score points).

Female students at both year levels attributed statistically significantly more importance than male students to both types of citizenship behaviours. Year 10 average scores were statistically significantly lower than Year 6 scores for both female and male students when analysed as separate groups. Whereas the gender difference is similar in Year 6 and Year 10 for the *importance of conventional citizenship*, the gender difference is larger in Year 10 than Year 6 for *the importance of social movement related citizenship*.

When comparing results from 2013 with those from 2010, small but statistically significant differences were recorded at both year levels for the *importance of conventional citizenship*, with slightly higher scale scores recorded in 2013. For *the importance of social movement related citizenship* this was only the case in Year 6. Male Year 10 students in 2013 had significantly higher scores for the *importance of conventional citizenship* than in 2010, while female Year 6 students in 2013 had significantly higher scores for *the importance of social movement related citizenship* than in 2010.

Students' Trust in Civic Institutions and Processes

Citizens' trust in the basic functioning of Australia's institutions which underpin democracy in this country has the potential to influence their willingness to participate and engage in society. One of the aims of civics and citizenship is to promote young people's critical appreciation of these institutions. Therefore, trust in civic institutions and processes is an important construct which is assessed in the NAP – CC student questionnaire.

Students were asked to indicate their level of trust ("How much do you trust each of the following groups or institutions in Australia?") as "completely", "quite a lot", "a little" or "not at all" with regard to the following groups or institutions:

- the Australian Parliament;
- your state or territory parliament;
- law courts;
- the police;
- Australian political parties; and
- the media (television, newspapers, radio).

All six items were used to derive a reliable scale related to students' *trust in institutions* for which higher scale scores indicate higher levels of trust. The two categories "completely" and "quite a lot" combined are referred to as the trusting categories in the remaining part of this section.

Table 5.3: Category Percentages for Items Measuring Trust in Civic Institutions and Processes

	Trust in civic institutions and processes	Category percentages in 2013								Trusting categories (completely or quite a lot)					
		Completely		Quite a lot		A little		Not at all		2013		2010		Difference	
Year 6	The Australian Parliament	23	(±1.4)	47	(±2.1)	25	(±1.8)	5	(±0.9)	70	(±2.0)	69	(±1.7)	1	(±2.6)
	Your state or territory parliament	23	(±1.4)	52	(±1.7)	22	(±1.5)	4	(±0.7)	74	(±1.7)	72	(±1.8)	**3**	(±2.5)
	Law courts	31	(±1.6)	45	(±1.6)	21	(±1.6)	4	(±0.6)	76	(±1.6)	70	(±1.7)	**6**	(±2.4)
	The police	59	(±1.8)	29	(±1.6)	9	(±1.0)	3	(±0.5)	88	(±1.2)	85	(±1.3)	**3**	(±1.8)
	Australian political parties	15	(±1.2)	44	(±1.9)	34	(±1.5)	8	(±1.0)	58	(±1.7)	57	(±2.1)	2	(±2.7)
	The media	15	(±1.3)	39	(±1.7)	36	(±1.6)	9	(±1.0)	54	(±1.7)	45	(±2.0)	**9**	(±2.6)
Year 10	The Australian Parliament	8	(±1.0)	39	(±1.7)	41	(±1.8)	12	(±1.2)	47	(±1.8)	51	(±2.0)	**-4**	(±2.7)
	Your state or territory parliament	7	(±0.9)	45	(±1.7)	39	(±1.7)	9	(±1.0)	52	(±1.7)	51	(±2.0)	1	(±2.6)
	Law courts	16	(±1.4)	50	(±1.6)	27	(±1.7)	6	(±0.7)	67	(±1.7)	66	(±2.0)	1	(±2.7)
	The police	32	(±1.7)	45	(±2.1)	17	(±1.5)	6	(±0.8)	77	(±1.6)	71	(±1.8)	**6**	(±2.4)
	Australian political parties	5	(±0.7)	31	(±1.4)	49	(±1.7)	15	(±1.3)	35	(±1.5)	32	(±1.6)	**4**	(±2.2)
	The media	4	(±0.7)	24	(±1.4)	52	(±1.8)	20	(±1.7)	28	(±1.6)	27	(±1.4)	1	(±2.1)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

The category percentages for each group or institution among Year 6 and Year 10 students are recorded in Table 5.3. In addition the table shows the percentages of students who trusted these groups or institutions completely or quite a lot in 2013 and 2010. The highest levels of trust in 2013 were reported for:

- *the police* – (about 88% in Year 6 and 77% in Year 10); and
- *law courts* – (about 76% in Year 6 and 66% in Year 10).

The lowest percentages, in the *trusting* categories, at both year levels were found for the media (54% in Year 6 and 28% in Year 10) and political parties (58% in Year 6 and 35% in Year 10).

There were considerable differences in the level of trust across year levels: whereas 58 per cent of Year 6 students trust political parties completely or quite a lot, this was the case for only 35 per cent of Year 10 students. For the Australian, state or territory parliaments more than two-thirds of Year 6 students expressed complete or quite a lot of trust (70% and 74% respectively) while only by about half of Year 10 students shared this view (47% and 52% respectively).

When comparing the levels of trust in 2013 with those from 2010, some statistically significant differences were found. Trust was higher in 2013 among Year 6 students for state or territory parliaments (+3 percentage points),

law courts (+6), the police (+3) and the media (+9). Among Year 10 students, significantly more students expressed trust in the police and Australian political parties (+6 and +4 percentage points respectively). Fewer Year 10 students trusted the Australian Parliament in 2013 than in 2010 (-4 percentage points).

Table 5.4: Average Scale Scores for Trust in Civic Institutions and Processes, Overall, by Gender and in Comparison with 2010

Trust in civic institutions and processes	Year 6						Year 10						Differences (Year 10-Year 6)			
	2013		2010		Difference		2013		2010		Difference		2013		2010	
All students	56.7	(±0.3)	55.2	(±0.4)	**1.5**	(±0.7)	50.6	(±0.4)	50.0	(±0.5)	0.6	(±1.5)	**-6.1**	(±0.5)	**-5.2**	(±0.6)
Males	56.2	(±0.4)	54.5	(±0.5)	**1.6**	(±0.8)	49.9	(±0.6)	49.2	(±0.6)	0.7	(±1.6)	**-6.3**	(±0.7)	**-5.4**	(±0.7)
Females	57.2	(±0.5)	55.9	(±0.5)	**1.4**	(±0.8)	51.3	(±0.6)	50.8	(±0.5)	0.5	(±1.5)	**-5.9**	(±0.7)	**-5.1**	(±0.7)
Difference (M−F)	**-1.1**	(±0.6)	**-1.3**	(±0.6)	0.3	(±1.0)	**-1.4**	(±0.8)	**-1.6**	(±0.7)	0.2	(±1.7)	-0.3	(±1.0)	-0.3	(±0.9)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table 5.4 shows the average scale scores for *trust in institutions* for Year 6 and Year 10 students, by gender groups and in comparison with the previous survey in 2010. When comparing the mean scale scores between year levels, as in the previous survey, there were large and statistically significant differences with Year 6 students expressing more trust than Year 10 students (a statistically significant difference of about six score points).

Differences between gender groups were smaller than between the two year levels but statistically significant with female students having somewhat higher levels of trust at both year levels. When comparing the 2013 results with those from 2010, slightly higher scale scores were found among Year 6 students with a statistically significant difference of +1.5 score points. These small differences were roughly the same among male and female Year 6 students. The average scores of Year 10 students did not change significantly between 2010 and 2013.

Students' Attitudes towards Indigenous Cultures

Civics and citizenship education in Australia aims to develop students' understanding and acknowledgement of Indigenous Australian cultures (MCEETYA, 2008). References to this goal are found in the Melbourne Declaration which states that active and informed citizens "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". Additionally, the national *Statements of Learning for Civics and Citizenship* (Curriculum Corporation,

2006) aim to provide students with an opportunity to develop "an appreciation of the experiences and heritage of Australia's Aboriginal and Torres Strait Islander peoples and their influence on Australian civic identity and society". The *Australian Curriculum: Civics and Citizenship* also "acknowledges the experiences and contributions of Aboriginal and Torres Strait Islander Peoples and their identities within contemporary Australia".

The NAP – CC student questionnaire included a question to measure student attitudes regarding some aspects of Australian Indigenous cultures and traditions. These include: recognition of traditional ownership of land by Indigenous Australians, reconciliation between Indigenous and non-Indigenous Australians and valuing Indigenous cultures.

Students' attitudes towards Indigenous cultures in Australia were measured by asking students ("How much do you agree or disagree with the following statements about Indigenous Australians?") to rate their agreement ("strongly agree", "agree", "disagree", or "strongly disagree") with the following statements:

- Australia should support the cultural traditions and languages of Indigenous Australians.
- Australia has a responsibility to improve the quality of life of Indigenous Australians.
- It is important to recognise the traditional ownership of land by Indigenous Australians.
- All Australians have much to learn from Indigenous Australian cultures and traditions and people.
- All Australians should be given the chance to learn about reconciliation between Indigenous and other Australians.

The combined categories "strongly agree" and "agree" are labelled **agreement** in the following text. The five items were also used to derive a reliable scale reflecting students' *attitudes towards Indigenous cultures,* for which higher scale scores indicate more positive attitudes towards Indigenous cultures.

Table 5.5 shows the category percentages for each of these statements. Large majorities of students were in agreement with all of these statements. Among both Year 6 and Year 10 students about nine out of ten students endorsed the notion that Australia should support the cultural traditions and languages of Indigenous Australians (about 95% in Year 6 and 92% in Year 10). Similar levels of agreement were found for the importance of recognising traditional ownership of land (93% in Year 6 and 90% in Year 10) and giving everyone a chance to learn about reconciliation between Indigenous and non-Indigenous Australians (91% in Year 6 and 89% in Year 10). The statement that Australia has a responsibility to improve the quality of life of Indigenous Australians was endorsed by 92 per cent among Year 6 students and 86 per cent among Year 10 students. Somewhat lower levels of agreement were found for the statement that Australians have much to learn from Indigenous cultures and traditions and people (87% in Year 6 and 77% in Year 10).

Table 5.5: Category Percentages for Items Measuring Attitudes towards Australian Indigenous Cultures

Attitudes towards Australian Indigenous cultures	Strongly agree		Agree		Disagree		Strongly disagree		Agreement categories					
									2013		2010		Difference	
Year 6														
Australia should support the cultural traditions and languages of Indigenous Australians.	60	(±1.7)	34	(±1.8)	4	(±0.7)	1	(±0.4)	95	(±0.8)	93	(±0.9)	**2**	(±1.2)
Australia has a responsibility to improve the quality of life of Indigenous Australians.	47	(±1.9)	44	(±1.9)	7	(±0.8)	2	(±0.4)	92	(±1.0)	89	(±1.1)	**2**	(±1.5)
It is important to recognise the traditional ownership of land by Indigenous Australians.	57	(±1.8)	35	(±1.6)	6	(±0.7)	1	(±0.4)	93	(±0.9)	91	(±1.0)	**2**	(±1.3)
All Australians have much to learn from Indigenous Australian cultures and traditions and people.	42	(±1.7)	45	(±1.6)	10	(±0.9)	3	(±0.6)	87	(±1.1)	85	(±1.2)	**2**	(±1.6)
All Australians should be given the chance to learn about reconciliation between Indigenous and other Australians.	49	(±1.8)	43	(±1.6)	6	(±0.8)	2	(±0.6)	91	(±1.0)	91	(±1.0)	0	(±1.4)
Year 10														
Australia should support the cultural traditions and languages of Indigenous Australians.	50	(±2.0)	42	(±1.9)	5	(±0.8)	3	(±0.6)	92	(±1.0)	91	(±1.3)	1	(±1.7)
Australia has a responsibility to improve the quality of life of Indigenous Australians.	40	(±2.0)	45	(±1.8)	11	(±1.2)	3	(±0.6)	86	(±1.3)	83	(±1.4)	**3**	(±2.0)
It is important to recognise the traditional ownership of land by Indigenous Australians.	48	(±2.0)	42	(±1.7)	7	(±0.9)	3	(±0.6)	90	(±1.0)	88	(±1.2)	**2**	(±1.6)
All Australians have much to learn from Indigenous Australian cultures and traditions and people.	32	(±1.8)	45	(±1.7)	18	(±1.7)	5	(±0.8)	77	(±1.8)	76	(±1.9)	1	(±2.7)
All Australians should be given the chance to learn about reconciliation between Indigenous and other Australians.	39	(±2.0)	50	(±1.9)	8	(±0.9)	3	(±0.6)	89	(±1.1)	88	(±1.5)	1	(±1.9)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Compared to the survey results in 2010, small but statistically significantly higher percentages of agreement were found in 2013. Among Year 6 students percentages of agreement regarding the first four statements increased by two percentage points. In Year 10, a significant increase was recorded regarding Australia's responsibility to improve the quality of life of Indigenous Australians (+3 percentage points) and regarding the importance to recognise traditional land ownership of Indigenous people (+2 percentage points).

Table 5.6: Average Scale Scores for Attitudes towards Australian Indigenous Cultures, Overall, by Gender, and in Comparison with 2010

Attitudes towards Australian Indigenous cultures	Year 6						Year 10						Differences (Year 10-Year 6)			
	2013		2010		Difference (2013–2010)		2013		2010		Difference (2013–2010)		2013		2010	
All students	50.8	(±0.3)	49.5	(±0.3)	**1.3**	(±0.7)	51.1	(±0.5)	50.0	(±0.5)	**1.1**	(±0.8)	0.3	(±0.5)	0.5	(±0.6)
Males	50.1	(±0.4)	49.1	(±0.5)	**1.0**	(±0.8)	49.2	(±0.6)	48.1	(±0.6)	**1.1**	(±1.0)	**-0.9**	(±0.7)	**-1.0**	(±0.8)
Females	51.6	(±0.4)	50.0	(±0.3)	**1.6**	(±0.7)	53.0	(±0.6)	51.8	(±0.7)	**1.2**	(±1.0)	**1.4**	(±0.7)	**1.8**	(±0.8)
Difference (M–F)	**-1.5**	(±0.5)	**-0.9**	(±0.5)	-0.6	(±0.9)	**-3.8**	(±0.8)	**-3.6**	(±0.9)	-0.2	(±1.3)	**-2.3**	(±1.0)	**-2.7**	(±1.0)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

The average scale scores for attitudes towards Australian Indigenous cultures in both year levels are shown in Table 5.6, overall, by gender groups and in comparison with 2010. Overall, there were no statistically significant differences across year levels. However, when comparing the two year levels by gender group, the Year 10 male students showed less positive attitudes than the Year 6 males, while the female students show more positive attitudes in Year 10 than in Year 6. Similar results were found in 2010.

Among Year 6 students there was a small but statistically significant gender difference, with female students reporting more positive attitudes towards Indigenous cultures than male students (1.5 score points difference). This difference was much larger among Year 10 students (3.8 score points difference, equivalent to more than a third of a standard deviation). The size of gender differences was similar to the previous survey in 2010.

When comparing the 2013 results with those from the previous survey, overall relatively small statistically significant differences were recorded with somewhat higher average scale scores in both year levels since 2010. Differences between gender groups in 2013 were similar to those found in the previous survey.

Students' Attitudes towards Australian Diversity

Another goal of civics and citizenship education is fostering students' appreciation of Australian diversity. This goal is explicitly stated in the Melbourne Declaration as well as the national *Statements of Learning for Civics and Citizenship*. The Melbourne Declaration defines as an educational goal that active and informed citizens should "appreciate Australia's social, cultural, linguistic and religious diversity, and have an understanding of Australia's system of government, history and culture". The *Statements of Learning for Civics and Citizenship* emphasise the importance of the development of "an appreciation of the uniqueness and diversity of Australia as a multicultural society and a commitment to supporting intercultural understandings within the context of Australian democracy". The *Australian Curriculum: Civics and Citizenship* recognises that "Australia is a secular nation with a multicultural and multi-faith society, and promotes the development of inclusivity by developing students' understanding of broader values such as respect, civility, equity, justice and responsibility".

The NAP – CC questionnaire for Year 10 students included a question to measure the extent to which students have positive attitudes towards diversity and multiculturalism by asking them how much they agreed or disagreed with set of statements about Australian society. Students rated their agreement ("strongly agree", "agree", "disagree", or "strongly disagree") regarding the following seven statements:

- Immigrants should be encouraged to keep their cultural traditions and languages.
- When there are not many jobs available immigration should be cut.
- Australia will become less peaceful as more people from different backgrounds come to live here.
- Australia benefits greatly from having people from many cultures and backgrounds.
- All Australians should learn about different cultures and traditions at school.
- Having people from many different cultures and backgrounds makes it difficult for a country to be united.
- Australia would be a better place in the future if only people with similar backgrounds were allowed to come and live here.

The second, third, sixth and seventh statements were negatively worded and agreement with these statements indicated negative attitudes towards Australian diversity whereas agreement with the other statements reflects positive attitudes. The seven items were used to derive a reliable scale relating to Year 10 students' attitudes towards Australian diversity for which positive values indicate positive attitudes towards Australian diversity.

Table 5.7: Category Percentages for Items Measuring Attitudes towards Australian Diversity and percentages of agreement since 2010

Attitudes towards Australian diversity	Strongly agree		Agree		Disagree		Strongly disagree		Agreement categories					
									2013		2010		Difference	
Immigrants should be encouraged to keep their cultural traditions and languages.	31	(±2.3)	50	(±2.0)	15	(±1.4)	5	(±0.8)	81	(±1.7)	72	(±2.2)	**8**	(±2.7)
When there are not many jobs available immigration should be cut.	11	(±1.1)	33	(±1.9)	44	(±2.0)	12	(±1.4)	44	(±2.2)	49	(±1.9)	**-5**	(±2.9)
Australia will become less peaceful as more people from different backgrounds come to live here.	10	(±1.1)	30	(±1.7)	42	(±1.6)	18	(±1.6)	40	(±1.8)	42	(±2.4)	-2	(±3.1)
Australia benefits greatly from having people from many cultures and backgrounds.	30	(±2.4)	52	(±2.1)	14	(±1.3)	3	(±0.6)	82	(±1.5)	80	(±1.7)	**2**	(±2.2)
All Australians should learn about different cultures and traditions at school.	27	(±2.1)	50	(±2.2)	18	(±1.5)	4	(±0.7)	77	(±1.7)	75	(±1.7)	**3**	(±2.4)
Having people from many different cultures and backgrounds makes it difficult for a country to be united.	9	(±1.0)	28	(±1.9)	45	(±2.0)	19	(±1.8)	37	(±1.9)	35	(±2.2)	1	(±2.9)
Australia would be a better place in the future if only people with similar backgrounds were allowed to come and live here.	8	(±1.0)	22	(±1.7)	37	(±1.7)	34	(±2.2)	30	(±1.9)	25	(±1.9)	**5**	(±2.7)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table 5.7 shows the category percentages for Year 10 students as well as the percentages of agreement in comparison with 2010. The majority of students tended to agree with positively worded statements and to disagree with negatively worded statements.

The highest percentages of agreement were recorded for the statements that Australia benefits greatly from having people from many cultures and backgrounds (82%) and that that immigrants should be encouraged to keep their cultural traditions and languages (81%). Seventy-seven percent of Year 10 students also agreed that all Australians should learn about different cultures and traditions at school.

Among the negatively worded statements, fewer than half of the Year 10 students endorsed the notion that immigration should be cut when there are not many jobs available (44%) while 40 per cent agreed that Australia would become less peaceful as more people from different backgrounds came to live there. More

than a third of Year 10 students agreed that having people from many different cultures and backgrounds would make it difficult to keep the country united (37%) and 30 per cent thought that Australia would be a better place if only people with similar backgrounds were allowed to come and live in the country.

When comparing percentages of agreement with those from the previous survey, statistically significant differences were recorded for five items. Significantly more Year 10 students in 2013 than in 2010 endorsed encouraging immigrants to keep their cultural traditions and language (+8 percentage points), that all Australians should learn about different cultures and traditions at school (+3) and that Australia benefits greatly from diversity (+2). While a smaller percentage in 2013 than in 2010 agreed that immigration should be reduced in times of job shortage (-5 percentage points), there were more Year 10 students agreeing that Australia would be a better place with immigrants from similar backgrounds (+5).

Table 5.8: Average Scale Scores for Attitudes Towards Australian Diversity Overall, by Gender, by Language Background and by Country of Birth, in comparison with 2010

Attitudes towards Australian diversity	Year 10					
	2013		2010		Difference (2013–2010)	
All students	50.8	(±0.5)	50.0	(±0.6)	0.8	(±1.0)
Gender						
Males	49.4	(±0.6)	48.0	(±0.7)	**1.3**	(±1.2)
Females	52.2	(±0.8)	51.9	(±0.7)	0.4	(±1.3)
Difference (M–F)	**-2.9**	(±1.0)	**-3.8**	(±1.1)	1.0	(±1.6)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Average scale scores among Year 10 for students' attitudes towards Australian diversity are presented in Table 5.8, overall, by gender and in comparison with results from the previous assessment cycle in 2010.

The results show a statistically significant difference of 2.9 score points between gender groups, with more positive attitudes towards Australian diversity being shown by females than males. A similar gender difference was reported for the survey in 2010. There were no differences between the national average scores in 2013 and 2010 but a small, albeit statistically significant, difference between male Year 10 students of +1.3 score points was recorded.

Associations between Students' Attitudes towards Civic-related Topics and Achievement

This section reviews the associations between the students' attitudes reported in this chapter and the NAP – CC Scale scores which reflect the students' knowledge and understanding. One way of reporting these associations is to report the *correlation* between each attitude of interest and NAP – CC Scale scores. Pearson's correlation coefficients can assume values between -1 and +1. A positive correlation between a NAP – CC Scale and an attitudinal measure scale would mean that any increase in student achievement corresponds to an increase in the attitudinal scale score, while a negative correlation indicates an association in which an increase in one measure corresponds to a decrease in the other measure. There are no scientific rules for interpreting the strength of correlation coefficients but (for survey data in social research) statistically significant coefficients below ±0.1 are typically described as "non substantial", between ±0.1 and ±0.2 as "weak", between ±0.2 and ±0.5 as "moderate" and above ±0.5 as "strong". When reporting correlation coefficients an assumption is made that the relationship is linear between the two measures.

In this section a second form of depicting associations between attitudes and civic knowledge is used. The student attitudinal scale scores for each measure are divided into three roughly equal-sized groups with high, medium and low attitudinal scores. These groups are called *tertile* groups. The average NAP – CC Scale scores for students in each of the three tertile groups are reported and compared for each attitudinal measure. This second way of investigating the association between achievement and attitudes allows for some review of the pattern of the associations and the extent to which the association is approximately linear.

For each year level, separate tertile groups were created based on student scores for each attitude scale. Average NAP – CC Scale scores and their confidence intervals are reported in Table 5.9 for each attitude tertile group by year level. Symbols shown between NAP – CC Scale score averages of adjacent groups indicate whether differences between these groups are statistically significant. Arrows pointing up indicate that the right-hand (higher) tertile group has a significantly higher average NAP – CC Scale score, while those pointing down indicate that the left-hand (lower) tertile group has a higher average NAP – CC Scale score.

Table 5.9: Average NAP – CC Scale Scores by Tertile Groups of Indices of Students' Attitudes towards Civic and Citizenship Issues

	Lowest tertile group		Medium tertile group		Highest tertile group	Correlation
Importance of conventional citizenship behaviour						
Year 6	393		415		406	**.06**
	(±8.4)		(±9.2)		(±9.3)	(±.04)
Year 10	497	▲	519		521	**.13**
	(±9.9)		(±7.9)		(±8.7)	(±.04)
Importance of social movement related citizenship behaviour						
Year 6	382	▲	413		419	**.15**
	(±8.8)		(±9.1)		(±7.8)	(±.04)
Year 10	490	▲	517		531	**.16**
	(±9.5)		(±8.9)		(±8.6)	(±.04)
Trust in civic groups and institutions						
Year 6	393	▲	416		404	**.06**
	(±8.4)		(±8.5)		(±9.7)	(±.04)
Year 10	492	▲	527		518	**.10**
	(±8.1)		(±10.0)		(±9.7)	(±.04)
Attitudes towards Indigenous culture						
Year 6	358	▲	415	▲	440	**.30**
	(±7.5)		(±7.6)		(±8.7)	(±.03)
Year 10	489	▲	513	▲	535	**.18**
	(±9.9)		(±8.2)		(±9.2)	(±.04)
Attitudes towards Australian diversity						
Year 10	456	▲	506	▲	575	**.38**
	(±9.3)		(±9.1)		(±9.0)	(±.04)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant correlation coefficients are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*
▲ Average in right-hand tertile group significantly higher
▼ Average in right-hand tertile group significantly lower

Table 5.9 illustrates the associations between NAP – CC Scale scores and the attitude scales presented in this chapter. Between NAP – CC Scale scores and student perceptions of the importance of conventional citizenship behaviour there was a non-substantial but statistically significant correlation among Year 6 students (0.06) whereas the correlation among Year 10 students was somewhat higher (0.13) and also statistically significant. For Year 10 students there was only a statistically significant increases in test scores between the respective lowest and medium tertiles.

At both year levels, the association between test scores and the importance of social movement related citizenship behaviour was weak with statistically significant correlation coefficients of 0.15 and 0.16 respectively. Only between the lowest tertile group and the medium tertile group statistically significant increases were recorded.

For students' trust in civic groups and institutions there were non-substantial to weak correlations with test performance at both year levels (0.06 in Year 6 and 0.10 in Year 10). For students at both year levels, there were no statistically significant increases in test scores between the medium and highest tertile groups for students' trust but significantly higher test scores in the medium tertile group when compared to the lowest tertile group.

Moderate correlations were found for the association between students' attitudes towards Indigenous culture and civics and citizenship literacy (0.30 for Year 6 and 0.18 for Year 10). Across tertile groups there were linear and statistically significant increases of test scores from the lowest to highest groups at both year levels. The overall difference between lowest and highest tertile groups was 82 score points among Year 6 and 46 score points among Year 10 students. The results illustrate that students with higher levels of civics and citizenship knowledge also tend to have more positive attitudes towards Indigenous culture in Australia.

Moderate associations between students' attitudes towards Australian diversity and civics and citizenship knowledge were also recorded for Year 10 students (correlation of 0.38). NAP – CC Scale scores increased significantly between adjacent tertile groups. The difference in score points between students in the lowest and highest tertile group was 119 score points. The results show that students with more positive attitudes towards Australian diversity are those with higher levels of knowledge in civics and citizenship.

Summary

In 2013, participation in activities to protect the environment, in activities promoting human rights, in activities that benefit the local community and in learning about Australia's history were regarded by Australian students as the most important behaviours for good citizenship. Fewer than half of Year 10 students viewed discussing politics and participation in peaceful protests as very or quite important for good citizenship. Statistically significant differences between gender groups were recorded for both perceptions of the importance of both conventional and social movement related citizenship. Generally, results from the 2013 assessment were similar to those in 2010.

At both year levels, the police and the law courts were the civic institutions most trusted by students. Only a minority of Year 10 students expressed quite a lot or complete trust in the media (television, newspapers and radio) and political parties. When comparing trust across year levels, significantly lower levels of trust were recorded for Year 10 students. There were also small but statistically significant differences between gender groups, with females expressing slightly more trust in civic groups and institutions than males. When comparing the results with the previous assessment cycle, Year 6 students expressed somewhat higher levels of trust overall in 2013 than previously. A significant decrease in

trust between 2010 and 2013 was only observed for the Australian Parliament among Year 10 students.

As in 2010, the large majority of students at both year levels in 2013 had positive attitudes towards Indigenous cultures. At both year levels, statistically significant gender differences were found which were higher among Year 10 students due to a statistically significant increase in positive attitudes between Year 6 and Year 10 among female students, together with a slight but significant decrease in scale scores among male students. Overall, and within gender groups, there has been a small but statistically significant increase in positive attitudes since 2010.

Year 10 students were presented with a question about their attitudes towards Australian diversity requiring them to rate their agreement with a range of positive and negative statements. As in 2010, the majority of Year 10 students expressed agreement with most positive statements and disagreement with most negative statements that were included in the assessment. As in the previous assessment cycle, there were significant gender differences with females expressing more positive views than males. Overall, no changes in attitudes towards diversity were found in comparison to 2010.

Relatively small but statistically significant associations between students' civics and citizenship literacy and perceptions of conventional as well as social movement related citizenship behaviour were found. Students with low levels of trust in civic institutions or groups were also those with somewhat lower test performance. There were relatively high correlations between positive attitudes towards Indigenous culture (Year 6 and Year 10) and towards Australian diversity (Year 10) with civics and citizenship literacy. These results were quite similar to those found in the previous assessment cycle (ACARA, 2011).

For most of the attitudinal measures small but statistically significant increases were found in comparison with the previous cycle in 2010. However, interpretation of these comparisons should be made with caution in view of the change from paper-based to online questionnaires since the last cycle, which might have had some effects on how students responded to these questions.

Chapter 6
Student Engagement in Civics and Citizenship Activities

Democratic societies like Australia depend on the active involvement of their citizens. Consequently, the NAP – CC Assessment Framework treats students' civic and citizenship participation as a crucial part of what civics and citizenship education should achieve. This area encompasses active participation as well as expected future engagement. Furthermore, students' motivation to engage, such as their expectation regarding the effectiveness of participation, and their confidence in their own ability to become actively engaged, are important aspects when studying students' civic engagement.

This chapter presents results about students' reported participation at school and in the community, self-ratings of their interest, confidence and valuing of civic action, and expectations to participate in civic action in the future. It also reviews the associations between students' gender and their civic knowledge, as measured by the NAP – CC Scale, with indicators of engagement.

When sets of items could be used to derive measurement scales, scale scores have been constructed, using the same method and scale parameters as described in Chapter 5. Each scale has a mean of 50 scale points and a standard deviation of 10 scale points for Year 10 students in 2010. Year 6 scale scores have been equated to the Year 10 scale scores and the 2013 scale has been equated to the 2010 scale. There are also some non-Item-Response-Theory indices that were derived from student responses to questions about the frequency of their participation in civics and citizenship activities which were related to students' NAP – CC Scale scores.

Civics and Citizenship-related Activities at School and in the Community

Civic-related participation at school

There are limits to the extent to which young people can participate and civically engage in society (for example, young people under 18 cannot vote in elections or stand as candidates for public office). Civic engagement activities that can be undertaken by young people include taking part in civic-related activities at school, participation in groups or organisations in the community, informing themselves through media and taking part in discussions of political and social issues with friends and family.

Democracy and civic engagement can be experienced by young people through their involvement in activities at school. By doing this they may develop motivation for civic engagement in the future. The NAP – CC 2013 asked students whether they had participated ("yes", "no", "this is not available at my school") in each of the following activities:

- having voted for class representatives;
- having been elected on to a Student Council, Student Representative Council (SRC) or class/school parliament;
- having helped to make decisions about how the school is run;
- having helped prepare a school paper or magazine;
- having participated in peer support, buddy or mentoring programs;
- having participated in activities in the community;
- having represented the school in activities outside of class (such as drama, sport, music or debating);
- having been a candidate in a Student Council, Student Representative Council (SRC) or class/school parliament election;
- having participated in an excursion to a parliament, local government or law court.

Table 6.1: Category Percentages for Items Measuring Participation in Civic and Citizenship-Related Activities at School, Years 6 and 10, Overall and by Gender

Participation at school		Year 6					
		Yes		No		Not available at school	
Have voted for class representative	Overall	70	(±3.2)	16	(±1.9)	15	(±2.6)
	Males	70	(±3.4)	16	(±2.3)	14	(±2.7)
	Females	70	(±3.8)	15	(±2.2)	15	(±3.2)
Have been elected on to a Student Council, Student Representative Council (SRC) or class/school parliament	Overall	36	(±2.4)	52	(±2.6)	12	(±2.8)
	Males	34	(±2.6)	54	(±3.1)	11	(±2.6)
	Females	38	(±3.1)	49	(±3.0)	13	(±3.4)

Table 6.1: Category Percentages for Items Measuring Participation in Civic and Citizenship-Related Activities at School, Overall and by Gender continued

		Yes		No		Not available at school	
Have helped to make decisions about how the school is run	Overall	42	(±2.6)	53	(±2.4)	6	(±1.2)
	Males	39	(±2.3)	56	(±2.4)	6	(±1.3)
	Females	44	(±3.7)	49	(±3.5)	6	(±1.6)
Have helped prepare a school paper or magazine	Overall	23	(±2.3)	62	(±2.6)	16	(±2.0)
	Males	23	(±3.0)	62	(±2.9)	15	(±2.3)
	Females	23	(±2.9)	61	(±3.4)	16	(±2.5)
Have participated in peer support, buddy or mentoring programs	Overall	77	(±2.4)	19	(±1.9)	4	(±0.9)
	Males	75	(±3.0)	21	(±2.4)	5	(±1.2)
	Females	80	(±2.4)	17	(±2.1)	4	(±1.0)
Have participated in activities in the community	Overall	75	(±1.7)	22	(±1.7)	2	(±0.4)
	Males	73	(±2.1)	24	(±2.0)	3	(±0.7)
	Females	77	(±2.4)	21	(±2.4)	2	(±0.7)
Have represented the school in activities outside of class (such as drama, sport, music or debating)	Overall	84	(±1.3)	15	(±1.3)	1	(±0.3)
	Males	83	(±1.8)	16	(±1.7)	1	(±0.5)
	Females	84	(±2.0)	15	(±1.9)	1	(±0.4)
Have been a candidate in a Student Council, Student Representative Council (SRC) or class/school parliament election	Overall	38	(±2.5)	51	(±2.2)	11	(±2.4)
	Males	37	(±2.7)	53	(±2.7)	10	(±2.2)
	Females	40	(±3.1)	49	(±3.2)	12	(±3.3)
Have participated in an excursion to a parliament, local government or law court	Overall	47	(±4.3)	43	(±3.6)	10	(±1.5)
	Males	47	(±4.6)	43	(±4.0)	10	(±1.5)
	Females	46	(±4.7)	43	(±4.1)	11	(±2.2)

Participation at school		Year 10					
		Yes		No		Not available at school	
Have voted for class representative	Overall	60	(±3.5)	24	(±2.5)	16	(±2.1)
	Males	55	(±4.3)	27	(±3.1)	18	(±2.7)
	Females	65	(±4.1)	20	(±2.7)	15	(±2.8)
Have been elected on to a Student Council, Student Representative Council (SRC) or class/school parliament	Overall	21	(±1.8)	73	(±1.9)	6	(±1.3)
	Males	19	(±1.9)	75	(±2.2)	6	(±1.5)
	Females	22	(±2.6)	72	(±2.6)	6	(±1.6)
Have helped to make decisions about how the school is run	Overall	32	(±1.9)	65	(±1.9)	3	(±0.7)
	Males	29	(±2.7)	68	(±2.7)	3	(±0.9)
	Females	35	(±2.6)	62	(±2.6)	3	(±0.8)
Have helped prepare a school paper or magazine	Overall	16	(±1.6)	78	(±1.5)	6	(±0.8)
	Males	12	(±1.8)	81	(±2.0)	7	(±1.1)
	Females	19	(±2.3)	75	(±2.4)	6	(±1.2)
Have participated in peer support, buddy or mentoring programs	Overall	47	(±2.5)	49	(±2.3)	4	(±0.8)
	Males	42	(±3.0)	54	(±2.7)	4	(±1.0)
	Females	52	(±3.4)	44	(±3.3)	4	(±1.2)
Have participated in activities in the community	Overall	74	(±1.9)	25	(±1.7)	1	(±0.4)
	Males	70	(±2.5)	29	(±2.3)	1	(±0.5)
	Females	78	(±2.6)	21	(±2.5)	1	(±0.4)
Have represented the school in activities outside of class (such as drama, sport, music or debating)	Overall	77	(±1.6)	23	(±1.5)	1	(±0.3)
	Males	76	(±2.2)	23	(±2.2)	1	(±0.4)
	Females	77	(±2.3)	22	(±2.3)	0	(±0.4)
Have been a candidate in a Student Council, Student Representative Council (SRC) or class/school parliament election	Overall	22	(±1.7)	73	(±1.8)	5	(±1.1)
	Males	20	(±1.8)	76	(±2.0)	5	(±1.4)
	Females	25	(±2.7)	70	(±2.7)	5	(±1.4)
Have participated in an excursion to a parliament, local government or law court	Overall	41	(±2.9)	53	(±2.6)	5	(±0.9)
	Males	41	(±3.3)	54	(±3.3)	5	(±1.1)
	Females	41	(±4.0)	53	(±3.5)	5	(±1.3)

*Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table 6.1 presents the percentages of Year 6 and Year 10 students with confidence intervals for each of the school activities overall and by gender group.

Majorities of Year 6 students reported *representing the school in activities outside of class* (84%), *participation in peer support programs* (77%), *participation in (school-related) activities in the community* (75%) and *voting for class representatives* (70%). Less than half of Year 6 students reported to have *participated in excursions to parliaments, local governments or law courts* (47%) *helped to make decisions about how the school is run* (42%) and *been a candidate in class or school elections* (38%). Roughly a third of Year 6 students indicated to have *been elected as class or school representatives* (36%) and *helped to make decisions about how the school is run* (35%). Less than a quarter of students reported to have *helped prepare a school paper or magazine* (23%).

Regarding the availability of activities at schools, 16 per cent of Year 6 students reported that they did not have the opportunity to help prepare a school paper or magazine at their schools and 15 per cent that had not been able to vote for class representatives. About a tenth of Year 6 students indicated that getting elected to an SRC (12%), becoming a candidate in school/class elections (11%), and excursions to civic institutions (10%) were not available at their schools.

Generally, fewer Year 10 than Year 6 students reported involvement in school activities. The activities reported by majorities among Year 10 students were: *representation of the school in activities outside class* (77%); *participation in community activities* (74%); and *voting for class representatives* (60%). Somewhat less than half of Year 10 students reported *participation in peer support programs* (47%) and having *participated in excursions to parliaments, local governments or law courts* (41%). One out of three Year 10 students reported to *have helped to make decisions about how the school is run* (32%) and one out of five reported to have *been elected as class or school representatives* (21%) or have *been a candidate in elected student representations at school* (22%). *Helping to prepare a school paper or magazine* was reported by only 16 per cent.

Students were able to indicate whether they believed that an activity was *not available at their school*. Sixteen per cent reported that they had not been able to take part in *elections of class representatives* (16%). For each of other listed activities fewer than 10 per cent of Year 10 students indicated the activity was not available at their school.

There were some differences between gender groups in particular among Year 10 students, where female students tended to report higher levels of participation for some activities, in particular:

- *regarding voting for class representatives;*
- *participation in activities in the community;*
- *participation in peer support programs; and*
- *helping to prepare a school paper or magazine.*

Table 6.2: Comparison of 2010 and 2013 Category Percentages for Items Measuring Participation in Civic and Citizenship-Related Activities at School

Participation at school	Year 6						Year 10					
	2013		2010		Difference		2013		2010		Difference	
Have voted for class representative	82	(±2.2)	84	(±2.1)	-2	(±3.1)	72	(±3.2)	72	(±3.0)	0	(±4.3)
Have been elected on to a Student Council, Student Representative Council (SRC) or class/school parliament	41	(±2.4)	38	(±2.6)	3	(±3.5)	22	(±1.9)	22	(±1.8)	0	(±2.6)
Have helped to make decisions about how the school is run	44	(±2.6)	38	(±2.7)	**6**	(±3.7)	33	(±1.9)	30	(±1.8)	**3**	(±2.6)
Have helped prepare a school paper or magazine	27	(±2.6)	25	(±2.4)	2	(±3.5)	17	(±1.7)	18	(±2.2)	-1	(±2.8)
Have participated in peer support, 'buddy' or mentoring programs	81	(±2.0)	80	(±2.3)	0	(±3.0)	49	(±2.5)	46	(±2.7)	3	(±3.7)
Have participated in activities in the community	77	(±1.7)	76	(±1.9)	1	(±2.5)	74	(±1.8)	71	(±1.9)	**4**	(±2.6)
Have represented the school in activities outside of class (such as drama, sport, music or debating)	85	(±1.3)	84	(±1.5)	0	(±2.0)	77	(±1.5)	79	(±1.6)	-2	(±2.2)
Have been a candidate in a Student Council, Student Representative Council (SRC) or class/school parliament election	43	(±2.3)	46	(±2.5)	-3	(±3.4)	23	(±1.8)	25	(±2.0)	-1	(±2.7)
Have participated in an excursion to a parliament, local government or law court	52	(±4.3)	51	(±4.5)	1	(±6.2)	44	(±2.9)	46	(±3.6)	-3	(±4.6)

*Confidence intervals are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table 6.2 compares the percentages of students' school activities with the previous assessment in 2010, based only on those students who reported that activities had been available at their schools. Among Year 6 students there was a statistically significant increase since 2010 in having helped to make decisions about how the school is run (+6).

For Year 10, percentages of reported activities increased (statistically significantly) since 2010 for having helped to make decisions about how the school is run (+3 percentage points), for participation in peer support programs (+3), and for participation in community activities (+4).

Civic-related activity in the community

There are some activities in the community in which older adolescents may engage outside school hours. The student questionnaire for Year 10 asked whether students had participated ("yes, I have done this within the last year", "yes, I have done this but more than a year ago", "no, I have never done this") in out-of-school activities related to the following groups or organisations:

- an environmental organisation;

- a human rights organisation;
- a voluntary group doing something to help the community;
- collecting money for a charity or social cause;
- an Indigenous Australian community group.

Table 6.3: Category Percentages for Items Measuring Participation in Civic and Citizenship-Related Activities in the Community (Year 10), Overall and by Gender

Participation in the community		Yes, I have done this within the last year		Yes, I have done this but more than a year ago		No, I have never done this	
An environmental organisation	Overall	11	(±1.2)	24	(±1.6)	65	(±1.9)
	Males	11	(±1.6)	23	(±2.0)	66	(±2.4)
	Females	12	(±1.6)	24	(±2.3)	64	(±2.6)
A human rights organisation	Overall	7	(±1.0)	11	(±1.2)	82	(±1.6)
	Males	6	(±1.0)	11	(±1.6)	83	(±2.0)
	Females	8	(±1.6)	12	(±1.6)	81	(±2.3)
A voluntary group doing something to help the community	Overall	35	(±2.1)	23	(±1.3)	42	(±1.8)
	Males	31	(±2.7)	22	(±1.9)	47	(±2.5)
	Females	40	(±2.6)	23	(±1.9)	37	(±2.6)
Collecting money for a charity or social cause	Overall	37	(±2.1)	28	(±1.9)	35	(±1.5)
	Males	31	(±2.5)	26	(±2.3)	43	(±2.7)
	Females	44	(±3.0)	29	(±2.7)	26	(±1.8)
An Indigenous Australian community group	Overall	18	(±1.4)	17	(±1.4)	65	(±2.0)
	Males	18	(±1.8)	18	(±1.9)	64	(±2.2)
	Females	18	(±2.0)	17	(±1.9)	66	(±2.7)

*Confidence intervals (1.96*SE) are reported in brackets. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table 6.3 shows the percentages for each of the response categories with their respective confidence intervals for all students and by gender. Roughly two out of three Year 10 students indicated that they had collected money for a charity or social cause (37% during the last twelve months and 28% more than year ago) and more than half of all Year 10 students reported participation in voluntary group activities to help the community (35% during the last 12 months and 23% more than year ago).

About one-third of Year 10 students reported participation in activities with an Indigenous Australian community group (18% during the last 12 months and 17% more than a year ago), and the same proportion of students indicated to have engaged with an environmental organisation (11% during the last twelve months and 24% more than a year ago). Only about one out of five students reported to have participated in activities associated with a human rights organisation (7% during the last 12 months and 11% more than a year ago).

There were higher percentage of female students reporting engagement in voluntary groups and collections for charity or social causes: whereas 74 per cent

of females indicated to have participated in collecting money for a social cause or charity, this percentage was only 57 among male students. Sixty-three percent of females had helped in voluntary group activities to help the community while only 53 per cent of male students reported to have done this.

Table 6.4: Category Percentages for Participation in Civic and Citizenship-Related Activities in the Community (Year 10) in 2010 and 2013

Participation in the community	2013		2010		Difference	
An environmental organisation	35	(±1.9)	31	(±1.9)	**4**	(±2.7)
A human rights organisation	18	(±1.6)	14	(±1.4)	**4**	(±2.1)
A voluntary group doing something to help the community	58	(±1.8)	52	(±2.2)	**6**	(±2.9)
Collecting money for a charity or social cause	65	(±1.5)	65	(±1.8)	1	(±2.4)
An Indigenous Australian community group	35	(±2.0)	33	(±1.8)	2	(±2.6)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

In Table 6.4 the results from NAP – CC 2013 were compared with those from the previous 2010. The percentages of students reporting to have participated in each activity (during the past 12 months or earlier) increased significantly for engagement with activities related to an environmental organisation (+4 percentage points), a human rights organisation (+4) and a voluntary group doing something in support of the community (+6). No statistically significant changes were recorded for the other two types of activities.

Participation in civic-related communication

Previous NAP – CC cycles (2004, 2007 and 2010) showed evidence that discussions about civic issues with family as well as engagement with media were positively associated with civics and citizenship achievement. The NAP – CC student questionnaire asked how frequently ("never or hardly ever", "at least once a month", "at least once a week", "more than three times a week") students participated in the following activities relating to media and discussions of political or social issues ("Outside of school, how often do you..."):

- read about current events in the newspaper;
- watch the news on television;
- listen to news on the radio;
- use the internet to get news of current events;
- talk about political or social issues with your family;
- talk about political or social issues with your friends;
- take part in internet-based discussions about political or social issues.

Table 6.5: Category Percentages for Items Measuring Media Use and Participation in Discussion of Political or Social Issues, Overall and by Gender

	Media use and participation in discussion of political or social issues	Never or hardly ever		At least once a month		At least once a week		More than three times a week		% at least once a week or more					
										2013		2010		Difference	
Year 6	Read about current events in the newspaper	35	(±1.9)	24	(±1.6)	32	(±1.7)	9	(±1.1)	41	(±2.0)	44	(±1.8)	-2	(±2.7)
	Watch the news on television	9	(±0.9)	9	(±1.1)	26	(±1.5)	57	(±1.8)	82	(±1.5)	82	(±1.2)	0	(±1.9)
	Listen to news on the radio	25	(±1.7)	13	(±1.3)	26	(±1.5)	35	(±1.9)	61	(±1.9)	53	(±1.9)	**8**	(±2.7)
	Use the internet to get news of current events	43	(±1.8)	23	(±1.4)	20	(±1.3)	14	(±1.4)	34	(±1.9)	31	(±1.9)	**3**	(±2.7)
	Talk about political or social issues with your family	45	(±1.7)	27	(±1.7)	19	(±1.5)	9	(±1.1)	28	(±1.7)	27	(±2.0)	2	(±2.7)
	Talk about political or social issues with your friends	60	(±1.7)	22	(±1.2)	13	(±1.4)	5	(±0.7)	18	(±1.5)	17	(±1.5)	1	(±2.1)
	Take part in internet-based discussions about political or social issues	81	(±1.4)	12	(±1.3)	5	(±0.7)	2	(±0.5)	7	(±0.8)	7	(±0.9)	0	(±1.2)
Year 10	Read about current events in the newspaper	29	(±1.6)	26	(±1.5)	33	(±1.5)	13	(±1.2)	45	(±1.7)	53	(±2.0)	**-8**	(±2.6)
	Watch the news on television	9	(±1.1)	11	(±1.0)	33	(±1.8)	47	(±1.6)	80	(±1.3)	81	(±1.5)	-1	(±2.0)
	Listen to news on the radio	22	(±1.5)	17	(±1.4)	29	(±1.5)	32	(±1.6)	61	(±1.8)	56	(±2.0)	**4**	(±2.7)
	Use the internet to get news of current events	28	(±1.7)	23	(±1.5)	24	(±1.6)	25	(±1.7)	49	(±2.2)	43	(±2.0)	**7**	(±3.0)
	Talk about political or social issues with your family	33	(±1.7)	29	(±1.4)	25	(±1.6)	12	(±1.3)	37	(±1.7)	33	(±2.0)	**5**	(±2.6)
	Talk about political or social issues with your friends	48	(±1.9)	28	(±1.8)	17	(±1.2)	7	(±1.1)	24	(±1.8)	21	(±1.6)	**3**	(±2.4)
	Take part in internet-based discussions about political or social issues	81	(±1.6)	9	(±1.2)	5	(±0.9)	4	(±0.8)	9	(±1.3)	5	(±0.8)	**4**	(±1.5)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table 6.5 shows the category percentages for Year 6 and Year 10 students and the combined percentages of students who reported to do an activity at least once a week in comparison with 2010.

In 2013, watching television news was reported most frequently at both year levels (at least once a week: 82% of Year 6 and 80% of Year 10 students), while fewer students indicated that they were reading the newspaper (at least once a week: 41% of Year 6 and 45% of Year 10 students). At both year levels 61 per cent of students reported that they listen at least weekly to news on the radio. About one-third of Year 6 students reported weekly use of the internet for informing themselves about current events (34%) while about half of the Year 10 students reported this activity at least once a week (49%).

Twenty-eight per cent of the Year 6 and 37 per cent of Year 10 students reported talking about political or social issues with their family at least once a week. Conversations about political or social issues with friends were reported less frequently: eighteen per cent of Year 6 and 24 per cent of Year 10 students indicated that this occurred at least once a week. Discussions about these issues on the internet at least once a week were reported by few students (7% of Year 6 and 9% of Year 10 students).

When comparing the percentages of students reporting to do these activities at least weekly with those from the previous cycle, among Year 6 students there were statistically significant increases for listening to news on the radio (+8 percentage points) and using the internet to get news of current events (+3). At Year 10, significantly fewer students reported reading the newspaper at least once a week (-8 percentage points), while increases were recorded for listening to radio news (+4), using the internet to get news on current events (+7), talking about political or social issues with family (+5), friends (+3) and on the internet (+4).

Civics and Citizenship-related Engagement: Interest, Confidence and Valuing Civic Action

Interest in civic issues

Developing an interest in civic issues is one of the key factors to motivate citizens' engagement in society. The NAP – CC student questionnaire asked students to rate their interest as "very interested", "quite interested", "not very interested" or "not interested at all" regarding the following:

- what is happening in your local community;
- Australian politics;
- social issues in Australia;
- environmental issues in Australia;
- what is happening in other countries;
- global (worldwide) issues.

The six items were also used to derive a scale reflecting students' *interest in civic issues* where higher scale scores indicate higher levels of interest in civic issues.

Table 6.6: Category Percentages for Items Measuring Students' Interest in Civic Issues since 2010

	Interest in civic issues	Very interested		Quite interested		Not very interested		No interested at all		Interested (very or quite)					
										2013		2010		Difference	
Year 6	What is happening in your local community	17	(±1.4)	48	(±1.8)	30	(±1.5)	5	(±0.8)	65	(±1.7)	60	(±2.1)	**5**	(±2.7)
	Australian politics	9	(±1.1)	30	(±1.8)	44	(±2.0)	16	(±1.4)	39	(±2.1)	35	(±2.0)	**4**	(±2.9)
	Social issues in Australia	14	(±1.3)	42	(±1.6)	35	(±1.7)	9	(±1.0)	56	(±1.9)	52	(±2.0)	**5**	(±2.8)
	Environmental issues in Australia	28	(±1.7)	41	(±1.6)	24	(±1.5)	7	(±0.9)	69	(±1.9)	70	(±1.8)	0	(±2.6)
	What is happening in other countries	28	(±1.5)	43	(±1.5)	23	(±1.5)	6	(±0.8)	71	(±1.6)	66	(±1.8)	**5**	(±2.4)
	Global (worldwide) issues	32	(±1.7)	37	(±1.8)	22	(±1.3)	8	(±1.0)	70	(±1.6)	63	(±1.9)	**6**	(±2.5)
Year 10	What is happening in your local community	11	(±1.1)	46	(±1.6)	37	(±1.6)	6	(±0.7)	57	(±1.6)	58	(±2.0)	-1	(±2.6)
	Australian politics	7	(±1.0)	28	(±1.8)	47	(±1.6)	18	(±1.2)	35	(±1.8)	31	(±1.9)	**4**	(±2.7)
	Social issues in Australia	15	(±1.5)	45	(±1.6)	32	(±1.8)	8	(±0.8)	60	(±1.7)	56	(±2.3)	**4**	(±2.8)
	Environmental issues in Australia	16	(±1.4)	42	(±1.6)	34	(±1.9)	8	(±0.8)	58	(±2.0)	60	(±2.1)	-2	(±2.9)
	What is happening in other countries	25	(±1.8)	46	(±1.6)	23	(±1.5)	6	(±0.7)	71	(±1.6)	67	(±2.1)	**5**	(±2.6)
	Global (worldwide) issues	30	(±1.9)	44	(±1.7)	21	(±1.5)	5	(±0.7)	74	(±1.6)	69	(±2.0)	**5**	(±2.5)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table 6.6 shows the percentages for each response category with their corresponding confidence intervals for Year 6 and Year 10 students. The two categories "very interested" and "quite interested" will be referred to as **interested** in the following text and combined percentages were compared with the results from 2010.

About two-thirds or more of Year 6 students reported interest in what is happening in other countries (71%), global issues (70%), environmental issues in Australia (69%), and what is happening in the local community (65%). More than half of the Year 6 students reported being interested in social issues in Australia (56%) and less than half of Year 6 students indicated having an interest in politics (39%).

Among Year 10 students, interest in global issues was most frequently reported (74%), followed by what is happening in other countries (71%), social issues in Australia (60%), environmental issues in Australia (58%) and what is happening

in their local community (57%). Only about one-third of Year 10 students expressed interest in politics (35%).

When comparing these percentages to those obtained in 2010, significantly higher percentages among Year 6 students were recorded for global issues (+6 percentages points), what is happening in the local community (+5), social issues in Australia (+5), what is happening in other countries (+5), and Australian politics (+4). Among Year 10 students, interest increased significantly for what is happening in other countries (+5 percentage points), global issues (+5), Australian politics (+4) and social issues in Australia (+4).

Table 6.7: Average Scale Scores for Interest in Civic Issues, Overall, by Gender and in Comparison with 2010

Interest in civic issues	Year 6						Year 10						Differences (Year 10-Year 6)			
	2013		2010		Difference		2013		2010		Difference		2013		2010	
All Students	51.4	(±0.3)	50.3	(±0.4)	**1.1**	(±0.7)	51.1	(±0.4)	50.0	(±0.5)	**1.1**	(±0.8)	-0.3	(±0.5)	-0.3	(±0.6)
Males	50.7	(±0.5)	49.3	(±0.5)	**1.4**	(±0.8)	49.8	(±0.5)	48.2	(±0.6)	**1.6**	(±0.9)	**-0.9**	(±0.7)	**-1.1**	(±0.8)
Females	52.1	(±0.4)	51.3	(±0.4)	**0.8**	(±0.8)	52.3	(±0.7)	51.7	(±0.7)	0.6	(±1.1)	0.2	(±0.8)	0.4	(±0.8)
Difference (M-F)	**-1.4**	(±0.5)	**-2.0**	(±0.6)	0.6	(±0.9)	**-2.5**	(±0.9)	**-3.5**	(±0.9)	1.1	(±1.4)	**-1.1**	(±1.0)	**-1.5**	(±1.1)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table 6.7 records the average scores for the scale reflecting *interest in civic issues* at each year level overall, within each gender group and in comparison with 2010. The results reveal that there was no statistically significant difference in interest in civic issues between Year 6 and Year 10 for all students, and a small statistically significant difference among male students with those in Year 10 having lower scores. At both year levels female students tended to express slightly but significantly higher levels of interest than male students.

When comparing the results from 2013 with those from 2010, small but statistically significant increases in interest were recorded for students at both year levels. Gender differences with female students reporting to be somewhat more interested than male students were similar to those found in the previous questionnaire results.

Confidence to actively engage

In order to engage actively in civic society, citizens need to have developed a certain level of confidence in their own abilities to take civic action. Therefore, an important aim of citizenship education is to foster confidence among young people regarding their abilities to engage. Students were asked to rate their

confidence ("How well do you think you could do each of the following?") as "very well", "fairly well", "not very well" or "not at all" to undertake the following different civic activities:

- discuss news about a conflict between countries;
- argue your opinion about a political or social issue;
- be a candidate in a school or class election;
- organise a group of students in order to achieve changes at school;
- write a letter or an email to a newspaper giving your view on a current issue;
- give a speech to your class about a social or political issue.

In the following text, the combination of the two categories "very well" and "fairly well" will be referred to as **well** or **confident**. The six items were also used to derive a scale of confidence to actively engage where higher scores reflected higher levels of student confidence to actively engage.

Table 6.8: Category Percentages for Items Measuring Confidence to Actively Engage in Civic Action and Percentages of Confidence compared to 2010

	Confidence to actively engage in civic action	Very well		Fairly well		Not very well		Not at all		Very or fairly well					
										2013		2010		Difference	
Year 6	Discuss news about a conflict between countries	10	(±1.2)	40	(±1.9)	38	(±1.9)	12	(±1.4)	50	(±2.0)	46	(±1.9)	4	(±2.7)
	Argue your opinion about a political or social issue	18	(±1.5)	36	(±1.7)	32	(±1.9)	14	(±1.4)	53	(±2.3)	54	(±2.1)	0	(±3.1)
	Be a candidate in a school or class election	27	(±1.7)	40	(±1.7)	22	(±1.5)	11	(±1.0)	67	(±1.8)	69	(±1.9)	-2	(±2.6)
	Organise a group of students in order to achieve changes at school	21	(±1.5)	40	(±1.7)	28	(±1.8)	11	(±1.0)	61	(±1.9)	62	(±2.1)	0	(±2.8)
	Write a letter or an email to a newspaper giving your view on a current issue	11	(±1.0)	29	(±1.7)	36	(±1.6)	23	(±1.6)	41	(±1.9)	42	(±1.8)	-1	(±2.6)
	Give a speech to your class about a social or political issue	17	(±1.5)	30	(±1.9)	31	(±1.7)	22	(±1.6)	47	(±2.1)	47	(±2.3)	0	(±3.1)
Year 10	Discuss news about a conflict between countries	11	(±1.0)	43	(±1.4)	38	(±1.7)	8	(±1.0)	54	(±1.8)	53	(±2.2)	1	(±2.9)
	Argue your opinion about a political or social issue	19	(±1.2)	39	(±1.7)	34	(±1.8)	9	(±0.9)	57	(±1.8)	59	(±2.2)	-2	(±2.8)
	Be a candidate in a school or class election	13	(±1.2)	35	(±1.8)	36	(±1.6)	16	(±1.3)	48	(±1.7)	50	(±2.1)	-2	(±2.7)
	Organise a group of students in order to achieve changes at school	13	(±1.1)	38	(±1.7)	35	(±1.6)	13	(±1.2)	51	(±1.9)	54	(±2.1)	-2	(±2.8)
	Write a letter or an email to a newspaper giving your view on a current issue	11	(±1.1)	35	(±1.5)	38	(±1.7)	15	(±1.2)	46	(±1.8)	53	(±2.0)	**-6**	(±2.7)
	Give a speech to your class about a social or political issue	14	(±1.2)	31	(±1.7)	34	(±1.8)	21	(±1.3)	45	(±1.9)	47	(±2.2)	-2	(±2.9)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table 6.8 shows the category percentages for each activity among Year 6 and Year 10 students as well as the combined percentage for students reporting they could do these activities very or fairly well in comparison with 2010.

Among Year 6 students, about two-thirds were confident they could be a candidate in a school or class election (67%), a slightly lower percentage of 61 per cent expressed confidence in organising a group of students to achieve changes at school. About half of the students felt confident to argue their opinion about political or social issues (53%), discuss news about a conflict between countries (50%), and give a speech about a political or social issue to their class (47%). Forty-one per cent reported to be able to write a letter or email to a newspaper about a political or social issue.

The highest level of confidence among Year 10 students was recorded for arguing an opinion about a political or social issue (57% very or fairly confident) followed by discussing news about a conflict between countries (54%) and organising a group of students to achieve changes at school (51%). Fewer than half of the Year 10 students expressed confidence in being a candidate at a school/class election (48%), writing a letter or email to a newspaper (46%) and giving a speech to the class about a political or social issue (45%).

When comparing the 2013 results with those from 2010, a significantly higher percentage of Year 6 students expressed confidence in discussing news about a conflict between countries (+4 percentage points) and fewer Year 10 students felt confident to write a letter or email to a newspaper (-6 percentage points).

Table 6.9: Average Scale Scores for Confidence to Actively Engage in Civic Action, Overall, by Gender and in Comparison with 2010

Confidence to actively engage in civic action	Year 6						Year 10						Differences (Year 10-Year 6)			
	2013		2010		Difference (2013–2010)		2013		2010		Difference (2013–2010)		2013		2010	
All students	49.1	(±0.4)	49.0	(±0.4)	0.1	(±0.7)	49.5	(±0.3)	50.0	(±0.5)	-0.5	(±0.7)	0.5	(±0.5)	**1.0**	(±0.6)
Males	47.9	(±0.5)	47.3	(±0.5)	0.6	(±0.8)	48.7	(±0.5)	48.9	(±0.7)	-0.2	(±0.9)	**0.8**	(±0.7)	**1.5**	(±0.9)
Females	50.3	(±0.5)	50.6	(±0.5)	-0.4	(±0.8)	50.4	(±0.5)	51.1	(±0.7)	-0.7	(±0.9)	0.2	(±0.7)	0.4	(±0.8)
Difference (M–F)	**-2.4**	(±0.6)	**-3.3**	(±0.7)	1.0	(±1.0)	**-1.7**	(±0.8)	**-2.2**	(±1.0)	0.5	(±1.3)	0.6	(±1.0)	1.1	(±1.2)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table 6.9 records the 2013 average scores for the scale reflecting confidence to actively engage in civic action in both year levels overall, by gender groups and in comparison with 2010.

There were no significant differences between the two year levels for all students in 2013. For male students a small but significant higher scale score was recorded for Year 10 than for Year 6. At both year levels statistically significant gender differences were found with female students reporting higher levels of confidence than male students (differences of 2.4 score points in Year 6 and 1.7 in Year 10).

No differences in average scale scores were found when comparing the 2013 results with those from 2010. Also gender differences were of a similar magnitude as in the previous assessment cycle.

Beliefs in the value of civic action

In order to actively engage, it is important that citizens believe in the value of becoming active and that civic action will have positive consequences. To measure the extent of these beliefs among Australian students, the NAP – CC questionnaire included a question regarding students' belief in the general value of civic action within their school context and beyond. Students were asked to rate their agreement ("strongly agree", "agree", "disagree", "strongly disagree") with the following statements:

- if students act together at school they can make real change happen;
- elected student representatives (such as Student Council or SRC members) contribute to school decision-making;
- student participation in how schools are run can make schools better;
- organising groups of students to express their opinions could help solve problems in schools;
- citizens can have strong influence on government policies in Australia.

The last item was only included in the survey of Year 10 students given that it reflected views on civic action beyond the immediate school environment. The items (four at Year 6 and five at Year 10) were used to derive a scale measuring students' *beliefs in the value of civic action* where higher scale scores reflected higher levels of valuing civic action.

Table 6.10: Category Percentages for Items Measuring Valuing Civic Action and percentages of agreement in comparison with 2010

| | Valuing civic action | Strongly agree | | Agree | | Disagree | | Strongly disagree | | % Agreement | | | | | |
										2013		2010		Difference	
Year 6	If students act together at school they can make real change happen.	40	(±2.0)	52	(±1.9)	6	(±0.8)	2	(±0.4)	92	(±0.9)	92	(±1.0)	1	(±1.3)
	Elected student representatives (such as student council or SRC members) contribute to school decision making.	30	(±2.0)	55	(±1.8)	13	(±1.4)	3	(±0.7)	85	(±1.7)	83	(±1.5)	1	(±2.3)
	Student participation in how schools are run can make schools better.	38	(±1.7)	50	(±1.6)	9	(±0.9)	2	(±0.5)	89	(±1.0)	87	(±1.1)	**2**	(±1.5)
	Organising groups of students to express their opinions could help solve problems in schools.	36	(±1.7)	51	(±1.7)	10	(±1.0)	3	(±0.7)	87	(±1.1)	83	(±1.4)	**4**	(±1.8)
Year 10	If students act together at school they can make real change happen.	37	(±1.7)	52	(±1.9)	8	(±0.9)	2	(±0.5)	90	(±1.0)	89	(±1.2)	1	(±1.6)
	Elected student representatives (such as student council or SRC members) contribute to school decision making.	19	(±1.6)	60	(±1.8)	17	(±1.5)	4	(±0.8)	79	(±1.7)	76	(±1.9)	**4**	(±2.5)
	Student participation in how schools are run can make schools better.	31	(±1.7)	58	(±1.6)	9	(±1.1)	2	(±0.5)	89	(±1.2)	88	(±1.2)	1	(±1.7)
	Organising groups of students to express their opinions could help solve problems in schools.	27	(±1.5)	58	(±1.9)	12	(±1.4)	3	(±0.5)	85	(±1.6)	83	(±1.5)	**2**	(±2.2)
	Citizens can have strong influence on government policies in Australia.	28	(±1.8)	54	(±2.1)	15	(±1.5)	3	(±0.6)	82	(±1.6)	80	(±1.5)	1	(±2.2)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table 6.10 shows the category percentage for each of these statements with their respective confidence intervals as well as percentages of agreement (combining the categories "strongly agree" and "agree") in comparison with 2010. Majorities at both year levels expressed agreement with the statements included in the question.

The statement that if students act together they can make a difference was endorsed by 92 per cent of Year 6 and 90 per cent of Year 10 students. Eighty-nine per cent of Year 6 and Year 10 students supported the view that student participation in how schools are run can make schools better while 87 per cent of Year 6 and 85 per cent of Year 10 student endorsed the statement that organising groups of students to express their opinions could help solve problems. Eighty-five per cent of Year 6 and 79 per cent of Year 10 students agreed that elected student representatives contributed to school decision-making. Eighty-two

percent of Year 10 students thought that citizens can have a strong influence on government policies in Australia.

When comparing percentages of agreement in 2013 with those from 2010, slight but statistically significant increases in agreement among Year 6 students were recorded for the views that student participation can make schools better (+2 percentage points) and that organising students group can help solve problems (+4). Among Year 10 students, significantly more students supported the statements that elected student representatives contributed to school decision-making (+4 percentage points) and that organising students groups can help solve problems (+2).

Table 6.11: Average Scale Scores for Valuing Civic Action, Overall, by Gender and in Comparison with 2010

Valuing civic action	Year 6						Year 10						Differences (Year 10-Year 6)			
	2013		2010		Difference		2013		2010		Difference		2013		2010	
All Students	51.3	(±0.4)	50.1	(±0.4)	**1.2**	(±0.8)	51.9	(±0.5)	50.0	(±0.5)	**1.9**	(±0.7)	0.6	(±0.6)	-0.1	(±0.6)
Males	50.2	(±0.5)	49.0	(±0.5)	**1.3**	(±0.9)	50.7	(±0.7)	48.3	(±0.5)	**2.3**	(±0.9)	0.4	(±0.8)	-0.6	(±0.7)
Females	52.4	(±0.6)	51.2	(±0.5)	**1.2**	(±0.9)	53.2	(±0.6)	51.6	(±0.5)	**1.6**	(±0.8)	0.7	(±0.9)	0.4	(±0.7)
Difference (M-F)	**-2.2**	(±0.7)	**-2.3**	(±0.6)	0.1	(±1.0)	**-2.5**	(±0.9)	**-3.2**	(±0.6)	0.7	(±1.1)	-0.3	(±1.2)	**-1.0**	(±0.9)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

The average scores at both year levels for the scale reflecting students' valuing civic action overall, by gender and in comparison with 2010 are presented in Table 6.11. There were statistically significant gender differences at both year levels with female students expressing higher levels of support for the value of civic action. No differences were found when comparing average scale scores across year levels. Compared to 2010 the 2013 scale scores were slightly but significantly higher overall as well as for gender groups. Gender differences were similar as in the previous assessment cycle.

Student Intentions to Engage in Civic Action

Before reaching adulthood there are limitations to the extent in which young people can engage in society. However, it is of interest to assess their expectations regarding future prospective engagement. The NAP – CC student questionnaire included questions measuring behavioural intentions related to the promotion of

important issues in the future as well as their expectations to actively engage as adult citizens.

Civic engagement of citizens tends to be motivated by concerns about important issues and trends. It can be expressed in activities in favour of (e.g. engagement to promote environmental issues) or against (e.g. protest against excessive government control) these issues. Students were asked to rate expectations ("I would certainly do this", "I would probably do this", "I would probably not do this", "I would certainly not do this") regarding the probability of engaging in the following forms of engagement:

- write a letter or an email to a newspaper;
- wear a badge, hat or t-shirt expressing your opinion;
- contact a member of parliament or local council;
- take part in a peaceful march or rally;
- collect signatures for a petition;
- choose not to buy certain products or brands of product as a protest;
- sign an online petition;
- write your opinion about an issue on the internet (e.g. on blog or web-forum).

The response categories "I would certainly do this" and "I would probably do this" were combined as positive expectations to undertake an activity in the future. All eight items were used to derive a scale reflecting students' *intentions to promote important issues* where higher scale scores reflected higher levels of intentions to engage.

Table 6.12: Category Percentages for Items Measuring Intentions to Promote Important Issues in the Future

	Intentions to promote important issues in the future	I would certainly do this		I would probably do this		I would probably not do this		I would certainly not do this		Certainly and probably					
										2013		2010		Difference	
Year 6	Write a letter or an email to a newspaper	9	(±1.1)	28	(±1.7)	46	(±1.8)	17	(±1.4)	37	(±1.8)	39	(±1.8)	-2	(±2.6)
	Wear a badge, hat or t-shirt expressing your opinion	15	(±1.3)	28	(±1.5)	38	(±1.8)	20	(±1.4)	43	(±2.0)	46	(±1.9)	**-3**	(±2.7)
	Contact a member of parliament or local council	8	(±0.9)	26	(±1.6)	42	(±1.8)	24	(±1.7)	34	(±1.9)	29	(±1.7)	5	(±2.6)
	Take part in a peaceful march or rally	16	(±1.3)	35	(±1.8)	34	(±1.9)	15	(±1.2)	51	(±2.1)	47	(±1.9)	**4**	(±2.8)
	Collect signatures for a petition	13	(±1.4)	28	(±1.7)	41	(±1.8)	18	(±1.4)	41	(±1.9)	40	(±1.9)	1	(±2.7)
	Choose not to buy certain products or brands of product as a protest	13	(±1.4)	27	(±1.6)	38	(±1.6)	22	(±1.4)	40	(±1.7)	36	(±1.8)	**4**	(±2.5)
	Sign an online petition	9	(±1.1)	23	(±1.8)	41	(±2.0)	27	(±1.7)	31	(±2.0)	27	(±1.6)	5	(±2.6)
	Write your opinion about an issue on the internet (e.g. on blog or web-forum)	13	(±1.2)	27	(±1.7)	36	(±1.5)	24	(±1.4)	40	(±1.8)	40	(±2.1)	0	(±2.7)
Year 10	Write a letter or an email to a newspaper	9	(±0.8)	29	(±1.7)	45	(±1.7)	16	(±1.2)	38	(±1.8)	46	(±2.1)	**-8**	(±2.7)
	Wear a badge, hat or t-shirt expressing your opinion	15	(±1.4)	31	(±1.6)	36	(±1.5)	18	(±1.3)	46	(±1.7)	51	(±2.3)	**-5**	(±2.9)
	Contact a member of parliament or local council	7	(±0.8)	28	(±1.4)	45	(±1.7)	20	(±1.1)	36	(±1.6)	32	(±1.7)	3	(±2.3)
	Take part in a peaceful march or rally	15	(±1.5)	34	(±1.8)	35	(±1.6)	17	(±1.2)	49	(±1.8)	46	(±2.4)	3	(±3.0)
	Collect signatures for a petition	15	(±1.4)	38	(±1.7)	34	(±1.7)	13	(±1.1)	53	(±1.8)	50	(±2.6)	3	(±3.2)
	Choose not to buy certain products or brands of product as a protest	18	(±1.8)	34	(±1.6)	32	(±1.9)	15	(±1.2)	53	(±1.9)	49	(±2.5)	3	(±3.1)
	Sign an online petition	25	(±1.9)	35	(±1.5)	27	(±1.7)	13	(±1.3)	60	(±2.0)	55	(±2.0)	5	(±2.8)
	Write your opinion about an issue on the internet (e.g. on blog or web-forum)	16	(±1.5)	31	(±1.6)	35	(±1.8)	18	(±1.4)	47	(±1.8)	45	(±1.9)	2	(±2.6)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Category percentages for Year 6 and Year 10 students for each of these activities with their respective confidence intervals as well percentages of students expecting to participate in comparison with 2010 are presented in Table 6.12.

Among Year 6 students about half expected to take part in a peaceful march or rally (51%), about four out of ten thought they would wear a badge, hat or t-shirt expressing an opinion (43%), collect signature for a petition (41%), choose not to buy certain products or brands as a protest (40%), write their opinion about an issue on the internet (40%), or write a letter or an email to a newspaper (37%). Less than a third of Year 6 students expected to sign an online petition (31%).

A majority of Year 10 students expected to sign an online petition (60%). About half would collect signatures for a petition (53%) and would choose not to buy

certain products or brands as a protest (53%). About half of the students thought that they would take part in a peaceful protest march (49%), write their opinion on the internet (47%), and wear a badge, hat or t-shirt to express an opinion (46%). Thirty-eight per cent of students expected to write a letter or email to a newspaper and 36 per cent to contacting a local member of parliament or local council.

When comparing results from 2013 with those from 2010, significantly higher percentages of expected participation among Year 6 students were recorded for contacting a local member of parliament (+5 percentage points), taking part in a peaceful march or rally (+4), choosing not to buy certain products as a protest (+4) and signing an online petition (+5). Fewer Year 6 students thought that they would wear a badge, hat or t-shirt expressing their opinion (-3 percentage points). More Year 10 students in 2013 than in 2010 expected to contact a member of parliament or local council (+3 percentage points) and choose not to buy certain products as a protest (+3) and sign an online petition (+5). Fewer students thought that they would write a letter or email to a newspaper (-8) or wear badge, hat or t-shirt to express an opinion (-5).

Table 6.13: Average Scale Scores for Intentions to Promote Important Issues in the Future, Overall, by Gender and in Comparison with 2010

Intentions to promote important issues in the future	Year 6						Year 10						Differences (Year 10-Year 6)			
	2013		2010		Difference		2013		2010		Difference		2013		2010	
All Students	49.0	(±0.3)	48.4	(±0.3)	0.5	(±0.6)	50.0	(±0.4)	50.0	(±0.6)	0.0	(±1.0)	**1.0**	(±0.5)	**1.6**	(±0.6)
Males	48.0	(±0.4)	47.4	(±0.4)	0.6	(±0.7)	48.0	(±0.6)	47.2	(±0.6)	0.7	(±1.1)	-0.1	(±0.7)	-0.2	(±0.7)
Females	50.0	(±0.4)	49.5	(±0.4)	0.5	(±0.7)	52.2	(±0.5)	52.6	(±0.7)	-0.5	(±1.2)	**2.2**	(±0.7)	**3.1**	(±0.8)
Difference (M-F)	**-2.0**	(±0.6)	**-2.1**	(±0.5)	0.1	(±0.9)	**-4.2**	(±0.8)	**-5.4**	(±0.9)	1.2	(±1.4)	**-2.2**	(±1.0)	**-3.3**	(±1.0)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table 6.13 presents the average scores for the scale reflecting intentions to promote important issues in the future for Year 6 and Year 10 students overall, within gender groups, and in comparison with 2010.

Compared to Year 6, there were higher levels of expectations to participate among older Year 10 students, a similar result as in 2010. The comparison also shows that these differences are due to an increased intention between year levels to engage among female students while there were no significant differences across year levels for male students. This also led to a larger gender gap for this scale: whereas among Year 6 students females obtained an average score that was 2.0 points higher than males, this difference was recorded as 4.2 scale score points among Year 10 students. There were no statistically significant differences in average scale scores between 2010 and 2013.

Expected active civic engagement in future adult life

It is essential for the functioning of a democracy that its citizens commit to active forms of engagement in organisations, elected bodies and democratic processes. While young people below the age of 18 have some limitations regarding their opportunities to engage, it is of interest to assess students' expectations to actively engage in civic life in the future. Year 10 students were asked to rate the probability ("I would certainly do this", "I would probably do this", "I would probably not do this", "I would certainly not do this") of engaging in the following forms of activities:

- find information about candidates before voting in an election;
- help a candidate or party during an election campaign;
- join a political party;
- join a trade or other union;
- stand as a candidate in local council or shire elections.

The combined categories of students "certainly" or "probably" expecting to engage in these activities were interpreted as positive expectations to engage. The five items were used to obtain a scale reflecting students' *expected active civic engagement in the future* where higher scores indicated higher levels of students' expected active engagement.

Table 6.14: Category Percentages for Items Measuring Expectations of Active Future Civic Engagement and Percentages of Expected Participation in Comparison with 2010 (Year 10)

| Expectations of active future civic engagement | I will certainly do this | | I will probably do this | | I will probably not do this | | I will certainly not do this | | Certainly and probably | | | | | |
									2013		2010		Difference	
Find information about candidates before voting in an election	37	(±1.9)	39	(±1.8)	17	(±1.3)	7	(±1.0)	76	(±1.5)	72	(±1.8)	**5**	(±2.4)
Help a candidate or party during an election campaign	4	(±0.6)	23	(±1.6)	56	(±1.5)	17	(±1.3)	28	(±1.6)	21	(±1.4)	**6**	(±2.1)
Join a political party	2	(±0.5)	8	(±1.0)	54	(±1.7)	36	(±1.8)	10	(±1.0)	10	(±0.9)	1	(±1.4)
Join a trade or other union	4	(±0.8)	21	(±1.6)	52	(±2.1)	24	(±1.6)	24	(±1.6)	25	(±1.7)	-1	(±2.3)
Stand as a candidate in local council or shire elections	2	(±0.4)	9	(±1.0)	51	(±1.8)	38	(±1.7)	10	(±1.1)	9	(±0.8)	**2**	(±1.4)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table 6.14 shows the percentages for Year 10 students in each response category as well as the combined percentages of positive expectations in comparison with 2010. While about three out of four Year 10 students expected to find information about candidates before voting in an election (76%), only minorities of Year 10 students thought that they would engage in more active forms of engagement.

Twenty-eight per cent reported that they considered helping a candidate or party during an election campaign and 24 per cent indicated that they would join a trade or other union (24%). Only one in 10 students expected to join a political party (10%) or stand as a candidate in local council or shire elections (10%).

Compared to the previous assessment cycle in 2010 there were significantly more Year 10 students expecting to find information about candidates before voting (+5 percentage points), helping a candidate or party during an election campaign (+6) and standing as candidates in local elections (+2).

Table 6.15: Average Scale Scores for Expectations of Future Civic Engagement, Overall, by Gender and in Comparison with 2010

Expectations of active future civic engagement	Year 10					
	2013		2010		Difference	
All students	50.5	(±0.4)	50.0	(±0.4)	0.5	(±1.2)
Males	49.9	(±0.6)	49.2	(±0.5)	0.7	(±1.3)
Females	51.0	(±0.5)	50.7	(±0.5)	0.3	(±1.3)
Difference (M−F)	**-1.1**	(±0.7)	**-1.5**	(±0.6)	0.4	(±1.4)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table 6.15 shows the average scores for the scale reflecting *expectations of future civic engagement* for Year 10 students overall, by gender groups and in comparison with 2010. There were statistically significant gender differences (1.1 scale points) with females having slightly higher levels of expected active civic engagement. No statistically significant differences in national average scale scores for expected active engagement were found in comparison with the previous assessment cycle in 2010.

Associations between Engagement Indicators and Achievement

This section reviews the extent to which indicators of students' engagement were related to their knowledge and understanding of civics and citizenship as measured by the NAP – CC scale. Previous national assessment programs provided evidence of associations between students' test performance and different forms of actual or expected civic engagement.

Participation in school governance and extra-curricular activities

As in previous cycles, school activities were classified into those related to participation in school governance and those related to extra-curricular activities.

Activities related to school participation in school governance were:

- having voted for class representatives;
- having been elected to SRC/school or class parliament;
- having helped to make decisions; and
- having been a candidate in a class/school election).

Activities related to participation in extra-curricular activities were:

- having helped prepare school paper/magazine;
- having participated in peer support/buddy/mentoring programs;
- having participated in community activities;
- having presented the school in activities outside of class.

The four items relating to participation in school governance were grouped to create one index of participation, as were the four items relating to participation in extra-curricular activities. Each of these indices had five categories of student participation relating to the number of activities that students had completed.

Table 6.16: Average NAP – CC Scale Scores by Number of School Governance Related and Extra-Curricular Student Activities

Number of activities	School governance activities[1]								Extra-curricular activities[2]							
	Year 6				Year 10				Year 6				Year 10			
	Percentage		Average performance		Percentage		Average performance		Percentage		Average performance		Percentage		Average performance	
None	17	(±2.0)	378	(±12)	29	(±2.8)	478	(±9)	2	(±0.5)	349	(±34)	9	(±1.1)	462	(±15)
One	31	(±1.9)	392	(±7)	34	(±2.0)	509	(±9)	10	(±1.1)	368	(±14)	18	(±1.4)	484	(±11)
Two	20	(±1.5)	388	(±11)	18	(±1.3)	527	(±11)	29	(±2.1)	383	(±9)	34	(±1.6)	513	(±9)
Three	17	(±1.5)	425	(±11)	9	(±1.1)	553	(±15)	44	(±2.2)	422	(±8)	31	(±1.8)	533	(±11)
Four	17	(±1.9)	450	(±13)	9	(±1.1)	560	(±15)	14	(±1.6)	424	(±13)	9	(±1.1)	542	(±16)
Correlation with achievement			**.19**	(±.04)			**.22**	(±.04)			**.18**	(±.04)			**.20**	(±.04)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant correlation coefficients (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*
[1] School governance activities: having voted in class representatives (P412a), having been elected to SRC/school or class parliament (P412b), having helped to make decisions (P412c), or having been candidate in class/school election (P412h).
[2] Extra-curricular activities: having helped prepare school paper/magazine (P412d), having participated in peer support/buddy/mentoring programs (P412e), having participated in community activities (P412f), or having presented the school in activities outside of class (P412g).

The percentages of Year 6 and Year 10 students reporting the numbers of school governance and extra-curricular student activities are recorded in Table 6.16. The table also shows average NAP – CC Scale scores of students within each category. Year 6 students tended to report more frequently participation in school governance and extra-curricular student activities than Year 10 students.

At both year levels, students reporting higher numbers of school-governance-related activities were also those with higher average proficiency scores. The correlation between this index and test performance was 0.19 in Year 6 and 0.22 in Year 10. An association was also found between student participation in extra-curricular activities and their achievement scores. Here the correlations were recorded as 0.18 in Year 6 and 0.20 in Year 10.

Civic-related participation in the community

A three-category index was created using the student reports of their civic-related activity in the community. This classified students as: never having participated in any of the activities; having participated in one or two activities; or having undertaken three or more activities. For each of the activities, reported participation was defined as having done this either in the last 12 months or more than a year ago. This index was used to summarise student activity and also to view its association with achievement on the NAP – CC Scale.

Table 6.17: Average NAP - CC Scale Scores by Number of Student Activities in the Community (Year 10)

Number of Activities	Year 10			
	Percentages		Average performance	
None	43	(±1.8)	495	(±8)
One or two	44	(±1.6)	523	(±8)
Three or more	14	(±1.2)	529	(±15)
Correlation with achievement			**.10**	(±.04)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant correlation coefficients (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

Table 6.17 shows the percentage of Year 10 students in each index category as well as the average NAP – CC scale scores achieved by students in each category. Fourteen per cent of Year 10 students reported to have participated in three or more activities while 43 per cent indicated not to have been involved in any of these activities. A review of the average test performance scores in each category show that students who reported more participation in community activities were also those with higher NAP – CC Scale scores. The correlation coefficient of 0.10 was significant but weak. Similar findings were obtained from earlier NAP – CC assessment cycles in 2004, 2007 and 2010.

Use of media and participation in discussion of political and social issues

The association between students' participation in civic-related communication and their levels of civics and citizenship was reviewed by comparing average NAP – CC Scale scores across categories of reported frequency of use of media

or participation in discussion about political or social issues. Test scores were compared between students who reported participating in these activities at least weekly or more often and students who indicated less frequent participation.

Table 6.18: Average NAP – CC Scale Scores by Media Use and Participation in Discussion of Political or Social Issues

Media use and participation in discussion of political or social issues	Year 6						
	% students who report doing this at least once a week		Average performance				
			Less than weekly		At least once a week		Difference	
Read about current events in the newspaper	41	(±2.0)	392	(±6.9)	422	(±8.6)	**31**	(±9.6)
Watch the news on television	82	(±1.5)	380	(±13.2)	409	(±6.4)	**29**	(±14.2)
Listen to news on the radio	61	(±1.9)	385	(±8.1)	416	(±7.0)	**31**	(±9.0)
Use the internet to get news of current events	34	(±1.9)	399	(±6.7)	414	(±9.9)	**15**	(±10.8)
Talk about political or social issues with your family	28	(±1.7)	395	(±6.6)	428	(±12.5)	**33**	(±13.9)
Talk about political or social issues with your friends	18	(±1.5)	406	(±5.8)	397	(±13.6)	-9	(±12.6)
Take part in internet-based discussions about political or social issues	7	(±0.8)	408	(±6.0)	358	(±20.6)	**-50**	(±19.8)

Media use and participation in discussion of political or social issues	Year 10						
	% students who report doing this at least once a week		Average performance				
			Less than weekly		At least once a week		Difference	
Read about current events in the newspaper	45	(±1.7)	496	(±7.1)	532	(±8.4)	**36**	(±8.1)
Watch the news on television	80	(±1.3)	511	(±11.7)	512	(±7.0)	1	(±11.7)
Listen to news on the radio	61	(±1.8)	500	(±9.0)	520	(±7.6)	**19**	(±9.6)
Use the internet to get news of current events	49	(±2.2)	493	(±7.1)	531	(±9.0)	**38**	(±9.1)
Talk about political or social issues with your family	37	(±1.7)	488	(±7.4)	552	(±8.6)	**64**	(±9.1)
Talk about political or social issues with your friends	24	(±1.8)	500	(±7.3)	550	(±9.6)	**49**	(±9.7)
Take part in internet-based discussions about political or social issues	9	(±1.3)	514	(±6.7)	497	(±18.6)	-17	(±18.2)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (P<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*

The percentages of students reporting participating in the activity at least weekly, the test performance scores for students in both categories and the difference between them with their respective confidence intervals are recorded in Table 6.18. Statistically significant group differences are displayed in bold and positive

values indicate that students who report weekly participation also had higher test scores than those who reported less frequent participation.

There was a significant positive association between weekly reading of newspapers and student achievement and the differences were 31 NAP – CC Scale score points in Year 6 compared to 36 points for Year 10 students. Positive associations with statistically significant difference at both year levels were also found for listening to radio news (31 points difference in Year 6 and 19 points in Year 10) and using the internet to get news on current events (15 points difference in Year 6 and 38 points in Year 10). For watching news on television an association was recorded only for Year 6 students (29 points difference).

Students who talked about political and social issues with their family at least once a week were more knowledgeable in civics and citizenship: the difference was 33 score points in Year 6 and 64 score points in Year 10. There was no difference between Year 6 students who talked about these issues with friends at least weekly and others, however, between these two groups a score point difference of 49 points was recorded among Year 10 students. Taking part in internet-based discussions about political and social issues was negatively associated with achievement in Year 6 (-50 score points difference) while at Year 10 no statistically significant difference in mean achievement scores was recorded between the two groups.

Confidence to actively engage

Similar to the approach taken in Chapter 5, this chapter examines associations between student attitudes related to engagement and NAP – CC Scale scores by presenting both average test performance scores by tertile groups of attitude scale scores as well as correlations together with their statistical significance. An explanation of the measures of association (correlation and tertile groups) can be found in Chapter 5. Symbols shown between test score averages of adjacent groups indicate whether differences between adjacent groups were statistically significant. Correlation coefficients that are statistically significant (at p<0.05) are displayed in bold.

Table 6.19: Average NAP – CC Scale Scores by Tertile Groups of Interest in Political or Social Issues, of Confidence to Actively Engage in Civic Action and of Valuing Civic Action

	Tertile group						Correlation	
	Lowest			Medium		Highest		
Interest in civic issues								
Year 6	374	(±8.4)	▲	412	(±9.0)		427	(±8.8)	**0.19**	(±0.04)
Year 10	468	(±8.6)	▲	516	(±8.5)	▲	553	(±9.9)	**0.32**	(±0.04)
Confidence to actively engage in civic action								
Year 6	357	(±7.4)	▲	405	(±8.8)	▲	450	(±9.9)	**0.33**	(±0.04)
Year 10	455	(±8.0)	▲	521	(±9.8)	▲	561	(±9.2)	**0.38**	(±0.03)
Valuing civic action								
Year 6	365	(±8.6)	▲	415	(±8.3)		433	(±7.9)	**0.27**	(±0.03)
Year 10	484	(±8.8)	▲	511	(±9.3)	▲	541	(±9.7)	**0.22**	(±0.04)

Confidence intervals (1.96*SE) are reported in brackets. Statistically significant correlation coefficients (p<0.05) are in **bold**. *Because results are rounded to the nearest whole number some totals may appear inconsistent.*
▲ *Average in right-hand tertile group significantly higher*
▼ *Average in right-hand tertile group significantly lower*

Table 6.19 shows the average NAP – CC achievement scores in tertile groups of students' interest in political or social issues, students' confidence to actively engage in civic action, and students' valuing civic action in Year 6 and Year 10. In Year 10 for all three attitude scales statistically significant increases between all adjacent tertile groups were recorded indicating linear associations between achievement and the three attitudinal variables. In Year 6 for civic interest and valuing civic action only the differences between lowest and medium tertile group were statistically significant.

The difference in NAP – CC Scale score averages between the lowest and highest tertile group of students' civic interest in Year 6 was 53, whereas in Year 10 this difference was larger with 84 points. This difference in the strength of associations between year levels was also reflected in the stronger correlation coefficient of 0.32 for Year 10 compared to 0.19 for Year 6.

There were even stronger associations between test performance and students' confidence to actively engage in civic action. Differences between test score averages in the lowest and the highest tertile groups of student confidence were 93 points in Year 6 and 105 in Year 10. Moderately strong correlations were recorded as 0.33 in Year 6 and 0.38 in Year 10.

A positive association was also found for test performance and students' valuing civic action. Differences between average test scores in the lowest and highest tertile group were 68 in Year 6 and 57 in Year 10. This association was also reflected in correlations of 0.27 in Year 6 and 0.22 in Year 10.

For all three attitudinal scales related to engagement, increasing levels of interest, confidence and belief in the value of civic action were associated with higher NAP – CC Scale scores.

Student intentions to promote important issues

Citizens' decisions to act and engage civically are likely to be influenced by their interest, confidence to have the ability to do this and the conviction that it is worth doing. Therefore, students' intentions to engage in the future, their civic interest, their confidence to actively engage and their valuing civic action are regarded as important factors.

The association between civic interest, confidence and belief in the value of civic action on intentions to promote important issues in the future is examined by reviewing the average scale scores reflecting students' intentions to promote important issues within tertile groups for the three scales together with the corresponding correlation coefficients.

Table 6.20: Year 6 and Year 10 Student Intentions to Promote Important Issues by Tertile Groups of Students' Interest in Political or Social Issues, Students' Confidence to Actively Engage in Civic Action, and Students' Valuing Civic Action

	Tertile group								Correlation	
	Lowest			Medium			Highest			
Interest in civic issues										
Year 6	45	(±0.6)	▲	49	(±0.4)	▲	52	(±0.4)	**0.41**	(±0.04)
Year 10	44	(±0.6)	▲	51	(±0.5)	▲	55	(±0.6)	**0.52**	(±0.03)
Confidence to actively engage in civic action										
Year 6	44	(±0.6)	▲	49	(±0.4)	▲	53	(±0.4)	**0.50**	(±0.04)
Year 10	44	(±0.7)	▲	51	(±0.4)	▲	55	(±0.6)	**0.52**	(±0.03)
Valuing civic action										
Year 6	46	(±0.5)	▲	49	(±0.4)	▲	52	(±0.5)	**0.32**	(±0.04)
Year 10	46	(±0.6)	▲	50	(±0.5)	▲	54	(±0.6)	**0.36**	(±0.04)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant correlation coefficients (p<0.05) are in **bold**. Because results are rounded to the nearest whole number some totals may appear inconsistent.*
▲ Average in right-hand tertile group significantly higher
▼ Average in right-hand tertile group significantly lower

At both year levels, students' with higher levels of interest also had higher levels of intentions to promote important issues in the future. Differences between adjacent tertile groups at both year levels were statistically significant. Year 6 students in the highest tertile groups had seven score points more than those in the lowest tertile group of civic interest while this difference was 11 score points at Year 10. The corresponding correlation coefficients between scale scores were substantial with 0.41 in Year 6 and 0.52 in Year 10.

There was also a substantial positive association between students' confidence to actively engage in civic action and their intentions to promote important issues in the future. Differences between adjacent tertile groups at both year levels were all statistically significant and students in the highest and lowest tertile groups were separated by nine score points in Year 6 and 11 points in Year 10. Substantial correlations between the two variables were recorded with 0.50 in Year 6 and 0.52 in Year 10.

Even though the relationship between students' valuing of civic action and their intentions to promote important issues was somewhat less pronounced, a clear positive association was found. Students in Year 6 who were in the highest tertile groups had six points more than those in the lowest tertile group in Year 6 while in Year 10 this difference was eight points. Correlations between the two variables were recorded as 0.32 in Year 6 and 0.36 in Year 10.

Table 6.21: Average NAP – CC Scale Scores by Tertile Groups of Intentions to Promote Important Issues in the Future and of Expectations of Active Future Civic Engagement

	Tertile group						Correlation	
	Lowest			Medium		Highest		
Intentions to promote important issues in the future								
Year 6	375	(±8.2)	▲	418	(±9.2)		419	(±9.3)	**0.16**	(±0.04)
Year 10	465	(±9.0)	▲	522	(±9.6)	▲	550	(±9.1)	**0.31**	(±0.04)
Expectations of active future civic engagement								
Year 10	498	(±9.5)		516	(±8.8)		523	(±8.9)	**0.14**	(±0.04)

Confidence intervals (1.96*SE) are reported in brackets. Statistically significant correlation coefficients (p<0.05) are in **bold***. Because results are rounded to the nearest whole number some totals may appear inconsistent.*
▲ *Average in right-hand tertile group significantly higher*
▼ *Average in right-hand tertile group significantly lower*

Table 6.21 shows associations between civics and citizenship knowledge and students' expectations to engage as citizens in the future.

The results show that students with more expectations to promote important issues in the future are also those who have higher NAP – CC Scale scores. The differences in NAP – CC Scale score points between highest and lowest tertile groups were 44 in Year 6 and 85 points in Year 10. At both year levels statistically significant correlations of weak to moderate strength were recorded with 0.16 in Year 6 and 0.31 in Year 10. There was no statistically significant difference between the medium and highest tertile group in Year 6.

The correlation between Year 10 students' expectations of future civic engagement and their test performance of 0.14 was weak but statistically significant. No statistically significant differences were recorded between adjacent tertile groups and the difference in between highest and lowest tertile group was 25 NAP – CC Scale score points.

Summary

Students tend to experience civic engagement first within their school context and their experiences are often regarded as important for fostering future participation in a democratic society. The results from the NAP – CC 2013 questionnaire shows that most students engaged in peer support programs, class or school elections, extra-curricular activities and other school-induced activities in the community. More active forms of engagement like standing as a candidate, getting elected and preparing a school were reported only by minorities of students. Some of these activities were somewhat more frequent among female than among male students and older students in Year 10 tended be less involved than the younger cohort in Year 6. Generally, the extent of participation in school activities was very similar in 2013 to that recorded in 2010. As observed in previous assessment cycles, students who reported an involvement in school activities tended to be more knowledgeable in civics and citizenship.

While majorities among Year 10 students reported to have undertaken voluntary group work and money collections, only minorities in this cohort indicated to have been involved in other community activities related to environmental and human rights organisations or Indigenous Australian community groups. Compared to 2010 slightly higher percentages were recorded in 2013. There was a weak positive association between participation in community activities and civics and citizenship knowledge as measured by the NAP – CC test.

While most students at both year levels reported at least weekly consumption of TV or radio news, less than half of students indicated reading the newspaper or using the internet for information at least once a week. Interestingly, compared to 2010 among Year 10 a decrease in the percentage of students reporting to read the newspaper and an increase in using the internet for information was observed. More frequent talks to family and friends about political and social issues were reported by minorities of students. However, those who reported being involved in discussions with family about these issues were also those with higher test scores on the NAP – CC Scale.

Majorities of students at both year levels reported to be quite or very interested in local community issues, social and environmental issues in Australia, what is happening in other countries and global issues. Female students tended to express more civic interest than male students. Compared to 2010, the results from the 2013 questionnaire showed somewhat higher levels of interest. Results also show that civic interest is positively associated with civics and citizenship knowledge.

Many students expressed confidence in their own abilities to engage in different civic activities. In Year 6, majorities of students trusted in their abilities to become candidates in school or class elections or organise student groups but only minorities felt confident to write letters or email to a newspaper or give a speech in front of the class. Year 10 students were less confident than Year 6

students about standing as candidates or actively organising student groups. At both year levels, females tended to express more confidence than male students. Students with higher levels of confidence in active engagement were also those with higher NAP – CC scale scores.

Majorities among students at both year levels agreed with statements about the value of civic action. Female students were more likely to value civic action than male students and compared to the previous questionnaire results in 2010, the 2013 data showed slightly higher levels of valuing civic action among students. Positive associations were found between this variable and civics and citizenship test scores.

When asked about their willingness to consider different activities to promote important issues in the future, at both year levels only minorities among students expected to probably or certainly take part in most of these activities. There were also some differences regarding the endorsement of different types of activities: While about half of students at both year levels were willing to consider participation in peaceful protest marches, only about a third at both year levels thought it likely or certain that they would contact a member of parliament or local council. At Year 10, fewer students than in 2010 expected to write letter or email to newspapers while more students thought they would participate in online petitions which may suggest a change in the way the importance of different media is perceived by young people as communication technologies evolve. Female students were more likely to expect participation in these activities at both levels and gender differences were more pronounced among Year 10 students than at Year 6. There was a positive association of intentions to promote important issues with civics and citizenship knowledge as well as civic interest, confidence to actively engage in civic action, and valuing civic action.

When asked about forms of engagement as adult citizens, a majority of Year 10 students thought that they would certainly or probably inform themselves about candidates before voting, but few students considered participation in more active forms of engagement. For example, only 10 per cent of Year 10 students reported that they would certainly or probably be joining a political party in the future. Small but statistically significant gender differences were recorded with female students having higher expectations than male students to engage in civic actions in the future. Students who had higher levels of expectations of active civic engagement in the future had somewhat higher scores on the NAP – CC test.

Chapter 7
Concluding Discussion

The National Assessment Program – Civics and Citizenship 2013 was the fourth cycle of NAP – CC. The 2013 assessment was developed to maximise consistency with previous cycles but also to accommodate the change from paper-based administration in previous cycles to fully computer-based administration in 2013. It was not possible to fully review the impact of the change in assessment mode on student responses. This should be kept in mind when interpreting any comparisons over time for test or questionnaire results.

The NAP – CC Assessment Framework was expanded and updated in preparation for NAP – CC 2010 to reflect the aims and content of the *Statements of Learning for Civics and Citizenship* published in 2006 and the *Melbourne Declaration on Educational Goals for Young Australians* published in 2008. The *Australian Curriculum: Civics and Citizenship* (awaiting endorsement) was not available during the development phase of NAP – CC 2013, but the aims and content of NAP – CC 2013 are highly congruent with the rationale, aims and contents of the Australian Curriculum, even though it does not use *Historical Perspectives* explicitly as a content category. In NAP – CC, *Historical Perspectives* is a content area which subsumes "Identity and culture in Australia" and "Local, regional and global perspectives and influences on Australian democracy" which share content with the Australian Curriculum.

In NAP – CC 2010 the student questionnaire was substantially broadened to reflect the contents of the revised assessment framework. The 2013 assessment provided the first opportunity to consider changes in student attitudes and dispositions between cycles using data collected from the expanded questionnaire.

In NAP – CC 2010, the two essential ambitions specified in the Melbourne Declaration and the Statements of Learning relating to "active and informed" citizenship were used to organise the concluding chapter of the national report. These two organisers that are also referenced in the rationale of the *Australian Curriculum: Civics and Citizenship* have been used again for this report.

Informed Citizens

Effective civic engagement requires knowledge and understanding of issues and relevant civic processes and institutions. The concept of the "informed citizen" is directly relevant to student achievement in civics and citizenship as measured by the NAP – CC test.

Student achievement in the NAP – CC test is described on the NAP – CC Scale. The scale metric was established and has remained consistent across the four cycles of NAP – CC. The scale also includes descriptions of six levels of achievement. These descriptions are extrapolated from summaries of the responses to questions at each level to describe achievement by level. In 2013 the proficiency level descriptors were updated in 2013 to reflect the larger pool of items developed since 2004.

The two Proficient Standards on the NAP – CC Scale are the key performance measures for civics and citizenship and were established as measures of what it means to be a "sufficiently" informed citizen at each of Year 6 and Year 10. By definition, these standards are intended to be "challenging but reasonable" for students who have had typical exposure to civics and citizenship education throughout their schooling. The Proficient Standards are not the same as National Minimum Standards (NMS) employed by NAPLAN that refer to the basic level of knowledge and understanding needed to function at that year level. The NMS were established for the foundation areas of reading, writing and numeracy where deficiencies can have significant effects on students' future learning and functioning in society. In contrast, Proficient Standards refer to what is expected of a student at that year level. In 2013, 52 per cent of Year 6 students and 44 per cent of Year 10 students achieved or exceeded the relevant Proficient Standard. The proportion of students achieving the Proficient Standard at each year level has been largely consistent across the four NAP – CC assessment cycles. Across the previous cycles there have been quite large variations in achievement across the states and territories. This variation is again evident in both proportion of students achieving the Proficient Standard and the mean NAP – CC Scale scores of students at both year levels across states and territories.

Previous NAP – CC Reports have highlighted some important and relatively achievable conceptual content that was not well expressed by students. This has typically been linked to variations in the civics and citizenship classroom and school experiences of students across the country. The 2013 data again show instances of explicit civics and citizenship content that was expressed by fewer

students than might be expected. One example of this presented in Chapter 3 was that only 39 per cent of Year 10 students could recognise a definition of a trade union. Of note is also the knowledge and understanding of students at different year levels relating to the role of the Queen in Australia. While 46 per cent of Year 6 students could identify that the Governor-General represents the Queen in Australia, only 19 per cent of Year 10 students could identify that the Queen is Australia's head of state.

The relative achievement of key sub-groups of the national population was similar in 2013 to previous years. However, interpretation of the data for some sub-groups was limited in 2013 as the extent of "missing" data for some background characteristics varied substantially both across states and territories and in comparison to previous cycles. In particular the 2013 results reported by parental occupation and education should be interpreted with caution. In view of high proportions of missing data for most background variables, comparisons between the 2013 and previous cycles have been reported only for gender and geographical location.

Female students performed better than male students by an average of 21 scale points at Year 6 and 14 scale points at Year 10. These differences were statistically significant. The magnitude of the difference at Year 6 is similar to those of previous cycles of NAP – CC, whereas at Year 10 the difference is roughly half the magnitude of previous cycles. It is not possible to determine to what degree the observed reduction in gender achievement difference at Year 10 can be attributed to the change from paper-based to online test delivery in 2013.

Non-Indigenous students performed significantly better than Indigenous students by 96 scale points (roughly equivalent to one proficiency level on the scale) at Years 6 and 10. This achievement gap is also reflected in the differences between Indigenous and non-Indigenous students achieving the Proficient Standard at each year level.

As reported in NAP – CC 2010, no statistical differences were found between those students who mainly speak English at home and those who speak another language at home. The average test performance of Year 10 students born in Australia was statistically significantly higher than those born overseas. The difference in average test scores between Year 6 students born overseas and those born in Australia was not statistically significant.

As observed in previous assessment cycles, the geographic location of the school was strongly associated with student achievement. The scale score differences between students from metropolitan schools and those from remote schools was 94 score points in Year 6 and 99 score points in Year 10. Students from provincial schools scored in-between those two groups. These differences are reflected in the proportion of students achieving or exceeding the Proficient Standard which is 24 percentage points higher in students from metropolitan schools than remote schools at each year level. These differences in achievement are very similar to those reported across previous cycles of NAP – CC.

In summary, the results show that student background was associated with achievement on the NAP – CC test. The largest effects were found for Indigenous status, geographic location of the school and parental education and occupation. Gender was also an important factor. Language spoken at home and country of birth were not as strongly related to student achievement.

Active Citizens

The student questionnaire developed for use in NAP – CC 2010 collected data relating to students' civics and citizenship-related attitudes and values as well as actual and expected civic engagement. The 2013 data were collected using the same questions as in 2010 (online in 2013 and paper-based in 2010).

Two broad areas were covered by the questionnaire: students' *attitudes* towards civics and citizenship issues and students' *engagement* in civics and citizenship activities.

Students' attitudes comprised five constructs:

- importance of conventional citizenship behaviour;
- importance of social movement related citizenship behaviour;
- trust in civic institutions and processes;
- attitudes towards Indigenous culture; and
- attitudes towards Australian diversity.

Behavioural and motivational aspects of students' civic engagement included eight areas or constructs. The NAP – CC questionnaire measured the following behavioural aspects:

- participation in civics and citizenship-related activities at school;
- participation in civics and citizenship-related activities in the community; and
- media use and participation in discussion of political or social issues.

In addition, the questionnaire included the following motivational aspects:

- interest in political or social issues;
- confidence to actively engage in civic action;
- valuing civic action;
- intentions to promote important issues in the future; and
- expectations of future civic engagement.

Students' attitudes towards civics and citizenship issues

The Melbourne Declaration makes references to supporting young Australians to become active and informed citizens who "participate in Australia's civic life" and "are responsible global and local citizens". The rationale for the *Australian*

Curriculum: Civics and Citizenship refers to the exploration of "ways in which students can actively shape their lives, value their belonging in a diverse and dynamic society, and positively contribute locally, nationally, regionally and globally."

The student questionnaire accompanying the test measured student perceptions of the importance of different citizenship behaviours for a person to be classified as a "good citizen". Behaviours reflecting good citizenship were represented in two dimensions: conventional citizenship behaviours and social movement related citizenship behaviour.

Overall, students showed generally positive attitudes for both the *importance of conventional citizenship and the importance of social movement related citizenship*, with students in Year 6 showing higher levels of support than students in Year 10 which is consistent with the findings of the 2010 assessment. The differences between positive attitudes between the year levels also varied across the different type of citizenship behaviours. Activities like discussing politics, joining a political party and participation in peaceful protests were viewed as much less important among students in Year 10. Female students perceived both conventional and social movement related citizenship behaviours as more important than did male students at each year level. Similar proportions of students indicated support for the activities in 2013 as in 2010. However, small but statistically significant increases in support were shown at both year levels in 2013 in support for *learning about political issues in the newspaper, on the radio, on TV or on the internet* and increases in support were recorded at Year 10 only for *learning about what happens in other countries*, and *discussing politics*. The only activity that showed a (small but statistically significant) decrease in support was *participating in activities to benefit the local community* among Year 10 students. The slight increases in accessing information and discussion at Year 10 may be related to students having easier and more efficient access to information and discussion mechanisms through changes in the use of internet technologies over the past three years.

Students' trust in civic institutions has the potential to influence students' belief in the value of civic participation. In 2013, as in 2010, there were higher levels of students' trust in *civic institutions and processes* among Year 6 than among Year 10 students. Students at both year levels reported the highest levels of trust in the police and the law courts and lowest levels in political parties and the media. Between 2010 and 2013 the level of trust expressed by Year 6 students overall increased a small but statistically significant amount whereas there was no significant change recorded in the level of trust of Year 10 students.

Higher levels of trust in institutions are not necessarily the desired outcome of civics and citizenship education programs and curriculums which typically aim for students to develop capacities to make informed rational decisions. The differences between Year 6 and Year 10 students' trust in institutions and processes may be a result of increasing knowledge and understanding in students

as they pass through schooling. From this perspective, the finding of lower levels of trust at Year 10 does not necessarily constitute a negative outcome but rather a reflection of a more critical appraisal among older adolescents. However, it is interesting to note that although overall there were non-substantial to weak correlations between student test scores and trust in institutions at each year level, the data showed stronger associations when the students were grouped according to their levels of trust. When analysed this way, the test scores of students at both year levels were not significantly different between the medium and highest trust groups but significantly higher test scores were obtained by students in the medium trust group when compared to the lowest trust group. It seems that even though the general tendency for trust to diminish with student year level may be partially explained by increases in students' knowledge and understanding, this relationship is not evident within year level groups where the students with the lowest test scores are also the ones demonstrating the least trust in institutions.

The Melbourne Declaration explicitly states understanding and acknowledgment of the value of Indigenous cultures as a key goal of education in Australia. This too is expressed in the Australian Curriculum, both in civics and citizenship but also as a cross-curriculum priority. In 2013, students' *attitudes towards Indigenous cultures* were very positive with percentages of endorsement above 85 per cent at each year level for all but one statement. Although attitudes were also very positive in 2010, the 2013 scale scores were higher than in 2010. As was found at both year levels in 2010, female students reported more positive attitudes than male students and students with higher levels of civics and citizenship knowledge also tended to have more positive attitudes towards Indigenous culture in Australia.

The appreciation of Australia's cultural, linguistic and religious diversity is another key goal of education as stated in the Melbourne Declaration and strongly reflected by the *Australian Curriculum: Civics and Citizenship.* The questions designed to measure *attitudes towards Australian diversity* were only included in the survey of Year 10 students. In 2010 students expressed generally positive attitudes towards diversity although almost half of the students agreed or strongly agreed that immigration should be cut when there are not many jobs available and that Australia would become less peaceful as more people from different backgrounds came to live here. The general trend in 2013 was for higher proportions of students to be expressing positive attitudes. These differences expressed as percentage points were statistically significant in five of the seven related questions. However, the differences in percentage points were not associated with a statistically significant difference in the average scale scores of all students between 2010 and 2013. This shows that positive attitudes increased with respect to some issues (such as whether *immigrants should be encouraged to keep their cultural traditions and languages*), but the size of these individual differences was not sufficient to be reflected as a statistically significant change in the overall attitude towards Australian diversity when measured as a scale. As with the other attitudinal scales, the attitudes of female students towards Australian diversity were more positive than male students. However, it is worth

noting that between 2010 and 2013 the gap between the scale scores diminished because the positive attitudes of male students increased more than for female students. This increase in positive attitudes of male students regarding the *attitudes towards Australian diversity* was statistically significant.

The data showed moderate and positive linear relationships between NAP – CC Scale scores and each of *attitudes towards Australian diversity and attitudes towards Indigenous cultures.* These positive associations between civics and citizenship attitudes and achievement may suggest that those with higher levels of civics and citizenship knowledge have more tolerant views and perceived importance of civic engagement. However, it is not possible to draw any conclusions about causal relationships from these analyses.

Students' engagement in civics and citizenship activities

The Melbourne Declaration states that all young Australians should become successful learners, confident and active individuals as well as active and informed citizens. This explicit reference makes civic engagement to a key goal of Australia's education and is reflected in the aims of the *Australian Curriculum: Civics and Citizenship.* The Australian Curriculum refers to the development in students of "a lifelong sense of belonging to and engagement with civic life as an active and informed citizen". Clearly the nature of student engagement in active citizenship has overlap with but differences to adult citizenship activities. Young people may undertake activities purposefully provided by their schools, participate in civic-related community groups and also in activities associated with active communication about political and social issues. The NAP – CC student questionnaire collected information about students' dispositions to engage as well as their actual participation.

The 2013 data presented a very similar picture of student participation in civic and citizenship activities at school as in 2010. At both year levels high proportions of students reported having participated in class or school elections, school-based community activities and representing the school away from the classroom. Over 80 per cent of Year 6 students reported having participated in peer support or buddy activities at their school compared to 49 per cent of Year 10 students. Although the differences were not always this large, lower reported rates of participation were reported by Year 10 students than Year 6 students for all school-based civics and citizenship-related activities.

Year 10 students also reported on their participation in civics and citizenship-related activities in the broader community. A majority of students reported that they had at some point collected money for a charity or social cause and participated in a voluntary group doing something to help the community. There were small but statistically significant increases between 2010 and 2013 in the proportions of students reporting that they had, at some point, participated in: an environmental organisation (increased from 31 to 35 percentage points); a human rights organisation (increased from 14 to 18 percentage points); and a

voluntary group doing something to help the community (increased from 52 to 56 percentage points).

Students in both year levels were asked about the frequency and ways in which they access information about political and social issues. The majority of students at each year level reported the television and radio news as their most frequent source of information. Speaking with friends or taking part in internet-based discussions about political and social issues were reported as students' least frequent sources. Between 2010 and 2013 there were statistically significant increases in the percentages of students using the radio and internet to get news of current events at least once a week at each year level. At Year 10, a significantly smaller proportion of students reported reading about current events in the newspaper at least once a week while a larger percentage reported using the internet to access news of current events. Furthermore, there were increases in the proportions of Year 10 students talking about information through their families, friends and in internet discussions. The increases in access of information through computer-based media (seemingly at the expense of traditional newspapers) is not surprising given the ongoing expansion of the online media, but it is interesting that Year 10 students have also more often sought information from family and friends in 2013 than 2010. Despite the increase in Year 10 student participation in internet-based discussions about political and social issues, overall participation in such forums remains very low with 93 per cent of Year 6 students and 91 per cent of Year 10 students reporting participating in such forums less than once a month.

When asked about their interest in different civic issues, the largest proportions of students at both year levels who were quite or very interested were found for environmental issues in Australia, what is happening in their local communities and what is happening in other countries and globally. Although fewer than half the students reported interest in Australian politics, the proportion has increased since 2010 at both year levels. The proportions of students reporting interest in Australian politics and in social issues in Australia, and in what is happening in other countries and globally also increased between 2010 and 2013 at both year levels. These increases contributed to the statistically significant increase in student interest in civic issues at both year levels. As occurred in 2010, in 2013 female students expressed higher levels of interest in civic issues than did male students.

Students were asked about their confidence to engage in a range of civic actions. Students in Year 6 were most confident to act as a candidate in a school or class election (67 per cent reporting that they thought they could do this fairly or very well) whereas students in Year 10 were less confident (48 per cent reporting that they could do this fairly or very well). Students in Year 10 were most confident to argue their opinion about political or social issues. Despite differences between the year levels in confidence to engage in different types of activities, overall the difference between average scale scores of students' confidence to engage across the full set of activities was not statistically significant. As occurred in 2010,

in 2013 female students reported higher levels of confidence to actively engage in different civic activities than did male students, but this gender difference decreased between Year 6 and Year 10.

Individuals' dispositions towards active citizenship are influenced by both their confidence to engage and their belief that their actions have value. As occurred in 2010, in 2013 large majorities of Australian students at both year levels were in agreement with positive statements about the value of student participation at school and female students expressed more positive attitudes than male students regarding the value of civic actions. Even though the proportions of students expressing positive attitudes were high in 2010, overall the proportions were slightly higher in 2013 and this was reflected in higher average scale scores for students at both year levels.

Related to the goal of civics and citizenship education to foster students' civic engagement in Australian society, students were asked about their intentions to participate in activities to promote important issues in the future. The 2013 data from students were very similar to those reported in 2010. Overall, students in Year 10 expressed higher intentions to participate than Year 6 students as did female students compared to male students. There was no significant overall difference between the 2010 and 2013 figures. However, there were changes between 2010 and 2013 in the intention to participate in some of these activities. In 2013, a higher proportion of students than in 2010 at both year levels expressed the intention to sign an online petition, to engage in ethical consumer practices as a form of protest and to contact a local member of parliament. By contrast, lower proportions of students at both year levels expressed intentions to wear a badge or t-shirt expressing their opinions or to write a letter to a newspaper. These data are consistent with the data relating to students' access to information sources. It seems that the shift to greater use of online communication may be influencing the ways in which young people see themselves as active participants in the future.

Year 10 students were also asked about more active forms of engagement as adult citizens like helping candidates during elections or joining political parties. The 2013 data are very similar to those collected in 2010, with few students expressing expectations to engage in more active forms of participation. Although 76 per cent of students suggested that they would be likely to find out information about candidates before an election, only few students reported the intention to engage in other ways: Only one out of ten Year 10 students thought they would join a trade union, or a political party. Between 2010 and 2013 there were increases in the proportions of students reporting the intention to engage in three of the five listed activities, but these increases were not sufficiently large to be reflected in a change in students' overall intentions expressed as a scale. Female students expressed stronger intentions to participate than male students in 2013 as well as in 2010.

As in previous NAP – CC assessment cycles (2004, 2007 and 2010), students who had participated at school in school governance and extra-curricular activities tended to have higher NAP – CC Scale scores. Moderate correlations between student participation in school governance and test performance were statistically significant at both year levels. A statistically significant but rather weak correlation was found between student reports of participation in the community and their civics and citizenship achievement (reported at Year 10 only). Most forms of media use and participation in discussion of political or social issues were positively related to civics and citizenship achievement. Students in Year 10 who speak with their friends at least once a week about political and social issues have significantly higher average NAP – CC Scale scores than those who do not, whereas there is no difference at Year 6. This is likely to be one example of the mutually beneficial relationship of interest in civic issues and opportunities to engage with knowledge and understanding of issues that may develop over the years of schooling.

Concluding Remarks

This report shows that at the national level students' NAP – CC Scale scores since 2004 have remained relatively unchanged in both Years 6 and 10 with the caveat that we cannot be certain what influence, if any, the change in the assessment mode from paper-based to computer-based had on the student responses from which the test scores were derived. Roughly half the students at each year level achieved the relevant Proficient Standard, as was the case in 2010. Consequently half the students at each year level did not, and even though the Proficient Standard is defined as "challenging but reasonable" under an aspiration for continuous improvement, there is scope for this to take place. The wide gap between Indigenous and non-Indigenous student achievement remains an area of significant concern.

This cycle of NAP – CC was the second in which detailed measures of student attitudes and values have been collected and the first time that comparisons of these values could be made (keeping in mind the change from paper-based to online delivery). Overall the data from this assessment cycle (as was the case in the previous cycle) suggest that students demonstrate positive attitudes regarding important citizenship issues corresponding to many of the aims and rationale of civics and citizenship education in Australia. Students' attitudes, values and reported participation as active citizens have remained consistent with a tendency towards higher levels of positive dispositions among students. There also appear to be some changes evident in the ways young people interact with their civic worlds that parallel the increasing pervasiveness of electronic communication over traditional media. However, given the change in administration mode from paper-based to online, these changes need to be interpreted with some caution.

References

ACARA (2010). MCEECDYA Measurement Framework for Schooling in Australia. retrieved October 15, 2011 from http://www.acara.edu.au/verve/_resources/ Measurement_Framework_for_Schooling_in_Australia_2010.pdf

ACARA. (2011). *The Australian Curriculum*. Retrieved July 29, 2011, from http://www.acara.edu.au/curriculum/curriculum.html.

ACARA (2012). Draft Shape of the Australian Curriculum: Civics and Citizenship Consultation Report Version 1.0. Retrieved, January 15, 2014, from http:// www.acara.edu.au/verve/_resources/PDF_version_of_D12_13141_ Draft_Shape_paper_Civics_and_Citizenship_consultation_report_-_ November_2012.pdf

ACARA (2014).*The Australian Curriculum Civics and Citizenship*. Retrieved February 13, 2014, from:http://www.australiancurriculum.edu.au/humanities- and-social-sciences/civics-and-citizenship/curriculum/f-10?layout=1

Australian Bureau of Statistics. (2008). *Information Paper: An Introduction to Socio-Economic Indexes for Areas (SEIFA), 2006*. ABS Cat No. 2039.0. Canberra: Australian Bureau of Statistics.

Australian Bureau of Statistics. (2011). *Schools, Australia, 2010*. ABS Cat No. 4221.0. Canberra: Australian Bureau of Statistics.

Cohen, J. (1969). *Statistical Power Analysis for the Behavioral Sciences*. NY: Academic Press.

Curriculum Corporation. (2006). *Statements of Learning for Civics and Citizenship*. Carlton South: Curriculum Corporation.

Glass, G.V., McGaw, B. and Smith, M.L. (1981). *Meta-Analysis in Social Research*. London: Sage.

Jones, R. (2000). *Development of a common definition of and approach to data collection on, the geographic location of students to be used for nationally comparable reporting of outcomes of schooling*. Carlton: MCEETYA.

MCEETYA. (2006). *National Assessment Program – Civics and Citizenship Years 6 and 10 Report 2004*. Melbourne: MCEETYA.

MCEETYA. (2008). *Melbourne Declaration on Educational Goals for Young Australians*. Melbourne: MCEETYA.

MCEETYA. (2008). *National Assessment Program – Civics and Citizenship Years 6 and 10 Report 2007*. Melbourne: MCEETYA.

MCEETYA. (2009). *MCEETYA Four Year Plan, 2009–2012*. Melbourne: MCEETYA.

Mellor, S., Kennedy, K., & Greenwood, L. (2002). *Citizenship and democracy: Australian students' knowledge and beliefs*. Melbourne: ACER

OECD. (2009). *PISA Data Analysis Manual SPSS® Second Edition*. Paris: OECD.

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

Schulz, W., Ainley, J., Fraillon, J., Kerr, D., & Losito, B. (2010). *ICCS 2009 International Report: Civic knowledge, attitudes, and engagement among lower-secondary school students in 38 countries*. Amsterdam: IEA.

Schulz, W., Fraillon, J., Ainley, J., Losito, B. and Kerr, D. (2008). *International Civic and Citizenship Education Study : Assessment Framework*. Amsterdam: IEA.

Torney-Purta, J., Lehmann, R., Oswald, H., & Schulz, W. (2001). *Citizenship and education in twenty-eight countries: Civic knowledge and engagement at age fourteen*. Amsterdam: IEA.

Appendix 1
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 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
Student Questionnaire

The questions from the Year 10 Student Questionnaire are presented on the following pages. The Year 6 Student Questionnaire contained mostly the same set of questions. However Year 6 students were not administered questions: 2a-e; 5a-e; 8e; and 12a-g.

In this section you will find questions about activities you do at school and outside of school, about yourself, and your views on issues related to Australian society.

Please read each question carefully and answer as accurately as you can.

You may ask for help if you do not understand something or are not sure how to answer a question.

If you make a mistake when answering a question, erase your error and make the correction by colouring in the correct bubble.

In this section, there are no 'right' or 'wrong' answers. Your answers should be the ones that you decide are best for you.

Q1   At this school, I ...

(Please colour in **only one bubble** in each row)

		Yes	No	This is not available at my school
a)	have voted for class representatives.	○	○	○
b)	have been elected on to a Student Council, Student Representative Council (SRC) or class/school parliament.	○	○	○
c)	have helped to make decisions about how the school is run.	○	○	○
d)	have helped prepare a school paper or magazine.	○	○	○
e)	have participated in peer support, 'buddy' or mentoring programs.	○	○	○
f)	have participated in activities in the community.	○	○	○
g)	have represented the school in activities outside of class (such as drama, sport, music or debating).	○	○	○
h)	have been a candidate in a Student Council, Student Representative Council (SRC) or class/school parliament election.	○	○	○
i)	have participated in an excursion to a parliament, local government or law court.	○	○	○

Q2 Outside of school have you ever participated in activities associated with each of the following?

(Please colour in **only one bubble** in each row)

	Yes, I have done this within the last year	Yes, I have done this but more than a year ago	No, I have never done this
a) An environmental organisation	○	○	○
b) A human rights organisation	○	○	○
c) A voluntary group doing something to help the community	○	○	○
d) Collecting money for a charity or social cause	○	○	○
e) A youth development organisation (e.g. Scouts, Australian Services Cadets, Police and Community Youth Clubs)	○	○	○

Q3 Outside of school, how often do you …

(Please colour in **only one bubble** in each row)

	Never or hardly ever	At least once a month	At least once a week	More than three times a week
a) read about current events in the newspaper?	○	○	○	○
b) watch the news on television?	○	○	○	○
c) listen to news on the radio?	○	○	○	○
d) use the internet to get news of current events?	○	○	○	○
e) talk about political or social issues with your family?	○	○	○	○
f) talk about political or social issues with your friends?	○	○	○	○
g) take part in internet-based discussions about political or social issues?	○	○	○	○

Q4 There are many different ways to express your opinions about important issues.

Would you do any of the following in the future?

(Please colour in **only one bubble** in each row)

	I would certainly do this	**I would probably do this**	**I would probably not do this**	**I would certainly not do this**
a) Write a letter or an email to a newspaper	○	○	○	○
b) Wear a badge, hat or t-shirt expressing your opinion	○	○	○	○
c) Contact a member of parliament or local council	○	○	○	○
d) Take part in a peaceful march or rally	○	○	○	○
e) Collect signatures for a petition	○	○	○	○
f) Choose not to buy certain products or brands of product as a protest	○	○	○	○
g) Sign an online petition	○	○	○	○
h) Write your opinion about an issue on the internet (e.g. on a blog or web-forum)	○	○	○	○

Q5 There are many different ways people can participate in the community.

Which of the following will you do in the future?

(Please colour in **only one bubble** in each row)

	I will certainly do this	I will probably do this	I will probably not do this	I will certainly not do this
a) Find information about candidates before voting in an election	⬭	⬭	⬭	⬭
b) Help a candidate or party during an election campaign	⬭	⬭	⬭	⬭
c) Join a political party	⬭	⬭	⬭	⬭
d) Join a trade or other union	⬭	⬭	⬭	⬭
e) Stand as a candidate in local council or shire elections	⬭	⬭	⬭	⬭

Q6 How interested are you in the following?

(Please colour in **only one bubble** in each row)

	Very interested	Quite interested	Not very interested	Not interested at all
a) What is happening in your local community	⬭	⬭	⬭	⬭
b) Australian politics	⬭	⬭	⬭	⬭
c) Social issues in Australia	⬭	⬭	⬭	⬭
d) Environmental issues in Australia	⬭	⬭	⬭	⬭
e) What is happening in other countries	⬭	⬭	⬭	⬭
f) Global (worldwide) issues	⬭	⬭	⬭	⬭

Q7 How well do you think you could do each of the following?

(Please colour in **only one bubble** in each row)

	Very well	Fairly well	Not very well	Not at all
a) Discuss news about a conflict between countries	○	○	○	○
b) Argue your opinion about a political or social issue	○	○	○	○
c) Be a candidate in a school or class election	○	○	○	○
d) Organise a group of students in order to achieve changes at school	○	○	○	○
e) Write a letter or an email to a newspaper giving your view on a current issue	○	○	○	○
f) Give a speech to your class about a social or political issue	○	○	○	○

Q8 How much do you agree or disagree with each of the following statements?

(Please colour in **only one bubble** in each row)

	Strongly agree	Agree	Disagree	Strongly disagree
a) If students act together at school they can make real change happen.	○	○	○	○
b) Elected student representatives (such as student council or SRC members) contribute to school decision making.	○	○	○	○
c) Student participation in how schools are run can make schools better.	○	○	○	○
d) Organising groups of students to express their opinions could help solve problems in schools.	○	○	○	○
e) Citizens can have strong influence on government policies in Australia.	○	○	○	○

Q9 How important do you think the following are for being a good citizen in Australia?

(Please colour in **only one bubble** in each row)

	Very important	Quite important	Not very important	Not important at all
a) Supporting a political party	○	○	○	○
b) Learning about Australia's history	○	○	○	○
c) Learning about political issues in the newspaper, on the radio, on TV or on the internet	○	○	○	○
d) Learning about what happens in other countries	○	○	○	○
e) Discussing politics	○	○	○	○
f) Participating in peaceful protests about important issues	○	○	○	○
g) Participating in activities to benefit the local community	○	○	○	○
h) Taking part in activities promoting human rights	○	○	○	○
i) Taking part in activities to protect the environment	○	○	○	○

Q10 How much do you trust each of the following groups or institutions in Australia?

(Please colour in **only one bubble** in each row)

	Completely	Quite a lot	A little	Not at all
a) The Australian Parliament	○	○	○	○
b) Your state or territory parliament	○	○	○	○
c) Law courts	○	○	○	○
d) The police	○	○	○	○
e) Australian political parties	○	○	○	○
f) The media (i.e. television, newspapers, radio)	○	○	○	○

Q11 How much do you agree or disagree with the following statements about Indigenous Australians?

(Please colour in **only one bubble** in each row)

	Strongly agree	Agree	Disagree	Strongly disagree
a) Australia should support the cultural traditions and languages of Indigenous Australians.	⬭	⬭	⬭	⬭
b) Australia has a responsibility to improve the quality of life of Indigenous Australians.	⬭	⬭	⬭	⬭
c) It is important to recognise the traditional ownership of land by Indigenous Australians.	⬭	⬭	⬭	⬭
d) All Australians have much to learn from Indigenous Australian cultures and traditions and people.	⬭	⬭	⬭	⬭
e) All Australians should be given the chance to learn about reconciliation between Indigenous and other Australians.	⬭	⬭	⬭	⬭

Q12 How much do you agree or disagree with the following statements about Australian society?

(Please colour in **only one bubble** in each row)

	Strongly agree	Agree	Disagree	Strongly disagree
a) Immigrants should be encouraged to keep their cultural traditions and languages.	⬭	⬭	⬭	⬭
b) When there are not many jobs available immigration should be cut.	⬭	⬭	⬭	⬭
c) Australia will become less peaceful as more people from different backgrounds come to live here.	⬭	⬭	⬭	⬭
d) Australia benefits greatly from having people from many cultures and backgrounds.	⬭	⬭	⬭	⬭
e) All Australians should learn about different cultures and traditions at school.	⬭	⬭	⬭	⬭
f) Having people from many different cultures and backgrounds makes it difficult for a country to be united.	⬭	⬭	⬭	⬭
g) Australia would be a better place in the future if only people with similar backgrounds were allowed to come and live here.	⬭	⬭	⬭	⬭

Appendix 3
Sample Characteristics by State

This appendix describes the background characteristics of the participating students at Year 6 and Year 10, nationally, and also at the state and territory level.

Chapter 2 of the report presents sample characteristics nationally (see Table 2.4), with 'age' the only background variable that is reported by state and territory (see Table 2.2). This appendix provides more detail than Table 2.4, by reporting the other background characteristics (gender; socioeconomic background – parental occupation; socioeconomic background – parental education; Indigenous status; language background; country of birth; and geographic location) by state and territory, as well as the percentage of missing data for each state and territory.

The data have been weighted to allow inferences to be made about the student populations. However, it is critical for readers to appreciate that the sample was designed only to be representative of student characteristics at the national level, not at the state or territory level. Therefore, in the tables in Appendix 3, there may be some differences from expected distributions at the state or territory level. That is, due to the level of uncertainty surrounding such estimates, there is always a margin of error.

In addition, the large amount of missing data, particularly for some states and territories and for the parental occupation and education variables amongst all the states and territories, must be acknowledged particularly when making inferences about the data presented in these tables. When the magnitude of the missing data is judged to be too great, no comment will be made about the findings for that state or territory, or the background variable.

Gender

Table A3.1 presents the percentages of Year 6 and Year 10 students in the sample, nationally, and by state and territory, by gender.

Table A3.1: Gender – Percentages of Students by Year Level, Nationally and by State and Territory

	AUST %	NSW %	VIC %	QLD %	SA %	WA %	TAS %	NT %	ACT %
Year 6									
Male	51	51	51	51	51	51	53	50	51
Female	49	49	49	49	49	49	47	50	49
Missing Data	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Year 10									
Male	51	51	51	50	51	52	51	51	52
Female	49	49	49	50	49	48	49	49	48
Missing Data	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*

Table A3.1 shows that there were almost equal numbers of males and females in the sample, with males comprising 51 per cent of both Year 6 and Year 10 students.

Socio-economic background – parental occupation

Table A3.2 presents the percentages of Year 6 and Year 10 students in the sample, nationally, and by state and territory, by parental occupation.

Table A3.2: Parental Occupation – Percentages of Students by Year Level, Nationally and by State and Territory

	AUST %	NSW %	VIC %	QLD %	SA %	WA %	TAS %	NT %	ACT %
Year 6									
Senior Managers and Professionals	25	24	22	25	26	28	21	23	45
Other Managers and Associate Professionals	26	28	25	26	29	26	25	20	26
Tradespeople & skilled office, sales and service staff	25	23	28	28	22	24	21	31	19
Unskilled labourers, office, sales and service staff	15	17	15	15	14	14	20	14	6
Not in paid work in last 12 months	9	9	11	6	9	8	13	11	4
Missing Data	*24*	*19*	*38*	*19*	*23*	*22*	*11*	*24*	*17*
Year 10									
Senior Managers and Professionals	28	29	25	25	28	35	21	37	46
Other Managers and Associate Professionals	27	25	31	28	31	23	24	23	26
Tradespeople & skilled office, sales and service staff	26	26	27	28	23	25	26	19	23
Unskilled labourers, office, sales and service staff	13	15	10	14	12	13	18	12	3
Not in paid work in last 12 months	5	5	7	4	6	4	12	9	2
Missing Data	*28*	*24*	*34*	*27*	*40*	*27*	*14*	*24*	*26*

Table A3.2 shows that there was a high level of missing data for this variable and that the amount of missing data varied across the states and territories. At Year 6, Tasmania and ACT had the lowest amount of missing data (11% and 17%, respectively), while the Victoria had the highest amount, at 38 per cent. The other jurisdictions all had missing data of around 20-25 per cent. At Year 10, Tasmania again had the lowest amount of missing data (14%), while Victoria and South Australia had the highest percentages (34% and 40%, respectively). All other jurisdictions had around 24-28 per cent.

Nationally, at both year levels, approximately one quarter of the students had a senior manager or professional as parent with the highest occupational status, one quarter an 'other' manager or associate professional, one quarter a skilled trades, clerk or sales person, and one quarter an unskilled manual, office or sales person, or an unemployed parent.

As the level of missing data was so high and so variable across states and territories, no comparisons of percentages at each category will be made.

Socio-economic background – parental education

Table A3.3 presents the percentages of Year 6 and Year 10 students in the sample, nationally, and by state and territory, by parental education.

Table A3.3: Parental Education – Percentages of Students by Year Level, Nationally and by State and Territory

	AUST %	NSW %	VIC %	QLD %	SA %	WA %	TAS %	NT %	ACT %
Year 6									
Year 9 or equivalent or below	3	3	4	1	3	2	2	22	1
Year 10 or equivalent	7	6	6	8	5	6	14	7	2
Year 11 or equivalent	4	3	4	3	7	5	4	5	1
Year 12 or equivalent	10	10	9	11	13	12	8	7	9
Certificate 1 to 4 (inc trade cert)	29	27	30	34	26	24	38	27	19
Advanced Diploma/ Diploma	15	16	16	14	12	16	11	15	13
Bachelor degree or above	33	35	32	30	33	35	23	16	54
Missing Data	*21*	*15*	*37*	*15*	*21*	*18*	*8*	*11*	*9*
Year 10									
Year 9 or equivalent or below	4	3	6	3	1	3	3	15	1
Year 10 or equivalent	7	8	4	11	4	7	15	5	3
Year 11 or equivalent	4	3	6	3	7	4	4	8	2
Year 12 or equivalent	8	6	8	11	10	10	7	9	10
Certificate 1 to 4 (inc trade cert)	27	27	24	30	30	24	38	27	24
Advanced Diploma/ Diploma	16	15	20	14	18	19	13	16	12
Bachelor degree or above	33	38	33	28	29	33	21	22	48
Missing Data	*23*	*18*	*25*	*26*	*37*	*23*	*10*	*14*	*20*

Table A3.2 shows that, similar to parental occupation, there was a high level of missing data for this variable and that the amount of missing data varied considerably across the states and territories. At Year 6, Tasmania and ACT had the lowest amount of missing data (8% and 9%, respectively), while the Victoria had the highest amount, at 37 per cent. The other jurisdictions all had missing data of around 11-21 per cent. At Year 10, Tasmania and Northern Territory had the lowest amount of missing data (10% and 14% respectively), while South Australia had the highest (37%). The other jurisdictions had around 18-26 per cent missing data.

At both year levels, almost a third of the students had a parent with a bachelor's degree or higher, around 15 per cent had a parent with an advanced diploma or diploma and a little over a quarter of the students had a parent with a TAFE or trade certificate. The remaining approximate 26 per cent of students had a parent that had completed secondary school or less. As the level of missing data is so high and so variable across states and territories, no comparisons of percentages at each category will be made.

Indigenous status

Table A3.4 records the percentages of Year 6 and Year 10 students in the sample, nationally and by state and territory, by Indigenous status.

Table A3.4: Indigenous Status – Percentages of Students by Year Level, Nationally and by State and Territory

	AUST %	NSW %	VIC %	QLD %	SA %	WA %	TAS %	NT %	ACT %
Year 6									
Non-Indigenous	95	95	98	95	94	95	91	64	98
Indigenous	5	5	2	5	6	5	9	36	2
Missing Data	*15*	*12*	*33*	*8*	*16*	*1*	*6*	*2*	*3*
Year 10									
Non-Indigenous	97	96	100	96	97	98	93	70	97
Indigenous	3	4	0	4	3	2	7	30	3
Missing Data	*17*	*12*	*30*	*8*	*35*	*6*	*5*	*8*	*4*

Table A3.4 shows that five per cent of the Year 6 students and three per cent of the Year 10 students sampled were identified as being of Aboriginal or Torres Strait Islander origin. The amount of missing data was strikingly higher in Victoria at Year 6, and in Victoria and South Australia at Year 10, than for the other states and territories. Therefore, no comparisons will be made.

Language Background – language other than English spoken at home

Table A3.5 records the percentages of Year 6 and Year 10 students nationally, and by state and territory, by language background.

Table A3.5: Language Spoken at Home – Percentages of Students by Year Level, Nationally and by State and Territory

	AUST %	NSW %	VIC %	QLD %	SA %	WA %	TAS %	NT %	ACT %
Year 6									
Not LBOTE	79	70	83	89	88	72	97	64	81
LBOTE	21	30	17	11	12	28	3	36	19
Missing Data	*16*	*11*	*33*	*8*	*13*	*17*	*4*	*11*	*3*
Year 10									
Not LBOTE	79	73	74	88	90	75	96	73	80
LBOTE	21	27	26	12	10	25	4	27	20
Missing Data	*15*	*12*	*21*	*7*	*33*	*22*	*2*	*15*	*2*

Table A3.5 shows that at both levels, 21 per cent of students came from homes in which languages other than English were spoken (in place of or in addition to English). The amount of missing data varied from two per cent at Year 10 for Tasmania and ACT to 33 per cent at Year 6 for Victoria and Year 10 for South Australia.

Country of birth

Table A3.6 displays the percentages of Year 6 and Year 10 students in the sample born in Australia, and overseas, nationally, and by state and territory.

Table A3.6: Country of Birth – Percentages of Students by Year Level, Nationally and by State and Territory

	AUST %	NSW %	VIC %	QLD %	SA %	WA %	TAS %	NT %	ACT %
Year 6									
Not Born in Australia	12	12	10	10	12	20	4	9	11
Born in Australia	88	88	90	90	88	80	96	91	89
Missing Data	*14*	*11*	*33*	*8*	*13*	*2*	*4*	*0*	*3*
Year 10									
Not Born in Australia	16	14	17	20	10	24	5	9	12
Born in Australia	84	86	83	80	90	76	95	91	88
Missing Data	*14*	*12*	*23*	*6*	*31*	*3*	*3*	*5*	*2*

Table A3.6 shows that, nationally, around 12 per cent of Year 6 students and 16 per cent of Year 10 students were born outside of Australia. The level of missing

data was relatively low for this variable, with most states and territories having less than ten per cent. Victoria and South Australia had the largest percentages of missing data for this variable at each year level. Across the jurisdictions Tasmania had the lowest percentage of students born outside of Australia (4% at Year 6 and 5% at Year 10). Western Australia has the highest proportion of students reported to be born outside Australia (20% at Year 6 and 24% at Year 10).

Geographic location

For the purposes of this appendix, 'geographic location' refers to whether a student attended school in a metropolitan, provincial or remote zone.

- Metropolitan zones included all state and territory capital cities except Darwin and major urban areas with populations above 100,000 (such as Geelong, Wollongong and the Gold Coast).
- Provincial zones took in provincial cities (including Darwin) and provincial areas.
- Remote zones were areas of low accessibility, such as Katherine and Coober Pedy.

Table A3.7 presents the percentages of Year 6 and Year 10 students in the sample, nationally, and by state and territory, by geographic location of school.

Table A3.7: Geographic Location – Percentages of Students by Year Level, Nationally and by State and Territory

	AUST %	NSW %	VIC %	QLD %	SA %	WA %	TAS %	NT %	ACT %
Year 6									
Metropolitian	74	77	75	73	72	73	46		100
Provincial	25	23	25	27	26	21	54	60	
Remote	*1*				*2*	*6*		*40*	
Year 10									
Metropolitian	73	74	76	70	73	76	46		100
Provincial	26	26	24	27	22	21	54	64	
Remote	*2*			*3*	*4*	*2*		*36*	

Table A3.7 shows that approximately 73 per cent of the students in NAP – CC attended school in metropolitan areas. Almost a quarter attended school in provincial areas, while only one to two per cent went to school in remote areas. There were no missing data for this variable, as it was based on the postcode of the school.

As might be expected, there were some variations among the states and territories in the distribution of students across metropolitan, provincial and remote areas. On the basis of the weighted data, all students in the Australian Capital Territory attend school in metropolitan areas, compared with 46 per cent

of students at both levels in Tasmania and none in the Northern Territory, as Darwin was classified as a provincial city.

The Northern Territory had the greatest number of students in remote areas (40 per cent at Year 6 and 36 per cent at Year 10), followed by Western Australia (6 per cent at Year 6) and South Australia (4 per cent at Year 10).

Appendix 4
Reporting of mean differences

This report includes comparisons of achievement test results across states and territories, that is, means of scales and percentages were compared in graphs and tables. Each population estimate was accompanied by its 95 per cent confidence interval. In addition, tests of significance for the difference between estimates were provided, in order to describe the probability that differences were just a result of sampling and measurement error.

The following types of significance tests for achievement mean differences in population estimates were reported:

- between states and territories;
- between student background subgroups; and
- across the four assessment cycles (2004, 2007, 2010 and 2013).

Mean differences between states and territories and year levels

Pair wise comparison charts allow the comparison of population estimates between one state or territory and another or between Year 6 and Year 10. Differences in means were considered significant when the test statistic t was outside the critical values ±1.96 ($\square$ = 0.05). The t value is calculated by dividing the difference in means by its standard error that is given by the formula:

$$SE_{dif\_ij} = \sqrt{SE_i^2 + SE_j^2}$$

where SE_{dif_ij} is the standard error on the difference and SEi and SEj are the standard errors of the compared means *i* and *j*. The standard error on a difference can only be computed this way if the comparison is between two independent samples like states and territories or year levels. Samples are independent if they were drawn separately.

Mean differences between dependent subgroups

The formula for calculating the standard error provided above is only suitable when the subsamples being compared are independent (see OECD 2009 for more detailed information). In case of dependent subgroups, the covariance between the two standard errors needs to be taken into account and the Jackknife repeated replication (JRR) technique should be used to estimate the sampling error for mean differences. As subgroups other than state or territory and year level are dependent subsamples (for example gender, language background and country of birth subgroups), the difference between statistics for subgroups of interest and the standard error of the difference were derived using the specialist software

SPSS® Replicates Add-in that runs macros to apply JRR. Differences between subgroups were considered significant when the test statistic t was outside the critical values ±1.96 (α = 0.05). The value t was calculated by dividing the mean difference by its standard error.

Mean differences between assessment cycles

This report also included comparisons of assessment results across cycles. As the process of equating the tests across the cycles introduces some additional error into the calculation of any test statistic, an equating error term was added to the formula for the standard error of the difference (between cycle means, for example). The computation of the equating errors is described in the Technical Report.

The value of the equating error between 2010 and 2013 is 4.848 units of the Civics and Citizenship Scale for Year 6 and 4.722 for Year 10. When testing the difference of a statistic between the two assessments, the standard error of the difference is computed as follows:

$$SE(\mu_{10} - \mu_{07}) = \sqrt{SE_{13}^2 + SE_{10}^2 + EqErr^2}$$

where μ can be any statistic in units on the NAP – CC scale (mean, percentile, gender difference, but *not* percentages) and SE is the respective standard error of this statistic.

To report the significance of differences between percentages at or above Proficient Standards, the equating error for each year level could not directly be applied. Therefore, the following replication method was applied to estimate the equating error for percentages at Proficient Standards.

For each year level cut-point that defines the corresponding Proficient Standard (405 for Year 6 and 535 for Year 10), a number of n replicate cut-points were generated (5000) by adding a random error component with a mean of 0 and a standard deviation equal to the estimated equating error (4.848 for Year 6 and 4.722 for Year 10). Percentages of students at or above each replicate cut-point (ρ_n) were computed and an equating error for each year level was estimated as

$$EqErr(\rho) = \sqrt{\frac{(\rho_n - \rho_o)^2}{n}} \,,$$

where ρ_o is the percentage of students at or above the (reported) Proficient Standard. The standard errors for the differences between percentages at or above Proficient Standards were calculated as:

$$SE(\rho_{13} - \rho_{10}) = \sqrt{SE(\rho_{13})^2 + SE(\rho_{10})^2 + EqErr(\rho)^2} \,,$$

ρ_{10} and ρ_{13} are the percentages at or above the Proficient Standard in 2010 and 2013 respectively.

The values of the equating errors for each (sub)sample of interest are given in Table A3.1 and Table A3.2.

Table A4.1: Equating errors for the NAP – CC scale between 2013 and each of the previous cycles.

	With 2013	
	Year 6	**Year 10**
2010	4.848	4.722
2007	7.168	6.390
2004	8.363	6.768

Table A4.2: Equating errors for percentages between 2013 and each of the previous cycles.

Year 6 Group	Equating Error 2013 with			Year 10 Group	Equating Error 2013 with		
	2010	**2007**	**2004**		**2010**	**2007**	**2004**
All	1.56	2.25	2.62	All	0.88	1.33	1.56
ACT	1.68	2.40	2.78	ACT	0.47	0.81	0.99
NSW	2.01	2.55	2.81	NSW	0.47	0.80	0.98
NT	1.09	1.47	1.71	NT	1.42	2.01	2.32
QLD	1.55	2.37	2.80	QLD	1.48	2.09	2.40
SA	1.59	2.50	2.97	SA	1.31	1.85	2.10
TAS	1.60	2.40	2.80	TAS	1.53	2.06	2.31
VIC	1.29	2.04	2.46	VIC	0.75	1.17	1.38
WA	1.34	2.04	2.42	WA	1.08	1.54	1.78
F	1.48	1.24	1.48	F	0.78	1.24	1.48
M	1.65	1.43	1.65	M	1.00	1.43	1.65
Non-INDIG	1.57	2.31	2.69	Non-INDIG	0.84	1.27	1.50
INDIG	1.06	1.58	1.87	INDIG	1.45	1.93	2.16
English	1.51			English	0.90		
LBOTE	1.75			LBOTE	0.67		

Appendix 5
Trends in Percentage of Students Reaching the Proficient Standard, Nationally, by State and Territory, by Gender and by Geographic Location

Table A5.1: Trends in percentage of students reaching the Proficient Standard, nationally, by state or territory, by gender and by geographic location

	Year 6						Year 10					
	2013		2010		Difference (2013-2010)		2013		2010		Difference (2013-2010)	
Australia	52	(±2.4)	52	(±2.4)	0	(±4.6)	44	(±2.6)	49	(±3.7)	-5	(±4.8)
States and territories												
NSW	56	(±4.8)	57	(±4.5)	-1	(±7.7)	51	(±5.7)	61	(±8.1)	**-10**	(±9.9)
VIC	58	(±5.5)	56	(±5.9)	2	(±8.4)	48	(±6.2)	47	(±6.7)	1	(±9.3)
QLD	45	(±4.8)	41	(±5.9)	3	(±8.1)	35	(±4.1)	40	(±7.8)	-5	(±9.3)
SA	43	(±6.0)	48	(±5.5)	-5	(±8.7)	35	(±5.7)	35	(±5.3)	0	(±8.2)
WA	44	(±5.8)	51	(±5.8)	-7	(±8.6)	44	(±6.0)	44	(±7.4)	0	(±9.7)
TAS	46	(±5.5)	54	(±4.7)	-8	(±7.9)	32	(±6.0)	39	(±5.2)	-7	(±8.5)
NT	26	(±8.4)	32	(±6.2)	-6	±10.6)	20	(±7.0)	35	(±7.5)	**-15**	(±10.6)
ACT	64	(±6.0)	64	(±5.5)	0	(±8.8)	48	(±6.9)	50	(±8.7)	-2	(±11.1)
Gender												
Males	48	(±3.4)	49	(±3.4)	-1	(±5.8)	42	(±3.7)	44	(±4.5)	-1	(±6.1)
Females	55	(±2.7)	55	(±3.1)	0	(±5.0)	46	(±4.0)	53	(±4.7)	**-7**	(±6.4)
Geographic location												
Metropolitan	55	(±2.7)	55	(±2.8)	0	(±5.0)	48	(±3.1)	53	(±4.0)	-5	(±5.3)
Provincial	43	(±5.5)	46	(±5.0)	-4	(±7.9)	36	(±4.8)	38	(±8.4)	-3	(±9.9)
Remote	31	(±19.2)	28	(±7.6)	3	(±21.2)	23	(±9.9)	28	(±12.5)	-5	(±16.2)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) are in **bold**.*

Appendix 6
Average Questionnaire Scale Scores and Confidence Intervals by State and Territory

**Table A6.1: The Importance of Conventional Citizenship –
Average Scale Scores and Confidence Intervals by State and Territory**

	Year 6		Year 10	
New South Wales	52	(±0.7)	51	(±0.9)
Victoria	53	(±0.7)	51	(±0.7)
Queensland	52	(±0.8)	50	(±0.7)
South Australia	53	(±0.7)	51	(±0.7)
Western Australia	53	(±0.8)	52	(±1.1)
Tasmania	52	(±1.2)	51	(±1.2)
Northern Territory	52	(±1.5)	51	(±1.3)
ACT	53	(±0.9)	52	(±0.8)

*Confidence intervals (1.96*SE) are reported in brackets.*

**Table A6.2: The Importance of Social Movement related Citizenship -
Average Scale Scores and Confidence Intervals by State and Territory**

	Year 6		Year 10	
New South Wales	52	(±0.6)	50	(±1.1)
Victoria	52	(±0.8)	50	(±0.9)
Queensland	52	(±0.8)	51	(±1.0)
South Australia	52	(±0.7)	50	(±0.8)
Western Australia	52	(±0.7)	51	(±1.3)
Tasmania	50	(±0.9)	49	(±1.3)
Northern Territory	52	(±1.2)	50	(±1.5)
ACT	51	(±1.0)	52	(±0.8)

*Confidence intervals (1.96*SE) are reported in brackets.*

Table A6.3: Trust in Civic Institutions and Processes –
Average Scale Scores and Confidence Intervals by State and Territory

	Year 6		Year 10	
New South Wales	57	(±0.6)	51	(±0.7)
Victoria	57	(±0.8)	50	(±0.9)
Queensland	56	(±0.5)	50	(±0.9)
South Australia	57	(±0.9)	50	(±1.0)
Western Australia	56	(±0.8)	50	(±1.1)
Tasmania	56	(±0.9)	50	(±0.9)
Northern Territory	56	(±1.6)	48	(±1.7)
ACT	57	(±0.7)	51	(±1.2)

Confidence intervals (1.96*SE) are reported in brackets.

Table A6.4: Attitudes towards Australian Indigenous Cultures –
Average Scale Scores and Confidence Intervals by State and Territory

	Year 6		Year 10	
New South Wales	51	(±0.5)	52	(±0.9)
Victoria	51	(±0.7)	52	(±0.9)
Queensland	51	(±0.8)	50	(±1.1)
South Australia	51	(±0.6)	50	(±0.9)
Western Australia	49	(±0.6)	49	(±1.3)
Tasmania	50	(±0.8)	50	(±0.9)
Northern Territory	50	(±1.2)	48	(±1.3)
ACT	51	(±0.8)	53	(±0.7)

Confidence intervals (1.96*SE) are reported in brackets.

Table A6.5: Attitudes towards Australian Diversity –
Average Scale Scores and Confidence Intervals by State and Territory

	Year 6		Year 10	
New South Wales	N/A	N/A	52	(±1.0)
Victoria	N/A	N/A	51	(±1.3)
Queensland	N/A	N/A	49	(±0.7)
South Australia	N/A	N/A	49	(±0.8)
Western Australia	N/A	N/A	50	(±1.1)
Tasmania	N/A	N/A	49	(±0.9)
Northern Territory	N/A	N/A	50	(±1.7)
ACT	N/A	N/A	54	(±0.7)

Confidence intervals (1.96*SE) are reported in brackets.

Table A6.6: Civic Interest - Average Scale Scores and Confidence Intervals by State and Territory

	Year 6		Year 10	
New South Wales	52	(±0.7)	52	(±0.9)
Victoria	51	(±0.7)	51	(±0.8)
Queensland	51	(±0.8)	50	(±0.8)
South Australia	51	(±0.9)	50	(±0.7)
Western Australia	52	(±0.6)	52	(±1.1)
Tasmania	50	(±0.7)	49	(±1.1)
Northern Territory	50	(±0.8)	50	(±1.1)
ACT	51	(±0.7)	53	(±1.2)

*Confidence intervals (1.96*SE) are reported in brackets.*

Table A6.7: Confidence to Engage in Civic Action – Average Scale Scores and Confidence Intervals by State and Territory

	Year 6		Year 10	
New South Wales	50	(±0.7)	50	(±0.7)
Victoria	50	(±0.9)	50	(±0.7)
Queensland	48	(±0.6)	49	(±0.8)
South Australia	48	(±0.8)	48	(±0.7)
Western Australia	49	(±0.7)	50	(±0.8)
Tasmania	48	(±0.8)	49	(±1.1)
Northern Territory	49	(±1.3)	47	(±1.2)
ACT	49	(±0.9)	50	(±1.0)

*Confidence intervals (1.96*SE) are reported in brackets.*

Table A6.8: Valuing Civic Action – Average Scale Scores and Confidence Intervals by State and Territory

	Year 6		Year 10	
New South Wales	51	(±0.9)	54	(±1.0)
Victoria	53	(±1.1)	51	(±1.2)
Queensland	51	(±0.6)	50	(±0.9)
South Australia	52	(±0.9)	51	(±1.1)
Western Australia	50	(±0.6)	51	(±1.2)
Tasmania	51	(±1.0)	51	(±1.1)
Northern Territory	51	(±1.7)	49	(±1.4)
ACT	51	(±0.8)	51	(±1.2)

*Confidence intervals (1.96*SE) are reported in brackets.*

**Table A6.9: Intentions to Promote Important Issues in the Future –
Average Scale Scores and Confidence Intervals by State and Territory**

	Year 6		Year 10	
New South Wales	50	(±0.6)	51	(±0.8)
Victoria	49	(±0.8)	50	(±0.8)
Queensland	49	(±0.6)	50	(±0.9)
South Australia	48	(±0.8)	49	(±1.1)
Western Australia	48	(±0.8)	50	(±0.8)
Tasmania	49	(±0.9)	50	(±1.2)
Northern Territory	49	(±1.2)	48	(±1.2)
ACT	48	(±0.8)	51	(±1.1)

*Confidence intervals (1.96*SE) are reported in brackets.*

**Table A6.10: Student Intentions to Engage in Civic Action –
Average Scale Scores and Confidence Intervals by State and Territory**

	Year 6		Year 10	
New South Wales	N/A	N/A	52	(±0.8)
Victoria	N/A	N/A	50	(±0.8)
Queensland	N/A	N/A	50	(±1.0)
South Australia	N/A	N/A	50	(±0.6)
Western Australia	N/A	N/A	51	(±0.8)
Tasmania	N/A	N/A	50	(±1.0)
Northern Territory	N/A	N/A	50	(±1.5)
ACT	N/A	N/A	52	(±0.9)

*Confidence intervals (1.96*SE) are reported in brackets.*