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NAP Sample Assessment

Civics and Citizenship Report

Years 6 and 10

2016

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Acknowledgements

NAP–CC 2016 Working Group members

Listed below are the main working group members representing the Australian Government, jurisdictions and school sectors. These members have made a valuable contribution to the project throughout the development and implementation phases.

ACARA

Chair, ACARA

Michelle Robins

Executive Officer, ACARA

Rose Miller

National representatives

Australian Government representative

Kelly Paxman

Independent school sector representative

Ron Gorman

Catholic school sector representative

Mark Askew

Educational measurement specialist

Susan Dennett

State and territory representatives

Australian Capital Territory

Josephine Andersen

New South Wales

Jenny Curtis

Northern Territory

Marg Girdham

Queensland

Terry Gallagher

South Australia

Robin Aukett

Tasmania

Paul Becker

Victoria

Pat Hincks

Western Australia

Carolyn Fleischer

Foreword

Under the National Assessment Program, the Civics and Citizenship sample assessment is administered to a representative sample of Year 6 and Year 10 students every three years. It is conducted under the auspices of the Education Council.

The National Assessment Program – Civics and Citizenship assesses students' skills, knowledge and understandings of Australia's system of government, civic institutions and the values which underpin Australia's democracy. It also provides an indication of student attitudes and their engagement in civic-related activities at school and in the community.

This report presents the findings of the fifth National Assessment Program – Civics and Citizenship, which was administered in 2016. It examines emerging trends and identifies the role of the Australian Curriculum for Humanities and Social Sciences and for Civics and Citizenship in supporting the learning of all young Australians.

While the report indicates that student performance in Civics and Citizenship at the national level has remained stable for Year 6, performance has fallen for Year 10 students. Despite this particular decline, it is heartening to see an increase in the already high levels of positive attitudes among students toward participation as active citizens. The report also highlights the changing ways in which students are gathering and disseminating information especially through the use of social and digital media.

This national sample assessment is a product of a collaboration among senior educators across all states and territories and all sectors of Australian schooling. The Australian Curriculum, Assessment and Reporting Authority (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 2016. ACARA also acknowledges the work of the education specialists, state and territory liaison officers and the project staff at the Australian Council for Educational Research in the development, implementation and reporting phases of this National Assessment Program.

The report also includes links to the new Australian Curriculum for Civics and Citizenship, providing further opportunities for students to build their capacity to contribute to an evolving and healthy democracy.

I commend this report to policymakers, educators, teachers and the educational community.

Emeritus Professor Steven Schwartz AM
Chair
Australian Curriculum, Assessment and Reporting Authority Board

Executive summary

Introduction

This report documents the findings of the fifth triennial National Assessment Program – Civics and Citizenship (NAP–CC) assessment cycle.

The NAP–CC assessment provides a basis on which national key performance measures (KPMs) can be reported and a mechanism for monitoring progress towards the Melbourne Declaration on Educational Goals for Young Australians (Melbourne Declaration).

Editions of this report for the four previous cycles are available on the ACARA NAP website.

Overview of the report

Information relating to the historical context of the National Assessment Program and the connections to the Australian Curriculum is provided in chapter 1.

Context

The Melbourne Declaration, adopted by state, territory and Commonwealth ministers of education in 2008, sets out educational goals for young Australians.

Prominent in the content of this document is the role of civics and citizenship education. 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.

What is assessed in NAP–CC

The NAP–CC Assessment Framework consists of four discrete aspects including:

1. Civics and Citizenship content
2. cognitive processes for understanding Civics and Citizenship
3. affective processes for Civics and Citizenship
4. Civics and Citizenship participation.

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 survey.

Australian Curriculum: Civics and Citizenship

In September 2015, ministers endorsed the Australian Curriculum: Civics and Citizenship.

For students in Years 3–6, Civics and Citizenship is offered as one of the four integrated sub-strands in the Humanities and Social Sciences (HASS) subject area. From Year 7 to Year 10, Civics and Citizenship is a discrete learning area. Education authorities within each of the Australian states and territories hold responsibility for the implementation in schools and education systems of the Australian Curriculum: Civics and Citizenship.

The NAP–CC Assessment Framework has not yet been revised with reference to the new curriculum. However, a full review will take place with a view to incorporating additional aspects of the Australian Curriculum for the sixth cycle in 2019.

Detailed descriptions of the methods used to develop and administer the assessment are provided in chapter 2.

Assessment administration

The assessment instrument was administered online to random samples of students in Year 6 and Year 10 in October and November 2016. Data were provided by 5624 Year 6 students in 336 schools and 4776 Year 10 students in 308 schools.

Assessment instrument

The NAP–CC 2016 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.

Following the test all students completed the survey designed to measure their perceptions of citizenship, their attitudes towards a number of civic-related issues, and their civic engagement.

Chapter 3 discusses the NAP–CC scale and its properties. It outlines the six achievement 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 levels against the six achievement levels.

NAP–CC scale

The scale comprises six achievement levels that are used to describe the achievement of students both at Year 6 and Year 10.

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 (level 2 for Year 6 and level 3 for Year 10) is the key performance measure for Civics and Citizenship at each year level.

KPM: Performance against the Year 6 proficient standard

At the national level in 2016, 55 per cent of Year 6 students achieved at or above the proficient standard. This is not significantly different to the percentage achieved nationally in each of the previous cycles of NAP–CC.

However, it should be noted that Queensland, South Australia and Western Australia recorded significantly higher percentages of students reaching the proficient standard when comparing results with previous cycles.

Table ES1 shows the percentage of Year 6 students at or above the proficient standard in each cycle of NAP–CC since 2004.

Table ES1 Year 6 percentages at or above the proficient standard since 2004, nationally and by state and territory

	At or above proficient standard in 2016		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	
NSW	56	(±5.8)	56	(±4.8)	57	(±4.5)	64	(±6.3)	57	(±6.6)
Vic.	56	(±5.3)	58	(±5.5)	56	(±5.9)	59	(±5.5)	58	(±5.3)
Qld	52	(±4.4)	▼ 45	(±4.8)	▼ 41	(±5.9)	▼ 41	(±5.9)	▼ 37	(±6.4)
SA	55	(±6.3)	▼ 43	(±6.0)	48	(±5.5)	▼ 43	(±6.8)	▼ 43	(±6.7)
WA	52	(±5.3)	44	(±5.8)	51	(±5.8)	▼ 40	(±4.3)	▼ 39	(±5.7)
Tas.	53	(±5.6)	46	(±5.5)	54	(±4.7)	53	(±6.9)	48	(±6.6)
NT	34	(±8.0)	26	(±8.4)	32	(±6.2)	28	(±6.6)	41	(±7.1)
ACT	59	(±6.2)	64	(±6.0)	64	(±5.5)	60	(±8.7)	61	(±4.7)
Aust.	55	(±2.4)	52	(±2.4)	52	(±2.4)	53	(±2.8)	50	(±3.0)

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 2016*
▼ *if significantly lower than 2016*

Year 6 mean score performance

In 2016, the mean score in Year 6 was 408 scale points. While there were no significant differences in performance at the national level, Year 6 students in South Australia performed significantly better in 2016 than in 2013. The mean performance of students in Queensland was significantly higher in 2016 than in 2010 and 2004, and in Western Australia, performance in 2016 was significantly higher than in 2007 and 2004. In the Northern Territory however, student performance has dropped significantly in 2016 compared to 2004.

Table ES2 shows national and jurisdictional means of Year 6 students across all five cycles of NAP–CC since 2004.

Table ES2 Year 6 mean scores and trends since 2004, nationally and by state and territory

	2016		2013		2010		2007		2004	
NSW	413	(±18.0)	418	(±14.0)	426	(±13.0)	432	(±11.0)	418	(±15.4)
Vic.	415	(±13.8)	421	(±10.6)	422	(±14.2)	418	(±10.1)	417	(±10.9)
Qld	401	(±13.5)	384	(±13.0)	▼ 374	(±16.8)	376	(±13.5)	▼ 371	(±13.3)
SA	409	(±17.4)	▼ 379	(±14.3)	396	(±12.7)	385	(±15.1)	381	(±16.6)
WA	403	(±16.3)	383	(±16.2)	402	(±14.9)	▼ 369	(±10.9)	▼ 371	(±13.2)
Tas.	400	(±15.8)	383	(±13.1)	411	(±14.5)	401	(±17.7)	393	(±15.1)
NT	302	(±32.9)	314	(±26.9)	316	(±31.1)	266	(±32.8)	▲ 371	(±17.1)
ACT	426	(±16.0)	433	(±14.5)	442	(±16.4)	425	(±20.5)	423	(±11.3)
Aust.	408	(±7.6)	403	(±6.1)	408	(±6.7)	405	(±5.5)	400	(±6.7)

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 2016*
▼ *if significantly lower than 2016*

KPM: Performance against the Year 10 proficient standard

At the national level in 2016, 38 per cent of Year 10 students achieved at or above the proficient standard. This is significantly lower than the percentage achieved in each of the two previous cycles (44 per cent in 2013 and 49 per cent in 2010). However, this is not significantly different to the percentage achieved in 2007 or 2004. This reflects the general observation that, after an increase in performance recorded in 2010, achievement appears to have fallen to similar levels attained in the first two cycles of NAP–CC.

In 2016, the percentage of students in New South Wales achieving at or above the proficient standard is statistically significantly lower than in each of 2013, 2010 and 2007. In Tasmania, the percentage of students achieving at or above the proficient standard is statistically significantly lower than in 2010.

Table ES3 shows the percentage of Year 10 students at or above the proficient standard in each cycle of NAP–CC since 2004.

Table ES3 Year 10 percentages at or above the proficient standard since 2004, nationally and by state and territory

	At or above proficient standard in 2016		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	
NSW	43	(±4.9)	▲ 51	(±5.7)	▲ 61	(±8.1)	▲ 52	(±5.1)	48	(±4.9)
Vic.	39	(±6.1)	48	(±6.2)	47	(±6.7)	40	(±4.8)	40	(±7.4)
Qld	32	(±6.3)	35	(±4.1)	40	(±7.8)	30	(±5.0)	30	(±5.5)
SA	34	(±5.5)	35	(±5.7)	35	(±5.3)	43	(±7.8)	29	(±4.8)
WA	43	(±6.8)	44	(±6.0)	44	(±7.4)	33	(±6.9)	36	(±6.1)
Tas.	30	(±5.6)	32	(±6.0)	▲ 39	(±5.2)	38	(±5.8)	37	(±4.7)
NT	23	(±9.6)	20	(±7.0)	35	(±7.5)	33	(±10.9)	36	(±14.6)
ACT	46	(±5.1)	48	(±6.9)	50	(±8.7)	50	(±7.5)	48	(±7.6)
Aust.	38	(±2.7)	▲ 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 2016*
▼ *if significantly lower than 2016*

Year 10 mean score performance

At the national level in 2016, the Year 10 mean score was 491 scale points. Students scored significantly lower than in 2013 and 2010.

This national trend was observed in New South Wales, Victoria, Tasmania and the Northern Territory.

Table ES4 shows national and jurisdictional means of Year 10 students across all five cycles of NAP–CC since 2004.

Table ES4 Year 10 mean scores and trends since 2004, nationally and by state and territory

	2016		2013		2010		2007		2004	
NSW	509	(±12.6)	▲ 535	(±14.9)	▲ 558	(±23.7)	529	(±17.0)	521	(±10.6)
Vic.	489	(±14.6)	▲ 521	(±14.3)	514	(±19.2)	494	(±17.1)	494	(±19.0)
Qld	471	(±19.5)	484	(±11.9)	482	(±28.4)	481	(±13.9)	469	(±17.6)
SA	476	(±15.5)	486	(±16.5)	487	(±18.3)	505	(±23.4)	465	(±16.2)
WA	501	(±20.5)	510	(±14.5)	509	(±21.1)	478	(±22.6)	486	(±17.5)
Tas.	463	(±20.8)	466	(±20.7)	▲ 492	(±15.2)	485	(±16.0)	489	(±16.6)
NT	427	(±28.1)	418	(±24.2)	▲ 483	(±32.3)	464	(±38.1)	▲ 490	(±33.2)
ACT	518	(±15.8)	525	(±13.8)	523	(±24.1)	523	(±19.6)	518	(±21.5)
Aust.	491	(±7.3)	▲ 511	(±6.8)	▲ 519	(±11.3)	502	(±8.6)	496	(±7.0)

*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 2016*
▼ *if significantly lower than 2016*

Chapter 4 presents the findings relating to 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.

Performance by background characteristics

Differences in Civics and Citizenship achievement between male and female students

Nationally at Year 6, female students outperformed male students by 29 scale points on the NAP–CC scale in 2016 and this difference was statistically significant. In Year 10, the gender difference in favour of female students was 24 scale points at the national level and this difference was also statistically significant.

Sixty per cent of female Year 6 students reached the proficient standard, compared to 50 per cent of male Year 6 students. For Year 10 students, the percentages were 42 and 35, respectively. The percentage for both genders in Year 10 was significantly lower than in 2010 and for male students a significant decrease was also observed compared to 2013.

Differences in Civics and Citizenship achievement by Indigenous status

At both year levels, there were statistically significant differences between non-Indigenous and Indigenous students.

In Year 6, 20 per cent of Indigenous students reached the proficient standard compared to 56 per cent of non-Indigenous students. In Year 10, 17 per cent of Indigenous students reached the proficient standard compared to 39 per cent of non-Indigenous students.

The Year 6 mean scores of non-Indigenous and Indigenous students were 413 and 283 scale points respectively. At Year 10, the mean scores were 493 and 412 scale points respectively.

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 subgroup (313 Indigenous students in Year 6 and 205 in Year 10, compared to 5138 non-Indigenous students in Year 6 and 4306 in Year 10).

Differences in Civics and Citizenship achievement by language background

The results show a small but statistically significant difference for Year 6 students to the advantage of students who mostly speak English at home. The difference was not significant for Year 10 students.

Differences in Civics and Citizenship achievement by country of birth

No significant difference between Year 6 students born in Australia and born overseas was found. However, Year 10 students born in Australia outperformed those born overseas by 18 scale points. The difference, although significant, was small.

Differences in Civics and Citizenship achievement by geographic location

Overall, both Year 6 and Year 10 students from metropolitan schools had the highest scale scores, and those from remote schools had the lowest scale scores.

Since 2013, significant decreases in performance were observed for Year 10 students in metropolitan and provincial areas. No statistically significant differences were recorded for Year 6 in 2016 compared to 2013 or 2010.

Differences in Civics and Citizenship achievement by parental occupation

Table ES5 records the mean scores on the NAP–CC scale within five 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 99 scale points higher than those with parents who were recorded as unskilled labourers, office, sales and service staff, and the difference among Year 10 students was 117 scale points.

Table ES5 Mean scores and differences by categories of parental occupation in 2016

Highest parental occupation	Year 6		Year 10	
Senior managers and professionals	460	(±11.6)	557	(±10.8)
Other managers and associate professionals	431	(±9.1)	507	(±12.3)
Tradespeople & skilled office, sales and service staff	390	(±11.7)	474	(±11.3)
Unskilled labourers, office, sales and service staff	361	(±11.8)	440	(±13.2)
Not in paid work in last 12 months	329	(±21.1)	407	(±25.3)
Not stated or unknown	362	(±26.8)	473	(±24.7)
Difference (senior – unskilled)	**99**	(±15.9)	**117**	(±15.6)

Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.

Differences in Civics and Citizenship achievement by parental education

Table ES6 shows the percentages of Year 6 and Year 10 students in each category with scores at or above the respective proficient standard. Seventy-four per cent of Year 6 students and 55 per cent of Year 10 students with parents who had a bachelor's degree or higher reached the respective proficient standard.

Table ES6 Percentages at or above the proficient standard, by categories of parental education

Highest parental education	Year 6		Year 10	
Year 10 or equivalent or below	23	(±6.7)	16	(±5.4)
Year 11 or equivalent	28	(±9.0)	21	(±9.4)
Year 12 or equivalent	49	(±7.0)	31	(±7.0)
Certificates I–IV (including trade certificates)	40	(±4.5)	27	(±4.1)
Advanced diploma/diploma	56	(±5.2)	37	(±5.9)
Bachelor degree or above	74	(±3.3)	55	(±3.9)
Not stated or unknown	51	(±10.7)	45	(±11.8)

Confidence intervals (1.96*SE) are reported in brackets.

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Chapters 5 and 6 provide the results of the student survey.

Data on affective aspects of Civics and Citizenship were collected using a survey that explored students' perceptions of citizenship behaviours, students' trust in civic institutions and processes, as well as students' attitudes towards Indigenous cultures and Australian diversity. A selection of key findings are listed below:

- Two of the citizenship behaviours rated as most important by students were making personal efforts to protect natural resources (e.g. water-saving, recycling, ethical shopping) and voting in elections. Each of these behaviours was rated as very or quite important by more than 80 per cent of students in Year 6 and in Year 10.

- Approximately half of all students viewed discussing politics as an important citizenship behaviour (55 per cent in Year 6 and 51 per cent in Year 10). However, these findings show a significant improvement for Year 10 students when compared with 2010 and 2013 results.

- The highest levels of trust in civic institutions were reported for the police (90 per cent in Year 6 and 75 per cent in Year 10) and law courts (80 per cent in Year 6 and 70 per cent in Year 10).

- The lowest percentages of trust at both year levels were found for social media, for example, Twitter, blogs, YouTube, Facebook and Instagram (37 per cent in Year 6 and 29 per cent in Year 10) and the media including television, newspapers and radio (56 per cent in Year 6 and 37 per cent in Year 10).

- Most students in Years 6 and 10 indicated positive attitudes towards Australian Indigenous cultures.

- 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.

- At Year 10, 84 per cent of students agreed that Australia benefits greatly from having people from many cultures and backgrounds and that immigrants should be encouraged to keep their cultural traditions and languages.

- Eighty-one per cent of Year 10 students also agreed that all Australians should learn about different cultures and traditions at school.

Survey data about students' actual participation at school and in the community; their interest, confidence and valuing of civic action; and their intentions to become engaged in civic action are presented in chapter 6. A selection of key findings are listed below:

- Half of all Year 6 students and 41 per cent of Year 10 students reported to have participated in excursions to parliaments, local governments or law courts.

- Approximately two out of three Year 10 students indicated that they had collected money for a charity or social cause.

- The same proportion of Year 10 students indicated they had participated in voluntary group activities to help the community.

- Since 2013, the biggest and most significant shift occurred for students using the internet to gather news (+16 percentage points for Year 10 and +19 percentage points for Year 6).
- About three-quarters of Year 6 and Year 10 students reported interest in what is happening in other countries and global issues.
- Approximately two-thirds of Year 6 students were confident they could be a candidate in a school or class election.
- For Year 10, 59 per cent of students expressed confidence in discussing news about a conflict between countries.
- Female students were more likely than male students to value civic action.
- Approximately three out of four Year 10 students expected to find information about candidates before voting in an election.
- Sixty-seven per cent of Year 10 students were confident that they would sign an online petition.

Chapter 7 includes reflections on what the findings of NAP–CC suggest for teachers and teaching in the context of the Australian Curriculum: Civics and Citizenship.

The chapter analyses the trends identified in the report, most notably the decline in performance for Year 10 students. It provides teachers, schools and systems with suggestions for using the Australian Curriculum: Civics and Citizenship to address these trends. This includes specific links to curriculum content that can be used to engage students, and boys in particular, in authentic civic activities throughout their schooling. The examples of student responses at each achievement level also provide a clear indication of the increasing cognitive complexity demanded from students, along with the nature and scope of the attitudes and values which underpin informed and active citizenship in Australia.

Chapter 8 provides a summary of the findings from the assessment and discusses some implications of those findings.

While Year 6 performance remains stable, the assessment identifies an overall decline in Year 10 performance, with Year 10 boys performing less well than Year 10 girls. The report also shows that the gap between Indigenous and non-Indigenous remains large and significant. Nevertheless, it is heartening to note that the percentages of students demonstrating positive attitudes towards Australian Indigenous culture and Australian diversity have increased significantly since 2010. Teachers and school authorities are encouraged to implement the new Australian Curriculum to address the issues identified in this report and continue to provide authentic and non-tokenistic learning opportunities to enable all students to become active and informed citizens.

Introduction

The National Assessment Program (NAP) commenced as an initiative of ministers of education in Australia to monitor outcomes of schooling specified in the 1999 Adelaide Declaration on National Goals for Schooling in the 21st Century (Adelaide Declaration). NAP was established to measure student achievement and to report this against key performance measures (KPMs) in relation to the national goals, using nationally comparable data in each of literacy, numeracy, science, information and communication technologies (ICT), and civics and citizenship.

In 2008 the Adelaide Declaration was superseded by the Melbourne Declaration on the Educational Goals for Young Australians (Melbourne Declaration). The work of NAP has continued and was refined, as necessary, to monitor and report on the goals specified in the Melbourne Declaration.

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

The first collection of data from students in the National Assessment Program – Civics and Citizenship (NAP–CC) was in 2004; subsequent cycles of assessment have been conducted in 2007, 2010, 2013 and 2016. This report documents findings from NAP–CC 2016 and includes comparisons, as appropriate, with findings from previous assessment cycles.

What is assessed in NAP–CC

The context in which civics and citizenship is assessed in Australia has evolved since the beginning of the NAP–CC program. Throughout this period, a commonly agreed theme has been that civics and citizenship education aims to enable students to become informed and active citizens. From its inception, NAP–CC has consequently collected data on students' knowledge and understanding of civics and citizenship content as well as the attitudes, values and behaviours that relate to participatory citizenship.

In 2004, civics and citizenship was not a key learning area in any Australian jurisdiction and curricula varied across jurisdictions. For this reason, an assessment domain was developed to describe the parameters of the assessment content for the civics and citizenship. The process involved elaborating the two key performance measures (KPMs) that had been adopted by the Performance Measurement and Reporting Taskforce (PMRT), analysing a range of jurisdictional curriculum documents and consulting with curriculum experts in jurisdictions. These were:

- KPM 1: Civics – knowledge and understanding of civic institutions and processes
- KPM 2: Citizenship – dispositions and skills for participation.

(MCEETYA PMRT, 2004)

The national Statements of Learning for Civics and Citizenship (Curriculum Corporation, 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 provided as a specific subject. In addition, the statements of learning provided guidance about the breadth and depth of common content that could be referenced in an assessment framework and consequently included in the NAP–CC test instrument.

The Melbourne Declaration was released in 2008, providing civics and citizenship educational goals for young Australians. 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
- are responsible global and local citizens.

(MCEETYA, 2008: 9)

The NAP–CC assessment domain was revised in preparation for NAP–CC 2010. This framework extended the coverage of the field, following on from the Statements of Learning for Civics and Citizenship and the statements of goals in the Melbourne Declaration (MCEETYA, 2008) to accommodate the content of these documents and to maintain the continuity in the assessment program. This framework provided guidance for the development of the NAP–CC 2010, 2013 and 2016 assessment instruments. 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
- civics and citizenship participation.

NAP–CC and the Australian Curriculum: Civics and Citizenship

In recent years, the Australian Curriculum: Civics and Citizenship has been developed. While the Australian Curriculum: Civics and Citizenship was not used as the primary reference when developing NAP–CC 2016, it was referenced throughout the development process, and NAP–CC 2016 has been aligned to the Australian Curriculum: Civics and Citizenship.

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, 2016)

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, multi-faith society and a Christian heritage
- 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 issues 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 and as individuals in a globalised world.

(ACARA, 2016)

The Australian Curriculum: Civics and Citizenship and the current NAP–CC Assessment Framework are largely aligned although there are some differences stemming from their different origins and primary purposes. The documents share the overarching goal that Australian students are enabled to become active and informed citizens. 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'.

A full review of the NAP–CC Assessment Framework will take place to incorporate additional aspects of the Australian Curriculum for the sixth cycle in 2019.

Stages of development for NAP–CC 2016

The first stage was the development and review of the assessment instrument, which included secure test items and the student survey. The instrument was reviewed by the NAP–CC Working Group and ACARA's lead curriculum expert. A small number of items were adjusted accordingly.

Once the assessment content was finalised, the test items were allocated to test forms to be administered to students online. The instrument development and review stage was completed in May 2016.

The second stage was the implementation and marking of the assessment. The school sampling process began in late 2015, the assessment was conducted in October and November 2016, and marking of the assessments and compiling the data files for analysis took place between November 2016 and February 2017. During the assessment period, data were gathered from 5624 Year 6 students in 336 schools and 4776 Year 10 students in 308 schools.

The third and final stage involved the analysis of data and writing the reports for the study. This final stage took place over the period from February to July 2017. The publicly available materials developed for NAP–CC 2016 are:

- this public report containing findings from NAP–CC 2016, including comparisons, as appropriate, with findings from previous assessment cycles

- a technical note that provides more detailed information about the processes and analytical procedures applied in the implementation of NAP–CC 2016

- two tests, one for Year 6 and one for Year 10, 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.

Assessing Civics and Citizenship

This chapter describes the procedural foundations of the National Assessment Program – Civics and Citizenship (NAP–CC) 2016. This includes development and composition of instruments, sample of students, administration of the assessment, achieved participation rates and personal characteristics of 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. As part of NAP–CC 2010, the NAP–CC assessment domain was revised and expanded to form the NAP–CC Assessment Framework. This framework has guided the development of the test and survey instruments used in all subsequent cycles of NAP–CC.

The Australian Curriculum: Civics and Citizenship was developed after the NAP–CC Assessment Framework. Consequently, until now, there has been no formal contribution of the Australian Curriculum: Civics and Citizenship to the contents of the NAP–CC Assessment Framework. 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 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 civics and citizenship test while aspects 3 and 4 were assessed through the student survey.

Appendix 1 provides further detail on the assessment framework.

Civics and Citizenship assessment instrument

Assessment items and response types

The NAP–CC assessment items require students to apply the cognitive processes described in aspect 2 of the assessment framework to civics and citizenship content described in aspect 1 of the assessment framework.

The items were developed in units that related to a theme or stimulus. In its simplest form, a unit was a single, self-contained item; in its most complex form, a unit was a piece of stimulus material (text and/or graphic images) with a set of 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 assessment framework.

Item-response types included multiple choice and constructed response (with constructed response requiring responses from one word through to a maximum of two–three sentences).

The scores allocated to items varied: 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 106 items: 96 items were secure items that had been used in NAP–CC 2013 and 10 items were updated or adapted from 2013 for use in NAP–CC 2016.

Allocation of items to test forms

The scope of the NAP–CC Assessment Framework cannot be addressed by any one test form. As a consequence, for each year level it was necessary to distribute the full set of available content across a set of parallel test forms. Eight test forms were created for use at Year 6 and Year 10.

Each of the Year 6 and Year 10 test forms contained 39 and 42 items respectively.

The units of test items were allocated to clusters which, in turn were allocated to test forms, in such a way that the forms were 'equivalent' in terms of framework coverage, item format (multiple choice and constructed response), reading load and overall difficulty. Each cluster was allocated to at least four and not more than six test forms and was positioned near the beginning, near the middle and near the end of the different forms.

This test design prevents the order of presentation of the clusters (and units within) from biasing the test results and allows for comparable measures of student achievement to be established regardless of which test form they completed. The use in NAP–CC 2016 of secure items from the 2013 assessment supported the reporting of the 2016 results on the existing NAP–CC scale. Additional detail of the test construction can be found in the technical note.

Online assessment delivery

The NAP–CC tests were undertaken by students on computer. Students from all but three schools completed the assessment online, with students from these schools completing the assessment via a local network arrangement.

Online assessment experience

The system used for NAP–CC 2016 was the same as that planned for use in NAPLAN online.

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.
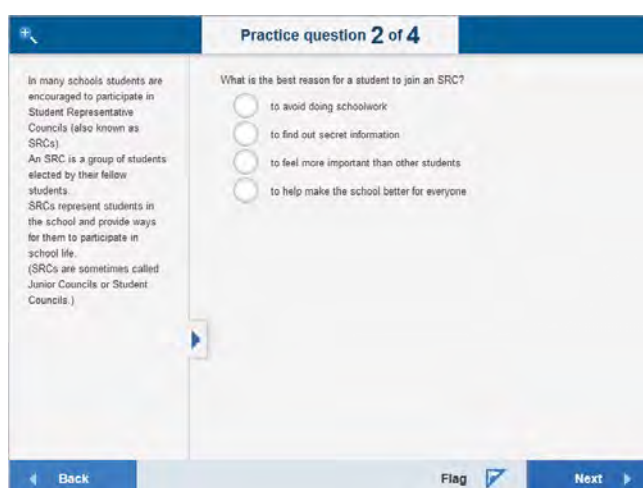
Figure 2.1   Example practice test item

The following navigation features, illustrated in figure 2.1, were available to students in the online testing environment:

- : The 'Magnify' button gave students the option of magnifying the display to 100 per cent, 150 per cent, 200 per cent and 300 per cent. The default magnification was 100 per cent.

- : This showed both the student progress through the test and the total number of items to be completed in the test (39 for Year 6 and 42 for Year 10). Students could only *first* access any given item by moving to it from the preceding item. Once students had accessed an item they could return to it either by going back through the test or from a summary screen.

- ▦ : 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 navigate to any item they had already accessed by clicking on its number from the summary screen.

- Flag ⚐ / Unflag ⚐ : The 'Flag' 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. When an item had been flagged, the 'Flag' button would toggle to give the student an option to unflag the item.

- Next ▶ / ◀ Back : Clicking on the 'Next' button or 'Back' button allowed students to navigate to the next or previous items in the test, respectively. Any student response to an item was saved by the testing system when a student navigated away from the item by any method.

- ▶ : Clicking on the 'Expand' 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 (that is, 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 'Expand' 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.
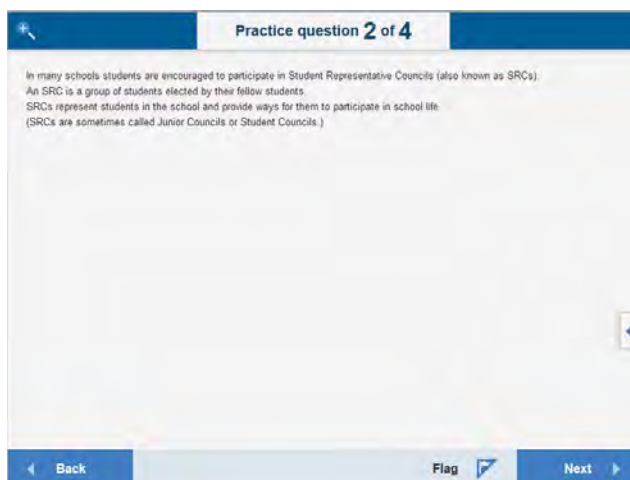
Figure 2.2 Example practice test item with stimulus expanded

If a student had expanded the stimulus material for an item, the student needed first to click on the 'Reduce' button (◀) to enter or edit a response to the item. Clicking on the 'Reduce' button returned to the default view of the item (as shown in figure 2.1). Students could expand and reduce 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 item 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 'Next' and 'Back' buttons to work their way through the items in sequence.

The Civics and Citizenship survey 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.

Since NAP–CC 2010, the survey completed by students has included attitudinal content relating to aspect 3 of the framework, which could be measured with sets of (5–10) Likert-type items. 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.

With each new cycle of NAP–CC the survey content has been reviewed and updated in consultation with ACARA curriculum experts and the NAP–CC Working Group. While most of the survey content remains unchanged over cycles to support comparisons of engagement and attitudes over time, the review allows for the survey to be improved and amended to remain up-to-date. In NAP–CC 2016, the survey, in addition to some minor revisions to individual items, was revised to include additional information about digital citizenship participation and a new set of items relating to students' perceptions of the degree to which a given set of problems affect Australia.

The student survey was completed online in the same testing environment by all students immediately following the test. The Year 10 survey contained 94 items and the Year 6 survey contained 75 items. All the items in the Year 6 survey were also included in the Year 10 survey.

Unlike the test, the student survey was not timed. Students could take as long as they needed to complete the survey. For most students, the survey took 10–20 minutes to complete.

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

The student survey is included as appendix 2.

Sample

Sample design

The NAP–CC 2016 was administered to a sample of 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[1] formed by state or territory and school sector. Within each explicit stratum, geographic location, a school measure of socio-economic status[2], and school size were all used for implicit stratification.[3] 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.[4]

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)[5] 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 1.7 per cent of the Year 10 student population.

The second stage comprised the drawing of a random sample of 20 students from the target year level in sampled schools. The school samples were drawn separately for each year level (for more detail see the technical note). Where fewer than 20 eligible students were enrolled in the target grade (that is, in small schools), all students were selected to participate.

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[1] Explicit stratification means that separate school samples were drawn for each sector within each jurisdiction.

[2] 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).

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

[4] 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.

[5] Very small schools were included in the Northern Territory sample to better reflect its whole school population. Further details are provided in the technical note.

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

- **functional disability**: the student had a moderate to severe permanent physical disability such that they could not perform in the assessment situation.
- **intellectual disability**: the student had a mental or emotional disability and cognitive delay such that they could not perform in the assessment situation.
- **limited assessment language proficiency**: the student was unable to read or speak the language of the assessment (English) 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 English would be excluded.

The number of student-level exclusions at Year 6 was 131 and at Year 10 it was 239. More information about the sampling design and its implementation is provided in the technical note.

Achieved sample

Eighty-nine per cent of the sampled Year 6 and 81 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

	Year 6		Year 10	
	Schools	**Students**	**Schools**	**Students**
NSW	45	791	45	718
Vic.	46	788	45	697
Qld	47	793	45	707
SA	47	778	44	666
WA	46	819	44	707
Tas.	48	767	39	605
NT	27	367	17	223
ACT	30	521	29	453
Total sample	**336**	**5624**	**308**	**4776**

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 NAP protocols.[6] 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.

According to NAP protocols, a year-based population of students enrolled at Australian schools was selected. This is consistent with other national sample assessments. There are differences between the states and territories in the structure and organisation of pre-primary education and the age of entry into full-time formal schooling. However, information about ages of students at the time of testing was recorded and is presented in table 2.2.

At the time of the assessment, 46 per cent of Year 6 students were 11 years old and 52 per cent 12 years old. Western Australia recorded the highest percentage of 11-year-old students in Year 6. In Year 10, 48 per cent of students were 15 years old and 47 per cent were 16 years old. Queensland recorded the highest percentage of 15-year-old students in Year 10.

Table 2.2   Percentages of students' years of age nationally and by state and territory

	Mode	Age 11	Age 12	Age 13	Age 14	Age 15	Age 16	Age 17	Age 18	Missing
Year 6										
NSW	12	45	54	1						0
Vic.	12	29	66	2						2
Qld	11	60	40	0						0
SA	12	48	50	0						1
WA	11	66	33	0						0
Tas.	12	15	83	2						0
NT	11	53	41	1						4
ACT	12	43	56	1						0
Aust.	12	46	52	1						1

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[6]   http://www.acara.edu.au/reporting/data-standards-manual-student-background-characteristics

	Mode	Age 11	Age 12	Age 13	Age 14	Age 15	Age 16	Age 17	Age 18	Missing
Year 10										
NSW	16					42	55	1		1
Vic.	16					30	67	2		0
Qld	15				8	76	12	1		3
SA	16				1	45	51	1	1	2
WA	15				1	58	37	1		3
Tas.	16					18	76	1		5
NT	15				4	54	40	2		1
ACT	16					40	59	1		0
Aust.	15				2	48	47	1		2

Table 2.3 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. *Parental occupation* and *parental education* relating to Year 10 students showed the highest levels of missing data with 11 per cent and 9 per cent of data missing respectively. It should also be noted that the amount of missing data for *parental occupation* varied across the states and territories by as much as 15 per cent.[7] In the following section only valid percentages are discussed.

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[7] Details of missing data by state and territory are included in appendix 3.

Table 2.3   Distribution of student background characteristics (weighted)

	Year 6		Year 10	
	All students (%)	Students with valid responses (%)	All students (%)	Students with valid responses (%)
Student gender				
Boy	50	50	51	51
Girl	49	50	48	49
Total	**99**	**100**	**99**	**100**
Missing	1		1	
Parental occupation				
Senior managers and professionals	28	30	23	26
Other managers and associate professionals	23	25	23	26
Skilled trades, clerical and sales	22	24	22	24
Unskilled manual, office & sales	12	13	15	16
Not in paid work for 12 months	7	8	7	8
Total	**92**	**100**	**89**	**100**
Missing	8		11	
Parental education				
Year 9 or equivalent or below	2	2	2	2
Year 10 or equivalent	5	5	5	5
Year 11 or equivalent	2	3	3	3
Year 12 or equivalent	8	9	9	10
Certificates I–IV (including trade certificates)	26	27	26	29
Advanced diploma/diploma	15	16	14	16
Bachelor degree or above	36	38	31	34
Total	**94**	**100**	**91**	**100**
Missing	6		9	
Indigenous status				
Non Aboriginal or Torres Strait Islander	93	96	92	96
Aboriginal or Torres Strait Islander	4	4	4	4
Total	**98**	**100**	**96**	**100**
Missing	2		4	
Language spoken at home				
English only	76	78	74	77
Language other than English	21	22	22	23
Total	**97**	**100**	**96**	**100**
Missing	3		4	
Country of birth				
Born in Australia	88	89	82	84
Not born in Australia	11	11	15	16
Total	**99**	**100**	**97**	**100**
Missing	1		3	
Geographic location				
Metropolitan	74	74	74	74
Provincial	25	25	25	25
Remote	2	2	1	1
Total	**100**	**100**	**100**	**100**
Missing	0		0	

There were similar numbers of males and females in the sample, with females comprising 50 per cent of Year 6 students and 49 per cent of Year 10 students.

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 that represents the highest group indicated by either parent or guardian. At Year 6, approximately three-tenths 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-fifth as 'unskilled manual, office or sales person', or 'not in paid work for 12 months'. At Year 10 there were similar proportions of students with parents reported in each of these four groupings.

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 bachelor degree or above) achieved by parents or guardians. For the purposes of reporting, parental education is presented as a combined variable that represents 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. Nearly two-fifths of students at Year 6 and almost one-third of students at Year 10 had at least one parent with a bachelor degree or higher, while one-fifth of the students at both year levels had parent(s) who completed secondary school or less.

Table 2.3 shows the following distributions regarding cultural background variables. Approximately four per cent of students at each year level were identified as Aboriginal or Torres Strait Islanders. Between one-in-four and one-in-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-six students in Year 10 were not born in Australia.

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.

Almost three-quarters of the students in NAP–CC 2016 attended schools in metropolitan areas. One-in-four attended schools in provincial areas, and about two per cent of Year 6 and one 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 that comprise the range in which, based on the data, one can have 95 per cent confidence the true value of the reported figure is located. 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 of 2013.

The size of differences

In large samples, it is possible that relatively small differences are statistically significant even if the differences themselves have little importance. In this report, the term 'significant' refers only to differences that are statistically significant. Another way of looking at differences is to consider the effect size. Effect size is useful when considering the differences between measured scores (such as NAP–CC scale scores or survey scale scores) across groups. Effect size provides a comparison of the difference in average scores between two groups with reference to the degree in which the scores vary within the groups. When the effect size is large, it means that the difference between average scores is large relative to the spread of the scores, and could therefore be considered as 'important'. Conversely, when the effect size is small, it means that the observed difference is relatively small compared with the spread of the scores and thus arguably less 'important'. The effect size is the difference between group means divided by the standard deviation. We use fractions for approximate estimates. Following the precedent of other NAP sample assessments and the spread of significant mean differences in NAP–CC, this report has adopted the following categories as descriptors: effect sizes above 0.1 are regarded as indicating small effects, those above 0.3 are moderate effects, and those above 0.5 are large effects. Descriptors relating score point differences to standard deviations are used in the report when regarded as informative.

The NAP–CC achievement scale was established with a Year 6 standard deviation of 100 points. Consequently, a moderate effect on the NAP–CC scale corresponds to approximately 30 scale points (equivalent to the average learning growth of 1.5 years between Years 6 and 10). For the survey scales, a moderate effect is approximately three scale points given that the Year 6 standard deviation was set at 10 scale points.

Summary

The NAP–CC 2016 was completed by 5624 Year 6 students in 336 schools and 4776 Year 10 students in 308 schools. The assessment was completed via the internet using a version of the online delivery system being developed for use in NAPLAN. In a small number of schools, where internet delivery was not possible, the test was delivered locally using a server computer provided to the school.

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 elements identified in the NAP–CC Assessment Framework. It made use of assessment units consisting of items linked to a common piece of stimulus material. The assessment made use of multiple-choice and constructed response item-response types. Rotated forms of the test ensured coverage of the domain across the cohort. The student survey addressed outcomes relating to student civics and citizenship engagement, attitudes and values. It was administered to students seamlessly as part of the online testing system after they had completed the assessment.

Chapter 2 has described 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.

Describing the Civics and Citizenship scale

This chapter describes the development of the NAP–CC scale and provides a discussion of student achievement against the scale at the national level. Following this is a detailed discussion of the contents of the achievement levels in the scale.

Developing the Civics and Citizenship scale

The NAP–CC scale was established in 2004 and was based on test content and psychometric data from the inaugural NAP–CC study. The scale comprises six achievement levels[8] that are used to describe the achievement of students in both Year 6 and Year 10.

The empirical scale

The Rasch Item Response Theory (IRT) measurement 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 NAP – Science Literacy, NAP – Information and Communication Technology (ICT) Literacy, and in the National Assessment Program – Literacy and Numeracy (NAPLAN).

The NAP–CC 2016 test comprised a total of 106 items: 96 items were secure items that had been used in NAP–CC 2013 and 10 were updated or adapted from 2013 for use in NAP–CC 2016. Some of the 96 secure items were common items with the 2013, 2010, 2007 and 2004 tests. Common items have also been used between the Year 6 and Year 10 tests in each NAP–CC cycle. In 2004, data from the common items at Year 6 and Year 10 were used to establish a single NAP–CC scale across the year levels.

In 2007, 2010, 2013 and 2016, 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 NAP–CC scale established in 2004. The scale was established with a mean score of 400 and standard deviation of 100 scale points for Year 6. All NAP–CC scale scores are reported on this same metric.

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8   The term 'achievement level' has replaced the term 'proficiency level' that was used in previous NAP–CC reports. The composition of the levels has not changed.

When comparing test results from NAP–CC 2016 with those from previous assessments, it needs to be acknowledged that in 2013 there was a change in assessment mode from paper-based to online administration, with the 2016 administration of the test also being conducted online. Even though a careful comparative review of item characteristics for common (link) items in 2013 did not reveal any substantial differences, it is possible that the change in assessment mode to online may have had minor effects on student responses.

The achievement levels

In 2004, six achievement levels were established at equally-spaced intervals across the NAP–CC scale. Each achievement level spans 130 scale points. Summary descriptions for five of these levels (1–5) were established in 2004 based on expert judgements of the contents of the items situated within each level. A description for the 'below level 1' achievement level was developed in 2007 when more test item material was available to support this description. The achievement level descriptors were updated in 2013 and remain the same in 2016. A summary of the NAP–CC achievement levels by item descriptors is provided in table 3.4.

Each level description provides a synthesised overview of the civics and citizenship knowledge and understanding 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 an item at the bottom of that level, a 38 per cent chance of correctly answering an item at the top of that level, and would be expected to correctly answer at least half of a set of items 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 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 locations of the two proficient standards on the NAP–CC scale have remained unchanged across the five cycles of NAP–CC.

Comparisons of student achievement by year and achievement level in 2016

The following sections provide an overview of student achievement by year and achievement 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 achievement level in 2016.

Table 3.1 Percentages of Year 6 and 10 students at each achievement level (2016)

	Year 6		Year 10	
Level 5 (for Year 10)			0	(±0.3)
Level 4 (or above for Year 6)	1	(±0.5)	8	(±1.5)
Level 3	14	(±1.7)	30	(±2.2)
Level 2	39	(±2.0)	38	(±2.3)
Level 1	30	(±1.9)	18	(±1.9)
Below level 1	16	(±2.1)	6	(±1.3)

Table 3.1 shows that the largest group of Year 6 students (69 per cent) were in levels 1 and 2 and the largest group of Year 10 students (68 per cent) were in levels 2 and 3. Fifteen per cent of Year 6 students were above level 2 and eight per cent of Year 10 students were above level 3. A larger proportion of Year 10 students (24 per cent of students below level 2) in comparison to Year 6 students (16 per cent below level 1) was at the lower tail of the relevant achievement distribution.
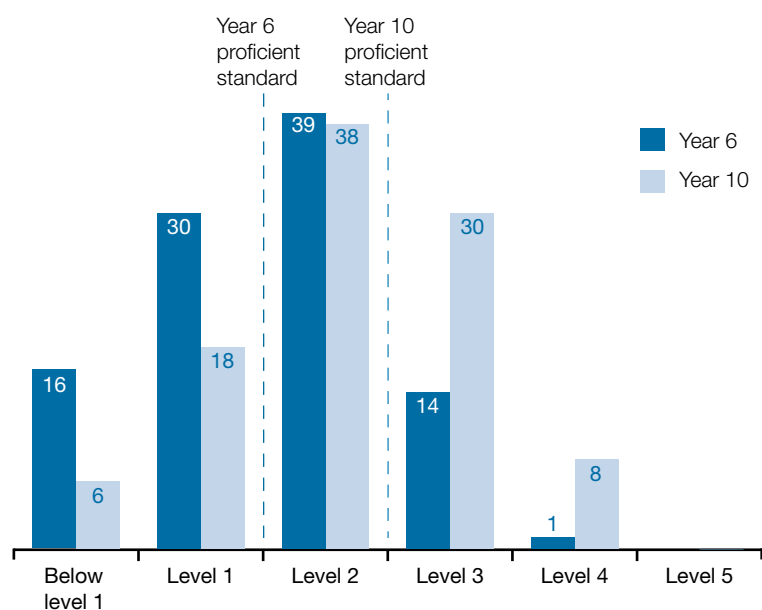
Figure 3.1 Distribution of Year 6 and Year 10 students, by percentage, across Civics and Citizenship achievement levels

Figure 3.1 provides a graphic illustration of the distribution of students across the achievement levels and shows both the difference and the overlap in achievement between Year 10 and

Year 6. The difference in achievement can be seen in the percentages of students below and above level 2. Forty-six per cent of Year 6 students compared to 24 per cent of Year 10 students and are located below level 2 and 15 per cent of Year 6 students compared to 38 per cent of Year 10 students are located above level 2. Despite these differences, the highest percentage of students in each year level – 39 per cent of Year 6 students and 38 per cent of Year 10 students – was located at level 2.

Figure 3.1 also displays the location of the proficient standard at each year level. Fifty-five per cent of Year 6 students[9] and 38 per cent of Year 10 students achieved or exceeded the Year 6 and Year 10 proficient standards respectively.

Proficiency differences between Years 6 and 10 across assessment cycles

Table 3.2 shows the mean performances on the NAP–CC scale, and confidence intervals, for Years 6 and 10 since 2004. In 2016, the mean score of Year 6 students was 408 scale points and that of Year 10 students was 491 scale points. Students in Year 10 achieved, on average, 83 scale points more than students in Year 6. This difference is statistically significant. Table 3.2 includes a comparison of the mean performance of students in 2016 with their mean performance in each of the previous cycles.

Table 3.2   Differences between Years 6 and 10 in mean performance on the NAP–CC scale since 2004

	Year 6		Year 10		Difference	
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)
2016	408	(±7.6)	491	(±7.3)	**83**	(±10.6)
Difference (2016-2013)	5	(±13.1)	**-20**	(±13.2)		
Difference (2016-2010)	0	(±16.4)	**-28**	(±18.5)		
Difference (2016-2007)	3	(±21.2)	-11	(±21.1)		
Difference (2016-2004)	8	(±21.1)	-5	(±18.8)		

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

Table 3.2 also shows that while mean achievement of students in Year 6 has remained relatively unchanged since 2004, the Year 10 mean achievement has varied during the

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[9]   The difference between this reported percentage and the sum of the percentages shown at level 2 and above in figure 3.1 is due to rounding error.

same period. The highest mean achievement at Year 10 was 519 scale points in 2010 and in 2016 the mean was 491 scale points. The Year 10 mean in 2016 was statistically significantly lower than the means in 2010 and 2013. This reduction in mean achievement at Year 10 together with the relative stability of the Year 6 mean has resulted in a decrease in the difference between the mean achievement of students in Year 10 and Year 6 since 2010. The mean achievement of students in Year 10 was 96 and 97 scale points higher than Year 6 students in 2004 and 2007 respectively, 111 and 108 scale points higher in 2010 and 2013, and the difference has reduced to 83 scale points in 2016. The differences between Year 10 and Year 6 mean achievement are statistically significant in each cycle of NAP–CC.

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

Table 3.3 Percentages of Years 6 and 10 students at each achievement level since 2004

| | Year 6 | | | | | | | | | |
	2004		2007		2010		2013		2016	
Level 4	0	(±0.2)	0	(±0.4)	1	(±1.1)	1	(±0.4)	1	(±0.5)
Level 3	8	(±2.9)	10	(±2.2)	13	(±2.8)	13	(±1.6)	14	(±1.7)
Level 2	42	(±4.7)	44	(±5.1)	38	(±4.5)	38	(±1.9)	39	(±2.0)
Level 1	39	(±4.7)	35	(±4.7)	35	(±3.8)	33	(±2.3)	30	(±1.9)
Below level 1	11	(±3.1)	11	(±2.5)	13	(±3.3)	15	(±1.5)	16	(±2.1)

| | Year 10 | | | | | | | | | |
	2004		2007		2010		2013		2016	
Level 5	0	(±0.2)	0	(±0.4)	1	(±0.8)	1	(±0.4)	0	(±0.3)
Level 4	5	(±2.0)	7	(±2.7)	12	(±3.8)	9	(±1.5)	8	(±1.5)
Level 3	35	(±4.7)	34	(±4.1)	36	(±4.8)	35	(±2.4)	30	(±2.2)
Level 2	41	(±4.5)	39	(±5.5)	32	(±4.3)	37	(±2.3)	38	(±2.3)
Level 1	15	(±2.7)	16	(±4.3)	14	(±4.0)	16	(±1.6)	18	(±1.9)
Below level 1	4	(±1.8)	4	(±2.7)	5	(±2.6)	3	(±0.8)	6	(±1.3)

Because results are rounded to the nearest whole numbers, some totals may appear inconsistent.

The data in table 3.3 show consistency in the shape of the distribution of student achievement in both Year 6 and Year 10 across the five assessment cycles. The distribution of Year 6 student scores is centred around levels 1 and 2 with similar proportions of student scores either above level 2 or below level 1. The distribution of Year 10 scores is centred around levels 2 and 3 with about three times as many student scores below level 2 than above level 3.

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 achievement 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 four previous cycles of NAP–CC. The achievement level descriptors were updated in 2013 to reflect the larger pool of items developed since 2004, and remain the same for 2016. The scale represents a hierarchy of civics and citizenship content knowledge and cognitive processes. Overall, higher levels on the scale denote 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 cognitive processes described in the scale below as well as at their measured level of achievement.

Table 3.4 includes the described NAP–CC scale, the level descriptors and selected item response descriptors that have been drawn from all previous cycles. This information provides an illustration of the nature of the civics and citizenship content and cognitive processes that students can make use of when answering items at each level.

Table 3.4   Summary table of Civics and Citizenship achievement levels by item descriptors

Level scale range	Achievement 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 a specified 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 potential for tension between critical citizenship and abiding by the law • recognise the historical exclusion of Indigenous Australians from the electoral process and understands the shift in the policy, towards inclusion.

Level scale range	Achievement level description	Selected item response descriptors
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 • 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.

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Level scale range	Achievement level description	Selected item response descriptors
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 scale range	Achievement level description	Selected item response descriptors
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 • 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, for example: • 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.

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 achievement level descriptors were updated in 2013 to reflect the larger pool of items developed since 2004 and remain the same for the 2016 cycle. The scale comprises six described achievement 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 five 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 sits at about two-thirds of a achievement 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 39 per cent of Year 6 students and 38 per cent of Year 10 students were located. Fifty-five per cent of Year 6 students and 38 per cent of Year 10 students achieved or exceeded the Year 6 and Year 10 proficient standards respectively. The results from the five assessment cycles show a consistency in the shape of the distribution of student achievement in both Year 6 and Year 10 across the five assessment cycles. However, in 2016 the achievement of students in Year 10 has decreased relative to that in previous cycles of NAP–CC and relative to Year 6 achievement, which has remained largely stable. The mean performance of Year 10 students is statistically significantly lower than in 2010 and 2013 and the difference in achievement between Year 10 and Year 6 has similarly decreased in 2016 relative to previous cycles.

Patterns in student achievement in Civics and Citizenship

This chapter provides more detailed analysis of student achievement nationally and by key subgroups 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.

Performance in Civics and Citizenship, nationally and by state and territory

Table 4.1 illustrates the mean NAP–CC scale scores among Year 6 and Year 10 students nationally and 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 between year levels, nationally and by state and territory

	Year 6		Year 10		Difference (Y10–Y6)	
NSW	413	(±18.0)	509	(±12.6)	**96**	(±22.0)
Vic.	415	(±13.8)	489	(±14.6)	**74**	(±20.1)
Qld	401	(±13.5)	471	(±19.5)	**71**	(±23.7)
SA	409	(±17.4)	476	(±15.5)	**67**	(±23.3)
WA	403	(±16.3)	501	(±20.5)	**98**	(±26.1)
Tas.	400	(±15.8)	463	(±20.8)	**63**	(±26.1)
NT	302	(±32.9)	427	(±28.0)	**126**	(±43.2)
ACT	426	(±16.0)	518	(±15.8)	**92**	(±22.5)
Aust.	408	(±7.6)	491	(±7.3)	**83**	(±10.6)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

The mean NAP–CC scale score of Year 6 students was 408 at the national level and ranged from 302 (Northern Territory) to 426 scale points (Australian Capital Territory). Year 10 students had a national mean score of 491 and jurisdictional means ranged from 427 (Northern Territory) to 518 scale points (Australian Capital Territory). For the interpretation of these results it is important to take confidence intervals into account. Confidence intervals indicate that estimates for smaller jurisdictions (for example, the Northern Territory) were less precise than for larger jurisdictions. The difference in mean scores between Year 6 and Year 10 was 83 at the national level and ranged from 63 scale points (Tasmania) to 126 scale points (Northern Territory). All differences between year levels were statistically significant. The statistical significance of mean differences between individual states and territories is discussed in the next sections.

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 mean NAP–CC scale scores since 2004. The results are described separately by year level.

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 since 2004. 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 dark 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.
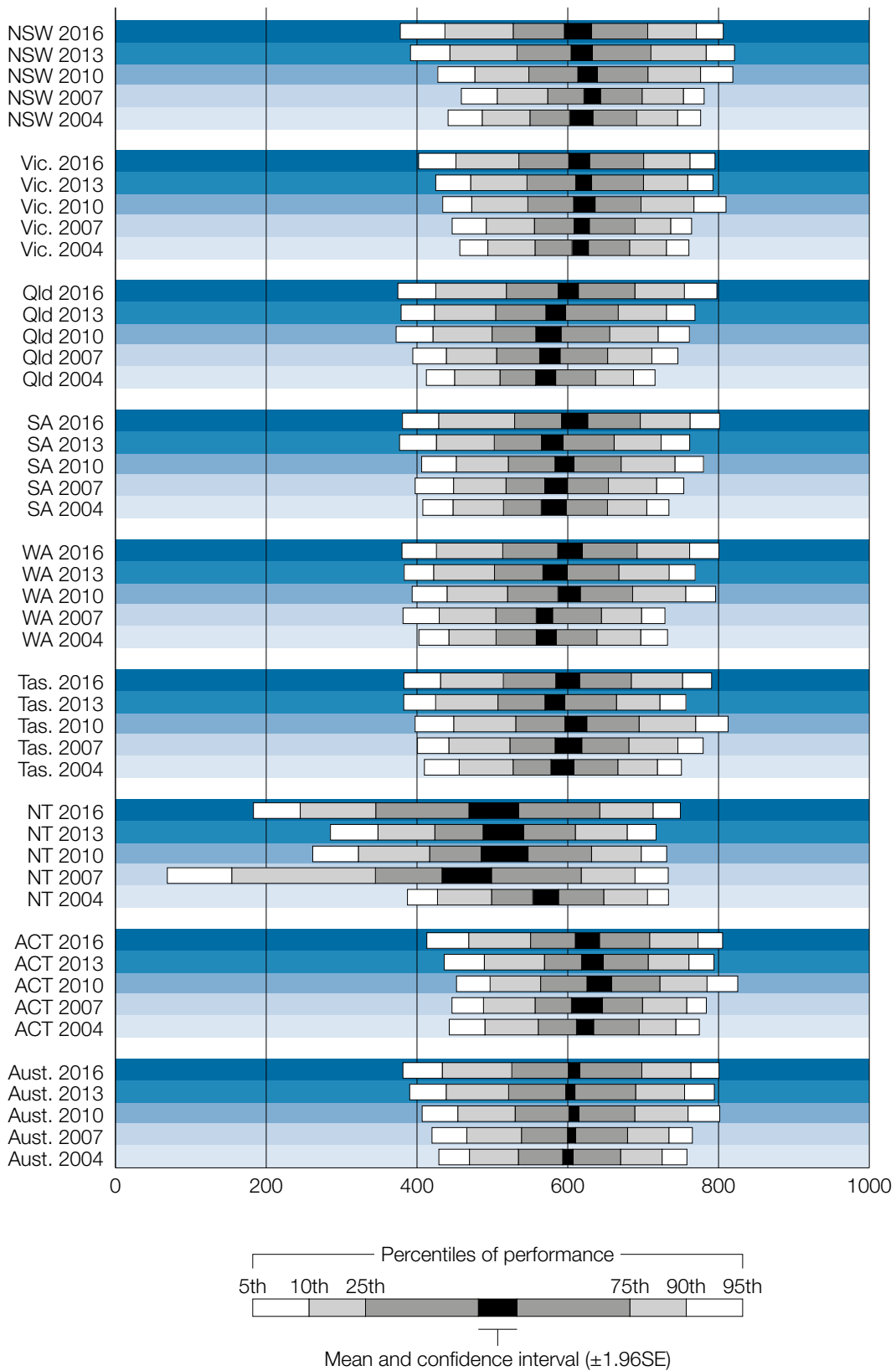
Figure 4.1 Year 6 student achievement since 2004, nationally and by state and territory – means, confidence intervals and percentiles

Generally, increases in the spread of scores were recorded in 2016 compared to previous cycles.[10]

Table 4.2 shows national and jurisdictional means of Year 6 students across all five cycles of NAP–CC since 2004. Table 4.2 also includes an indication (an upward or downward facing triangle) of whether differences between the mean scale scores in each previous cycle are statistically significant when compared to the 2016 means. While there are no significant differences in performance at the national level, Year 6 students in South Australia performed significantly better in 2016 than in 2013. The mean performance of students in Queensland was significantly higher in 2016 than in 2010 and 2004, and in Western Australia performance in 2016 was significantly higher than in 2007 and 2004. In the Northern Territory however, student performance has dropped significantly in 2016 compared to 2004.

Table 4.2   Year 6 mean scores and trends since 2004, nationally and by state and territory

	2016		2013		2010		2007		2004	
NSW	413	(±18.0)	418	(±14.0)	426	(±13.0)	432	(±11.0)	418	(±15.4)
Vic.	415	(±13.8)	421	(±10.6)	422	(±14.2)	418	(±10.1)	417	(±10.9)
Qld	401	(±13.5)	384	(±13.0)	▼ 374	(±16.8)	376	(±13.5)	▼ 371	(±13.3)
SA	409	(±17.4)	▼ 379	(±14.3)	396	(±12.7)	385	(±15.1)	381	(±16.6)
WA	403	(±16.3)	383	(±16.2)	402	(±14.9)	▼ 369	(±10.9)	▼ 371	(±13.2)
Tas.	400	(±15.8)	383	(±13.1)	411	(±14.5)	401	(±17.7)	393	(±15.1)
NT	302	(±32.9)	314	(±26.9)	316	(±31.1)	266	(±32.8)	▲ 371	(±17.1)
ACT	426	(±16.0)	433	(±14.5)	442	(±16.4)	425	(±20.5)	423	(±11.3)
Aust.	408	(±7.6)	403	(±6.1)	408	(±6.7)	405	(±5.5)	400	(±6.7)

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 2016
▼ if significantly lower than 2016

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

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[10] 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 was enrolled in this type of school than in other states or territories.

The results show that in 2016 Year 6 students in the Australian Capital Territory had statistically significantly higher NAP–CC scale scores than in Western Australia, Queensland, Tasmania and the Northern Territory. As in NAP–CC 2013, Year 6 students in the Northern Territory performed statistically significantly lower than any other state or territory.

Table 4.3 Year 6 pair wise comparisons of mean performance between states and territories in 2016

			ACT	Vic.	NSW	SA	WA	Qld	Tas.	NT
ACT	426	(±16.0)		•	•	•	▲	▲	▲	▲
Vic.	415	(±13.8)	•		•	•	•	•	•	▲
NSW	413	(±18.0)	•	•		•	•	•	•	▲
SA	409	(±17.4)	•	•	•		•	•	•	▲
WA	403	(±16.3)	▼	•	•	•		•	•	▲
Qld	401	(±13.5)	▼	•	•	•	•		•	▲
Tas.	400	(±15.8)	▼	•	•	•	•	•		▲
NT	302	(±32.9)	▼	▼	▼	▼	▼	▼	▼	

▲ *mean scale score significantly higher than in comparison state/territory*

• *no difference*

▼ *mean scale score significantly lower than in comparison state/territory*

Comparison of Year 10 means and distributions

The means 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. While the spread seemed to decrease nationally in 2013, it appears to increase again in 2016. Compared to last cycle, the upper limit of the bar (the ninety-fifth percentile) did not change, but the lower limit (the fifth percentile) decreased noticeably.
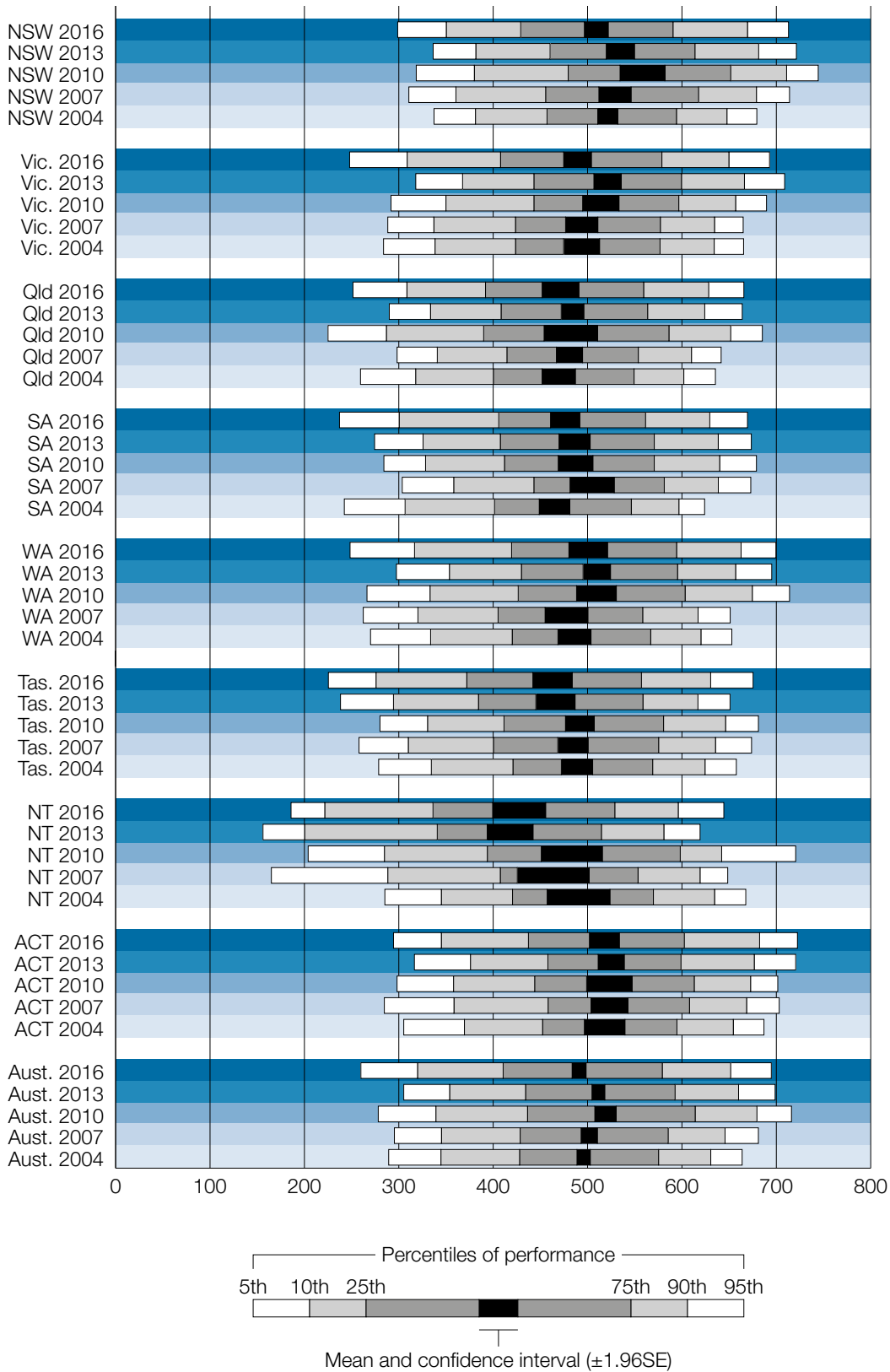
Figure 4.2 Year 10 student achievement since 2004, nationally and by state and territory – means, confidence intervals and percentiles

Table 4.4 shows national and jurisdictional mean scores of Year 10 students since 2004. The table also includes an indication (an upward or downward facing triangle) when differences between the mean scale scores in each previous cycle are statistically significant from the 2016 means. At the national level in 2016, Year 10 students scored significantly lower than in 2013 and 2010. This national trend was also observed in New South Wales. The mean performance of students in Victoria was statistically lower than in 2013 and in Tasmania, performance in 2016 was significantly lower than in 2010. In the Northern Territory, the performance in 2016 was significantly lower than in 2010 and 2004.

Table 4.4 Year 10 mean scores and trends since 2004, nationally and by state and territory

	2016		2013		2010		2007		2004	
NSW	509	(±12.6)	▲ 535	(±14.9)	▲ 558	(±23.7)	529	(±17.0)	521	(±10.6)
Vic.	489	(±14.6)	▲ 521	(±14.3)	514	(±19.2)	494	(±17.1)	494	(±19.0)
Qld	471	(±19.5)	484	(±11.9)	482	(±28.4)	481	(±13.9)	469	(±17.6)
SA	476	(±15.5)	486	(±16.5)	487	(±18.3)	505	(±23.4)	465	(±16.2)
WA	501	(±20.5)	510	(±14.5)	509	(±21.1)	478	(±22.6)	486	(±17.5)
Tas.	463	(±20.8)	466	(±20.7)	▲ 492	(±15.2)	485	(±16.0)	489	(±16.6)
NT	427	(±28.1)	418	(±24.2)	▲ 483	(±32.3)	464	(±38.1)	▲ 490	(±33.2)
ACT	518	(±15.8)	525	(±13.8)	523	(±24.1)	523	(±19.6)	518	(±21.5)
Aust.	491	(±7.3)	▲ 511	(±6.8)	▲ 519	(±11.3)	502	(±8.6)	496	(±7.0)

*Confidence intervals (1.96*SE) are reported in brackets.*

▲ *if significantly higher than 2016*
▼ *if significantly lower than 2016*

Table 4.5 shows pair wise comparisons of state and territory NAP–CC scale score means among Year 10 students in 2016. Students in the Australian Capital Territory and New South Wales performed better than those in all other states or territories except for Western Australia. Students in Western Australia had higher mean scores than those from Queensland, Tasmania and the Northern Territory. Students in Victoria had higher mean scores than in Tasmania and the Northern Territory. Year 10 students in the Northern Territory had lower mean scores than those from all other states and territories.

Table 4.5   Year 10 pair wise comparisons of mean performance between states and territories in 2016

			ACT	NSW	WA	Vic.	SA	Qld	Tas.	NT
ACT	518	(±15.8)		•	•	▲	▲	▲	▲	▲
NSW	509	(±12.6)	•		•	▲	▲	▲	▲	▲
WA	501	(±20.5)	•	•		•	•	▲	▲	▲
Vic.	489	(±14.6)	▼	▼	•		•	•	▲	▲
SA	476	(±15.5)	▼	▼	•	•		•	•	▲
Qld	471	(±19.5)	▼	▼	▼	•	•		•	▲
Tas.	463	(±20.8)	▼	▼	▼	▼	•	•		▲
NT	427	(±28.1)	▼	▼	▼	▼	▼	▼	▼	

▲ *mean scale score significantly higher than in comparison state/territory*

• *no difference*

▼ *mean scale score significantly lower than in comparison state/territory*

Comparison of Year 6 and Year 10 percentages in achievement levels

This section illustrates the proportions of Year 6 and Year 10 students within achievement levels together with confidence intervals, nationally and for each state and territory.

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 proficient standard.

Year 6 percentage distributions by achievement level and against the proficient standard

Table 4.6 shows the percentages of Year 6 students in each achievement level in 2016 nationally and for each state and territory. At the national level, the highest percentage of students was at level 2 (39 per cent), which was also the case in each state or territory, except for in the Northern Territory, where the highest percentage of students was below level 1 (40 per cent).

Table 4.6   Year 6 percentages at each achievement level in 2016, nationally and by state and territory

	Below level 1		Level 1		Level 2		Level 3		Level 4 or above	
NSW	15	(±5.0)	28	(±5.2)	39	(±5.1)	16	(±3.8)	2	(±1.2)
Vic.	13	(±4.0)	31	(±3.9)	40	(±4.1)	15	(±3.8)	1	(±0.8)
Qld	17	(±3.7)	31	(±4.0)	39	(±4.0)	13	(±3.6)	1	(±0.9)
SA	15	(±4.9)	30	(±5.0)	40	(±5.4)	14	(±4.1)	1	(±0.9)
WA	17	(±4.2)	31	(±4.2)	38	(±4.2)	13	(±3.5)	2	(±1.1)
Tas.	18	(±4.5)	30	(±5.0)	40	(±4.8)	12	(±3.3)	1	(±1.0)
NT	40	(±8.9)	26	(±6.2)	27	(±6.3)	7	(±3.4)	0	(±0.6)
ACT	11	(±3.8)	29	(±5.5)	42	(±5.4)	16	(±5.0)	2	(±1.7)
Aust.	16	(±2.1)	30	(±1.9)	39	(±2.0)	14	(±1.7)	1	(±0.5)

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 2016*
▼ *if significantly lower than 2016*

The percentage of students at Year 6 who did not reach level 1 ranged from 11 per cent in the Australian Capital Territory to 40 per cent in the Northern Territory, averaging to 16 per cent nationally. At the national level, only one per cent of Year 6 students performed at level 4 or above.

Figure 4.3 shows the percentages of Year 6 students at or above the proficient standard between 2004 and 2016.
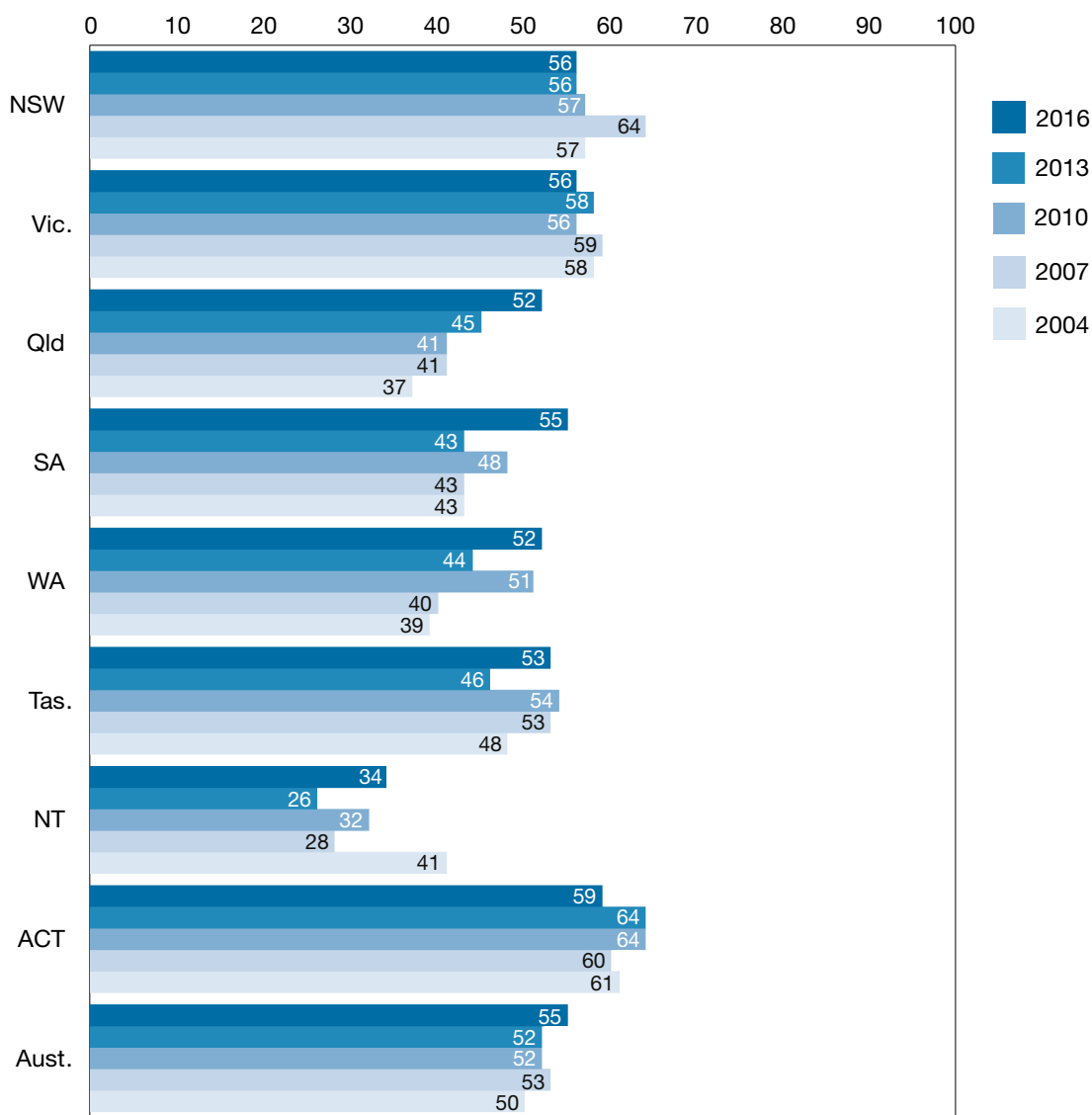
Figure 4.3 Percentages of Year 6 students achieving at or above the proficient standard since 2004, nationally and by state and territory

Table 4.7 shows the percentage of Year 6 students at or above the proficient standard in each cycle of NAP–CC since 2004 nationally and by state and territory.

Table 4.7   Year 6 percentages at or above the proficient standard since 2004, nationally and by state and territory

	At or above proficient standard in 2016		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	
NSW	56	(±5.8)	56	(±4.8)	57	(±4.5)	64	(±6.3)	57	(±6.6)
Vic.	56	(±5.3)	58	(±5.5)	56	(±5.9)	59	(±5.5)	58	(±5.3)
Qld	52	(±4.4)	▼ 45	(±4.8)	▼ 41	(±5.9)	▼ 41	(±5.9)	▼ 37	(±6.4)
SA	55	(±6.3)	▼ 43	(±6.0)	48	(±5.5)	▼ 43	(±6.8)	▼ 43	(±6.7)
WA	52	(±5.3)	44	(±5.8)	51	(±5.8)	▼ 40	(±4.3)	▼ 39	(±5.7)
Tas.	53	(±5.6)	46	(±5.5)	54	(±4.7)	53	(±6.9)	48	(±6.6)
NT	34	(±8.0)	26	(±8.4)	32	(±6.2)	28	(±6.6)	41	(±7.1)
ACT	59	(±6.2)	64	(±6.0)	64	(±5.5)	60	(±8.7)	61	(±4.7)
Aust.	55	(±2.4)	52	(±2.4)	52	(±2.4)	53	(±2.8)	50	(±3.0)

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 2016*
▼ *if significantly lower than 2016*

At the national level in 2016, 55 per cent of Year 6 students achieved at or above the proficient standard. This is not significantly different to the percentage achieved nationally in any of the previous cycles of NAP–CC. However, in Queensland the percentage of students achieving the proficient standard is statistically significantly higher in 2016 than in each of the previous NAP–CC cycles, in South Australia it is statistically significantly higher than in all previous cycles except for 2010 and in Western Australia it is statistically significantly higher than 2007 and 2004.

Year 10 percentage distributions by achievement level and against the proficient standard

Table 4.8 shows the percentages of Year 10 students in each achievement level nationally and for each state and territory. As for Year 6, the highest percentage of Year 10 students was at level 2 (38 per cent), although in Year 10 this was the case in each state and territory. The higher achievement in Year 10 compared to Year 6 can be seen in distribution of students above and below level 2. Nationally, at Year 10, 24 per cent of students are below level 2 and 38 per cent of students are above level 2. In contrast (see table 4.6), the corresponding percentages for Year 6 students nationally are 46 per cent and 15 per cent respectively.

Table 4.8 Year 10 percentages at each achievement level in 2016, nationally and by state and territory

	Below level 1		Level 1		Level 2		Level 3		Level 4		Level 5	
NSW	4	(±1.7)	16	(±3.7)	38	(±5.3)	32	(±4.3)	10	(±3.6)	1	(±1.0)
Vic.	7	(±2.5)	18	(±4.3)	37	(±4.8)	31	(±5.2)	8	(±2.7)	0	(±0.6)
Qld	7	(±3.5)	21	(±4.7)	40	(±4.4)	27	(±5.4)	5	(±2.5)	0	(±0.4)
SA	7	(±3.0)	17	(±3.6)	42	(±5.8)	28	(±5.9)	5	(±2.2)	0	(±0.4)
WA	7	(±2.9)	15	(±4.1)	35	(±4.5)	34	(±5.0)	9	(±3.4)	1	(±0.8)
Tas.	10	(±4.6)	22	(±4.9)	38	(±6.1)	24	(±5.3)	6	(±2.4)	0	(±0.6)
NT	15	(±9.0)	25	(±6.4)	36	(±10.2)	20	(±9.3)	3	(±3.6)	0	(±0.4)
ACT	4	(±2.8)	15	(±4.7)	35	(±5.8)	33	(±4.5)	13	(±3.9)	1	(±0.9)
Aust.	6	(±1.3)	18	(±1.9)	38	(±2.3)	30	(±2.2)	8	(±1.5)	0	(±0.3)

*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 2016*
▼ *if significantly lower than 2016*

At the national level, less than one per cent of Year 10 students reached level 5, whereas six per cent had scores below level 1. Overall, eight per cent of Year 10 students performed at level 4. Across jurisdictions, the percentages of students at level 4 ranged from three per cent in the Northern Territory to 13 per cent in the Australian Capital Territory.

Figure 4.4 shows the percentages of Year 10 students achieving at or above the proficient standard in 2016.
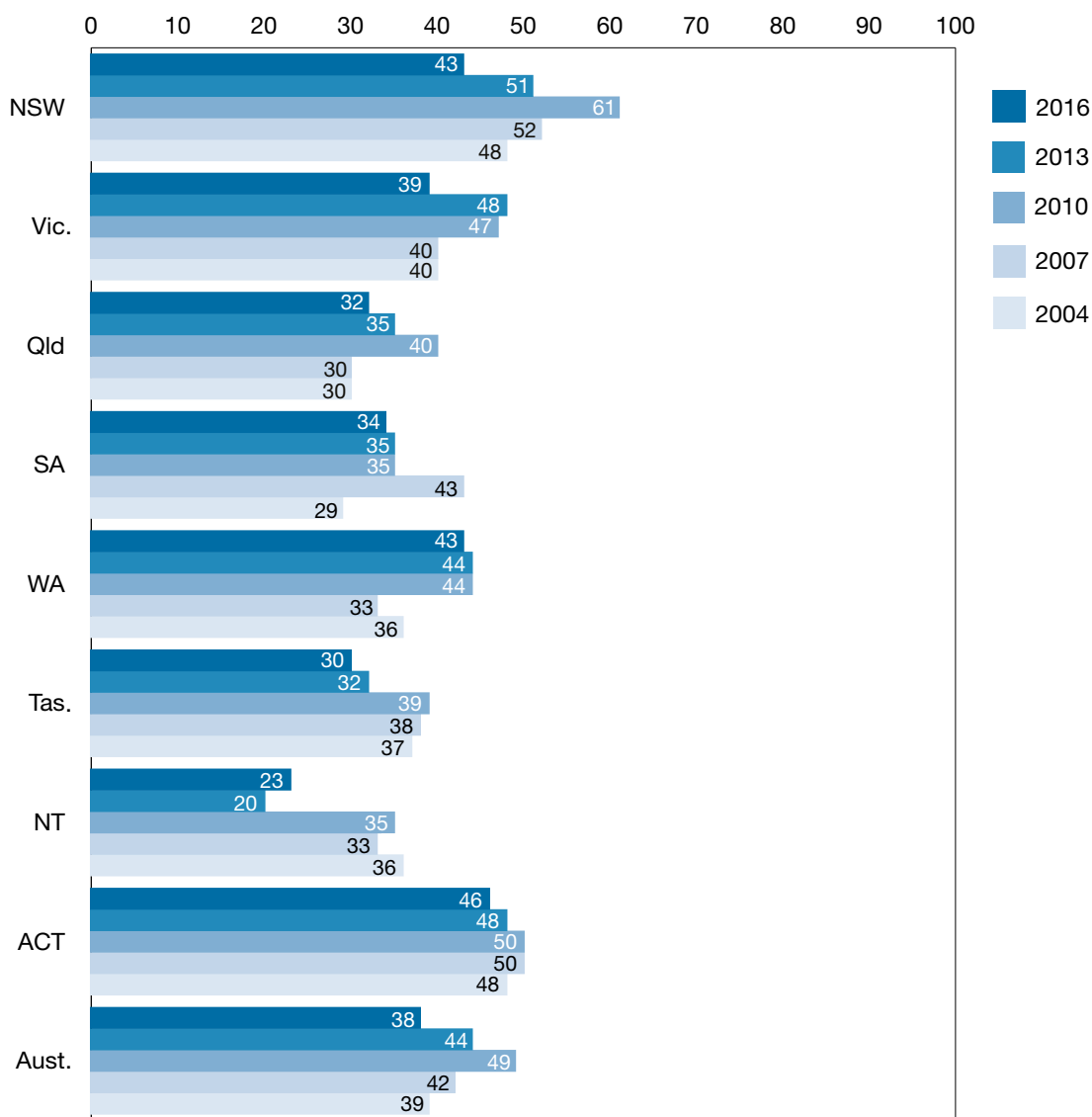
Figure 4.4 Percentages of Year 10 students achieving at or above the Year 10 proficient standard, nationally and by state and territory

Table 4.9 shows the percentage of Year 10 students at or above the proficient standard in each cycle of NAP–CC since 2004 nationally and by state and territory.

Table 4.9   Year 10 percentages at or above the proficient standard since 2004, nationally and by state and territory

	At or above proficient standard in 2016		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	
NSW	43	(±4.9)	▲ 51	(±5.7)	▲ 61	(±8.1)	▲ 52	(±5.1)	48	(±4.9)
Vic.	39	(±6.1)	48	(±6.2)	47	(±6.7)	40	(±4.8)	40	(±7.4)
Qld	32	(±6.3)	35	(±4.1)	40	(±7.8)	30	(±5.0)	30	(±5.5)
SA	34	(±5.5)	35	(±5.7)	35	(±5.3)	43	(±7.8)	29	(±4.8)
WA	43	(±6.8)	44	(±6.0)	44	(±7.4)	33	(±6.9)	36	(±6.1)
Tas.	30	(±5.6)	32	(±6.0)	▲ 39	(±5.2)	38	(±5.8)	37	(±4.7)
NT	23	(±9.6)	20	(±7.0)	35	(±7.5)	33	(±10.9)	36	(±14.6)
ACT	46	(±5.1)	48	(±6.9)	50	(±8.7)	50	(±7.5)	48	(±7.6)
Aust.	38	(±2.7)	▲ 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 2016*
▼ *if significantly lower than 2016*

At the national level in 2016, 38 per cent of Year 10 students achieved at or above the proficient standard. This is statistically significantly lower than the percentage achieved in each of the two previous cycles (2013 and 2010). However, it is not significantly different to the percentage achieved in 2007 or 2004. This reflects the general observation that after an increase in attainment for 2010, achievement appears to have fallen to similar levels attained in the first two cycles of NAP–CC. This pattern is not as clearly reflected in results across the individual states and territories, with the exception of New South Wales and Tasmania. In 2016, the percentage of students in New South Wales achieving at or above the proficient standard is statistically significantly lower than in each of 2013, 2010 and 2007. In Tasmania, the percentage of students achieving at or above the proficient standard is statistically significantly lower than in 2010.

Associations between Civics and Citizenship achievement and background characteristics

This section presents associations between students' achievement in the NAP–CC 2016 online assessment and data, reflecting individual background characteristics that were collected from school records.

It is important to note that data collected from schools in 2013 were incomplete for some background characteristics and the extent of these 'missing' data varied substantially across states and territories. The background data were considerably more complete in 2016. Trends between 2013 and 2016 are not reported for variables for which the amount

of missing data in 2013 may invalidate the comparisons. In this section, comparisons between the 2016 and 2013 are only reported regarding the associations between gender and geographical location and student performance.

Differences in Civics and Citizenship achievement between male and female students

Table 4.10 presents the mean 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 29 scale points on the NAP–CC scale in 2016, and this difference was statistically significant. In Year 10, the gender difference in favour of female students was 24 scale points at the national level, and this difference was statistically significant. These gender differences in achievement were of similar direction and size as those found in the previous assessments since 2004.

Table 4.10 Male and female mean scores and differences by state and territory in 2016, and nationally since 2004

	Year 6			Year 10		
	Males	**Females**	**Difference (males-females)**	**Males**	**Females**	**Difference (males-females)**
NSW	389 (±20.7)	439 (±20.7)	**-50** (±19.9)	495 (±14.5)	524 (±22.9)	-29 (±29.7)
Vic.	411 (±17.3)	422 (±18.7)	-11 (±20.0)	471 (±18.8)	508 (±17.9)	**-36** (±21.1)
Qld	387 (±15.0)	413 (±16.8)	**-26** (±17.6)	469 (±24.3)	470 (±24.0)	-1 (±29.4)
SA	394 (±24.8)	426 (±20.5)	**-31** (±29.7)	463 (±18.3)	495 (±16.6)	**-32** (±17.7)
WA	390 (±20.4)	416 (±21.0)	**-26** (±25.5)	496 (±32.0)	506 (±23.4)	-10 (±39.0)
Tas.	398 (±22.3)	401 (±19.1)	-3 (±27.3)	447 (±24.8)	484 (±30.4)	**-37** (±34.5)
NT	321 (±36.0)	307 (±44.3)	14 (±46.0)	413 (±45.9)	442 (±31.4)	-29 (±57.4)
ACT	421 (±21.0)	432 (±18.1)	-12 (±22.6)	503 (±24.7)	533 (±21.2)	-30 (±34.8)
Aust. 2016	395 (±9.0)	423 (±9.2)	**-29** (±9.5)	479 (±9.1)	503 (±10.7)	**-24** (±13.5)
Aust. 2013	393 (±9.0)	414 (±7.0)	**-21** (±10.4)	▲ 504 (±9.2)	519 (±9.9)	**-14** (±13.7)
Aust. 2010	398 (±8.9)	418 (±8.2)	**-20** (±10.6)	▲ 504 (±14.3)	▲ 534 (±13.6)	-30 (±17.3)
Aust. 2007	396 (±7.2)	415 (±6.3)	**-19** (±8.2)	489 (±11.8)	514 (±10.0)	**-25** (±13.5)
Aust. 2004	391 (±7.5)	409 (±7.8)	**-18** (±7.0)	480 (±9.2)	511 (±8.4)	**-30** (±11.0)

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

▲ if significantly higher than 2016
▼ if significantly lower than 2016

Within jurisdictions, statistically significant gender differences in favour of females in Year 6 were recorded in New South Wales, Queensland, South Australia and Western Australia, whereas in Year 10, females had statistically significantly higher mean scores than males only in Victoria, South Australia and Tasmania.

The national percentages of female and male students at each achievement level in Year 6 and Year 10 are shown in table 4.11, which also presents the national percentages of students in each gender group who reached the proficient standard. Sixty per cent of female Year 6 students reached the proficient standard, compared to 50 per cent of male Year 6 students. For Year 10 students, the percentages were 42 and 35, respectively. The percentage for both genders in Year 10 was significantly lower than in 2010 and for male students a significant decrease was also observed compared to 2013.

Table 4.11 Percentages of males and females at each achievement level in 2016 and at or above the proficient standard since 2004

	Year 6		Year 10	
	Males	**Females**	**Males**	**Females**
Below level 1	18 (±2.5)	13 (±2.4)	7 (±1.4)	5 (±1.8)
Level 1	32 (±2.7)	28 (±2.5)	20 (±2.6)	16 (±2.4)
Level 2	37 (±2.8)	41 (±2.9)	39 (±2.9)	37 (±3.2)
Level 3	12 (±1.8)	17 (±2.7)	27 (±2.9)	33 (±3.2)
Level 4 (or above for Year 6)	1 (±0.5)	2 (±0.8)	7 (±1.7)	9 (±2.3)
Level 5 (for Year 10 only)	-	-	0 (±0.4)	1 (±0.5)
At or above proficient standard 2016	50 (±3.4)	60 (±2.9)	35 (±3.4)	42 (±3.9)
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 2016*
▼ *if significantly lower than 2016*

The results also show that in Year 6, about 18 per cent of male students and 13 per cent of female students had scores below level 1. Among Year 10 students, 27 per cent of male students had scores below level 2, compared to 21 per cent of female students. At Year 6, 19 per cent of female students and 13 per cent of male students performed above level 2; and at Year 10, about 10 per cent of female students and seven per cent of male students performed above level 3.

Differences in Civics and Citizenship achievement by Indigenous status

Table 4.12 shows the mean scores on the NAP–CC scale for Indigenous and non-Indigenous students. In 2016, at both year levels, there were statistically significant differences between the two subgroups with non-Indigenous students having higher mean scores than Indigenous students. In 2016 for Year 6, a difference of 131 scale points and in Year 10 a difference of 82 scale points were recorded. 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 subgroup (313 Indigenous students in Year 6 and 205 in Year 10, compared to 5138 non-Indigenous students in Year 6 and 4306 in Year 10).

Table 4.12 Indigenous and non-Indigenous mean scores and differences in 2016

		Non-Indigenous students		Indigenous students		Difference	
Year 6	2016	413	(±7.6)	283	(±21.8)	**131**	(±21.6)
	2010	414	(±6.6)	276	(±31.7)	**138**	(±32.7)
	Difference (2016-2010)	0	(±16.3)	7	(±40.6)	-8	(±41.2)
Year 10	2016	493	(±7.5)	412	(±25.4)	**82**	(±25.3)
	2010	523	(±11.4)	405	(±26.6)	**117**	(±26.3)
	Difference (2016-2010)	**-29**	(±18.6)	6	(±38.9)	-35	(±38.6)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

Table 4.13 presents the percentages of Indigenous and non-Indigenous students in Year 6 and Year 10 at each achievement level and at or above proficient standards. In Year 6, 48 per cent of Indigenous students achieved scores below level 1, compared to 14 per cent of non-Indigenous students. In 2016, 20 per cent of Year 6 Indigenous students reached the proficient standard, compared to 56 per cent of non-Indigenous students. In Year 10, 16 per cent of Indigenous students obtained scores below level 1, compared to six per cent of non-Indigenous students; and 17 per cent of Indigenous students reached the proficient standard, compared to 39 per cent of non-Indigenous students.

Table 4.13 Percentages of Indigenous and non-Indigenous students at each achievement level

	Year 6				Year 10			
	Non-Indigenous students		Indigenous students		Non-Indigenous students		Indigenous students	
Below level 1	14	(±2.1)	48	(±7.7)	6	(±1.3)	16	(±7.6)
Level 1	30	(±2.0)	32	(±7.5)	18	(±1.9)	29	(±11.8)
Level 2	40	(±2.1)	16	(±6.4)	38	(±2.2)	38	(±10.8)
Level 3	15	(±1.9)	4	(±3.7)	30	(±2.2)	14	(±7.5)
Level 4 (or above for Year 6)	1	(±0.5)	0	(±0.1)	8	(±1.5)	3	(±3.8)
Level 5 (for Year 10 only)					1	(±0.3)		
At or above proficient standard 2016	56	(±2.5)	20	(±6.3)	39	(±2.7)	17	(±9.3)
At or above proficient standard 2010	54	(±2.6)	16	(±7.8)	▲ 50	(±3.8)	17	(±7.7)

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 2016
▼ if significantly lower than 2016

Differences in Civics and Citizenship achievement by language background

Table 4.14 records the mean scores on the NAP–CC scale for Year 6 and Year 10 students by language background. The results show a statistically significant but small difference for Year 6 students, to the advantage of students who mostly speak English at home. The difference was not significant for Year 10 students.

Table 4.14   Mean scores and differences by language spoken at home in 2016

		English		Language other than English		Difference (English - other language)	
Year 6	2016	414	(±9.1)	396	(±13.6)	**18**	(±16.0)
	2010	411	(±8.3)	401	(±14.8)	10	(±18.0)
	Difference (2016-2010)	3	(±17.8)	-5	(±23.9)	8	(±27.3)
Year 10	2016	495	(±7.7)	481	(±16.3)	14	(±17.5)
	2010	522	(±12.5)	518	(±25.0)	4	(±26.3)
	Difference (2016-2010)	**-27**	(±19.4)	**-37**	(±32.4)	9	(±34.1)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

Table 4.15 shows the percentages of students by language background in Year 6 and Year 10 at each achievement level and at or above proficient standards. In both groups, similar proportions of student achievement were found across achievement levels.

Table 4.15   Percentages at each achievement level and at or above the proficient standard, by language spoken at home

	Year 6				Year 10			
	English		Language other than English		English		Language other than English	
Below level 1	15	(±2.5)	18	(±4.1)	5	(±1.3)	8	(±3.0)
Level 1	29	(±2.5)	32	(±4.3)	18	(±2.2)	19	(±3.6)
Level 2	40	(±2.2)	37	(±5.1)	38	(±2.1)	37	(±5.4)
Level 3	15	(±2.0)	12	(±3.0)	31	(±2.3)	29	(±4.8)
Level 4 (or above for Year 6)	1	(±0.6)	1	(±1.0)	8	(±1.6)	7	(±3.3)
Level 5 (for Year 10 only)					0	(±0.4)	1	(±0.7)
At or above proficient standard 2016	56	(±2.9)	51	(±5.2)	39	(±2.7)	36	(±5.6)
At or above proficient standard 2010	53	(±3.0)	49	(±5.6)	▲ 50	(±4.1)	▲ 48	(±8.5)

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 2016
▼ if significantly lower than 2016

Differences in Civics and Citizenship achievement by country of birth

Table 4.16 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 born overseas, among Year 10 students those born in Australia outperformed those born overseas by 18 scale points. The difference, although statistically significant, was small.

Table 4.16   Mean scores and differences by country of birth in 2016

		Born in Australia		Born overseas		Difference (Australia - overseas)	
Year 6	2016	409	(±8.2)	405	(±15.9)	4	(±16.6)
	2010	410	(±6.9)	404	(±13.9)	5	(±14.1)
	Difference (2016-2010)	-1	(±16.7)	1	(±24.7)	-1	(±25.3)
Year 10	2016	493	(±7.5)	475	(±15.9)	**18**	(±16.1)
	2010	523	(±11.6)	488	(±21.8)	**35**	(±20.9)
	Difference (2016-2010)	**-30**	(±18.7)	-13	(±29.8)	-17	(±29.3)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

The national percentages of Year 6 and Year 10 students at each achievement level and at or above the respective proficient standard for students born in Australia and those born overseas are recorded in table 4.17. For both year levels, similar percentages in both groups of students performed at each achievement level.

Table 4.17   Percentages at each achievement level and at or above the proficient standard, by country of birth

	Year 6				Year 10			
	Born in Australia		Born overseas		Born in Australia		Born overseas	
Below level 1	15	(±2.2)	16	(±6.0)	6	(±1.3)	9	(±3.2)
Level 1	30	(±2.1)	30	(±6.5)	18	(±2.1)	20	(±4.0)
Level 2	39	(±2.1)	40	(±5.9)	38	(±2.5)	36	(±5.0)
Level 3	15	(±1.8)	13	(±4.6)	30	(±2.5)	27	(±4.6)
Level 4 (or above for Year 6)	1	(±0.5)	1	(±1.7)	8	(±1.5)	8	(±3.2)
Level 5 (for Year 10 only)					1	(±0.4)	0	(±0.6)
At or above proficient standard 2016	55	(±2.6)	54	(±5.3)	39	(±2.8)	35	(±5.0)
At or above proficient standard 2010	53	(±2.5)	50	(±7.4)	▲ 50	(±3.9)	41	(±7.7)

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 2016*
▼ *if significantly lower than 2016*

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 4.18 shows the mean scale scores on the NAP–CC scale for students in each of these groups in comparison with the previous NAP–CC assessment in 2010. Overall, both Year 6 and Year 10 students from metropolitan schools had the highest scale scores and those from remote schools had the lowest scale scores.

Since 2013, significant decreases in performance were observed for Year 10 students in metropolitan and provincial areas. In provincial areas, the decrease was not significant between 2010 and 2016, but the decrease was significant in metropolitan areas. No statistically significant differences were recorded for Year 6 in 2016 compared to 2013 or 2010.

In Year 6, the difference in performance between students from metropolitan and provincial areas was significant. The difference between students from provincial and remote areas was statistically significant in 2016 and 2010. In Year 10, the differences between metropolitan and provincial areas were also statistically significant since 2010. While confidence intervals for students from remote schools were large some significant differences were observed between students from provincial and remote schools for Year 6 in 2016 and 2010 and for Year 10 in 2013. One reason that confidence intervals for remote schools are higher than those for metropolitan schools is that there were a relatively small number of remote schools in the sample.

Table 4.18 Mean scores and differences by geographic location since 2010

		Metropolitan		Provincial		Remote		Difference metropolitan –provincial		Difference provincial– remote	
Year 6	2016	417	(±9.0)	389	(±16.2)	297	(±38.4)	**29**	(±18.9)	**92**	(±40.8)
	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 (2016-2013)	3	(±14.5)	12	(±22.8)	-23	(±74.4)	-9	(±26.0)	35	(±76.7)
	Difference (2016-2010)	0	(±17.3)	-2	(±25.9)	-22	(±47.1)	2	(±28.5)	20	(±51.4)
Year 10	2016	501	(±8.5)	463	(±16.1)	427	(±81.0)	**38**	(±18.8)	36	(±82.4)
	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 (2016-2013)	**-19**	(±14.4)	**-28**	(±23.0)	6	(±86.7)	9	(±26.3)	-34	(±89.1)
	Difference (2016-2010)	**-30**	(±19.5)	-25	(±34.1)	-34	(±96.2)	-5	(±37.7)	10	(±100.5)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

Table 4.19 records the Australian percentages of Year 6 and Year 10 students at each achievement level, as well as the percentages at or above the respective proficient standards in comparison with previous assessments since 2007, by geographic location of the schools. In metropolitan schools, 14 per cent of Year 6 students obtained scores below level 1, compared to 45 per cent among students in remote schools. In Year 10, 21 per cent of students from metropolitan schools were below level 2, compared to 41 per cent of students from remote schools.

Table 4.19   Percentages at each achievement level in 2016 and at or above the proficient standard since 2007, by geographic location

	Year 6						Year 10					
	Metropolitan		Provincial		Remote		Metropolitan		Provincial		Remote	
Below level 1	14	(±2.4)	18	(±4.7)	45	(±12.6)	5	(±1.2)	9	(±2.9)	17	(±15.6)
Level 1	28	(±2.3)	35	(±4.0)	26	(±12.7)	16	(±2.2)	22	(±3.5)	24	(±18.3)
Level 2	40	(±2.4)	36	(±4.6)	24	(±11.5)	37	(±2.7)	39	(±4.0)	34	(±16.1)
Level 3	16	(±2.3)	11	(±3.0)	6	(±7.5)	32	(±2.7)	26	(±4.5)	22	(±15.8)
Level 4 (or above for Year 6)	1	(±0.6)	1	(±0.7)	0	(±1.3)	9	(±1.9)	4	(±2.1)	3	(±5.5)
Level 5 (for Year 10 only)							1	(±0.4)	0	(±0.7)		
At or above proficient standard 2016	58	(±2.8)	47	(±6.0)	30	(±15.3)	41	(±3.3)	30	(±5.2)	25	(±16.8)
At or above proficient standard 2013	55	(±2.7)	43	(±5.5)	31	(±19.2)	▲ 48	(±3.7)	36	(±4.8)	23	(±9.9)
At or above proficient standard 2010	55	(±2.8)	46	(±5.0)	28	(±7.6)	▲ 53	(±4.5)	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 (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 2016*
▼ *if significantly lower than 2016*

As in previous cycles, the percentages of students reaching the proficient standard for each year level varied by geographic location. In Year 6, there were no statistically significant differences in the percentage of students reaching the proficient standard by geographic location since 2007. Among Year 10 students, the percentage of students in metropolitan areas reaching the proficient standard decreased from 53 in 2010 and 48 in 2013 to 41 in 2016. This decrease was statistically significant.

Differences in Civics and Citizenship achievement by parental occupation

Occupations of parents were collected from school records and recoded into the following five 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.

Table 4.20 records the mean 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 99 scale points higher than those with parents who were recorded as unskilled labourers, office, sales and service staff, and the difference among Year 10 students was 117 scale points.

Table 4.20 Mean scores and differences by categories of parental occupation in 2016

Highest parental occupation	Year 6		Year 10	
Senior managers and professionals	460	(±11.6)	557	(±10.8)
Other managers and associate professionals	431	(±9.1)	507	(±12.3)
Tradespeople & skilled office, sales and service staff	390	(±11.7)	474	(±11.3)
Unskilled labourers, office, sales and service staff	361	(±11.8)	440	(±13.2)
Not in paid work in last 12 months	329	(±21.1)	407	(±25.3)
Not stated or unknown	362	(±26.8)	473	(±24.7)
Difference (senior–unskilled)	**99**	(±15.9)	**117**	(±15.6)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

The percentages of Year 6 and Year 10 students in each parental occupation group who had scores at or above the respective proficient standard is shown in table 4.21. Thirty-six per cent of Year 6 students and 23 per cent of Year 10 students, whose parents were classified in the group comprising unskilled labourers, 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, 73 per cent of Year 6 and 60 per cent of Year 10 students had scores at or above the proficient standard.

Table 4.21 Percentages at or above the proficient standard, by categories of parental occupation

Highest parental occupation	Year 6		Year 10	
Senior managers and professionals	73	(±4.0)	60	(±4.3)
Other managers and associate professionals	62	(±3.7)	41	(±5.5)
Tradespeople & skilled office, sales and service staff	47	(±4.2)	31	(±4.3)
Unskilled labourers, office, sales and service staff	36	(±4.9)	23	(±4.0)
Not in paid work in last 12 months	30	(±7.5)	17	(±6.7)
Not stated or unknown	41	(±8.1)	35	(±8.2)

*Confidence intervals (1.96*SE) are reported in brackets.*

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 categories:

- Year 9 or equivalent or below
- Year 10 or equivalent
- Year 11 or equivalent
- Year 12 or equivalent
- certificates I–IV (including trade certificates)
- advanced diploma/diploma
- 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.

The mean 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 4.22. At both year levels, there were considerable differences in achievement between levels of parental education. Students with parents who had a bachelor's degree or higher obtained scores that were almost 150 scale points above those with parents who had not exceeded Year 10 as their highest level of education.

Table 4.22 Mean scores and differences by categories of parental education in 2016

Highest parental education	Year 6		Year 10	
Year 10 or equivalent or below	314	(±16.1)	406	(±19.9)
Year 11 or equivalent	323	(±24.7)	433	(±26.8)
Year 12 or equivalent	391	(±15.9)	468	(±21.0)
Certificates I–IV (including trade certificates)	372	(±11.1)	459	(±9.2)
Advanced diploma/diploma	411	(±13.4)	492	(±13.8)
Bachelor degree or above	463	(±10.1)	544	(±10.0)
Not stated or unknown	395	(±32.6)	507	(±30.9)
Difference (Bachelor–Year 10)	**149**	(±19.6)	**138**	(±22.7)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

Table 4.23 shows the percentages of Year 6 and Year 10 students in each category with scores at or above the respective proficient standards. The majority of Year 6 and Year 10 students with parents who had a bachelor's degree or higher reached the proficient standards (74 per cent in Year 6 and 55 per cent in Year 10), compared to less than a quarter of students with parents in the lowest educational group (23 per cent in Year 6 and 16 per cent in Year 10).

Table 4.23 Percentages at or above the proficient standard, by categories of parental education

Highest parental education	Year 6		Year 10	
Year 10 or equivalent or below	23	(±6.7)	16	(±5.4)
Year 11 or equivalent	28	(±9.0)	21	(±9.4)
Year 12 or equivalent	49	(±7.0)	31	(±7.0)
Certificates I–IV (including trade certificates)	40	(±4.5)	27	(±4.1)
Advanced diploma/diploma	56	(±5.2)	37	(±5.9)
Bachelor degree or above	74	(±3.3)	55	(±3.9)
Not stated or unknown	51	(±10.7)	45	(±11.8)

*Confidence intervals (1.96*SE) are reported in brackets.*

Summary

The results from the NAP–CC 2016 online assessment show that the achievement of students in Year 10 was significantly lower than in the previous two NAP–CC cycles whereas the achievement of Year 6 students remained stable. This is evident both in the reduced proportion of Year 10 students achieving or exceeding the Year 10 proficient standard and the reduced difference between the mean achievement of Years 6 and 10 from 108 NAP–CC scale points in 2013 to 83 scale points in 2016.

As in previous assessments, there was considerable variation in student mean test scores within and across states and territories. Among both year levels, students from the Northern Territory scored on average below students from all other jurisdictions. Among Year 6 students, those tested in the Australian Capital Territory had statistically significantly higher NAP–CC scale scores than in Western Australia, Queensland, Tasmania and the Northern Territory, but not in Victoria, New South Wales and South Australia. Year 10 students from the Australian Capital Territory and New South Wales performed better than those from all other states or territories except in Western Australia.

The stability of Year 6 student performance nationally since 2013 was reflected across the states and territories, with the only significant difference in mean scale scores being an increase in South Australia between 2013 and 2016. The decrease in performance of students in Year 10 nationally since 2013 was reflected in New South Wales and Victoria only, where Year 10 student scale scores decreased significantly between 2013 and 2016. Year 10 mean performance did not change significantly since 2013 in any of the remaining states and territories.

With regard to association of civics and citizenship achievement and student background variables, female students outperformed male students in both year levels. The differences were small (less than 30 scale points). In addition, students from metropolitan areas outperformed students from provincial areas, and students from provincial areas outperformed students from remote areas. Since 2013, significant decreases in performance were observed for Year 10 students in both metropolitan and provincial areas.

Large differences were reported between Indigenous and non-Indigenous students, between students with senior managers and professionals as parents and students with unskilled labourers, office, sales and service staff as parents, and between students with parents with high educational backgrounds (bachelor's or above) and with low educational background (Year 10 or below).

Small but statistically significant differences in student achievement were recorded with respect to language spoken at home (Year 6 only) and country of birth (Year 10 only). In Year 6, students that spoke English at home showed on average higher achievement than students who mostly spoke another language at home, while in Year 10, students born in Australia performed marginally better than students born overseas.

Students' attitudes towards civics and citizenship issues

Chapter 5 reports on data concerning a range of student attitudes towards issues related to Civics and Citizenship, and their relationship with Civics and Citizenship knowledge.

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 NAP–CC student survey in 2010, and for a second time, with exactly the same items, in the 2013 online assessment. The 2016 student survey is primarily the same as previous versions, except for a small number of statements that were added to pre-existing items, some minor edits to items and a completely new item. The data include students' perceptions of citizenship behaviours, students' trust in civic institutions and processes, students' attitudes towards Indigenous cultures and Australian diversity, and students' perceptions of problems affecting Australia. Each construct was measured using a set of Likert-type items typically consisting of four options (for example, 'strongly agree', 'agree', 'disagree' or 'strongly disagree'). Data from the different sets of items corresponding to each of the affective processes were reviewed first in 2010 to determine whether reliable and unidimensional scales could be derived for each process. Such a review was repeated with the 2013 and 2016 data. In this chapter, data are reported on both individual items and, where appropriate, on scales.

The scales were developed using the same measurement model (Rasch Item Response Theory), which was used to establish the NAP–CC scale. Each trend 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 could be compared and further equating was done to have scale scores in 2016 that were comparable with those from 2010 and 2013. A new question on students' perceptions of problems affecting Australia was developed for the 2016 cycle. A scale based on this question was established based on 2016 data, again set to a mean of 50 scale points and a standard deviation of 10 scale points for Year 10 students.

Students' perceptions 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 survey 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
- voting in elections (new item for 2016)
- participating in peaceful protests about important issues
- participating in activities to benefit the local community
- taking part in activities promoting human rights
- taking part in activities to protect the environment
- making personal efforts to protect natural resources (for example, water-saving, recycling, ethical shopping) (new item for 2016).

The first six of these items reflect students' perceptions of the importance of conventional citizenship, the latter five items reflect perceptions 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 & Greenwood, 2002; Torney-Purta, Lehmann, Oswald & Schulz, 2001; Schulz, Ainley, Fraillon, Kerr & Losito, 2010). Analyses of the data confirm a two-dimensional structure of the items in the question, consistent with both the 2010 and 2013 NAP–CC cycles. The two scales formed from these items were perceptions of the importance of conventional citizenship and perceptions of the importance of social movement related citizenship. A higher score on either of these scales reflect higher perceived importance of each type of citizenship behaviour.

The percentages of students that perceived each characteristic as being either 'very important' or 'quite important' at both year levels are presented in table 5.1. In addition, the same percentages are presented for the 2013 and 2010 cycles of the study, with differences in percentages between the current cycle and previous cycles also calculated.

Table 5.1   Percentages of perceived importance of citizenship behaviours (2016, 2013 and 2010)

	% Important (very or quite)					
Importance of citizenship behaviour	**2016**	**2013**	**2010**	**Difference (2016-2013)**	**Difference (2016-2010)**
Supporting a political party	76 (±1.7)	76 (±1.8)	76 (±1.6)	-0.2 (±2.4)	-0.1 (±2.3)
Learning about Australia's history	85 (±1.2)	86 (±1.2)	85 (±1.2)	-1.1 (±1.7)	-0.7 (±1.7)
Learning about political issues in the newspaper, on the radio, on TV or on the internet	74 (±1.6)	75 (±1.6)	72 (±1.8)	-1.5 (±2.3)	1.6 (±2.4)
Learning about what happens in other countries	77 (±1.6)	74 (±1.5)	72 (±1.8)	**2.9** (±2.2)	**4.5** (±2.4)
Discussing politics	55 (±1.8)	55 (±1.8)	54 (±2.0)	-0.3 (±2.6)	1.2 (±2.7)
Participating in peaceful protests about important issues	61 (±2.0)	61 (±1.7)	61 (±1.7)	0.1 (±2.6)	0.2 (±2.6)
Participating in activities to benefit the local community	83 (±1.6)	83 (±1.1)	82 (±1.4)	-0.4 (±1.9)	0.5 (±2.1)
Taking part in activities promoting human rights	85 (±1.4)	83 (±1.2)	83 (±1.4)	**2.1** (±1.8)	**2.4** (±2.0)
Taking part in activities to protect the environment	89 (±1.3)	86 (±1.3)	88 (±1.1)	**2.2** (±1.8)	0.8 (±1.7)
Making personal efforts to protect natural resources (e.g. water-saving, recycling, ethical shopping)	90 (±1.1)	- -	- -	- -	- -
Voting in elections	85 (±1.5)	- -	- -	- -	- -

(Year 6)

The results show that in Year 6, the majority of students viewed all 11 behaviours as either very or quite important. The perceived importance of most of the behaviours was generally lower at Year 10, although they were all still regarded by the majority of Year 10 students as very or quite important for good citizenship.

% Important (very or quite)										
Importance of citizenship behaviour		**2016**		**2013**		**2010**		**Difference (2016-2013)**		**Difference (2016-2010)**
Year 10	Supporting a political party	63	(±1.6)	60	(±1.8)	59	(±1.8)	**3.1**	(±2.4)	**4.6**	(±2.4)
	Learning about Australia's history	79	(±1.7)	78	(±1.6)	77	(±1.6)	1.3	(±2.3)	1.7	(±2.3)
	Learning about political issues in the newspaper, on the radio, on TV or on the internet	76	(±1.9)	75	(±1.5)	72	(±1.8)	1.3	(±2.4)	**3.9**	(±2.6)
	Learning about what happens in other countries	77	(±1.6)	73	(±1.4)	68	(±1.6)	**4.3**	(±2.1)	**9.5**	(±2.2)
	Discussing politics	51	(±2.0)	41	(±1.7)	38	(±1.7)	**9.8**	(±2.6)	**13.5**	(±2.6)
	Participating in peaceful protests about important issues	53	(±2.1)	45	(±2.0)	46	(±2.1)	**8.0**	(±2.9)	**7.7**	(±2.9)
	Participating in activities to benefit the local community	78	(±1.6)	76	(±1.7)	79	(±1.6)	1.2	(±2.3)	-1.2	(±2.3)
	Taking part in activities promoting human rights	77	(±1.8)	75	(±1.7)	73	(±1.8)	1.6	(±2.5)	**3.6**	(±2.6)
	Taking part in activities to protect the environment	79	(±1.8)	77	(±1.8)	78	(±1.5)	2.5	(±2.5)	1.7	(±2.3)
	Making personal efforts to protect natural resources (e.g. water-saving, recycling, ethical shopping)	85	(±1.4)	-	-	-	-	-	-	-	-
	Voting in elections	84	(±1.6)	-	-	-	-	-	-	-	-

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold***.

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

- making personal efforts to protect natural resources, for example, water-saving, recycling, ethical shopping (90 per cent in Year 6 and 85 per cent in Year 10)
- taking part in activities to protect the environment (89 per cent in Year 6 and 79 per cent in Year 10)
- taking part in activities promoting human rights (85 per cent in Year 6 and 77 per cent in Year 10)
- learning about Australia's history (85 per cent in Year 6 and 79 per cent in Year 10).

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

- discussing politics (55 per cent in Year 6 and 51 per cent in Year 10)
- participating in peaceful protests about important issues (61 per cent in Year 6 and 53 per cent in Year 10).

When comparing percentages of students who rated the characteristics as 'very' or 'quite important', Year 10 students rated the importance of supporting a political party, participating in peaceful protests about important issues, taking part in activities to protect the environment and taking part in activities promoting human rights lower than Year 6 students. Only small, or no differences, between year levels were recorded for the perceived importance of voting in elections, learning about political issues in the newspaper, on the radio, on TV or on the internet, and learning about what happens in other countries.

When comparing the 2016 results with those from previous cycles, some statistically significant differences can be observed at the Year 10 level. A dramatic increase was found for the percentage of students who rated discussing politics as important (+10 and +14 percentage points since 2013 and 2010 respectively). Other statistically significant differences at the Year 10 level were participating in peaceful protests about important issues (+8 percentage points since both 2013 and 2010), learning about what happens in other countries (+4 and +9 percentage points since 2013 and 2010 respectively), supporting a political party (+3 and +5 percentage points since 2013 and 2010 respectively) learning about political issues in the newspaper, on the radio, on TV or on the internet (+4 percentage points since 2010), and taking part in activities promoting human rights (+4 percentage points since 2010).

Statistically significant increases in the percentage of Year 6 students rating the importance of behaviours over time were found for taking part in activities to protect the environment (+2 percentage points since 2013), learning about what happens in other countries (+3 and +4 percentage points since 2013 and 2010 respectively) and taking part in activities promoting human rights (+2 percentage points since both 2013 and 2010).

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 both the 2013 and 2010 cycles of NAP–CC. In contrast to the two previous cycles of the study, no difference was reported for the perceived importance of conventional citizenship behaviour between Year 6 and Year 10 students. This reduction in gap between Year 6 and Year 10 students was caused by a significant increase in perceived importance of conventional citizenship scale scores of both male and female Year 10 students (1.4 scale points overall). At both year levels, female students attributed statistically significantly more importance than males to this type of citizenship behaviour.

Table 5.2   Average scale scores for perception of the importance of conventional and social movement related citizenship, overall and by gender (2016, 2013 and 2010)

Importance of conventional citizenship		All students	Males	Females	Difference (M-F)
Year 6	2016	52.5 (±0.3)	51.9 (±0.4)	53.1 (±0.4)	**-1.1** (±0.5)
	2013	52.6 (±0.3)	51.7 (±0.4)	53.4 (±0.5)	**-1.7** (±0.6)
	2010	51.9 (±0.4)	51.0 (±0.5)	52.9 (±0.4)	**-1.9** (±0.6)
	Difference (2016-2013)	-0.1 (±0.8)	0.2 (±0.9)	-0.4 (±0.9)	0.6 (±1.0)
	Difference (2016-2010)	0.5 (±0.9)	0.9 (±1.0)	0.2 (±0.9)	0.7 (±1.1)
Year 10	2016	52.3 (±0.5)	51.4 (±0.6)	53.2 (±0.6)	**-1.9** (±0.8)
	2013	50.8 (±0.4)	49.6 (±0.5)	52.1 (±0.5)	**-2.5** (±0.7)
	2010	50.0 (±0.5)	48.7 (±0.6)	51.3 (±0.7)	**-2.6** (±0.9)
	Difference (2016-2013)	**1.4** (±0.8)	**1.7** (±1.0)	**1.1** (±0.9)	0.6 (±1.2)
	Difference (2016-2010)	**2.3** (±0.9)	**2.7** (±1.0)	**1.9** (±1.1)	0.8 (±1.3)
Differences (Year 10-Year 6)	2016	-0.2 (±0.6)	-0.6 (±0.8)	0.2 (±0.7)	
	2013	**-1.7** (±0.5)	**-2.1** (±0.7)	**-1.4** (±0.7)	
	2010	**-1.9** (±0.6)	**-2.3** (±0.8)	**-1.6** (±0.8)	

Importance of social movement related citizenship		All Students	Males	Females	Difference (M-F)
Year 6	2016	52.4 (±0.3)	51.5 (±0.4)	53.4 (±0.4)	**-1.9** (±0.5)
	2013	52.2 (±0.3)	50.8 (±0.4)	53.6 (±0.5)	**-2.8** (±0.6)
	2010	51.4 (±0.3)	50.2 (±0.5)	52.6 (±0.4)	**-2.3** (±0.6)
	Difference (2016-2013)	0.3 (±0.9)	0.7 (±1.0)	-0.2 (±1.0)	1.0 (±1.1)
	Difference (2016-2010)	**1.0** (±1.0)	**1.3** (±1.0)	0.8 (±1.0)	0.4 (±1.1)
Year 10	2016	51.3 (±0.5)	49.5 (±0.7)	53.2 (±0.6)	**-3.8** (±0.9)
	2013	50.3 (±0.5)	48.1 (±0.6)	52.6 (±0.6)	**-4.5** (±0.8)
	2010	50.0 (±0.5)	47.6 (±0.6)	52.3 (±0.7)	**-4.7** (±1.0)
	Difference (2016-2013)	1.0 (±1.2)	**1.4** (±1.4)	0.6 (±1.3)	0.8 (±1.6)
	Difference (2016-2010)	1.3 (±1.4)	**1.9** (±1.5)	1.0 (±1.5)	0.9 (±1.8)
Differences (Year 10-Year 6)	2016	**-1.1** (±0.6)	**-2.0** (±0.8)	-0.1 (±0.8)	
	2013	**-1.8** (±0.6)	**-2.7** (±0.7)	**-1.0** (±0.7)	
	2010	**-1.4** (±0.6)	**-2.6** (±0.7)	-0.3 (±0.8)	

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

Students in Year 6 had a higher perceived importance of social movement related citizenship behaviours in comparison to Year 10 students (1.1 scale points), a similar difference to what was found in both the 2013 and 2010 cycles of the study. This year level difference was largely driven by higher average scale scores for male students in Year 6 in comparison to male students in Year 10. No such difference was found across year levels for female students, but female students at both year levels had higher average scale scores than male students.

No difference was found in importance of social movement citizenship scale scores between 2016 and 2013 cycles at either year level. Higher scores were found in 2016 in comparison to 2010 at the Year 6 only (1.0 scale points).

In order to explore the associations between students' perceived importance of these two types of citizenship behaviour, and NAP–CC scale scores, two methods of associations are reported. The first presents average survey scale scores for students who are either below the proficient standard or above it. This helps to explain whether students with a greater concept of civic knowledge have different attitudes towards civic and citizenship related issues in comparison to those with less developed levels of knowledge.

The second method reports the correlation between each attitude of interest and NAP–CC scale scores. Pearson's correlation coefficients can assume values between -1 and +1.[11] 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.

In table 5.3, the average scale scores for the two citizenship behaviour scales are presented for groups of students above the proficient standard and below the proficient standard for both year levels for the 2016, 2013 and 2010 cycles of NAP–CC.

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[11] 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 'not substantial', between ±0.1 and ±0.3 as 'weak', between ±0.3 and ±0.5 as 'moderate' and above ±0.5 as 'strong'. When reporting correlation coefficients, an assumption is made that the relationship between the two measures is linear.

Table 5.3 Average importance of conventional and social movement related citizenship behaviour for students above and below the proficient standard (2016, 2013 and 2010)

Importance of conventional citizenship	Proficient standard	2016		2013		2010	
Year 6	Below	51.9	(±0.6)	52.0	(±0.4)	51.5	(±0.6)
	Above	52.9	(±0.4)	53.1	(±0.5)	52.3	(±0.4)
	Difference	**1.0**	(±0.8)	**1.0**	(±0.6)	**0.8**	(±0.7)
	Correlation	**0.07**	(±0.04)	**0.06**	(±0.04)	**0.07**	(±0.04)
Year 10	Below	50.9	(±0.6)	49.9	(±0.5)	49.0	(±0.6)
	Above	54.5	(±0.7)	52.0	(±0.6)	51.0	(±0.6)
	Difference	**3.7**	(±1.0)	**2.1**	(±0.8)	**2.0**	(±0.9)
	Correlation	**0.23**	(±0.04)	**0.13**	(±0.04)	**0.12**	(±0.05)

Importance of social movement related citizenship	Proficient standard	2016		2013		2010	
Year 6	Below	51.4	(±0.6)	51.0	(±0.5)	50.5	(±0.5)
	Above	53.2	(±0.4)	53.2	(±0.4)	52.2	(±0.4)
	Difference	**1.8**	(±0.7)	**2.2**	(±0.7)	**1.7**	(±0.7)
	Correlation	**0.12**	(±0.05)	**0.15**	(±0.04)	**0.16**	(±0.04)
Year 10	Below	50.0	(±0.7)	49.1	(±0.6)	48.8	(±0.6)
	Above	53.5	(±0.8)	51.8	(±0.7)	51.3	(±0.8)
	Difference	**3.5**	(±1.1)	**2.6**	(±0.9)	**2.5**	(±1.1)
	Correlation	**0.21**	(±0.04)	**0.16**	(±0.04)	**0.16**	(±0.05)

Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences and statistically significant correlation coefficients (p<0.05) in **bold**.

Higher average scale scores were found for those students above the proficient standard in comparison to those students who were below the proficient standard, a pattern found across both types of citizenship behaviour scales and across both year levels. This implies that students with higher civic knowledge were more likely to attribute greater importance to citizenship behaviour. The magnitude of the differences were greater for those students in Year 10. While the magnitude of the differences remained similar across cycles for Year 6, the strength of the relationship appeared to increase in 2016 for Year 10 students.

Figure 5.1 is a graphical presentation of table 5.3. The upper two graphs in figure 5.1 relate to Year 6 and Year 10 students' belief in the importance of conventional citizenship behaviours and the lower two graphs to students' belief in the importance of social movement-related citizenship behaviour. For each graph the average importance on the relevant scale is shown for students whose achievement is below the proficient standard and students whose achievement is above the proficient standard. Each graph also shows the relevant average scale scores for the two achievement groups for each of 2010, 2013 and 2016. Each graph illustrates differences in the means for each group across the three most recent NAP–CC cycles, as well as changes in the relative differences in the group averages across the cycles. While the graphs illustrate the general patterns evident in table 5.3, it is important to note that they do not show whether differences between groups or across NAP–CC cycles are statistically significant.

The following explanation is intended to assist readers to interpret the graphs shown in figure 5.1 and other similar graphs used in this report to illustrate the associations between student NAP–CC achievement and selected student attitudes and civic engagement.

The upper-left graph illustrates the following information about the relationship between Year 6 students' belief in the importance of conventional citizenship behaviours and their NAP–CC achievement:

1. In 2013 and 2016 students' average belief in the importance of conventional citizenship behaviours of Year 6 students was higher than in 2010. This can be seen as the lines for 2013 and 2016 are consistently higher than the line for 2010.

2. In each of 2010, 2013, 2016 the average belief in the importance of conventional citizenship behaviours was slightly higher for Year 6 students whose NAP–CC achievement was above the proficient standard than for those students whose achievement was below. This can be seen in the left-to-right upward slope of each line for each cycle.

3. The differences between the averages for the two achievement groups (above and below the proficient standard) was relatively consistent across the three cycles. This can be seen in the relatively similar steepness (gradient) of the lines on the graph.

In contrast, at Year 10 (shown in the graph in the upper-right of figure 5.1):

1. The average belief in the value of conventional citizenship behaviour increased from 2010 to 2013 to 2016 for both groups of students.

2. Students with NAP–CC achievement above the proficient standard consistently showed higher average belief in the value of conventional citizenship across all three NAP–CC cycles than those with achievement below the proficient standard.

3. In 2016, the difference between the average belief in the value of conventional citizenship behaviours between the students with achievement above and below the proficient standard was larger than for two previous cycles.
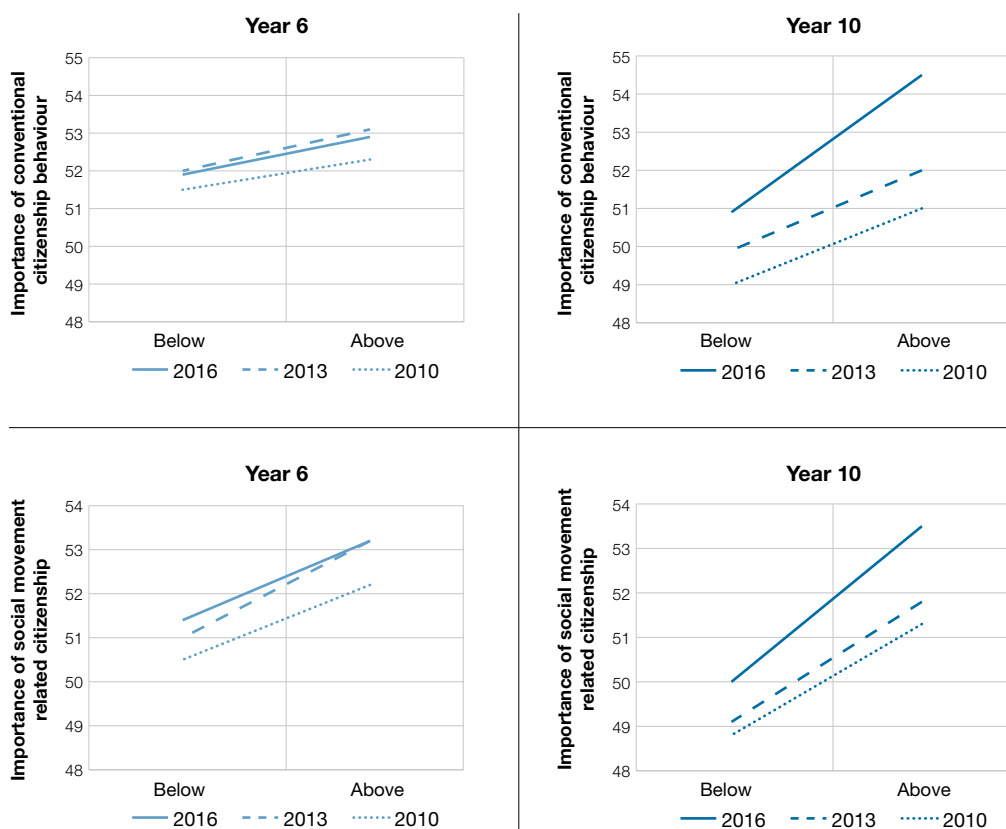
Figure 5.1   Average importance of conventional and social movement related citizenship behaviour for students above and below the proficient standard (2016, 2013 and 2010)

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 the 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 survey.

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
- your local government (for example, local council or shire) (new item for 2016)
- law courts
- the police
- Australian political parties

- the media (television, newspapers, radio)
- social media (for example, Twitter, blogs, YouTube, Facebook, Instagram) (new item for 2016).

The first 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.

The percentages of Year 6 and Year 10 students who trusted these groups or institutions completely or quite a lot are recorded in table 5.4. In addition, the table includes comparisons for each item from the 2013 and 2010 cycles of the study. The highest levels of trust in 2016 were reported for:

- the police – (about 90 per cent in Year 6 and 75 per cent in Year 10)
- law courts – (about 80 per cent in Year 6 and 70 per cent in Year 10).

Table 5.4   Percentages of trust in civic institutions and processes (2016, 2013 and 2010)

	% Trusting (completely or quite a lot)										
	Trust in civic institutions and processes	**2016**		**2013**		**2010**		**Difference (2016-2013)**		**Difference (2016-2010)**	
Year 6	The Australian Parliament	76	(±1.8)	70	(±2.0)	69	(±1.7)	**6.4**	(±2.6)	**7.9**	(±2.5)
	Your state or territory parliament	79	(±1.8)	74	(±1.7)	72	(±1.8)	**4.4**	(±2.5)	**7.1**	(±2.6)
	Your local government	79	(±1.9)	-	-	-	-	-	-	-	-
	Law courts	80	(±1.7)	76	(±1.6)	70	(±1.7)	**4.4**	(±2.4)	**10.1**	(±2.5)
	The police	90	(±1.2)	88	(±1.2)	85	(±1.3)	**1.9**	(±1.7)	**4.6**	(±1.8)
	Australian political parties	65	(±1.8)	58	(±1.7)	57	(±2.1)	**7.3**	(±2.5)	**8.9**	(±2.8)
	The media	56	(±2.0)	54	(±1.7)	45	(±2.0)	2.2	(±2.6)	**11.4**	(±2.8)
	Social media	37	(±2.2)	-	-	-	-	-	-	-	-
Year 10	The Australian Parliament	53	(±1.9)	47	(±1.8)	51	(±2.0)	**6.6**	(±2.6)	2.3	(±2.8)
	Your state or territory parliament	57	(±1.9)	52	(±1.7)	51	(±2.0)	**5.4**	(±2.5)	**6.4**	(±2.7)
	Your local government	60	(±2.1)	-	-	-	-	-	-	-	-
	Law courts	70	(±1.8)	67	(±1.7)	66	(±2.0)	**3.4**	(±2.5)	**4.4**	(±2.7)
	The police	75	(±1.7)	77	(±1.6)	71	(±1.8)	-1.5	(±2.3)	**4.4**	(±2.5)
	Australian political parties	44	(±1.7)	35	(±1.5)	32	(±1.6)	**8.4**	(±2.3)	**12.1**	(±2.3)
	The media	37	(±2.0)	28	(±1.6)	27	(±1.4)	**8.4**	(±2.5)	**9.5**	(±2.4)
	Social media	29	(±1.8)	-	-	-	-	-	-	-	-

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in* **bold***.*

The lowest percentages at both year levels were found for social media (37 per cent in Year 6 and 29 per cent in Year 10) and the media (56 per cent in Year 6 and 37 per cent in Year 10).

In general, Year 6 students expressed a greater degree of trust than Year 10 students. The largest difference was seen for those expressing trust in the Australian Parliament (76 per cent of Year 6 students compared to 53 per cent of Year 10 students). Larger differences across years were also seen for trust in state and territory parliaments (79 per cent and 57 per cent respectively) and Australian political parties (65 per cent and 44 per cent respectively).

Over time, it appears that students across both year levels were expressing greater degrees of trust with each of the groups and institutions. All items that were administered in the 2013 survey had significantly higher levels of trust at Year 6 and Year 10 levels in 2016 (trust in the police at the Year 10 level and trust in the media at the Year 6 level were the only exceptions to this). Larger increases were observed for Australian political parties (seven per cent and eight per cent at Years 6 and 10 respectively), the Australian Parliament (six per cent and seven per cent at Years 6 and 10 respectively) and the media (eight per cent at Year 10). This follows a similar pattern from the previous cycle of the study that saw an increase in trust levels from 2010 to 2013.

Table 5.5 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 two surveys in 2013 and 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 almost seven scale points). This is similar to the magnitude of the difference between year levels in 2013 (six scale points) and 2010 (five scale points). An increase in scale scores over time was observed for Year 6 students (2.0 and 3.5 scale scores since 2013 and 2010 respectively) and for Year 10 students (1.5 and 2.1 scale scores since 2013 and 2010 respectively). In contrast to the previous two cycles, no gender differences were found for trust in civic institutions and processes at either Year 6 or Year 10 levels.

Table 5.5   Average scale scores for trust in civic institutions and processes, overall and by gender (2016, 2013 and 2010)

Trust in civic institutions and processes		All students	Males	Females	Difference (M-F)
Year 6	2016	58.7 (±0.5)	58.4 (±0.6)	59.0 (±0.6)	-0.6 (±0.7)
	2013	56.7 (±0.3)	56.2 (±0.4)	57.2 (±0.5)	**-1.1** (±0.6)
	2010	55.2 (±0.4)	54.5 (±0.5)	55.9 (±0.5)	**-1.3** (±0.6)
	Difference (2016-2013)	**2.0** (±0.7)	**2.2** (±0.8)	**1.8** (±0.8)	0.4 (±1.0)
	Difference (2016-2010)	**3.5** (±0.9)	**3.8** (±1.0)	**3.1** (±1.0)	0.7 (±1.1)
Year 10	2016	52.1 (±0.5)	52.0 (±0.8)	52.3 (±0.7)	-0.3 (±1.1)
	2013	50.6 (±0.4)	49.9 (±0.6)	51.3 (±0.6)	**-1.4** (±0.8)
	2010	50.0 (±0.5)	49.2 (±0.6)	50.8 (±0.5)	**-1.6** (±0.7)
	Difference (2016-2013)	**1.5** (±1.0)	**2.0** (±1.2)	0.9 (±1.1)	1.1 (±1.5)
	Difference (2016-2010)	**2.1** (±1.7)	**2.8** (±1.8)	1.5 (±1.7)	1.3 (±2.0)
Differences (Year 10-Year 6)	2016	**-6.6** (±0.7)	**-6.4** (±1.0)	**-6.8** (±0.9)	
	2013	**-6.1** (±0.5)	**-6.3** (±0.7)	**-5.9** (±0.7)	
	2010	**-5.2** (±0.6)	**-5.4** (±0.7)	**-5.1** (±0.7)	

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

Table 5.6 presents the average scale scores for trust in civic institutions and processes for groups of students above the proficient standard and below the proficient standard for both year levels in the 2016, 2013 and 2010 cycles of NAP–CC.

Table 5.6   Average trust in civic institutions and processes for students above and below the proficient standard (2016, 2013 and 2010)

	Proficient standard	2016	2013	2010
Year 6	Below	58.0 (±0.8)	56.3 (±0.5)	54.7 (±0.6)
	Above	59.2 (±0.5)	57.1 (±0.5)	55.7 (±0.4)
	Difference	**1.3** (±0.9)	0.7 (±0.8)	**1.0** (±0.6)
	Correlation	**0.06** (±0.05)	**0.06** (±0.04)	**0.08** (±0.03)
Year 10	Below	51.1 (±0.8)	49.9 (±0.5)	49.0 (±0.7)
	Above	53.6 (±0.8)	51.6 (±0.6)	51.0 (±0.5)
	Difference	**2.5** (±1.2)	**1.7** (±0.8)	**2.0** (±0.8)
	Correlation	**0.13** (±0.05)	**0.10** (±0.04)	**0.11** (±0.05)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences and statistically significant correlation coefficients (p<0.05) in **bold**.*

At both Year 6 and Year 10 levels, students whose NAP–CC scale scores were above the proficient standard, had slightly higher levels of trust in civic institutions and processes in comparison to students whose scale scores were below the proficient standard. These differences were statistically significant. A similar difference was found for both year levels for students from the 2010 cycle and for Year 10 students only from the 2013 cycle. Correlations between the two scales were not substantial for both year levels.

In figure 5.2, the average scale scores for students' trust in civic groups and institutions are presented. The figure shows a pattern of similar increase in average scale scores across time, both for students whose NAP–CC scores are below the proficient standard and for students whose scores are above the proficient standard.
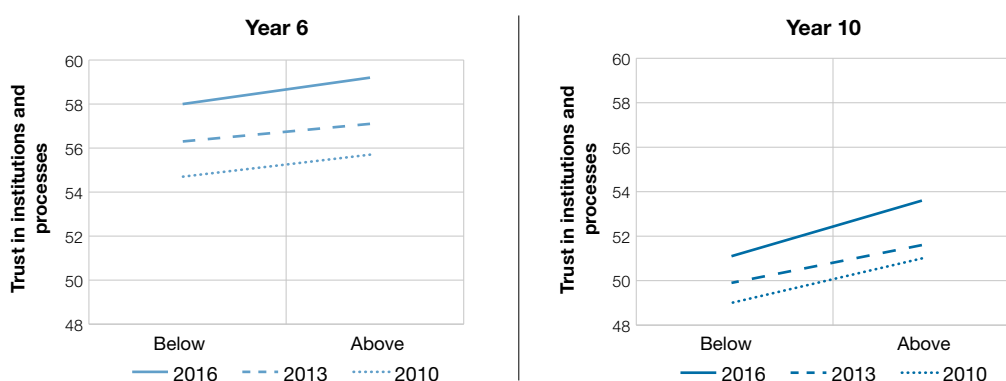
Figure 5.2   Average trust in institutions and processes for students above and below the proficient standard (2016, 2013 and 2010)

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 survey included an item 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 5.7 shows the category percentages for each of these statements. The majority 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 per cent in Year 6 and 94 per cent in Year 10). Similar levels of agreement were found for the importance of recognising traditional ownership of land (94 per cent in Year 6 and 92 per cent in Year 10) and giving everyone a chance to learn about reconciliation between Indigenous and non-Indigenous Australians (92 per cent in Year 6 and 91 per cent 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 88 per cent among Year 10 students. Somewhat lower levels of agreement for Year 10 were found for the statement that Australians have much to learn from Indigenous cultures and traditions and people (82 per cent in Year 10).

Table 5.7   Percentages of agreement in attitudes towards Australian Indigenous cultures (2016, 2013 and 2010)

	% Agreement					
	Attitudes towards Australian Indigenous cultures	**2016**	**2013**	**2010**	**Difference (2016–2013)**	**Difference (2016–2010)**
Year 6	Australia should support the cultural traditions and languages of Indigenous Australians.	95 (±0.7)	95 (±0.8)	93 (±0.9)	0.6 (±1.1)	**2.2** (±1.1)
	Australia has a responsibility to improve the quality of life of Indigenous Australians.	92 (±1.1)	92 (±1.0)	89 (±1.1)	0.2 (±1.4)	**2.5** (±1.5)
	It is important to recognise the traditional ownership of land by Indigenous Australians.	94 (±1.0)	93 (±0.9)	91 (±1.0)	1.1 (±1.3)	**2.6** (±1.4)
	All Australians have much to learn from Indigenous Australian cultures and traditions and people.	89 (±1.2)	87 (±1.1)	85 (±1.2)	**1.9** (±1.6)	**3.9** (±1.7)
	All Australians should be given the chance to learn about reconciliation between Indigenous and other Australians.	92 (±1.1)	91 (±1.0)	91 (±1.0)	1.2 (±1.5)	1.0 (±1.5)
Year 10	Australia should support the cultural traditions and languages of Indigenous Australians.	94 (±1.0)	92 (±1.0)	91 (±1.3)	**1.6** (±1.4)	**2.6** (±1.6)
	Australia has a responsibility to improve the quality of life of Indigenous Australians.	88 (±1.2)	86 (±1.3)	83 (±1.4)	**2.4** (±1.8)	**5.4** (±1.9)
	It is important to recognise the traditional ownership of land by Indigenous Australians.	92 (±1.1)	90 (±1.0)	88 (±1.2)	1.5 (±1.5)	**3.9** (±1.6)
	All Australians have much to learn from Indigenous Australian cultures and traditions and people.	82 (±1.7)	77 (±1.8)	76 (±1.9)	**5.4** (±2.5)	**6.4** (±2.5)
	All Australians should be given the chance to learn about reconciliation between Indigenous and other Australians.	91 (±1.2)	89 (±1.1)	88 (±1.5)	**1.7** (±1.6)	**3.1** (±1.9)

Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.

Compared to the survey in previous years, agreement has generally increased, especially since 2010 and for Year 10. The largest percentage point increase across both years was found for the statement that all Australians have much to learn from Indigenous Australian cultures and traditions and people (+2 and +5 percentage points respectively for Years 6 and 10 since 2013, and +4 and +6 percentage points respectively for Years 6 and 10 since 2010).

The average scale scores for attitudes towards Australian Indigenous cultures in both year levels are shown in table 5.8, overall, by gender groups and in comparison with 2013 and 2010. Overall, Year 10 students were found to have more positive attitudes towards Australian Indigenous cultures in comparison with Year 6 students. This was largely driven by Year 10 female students having more positive attitudes than Year 6 female students. At both year levels, female students had more positive attitudes in comparison to male students. 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 (0.9 scale points difference). This difference was much larger among Year 10 students (3.5 scale points difference, equivalent to more than a third of a standard deviation).

Table 5.8 Average scale scores for attitudes towards Australian Indigenous cultures, overall and by gender (2016, 2013 and 2010)

Attitudes towards Australian Indigenous cultures		All students	Males	Females	Difference (M-F)
Year 6	2016	52.0 (±0.4)	51.6 (±0.5)	52.5 (±0.5)	**-0.9** (±0.6)
	2013	50.8 (±0.3)	50.1 (±0.4)	51.6 (±0.4)	**-1.5** (±0.5)
	2010	49.5 (±0.3)	49.1 (±0.5)	50.0 (±0.3)	**-0.9** (±0.5)
	Difference (2016-2013)	**1.2** (±0.5)	**1.5** (±0.6)	**0.9** (±0.6)	0.7 (±0.8)
	Difference (2016-2010)	**2.5** (±0.7)	**2.5** (±0.9)	**2.5** (±0.8)	0.0 (±0.9)
Year 10	2016	53.2 (±0.5)	51.5 (±0.6)	54.9 (±0.8)	**-3.5** (±1.0)
	2013	51.1 (±0.5)	49.2 (±0.6)	53.0 (±0.6)	**-3.8** (±0.8)
	2010	50.0 (±0.5)	48.1 (±0.6)	51.8 (±0.7)	**-3.6** (±0.9)
	Difference (2016-2013)	**2.1** (±0.8)	**2.2** (±0.9)	**1.9** (±1.0)	0.3 (±1.4)
	Difference (2016-2010)	**3.2** (±0.9)	**3.4** (±1.0)	**3.1** (±1.2)	0.1 (±1.5)
Differences (Year 10-Year 6)	2016	1.1 (±0.6)	-0.2 (±0.8)	**2.5** (±0.9)	
	2013	0.3 (±0.5)	**-0.9** (±0.7)	**1.4** (±0.7)	
	2010	0.5 (±0.6)	**-1.0** (±0.8)	**1.8** (±0.8)	

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

When compared against scale scores from previous NAP–CC surveys, an increase in positive attitudes towards Australian Indigenous cultures can be observed, consistent with results reported in table 5.7. This increase can be observed across year levels from 2010 to 2016 (2.5 and 3.2 scale points for Years 6 and 10, respectively), and an increase is apparent across both gender groups.

Table 5.9 reports the average scale scores for the attitudes towards Australian Indigenous cultures scales for groups of students above the proficient standard and below the proficient standard for both year levels for the 2016, 2013 and 2010 cycles of NAP–CC. Consistent with the results of previous cycles of the study, students who were performing above the proficient standard for Civic and Citizenship were more likely to display positive attitudes (3.9 and 4.8 score point differences for Years 6 and 10, respectively). Moderate correlations between scale scores and civic knowledge were observed for both year levels. In figure 5.3, the increase in positive attitudes for students achieving above the proficient standard is displayed for all three cycles of the study. A similar slope of the lines for Year 6 students show a similar rate of increase across cycles. For Year 10 students, a steeper slope is shown for 2016, suggesting a widening gap in attitudes towards Indigenous cultures based on whether students achieve the national minimum standard. The widening of the gap is mostly due to an increase in positive attitudes by higher performing Year 10 students.

Table 5.9   Average attitudes towards Indigenous culture for students above and below the proficient standard (2016, 2013 and 2010)

	Proficient standard	2016		2013		2010	
Year 6	Below	49.8	(±0.6)	48.9	(±0.5)	47.7	(±0.4)
	Above	53.8	(±0.4)	52.6	(±0.4)	51.2	(±0.3)
	Difference	**3.9**	(±0.8)	**3.7**	(±0.7)	**3.5**	(±0.5)
	Correlation	**0.30**	(±0.04)	**0.30**	(±0.03)	**0.29**	(±0.03)
Year 10	Below	51.3	(±0.6)	49.6	(±0.6)	48.2	(±0.6)
	Above	56.1	(±0.8)	52.9	(±0.7)	51.8	(±0.7)
	Difference	**4.8**	(±1.0)	**3.3**	(±0.9)	**3.6**	(±1.0)
	Correlation	**0.31**	(±0.04)	**0.18**	(±0.04)	**0.23**	(±0.05)

Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences and statistically significant correlation coefficients (p<0.05) in **bold**.
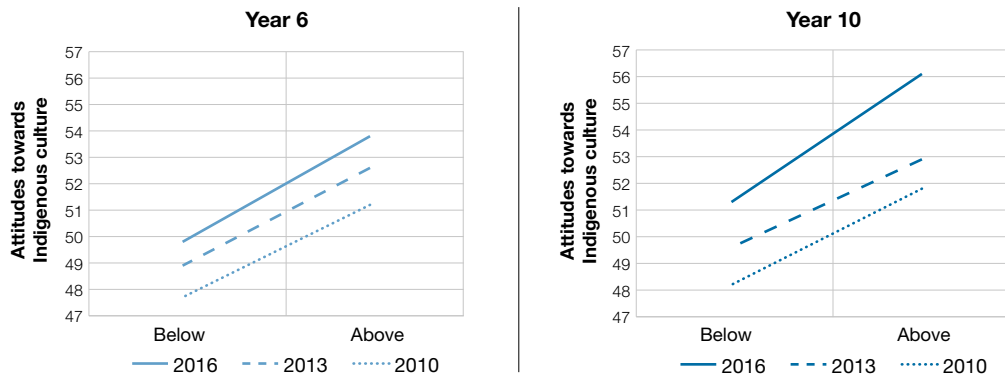
Figure 5.3 Average attitudes towards Indigenous culture for students above and below the proficient standard (2016, 2013 and 2010)

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 declaration states 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 survey for Year 10 students included an item to measure the extent to which students have positive attitudes towards diversity and multiculturalism by asking them how much they agreed or disagreed with the set of statements about the Australian society. Students rated their agreement ('strongly agree', 'agree', 'disagree', or 'strongly disagree') regarding the following six statements:

- Immigrants should be encouraged to keep their cultural traditions and languages.
- 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, fifth and sixth 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 six 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 5.10 shows the percentages of agreement ('strongly agree' or 'agree') for Year 10 students in the 2016, 2013 and 2010 cycles of the study. The majority of students tended to agree with positively worded statements and to disagree with negatively worded statements, each of which reflects a positive attitude towards Australian diversity. The highest percentages of agreement were recorded for the statements that Australia benefits greatly from having people from many cultures and backgrounds (84 per cent) and that that immigrants should be encouraged to keep their cultural traditions and languages (84 per cent). Eight-one per cent of Year 10 students also agreed that all Australians should learn about different cultures and traditions at school.

Table 5.10   Percentages of agreement in attitudes towards Australian diversity (2016, 2013 and 2010)

	% Agreement					
Attitudes towards Australian Indigenous cultures	**2016**	**2013**	**2010**	**Difference (2016–2013)**	**Difference (2016–2010)**
Immigrants should be encouraged to keep their cultural traditions and languages.	84 (±1.6)	81 (±1.7)	72 (±2.2)	**3.5** (±2.3)	**11.9** (±2.7)
Australia will become less peaceful as more people from different backgrounds come to live here.	40 (±2.1)	40 (±1.8)	42 (±2.4)	-0.1 (±2.8)	-2.2 (±3.2)
Australia benefits greatly from having people from many cultures and backgrounds.	84 (±1.5)	82 (±1.5)	80 (±1.7)	1.7 (±2.1)	**3.9** (±2.2)
All Australians should learn about different cultures and traditions at school.	81 (±1.8)	77 (±1.7)	75 (±1.7)	**3.2** (±2.5)	**5.8** (±2.5)
Having people from many different cultures and backgrounds makes it difficult for a country to be united.	41 (±1.8)	37 (±1.9)	35 (±2.2)	**4.2** (±2.6)	**5.7** (±2.8)
Australia would be a better place in the future if only people with similar backgrounds were allowed to come and live here.	31 (±2.1)	30 (±1.9)	25 (±1.9)	1.9 (±2.8)	**6.9** (±2.8)

Note: the "Year 10" label appears vertically at the left of the table rows.

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold***.

Among the negatively worded statements, approximately four out of ten Year 10 students endorsed the notion that Australia would become less peaceful as more people from different backgrounds came to live there and that having people from many different cultures and backgrounds makes it difficult for a country to be united. Three out of ten agreed that Australia would be a better place if only people with similar backgrounds were allowed to come and live in the country. In other words, the majority of students did not endorse the negative attitudes towards Australian diversity expressed in the three negatively worded statements.

Larger increases since 2013 were observed for the negatively worded item that having people from many different cultures and backgrounds makes it difficult for a country to be united (+4 per cent) and for positively worded items that Australians should learn about different cultures and traditions (+3 per cent) and that immigrants should be encouraged to

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keep their cultural traditions and languages (+4 per cent). Interestingly, the latter item has shown a particularly large increase in percentage agreement since 2010 (+12 per cent).

These two increases seem contradictory from a measurement perspective. However, using standard psychometric criteria, it was still possible to create an overall scale that was comparable to previous cycles. The average scale scores among Year 10 for students' attitudes towards Australian diversity are presented in table 5.11, overall and by gender.

Compared to both 2013 and 2010, the net effect was a significant increase in positive attitude (+1.4 scale points since 2013, +2.2 scale points since 2010). This increase was significant for female students when compared to both 2013 and 2010, however the difference for males was only evidence between 2016 and 2010. The results also show a statistically significant difference of 3.5 scale points between gender groups in 2016, with more positive attitudes towards Australian diversity being shown by females than males. The gender gap increased over the years.

Table 5.11 Average scale scores for attitudes towards Australian diversity, overall and by gender

Attitudes towards Australian diversity		All students	Males	Females	Difference (M-F)
Year 10	2016	52.2 (±0.5)	50.5 (±0.7)	54.0 (±0.7)	**-3.6** (±0.9)
	2013	50.8 (±0.5)	49.4 (±0.6)	52.2 (±0.8)	**-2.9** (±1.0)
	2010	50.0 (±0.6)	48.0 (±0.7)	51.9 (±0.7)	**-3.8** (±1.1)
	Difference (2016-2013)	**1.4** (±1.3)	1.1 (±1.4)	**1.8** (±1.5)	-0.7 (±1.7)
	Difference (2016-2010)	**2.2** (±1.5)	**2.4** (±1.6)	**2.2** (±1.6)	0.3 (±1.9)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in* **bold***.*

Table 5.12 presents the average scale scores for students' attitudes towards Australian diversity for groups of students who have achieved above and below the proficient standard. Year 10 students whose achievement results were above the proficient standard had considerably more positive attitudes to diversity than those whose results were below the standard. The difference was large and increased every assessment cycle, mostly due to an increase in positive attitudes towards Australian diversity by high performing students. This is illustrated in figure 5.4. A moderate association was recorded between NAP–CC scale scores and the attitudinal scale (correlation of 0.40), consistent with 2013. The results show that students with more positive attitudes towards Australian diversity are those with higher levels of knowledge in civics and citizenship.

Table 5.12 Average attitudes towards Australian diversity for students above and below the proficient standard

	Proficient standard	2016		2013		2010	
Year 10	Below	49.4	(±0.5)	48.0	(±0.5)	47.3	(±0.6)
	Above	56.7	(±0.8)	54.2	(±0.7)	52.8	(±0.8)
	Difference	**7.2**	(±0.8)	**6.2**	(±0.8)	**5.5**	(±1.1)
	Correlation	**0.40**	(±0.04)	**0.38**	(±0.04)	**0.32**	(±0.04)

Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences and statistically significant correlation coefficients (p<0.05) in **bold**.
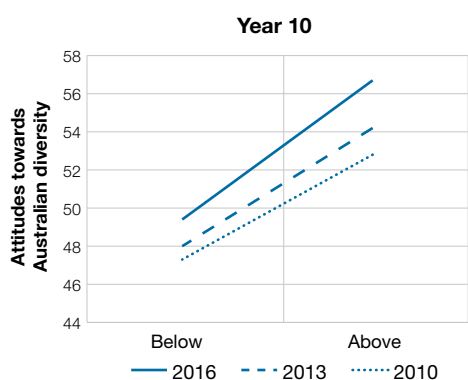
Figure 5.4 Average attitudes towards Australian diversity for students above and below the proficient standard

Students' perceptions of problems affecting Australia

A cross-curriculum priority for the Australian Curriculum is the concept of sustainability. Sustainability in this context incorporates concepts such as environmental protection, economic development, social equality and social justice. Young people's perceptions of how these issues affect Australia relates to their engagement as citizens and their likelihood to actively participate in order to effect positive change.

The 2016 cycle of NAP–CC included for the first time, a question requiring students to consider the extent to which a given set of problems affect Australia. Students rated the extent that they felt this affected the country by selecting either 'to a large extent', 'to a moderate extent', 'to a small extent', or 'not at all' for the following nine problems:

- pollution
- unemployment
- terrorism

- poverty
- climate change
- water shortages
- lack of access to high quality education
- crime
- lack of access to adequate health services.

All nine items were used to derive a scale on students' perceptions of problems affecting Australia. Table 5.13 shows the category percentages together with percentages of students that perceived the issue to be a problem (to a large or moderate extent) for both Year 6 and Year 10 students.

Table 5.13 Percentages of students concerned about problems affecting Australia

	Concern about problems affecting Australia	To a large extent		To a moderate extent		To a small extent		Not at all		% Agreement 2016	
Year 6	Pollution	42	(±2.2)	41	(±2.0)	14	(±1.5)	3	(±0.8)	82	(±1.7)
	Unemployment	22	(±1.4)	50	(±1.8)	24	(±1.6)	4	(±0.9)	72	(±1.6)
	Terrorism	36	(±1.8)	26	(±1.5)	28	(±1.5)	10	(±1.1)	61	(±1.8)
	Poverty	25	(±1.6)	35	(±1.8)	31	(±1.8)	9	(±1.2)	61	(±1.9)
	Climate change	31	(±1.9)	43	(±1.8)	21	(±1.5)	5	(±0.8)	74	(±1.8)
	Water shortages	31	(±1.8)	29	(±1.7)	27	(±1.6)	12	(±1.4)	61	(±2.0)
	Lack of access to high quality education	28	(±1.6)	28	(±1.6)	27	(±1.8)	17	(±1.7)	56	(±1.8)
	Crime	37	(±1.9)	38	(±1.6)	19	(±1.5)	6	(±1.1)	75	(±1.8)
	Lack of access to adequate health services	31	(±1.7)	27	(±1.6)	28	(±1.8)	14	(±1.6)	58	(±2.0)
Year 10	Pollution	32	(±1.6)	48	(±1.6)	18	(±1.5)	2	(±0.5)	80	(±1.5)
	Unemployment	26	(±1.7)	53	(±2.0)	20	(±1.5)	2	(±0.4)	79	(±1.6)
	Terrorism	20	(±1.5)	33	(±1.6)	41	(±1.8)	6	(±0.9)	53	(±1.9)
	Poverty	19	(±1.5)	36	(±1.9)	38	(±1.9)	6	(±0.9)	55	(±2.1)
	Climate change	30	(±2.0)	45	(±1.9)	22	(±1.9)	3	(±0.9)	75	(±2.2)
	Water shortages	22	(±1.7)	38	(±1.8)	32	(±1.9)	8	(±1.0)	60	(±2.2)
	Lack of access to high quality education	17	(±1.4)	26	(±1.8)	37	(±1.7)	20	(±1.8)	43	(±2.3)
	Crime	22	(±1.8)	49	(±2.0)	27	(±1.7)	2	(±0.6)	71	(±1.8)
	Lack of access to adequate health services	17	(±1.4)	29	(±2.2)	37	(±1.9)	17	(±1.7)	46	(±2.4)

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

Year 6 students perceived some issues as being a greater problem than Year 10 students, with the largest differences found for lack of access to high level education and to adequate health services and terrorism. Unemployment was found more concerning by Year 10 students. Both Year 6 and Year 10 students perceived pollution as the biggest problem affecting Australia (82 per cent and 80 per cent respectively selected to a large extent or a moderate extent). Climate change (74 per cent and 75 per cent respectively), unemployment (72 per cent and 79 per cent respectively) and crime (75 per cent and 71 per cent respectively) were also considered by Year 6 and Year 10 students to be a problem for the country. Although over half of all Year 6 students considered a lack of access to high-quality education and adequate health services to be problems affecting the country (56 per cent and 58 per cent), less than half of Year 10 students had the same perspective (43 per cent and 46 per cent).

Table 5.14 reports the average scale scores for students' perceptions of problems affecting Australia by year level and across gender. No difference was found in the perceived extent the problems affected Australia between Year 6 and Year 10 students. In addition, no gender difference was found for how these problems were perceived at either year level.

Table 5.14   Average scale scores for students' perceptions of problems affecting Australia

Concern about problems affecting Australia	All students		Males		Females		Difference (M-F)	
Year 6	50.3	(±0.4)	50.1	(±0.6)	50.5	(±0.4)	-0.4	(±0.6)
Year 10	50.0	(±0.4)	49.6	(±0.6)	50.3	(±0.5)	-0.7	(±0.7)
Differences (Year 10-Year 6)	-0.4	(±0.6)	-0.5	(±0.9)	-0.2	(±0.7)	-0.3	(±1.0)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

Higher scores on the scale represent a greater belief that the set of problems affect Australia. In table 5.15, average scores for this scale are grouped according to whether students' civic knowledge scores were below or above the proficient standard. For both year levels, students whose performance was below the proficient standard believed these problems affected Australia to a greater extent than students whose performance was above the proficient standard. The weak but significant negative correlations between civic knowledge and perception of problems affecting Australia support the notion that higher achieving students are less likely to be concerned about problems affecting the country.

Table 5.15 Average scale score for concerns about problems affecting Australia for students above and below the proficient standard

	Proficient standard	2016	
Year 6	Below	51.6	(±0.6)
	Above	49.3	(±0.6)
	Difference	**-2.3**	(±0.8)
	Correlation	**-0.12**	(±0.0)
Year 10	Below	51.0	(±0.5)
	Above	48.3	(±0.6)
	Difference	**-2.7**	(±0.7)
	Correlation	**-0.14**	(±0.0)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences and statistically significant correlation coefficients (p<0.05) in **bold**.*

Summary

In 2016, making personal efforts to protect natural resources, participation in activities to protect the environment, in activities promoting human rights, in learning about Australia's history and voting in elections were regarded by Australian students as the most important behaviours for good citizenship.

Just over 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, with girls rating both types of behaviours as more important. A positive, small association was found between perceived importance of these two types of citizenship and civic knowledge, except for importance of conventional citizenship behaviour rated by Year 6 students, which did not show a substantial relationship. Generally, results from the 2016 assessment were similar to those in 2013 and 2010.

At both year levels, the police and the law courts were civic institutions most trusted by students. Only a minority of Year 10 students expressed quite a lot or complete trust in social media (for example, Twitter, blogs, YouTube, Facebook, Instagram) and the media (television, newspapers and radio). When comparing trust across year levels, significantly lower levels of trust were recorded for Year 10 students. When comparing the results against the previous assessment cycles, both Year 6 and Year 10 students expressed higher levels of trust. Students whose performance on NAP–CC met the proficient standard were found to have higher levels of trust in civic institutions, but the size of this relationship was only substantial in Year 10.

In 2016, as in 2010 and 2013, the large majority of students at both year levels had positive attitudes towards Indigenous cultures. At both year levels, statistically significant gender differences were found which were higher among Year 10 students, with females having more positive attitudes than males. Statistically significant increases in positive attitudes compared to the previous cycle were seen amid both males and females in both year levels. Moderate correlations were found between attitudes and NAP–CC scale scores, suggesting students with higher civic knowledge have more positive attitudes towards indigenous cultures.

Year 10 students were presented with an item about their attitudes towards Australian diversity requiring them to rate their agreement with a range of positive and negative statements. As in previous cycles of the study, the majority of Year 10 students expressed agreement with most positive statements, and disagreement with most negative statements. As in the previous assessment cycle, there were significant gender differences with females expressing more positive views than males. Female students reported positive changes in attitudes towards diversity in comparison to 2013 or 2010. Those students whose achievement results were above the proficient standard were found to have more positive attitudes to diversity than those whose results were below the standard. The association was moderate in size.

For the first time in a NAP–CC survey, students were asked to rate the extent that nine different problems affect Australia. The majority of students at both levels believed that issues such as pollution, unemployment, climate change and crime affect the country, and were somewhat less concerned about a lack of adequate health services and of high quality of education. These beliefs overall were not influenced by the year level of the student, or the gender of the student. Students with higher civic knowledge were less likely to perceive the set of problems as a whole to affect Australia.

Student engagement in civics and citizenship activities

A key aim of civics and citizenship education in a democratic nation like Australia is to equip students with the knowledge and capabilities to become actively involved in society. As such, the NAP–CC Assessment Framework treats students' active participation as well as expected future engagement in civic and citizenship activities as an important measure of how well this is being achieved. Crucial factors underpinning students' willingness to engage in these activities include their interest and motivation, their expectation regarding the effectiveness of participation, and their confidence in their own ability to become actively engaged.

This chapter presents survey 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 measured the same construct, scale scores were constructed, using the same methodology as described in chapter 5. Each scale had a mean of 50 scale points and a standard deviation of 10 scale points for Year 10 students in 2010. Year 6 scale scores were equated to the Year 10 scale scores and the 2016 scales were equated to the 2010 scales. There were also some non-item response theory indices that were computed from student responses to items about the frequency of their participation in civics and citizenship activities. These simple and scaled indices were related to students' NAP–CC scale scores.

Civics and citizenship-related activities at school and in the community

Civic-related participation at school

Young people can only participate in a limited range of formal civic engagement activities (for example, young people under 18 cannot vote in elections or stand as candidates for public office). More informal civic engagement activities may be undertaken by young people including 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.

Engaging in civic-related activities at school enables young people to experience democracy and civic engagement, and may also develop motivation for civic engagement in the future. The NAP–CC 2016 survey 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 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 webpage, newspaper 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, SRC or class/school parliament election
- having participated in an excursion to a parliament, local government or law court.

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

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						Year 10					
		Yes		No		Not available at school		Yes		No		Not available at school	
Have voted for class representative	Overall	75	(±3.3)	13	(±1.4)	12	(±2.7)	59	(±3.8)	25	(±2.5)	15	(±2.5)
	Males	76	(±3.5)	13	(±1.8)	12	(±3.1)	58	(±4.3)	27	(±3.0)	15	(±2.8)
	Females	75	(±3.8)	12	(±2.1)	12	(±3.0)	61	(±4.8)	24	(±3.2)	15	(±3.2)
Have been elected to a Student Council, Student Representative Council (SRC) or class/school parliament	Overall	39	(±2.7)	52	(±2.7)	9	(±1.9)	20	(±2.1)	75	(±2.2)	5	(±1.3)
	Males	37	(±3.0)	54	(±3.2)	9	(±2.2)	18	(±2.2)	77	(±2.5)	6	(±1.8)
	Females	41	(±3.2)	49	(±3.3)	10	(±2.1)	23	(±3.0)	73	(±3.2)	5	(±1.5)
Have helped to make decisions about how the school is run	Overall	45	(±2.4)	50	(±2.3)	5	(±0.9)	33	(±2.2)	63	(±2.0)	4	(±0.9)
	Males	44	(±2.6)	51	(±2.6)	4	(±1.2)	31	(±2.7)	65	(±2.5)	4	(±1.2)
	Females	46	(±3.4)	49	(±3.2)	5	(±1.3)	35	(±3.0)	61	(±2.8)	4	(±1.3)
Have helped prepare a school webpage, newspaper or magazine	Overall	25	(±2.6)	65	(±2.4)	9	(±1.3)	14	(±1.5)	81	(±1.6)	4	(±0.9)
	Males	24	(±2.7)	67	(±2.8)	9	(±1.6)	13	(±1.7)	82	(±2.0)	5	(±1.2)
	Females	26	(±3.2)	64	(±3.1)	10	(±1.7)	16	(±2.4)	80	(±2.5)	4	(±1.2)
Have participated in peer support, 'buddy' or mentoring programs	Overall	78	(±2.4)	19	(±2.2)	3	(±0.6)	46	(±2.7)	49	(±2.3)	5	(±0.9)
	Males	75	(±3.0)	21	(±2.7)	3	(±0.9)	43	(±3.1)	53	(±2.8)	5	(±1.0)
	Females	81	(±2.8)	17	(±2.5)	3	(±0.9)	50	(±3.9)	45	(±3.6)	5	(±1.4)
Have participated in activities in the community	Overall	62	(±2.2)	35	(±2.2)	4	(±0.8)	62	(±2.3)	36	(±2.3)	2	(±0.6)
	Males	57	(±3.1)	39	(±3.1)	4	(±1.0)	58	(±3.5)	41	(±3.6)	2	(±0.8)
	Females	66	(±3.0)	31	(±3.0)	4	(±1.1)	66	(±2.9)	32	(±2.8)	2	(±0.8)
Have represented the school in activities outside of class (such as drama, sport, music or debating)	Overall	83	(±1.7)	15	(±1.6)	1	(±0.4)	76	(±1.9)	24	(±1.9)	1	(±0.4)
	Males	84	(±2.2)	15	(±2.1)	1	(±0.6)	78	(±2.3)	21	(±2.1)	1	(±0.6)
	Females	83	(±2.0)	16	(±1.8)	1	(±0.5)	73	(±2.8)	26	(±2.8)	1	(±0.4)
Have been a candidate in a Student Council, Student Representative Council (SRC) or class/school parliament election	Overall	44	(±2.8)	47	(±2.5)	9	(±1.9)	21	(±1.9)	74	(±1.9)	5	(±1.1)
	Males	42	(±2.8)	49	(±2.7)	8	(±2.0)	19	(±2.2)	76	(±2.2)	5	(±1.6)
	Females	45	(±3.7)	44	(±3.5)	11	(±2.2)	23	(±2.8)	72	(±2.9)	4	(±1.3)
Have participated in an excursion to a parliament, local government or law court	Overall	51	(±4.4)	38	(±3.8)	11	(±1.7)	41	(±2.8)	52	(±2.5)	7	(±1.1)
	Males	51	(±4.6)	38	(±4.1)	11	(±1.7)	39	(±3.2)	54	(±3.0)	7	(±1.6)
	Females	52	(±4.8)	36	(±4.0)	12	(±2.2)	43	(±3.5)	51	(±3.2)	7	(±1.2)

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

The activities that were reported by the majority of Year 6 students included representing the school in activities outside of class (83 per cent), participation in peer support programs (78 per cent), voting for class representatives (75 per cent) and participating in activities in the community (62 per cent). Half of all Year 6 students reported to have participated in excursions to parliaments, local governments or law courts (51 per cent), while less than half reported to have helped to make decisions about how the school is run (45 per cent), been a candidate (44 per cent) or been elected (39 per cent) in class or school elections. A quarter of students reported to have helped prepare a school paper or magazine (25 per cent).

Students were able to indicate whether they believed that an activity was not available at their school. About a tenth of Year 6 students indicated that voting for class representatives (12 per cent), excursions to civic institutions (11 per cent), being a candidate or getting elected to an SRC (both nine per cent), and preparing a school webpage, newspaper or magazine (nine per cent) 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 (76 per cent), participation in community activities (62 per cent), and voting for class representatives (59 per cent). Somewhat less than half of Year 10 students reported participation in peer support programs (46 per cent) and participation in excursions to parliaments, local governments or law courts (41 per cent).

One out of three Year 10 students indicated to have helped to make decisions about how the school is run (33 per cent), and one out of five reported to have been elected as a class or school representatives (20 per cent) or have been a candidate in elected student representations at school (21 per cent). Helping to prepare a school webpage, newspaper or magazine was reported by only 14 per cent at this year level.

Regarding the availability of activities at schools, 15 per cent reported that they had not been able to vote for class representatives. For each of the other listed activities, less 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. Female students tended to report higher levels of participation for some activities, in particular regarding:

• participation in activities in the community
• participation in peer support programs.

Table 6.2 compares the percentages of students' school activities with the previous assessment in 2013. Unlike table 6.1, this table is based only on those students who reported that activities had been available at their schools.

Table 6.2   Percentages for participation in civic and citizenship-related activities at school (2016 and 2013)

Participation at school	Year 6						Year 10					
	2016		2013		Difference		2016		2013		Difference	
Have voted for class representative	86	(±1.8)	82	(±2.2)	**3.9**	(±2.9)	70	(±3.2)	72	(±3.2)	-1.7	(±4.5)
Have been elected to a Student Council, Student Representative Council (SRC) or class/school parliament	43	(±2.8)	41	(±2.4)	1.9	(±3.7)	21	(±2.1)	22	(±1.9)	-0.7	(±2.8)
Have helped to make decisions about how the school is run	47	(±2.4)	44	(±2.6)	3.4	(±3.5)	34	(±2.2)	33	(±1.9)	0.8	(±2.9)
Have helped prepare a school webpage, newspaper or magazine	28	(±2.7)	27	(±2.6)	1.0	(±3.8)	15	(±1.5)	17	(±1.7)	-1.7	(±2.3)
Have participated in peer support, 'buddy' or mentoring programs	80	(±2.3)	81	(±2.0)	-0.3	(±3.0)	48	(±2.6)	49	(±2.5)	-0.6	(±3.6)
Have participated in activities in the community	64	(±2.2)	77	(±1.7)	**-13.0**	(±2.8)	63	(±2.3)	74	(±1.8)	**-11.5**	(±2.9)
Have represented the school in activities outside of class (such as drama, sport, music or debating)	84	(±1.6)	85	(±1.3)	-0.1	(±2.1)	76	(±1.9)	77	(±1.5)	-1.2	(±2.5)
Have been a candidate in a Student Council, Student Representative Council (SRC) or class/school parliament election	49	(±2.7)	43	(±2.3)	**5.6**	(±3.6)	22	(±2.0)	23	(±1.8)	-1.1	(±2.6)
Have participated in an excursion to a parliament, local government or law court	58	(±4.5)	52	(±4.3)	5.7	(±6.2)	44	(±2.8)	44	(±2.9)	0.0	(±4.0)

Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold***.*

The most notable result is a large and significant decrease in participation in activities in the community for both year levels (-13 and -12 percentage points for Year 6 and Year 10 students respectively). While among Year 6 students there was a statistically significant increase since 2013 in having voted for class representatives (+4 percentage points) and in having been a candidate in a student council, Student Representative Council (SRC), or class/school parliament (+6 percentage points), there were no other significant differences since 2013 for Year 10 students.

Associations between civic-related participation at school and achievement

As in previous surveys, all except one of the school activities could be classified into two groups: 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
- having been a candidate in a class/school election.

Activities related to participation in extra-curricular activities were:

- having helped prepare school webpage/newspaper/magazine
- having participated in peer support/buddy/mentoring programs
- having participated in community activities
- having represented 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.

The percentages of Year 6 and Year 10 students reporting the numbers of school governance and extra-curricular student activities are recorded in table 6.3. The table also shows the average civic and citizenship scale scores of students within each category. Year 6 students tended to report more frequent participation in school governance and extra-curricular student activities than Year 10 students.

Table 6.3   Average NAP–CC scale scores by number of school governance related and extra-curricular student activities

| | School governance activities[1] | | | |
| | Year 6 | | Year 10 | |
Number of activities	Percentage	Average performance	Percentage	Average performance
None	12 (±2.0)	390 (±17.0)	30 (±3.1)	455 (±11.1)
One	28 (±2.1)	392 (±10.3)	34 (±2.0)	494 (±10.6)
Two	22 (±1.6)	395 (±10.9)	18 (±1.9)	512 (±15.3)
Three	19 (±1.6)	425 (±12.0)	9 (±1.1)	524 (±16.1)
Four	18 (±2.0)	454 (±12.7)	9 (±1.4)	522 (±21.6)
Correlation with achievement		**.18** (±.05)		**.18** (±.05)

Number of activities	Extra-curricular activities[2]					
	Year 6			Year 10		
	Percentage		Average performance	Percentage		Average performance
None	3	(±0.6)	330 (±24.9)	11	(±1.4)	434 (±16.3)
One	13	(±1.6)	375 (±14.7)	23	(±1.9)	467 (±9.5)
Two	33	(±1.9)	410 (±10.7)	30	(±1.9)	492 (±9.0)
Three	37	(±1.9)	422 (±8.1)	27	(±1.9)	522 (±13.0)
Four	14	(±2.0)	429 (±18.4)	8	(±1.2)	530 (±25.6)
Correlation with achievement			**.15** (±.04)			**.23** (±.05)

Confidence intervals (1.96*SE) are reported in brackets. Statistically significant correlation coefficients in **bold**.

[1] School governance activities: having voted in class representatives (ST01Q01), having been elected to SRC/school or class parliament (ST01Q02), having helped to make decisions (ST01Q03), or having been candidate in class/school election (ST01Q08).

[2] Extra-curricular activities: having helped prepare school webpage/newspaper/magazine (ST01Q04), having participated in peer support/buddy/mentoring programs (ST01Q05), having participated in community activities (ST01Q06), or having presented the school in activities outside of class (ST01Q07).

At both year levels, students reporting higher numbers of school governance related activities were also those with higher average civic and citizenship proficiency scores. The correlation between this index and test performance was 0.18 in both year levels. An association was also found between student participation in extra-curricular activities and their achievement scores, which was stronger for Year 10 students than for Year 6 students.

These results point to definite although relatively mild associations between student participation in both school governance activities and extra-curricular activities, and students' civic knowledge. Increased involvement in both types of activities was associated with higher test scores, although the association was not quite as strong for Year 6 students who participated in extra-curricular activities.

One civics and citizenship related activity at school (having participated in an excursion to a parliament, local government or law court) was neither grouped with school governance nor extra-curricular activities at school. The average NAP–CC scale score of students who participated in these excursions was 41 points higher for students in Year 6 and 40 points higher for students in Year 10 compared to students who did not participate. The differences were statistically significant at both year levels. It is important to note that these differences could be a result of a broad range of factors (such as school location, school and student socioeconomic status and the selection of students eligible for participation within schools) that are beyond the scope of NAP–CC to measure and report on in this context. Consequently, the differences alone should not be interpreted as evidence that participation in excursions to parliament, local government or law courts necessarily results in higher student achievement.

Civic-related activity in the community

There are some activities in the community in which older adolescents may engage outside school hours. The student survey 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:

- collecting money for a charity or social cause
- a voluntary group doing something to help the community
- an environmental organisation
- a human rights organisation
- a youth development organisation (for example, Scouts, Australian services cadets, police and community youth clubs)
- an animal rights or protection organisation.

The last two groups (youth development and animal rights organisations) were new additions to the survey in 2016.

Table 6.4 shows the percentages for each of the response categories with their respective confidence intervals for all students and by gender.

Table 6.4   Category percentages for items measuring participation in civic and citizenship-related activities in the community (Year 10), overall and by gender

Participation in the communities		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	
Collecting money for a charity or social cause	Overall	31	(±2.5)	30	(±1.8)	39	(±2.1)
	Males	28	(±3.3)	30	(±2.5)	42	(±2.9)
	Females	34	(±3.1)	30	(±2.7)	36	(±2.9)
A voluntary group doing something to help the community	Overall	34	(±2.2)	27	(±1.6)	39	(±2.2)
	Males	31	(±3.2)	28	(±2.3)	41	(±3.2)
	Females	37	(±3.1)	27	(±2.4)	37	(±3.5)
An environmental organisation	Overall	10	(±1.2)	24	(±1.5)	66	(±1.8)
	Males	11	(±1.7)	23	(±2.1)	66	(±2.6)
	Females	10	(±1.8)	25	(±2.5)	65	(±3.0)
A human rights organisation	Overall	8	(±1.2)	14	(±1.2)	79	(±1.9)
	Males	6	(±1.4)	14	(±1.7)	80	(±2.3)
	Females	9	(±1.8)	14	(±1.8)	77	(±2.7)
A youth development organisation (e.g. Scouts, Australian services cadets, police and community youth clubs)	Overall	15	(±1.4)	22	(±1.5)	64	(±1.8)
	Males	15	(±2.4)	22	(±2.2)	63	(±2.9)
	Females	14	(±1.7)	21	(±1.8)	64	(±2.4)
An animal rights or protection organisation	Overall	7	(±1.1)	15	(±1.2)	78	(±1.8)
	Males	5	(±1.1)	14	(±1.7)	81	(±2.1)
	Females	9	(±1.7)	15	(±1.7)	75	(±2.6)

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

Approximately two out of three Year 10 students indicated that they had collected money for a charity or social cause (31 per cent during the last 12 months and 30 per cent more than year ago), and a similar proportion of students indicated they had participated in voluntary group activities to help the community (34 per cent during the last 12 months and 27 per cent more than year ago).

About one-third of Year 10 students reported participation in activities with an environmental organisation (10 per cent during the last 12 months and 24 per cent more than a year ago), and just over a third of students also indicated they had engaged with a youth development organisation (15 per cent during the last 12 months and 22 per cent more than a year ago). Only about one out of five students reported to have participated in activities associated with a human rights organisation (eight per cent during the last 12 months and 14 per cent more than a year ago) or an animal rights organisation (seven per cent during the last 12 months and 15 per cent more than a year ago).

There were slightly higher percentages of female students reporting engagement with voluntary groups and collections for charity or social causes, the biggest difference occurring for collecting money for a social cause or charity: 64 per cent of females indicated to have participated such activities, compared with 58 per cent of male students. Similarly, 25 per cent of female students had helped animal rights or protection organisation compared with 19 per cent of male students. For each of the other activities male and female students reported approximately equal involvement.

In table 6.5 the results from the NAP–CC 2016 are compared with those from the previous survey in 2013. The percentages of students reporting to have participated in each activity (during the past 12 months or more than a year ago) increased significantly for engagement with activities related to a voluntary group doing something in support of the community (+3 percentage points) and a human rights organisation (+3 percentage points), while there was a significant decrease in engagement with activities involving collecting money for a charity or social cause (-5 percentage points). No statistically significant change was recorded for engagement with an environmental organisation.

Table 6.5 Category percentages for participation in civic and citizenship-related activities in the community (Year 10, 2016 and 2013)

Participation in the communities	2016		2013		Difference	
Collecting money for a charity or social cause	61	(±2.1)	65	(±1.5)	**-4.6**	(±2.6)
A voluntary group doing something to help the community	61	(±2.2)	58	(±1.8)	**2.9**	(±2.9)
An environmental organisation	34	(±1.8)	35	(±1.9)	-1.0	(±2.6)
A human rights organisation	21	(±1.9)	18	(±1.6)	**3.0**	(±2.5)
A youth development organisation (e.g. Scouts, Australian services cadets, police and community youth clubs)	36	(±1.8)	-	-	-	-
An animal rights or protection organisation	22	(±1.8)	-	-	-	-

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in* **bold**.

Associations between civic-related activity in the community and achievement

In order to summarise students' reported civic-related activity in the community and explore its relationship with achievement, a three-category index was created using the student reports of their activities. The index 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.

Table 6.6 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. Fourty-two per cent of Year 10 students reported to have participated in three or more activities while 19 per cent indicated not to have been involved in any of these activities.

Table 6.6 Average NAP–CC scale scores by number of student activities in the community (Year 10)

Number of activities	Year 10			
	Percentage		Average performance	
None	19	(±1.6)	445	(±12.8)
One or two	39	(±2.1)	496	(±8.6)
Three or more	42	(±2.0)	506	(±10.7)
Correlation with achievement			**.14**	(±.04)

Confidence intervals (1.96*SE) are reported in brackets. Statistically significant correlation coefficients (<0.05) in **bold***.*

A review of the average test performance scores in each category shows that students who reported more participation in community activities were also those with higher NAP–CC scale scores. The correlation coefficient of 0.14 was significant but weak. Similar findings were obtained from earlier NAP–CC surveys in 2004, 2007, 2010 and 2013.

In summary, these results indicate a weak association between Year 10 students' civic related activity in the community and their test performance, where increased community activity was slightly related to higher civic knowledge.

Civic-related communication

Previous NAP–CC surveys (2004, 2007, 2010 and 2013) showed evidence that engagement with media as well as family discussions about civic issues were positively associated with civics and citizenship achievement. The NAP–CC student survey 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...'):

- use the internet to get news of current events
- watch the news on television
- listen to news on the radio
- read about current events in the newspaper
- post or share a comment or image about a political or social issue on the internet
- talk about political or social issues with your family
- talk about political or social issues with your friends.

Table 6.7   Percentages of participation in civic-related communication at least once a week (2016, 2013 and 2010)

<table>
<tr><td rowspan="2"></td><td rowspan="2"><i>Civic-related communication</i></td><td colspan="8" align="center">% At least once a week or more</td></tr>
<tr><td colspan="2" align="center">2016</td><td colspan="2" align="center">2013</td><td colspan="2" align="center">2010</td><td align="center">Difference 2016-2013</td><td align="center">Difference 2016-2010</td></tr>
<tr><td rowspan="7">Year 6</td><td>Use the internet to get news of current events?</td><td>49</td><td>(±2.1)</td><td>34</td><td>(±1.9)</td><td>31</td><td>(±1.9)</td><td>15.7 (±2.9)</td><td>18.6 (±2.8)</td></tr>
<tr><td>Watch the news on television?</td><td>76</td><td>(±1.5)</td><td>82</td><td>(±1.5)</td><td>82</td><td>(±1.2)</td><td>-6.1 (±2.1)</td><td>-5.6 (±2.0)</td></tr>
<tr><td>Listen to news on the radio?</td><td>59</td><td>(±2.2)</td><td>61</td><td>(±1.9)</td><td>53</td><td>(±1.9)</td><td>-2.0 (±2.9)</td><td>6.0 (±2.9)</td></tr>
<tr><td>Read about current events in the newspaper?</td><td>23</td><td>(±1.8)</td><td>41</td><td>(±2.0)</td><td>44</td><td>(±1.8)</td><td>-18.7 (±2.7)</td><td>-21.2 (±2.6)</td></tr>
<tr><td>Post or share a comment or image about a political or social issue on the internet or social media?</td><td>11</td><td>(±1.2)</td><td>7</td><td>(±0.8)</td><td>7</td><td>(±0.9)</td><td>3.8 (±1.5)</td><td>3.8 (±1.5)</td></tr>
<tr><td>Talk about political or social issues with your family?</td><td>29</td><td>(±1.5)</td><td>28</td><td>(±1.7)</td><td>27</td><td>(±2.0)</td><td>1.0 (±2.3)</td><td>2.7 (±2.5)</td></tr>
<tr><td>Talk about political or social issues with your friends?</td><td>24</td><td>(±1.3)</td><td>18</td><td>(±1.5)</td><td>17</td><td>(±1.5)</td><td>5.9 (±1.9)</td><td>6.7 (±2.0)</td></tr>
<tr><td rowspan="7">Year 10</td><td>Use the internet to get news of current events?</td><td>69</td><td>(±1.9)</td><td>49</td><td>(±2.2)</td><td>43</td><td>(±2.0)</td><td>19.4 (±2.9)</td><td>25.9 (±2.8)</td></tr>
<tr><td>Watch the news on television?</td><td>73</td><td>(±1.8)</td><td>80</td><td>(±1.3)</td><td>81</td><td>(±1.5)</td><td>-7.5 (±2.2)</td><td>-8.4 (±2.4)</td></tr>
<tr><td>Listen to news on the radio?</td><td>56</td><td>(±1.8)</td><td>61</td><td>(±1.8)</td><td>56</td><td>(±2.0)</td><td>-4.4 (±2.6)</td><td>0.0 (±2.6)</td></tr>
<tr><td>Read about current events in the newspaper?</td><td>24</td><td>(±1.8)</td><td>45</td><td>(±1.7)</td><td>53</td><td>(±2.0)</td><td>-20.8 (±2.5)</td><td>-28.6 (±2.7)</td></tr>
<tr><td>Post or share a comment or image about a political or social issue on the internet or social media?</td><td>16</td><td>(±1.5)</td><td>9</td><td>(±1.3)</td><td>5</td><td>(±0.8)</td><td>7.2 (±2.0)</td><td>11.1 (±1.7)</td></tr>
<tr><td>Talk about political or social issues with your family?</td><td>43</td><td>(±2.0)</td><td>37</td><td>(±1.7)</td><td>33</td><td>(±2.0)</td><td>6.0 (±2.7)</td><td>10.8 (±2.8)</td></tr>
<tr><td>Talk about political or social issues with your friends?</td><td>34</td><td>(±1.7)</td><td>24</td><td>(±1.8)</td><td>21</td><td>(±1.6)</td><td>10.1 (±2.4)</td><td>13.4 (±2.3)</td></tr>
</table>

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

Table 6.7 shows the percentages of Year 6 and Year 10 students who reported that they engage in an activity at least once a week in comparison with 2013 and 2010.

In 2016, watching television news was still reported most frequently at both year levels (at least once a week: 76 per cent of Year 6 and 73 per cent of Year 10 students), although these percentages were significantly less than in 2013 (-6 and -8 percentage points for Year 6 and Year 10 students, respectively) and 2010 (also -6 and -8 percentage points for Year 6 and Year 10 students, respectively).

The biggest shift in behaviour compared to previous surveys occurred for using the internet to gather news of current events and for reading about current events in the newspaper. Significantly more students were gathering news from the internet than in previous surveys (+16 percentage points since 2013 and +19 percentage points since 2010 for Year 6, and +19 percentage points since 2013 and +26 percentage points since 2010 for Year 10 students). Significantly fewer students were reading about current events in the newspaper (-19 percentage points since 2013 and -21 percentage points since 2010 for Year 6, and -21 percentage points since 2013 and -29 percentage points since 2010 for Year 10 students).

At both year levels, significantly more students were reporting that they posted or shared a comment or image about a political or social issue on the internet in 2016 (11 per cent of Year 6 and 16 per cent of Year 10 students) compared to previous surveys (+4 percentage points since both 2013 and 2010 for Year 6, and +7 percentage points since 2013 and +11 percentage points since 2010 for Year 10 students).

Significantly more students also reported they were talking about political or social issues with their friends in 2016 (24 per cent of Year 6 and 34 per cent of Year 10 students) compared to previous surveys (+6 percentage points since 2013 and +7 percentage points since 2010 for Year 6, and +10 percentage points since 2013 and +13 percentage points since 2010 for Year 10 students). Year 10 students also reported significantly more discussion about political or social issues with their family in 2016 (43 per cent) compared to 2013 (+6 percentage points) and 2010 (+11 percentage points).

Associations between civic-related communication and achievement

The association between students' participation in civic-related communication and their levels of civics and citizenship was explored 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 with those students who indicated less frequent participation.

Table 6.8 shows 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. 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.

Table 6.8 Average NAP–CC scale scores by media use and participation in discussion of political or social issues

	Civic-related communication	% Students who report doing this at least once a week		Average performance					
				Less than weekly		At least once a week		Difference	
Year 6	Use the internet to get news of current events?	49	(±2.1)	403	(±8.6)	418	(±8.9)	**15**	(±9.5)
	Watch the news on television?	76	(±1.5)	397	(±12.3)	415	(±7.5)	**18**	(±12.0)
	Listen to news on the radio?	59	(±2.2)	399	(±10.1)	419	(±7.6)	**20**	(±9.8)
	Read about current events in the newspaper?	23	(±1.8)	412	(±8.0)	406	(±10.8)	-6	(±11.0)
	Take part in internet-based discussions about political or social issues?	11	(±1.2)	421	(±7.4)	331	(±15.7)	**-90**	(±16.0)
	Talk about political or social issues with your family?	29	(±1.5)	407	(±8.0)	421	(±9.9)	**14**	(±9.9)
	Talk about political or social issues with your friends?	24	(±1.3)	415	(±7.7)	403	(±11.3)	**-12**	(±11.2)
Year 10	Use the internet to get news of current events?	69	(±1.9)	456	(±10.5)	507	(±8.6)	**51**	(±12.0)
	Watch the news on television?	73	(±1.8)	491	(±10.3)	491	(±8.5)	0	(±11.0)
	Listen to news on the radio?	56	(±1.8)	478	(±8.3)	501	(±9.5)	**23**	(±10.0)
	Read about current events in the newspaper?	24	(±1.8)	494	(±7.9)	485	(±11.9)	-9	(±11.6)
	Take part in internet-based discussions about political or social issues?	16	(±1.5)	498	(±7.9)	456	(±15.0)	**-41**	(±14.6)
	Talk about political or social issues with your family?	43	(±2.0)	468	(±8.2)	522	(±9.9)	**54**	(±10.8)
	Talk about political or social issues with your friends?	34	(±1.7)	476	(±8.3)	527	(±11.2)	**50**	(±11.6)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

There was a significant positive association between weekly use of the internet for news and student achievement. The differences were 15 NAP–CC scale points in Year 6 and 51 points for Year 10 students. Positive associations with statistically significant differences at both year levels were also found for listening to radio news (20 points difference in Year 6 and 23 points in Year 10) and talking with family (14 points difference in Year 6 and 54 points in Year 10). For watching news on television an association was recorded only for Year 6 students (18 points difference).

Interestingly, Year 10 students who talked about political and social issues with their friends at least once a week were more knowledgeable in civics and citizenship (+50 points difference), whereas Year 6 students who engaged in the same behaviour were less knowledgeable (-12 points difference). Taking part in internet-based discussions about political and social issues was negatively associated with achievement in Year 6 (-90 scale points difference) and Year 10 (-41 scale points difference). The size of this association has almost doubled since 2013 for Year 6 and increased from not significant to a large and statistically significant difference for Year 10 students.

In summary, with the exception of taking part in internet-based discussions, associations between civic-related communication activities and civic knowledge (when significant) tended to be stronger among Year 10 students. It is interesting to note that the activities most positively associated with civic knowledge among Year 6 students tended to centre around more passive engagement with media (that is, watching the news on television or listening to the news on radio), while for Year 10 students active discussions with family and friends and using the internet to gather information were most positively associated with civic knowledge.

In the following section, the survey items relating to civics and citizenship engagement and their relationship with test performance will be examined.

Civics and citizenship-related engagement: interest, confidence and valuing civic action

Interest in civic issues

One of the main motivators of citizens' engagement in society is the development of an interest in civic issues. The NAP–CC student survey 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.

These 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 6.9 shows the percentages for *interested* (that is, the combination of the two categories 'very interested' and 'quite interested') and corresponding confidence intervals for Year 6 and Year 10 students since 2010.

Table 6.9 Percentages for interest in civic issues (2016, 2013 and 2010)

	Interest in civic issues	Interested (very or quite)				
		2016	2013	2010	Difference 2016-2013	Difference 2016-2010
Year 6	What is happening in your local community	64 (±1.8)	65 (±1.7)	60 (±2.1)	-0.8 (±2.5)	**3.8** (±2.8)
	Australian politics	38 (±1.8)	39 (±2.1)	35 (±2.0)	-1.4 (±2.8)	2.3 (±2.7)
	Social issues in Australia	60 (±1.7)	56 (±1.9)	52 (±2.0)	**3.5** (±2.6)	**8.3** (±2.6)
	Environmental issues in Australia	71 (±1.7)	69 (±1.9)	70 (±1.8)	1.6 (±2.5)	1.1 (±2.5)
	What is happening in other countries	75 (±1.6)	71 (±1.6)	66 (±1.8)	**3.6** (±2.2)	**8.5** (±2.4)
	Global (worldwide) issues	74 (±1.6)	70 (±1.6)	63 (±1.9)	**4.1** (±2.3)	**10.5** (±2.5)
Year 10	What is happening in your local community	58 (±2.1)	57 (±1.6)	58 (±2.0)	1.4 (±2.6)	0.4 (±2.9)
	Australian politics	35 (±2.0)	35 (±1.8)	31 (±1.9)	-0.1 (±2.7)	**4.2** (±2.8)
	Social issues in Australia	68 (±1.8)	60 (±1.7)	56 (±2.3)	**8.1** (±2.5)	**12.5** (±2.9)
	Environmental issues in Australia	66 (±1.9)	58 (±2.0)	60 (±2.1)	**7.9** (±2.8)	**5.5** (±2.9)
	What is happening in other countries	76 (±1.4)	71 (±1.6)	67 (±2.1)	**4.4** (±2.1)	**9.1** (±2.5)
	Global (worldwide) issues	79 (±1.5)	74 (±1.6)	69 (±2.0)	**4.5** (±2.2)	**9.8** (±2.5)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in* **bold**.

In 2016, about three-quarters of students reported interest in what is happening in other countries (75 per cent of Year 6 students and 76 per cent of Year 10 students) and global issues (74 per cent of Year 6 students and 79 per cent of Year 10 students). These percentages are about 10 points higher than in 2010 and four points higher than in 2013.

Between two-thirds and half of students reported interest in what is happening in the local community (64 per cent in Year 6 and 58 per cent in Year 10), social issues in Australia (60 per cent in Year 6 and 68 per cent in Year 10), and environmental issues in Australia (71 per cent in Year 6 and 66 per cent in Year 10). Interest in what is happening in the local community increased for Year 6 students since 2010 (four percentage points), but not for Year 10 students. Interest in social issues in Australia grew in both year levels after the previous two assessment cycles (eight and 13 percentage points since 2010 in Years 6 and 10 respectively, and four and eight percentage points since 2013).

No growth was reported for Year 6 students in interest in environmental issues in Australia, but significant growth in interest was reported for Year 10 students (six and eight percentage points since 2010 and 2013, respectively). Only about one-third of the students reported

interest in Australian politics. This was similar in previous assessments for Year 6 students and slightly lower in 2010 for Year 10 students (by four percentage points).

Table 6.10 records the 2016 average scores for the scale reflecting *interest in civic issues* at each year level overall, within each gender group and in comparison with 2013 and 2010.

Table 6.10 Average scale scores for interest in civic issues, overall and by gender (2016, 2013 and 2010)

Interest in civic issues		All students	Males	Females	Difference (M-F)
Year 6	2016	51.9 (±0.3)	51.4 (±0.4)	52.4 (±0.4)	**-0.9** (±0.5)
	2013	51.4 (±0.3)	50.7 (±0.5)	52.1 (±0.4)	**-1.4** (±0.5)
	2010	50.3 (±0.4)	49.3 (±0.5)	51.3 (±0.4)	**-2.0** (±0.6)
	Difference (2016-2013)	0.5 (±0.6)	**0.7** (±0.7)	0.3 (±0.7)	0.5 (±0.8)
	Difference (2016-2010)	**1.6** (±0.8)	**2.2** (±0.9)	**1.1** (±0.8)	1.1 (±1.0)
Year 10	2016	52.3 (±0.4)	50.9 (±0.6)	53.8 (±0.6)	**-2.9** (±0.8)
	2013	51.1 (±0.4)	49.8 (±0.5)	52.3 (±0.7)	**-2.5** (±0.9)
	2010	50.0 (±0.5)	48.2 (±0.6)	51.7 (±0.7)	**-3.5** (±0.9)
	Difference (2016-2013)	**1.3** (±0.9)	**1.1** (±1.0)	**1.5** (±1.1)	-0.4 (±1.3)
	Difference (2016-2010)	**2.3** (±1.0)	**2.7** (±1.1)	**2.1** (±1.2)	0.6 (±1.4)
Differences (Year 10-Year 6)	2016	0.5 (±0.5)	-0.5 (±0.7)	**1.5** (±0.7)	
	2013	-0.3 (±0.5)	**-0.9** (±0.7)	0.2 (±0.8)	
	2010	-0.3 (±0.6)	**-1.1** (±0.8)	0.4 (±0.8)	

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

The results reveal that in 2016 there was no statistically significant difference between Year 6 and Year 10 students' interest in civic issues on the whole, but Year 10 female students significantly outperformed Year 6 female students, although the difference was only small (1.5 scale points). This is in contrast to the two previous surveys, where Year 6 males significantly outperformed Year 10 males but again this difference was small, and there was no significant difference between Year 6 and Year 10 students overall. At both year levels in 2016, female students tended to express significantly higher levels of interest than male students.

When comparing the results from 2016 with those from the previous surveys, statistically significant increases in interest were recorded for students at both year levels since 2010, but only for Year 10 students since 2013. Gender differences were similar in previous surveys to what was seen in 2016, with female students reporting that they were slightly more interested in civic issues than male students. However, Year 6 males showed significantly higher growth in their interest in civic issues than Year 6 females between 2010 and 2016 (by 1.1 scale points).

Associations between interest in civic issues and achievement

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, along with the correlations between the attitudinal scale scores and NAP–CC achievement, the mean attitudinal scale scores, by year level, of students whose achievement was below the proficient standard for that year level and those whose achievement was above the proficient standard for that year level.

Table 6.11 shows the average interest in civic issues for students above and below the proficient standard for 2016, 2013 and 2010, along with the correlation of the interest in civic issues scale with NAP–CC achievement for each round.

Table 6.11 Average interest in civic issues for students above and below the proficient standard (2016, 2013 and 2010)

	Proficient standard	2016		2013		2010	
Year 6	Below	51.0	(±0.5)	50.0	(±0.5)	49.1	(±0.6)
	Above	52.6	(±0.4)	52.7	(±0.5)	51.4	(±0.4)
	Difference	**1.6**	(±0.7)	**2.8**	(±0.7)	**2.3**	(±0.7)
	Correlation	**.11**	(±.04)	**.19**	(±.04)	**.19**	(±.04)
Year 10	Below	50.4	(±0.6)	48.6	(±0.5)	47.1	(±0.6)
	Above	55.5	(±0.7)	54.1	(±0.6)	53.0	(±0.6)
	Difference	**5.1**	(±0.9)	**5.6**	(±0.8)	**5.8**	(±0.9)
	Correlation	**.29**	(±.04)	**.32**	(±.04)	**.34**	(±.04)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences and statistically significant correlation coefficients (p<0.05) in **bold***.

In 2016, Year 6 students performing above the proficient standard showed significantly more interest in civic issues than their lower performing counterparts (1.6 scale points). Similarly, there was a small positive correlation between Year 6 students' interest in civic issues and their performance on the cognitive test (0.11), meaning that higher interest in civic issues was slightly associated with higher performance on the cognitive test.

Year 10 students performing above the proficient standard also showed significantly more interest in civic issues than those performing below the proficient standard, and the difference was greater than that observed for Year 6 (5.1 scale points). The correlation between Year 10 students' interest in civic issues and their test performance was therefore stronger than for Year 6 (0.29).

A similar relationship is evident in the two previous surveys, which is illustrated in figure 6.1. For Year 10 students, the relationship is the same in all three rounds of the survey – the lines are parallel indicating that the difference in levels of interest in civic issues between the

higher performing students (those above the proficient standard) and the lower performing students (those below the proficient standard) did not really change since 2010.

The spacing between the lines gives an indication of much the level of interest in civic issues has increased between the survey cycles. The steepness of the lines for Year 10 students compared to Year 6 students reflects the larger discrepancy between the lower and higher performing students' interest in civic issues (differences of 5–6 scale points for Year 10 students, but only 2–3 scale points for Year 6).
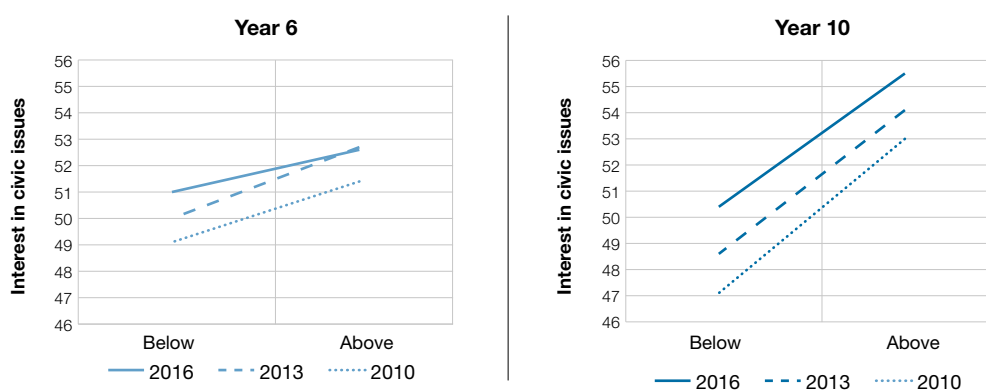
Figure 6.1   Average interest in civic issues for students above and below the proficient standard (2016, 2013 and 2010)

For Year 6 students, the relationship is weaker in 2016 to previous surveys. The flatter line shows that the difference in levels of interest in civic issues between the higher performing students and the lower performing students was smaller in 2016 than in 2010 and 2013. This is due to the fact that the average level of interest in civic issues for higher performing students did not change between 2013 and 2016, while the average level of interest of low performing students did increase.

In summary, these results indicate a small association for Year 6 and a moderate association for Year 10 between students' interest in civic issues and their test performance, where higher levels of interest were associated with higher civic knowledge. This relationship was stronger for Year 10 students. For Year 6 students, the relationship had weakened compared to previous rounds.

Confidence to actively engage

An important aim of citizenship education is to foster confidence among young people regarding their abilities to engage, so that they may engage actively in civic society. 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
- present information about a political or social issue on social media.

The last item was a new addition to the survey in 2016. These seven 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 6.12 shows the percentages for 'very' or 'fairly well' (that is, the combination of the two categories 'very well' and 'fairly well') and corresponding confidence intervals for Year 6 and Year 10 students, since 2010.

Table 6.12 Percentages of confidence to actively engage in civic action (2016, 2013 and 2010)

	Confidence to actively engage in civic action	% Very or fairly well				
		2016	2013	2010	Difference 2016-2013	Difference 2016-2010
Year 6	Discuss news about a conflict between countries	52 (±2.0)	50 (±2.0)	46 (±1.9)	1.6 (±2.8)	**6.0** (±2.8)
	Argue your opinion about a political or social issue	54 (±2.1)	53 (±2.3)	54 (±2.1)	0.7 (±3.1)	0.5 (±3.0)
	Be a candidate in a school or class election	68 (±1.9)	67 (±1.8)	69 (±1.9)	0.6 (±2.6)	-1.8 (±2.7)
	Organise a group of students in order to achieve changes at school	60 (±2.1)	61 (±1.9)	62 (±2.1)	-0.7 (±2.8)	-1.2 (±2.9)
	Write a letter or an email to a newspaper giving your view on a current issue	40 (±1.9)	41 (±1.9)	42 (±1.8)	-1.1 (±2.7)	-2.6 (±2.7)
	Give a speech to your class about a social or political issue	45 (±1.8)	47 (±2.1)	47 (±2.3)	-1.5 (±2.7)	-1.3 (±2.9)
	Present information about a political or social issue on social media	40 (±1.8)	- -	- -	- -	- -

▷

	Confidence to actively engage in civic action	% Very or fairly well				
		2016	2013	2010	Difference 2016-2013	Difference 2016-2010
Year 10	Discuss news about a conflict between countries	59 (±1.8)	54 (±1.8)	53 (±2.2)	**4.2** (±2.5)	**5.4** (±2.9)
	Argue your opinion about a political or social issue	59 (±1.9)	57 (±1.8)	59 (±2.2)	2.0 (±2.6)	0.3 (±2.9)
	Be a candidate in a school or class election	43 (±1.9)	48 (±1.7)	50 (±2.1)	**-4.1** (±2.6)	**-6.0** (±2.8)
	Organise a group of students in order to achieve changes at school	50 (±1.7)	51 (±1.9)	54 (±2.1)	-1.7 (±2.6)	**-4.0** (±2.7)
	Write a letter or an email to a newspaper giving your view on a current issue	40 (±1.9)	46 (±1.8)	53 (±2.0)	**-6.3** (±2.6)	**-12.5** (±2.8)
	Give a speech to your class about a social or political issue	42 (±1.9)	45 (±1.9)	47 (±2.2)	**-3.3** (±2.6)	**-5.4** (±2.9)
	Present information about a political or social issue on social media	45 (±1.8)	- -	- -	- -	- -

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

Among Year 6 students in 2016, about two-thirds were confident they could be a candidate in a school or class election (68 per cent), a slightly lower percentage of 60 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 (54 per cent), discuss news about a conflict between countries (52 per cent) and give a speech about a political or social issue to their class (45 per cent). Forty per cent reported to be able to write a letter or email to a newspaper about a political or social issue, and to present information about a political or social issue on social media.

These percentage were similar in previous assessment years. The only significant change was an increase of six percentage points in confidence to discuss news about conflict between countries since 2010.

The highest level of confidence among Year 10 students was recorded for discussing news about a conflict between countries and for arguing an opinion about a political or social issue (both 59 per cent), followed by organising a group of students to achieve changes at school (50 per cent). Less than half of the Year 10 students expressed confidence in presenting information about a political or social issue on social media (45 per cent), being a candidate at a school/class election (43 per cent), giving a speech to the class about a political or social issue (42 per cent) and writing a letter or email to a newspaper (40 per cent).

Among Year 10 students, confidence increased significantly for discussing news about a conflict between countries (+4 percentage points since 2013, +5 since 2010), but decreased significantly for writing a letter or email to a newspaper (-6 since 2013, -13 since 2010), for being a candidate in a school or class election (-4 since 2013, -6 since 2010) and for giving a

speech to your class about a social or political issue (-3 since 2013, -5 since 2010). Students also expressed lower levels of confidence in organising a group of students in order to achieve changes at school in 2016 compared to 2010 (-4) but not compared to 2013.

Table 6.13 records the 2016 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 2013 and 2010.

Table 6.13 Average scale scores for confidence to actively engage in civic action, overall and by gender (2016, 2013 and 2010)

Confidence to actively engage in civic action		All students		Males		Females		Difference (M-F)	
Year 6	2016	48.7	(±0.4)	47.6	(±0.5)	49.8	(±0.5)	**-2.2**	(±0.6)
	2013	49.1	(±0.4)	47.9	(±0.5)	50.3	(±0.5)	**-2.4**	(±0.6)
	2010	49.0	(±0.4)	47.3	(±0.5)	50.6	(±0.5)	**-3.3**	(±0.7)
	Difference (2016-2013)	-0.4	(±0.6)	-0.3	(±0.7)	-0.5	(±0.7)	0.1	(±0.8)
	Difference (2016-2010)	-0.3	(±0.7)	0.3	(±0.8)	-0.8	(±0.9)	**1.1**	(±1.0)
Year 10	2016	49.0	(±0.5)	48.0	(±0.7)	50.0	(±0.6)	**-2.0**	(±0.8)
	2013	49.5	(±0.3)	48.7	(±0.5)	50.4	(±0.5)	**-1.7**	(±0.8)
	2010	50.0	(±0.5)	48.9	(±0.7)	51.1	(±0.7)	**-2.2**	(±1.0)
	Difference (2016-2013)	-0.5	(±1.1)	-0.6	(±1.2)	-0.4	(±1.2)	-0.2	(±1.4)
	Difference (2016-2010)	-1.0	(±1.2)	-0.8	(±1.4)	-1.1	(±1.3)	0.3	(±1.6)
Differences (Year 10-Year 6)	2016	0.3	(±0.6)	0.4	(±0.8)	0.2	(±0.8)		
	2013	0.5	(±0.5)	**0.8**	(±0.7)	0.2	(±0.7)		
	2010	**1.0**	(±0.6)	**1.5**	(±0.9)	0.4	(±0.8)		

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

The results reveal that in 2016 there was no statistically significant difference between Year 6 and Year 10 students' confidence to actively engage in civic action on the whole or when separated by gender. This difference tended to be higher in the previous surveys, with significant differences between Year 10 and Year 6 male students' confidence both in 2013 and 2010, and between Year 10 and Year 6 (all) students' confidence in 2010. At both year levels in 2016, female students tended to express significantly higher levels of confidence than male students.

When comparing the results from 2016 with those from the previous surveys, one statistically significant trend was observed. The gap in confidence to actively engage in civic action between the genders for Year 6 decreased slightly since 2010 (from -3.3 to -2.2 scale points). However, neither the males nor the females changed significantly in confidence over time.

Associations between confidence to actively engage and achievement

Table 6.14 shows the average confidence to actively engage in civic action for students above and below the proficient standard in 2016, 2013 and 2010, along with the correlation of the confidence to actively engage scale with NAP–CC achievement for each round.

Table 6.14 Average confidence to actively engage in civic action for students above and below the proficient standard (2016, 2013 and 2010)

	Proficient standard	2016		2013		2010	
Year 6	Below	46.5	(±0.6)	46.2	(±0.6)	46.2	(±0.6)
	Above	50.4	(±0.5)	51.7	(±0.4)	51.5	(±0.5)
	Difference	**4.0**	(±0.7)	**5.5**	(±0.7)	**5.3**	(±0.7)
	Correlation	**.24**	(±.05)	**.33**	(±.04)	**.36**	(±.04)
Year 10	Below	46.4	(±0.7)	46.7	(±0.5)	46.5	(±0.5)
	Above	53.2	(±0.6)	53.1	(±0.5)	53.6	(±0.5)
	Difference	**6.8**	(±0.9)	**6.4**	(±0.8)	**7.0**	(±0.7)
	Correlation	**.34**	(±.03)	**.38**	(±.03)	**.42**	(±.03)

Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences and statistically significant correlation coefficients (p<0.05) in **bold**.

In 2016, Year 6 students performing above the proficient standard showed significantly more confidence to actively engage in civic action than their lower performing counterparts. There was a small positive correlation between the students' confidence to actively engage in civic action and their civic knowledge (0.24) in 2016. The association was stronger in previous cycles.

Year 10 students performing above the proficient standard also showed significantly more confidence to actively engage in civic action than those performing below the proficient standard, and the difference was large (more than half a standard deviation). The correlation between Year 10 students' confidence to actively engage in civic action was positive (0.34) and moderate in size. At both year levels, high confidence to actively engage in civic action was significantly associated with civic knowledge.

The above described associations are also illustrated in figure 6.2.
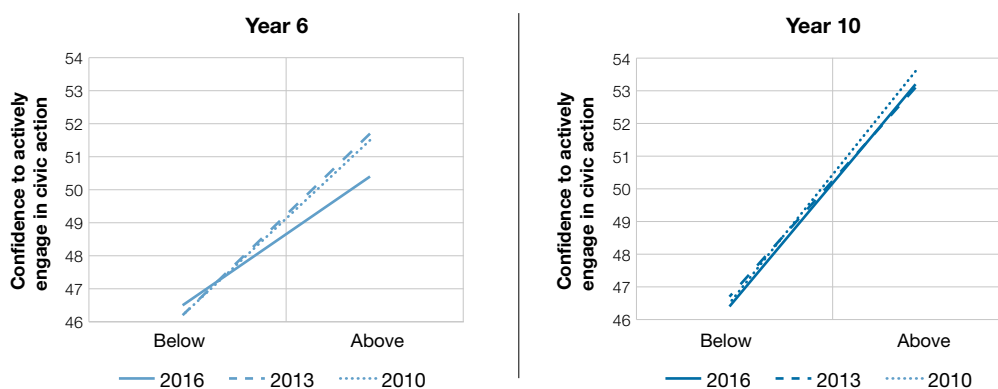
Figure 6.2 Average confidence to actively engage in civic action for students above and below the proficient standard (2016, 2013 and 2010)

These results point to a small relationship in Year 6 and a moderate relationship in Year 10 between students' confidence to actively engage in civic action and their test performance, where higher levels of confidence were associated with higher civic knowledge.

Beliefs in the value of civic action

Citizens need to believe in the value of becoming active and that civic action will have positive consequences, if they want to actively engage in society. These beliefs were measured in the NAP–CC survey with an item 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.
- It is important for students to vote in school elections.
- Citizens can have strong influence on government policies in Australia (Year 10 only).

The fifth item was a new addition to the survey in 2016. 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 (five at Year 6 and six 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 6.15 shows the percentage of agreement (that is, the combination of the two categories 'strongly agree' and 'agree') and corresponding confidence intervals for Year 6 and Year 10 students, since 2010. Majorities at both year levels expressed agreement with all the statements included in the question.

Table 6.15   Percentage agreement with valuing civic action (2016, 2013 and 2010)

	Valuing civic action	% Agreement				
		2016	2013	2010	Difference 2016–2013	Difference 2016–2010
Year 6	If students act together at school they can make real change happen.	93 (±1.0)	92 (±0.9)	92 (±1.0)	0.7 (±1.3)	**1.4** (±1.4)
	Elected student representatives (such as student council or SRC members) contribute to school decision making.	85 (±1.7)	85 (±1.7)	83 (±1.5)	0.4 (±2.4)	1.8 (±2.3)
	Student participation in how schools are run can make schools better.	89 (±1.1)	89 (±1.0)	87 (±1.1)	0.6 (±1.5)	**2.3** (±1.5)
	Organising groups of students to express their opinions could help solve problems in schools.	87 (±1.3)	87 (±1.1)	83 (±1.4)	0.0 (±1.7)	**3.5** (±1.9)
	It is important for students to vote in school elections.	87 (±1.3)	- -	- -	- -	- -
Year 10	If students act together at school they can make real change happen.	91 (±1.1)	90 (±1.0)	89 (±1.2)	0.9 (±1.5)	**1.7** (±1.6)
	Elected student representatives (such as student council or SRC members) contribute to school decision making.	79 (±1.6)	79 (±1.7)	76 (±1.9)	-0.5 (±2.3)	**3.1** (±2.5)
	Student participation in how schools are run can make schools better.	88 (±1.2)	89 (±1.2)	88 (±1.2)	-0.4 (±1.7)	0.7 (±1.7)
	Organising groups of students to express their opinions could help solve problems in schools.	84 (±1.4)	85 (±1.6)	83 (±1.5)	-0.7 (±2.1)	1.7 (±2.1)
	It is important for students to vote in school elections.	84 (±1.4)	- -	- -	- -	- -
	Citizens can have strong influence on government policies in Australia.	82 (±1.6)	82 (±1.6)	80 (±1.5)	0.7 (±2.3)	2.0 (±2.2)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

When comparing the 2016 results with those from the two previous surveys, the only significant differences are with 2010. Among Year 6 students, significantly more students in 2016 believed that if students act together at school, they can make real change happen, that student participation in how schools are run can make schools better, and that organising groups of students to express their opinions could help solve problems at school, compared with 2010.

For Year 10 students, significantly more students in 2016 agreed that if students act together at school, they can make real change happen, and that elected student representatives contribute to school decision making, than in 2010.

Table 6.16 records the 2016 average scores for the scale reflecting valuing civic action in both year levels overall, by gender groups and in comparison with 2013 and 2010.

Table 6.16 Average scale scores for valuing civic action, overall and by gender (2016, 2013 and 2010)

Valuing civic action		All students		Males		Females		Difference (M-F)	
Year 6	2016	51.0	(±0.4)	50.2	(±0.6)	51.8	(±0.5)	**-1.6**	(±0.6)
	2013	51.3	(±0.4)	50.2	(±0.5)	52.4	(±0.6)	**-2.2**	(±0.7)
	2010	50.1	(±0.4)	49.0	(±0.5)	51.2	(±0.5)	**-2.3**	(±0.6)
	Difference (2016-2013)	-0.3	(±0.6)	0.0	(±0.8)	-0.6	(±0.8)	0.6	(±1.0)
	Difference (2016-2010)	**0.9**	(±0.8)	**1.3**	(±0.9)	0.6	(±0.9)	0.7	(±1.0)
Year 10	2016	52.4	(±0.4)	51.4	(±0.7)	53.5	(±0.6)	**-2.1**	(±0.9)
	2013	51.9	(±0.5)	50.7	(±0.7)	53.2	(±0.6)	**-2.5**	(±0.9)
	2010	50.0	(±0.5)	48.3	(±0.5)	51.6	(±0.5)	**-3.2**	(±0.6)
	Difference (2016-2013)	0.5	(±0.8)	0.7	(±1.1)	0.3	(±1.0)	0.4	(±1.4)
	Difference (2016-2010)	**2.4**	(±0.8)	**3.0**	(±1.0)	**1.9**	(±0.9)	1.2	(±1.2)
Differences (Year 10-Year 6)	2016	**1.4**	(±0.6)	**1.2**	(±0.9)	**1.6**	(±0.8)		
	2013	0.6	(±0.6)	0.4	(±0.8)	0.7	(±0.9)		
	2010	-0.1	(±0.6)	-0.6	(±0.7)	0.4	(±0.7)		

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

As with the percentage of agreement with valuing civic action, comparing the scale scores from 2016 with those from the previous surveys showed significant differences occurring between 2016 and 2010 only. There was a significant increase in Year 6 male students' belief in the value of civic action since 2010. There was no difference in Year 6 female scale scores since 2010.

For Year 10 students, there was a significant increase in their belief in the value of civic action since 2010, which is attributable to both male and female students increasing their belief over that time period, although male students showed significantly more growth in their belief in the value of civic action (+1.2 scale points). The growth in levels of belief since 2010 was greater for Year 10 students than Year 6.

The results reveal that in 2016 there were statistically significant differences in scale scores between Year 6 and Year 10 students overall, as well as for males and females. These differences were small. Year 10 students had greater belief in the value of civic action, and this was the first time in three cycles of the survey that there was a significant difference

between year levels. Consistent with both previous rounds of the survey, females had significantly more belief in the value of civic action than males at both year levels.

Associations between beliefs in the value of civic action and achievement

Table 6.17 shows the average belief in the value of civic action for students above and below the proficient standard for 2016, 2013 and 2010, along with the correlation of the belief in the value of civic action scale with NAP–CC achievement for each round.

Table 6.17 Average valuing civic action for students above and below the proficient standard (2016, 2013 and 2010)

	Proficient standard	2016		2013		2010	
Year 6	Below	49.0	(±0.6)	49.2	(±0.5)	47.9	(±0.5)
	Above	52.6	(±0.5)	53.3	(±0.5)	51.7	(±0.5)
	Difference	**3.6**	(±0.8)	**4.2**	(±0.7)	**3.8**	(±0.7)
	Correlation	**.24**	(±.04)	**.27**	(±.03)	**.27**	(±.03)
Year 10	Below	50.6	(±0.7)	50.2	(±0.7)	48.7	(±0.6)
	Above	55.4	(±0.7)	54.0	(±0.8)	51.4	(±0.7)
	Difference	**4.9**	(±1.1)	**3.9**	(±1.1)	**2.7**	(±0.9)
	Correlation	**.26**	(±.04)	**.22**	(±.04)	**.21**	(±.04)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences and statistically significant correlation coefficients (p<0.05) in **bold**.*

In 2016, at both year levels, students performing above the proficient standard showed significantly more belief in the value of civic action than their lower performing counterparts (+3.6 scale points for Year 6, +5 for Year 10). This difference was moderate in size. There was a mild correlation between belief in the value of civic action and test performance, where higher belief was associated with stronger civic knowledge.

A similar relationship is evident in the two previous surveys. However, the average score in both groups appeared to increase between 2010 and 2013. In addition, the differences for Year 10 students have steadily increased in magnitude since 2010 (2.7 scale points, then 3.9 scale points in 2013).

These associations are also illustrated in figure 6.3.
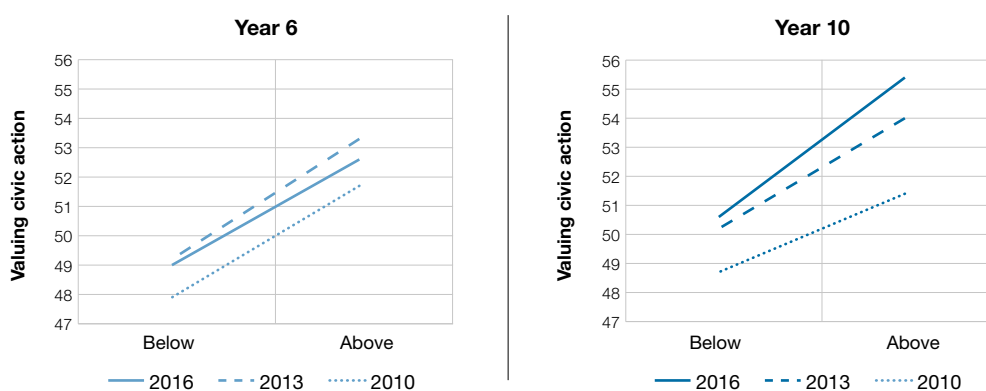
Figure 6.3 Average valuing civic action for students above and below the proficient standard (2016, 2013 and 2010)

In summary, these results indicate a mild to moderate relationship between students' belief in the value of civic action and their test performance, where higher levels of belief are associated with higher civic knowledge. This relationship had been getting progressively stronger for Year 10 students over time.

Student intentions to engage in civic action

Expected active civic engagement in future adult life

While young people below the age of 18 have some limitations regarding their opportunities to engage with the organisations, elected bodies and democratic processes that are core to a functioning democracy, 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 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 6.18 Percentages of expectations of active future civic engagement (Year 10)

Expectations of active future civic engagement	% Certainly or probably				
	2016	2013	2010	Difference 2016-2013	Difference 2016-2010
Find information about candidates before voting in an election	78 (±1.6)	76 (±1.5)	72 (±1.8)	1.9 (±2.2)	**6.8** (±2.4)
Help a candidate or party during an election campaign	29 (±1.8)	28 (±1.6)	21 (±1.4)	1.1 (±2.3)	**7.5** (±2.2)
Join a political party	13 (±1.2)	10 (±1.0)	10 (±0.9)	**2.5** (±1.6)	**3.1** (±1.5)
Join a trade or other union	23 (±1.8)	24 (±1.6)	25 (±1.7)	-1.1 (±2.4)	-2.1 (±2.4)
Stand as a candidate in local council or shire elections	12 (±1.1)	10 (±1.1)	9 (±0.8)	**1.9** (±1.6)	**3.7** (±1.4)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in* **bold**.

Table 6.18 shows the percentage of positive expectations to engage and corresponding confidence intervals for Year 10 students, since 2010. In 2016, about three out of four Year 10 students expected to find information about candidates before voting in an election (78 per cent), but only minorities of Year 10 students thought that they would engage in more active forms of engagement.

Twenty-nine per cent of students reported that they considered helping a candidate or party during an election campaign and 23 per cent indicated that they would join a trade or other union (24 per cent). Slightly more than one in 10 students expected to join a political party (13 per cent) or stand as a candidate in local council or shire elections (12 per cent).

Comparing the 2016 results with those from the two previous surveys, there were significantly more Year 10 students expecting to join a political party or stand as a candidate in local council or shire election than in both 2013 (+2.5 and +1.9 percentage points respectively) and in 2010 (+3.1 and +3.7 percentage points respectively).

There were no other significant differences with the 2013 results. However, compared with 2010, there were significantly more Year 10 students indicating that they would find information about candidates before voting in an election (+6.8 percentage points) and help a candidate or party during an election campaign (+7.5 percentage points). There were slightly fewer students expecting to join a trade or other union in 2016 than in 2013 (-1.1 percentage points) and 2010 (-2.1 percentage points), although these differences were not significant.

Table 6.19 Average scale scores for expectations of future civic engagement, overall and by gender (Year 10) (2016, 2013 and 2010)

Expectations of active future civic engagement		All students		Males		Females		Difference (M-F)	
Year 10	2016	51.2	(±0.5)	50.8	(±0.6)	51.7	(±0.6)	**-0.8**	(±0.8)
	2013	50.5	(±0.4)	49.9	(±0.6)	51.0	(±0.5)	**-1.1**	(±0.7)
	2010	50.0	(±0.4)	49.2	(±0.5)	50.7	(±0.5)	**-1.5**	(±0.6)
	Difference (2016-2013)	**0.8**	(±0.7)	**0.9**	(±0.9)	0.6	(±0.9)	0.3	(±1.1)
	Difference (2016-2010)	1.2	(±1.3)	**1.6**	(±1.4)	0.9	(±1.4)	0.7	(±1.5)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

Table 6.19 records the 2016 average scores for the scale reflecting expectations of active future civic engagement in Year 10 overall, by gender groups and in comparison with 2013 and 2010. The results reveal that Year 10 students had significantly higher scale scores in 2016 than in 2013 but not 2010.

However, between-cycle growth occurred only for the male students, who had significantly higher scale scores in 2016 than in both 2013 and 2010, while female students did not show a significant difference in their scale score between the last two cycles. Consistent with both previous rounds of the survey, females had slightly but significantly more expectation of active future civic engagement than males. The gap between the genders did not significantly change over time.

Associations between expected active civic engagement in future adult life and achievement

Table 6.20 shows the average level of expected future active civic engagement for students above and below the proficient standard for 2016, 2013 and 2010, along with the correlation of the belief in the value of civic action scale with NAP–CC achievement for each round.

Table 6.20 Average expectations of active future civic engagement for students above and below the proficient standard (2016, 2013 and 2010)

	Proficient standard	2016		2013		2010	
Year 10	Below	50.3	(±0.6)	49.3	(±0.6)	48.9	(±0.5)
	Above	52.8	(±0.8)	51.9	(±0.5)	51.1	(±0.4)
	Difference	**2.5**	(±1.1)	**2.6**	(±0.7)	**2.2**	(±0.7)
	Correlation	**.14**	(±.05)	**.14**	(±.04)	**.13**	(±.04)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences and statistically significant correlation coefficients (p<0.05) in **bold**.*

In 2016, Year 10 students performing above the proficient standard showed significantly more belief in the value of civic action than their lower performing counterparts. There was a slight positive correlation with achievement, where higher levels of expected future active civic engagement were weakly associated with higher civic knowledge.

A similar relationship is evident in the two previous surveys: in both 2013 and 2010 Year 10 students performing above the proficient standard showed significantly more expected future active engagement than those performing below the proficient standard, and the differences were of approximately the same magnitude (2.6 scale points in 2013 and 2.2 points in 2010) to that observed for 2016 (2.5 scale points). There was no change in the correlation between expected future active engagement and civic knowledge in the last three survey rounds. These associations are illustrated in Figure 6.4.
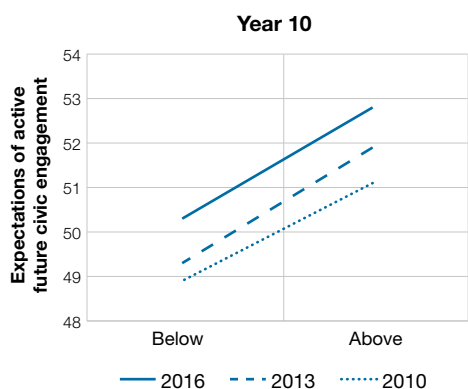
Figure 6.4 Average expectations of active future civic engagement for students above and below the proficient standard (2016, 2013 and 2010)

Consistent with the results in table 6.20, a steady increase in expected future active engagement was observed in the scale score. This increase was apparent in both ability groups.

In summary, these results show a weak relationship between students' expectations of active future civic engagement and test performance, where higher expectations are slightly associated with higher civic knowledge. Although Year 10 students' expectations increased steadily over the last three survey cycles, the relationship with test performance remained the same.

Promotion of important issues

While young people are subject to certain limitations regarding the extent that they can engage in civic and citizenship-related activities in society, it is possible to assess their expectations regarding future prospective engagement. The NAP–CC student survey included items 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 humanitarian 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:

- sign an online petition
- write a letter or an email to a newspaper
- write your opinion about an issue on the internet (for example, on a blog or web-forum)
- 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.

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 6.21 shows the percentage of positive intentions to promote important issues and corresponding confidence intervals for Year 6 and Year 10 students, since 2010.

Table 6.21 Percentages of intentions to promote important issues in the future (2016, 2013 and 2010)

Intentions to promote important issues in the future	% Certainly or probably				
	2016	2013	2010	Difference 2016-2013	Difference 2016-2010
Year 6 Sign an online petition	43 (±2.0)	31 (±2.0)	27 (±1.6)	**11.9** (±2.9)	**16.4** (±2.6)
Write a letter or an email to a newspaper	32 (±1.8)	37 (±1.8)	39 (±1.8)	**-4.8** (±2.6)	**-6.7** (±2.6)
Write your opinion about an issue on the internet (e.g. on a blog or web-forum)	45 (±1.6)	40 (±1.8)	40 (±2.1)	**4.6** (±2.4)	**4.9** (±2.6)
Wear a badge, hat or t-shirt expressing your opinion	40 (±1.7)	43 (±2.0)	46 (±1.9)	**-3.1** (±2.6)	**-6.2** (±2.6)
Contact a member of parliament or local council	25 (±1.8)	34 (±1.9)	29 (±1.7)	**-8.9** (±2.6)	**-4.2** (±2.5)
Take part in a peaceful march or rally	48 (±2.1)	51 (±2.1)	47 (±1.9)	-3.0 (±3.0)	0.9 (±2.8)
Collect signatures for a petition	38 (±1.9)	41 (±1.9)	40 (±1.9)	**-3.5** (±2.7)	-2.3 (±2.7)
Choose not to buy certain products or brands of product as a protest	40 (±1.9)	40 (±1.7)	36 (±1.8)	-0.5 (±2.5)	**3.6** (±2.6)

▷

Intentions to promote important issues in the future	% Certainly or probably				
	2016	2013	2010	Difference 2016-2013	Difference 2016-2010
Sign an online petition	67 (±2.0)	60 (±2.0)	55 (±2.0)	**6.9** (±2.8)	**12.3** (±2.8)
Write a letter or an email to a newspaper	34 (±1.6)	38 (±1.8)	46 (±2.1)	**-4.6** (±2.4)	**-12.5** (±2.7)
Write your opinion about an issue on the internet (e.g. on a blog or web-forum)	51 (±1.8)	47 (±1.8)	45 (±1.9)	**3.7** (±2.6)	**5.5** (±2.6)
Wear a badge, hat or t-shirt expressing your opinion	44 (±2.1)	46 (±1.7)	51 (±2.3)	-2.4 (±2.7)	**-7.4** (±3.1)
Contact a member of parliament or local council	27 (±1.8)	36 (±1.6)	32 (±1.7)	**-8.8** (±2.4)	**-5.6** (±2.5)
Take part in a peaceful march or rally	45 (±2.0)	49 (±1.8)	46 (±2.4)	**-3.7** (±2.7)	-0.8 (±3.1)
Collect signatures for a petition	45 (±2.2)	53 (±1.8)	50 (±2.6)	**-8.0** (±2.8)	**-5.1** (±3.4)
Choose not to buy certain products or brands of product as a protest	51 (±2.2)	53 (±1.9)	49 (±2.5)	-1.8 (±2.9)	1.5 (±3.3)

Row label: Year 10

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

Among Year 6 students in 2016, about half were confident they would take part in a peaceful march or rally (48 per cent), or write their opinion about an issue on the internet (45 per cent). About two in five Year 6 students thought they would sign an online petition (43 per cent), wear a badge, hat or t-shirt expressing their opinion (40 per cent), choose not to buy certain products or brands (40 per cent), or collect signatures for a petition (38 per cent). One in three Year 6 students indicated they would write a letter or an email to a newsletter (32 per cent) and a quarter would contact a member of parliament or local council (25 per cent).

Year 10 students were most confident that they would sign an online petition (67 per cent), and half were confident they would write their opinion about an issue on the internet (51 per cent), choose not to buy certain products or brands as a protest (51 per cent), take part in a peaceful march or rally (45 per cent), or collect signatures for a petition (45 per cent). Forty-four per cent of students indicated they would wear a badge, hat or t-shirt expressing their opinion, and a third of students thought they would write a letter or an email to a newspaper (34 per cent). One in four students expected to contact a member of parliament or local council (27 per cent).

When comparing the 2016 results with those from the two previous surveys, a significantly higher percentage of Year 6 students expected that they would sign an online petition (+16 and +12 percentage points compared to 2010 and 2013, respectively) or write their opinion about an issue on the internet (+5 percentage points since both 2010 and 2013). The number of Year 6 students expecting that they would choose not to buy certain products or brands as a protest also increased significantly since 2010 (+4 percentage points), but not since 2013.

Significantly fewer Year 6 students thought they would contact a member of parliament or local council (-4 and -9 percentage points since 2010 and 2013 respectively), write a letter or email to a newspaper (-7 and -5 percentage points since 2010 and 2013 respectively), wear a badge, hat or t-shirt expressing your opinion (-6 and -3 percentage points since 2010 and 2016 respectively), or collect signatures for a petition (-4 percentage points since 2013, no change since 2010).

The between-round differences for Year 10 students were very similar to those for Year 6. The two activities associated with positive growth in intention to promote important issues were also signing an online petition (+12 and +7 percentage points since 2010 and 2013 respectively) and writing their opinion about an issue on the internet (+6 and +4 percentage points since 2010 and 2013 respectively).

There was significant decline in the number of students indicating they would contact a member of parliament or local council (-6 and -9 percentage points since 2010 and 2013 respectively), collect signatures for a petition (-5 and -8 percentage points since 2010 and 2013 respectively), write a letter or email to a newspaper (-13 and -5 percentage points since 2010 and 2013 respectively), or take part in a peaceful march or rally (-4 percentage points since 2013).

Table 6.22 records the 2016 average scores for the scale reflecting intentions to promote important issues in both year levels overall, by gender groups and in comparison with 2013 and 2010.

Table 6.22 Average scale scores for intentions to promote important issues in the future, overall, and by gender (2016, 2013 and 2010)

Intentions to promote important issues in the future		All students		Males		Females		Difference (M-F)	
Year 6	2016	48.9	(±0.3)	48.3	(±0.4)	49.5	(±0.4)	**-1.2**	(±0.6)
	2013	49.0	(±0.3)	48.0	(±0.4)	50.0	(±0.4)	**-2.0**	(±0.6)
	2010	48.4	(±0.3)	47.4	(±0.4)	49.5	(±0.4)	**-2.1**	(±0.5)
	Difference (2016-2013)	-0.1	(±1.0)	0.3	(±1.1)	-0.5	(±1.1)	0.8	(±1.2)
	Difference (2016-2010)	0.4	(±1.0)	0.9	(±1.1)	0.0	(±1.1)	0.9	(±1.2)
Year 10	2016	50.1	(±0.4)	48.2	(±0.6)	52.1	(±0.5)	**-3.9**	(±0.7)
	2013	50.0	(±0.4)	48.0	(±0.6)	52.2	(±0.5)	**-4.2**	(±0.8)
	2010	50.0	(±0.6)	47.2	(±0.6)	52.6	(±0.7)	**-5.4**	(±0.9)
	Difference (2016-2013)	0.1	(±1.1)	0.3	(±1.3)	0.0	(±1.2)	0.3	(±1.4)
	Difference (2016-2010)	0.1	(±1.4)	1.0	(±1.5)	-0.5	(±1.5)	1.5	(±1.7)
Differences (Year 10-Year 6)	2016	**1.3**	(±0.5)	0.0	(±0.7)	**2.6**	(±0.7)		
	2013	**1.0**	(±0.5)	-0.1	(±0.7)	**2.2**	(±0.7)		
	2010	**1.6**	(±0.6)	-0.2	(±0.7)	**3.2**	(±0.8)		

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in* **bold**.

The results reveal that in 2016 there was a statistically significant difference between scale scores for Year 6 and Year 10 students overall, with Year 10 students scoring significantly higher (+1.3 scale points). This difference was due to Year 10 female students scoring significantly higher than Year 6 female students (+2.6 scale points), while there was no difference between Year 10 and Year 6 male students. A similar pattern of results was seen in both previous rounds of the survey.

Consistent with both previous rounds of the survey, females had significantly higher expectations to promote important issues in the future than males at both year levels, although the magnitude of these differences were significantly greater for Year 10 students (as in previous rounds).

When comparing the results from 2016 with those from the previous surveys, there were no significant between-round differences in scale scores at either year level, for either gender group.

Associations between student intentions to promote important issues and achievement

Table 6.23 shows the average level of intention to promote important issues in the future for students above and below the proficient standard for 2016, 2013 and 2010, along with the correlation of the intentions to promote important issues scale with NAP–CC achievement for each round.

Table 6.23 Average intentions to promote important issues in the future for students above and below the proficient standard (2016, 2013 and 2010)

	Proficient standard	2016		2013		2010	
Year 6	Below	48.1	(±0.5)	47.7	(±0.5)	47.0	(±0.5)
	Above	49.5	(±0.4)	50.2	(±0.4)	49.8	(±0.4)
	Difference	**1.3**	(±0.7)	**2.6**	(±0.6)	**2.8**	(±0.7)
	Correlation	**.08**	(±.04)	**.16**	(±.04)	**.22**	(±.04)
Year 10	Below	48.1	(±0.6)	47.8	(±0.5)	47.2	(±0.5)
	Above	53.4	(±0.7)	52.9	(±0.6)	52.9	(±0.7)
	Difference	**5.2**	(±0.9)	**5.1**	(±0.8)	**5.7**	(±0.8)
	Correlation	**.30**	(±.04)	**.31**	(±.04)	**.33**	(±.04)

Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences and statistically significant correlation coefficients (p<0.05) in **bold***.*

In 2016, at both year levels, students performing above the proficient standard showed significantly more intention to promote important issues than their lower performing counterparts. The difference between low- and high-performing students' levels of belief

was much greater for Year 10 students (+5.2 scale points) than Year 6 (+1.3 scale points). Consequently, there was a positive correlation between Year 10 students' intentions and their civic knowledge (0.30), where higher intentions were associated with higher civic knowledge, but no such relationship existed for Year 6 (0.08).

Similar relationships were evident in the two previous surveys. In both 2013 and 2010, Year 6 students performing above the proficient standard showed significantly higher intention to promote important issues than those performing below the proficient standard, although the differences were higher (2.6 scale points in 2013 and 2.8 points in 2010) than that observed for 2016 (1.3 scale points).

There were also stronger correlations between Year 6 students' intentions and their civic knowledge in previous rounds, particularly in 2010, where higher intentions were mildly associated with higher civic knowledge, but this association has steadily declined over the last six years. This change in relationship was mostly due to an increase in the intention to promote important issues in the lower performing students (see also figure 6.5).

Year 10 students performing above the proficient standard also showed significantly higher intention to promote important issues than their lower performing counterparts. The difference was similar in size across assessment cycles.
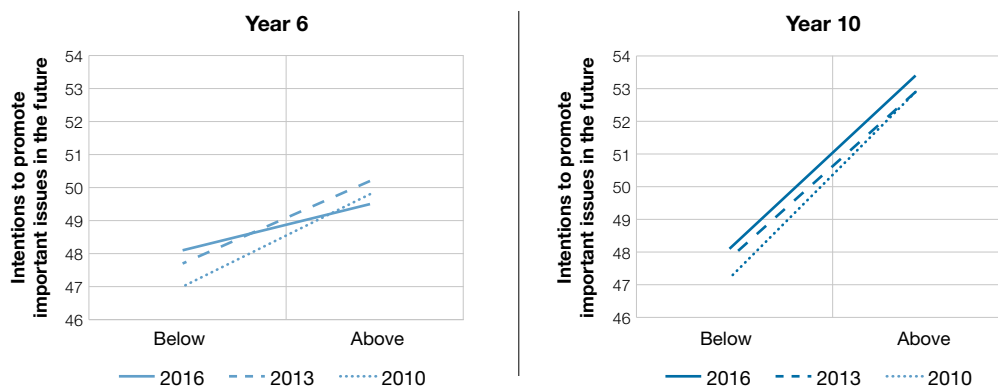
Figure 6.5 Average intentions to promote important issues in the future for students above and below the proficient standard (2016, 2013 and 2010)

In summary, these results indicate a moderate relationship in Year 10 between students' intentions to promote important issues in the future and their test performance, where higher intentions to promote important issues were associated with higher civic knowledge. While this relationship remained relatively strong over time for Year 10 students, it diminished markedly for Year 6 students since 2010, to the extent that it was not substantial in the current round.

The next section looks at the relationship between students' intentions to promote important issues in the future and other engagement indicators from the NAP–CC assessment.

Associations between student intentions to promote important issues and selected engagement indicators

Citizens' decisions to promote important issues 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, when estimating students' intentions to promote important issues in the future, their civic interest, their confidence to actively engage and their belief in the value of civic action are regarded as important factors.

The following analysis presents the results of a multiple linear regression analysis predicting students' intentions to promote important issues using students' civic interest, confidence and belief in the value of civic action as predictors. Table 6.24 summarises these results.

Table 6.24 Predicting student intentions to promote important issues using students' interest in civic issues, confidence to actively engage in civic action, and valuing civic action

	Interest in civic issues		Confidence to actively engage		Belief in value of civic action		*R Squared*	
Year 6	**0.15**	(±0.06)	**0.34**	(±0.05)	**0.05**	(±0.04)	**0.23**	(±0.04)
Year 10	**0.29**	(±0.05)	**0.29**	(±0.05)	**0.08**	(±0.04)	**0.34**	(±0.04)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in* **bold**.

For Year 6 students, 23 per cent of the variation in students' intentions to promote important issues can be explained by a combination of their interest in civic issues, confidence to actively engage, and their belief in the value of civic action. All regression coefficients were significant, although students' confidence to actively engage had the highest contribution to the prediction of intentions to promote important issues, where an increase of one point on the confidence to engage scale predicted an increase of 0.34 points of the intention to promote important issues scale.

Interest in civic issues also made a small contribution for Year 6 students, with an increase of one point on the interest in civic issues scale predicting an increase of 0.15 points on the intention to promote important issues scale. The net effect of belief in value of civic action was not substantial.

Among Year 10 students the relationship was stronger, with a third of the variation in students' intentions to promote important issues being explained by the regression model. Again, all regression coefficients were significant, with interest in civic issues and confidence to actively engage contributing equally to the prediction of students' intentions to promote important issues (where a point increase on either scale predicted an increase of 0.29 points on the intention to promote important issues scale). Belief in the value of civic action also did not contribute to the prediction of Year 10 students' intentions.

These results indicate that for Year 6 students, having the confidence to actively engage in civic society was the most important factor influencing their intentions to promote important issues. For Year 10 students, having the confidence to actively engage as well as being interested in civic issues were equally influential in shaping their decisions to promote important issues in the future.

Summary

The results presented in this chapter have shown varied but important relationships between students' civic knowledge, their interest and motivation, their expectation regarding the effectiveness of participation, and their confidence in their own ability to become actively engaged in a democratic society.

In general, younger students in Year 6 tended to show higher levels of involvement in civic-related activities at school, whereas older Year 10 students tended to show higher levels of civic-related communication and media use, greater belief in the value of civic action, and stronger intentions to promote important issues.

Female students were more likely than male students to show higher levels of involvement in activities both at school and in the community, as well as more interest in civic issues, higher confidence to engage in civic activities, stronger beliefs in the value of civic action, and greater expectations to both engage in civic activities and promote important issues in the future.

Generally, the 2016 results reported in this chapter were fairly similar to those reported in previous survey rounds. However, there was a clear shift towards the use of current technology and away from more traditional options when engaging in civic-related communication and media use compared to previous rounds. Students in 2016 also tended to have higher levels of interest in civic issues, greater belief in the value of civic action, and stronger expectations to engage in civic activities in the future, particularly compared to 2010.

As well as identifying positive associations between students' civic knowledge and their performance on each of the scales relating to their current and their intended future civic and citizenship engagement, the results also demonstrated the important role played by students' confidence and interest in civic issues in shaping their intentions for future civic involvement.

Australian Curriculum: Civics and Citizenship

This chapter explores the NAP–CC 2016 within the context of the Australian Curriculum: Civics and Citizenship. This includes the guiding principles in the formulation of the Australian Curriculum: Civics and Citizenship, the issues and trends identified in NAP–CC 2016, example items and student responses from the 2016 test, and suggestions for teaching and learning in schools.

Overview of the Australian Curriculum: Civics and Citizenship

The aim of the Australian Curriculum: Civics and Citizenship is to foster understanding of, and commitment to, national values of democracy, equity and justice. It develops appreciation of Australian diversity and what it means to be a citizen. It explores ways to participate in Australia's civic life and contribute positively as a local and global citizen.

In 2006, the national Statements of Learning for Civics and Citizenship set out the knowledge, skills, understandings and capacities for Australian students in the area of civics and citizenship. In 2008, the Melbourne Declaration provided explicit detail of the civics and citizenship educational goals for young Australians. The resulting shaping and writing of the Australian Curriculum: Civics and Citizenship and the validation of its achievement standards took place between July 2011 and December 2013.

The Australian Curriculum: Civics and Citizenship was endorsed by the Education Council in September 2015. For Years 3–6, Civics and Citizenship operates as one of the four integrated sub-strands in the Humanities and Social Sciences subject area. From Year 7 to Year 10, Civics and Citizenship is a discrete optional learning area. Education authorities within each of the Australian states and territories hold responsibility for the implementation in schools and education systems of the Australian Curriculum: Civics and Citizenship.

The content of the Australian Curriculum: Civics and Citizenship has three areas in which students acquire knowledge and understanding: government and democracy; laws and citizens; and citizenship, diversity and identity. There are also four areas in which students

develop skills: questioning and research; analysis, synthesis and interpretation; problem-solving and decision-making; communication and reflection.

For each year level, the Australian Curriculum: Civics and Citizenship provides an achievement standard which describes the attributes of a 'typical' student. For Year 6, this includes being able to:

- explain the role and importance of people, institutions, and processes to Australia's democracy and legal system
- describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens.

For Year 10, this includes being able to:

- compare and evaluate the key features and values of systems of government
- analyse the Australian Government's global roles and responsibilities
- explain how Australia's international legal obligations influence law and government
- evaluate a range of factors that sustain democratic societies.

It should be noted that NAP–CC 2016 was neither written nor developed to measure student performance against the Australian Curriculum: Civics and Citizenship achievement standards. However, the NAP–CC Assessment Framework and the Australian Curriculum: Civics and Citizenship share similar definitions as well as commonality in the breadth of understanding, skills, values and disposition. Systems, schools and teachers will find it useful to use the achievement standards for the Australian Curriculum: Civics and Citizenship in their teaching to support student performance when it is measured in future iterations of NAP–CC.

Trends and issues identified in NAP–CC 2016

Student performance in NAP–CC 2016, as identified in detail in chapter 4, indicates the following:

- a significant decline in the performance of Year 10 students in 2016 in comparison to Year 10 students in 2013 and 2010
- no significant difference in the performance of Year 6 students for the same period
- differences in performance based on gender in both year levels, with female students also demonstrating greater willingness than male students to participate in civics-related activities
- a significant difference between the performance of Indigenous and non-Indigenous students in both Year 6 and Year 10.

Performance against the proficient standard – Year 6

The key performance measure established for achievement in NAP–CC for Year 6 is the proportion of students achieving at or above the proficient standard, which is the boundary between levels 1 and 2 on the NAP–CC scale.

Table 7.1 shows the percentage of Year 6 students at or above the proficient standard in each cycle of NAP–CC since 2004.

Table 7.1 Year 6 percentages at or above the proficient standard since 2004, nationally and by state and territory

	At or above proficient standard in 2016		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	
NSW	56	(±5.8)	56	(±4.8)	57	(±4.5)	64	(±6.3)	57	(±6.6)
Vic.	56	(±5.3)	58	(±5.5)	56	(±5.9)	59	(±5.5)	58	(±5.3)
Qld	52	(±4.4)	▼ 45	(±4.8)	▼ 41	(±5.9)	▼ 41	(±5.9)	▼ 37	(±6.4)
SA	55	(±6.3)	▼ 43	(±6.0)	48	(±5.5)	▼ 43	(±6.8)	▼ 43	(±6.7)
WA	52	(±5.3)	44	(±5.8)	51	(±5.8)	▼ 40	(±4.3)	▼ 39	(±5.7)
Tas.	53	(±5.6)	46	(±5.5)	54	(±4.7)	53	(±6.9)	48	(±6.6)
NT	34	(±8.0)	26	(±8.4)	32	(±6.2)	28	(±6.6)	41	(±7.1)
ACT	59	(±6.2)	64	(±6.0)	64	(±5.5)	60	(±8.7)	61	(±4.7)
Aust.	55	(±2.4)	52	(±2.4)	52	(±2.4)	53	(±2.8)	50	(±3.0)

*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 2016*
▼ *if significantly lower than 2016*

At the national level in 2016, 55 per cent of Year 6 students achieved at or above the proficient standard. This is not significantly different to the percentage achieved nationally in any of the previous cycles of NAP–CC. However, in Queensland the percentage of students reaching the proficient standard was statistically significantly higher in 2016 than in each of the previous NAP–CC cycles, in South Australia it was higher than in all previous cycles except for 2010, and in Western Australia it was higher than in 2007 and 2004.

Teachers can continue to support their students to develop proficiency in Year 6 by using the Year 6 achievement standard for the Australian Curriculum: Humanities and Social Sciences as the basis of their programming and unit development. It should be remembered that the Civics and Citizenship sub-strand states that students:

- explain the role and importance of people, institutions, and processes to Australia's democracy and its legal system
- describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens.

Beginning in Year 3, teachers may therefore find it useful to target the following Civics and Citizenship content descriptors:

- in Year 3 at ACHASSK072 (participation and contribution to communities)
- in Year 4 at ACHASSK093 (the nature of Australian communities)
- in Year 5 at ACHASSK115 (the values which underpin Australia's democracy)
- in Year 6 at ACHASSK146, ACHASSK147, ACHASSK148 (the nature and origin of laws, the rights and responsibilities of Australian citizenship, the obligations of global citizens).

Possible activities to incorporate into teaching programs are:

- site visits (virtually, or *in situ* via school-organised excursions) associated with key democratic institutions, such as Parliament House in Canberra, state or territory parliaments, local council chambers or law courts
- identify the characteristics that would make for a 'good' representative at the local, state/territory or national level
- investigate where ideas for new laws come from (for example, from party policy announced during an election campaign, from suggestions by members of parliament, from interest groups in the community)
- explore and role-play how bills are debated and scrutinised (for example, the role of parliamentary committees and the ability of citizens to make submissions to these committees)
- visit websites associated with Australian citizenship and identify the characteristics and obligations associated with Australian citizenship
- identify the obligations people may consider they have as Australian and global citizens (for example, an awareness of human rights issues, concern for the environment and sustainability, being active and informed about Australian and global issues)
- describe the differences between Australian citizenship and dual citizenship and any implications for identity and belonging
- use a current global issue (for example, immigration across borders or clearing native forests to establish palm oil plantations) to discuss the concept of global citizenship.

Performance against the proficient standard – Year 10

The key performance measure established for achievement in NAP–CC for Year 10 is the proportion of students achieving at or above the proficient standard, which is the boundary between levels 2 and 3 on the NAP–CC scale.

Table 7.2 shows the percentage of Year 10 students at or above the proficient standard in each cycle of NAP–CC since 2004.

Table 7.2 Year 10 percentages at or above the proficient standard since 2004, nationally and by state and territory

	At or above proficient standard in 2016		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	
NSW	43	(±4.9)	▲ 51	(±5.7)	▲ 61	(±8.1)	▲ 52	(±5.1)	48	(±4.9)
Vic.	39	(±6.1)	48	(±6.2)	47	(±6.7)	40	(±4.8)	40	(±7.4)
Qld	32	(±6.3)	35	(±4.1)	40	(±7.8)	30	(±5.0)	30	(±5.5)
SA	34	(±5.5)	35	(±5.7)	35	(±5.3)	43	(±7.8)	29	(±4.8)
WA	43	(±6.8)	44	(±6.0)	44	(±7.4)	33	(±6.9)	36	(±6.1)
Tas.	30	(±5.6)	32	(±6.0)	▲ 39	(±5.2)	38	(±5.8)	37	(±4.7)
NT	23	(±9.6)	20	(±7.0)	35	(±7.5)	33	(±10.9)	36	(±14.6)
ACT	46	(±5.1)	48	(±6.9)	50	(±8.7)	50	(±7.5)	48	(±7.6)
Aust.	38	(±2.7)	▲ 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 2016*
▼ *if significantly lower than 2016*

At the national level in 2016, 38 per cent of Year 10 students achieved at or above the proficient standard. This is statistically significantly lower than the percentage achieved in each of the two previous cycles (2013 and 2010). However, it is not significantly different to the percentage achieved in 2004 or 2007. This reflects the general observation that, at the Year 10 level after an increase across 2010 and 2013 achievement appears to have declined to something similar to that shown in the first two cycles of NAP–CC.

This pattern is not as clearly reflected in changes across the individual states and territories with the exception of New South Wales where the percentage of students achieving at or above the proficient standard in 2016 is statistically significantly lower than in each of 2013, 2010 and 2007.

Overall, the findings indicate that, among Year 10 students, there has been a decline in awareness of the specific details of Australian democracy, as well as a decline in the ability to make connections between the processes and outcomes of Australia's civic institutions.

This indicates that Year 10 students may need to become more aware of the roles and responsibilities of individuals and groups, or be provided with greater opportunities for positive civic participation and discussion. These opportunities might include:

- volunteering to support community organisations, charities, environmental or animal welfare groups, such as the Red Cross or the RSPCA
- serving on school or club committees
- participating in debates and discussions about local, regional or national issues
- joining or supporting local, regional or national advocacy groups

- taking part in recurring or one-off community-based activities, such as Clean Up Australia Day
- contacting members of parliament by telephone, letter or email.

The decline in proficiency in Year 10 may be redressed by teachers using the Year 10 achievement standard for the Australian Curriculum: Civics and Citizenship as the basis of their programming or unit development. The standard states that students should be able to "compare and evaluate the key features and values of systems of government, and analyse Australia's global roles and responsibilities. They analyse the role of the High Court and explain how Australia's international legal obligations influence law and government policy. Students evaluate a range of factors that sustain democratic societies".

Beginning in Year 7, teachers may therefore find it useful to target the following Civics and Citizenship content descriptors:

- in Year 7 at ACHCK048 and ACHCK052 (the key features of Australia's Constitution, and the values which promote cohesion within Australian society)
- in Year 8 at ACHCK062 (how citizens participate in Australia's democracy)
- in Year 9 at ACHCK080 and ACHCK081 (how the various forms of media shape a sense of identity, and how identity is shaped by global connectedness)
- in Year 10 at ACHCK090, ACHCK093 and ACHCK094 (a comparison of Australia's system of government with another, the influence of Australia's international legal obligations, and the challenges to sustaining Australia's democracy).

Possible activities to incorporate into teaching programs include:

- categorise the key features of Australia's system of government (for example, democratic elections and the separation of powers), and compare and contrast these to the key features found in other countries
- list some of the international agreements Australia has ratified, explain what they are intended to achieve and identify examples of how each one might shape government policies and laws (for example, the protection of World Heritage areas)
- identify how international conventions and declarations have shaped Australian government policies relating to Aboriginal and Torres Strait Islander Peoples
- explore the concept of 'cohesive society', using examples from contemporary events in Australia or in other countries to identify factors that support cohesiveness
- consider the strengths of Australian democracy and mechanisms to deal with threats such as the influence of vested interests, organised crime, corruption and lawlessness
- identify the safeguards that protect Australia's democratic system and society, including shared values and the right to dissent within the bounds of the law and compare these with other countries
- investigate processes by which individuals and groups resolve differences in Australian communities (for example, negotiation, mediation and reconciliation).

Year 10 students could also be provided with the following opportunities to positively engage in civics and citizenship learning:

- develop and implement a plan for action that considers the challenges, risks and strategies associated with civics and citizenship issues, such as undertaking research, exploring alternative opinions, participating in debates to justify a particular point of view
- participate in democratic processes at a class, school or community level.

Performance by gender – Year 6 and Year 10

Table 7.3 indicates the percentage of males and females at each achievement level in 2016 and achieving the proficient standard in NAP–CC from 2004 to 2016.

Table 7.3 Percentages of males and females at each achievement level in 2016 and at or above the proficient standard since 2004

| | Year 6 | | Year 10 | |
	Males	Females	Males	Females
Below level 1	18 (±2.5)	13 (±2.4)	7 (±1.4)	5 (±1.8)
Level 1	32 (±2.7)	28 (±2.5)	20 (±2.6)	16 (±2.4)
Level 2	37 (±2.8)	41 (±2.9)	39 (±2.9)	37 (±3.2)
Level 3	12 (±1.8)	17 (±2.7)	27 (±2.9)	33 (±3.2)
Level 4 (or above for Year 6)	1 (±0.5)	2 (±0.8)	7 (±1.7)	9 (±2.3)
Level 5 (for Year 10 only)	-	-	0 (±0.4)	1 (±0.5)
At or above proficient standard 2016	50 (±3.4)	60 (±2.9)	35 (±3.4)	42 (±3.9)
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 2016*
▼ *if significantly lower than 2016*

Sixty per cent of female Year 6 students reached the proficient standard, compared to 50 per cent of male Year 6 students. For Year 10 students, the percentages were 42 and 35, respectively. The percentage for both genders in Year 10 was significantly lower than in 2010 and for male students a significant decrease was also observed in comparison to 2013.

The content descriptors and achievement standards of the Australian Curriculum: Humanities and Social Sciences and Australian Curriculum: Civics and Citizenship are not gender-specific. However, teachers might find it useful to consider the specific opportunities they provide for males and/or females to positively engage in civics and citizenship learning within their own class, school or community context to address the gender gap.

The Australian Curriculum supports students not only in Year 6 and Year 10, but also in Years 3–5 and Years 7–9. Effective engagement in these other years may lead to the development of knowledge and understanding that can be demonstrated in NAP–CC. Teachers may therefore find it useful to target the following Civics and Citizenship knowledge and understanding content descriptors:

- in Year 3 at ACHASSK072 (how and why people participate in and contribute to communities)
- in Year 4 at ACHASSK093 (the different groups to which they and others in the community belong)
- in Year 5 at ACHASSK118 (how people with shared beliefs and values work together to achieve a civic goal)
- in Year 6 at ACHASSK147 and ACHASSK148 (the shared values and rights and responsibilities of Australian citizens, and the obligations which may be felt as active and informed global citizens)
- in Year 7 at ACHCK051, ACHCK052 and ACHCK053 (Australia as a secular nation and multi-faith society with a Christian heritage, how Australian values promote cohesion within society, and how groups express their particular identities)
- in Year 8 at ACHCK065, ACHCK066 and ACHCK067 (the values and beliefs of religions practices in contemporary Australia, different perspectives about Australia's national identity, and how national identity can shape a sense of belonging)
- in Year 9 at ACHCK079, ACHCK080 and ACHCK081 (how and why groups participate in and contribute to civic life, the influences of various media in shaping identities and attitudes to diversity, and how Australian identity is shaped by global connectedness and mobility)
- in Year 10 at ACHCK094 (challenges to and ways of sustaining a resilient democracy and cohesive society).

These content descriptors particularly focus on the development of knowledge and understanding associated with notions of identity, values and beliefs, and the resultant challenges which may be faced by a resilient democracy. Teachers may choose to further engage male students through an ongoing thematic examination of the Australian value of a 'fair go', as detailed in Year 7 in ACHCK052. This could be grounded in local and familiar examples, such as an examination of personal engagement with a sporting club in Year 3 (ACHASSK072), the exploration of the shared values associated with volunteer work such as the rural fire service (ACHASSK118) or the rituals and responsibilities associated with the swearing of oaths and pledging allegiance (ACHASSK147). The engagement of males may also be strengthened using case studies which encourage a sense of relevance. This could include the investigation of a current issue beyond Australia's borders (ACHASSK148), discussion of notions of community service and how the Australian Honours system recognises the contribution of individuals in serving others (ACHCK079), or an exploration of threats to Australian democracy, such as vested interests, organised crime or corruption (ACHCK094).

Performance by Indigenous students – Year 6 and Year 10

Table 7.4 indicates the percentage of Indigenous and non-Indigenous students at each achievement level in 2016 and achieving the proficient standard in 2010 and 2016.

Table 7.4   Percentages of Indigenous and non-Indigenous students at each achievement level

	Year 6		Year 10	
	Non-Indigenous students	Indigenous students	Non-Indigenous students	Indigenous students
Below level 1	14 (±2.1)	48 (±7.7)	6 (±1.3)	16 (±7.6)
Level 1	30 (±2.0)	32 (±7.5)	18 (±1.9)	29 (±11.8)
Level 2	40 (±2.1)	16 (±6.4)	38 (±2.2)	38 (±10.8)
Level 3	15 (±1.9)	4 (±3.7)	30 (±2.2)	14 (±7.5)
Level 4 (or above for Year 6)	1 (±0.5)	0 (±0.1)	8 (±1.5)	3 (±3.8)
Level 5 (for Year 10 only)			1 (±0.3)	
At or above proficient standard 2016	56 (±2.5)	20 (±6.3)	39 (±2.7)	17 (±9.3)
At or above proficient standard 2010	54 (±2.6)	16 (±7.8)	▲ 50 (±3.8)	17 (±7.7)

*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 2016*
▼ *if significantly lower than 2016*

In Year 6, 48 per cent of Indigenous students achieved scores below level 1 compared to 14 per cent of non-Indigenous students, and 20 per cent of Indigenous students reached the proficient standard compared to 56 per cent of non-Indigenous students. In Year 10, 16 per cent of Indigenous students obtained scores below level 1 compared to six per cent of non-Indigenous students, and 17 per cent of Indigenous students reached the proficient standard compared to 39 per cent of non-Indigenous students.

Teachers of Indigenous students may choose to use aspects of the Australian Curriculum: Humanities and Social Sciences, and the Australian Curriculum: Civics and Citizenship to develop Indigenous students' engagement in civics and citizenship learning. This may particularly be achieved by using the lens of the cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures to shape programming and learning opportunities at each year level. This may also support Indigenous students to develop a stronger connection between the individual content descriptions of the curriculum and their own sense of community and identity. Similarly, attention should be drawn to addressing the literacy levels of Indigenous students, particularly in relation to subject-specific terms and concepts, to enable them to more effectively engage with the content demands of the Australian Curriculum: Humanities and Social Sciences, and Australian Curriculum: Civics and Citizenship.

Teachers may also find it useful to use the following organising ideas (OI) from the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority to shape their programming decisions in civics and citizenship:

- OI.1 – Australia has two distinct Indigenous groups: Aboriginal Peoples and Torres Strait Islander Peoples, and within those groups there is significant diversity.

- OI.2 – Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

- OI.5 – Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

- OI.6 – Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historical and contemporary impacts of colonisation.

- OI.7 – The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.

- OI.9 – The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

These organising ideas draw on the concepts of place, culture, people and identity, which underpin civic and citizenship education. Used in conjunction with primary and secondary sources, and particularly by including oral histories and personal stories, these ideas will give Indigenous and non-Indigenous students an opportunity to engage with events, attitudes and actions more effectively. The organising ideas also provide a context within which students may explore and engage with the specific knowledge and understanding of Indigenous civics and citizenship content, such as:

- in Year 4: ACHASSK092 (the importance and effect of laws, including for Aboriginal and Torres Strait Islander Peoples)

- in Year 8: ACHCK064 and ACHCK066 (the types of law in Australia, including Aboriginal and Torres Strait Islander customary law, and different perspectives about Australian identity, including Aboriginal and Torres Strait Islander perspectives)

- in Year 10 at ACHCK093 (Australia's international legal obligations in relation to Aboriginal and Torres Strait Islander Peoples).

The NAP–CC scale: example items and student responses

The achievement of students in Year 6 and Year 10 is measured against the NAP–CC scale. This scale was established in 2004 and has six achievement levels.

The scale represents a hierarchy of civics and citizenship content knowledge and cognitive processes. Overall, higher levels on the scale denote 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.

Summary indicators of each achievement level are provided below together with example items to illustrate performance at each level. Each example item from the NAP–CC 2016 assessment is presented together with the percentage of students (Year 6 and/or Year 10, as appropriate) who answered the item correctly. In addition, these items are presented with references to the NAP–CC Assessment Framework (one concept and one process per item), which the items were developed to assess. Also included are indicative references to the Australian Curriculum[12] (one knowledge and one skills reference per item).

The items are presented as screenshots from the NAP–CC 2016 online tests themselves. The student samples provide indicative examples of student answers in each of the NAP–CC achievement levels. Teachers, schools and systems may find it useful to use these items to support the development of student civics and citizenship proficiency in Year 6 and Year 10.

It should be noted that each student answer is reproduced verbatim and should be viewed according to its demonstration of civics and citizenship indicators rather than spelling, grammar or punctuation.

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 (for example, petitions) and some familiarity with generalised characteristics of Australian identity.

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12 The NAP–CC Assessment Framework is yet to be formally aligned with the Australian Curriculum: Civics and Citizenship. During NAP–CC 2016, a mapping exercise was conducted and as a result, questions were tagged with the relevant Australian Curriculum codes. For most questions, the codes included in this report are a relatively good fit.

Below level 1: example items

Example items 1 and 2 are below level 1 and are shown in figures 7.1 and 7.2.

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

○ The Australian people are from many different cultures and places.

○ The Australian people have only one single culture that everyone must share.

○ The Australian people have only lived in Australia since 1900.

○ The Australian people have come only from Great Britain.

Figure 7.1   Example item 1

Example item 1 (figure 7.1) was answered only by Year 6 students.

Eighty-seven per cent of Year 6 students answered the item correctly.

To respond to this item, students were required to recognise the diversity of cultures that exist within Australian society. The item provides an example of a description of the defining characteristics of a civic and citizenship concept, namely one of the inherently fundamental elements of Australian society.

In supporting students in the development and extension of the knowledge, understanding and skills associated with this item, teachers might consider using one or more of the following activities:

- define and explore the notion of diversity by listing the different social, cultural and religious groups to which they belong
- list and compare the different beliefs, traditions and symbols used by groups in their school or local community
- analyse a range of written or pictorial sources to identify the different backgrounds, motives and experiences of individuals and groups involved in Australia's past and present, such as the reasons why people migrated to Australia, the experiences and treatment of different Indigenous and non-Indigenous groups.

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

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

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

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

Figure 7.2 Example item 2

Example item 2 (figure 7.2) was answered by Year 10 students only. Example item 2 is a constructed response item, which was scored according to the students' explanations regarding the influence of the media on direct public action. Two levels of credit were available for this item – partial credit and full credit. Partial credit responses correspond to below level 1. In such responses, students identified the role of the media in raising public awareness, but <u>did not</u> link this awareness to *direct* public action. Eighty-seven per cent of Year 10 students could identify the awareness-raising role of the media. The item required students to extrapolate beyond the information provided in the item to infer the likely impact of the role of the media. Full credit answers to this item are discussed in the example given for a level 5 item. Sample student responses gaining partial credit for this item included: *to spread awareness of their cause to the wider public*; *to get the message across about racial discrimination*.

In supporting students in the development and extension of the knowledge, understanding and skills associated with this item, teachers might consider using one or more of the following activities:

- investigate methods used by groups when advocating for change, such as gender equity, Indigenous issues
- explore developments over time in the methods used by groups when advocating for change, such as print, electronic and digital media
- make comparisons between the methods used by groups when advocating for change, and propose a course of action associated with a school, local or national issue
- compare and contrast the different policies of political groups on an issue, and propose a course of action to either counter or support each viewpoint.

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.

Level 1: example items

What is an Act of Parliament?

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

Figure 7.3 Example Item 3

Example item 3 (figure 7.3) was answered by Year 6 students only. Sixty-seven per cent of Year 6 students answered the item correctly. To respond to this item, students were required to recognise the description of an act of parliament, showing their knowledge of democratic processes in the Westminster system. It requires students to make a connection between a familiar phrase relating to law-making and its statement of meaning.

In supporting students in the development and extension of the knowledge, understanding and skills associated with this item, teachers might consider using one or more of the following activities:
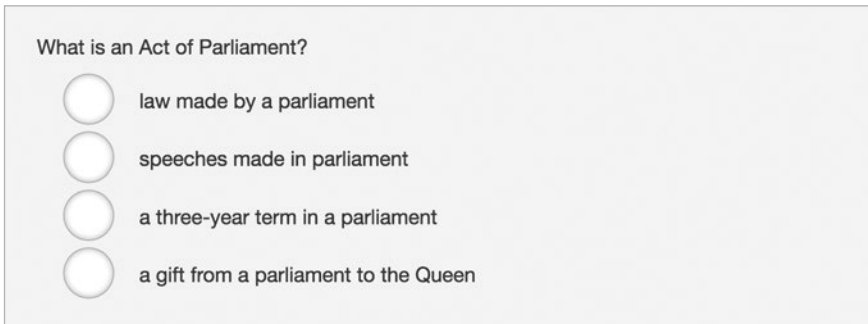
- investigate where ideas for new laws come from
- create diagrams or flow-charts to show how an idea or concern can become a law
- explore how bills are debated and scrutinised, such as the role of parliamentary committees and the ability of citizens to make submissions to these committees
- explore the role of the Executive and the Cabinet in developing and drafting bills and the role of the public service in implementing legislation
- visit the state or federal parliament to witness debates and deliberations associated with the passing of legislation

- engage in role-plays exploring the actions and processes associated with the functioning of parliament and the passage of legislation
- participate in school-based representative organisations which mirror and model Australian parliamentary processes.

Figure 7.4 Example item 4

Example item 4 (figure 7.4) was answered by both Year 6 and Year 10 students and was answered correctly by 63 per cent of Year 6 students and 74 per cent of Year 10 students. To respond to this item, students were required to recognise the jurisdictional responsibility of local government when there are planned changes to local laws that will affect citizens. The item provides an example of identifying a particular civic and citizenship concept in a localised and familiar context.

In supporting students in the development and extension of the knowledge, understanding and skills associated with this item, teachers might consider using one or more of the following activities:

- clarify the roles and responsibilities of the three levels of government
- identify issues where state parliaments and local councils work together and how any conflicting issues may be resolved
- identify issues where federal and state parliaments may have the power to make laws and when or why federal jurisdiction may take precedence
- explore issues or projects that may require the involvement multiple levels of government, such as an environmental management
- explore the relationship between voters and their elected representatives
- explore ideas associated with political accountability in Australia's democracy, using local, regional or national examples.

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.

Level 2: example items

A group of people in Blackcliff is upset that their local council has decided to close down their library.

The group holds a community meeting and many people attend.

Without breaking the law, what is one other action the group could take to stop the council from closing the library?

Figure 7.5 Example item 5

Example item 5 (figure 7.5) was answered by Year 6 students only. The students were given a context describing a cause for protest (the closing of a local library). Students had to demonstrate their knowledge of legal ways of taking action to oppose local government decisions. Example item 5 was answered correctly by 49 per cent of Year 6 students. While students were given the context, they needed to understand the background to the problem faced by the community, some knowledge of what constitutes legal protest was required to answer this question correctly. Sample student responses gaining credit for this item included: *write a complaint letter; they could get people to sign a petition and give it to the council; give out pamphlets explaining their reasons for wanting the library to stay open.*

It should also be noted that while the indicative reference in the Australian Curriculum: Civics and Citizenship is to a Year 8 knowledge descriptor, the actions and attitudes associated with the identified responsibilities of civic behaviour are part of each year of the Australian Curriculum: Humanities and Social Sciences. In supporting students in the development and extension of the knowledge, understanding and skills associated with this item, teachers might consider using one or more of the following activities:

- explore and compare the effectiveness and appropriateness of different forms of participation in Australian democracy
- investigate examples of when citizens have taken direct action or a local, regional or national level, such as through a public demonstration or a social media campaign
- analyse sources to identify and understand the different motives and experiences of individuals or groups associated with a particular public issue or event
- explore through a role-paly or simulation the way different people experienced or responded to the same public event.

From 1900 to 1973, Australia had a policy of assimilation which required immigrants to learn English and fit in with a way of life based on British influences. Since the early 1970s, Australia has had a policy of multiculturalism. This encourages people born in other countries to maintain their own languages and cultures.

Why did Australia move from a policy of assimilation to one of multiculturalism?

- Australia did not have an identifiable culture of its own.
- The government found it too difficult to force people to assimilate.
- The diversity of immigrants coming to live in Australia needed to be recognised.
- The government wanted equal numbers of immigrants from a variety of countries.

Figure 7.6   Example item 6

To answer example Item 6 (figure 7.6) students are required to identify a statement that describes a particular characteristic of the democratic values underpinning Australian society, relating to the information in the stimulus. Example item 6 was answered by Year 10 students only, 65 per cent of whom answered the item correctly. Results for this item show that two-thirds of Year 10 students can accurately identify why Australia has a policy of multiculturalism.

In supporting students in the development and extension of the knowledge, understanding and skills associated with this item, teachers might consider using one or more of the following activities:

- explore the extent of ethnic diversity in Australia
- investigate the policies and public debates associated with multiculturalism
- explore the actions of individuals or governments, such as Al Grassby or the Whitlam Government, in bringing about changes in public policy
- analyse written and pictorial evidence associated with policy changes in the 1970s and present arguments for or against the differing viewpoints
- identify civics and citizenship topics and issues that may involve dissent or uncertainty and explore how these topics or issues were resolved in the past, or may be addressed in the present.

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 some trade policies might lead citizens to take direct action.

Level 3: example items

Figure 7.7   Example item 7

Example item 7 (figure 7.7) was answered by both Year 6 and Year 10 students and was answered correctly by 24 per cent of Year 6 students and 50 per cent of Year 10 students. To respond to this item and gain full credit, students were required to recognise how economic or social pressure can be used to improve working conditions in a factory. The item provides an example of how students define particular civic and citizenship concepts, such as a boycott, using a local and international context. Sample answers for full credit include: *If they stop buying the shoes, the company will be forced to improve conditions (or they will go out of business); a decrease in sales will show manufacturers that buyers are concerned about the welfare of the workers.*

In supporting students in the development and extension of the knowledge, understanding and skills associated with this item, teachers might consider using one or more of the following activities:
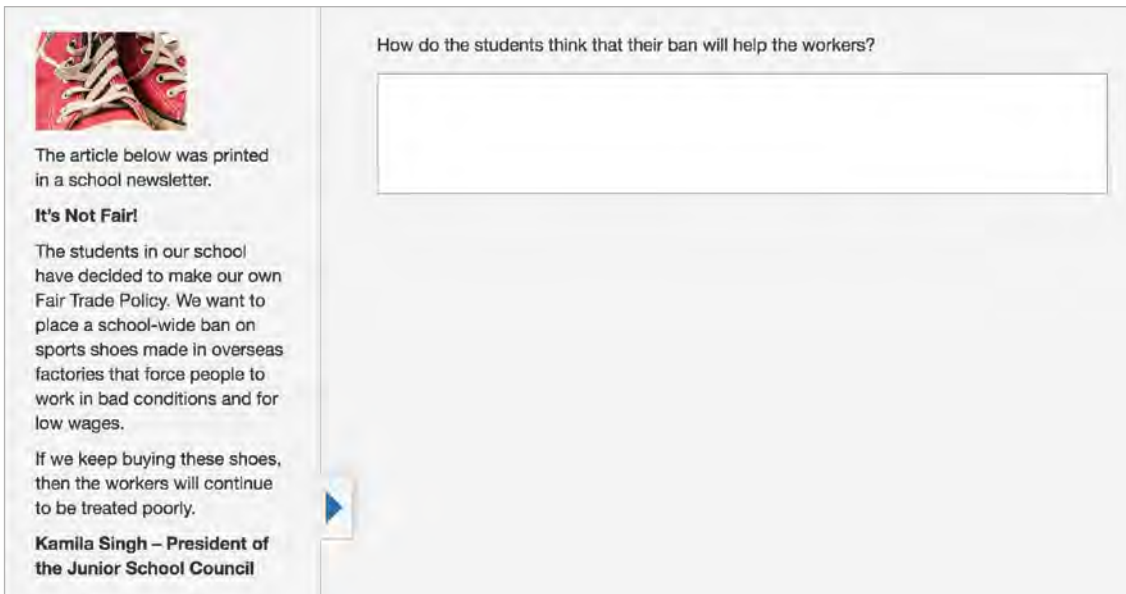
- identify obligations people may consider they have as global citizens, such as in a human rights issue or concern for the environment and sustainability
- explore a current global issue, such as immigration and refugees or clearing native forests to establish palm oil plantations, to investigate the concept of global citizenship and its actions or obligations
- plan and propose a course of action in response to a researched global issue and reflect on their personal reaction to that issue

- debate the arguments for and against responding to an identified global issue
- investigate the differing impacts and consequences of personal, local, regional or national responses to an identified global issue
- explore the tension between local, regional, national and international issues and the impact on civic behaviour and citizenship
- use written, pictorial and digital sources to investigate differing perspectives on a global issue.

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

◯ to keep order when parliament is in session

◯ to make the final decision on important policies in parliament

◯ to make important policy speeches when parliament is in session

◯ to make sure that all members of parliament vote on important issues

Figure 7.8   Example item 8

To answer example Item 8 (figure 7.8), students are required to identify a statement that describes a particular role within the Australian Parliament – that is the Speaker of the House of Representatives. Example item 8 was answered by Year 10 students only, 40 per cent of whom answered the item correctly. The question requires a knowledge of the roles and responsibilities of specific individuals within the Westminster system.

In supporting students in the development and extension of the knowledge, understanding and skills associated with this item, teachers might consider using one or more of the following activities:

- describe the role of the Governor-General and different officers within the federal parliament, such as the Speaker of the House of Representatives or the President of the Senate, and their relationship with the Prime Minister and the Cabinet
- investigate the concept of the separation of power between the legislature, executive and judiciary
- identify the differing roles and accountabilities of the legislature, executive and the judiciary
- visit state of federal parliament and observe the operation of debate and procedural business within the legislature
- view or listen to extracts from or live broadcasts of the House of Representatives, noting the role and function of various officers, such as the Speaker, Prime Minister, Leader of the Opposition

- engage in a scripted role-play of a session of the House of Representatives, involving debate and procedural business
- use written, pictorial and digital sources to investigate the operation of Australian parliamentary democracy
- compare Australia's parliamentary system of government with that of another country, such as the United Kingdom, the United States of America, Indonesia or Japan.

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.

Level 4: example item

Figure 7.9 Example item 9

Example Item 9 (figure 7.9) was answered by Year 6 students only. It is a constructed response where students could receive either full credit or no credit. Full credit on example item 9 was achieved by 20 per cent of Year 6 students. To receive full credit, students had to recognise that in a democracy, there is a responsibility to protect the rights of different groups. Students who also recognised that there is a need to prevent overt violence in a democracy were also given full credit. Students working at level 4 show 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. Sample answers given full credit include: *It may be a democratic country but legally we have to be respectful to others, no matter what their background; in a democracy people aren't allowed to be violent, or get other people to be violent; if you were to say whatever you want and it was insulting and racist, you could find yourself with a fine or even being charged.*

In supporting students in the development and extension of the knowledge, understanding and skills associated with this item, teachers might consider using one or more of the following activities:

- discuss the meaning of democracy
- discuss the meaning and importance of the key values of Australian democracy, such as freedom of speech, freedom of expression, freedom of religious belief, rule of law, freedom of election, freedom of assembly, freedom of political participation
- explore current challenges to the key values of Australian democracy
- explore the differences between rights and responsibilities using personal or familiar contexts
- debate the difference between civic responsibilities and personal freedoms
- explore the development over time of statements of human rights
- compare written, pictorial and digital sources to explore past perspectives on civic responsibilities and personal freedoms
- compare written, pictorial and digital sources to explore current perspectives on civic responsibilities and personal freedoms.

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.

Level 5: example item

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

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

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

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

Figure 7.10 Example item 10

Example Item 10 (figure 7.10) was answered by Year 10 students only. Example Item 10 is a constructed response item and level 5 performance on this item was achieved by 15 per cent of Year 10 students. The item was part of the same unit as example item 2 dealing with issues relating to the Freedom Rides of the 1960s. Students were provided with text relating to the historical facts surrounding the Freedom Rides and the participants in the Freedom Rides. To gain full credit for this particular item, students had to analyse closely why the Freedom Riders made footage of their tour available to the media. Full credit was gained if the student linked making the footage available with *direct action* by the public. A sample answer receiving full credit for this item is: *So people can see what happens and join in the protests. Another full credit answer is: The more people could see the living conditions of the Aboriginal people, the more likely they were able to understand how unfair the situation was and take action and support the freedom rides.* This is a more nuanced answer than the partial credit answers which just recognised the use of the media to raise general awareness of the Freedom Rides. Level 5 responses to this item demonstrate the capacity of students to associate specific actions (direct public action) with more abstract principles (freedom and equality) in the civics and citizenship context.

In supporting students in the development and extension of the knowledge, understanding and skills associated with this item, teachers might consider using one or more of the following activities:

- investigate the methods used by groups when advocating for change, such as gender equity, Indigenous issues
- explore developments over time in the methods used by groups when advocating for change, such as print, electronic and digital media
- make comparisons between the methods used by groups when advocating for change, and propose a course of action associated with a school, local or national issue
- compare and contrast the different policies of political groups on an issue, and propose a course of action to either counter or support each viewpoint
- describe the aims, tactics and outcomes of a particular civil rights event in Australia, such as the 1967 Referendum or the Apology
- investigate the role played by individuals, such as Charles Perkins, in bringing the struggle for Indigenous rights and freedoms to national attention
- investigate the impact of television and digital media in bringing civic issues to a wider audience
- identify areas, such as education or health or work, that are a continued focus for Indigenous Australians, and propose a course of action
- investigate the reliability of written, pictorial or digital sources in relation to a current or past civic issue
- compare and contrast the different policies and responses of political groups to a particular issue, and identify areas of conflict and consensus.

Students' attitudes towards and engagement in civics and citizenship issues

Student responses in the NAP–CC 2016 survey, as discussed in detail in chapter 5 and chapter 6, indicate the following:

- the strong positive attitude towards civics and citizenship issues present throughout both Year 6 and Year 10
- a correlation between the level of proficiency and the level of engagement with civics and citizenship issues
- an inverse relationship between the level of proficiency and the perception of problems regarding civics and citizenship issues
- a difference in engagement in civics-related activities, with Year 6 having a stronger connection to school-based activities and Year 10 having a stronger connection to media-based activities.

Table 7.5 shows the percentage of Year 6 and Year 10 students who perceive civics and citizenship issues as important.

Table 7.5   Percentage perceived importance of citizenship behaviours (2016, 2013 and 2010)

	% Important (very or quite)					
Importance of citizenship behaviour	2016	2013	2010	Difference (2016-2013)	Difference (2016-2010)	
Supporting a political party	76 (±1.7)	76 (±1.8)	76 (±1.6)	-0.2 (±2.4)	-0.1 (±2.3)	
Learning about Australia's history	85 (±1.2)	86 (±1.2)	85 (±1.2)	-1.1 (±1.7)	-0.7 (±1.7)	
Learning about political issues in the newspaper, on the radio, on TV or on the internet	74 (±1.6)	75 (±1.6)	72 (±1.8)	-1.5 (±2.3)	1.6 (±2.4)	
Learning about what happens in other countries	77 (±1.6)	74 (±1.5)	72 (±1.8)	**2.9** (±2.2)	**4.5** (±2.4)	
Discussing politics	55 (±1.8)	55 (±1.8)	54 (±2.0)	-0.3 (±2.6)	1.2 (±2.7)	
Participating in peaceful protests about important issues	61 (±2.0)	61 (±1.7)	61 (±1.7)	0.1 (±2.6)	0.2 (±2.6)	
Participating in activities to benefit the local community	83 (±1.6)	83 (±1.1)	82 (±1.4)	-0.4 (±1.9)	0.5 (±2.1)	
Taking part in activities promoting human rights	85 (±1.4)	83 (±1.2)	83 (±1.4)	**2.1** (±1.8)	**2.4** (±2.0)	
Taking part in activities to protect the environment	89 (±1.3)	86 (±1.3)	88 (±1.1)	**2.2** (±1.8)	0.8 (±1.7)	
Making personal efforts to protect natural resources (e.g. water-saving, recycling, ethical shopping)	90 (±1.1)	- -	- -	- -	- -	
Voting in elections	85 (±1.5)	- -	- -	- -	- -	

Year 6

▷

% Important (very or quite)											
Importance of citizenship behaviour	**2016**		**2013**		**2010**		**Difference (2016–2013)**		**Difference (2016–2010)**	
Supporting a political party	63	(±1.6)	60	(±1.8)	59	(±1.8)	**3.1**	(±2.4)	**4.6**	(±2.4)
Learning about Australia's history	79	(±1.7)	78	(±1.6)	77	(±1.6)	1.3	(±2.3)	1.7	(±2.3)
Learning about political issues in the newspaper, on the radio, on TV or on the internet	76	(±1.9)	75	(±1.5)	72	(±1.8)	1.3	(±2.4)	**3.9**	(±2.6)
Learning about what happens in other countries	77	(±1.6)	73	(±1.4)	68	(±1.6)	**4.3**	(±2.1)	**9.5**	(±2.2)
Discussing politics	51	(±2.0)	41	(±1.7)	38	(±1.7)	**9.8**	(±2.6)	**13.5**	(±2.6)
Participating in peaceful protests about important issues	53	(±2.1)	45	(±2.0)	46	(±2.1)	**8.0**	(±2.9)	**7.7**	(±2.9)
Participating in activities to benefit the local community	78	(±1.6)	76	(±1.7)	79	(±1.6)	1.2	(±2.3)	-1.2	(±2.3)
Taking part in activities promoting human rights	77	(±1.8)	75	(±1.7)	73	(±1.8)	1.6	(±2.5)	**3.6**	(±2.6)
Taking part in activities to protect the environment	79	(±1.8)	77	(±1.8)	78	(±1.5)	2.5	(±2.5)	1.7	(±2.3)
Making personal efforts to protect natural resources (e.g. water-saving, recycling, ethical shopping)	85	(±1.4)	-	-	-	-	-	-	-	-
Voting in elections	84	(±1.6)	-	-	-	-	-	-	-	-

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

The results show that in Year 6 the majority of students viewed all eleven behaviours as either very or quite important. The perceived importance of most of the behaviours was generally lower at Year 10, although they were all still regarded by the majority of Year 10 students as very or quite important for good citizenship.

Teachers, schools and systems may choose to leverage this positive attitude to create more formal learning opportunities using the content descriptions of the Australian Curriculum: Humanities and Social Sciences in the years up to and including Year 6, and the Australian Curriculum: Civics and Citizenship in the years up to and including Year 10. It is interesting to note that NAP–CC coincided with a federal election cycle in 2010, 2013 and 2016, and this, together with a knowledge that voting is compulsory in Australia and the prevailing

political discourse, may have influenced students' attitudes. Further engagement to build upon these levels may be developed:

- in Year 6 at ACHASSK143 and ACHASSK145 (the key institutions in Australia's democratic system of government, and the responsibilities of electors and representatives)
- in Year 10 at ACHCK090 (a comparison of the features and values of Australia's system of government with another).

Table 7.6 indicates the percentage by which Year 6 and Year 10 students trust civic institutions and processes in Australia.

Table 7.6 Percentages of trust in civic institutions and processes (2016, 2013 and 2010)

		% Trusting (completely or quite a lot)									
	Trust in civic institutions and processes	**2016**		**2013**		**2010**		**Difference (2016–2013)**		**Difference (2016–2010)**	
Year 6	The Australian Parliament	76	(±1.8)	70	(±2.0)	69	(±1.7)	**6.4**	(±2.6)	**7.9**	(±2.5)
	Your state or territory parliament	79	(±1.8)	74	(±1.7)	72	(±1.8)	**4.4**	(±2.5)	**7.1**	(±2.6)
	Your local government	79	(±1.9)	-	-	-	-	-	-	-	-
	Law courts	80	(±1.7)	76	(±1.6)	70	(±1.7)	**4.4**	(±2.4)	**10.1**	(±2.5)
	The police	90	(±1.2)	88	(±1.2)	85	(±1.3)	**1.9**	(±1.7)	**4.6**	(±1.8)
	Australian political parties	65	(±1.8)	58	(±1.7)	57	(±2.1)	**7.3**	(±2.5)	**8.9**	(±2.8)
	The media	56	(±2.0)	54	(±1.7)	45	(±2.0)	2.2	(±2.6)	**11.4**	(±2.8)
	Social media	37	(±2.2)	-	-	-	-	-	-	-	-
Year 10	The Australian Parliament	53	(±1.9)	47	(±1.8)	51	(±2.0)	**6.6**	(±2.6)	2.3	(±2.8)
	Your state or territory parliament	57	(±1.9)	52	(±1.7)	51	(±2.0)	**5.4**	(±2.5)	**6.4**	(±2.7)
	Your local government	60	(±2.1)	-	-	-	-	-	-	-	-
	Law courts	70	(±1.8)	67	(±1.7)	66	(±2.0)	3.4	(±2.5)	**4.4**	(±2.7)
	The police	75	(±1.7)	77	(±1.6)	71	(±1.8)	-1.5	(±2.3)	**4.4**	(±2.5)
	Australian political parties	44	(±1.7)	35	(±1.5)	32	(±1.6)	**8.4**	(±2.3)	**12.1**	(±2.3)
	The media	37	(±2.0)	28	(±1.6)	27	(±1.4)	**8.4**	(±2.5)	**9.5**	(±2.4)
	Social media	29	(±1.8)	-	-	-	-	-	-	-	-

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

Over time, it appears that students across both year levels are expressing greater degrees of trust with each of the groups and institutions. All items that were administered in the 2013 survey, with the exception of the item on trust in the police at Year 10, showed significantly higher percentages of student trust at Year 6 and Year 10 in 2016. Larger increases were observed for trust in Australian political parties (seven per cent and eight per cent at Years 6 and 10 respectively), the Australian parliament (six per cent and seven per cent at Years 6 and 10 respectively) and the media (eight per cent at Year 10). This follows a similar pattern from the previous cycle of the study that saw an increase in trust levels from 2010 to 2013.

Again, teachers, schools and systems may choose to leverage this positive attitude to create more formal learning opportunities using the content descriptions of the Australian Curriculum: Humanities and Social Sciences in the years up to and including Year 6, and the Australian Curriculum: Civics and Citizenship in the years up to and including Year 10. It may be possible that the declining level of trust in the Australian parliament and Australian political parties among Year 10 students is associated with the nature of political debate in each federal election year which, on this occasion, coincided with NAP–CC. A change in this decline may occur by using the Australian Curriculum: Civics and Citizenship:

- in Year 10 at ACHCK094 (challenges to and ways of sustaining a resilient democracy and cohesive society).

Table 7.7 indicates the degree to which Year 6 and Year 10 students agree with statements expressing positive attitudes towards Australian Indigenous cultures. Compared to the survey in previous years, agreement has generally increased, especially since 2010 and for Year 10. The largest percentage point increase across both years was found for the statement that all Australians have much to learn from Indigenous Australian cultures and traditions and people (+2 and +5 percentage points respectively for Years 6 and 10 since 2013 and +4 and +6 percentage points respectively for Years 6 and 10 since 2010).

Table 7.7   Percentages of agreement in attitudes towards Australian Indigenous cultures (2016, 2013 and 2010)

	Attitudes towards Australian Indigenous cultures	% Agreement					
		2016		2013		2010		Difference (2016-2013)	Difference (2016-2010)
Year 6	Australia should support the cultural traditions and languages of Indigenous Australians.	95	(±0.7)	95	(±0.8)	93	(±0.9)	0.6 (±1.1)	**2.2** (±1.1)
	Australia has a responsibility to improve the quality of life of Indigenous Australians.	92	(±1.1)	92	(±1.0)	89	(±1.1)	0.2 (±1.4)	**2.5** (±1.5)
	It is important to recognise the traditional ownership of land by Indigenous Australians.	94	(±1.0)	93	(±0.9)	91	(±1.0)	1.1 (±1.3)	**2.6** (±1.4)
	All Australians have much to learn from Indigenous Australian cultures and traditions and people.	89	(±1.2)	87	(±1.1)	85	(±1.2)	**1.9** (±1.6)	**3.9** (±1.7)
	All Australians should be given the chance to learn about reconciliation between Indigenous and other Australians.	92	(±1.1)	91	(±1.0)	91	(±1.0)	1.2 (±1.5)	1.0 (±1.5)
Year 10	Australia should support the cultural traditions and languages of Indigenous Australians.	94	(±1.0)	92	(±1.0)	91	(±1.3)	**1.6** (±1.4)	**2.6** (±1.6)
	Australia has a responsibility to improve the quality of life of Indigenous Australians.	88	(±1.2)	86	(±1.3)	83	(±1.4)	**2.4** (±1.8)	**5.4** (±1.9)
	It is important to recognise the traditional ownership of land by Indigenous Australians.	92	(±1.1)	90	(±1.0)	88	(±1.2)	1.5 (±1.5)	**3.9** (±1.6)
	All Australians have much to learn from Indigenous Australian cultures and traditions and people.	82	(±1.7)	77	(±1.8)	76	(±1.9)	**5.4** (±2.5)	**6.4** (±2.5)
	All Australians should be given the chance to learn about reconciliation between Indigenous and other Australians.	91	(±1.2)	89	(±1.1)	88	(±1.5)	**1.7** (±1.6)	**3.1** (±1.9)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in* **bold***.*

All response rates on all items have climbed over the past three NAP–CC cycles, with increasing appreciation of the need for all Australians to learn about and from Indigenous peoples and cultures. In order to reinforce and further strengthen these attitudes, teachers, schools or systems may consider using the lens of the cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures to shape programming and learning opportunities at each year level. This may be particularly applicable:

- in Year 4 HASS at ACHASSK092 (the importance of laws and how they affect the lives of people, including Aboriginal and Torres Strait Islander Peoples)
- in Year 5 HASS at ACHASSI099 (examine different viewpoints on the past and present)
- in Year 10 Civics at ACHCK093 (how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples).

Learning opportunities in other subject areas such as such as history and geography may also be used.

Table 7.8 indicates the percentage of Year 10 students expressing agreement with statements relating to diversity in Australia. 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 (84 per cent) and that that immigrants should be encouraged to keep their cultural traditions and languages (84 per cent). Seventy-seven per cent of Year 10 students also agreed that all Australians should learn about different cultures and traditions at school.

Table 7.8   Percentages of agreement in attitudes towards Australian diversity (2016, 2013 and 2010)

	% Agreement					
Attitudes towards Australian Indigenous cultures	2016	2013	2010	Difference (2016-2013)	Difference (2016-2010)
Immigrants should be encouraged to keep their cultural traditions and languages.	84 (±1.6)	81 (±1.7)	72 (±2.2)	**3.5** (±2.3)	**11.9** (±2.7)
Australia will become less peaceful as more people from different backgrounds come to live here.	40 (±2.1)	40 (±1.8)	42 (±2.4)	-0.1 (±2.8)	-2.2 (±3.2)
Australia benefits greatly from having people from many cultures and backgrounds.	84 (±1.5)	82 (±1.5)	80 (±1.7)	1.7 (±2.1)	**3.9** (±2.2)
All Australians should learn about different cultures and traditions at school.	81 (±1.8)	77 (±1.7)	75 (±1.7)	**3.2** (±2.5)	**5.8** (±2.5)
Having people from many different cultures and backgrounds makes it difficult for a country to be united.	41 (±1.8)	37 (±1.9)	35 (±2.2)	**4.2** (±2.6)	**5.7** (±2.8)
Australia would be a better place in the future if only people with similar backgrounds were allowed to come and live here.	31 (±2.1)	30 (±1.9)	25 (±1.9)	1.9 (±2.8)	**6.9** (±2.8)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

The negative statements regarding diversity were supported by the minority, and the positive statements regarding diversity received a consistent and strengthening majority. In order to reinforce and further strengthen these attitudes, teachers, schools or systems may consider using the lens of the general capability of Intercultural Understanding to shape programming and learning opportunities at each year level. This may be particularly applicable:

• in Year 10 at ACHCK094 (challenges to and ways of sustaining a resilient democracy and cohesive society).

Learning opportunities in other subject areas or sub-strands such as such as History and Geography may also be used.

Table 7.9 indicates the percentage by which Year 6 and Year 10 students perceive particular issues confronting Australia. Year 6 students perceived some issues as being a greater

problem than Year 10 students. The largest differences were found for lack of access to high level education and to adequate health services and terrorism. Year 10 students were more concerned about the topic of unemployment. Both Year 6 and Year 10 students perceived pollution as the biggest problem affecting Australia (83 per cent and 80 per cent respectively selected to a large extent or a moderate extent). Climate change (74 per cent and 75 per cent), unemployment (72 per cent and 79 per cent) and crime (75 per cent and 71 per cent) were also considered by Year 6 and Year 10 students to be a problem for the country. Although over half of all Year 6 students considered a lack of access to high-quality education and adequate health services to be problems affecting the country (56 per cent and 58 per cent), less than half of Year 10 students had the same perspective (43 per cent and 46 per cent).

Table 7.9   Percentages of students concerned about problems affecting Australia

	Concern about problems affecting Australia	To a large extent		To a moderate extent		To a small extent		Not at all		% Agreement 2016	
Year 6	Pollution	42	(±2.2)	41	(±2.0)	14	(±1.5)	3	(±0.8)	82	(±1.7)
	Unemployment	22	(±1.4)	50	(±1.8)	24	(±1.6)	4	(±0.9)	72	(±1.6)
	Terrorism	36	(±1.8)	26	(±1.5)	28	(±1.5)	10	(±1.1)	61	(±1.8)
	Poverty	25	(±1.6)	35	(±1.8)	31	(±1.8)	9	(±1.2)	61	(±1.9)
	Climate change	31	(±1.9)	43	(±1.8)	21	(±1.5)	5	(±0.8)	74	(±1.8)
	Water shortages	31	(±1.8)	29	(±1.7)	27	(±1.6)	12	(±1.4)	61	(±2.0)
	Lack of access to high quality education	28	(±1.6)	28	(±1.6)	27	(±1.8)	17	(±1.7)	56	(±1.8)
	Crime	37	(±1.9)	38	(±1.6)	19	(±1.5)	6	(±1.1)	75	(±1.8)
	Lack of access to adequate health services	31	(±1.7)	27	(±1.6)	28	(±1.8)	14	(±1.6)	58	(±2.0)
Year 10	Pollution	32	(±1.6)	48	(±1.6)	18	(±1.5)	2	(±0.5)	80	(±1.5)
	Unemployment	26	(±1.7)	53	(±2.0)	20	(±1.5)	2	(±0.4)	79	(±1.6)
	Terrorism	20	(±1.5)	33	(±1.6)	41	(±1.8)	6	(±0.9)	53	(±1.9)
	Poverty	19	(±1.5)	36	(±1.9)	38	(±1.9)	6	(±0.9)	55	(±2.1)
	Climate change	30	(±2.0)	45	(±1.9)	22	(±1.9)	3	(±0.9)	75	(±2.2)
	Water shortages	22	(±1.7)	38	(±1.8)	32	(±1.9)	8	(±1.0)	60	(±2.2)
	Lack of access to high quality education	17	(±1.4)	26	(±1.8)	37	(±1.7)	20	(±1.8)	43	(±2.3)
	Crime	22	(±1.8)	49	(±2.0)	27	(±1.7)	2	(±0.6)	71	(±1.8)
	Lack of access to adequate health services	17	(±1.4)	29	(±2.2)	37	(±1.9)	17	(±1.7)	46	(±2.4)

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

Environmental issues (pollution and climate change) were of concern to Year 6 as well as Year 10 students. A high level of concern regarding unemployment was expressed by Year 10 students, who are closer to workforce participation than Year 6 students. Teachers, schools or systems may choose to use one or more of the problems from this list to create learning experiences in which students practice and develop the targeted inquiry skills of HASS, and Civics and Citizenship. For example:

- in Year 6 HASS: ACHASSI122 (questioning), ACHASSI123 (researching), ACHASSI126, ACHASSI127 (analysing), ACHASSI130, ACHASSI132 (evaluating and reflecting)
- in Year 10 CC: ACHCS096 (questioning and research), ACHCS0998 (analysis and interpretation), ACHCS099, ACHCS100 (problem-solving and decision-making).

Table 7.10 indicates the percentages of Year 6 and Year 10 students who engage in civics and citizenship activities when these activities are offered in schools.

Table 7.10 Category percentages for items measuring participation in civic and citizenship-related activities at school, Year 6 and 10, overall and by gender

Participation at school		Year 6						Year 10					
		Yes		No		Not available at school		Yes		No		Not available at school	
Have voted for class representative	Overall	75	(±3.3)	13	(±1.4)	12	(±2.7)	59	(±3.8)	25	(±2.5)	15	(±2.5)
	Males	76	(±3.5)	13	(±1.8)	12	(±3.1)	58	(±4.3)	27	(±3.0)	15	(±2.8)
	Females	75	(±3.8)	12	(±2.1)	12	(±3.0)	61	(±4.8)	24	(±3.2)	15	(±3.2)
Have been elected to a Student Council, Student Representative Council (SRC) or class/school parliament	Overall	39	(±2.7)	52	(±2.7)	9	(±1.9)	20	(±2.1)	75	(±2.2)	5	(±1.3)
	Males	37	(±3.0)	54	(±3.2)	9	(±2.2)	18	(±2.2)	77	(±2.5)	6	(±1.8)
	Females	41	(±3.2)	49	(±3.3)	10	(±2.1)	23	(±3.0)	73	(±3.2)	5	(±1.5)
Have helped to make decisions about how the school is run	Overall	45	(±2.4)	50	(±2.3)	5	(±0.9)	33	(±2.2)	63	(±2.0)	4	(±0.9)
	Males	44	(±2.6)	51	(±2.6)	4	(±1.2)	31	(±2.7)	65	(±2.5)	4	(±1.2)
	Females	46	(±3.4)	49	(±3.2)	5	(±1.3)	35	(±3.0)	61	(±2.8)	4	(±1.3)
Have helped prepare a school webpage, newspaper or magazine	Overall	25	(±2.6)	65	(±2.4)	9	(±1.3)	14	(±1.5)	81	(±1.6)	4	(±0.9)
	Males	24	(±2.7)	67	(±2.8)	9	(±1.6)	13	(±1.7)	82	(±2.0)	5	(±1.2)
	Females	26	(±3.2)	64	(±3.1)	10	(±1.7)	16	(±2.4)	80	(±2.5)	4	(±1.2)
Have participated in peer support, 'buddy' or mentoring programs	Overall	78	(±2.4)	19	(±2.2)	3	(±0.6)	46	(±2.7)	49	(±2.3)	5	(±0.9)
	Males	75	(±3.0)	21	(±2.7)	3	(±0.9)	43	(±3.1)	53	(±2.8)	5	(±1.0)
	Females	81	(±2.8)	17	(±2.5)	3	(±0.9)	50	(±3.9)	45	(±3.6)	5	(±1.4)
Have participated in activities in the community	Overall	62	(±2.2)	35	(±2.2)	4	(±0.8)	62	(±2.3)	36	(±2.3)	2	(±0.6)
	Males	57	(±3.1)	39	(±3.1)	4	(±1.0)	58	(±3.5)	41	(±3.6)	2	(±0.8)
	Females	66	(±3.0)	31	(±3.0)	4	(±1.1)	66	(±2.9)	32	(±2.8)	2	(±0.8)
Have represented the school in activities outside of class (such as drama, sport, music or debating)	Overall	83	(±1.7)	15	(±1.6)	1	(±0.4)	76	(±1.9)	24	(±1.9)	1	(±0.4)
	Males	84	(±2.2)	15	(±2.1)	1	(±0.6)	78	(±2.3)	21	(±2.1)	1	(±0.6)
	Females	83	(±2.0)	16	(±1.8)	1	(±0.5)	73	(±2.8)	26	(±2.8)	1	(±0.4)
Have been a candidate in a Student Council, Student Representative Council (SRC) or class/school parliament election	Overall	44	(±2.8)	47	(±2.5)	9	(±1.9)	21	(±1.9)	74	(±1.9)	5	(±1.1)
	Males	42	(±2.8)	49	(±2.7)	8	(±2.0)	19	(±2.2)	76	(±2.2)	5	(±1.6)
	Females	45	(±3.7)	44	(±3.5)	11	(±2.2)	23	(±2.8)	72	(±2.9)	4	(±1.3)
Have participated in an excursion to a parliament, local government or law court	Overall	51	(±4.4)	38	(±3.8)	11	(±1.7)	41	(±2.8)	52	(±2.5)	7	(±1.1)
	Males	51	(±4.6)	38	(±4.1)	11	(±1.7)	39	(±3.2)	54	(±3.0)	7	(±1.6)
	Females	52	(±4.8)	36	(±4.0)	12	(±2.2)	43	(±3.5)	51	(±3.2)	7	(±1.2)

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

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 (76 per cent), participation in community activities (62 per cent) and voting for class representatives (59 per cent). Somewhat less than half of Year 10 students reported participation in peer support programs (46 per cent) and in excursions to parliaments, local governments or law courts (41 per cent).

A focus of both the Australian Curriculum: Humanities and Social Sciences and Australian Curriculum: Civics and Citizenship is to provide students with the knowledge, skills and understanding associated with civic action and participation. Teachers, schools and systems may choose to reflect on the nature, role and effectiveness of student representative bodies and explore alternative ways of positively engaging in civic processes. For example, this may be examined:

- in Year 6 in ACHASSI131, ACHASSI132 (evaluating and reflecting)
- in Year 10 in ACHCS099, ACHCS100 (problem-solving and decision-making).

Table 7.11 indicates the percentage of Year 6 and Year 10 students who engage in civic-related communication at least once a week.

Table 7.11   Percentages of participation in civic-related communication at least once a week (2016, 2013 and 2010)

Civic-related communication	% At least once a week or more									
	2016		2013		2010		Difference 2016-2013		Difference 2016-2010	
Year 6										
Use the internet to get news of current events?	49	(±2.1)	34	(±1.9)	31	(±1.9)	**15.7**	(±2.9)	**18.6**	(±2.8)
Watch the news on television?	76	(±1.5)	82	(±1.5)	82	(±1.2)	**-6.1**	(±2.1)	**-5.6**	(±2.0)
Listen to news on the radio?	59	(±2.2)	61	(±1.9)	53	(±1.9)	-2.0	(±2.9)	**6.0**	(±2.9)
Read about current events in the newspaper?	23	(±1.8)	41	(±2.0)	44	(±1.8)	**-18.7**	(±2.7)	**-21.2**	(±2.6)
Post or share a comment or image about a political or social issue on the internet or social media?	11	(±1.2)	7	(±0.8)	7	(±0.9)	**3.8**	(±1.5)	**3.8**	(±1.5)
Talk about political or social issues with your family?	29	(±1.5)	28	(±1.7)	27	(±2.0)	1.0	(±2.3)	**2.7**	(±2.5)
Talk about political or social issues with your friends?	24	(±1.3)	18	(±1.5)	17	(±1.5)	**5.9**	(±1.9)	**6.7**	(±2.0)
Year 10										
Use the internet to get news of current events?	69	(±1.9)	49	(±2.2)	43	(±2.0)	**19.4**	(±2.9)	**25.9**	(±2.8)
Watch the news on television?	73	(±1.8)	80	(±1.3)	81	(±1.5)	**-7.5**	(±2.2)	**-8.4**	(±2.4)
Listen to news on the radio?	56	(±1.8)	61	(±1.8)	56	(±2.0)	**-4.4**	(±2.6)	0.0	(±2.6)
Read about current events in the newspaper?	24	(±1.8)	45	(±1.7)	53	(±2.0)	**-20.8**	(±2.5)	**-28.6**	(±2.7)
Post or share a comment or image about a political or social issue on the internet or social media?	16	(±1.5)	9	(±1.3)	5	(±0.8)	**7.2**	(±2.0)	**11.1**	(±1.7)
Talk about political or social issues with your family?	43	(±2.0)	37	(±1.7)	33	(±2.0)	**6.0**	(±2.7)	**10.8**	(±2.8)
Talk about political or social issues with your friends?	34	(±1.7)	24	(±1.8)	21	(±1.6)	**10.1**	(±2.4)	**13.4**	(±2.3)

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

The biggest shift in behaviour compared to previous surveys occurred for using the internet to gather news of current events and for reading about current events in the newspaper. Significantly more students were gathering news from the internet than in previous surveys (+16 percentage points since 2013 and +19 percentage points since 2010 for Year 6, and +19 percentage points since 2013 and +26 percentage points since 2010 for Year 10 students). Far fewer students were reading about current events in the newspaper (-19 percentage

points since 2013 and -21 percentage points since 2010 for Year 6, and -21 percentage points since 2013 and -29 percentage points since 2010 for Year 10 students).

An aim of both the Australian Curriculum: Humanities and Social Sciences, and Australian Curriculum: Civics and Citizenship is to provide students with the skills associated with effective, discerning collection of information and the communication of ideas through a variety of appropriate modes. Teachers, schools or systems may choose to target these skills:

- in Year 6 at ACHASSI126, ACHASSI127 (analysing) and ACHASSI133 (communicating)
- in Year 10 at ACHCS096, ACHCS097 (questioning and research, analysis, synthesis and interpretation) and ACHCS101 (communication and reflection).

Table 7.12 indicates the percentage of Year 6 and Year 10 students' interest in civic issues and table 7.13 indicates the percentage of Year 6 and Year 10 students who agree with valuing civic action.

Table 7.12 Percentages for interest in civic issues (2016, 2013 and 2010)

		Interested (very or quite)				
	Interest in civic issues	**2016**	**2013**	**2010**	**Difference 2016–2013**	**Difference 2016–2010**
Year 6	What is happening in your local community	64 (±1.8)	65 (±1.7)	60 (±2.1)	-0.8 (±2.5)	**3.8** (±2.8)
	Australian politics	38 (±1.8)	39 (±2.1)	35 (±2.0)	-1.4 (±2.8)	2.3 (±2.7)
	Social issues in Australia	60 (±1.7)	56 (±1.9)	52 (±2.0)	**3.5** (±2.6)	**8.3** (±2.6)
	Environmental issues in Australia	71 (±1.7)	69 (±1.9)	70 (±1.8)	1.6 (±2.5)	1.1 (±2.5)
	What is happening in other countries	75 (±1.6)	71 (±1.6)	66 (±1.8)	**3.6** (±2.2)	**8.5** (±2.4)
	Global (worldwide) issues	74 (±1.6)	70 (±1.6)	63 (±1.9)	**4.1** (±2.3)	**10.5** (±2.5)
Year 10	What is happening in your local community	58 (±2.1)	57 (±1.6)	58 (±2.0)	1.4 (±2.6)	0.4 (±2.9)
	Australian politics	35 (±2.0)	35 (±1.8)	31 (±1.9)	-0.1 (±2.7)	**4.2** (±2.8)
	Social issues in Australia	68 (±1.8)	60 (±1.7)	56 (±2.3)	**8.1** (±2.5)	**12.5** (±2.9)
	Environmental issues in Australia	66 (±1.9)	58 (±2.0)	60 (±2.1)	**7.9** (±2.8)	**5.5** (±2.9)
	What is happening in other countries	76 (±1.4)	71 (±1.6)	67 (±2.1)	**4.4** (±2.1)	**9.1** (±2.5)
	Global (worldwide) issues	79 (±1.5)	74 (±1.6)	69 (±2.0)	**4.5** (±2.2)	**9.8** (±2.5)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

Table 7.13 Percentage agreement with valuing civic action (2016, 2013 and 2010)

	Valuing civic action	% Agreement				
		2016	2013	2010	Difference 2016-2013	Difference 2016-2010
Year 6	If students act together at school they can make real change happen.	93 (±1.0)	92 (±0.9)	92 (±1.0)	0.7 (±1.3)	**1.4** (±1.4)
	Elected student representatives (such as student council or SRC members) contribute to school decision making.	85 (±1.7)	85 (±1.7)	83 (±1.5)	0.4 (±2.4)	1.8 (±2.3)
	Student participation in how schools are run can make schools better.	89 (±1.1)	89 (±1.0)	87 (±1.1)	0.6 (±1.5)	**2.3** (±1.5)
	Organising groups of students to express their opinions could help solve problems in schools.	87 (±1.3)	87 (±1.1)	83 (±1.4)	0.0 (±1.7)	**3.5** (±1.9)
	It is important for students to vote in school elections.	87 (±1.3)	- -	- -	- -	- -
Year 10	If students act together at school they can make real change happen.	91 (±1.1)	90 (±1.0)	89 (±1.2)	0.9 (±1.5)	**1.7** (±1.6)
	Elected student representatives (such as student council or SRC members) contribute to school decision making.	79 (±1.6)	79 (±1.7)	76 (±1.9)	-0.5 (±2.3)	**3.1** (±2.5)
	Student participation in how schools are run can make schools better.	88 (±1.2)	89 (±1.2)	88 (±1.2)	-0.4 (±1.7)	0.7 (±1.7)
	Organising groups of students to express their opinions could help solve problems in schools.	84 (±1.4)	85 (±1.6)	83 (±1.5)	-0.7 (±2.1)	1.7 (±2.1)
	It is important for students to vote in school elections.	84 (±1.4)	- -	- -	- -	- -
	Citizens can have strong influence on government policies in Australia.	82 (±1.6)	82 (±1.6)	80 (±1.5)	0.7 (±2.3)	2.0 (±2.2)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

In 2016, about three-quarters of the students reported interest in what is happening in other countries (75 per cent of Year 6 students and 76 per cent of Year 10 students) and global issues (74 per cent of Year 6 students and 79 per cent of Year 10 students). These percentages are about 10 points higher than in 2010 and four points higher than in 2013.

No growth was reported for Year 6 students in interest in environmental issues in Australia, but significant growth in interest was reported for Year 10 students (six and eight percentage points since 2010 and 2013, respectively). Only about one-third of the students reported interest in Australian politics. This was similar in previous assessments for Year 6 students and slightly lower in 2010 for Year 10 students (by four percentage points).

Among Year 6 students, significantly more students in 2016 believed that if students act together at school they can make real change happen, that student participation in how schools are run can make schools better, and that organising groups of students to express their opinions could help solve problems at school, compared with 2010.

For Year 10 students, significantly more students in 2016 agreed that if students act together at school they can make real change happen, and that elected student representatives contribute to school decision-making than in 2010.

Teachers, schools and systems may choose to use this information to develop learning opportunities in which students practice and develop the targeted inquiry skills of HASS and Civics and Citizenship. This may particularly be the case in relation to the analysis, and evaluation of information sources, as well as when assisting students to participate in planned, appropriate civic action. For example:

- in Year 6 at ACHASSI129, ACHASSI130, ACHASSI131 and ACHCS132 (evaluating and reflecting)
- in Year 10 at ACHCS097, ACHCS098 (analysis, synthesis and interpretation), and ACHCS099 and ACHCS100 (problem-solving and decision-making).

Table 7.14 indicates the percentage of Year 6 and Year 10 students' intention to promote important issues in the future.

Table 7.14 Percentages of intentions to promote important issues in the future (2016, 2013 and 2010)

	% Certainly or probably				
Intentions to promote important issues in the future	**2016**	**2013**	**2010**	**Difference 2016-2013**	**Difference 2016-2010**
Year 6 Sign an online petition	43 (±2.0)	31 (±2.0)	27 (±1.6)	**11.9** (±2.9)	**16.4** (±2.6)
Write a letter or an email to a newspaper	32 (±1.8)	37 (±1.8)	39 (±1.8)	**-4.8** (±2.6)	**-6.7** (±2.6)
Write your opinion about an issue on the internet (e.g. on a blog or web-forum)	45 (±1.6)	40 (±1.8)	40 (±2.1)	**4.6** (±2.4)	**4.9** (±2.6)
Wear a badge, hat or t-shirt expressing your opinion	40 (±1.7)	43 (±2.0)	46 (±1.9)	**-3.1** (±2.6)	**-6.2** (±2.6)
Contact a member of parliament or local council	25 (±1.8)	34 (±1.9)	29 (±1.7)	**-8.9** (±2.6)	**-4.2** (±2.5)
Take part in a peaceful march or rally	48 (±2.1)	51 (±2.1)	47 (±1.9)	-3.0 (±3.0)	0.9 (±2.8)
Collect signatures for a petition	38 (±1.9)	41 (±1.9)	40 (±1.9)	**-3.5** (±2.7)	-2.3 (±2.7)
Choose not to buy certain products or brands of product as a protest	40 (±1.9)	40 (±1.7)	36 (±1.8)	-0.5 (±2.5)	**3.6** (±2.6)

▷

Intentions to promote important issues in the future	% Certainly or probably				
	2016	2013	2010	Difference 2016-2013	Difference 2016-2010
Sign an online petition	67 (±2.0)	60 (±2.0)	55 (±2.0)	**6.9** (±2.8)	**12.3** (±2.8)
Write a letter or an email to a newspaper	34 (±1.6)	38 (±1.8)	46 (±2.1)	**-4.6** (±2.4)	**-12.5** (±2.7)
Write your opinion about an issue on the internet (e.g. on a blog or web-forum)	51 (±1.8)	47 (±1.8)	45 (±1.9)	**3.7** (±2.6)	**5.5** (±2.6)
Wear a badge, hat or t-shirt expressing your opinion	44 (±2.1)	46 (±1.7)	51 (±2.3)	-2.4 (±2.7)	**-7.4** (±3.1)
Contact a member of parliament or local council	27 (±1.8)	36 (±1.6)	32 (±1.7)	**-8.8** (±2.4)	**-5.6** (±2.5)
Take part in a peaceful march or rally	45 (±2.0)	49 (±1.8)	46 (±2.4)	**-3.7** (±2.7)	-0.8 (±3.1)
Collect signatures for a petition	45 (±2.2)	53 (±1.8)	50 (±2.6)	**-8.0** (±2.8)	**-5.1** (±3.4)
Choose not to buy certain products or brands of product as a protest	51 (±2.2)	53 (±1.9)	49 (±2.5)	-1.8 (±2.9)	1.5 (±3.3)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in* **bold***.*

Year 10 students were most confident that they would sign an online petition (67 per cent), and half were confident they would write their opinion about an issue on the internet (51 per cent), choose not to buy certain products or brands as a protest (51 per cent), take part in a peaceful march or rally (45 per cent), or collect signatures for a petition (45 per cent). Forty-four per cent of students indicated they would wear a badge, hat or t-shirt expressing their opinion, and a third of students thought they would write a letter or an email to a newspaper (34 per cent). One in four students expected to contact a member of parliament or local council (27 per cent).

Significantly fewer Year 6 students thought they would contact a member of parliament or local council (-4 and -9 percentage points since 2010 and 2013 respectively), write a letter or email to a newspaper (-7 and -5 percentage points since 2010 and 2013 respectively), wear a badge, hat or t-shirt expressing your opinion (-6 and -3 percentage points since 2010 and 2016 respectively), or collect signatures for a petition (-4 percentage points since 2013, no change since 2010).

There was a significant decline in Year 10 in the number of students indicating they would contact a member of parliament or local council (-6 and -9 percentage points since 2010 and 2013 respectively), collect signatures for a petition (-5 and -8 percentage points since 2010 and 2013 respectively), write a letter or email to a newspaper (-13 and -5 percentage points since 2010 and 2013 respectively), or take part in a peaceful march or rally (-4 percentage points since 2013).

The Australian Curriculum: Humanities and Social Sciences, and the Australian Curriculum: Civics and Citizenship support students in the development of the skills associated with planning, implementing and reflecting upon the effectiveness of these types of action. For example:

- in Year 6 at ACHASSI131 and ACHASSI132 (evaluating and reflecting)
- in Year 10 at ACHCS099 and ACHCS100 (problem-solving and decision-making).

Teachers, schools and systems may consider developing learning opportunities in which students:

- reflect on what they have learnt in relation to a particular issue and identify problems that might be experienced if action were taken to address the issue
- build a case for taking action using evidence that takes into account different points of view
- suggest a course of action on a local or global issue and explore how different groups might respond.

Summary

The Australian Curriculum: Humanities and Social Sciences, and the Australian Curriculum: Civics and Citizenship provide opportunities for teachers to engage students in the skills, knowledge and understandings, and attitudes associated with civics education and citizenship practices as set out in the NAP–CC achievement levels.

The Humanities and Social Sciences, and Civics and Citizenship curriculum documents are developmental and their content descriptions align with the NAP–CC achievement levels. The alignment of knowledge and understanding is shown in table 7.15.

Each of these knowledge and understanding content descriptions, and their associated inquiry skills at each year level can be used by teachers, schools and systems to support the development of student proficiency in civics and citizenship. They can also be used to respond to trends in student attitudes, actions and levels of engagement with civics and citizenship.

The Australian Curriculum: Humanities and Social Sciences and the Australian Curriculum: Civics and Citizenship are designed to foster understanding of and commitment to national values of democracy, equity and justice. They develop appreciation of Australian diversity and 'what it means to be a citizen' by exploring ways to participate in Australia's civic life and contribute positively as a local and global citizen. These two curriculum documents provide an additional lens through which student performance and proficiency in NAP–CC can now be viewed, analysed and supported.

Table 7.15 Alignment between Australian Curriculum knowledge and understanding content descriptors and NAP–CC achievement levels

Below level 1	Level 1	Level 2	Level 3	Level 4	Level 5
Year 3	Year 3	Year 3	Year 3	Year 3	
ACHASSK070	ACHASSK070	ACHASSK070	ACHASSK070	ACHASSK070	
ACHASSK071	ACHASSK071	ACHASSK071	ACHASSK071	ACHASSK071	
ACHASSK072	ACHASSK072	ACHASSK072	ACHASSK072	ACHASSK072	
Year 4	Year 4	Year 4	Year 4	Year 4	
ACHASSK093	ACHASSK092	ACHASSK092	ACHASSK091	ACHASSK091	
	ACHASSK093	ACHASSK093	ACHASSK092	ACHASSK092	
			ACHASSK093	ACHASSK093	
Year 5	Year 5	Year 5	Year 5	Year 5	
ACHASSK115	ACHASSK115	ACHASSK115	ACHASSK115	ACHASSK115	
ACHASSK116	ACHASSK116	ACHASSK116	ACHASSK116	ACHASSK116	
ACHASSK117	ACHASSK117	ACHASSK117	ACHASSK117	ACHASSK117	
	ACHASSK118	ACHASSK118	ACHASSK118	ACHASSK118	
Year 6	Year 6	Year 6	Year 6	Year 6	
ACHASSK147	ACHASSK143	ACHASSK143	ACHASSK143	ACHASSK143	
	ACHASSK146	ACHASSK145	ACHASSK144	ACHASSK144	
	ACHASSK147	ACHASSK146	ACHASSK145	ACHASSK145	
		ACHASSK147	ACHASSK146	ACHASSK146	
			ACHASSK147	ACHASSK147	
				ACHASSK148	
Year 7	Year 7	Year 7	Year 7	Year 7	Year 7
ACHCK052	ACHCK048	ACHCK048	ACHCK048	ACHCK048	ACHCK048
	ACHCK050	ACHCK049	ACHCK049	ACHCK049	ACHCK049
	ACHCK052	ACHCK050	ACHCK050	ACHCK050	ACHCK050
		ACHCK052	ACHCK051	ACHCK051	ACHCK051
			ACHCK052	ACHCK052	ACHCK052
				ACHCK053	ACHCK053

Below level 1	Level 1	Level 2	Level 3	Level 4	Level 5
Year 8	Year 8	Year 8	Year 8	Year 8	Year 8
ACHCK067	ACHCK061	ACHCK061	ACHCK061	ACHCK061	ACHCK061
	ACHCK067	ACHCK062	ACHCK062	ACHCK062	ACHCK062
		ACHCK063	ACHCK063	ACHCK063	ACHCK063
		ACHCK067	ACHCK064	ACHCK064	ACHCK064
			ACHCK067	ACHCK065	ACHCK065
				ACHCK066	ACHCK066
				ACHCK067	ACHCK067
Year 9	Year 9	Year 9	Year 9	Year 9	Year 9
ACHCK080	ACHCK075	ACHCK075	ACHCK075	ACHCK075	ACHCK075
	ACHCK079	ACHCK078	ACHCK076	ACHCK076	ACHCK076
	ACHCK080	ACHCK079	ACHCK077	ACHCK077	ACHCK077
		ACHCK080	ACHCK078	ACHCK078	ACHCK078
			ACHCK079	ACHCK079	ACHCK079
			ACHCK080	ACHCK080	ACHCK080
				ACHCK103	ACHCK081
					ACHCK103
	Year 10	Year 10	Year 10	Year 10	Year 10
	ACHCK094	ACHCK094	ACHCK090	ACHCK090	ACHCK090
			ACHCK092	ACHCK092	ACHCK091
			ACHCK094	ACHCK093	ACHCK092
				ACHCK094	ACHCK093
					ACHCK094

Concluding discussion

The two essential ambitions specified in the Melbourne Declaration and the national Statements of Learning for Civics and Citizenship relating to 'active and informed' citizenship provide the organisational structure for the NAP–CC Assessment Framework. The Australian Curriculum, by way of Foundation to Years 6/7 Humanities and Social Sciences and Years 7–10 Civics and Citizenship, has been developed to support the pursuit of these ambitions.

The first part of the NAP–CC assessment requires students to answer questions relating to 'informed' citizenship while the second part of the assessment focuses on 'active' citizenship and this is assessed via the student survey.

Informed citizens

The concept of the 'informed citizen' is directly relevant to student achievement in civics and citizenship as measured by the NAP–CC test. The Australian Curriculum: Humanities and Social Sciences and the Australian Curriculum: Civics and Citizenship support students in acquiring the knowledge and understanding associated with being an 'informed citizen' through the three conceptual strands that shape the learning experiences at each year level from Year 3 through to Year 10:

- government and democracy
- laws and citizens
- citizenship, diversity and identity.

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 five 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.

The two proficient standards on the NAP–CC scale are the key performance measures for civics and citizenship. These standards are intended to be 'challenging but reasonable' for students who have had typical exposure to civics and citizenship education throughout their schooling. Proficient standards refer to what can reasonably be expected of a student at that year level.

At the national level in 2016, 55 per cent of Year 6 students achieved at or above the proficient standard. This is not significantly different to the percentage achieved nationally in any of the previous cycles of NAP–CC.

At the Year 10 level, 38 per cent of students achieved at or above the proficient standard. This is statistically significantly lower than the percentage achieved in each of the two previous cycles (2013 and 2010). This reflects the general observation that, at the Year 10 level, after an increase across 2010 and 2013, achievement appears to have declined to something similar to that shown in the first two cycles of NAP–CC. This pattern is not as clearly reflected in changes across the individual states and territories but the overall combined effect has contributed to a significant decrease in Year 10 performance overall. The mean NAP–CC scale scores of students at both year levels nationally and across states and territories show similar patterns and variations.

The relative achievement of key subgroups of the national population was similar in 2016 to previous years and show that student background is associated with achievement on the NAP–CC test. Female students outperformed male students in both year levels. The decrease in performance of Year 10 was observed for both male and female students. Large differences were reported between Indigenous and non-Indigenous students, between students with senior managers and professionals as parents and students with unskilled labourers, office, sales and service staff as parents, and between students with parents with high educational backgrounds (university) and with low educational background (Year 10 or below). Small but statistically significant differences in student achievement were recorded with respect to language spoken at home (Year 6 only) and country of birth (Year 10 only). In Year 6, students who spoke English at home showed on average higher achievement than students who mostly spoke another language at home, while in Year 10, students born in Australia performed marginally better than students born overseas. In addition, students from metropolitan areas outperformed students from provincial areas and students from provincial areas outperformed students from remote areas.

In summary, while it is reassuring to see that Year 6 results have remained stable, the Year 10 finding should be viewed as a chance for jurisdictions and schools to reflect upon the civics and citizenship learning opportunities provided in their schools and to take measures to address the decline.

Active citizens

Effective civic engagement also requires the skills relevant to being an 'active citizen'. The Australian Curriculum: Humanities and Social Sciences, and the Australian Curriculum: Civics and Citizenship support students in acquiring and developing these skills at each year level from Year 3 to Year 10 by providing opportunities to engage in questioning, research, problem-solving and decision-making. The aim of the Australian Curriculum is that students, in age-appropriate contexts, plan civics and citizenship related actions, participate in democratic processes and negotiate solutions to an issue.

The student survey developed for use in NAP–CC 2016 collected data relating to students' civics and citizenship-related attitudes and values as well as actual and expected civic engagement.

The 2016 data were collected using the same questions as in 2010 and 2013. In 2016, for the first time, students were asked to rate the extent to which nine different problems affect Australia. Furthermore, some individual items were revised to include additional information about digital citizenship participation.

Students' attitudes comprised six constructs:

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

Behavioural and motivational aspects of students' civic engagement included eight constructs.

Behavioural constructs included:

- 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 and social issues.

Motivational constructs included:

- interest in political or social issues
- confidence to actively engage in civic action
- valuing civic action
- intentions to promote important issues in the future
- 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. The Australian Curriculum aims to equip students with the skills, knowledge and values of active and informed citizens. Both the Humanities and Social Sciences curriculum, and the Civics and Citizenship curriculum are designed to foster students' commitment to national values of democracy, equity and justice, as well as develop students' appreciation of what it means to be an Australian citizen.

Student responses to the NAP–CC survey indicate strong positive responses and attitudes across a number of areas, with an overall increase across the years from 2010 to 2016. In both Year 6 and Year 10, the range of identified civics and citizenship behaviours, such as learning about issues in other countries, promoting human rights and participating in actions in the local community, show positive growth. The same strengthening positive trend is present in the level of trust held towards civic institutions and processes, the level of appreciation for all Australians to support and respect diversity, and the level of appreciation for all Australians to learn about and from Indigenous peoples and cultures. There are increasing levels of mistrust for individuals and groups, such as politicians and political parties.

Students' engagement in civics and citizenship activities

The Melbourne Declaration makes civic engagement a key goal of the education of all young Australians. The Australian Curriculum: Humanities and Social Sciences, and Australian Curriculum: Civics and Citizenship support this goal by providing students with opportunities to participate in Australia's civic life and make a positive contribution as local and global citizens.

The NAP–CC student survey collected information about students' dispositions to engage as well as their actual participation. Student responses to the NAP–CC survey indicate changes in the ways in which students engage with and in civic issues and actions. In both Year 6 and Year 10 from 2010 to 2016, there is a decline in the use of traditional print media and television to access civic information, and a rise in the use of digital and social media to access civic information. At both year levels, low levels of trust for social media is evident. In 2016 there is again a decline in the level of student participation in school-based civics activities, such as elections and student representative councils, from Year 6 to Year 10.

Concluding remarks

The knowledge, skills and understanding associated with active and informed citizenship are essential for all Australians in the twenty-first century, and the Australian Curriculum provides students with the opportunity to explore and acquire the values of freedom, tolerance, respect, inclusion and responsibility which shape and underpin Australia's democracy.

The results of the NAP–CC 2016 test and survey indicate that while students in Year 6 and Year 10 are strongly supportive of these values and attitudes, there is a significant decline in the level of knowledge proficiency in Year 10 over time and an ongoing low level of proficiency among Indigenous students.

Teachers, schools and systems when implementing the Years 7–10 Australian Curriculum: Civics and Citizenship, endorsed by the Education Council in 2015, may address these issues by providing real, relevant, authentic, non-tokenistic opportunities for students to learn about, and participate in, Australia's democratic processes.

Along with an increasing positive attitude towards notions of diversity and Indigenous issues, the results of the NAP–CC 2016 indicate significant interest and willingness among young Australians to engage with civic information and ideas. The next NAP–CC will assess the civics and citizenship knowledge and skills of students who will have had the benefit of the endorsed Australian Curriculum: Civics and Citizenship. The NAP–CC Assessment Framework will also be aligned to the Australian Curriculum: Humanities and Social Sciences, and the Australian Curriculum: Civics and Citizenship.

Teachers, schools and systems should now use the structures and approaches contained within the Australian Curriculum, including strategies and methodologies that draw upon contemporary interests and approaches to learning, to leverage the positive attitude which exists towards civic information, ideas and actions. This will equip present-day young Australians with the skills, values, attitudes and knowledge to be effective twenty-first century citizens and future leaders of Australia.

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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

The aspect of *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

The aspect of *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

The aspect of *affective processes for civics and citizenship* is articulated by the three affective processes that it comprises.

Aspect 4: Civic and citizenship participation

The aspect of *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 ACARA's NAP Sample website.

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

The concept of *democracy in principle* refers to key ideas of working contemporary democracy and specifically Australian democracy.

Concept 1.1.2: Democracy in practice

The concept of *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

The concept of *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

The concept of *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

The concept of *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

The concept of *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

The concept of *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

The concept of *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 (for example, 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

The concept of *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

The concept of *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

The concept of *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

The concept of *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 led 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 recognise 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

The construct of *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

The process of *actual behaviours* reflects 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 (for example, 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 (for example, 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 (for example, engagement to promote environmental issues) or against (for example, protest against excessive government control) these issues. Students' expected participation in these kinds of activities can be measured through items asking students to rate the probability of engaging in different forms of activities (for example, 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 (for example, 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 currently not 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.

Student survey

The questions from the Year 10 student survey are presented on the following pages. The Year 6 student survey contained mostly the same set of questions. However, Year 6 students were not administered the following items: question 2 (items 1–6), question 5 (items 1–5), question 8 (item 6) and question 12 (items 1–6).

Question 1

Survey

At this school, I ...
(Select one response for each statement.)

	Yes	No	This is NOT available at my school
have voted for class representatives.	○	○	○
have been elected on to a Student Council, Student Representative Council (SRC) or class/school parliament.	○	○	○
have helped to make decisions about how the school is run.	○	○	○
have helped prepare a school webpage, newspaper, or magazine.	○	○	○
have participated in peer support, 'buddy' or mentoring programs.	○	○	○
have participated in activities in the community (e.g. collecting money for a charity or volunteering).	○	○	○
have represented the school in activities outside of class (such as drama, sport, music or debating).	○	○	○
have been a candidate in a Student Council, Student Representative Council (SRC) or class/school parliament election.	○	○	○
have participated in an excursion to a parliament, local government or law court.	○	○	○

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Question 2

Question 3

Question 4

Survey

There are many different ways to express your opinions about important issues.

Would you do any of the following in the future?

(Select one response for each statement.)

	I would certainly do this	I would probably do this	I would probably NOT do this	I would certainly NOT do this
sign an online petition	○	○	○	○
write a letter or an email to a newspaper	○	○	○	○
write your opinion about an issue on the internet (e.g. on social media, a blog or web-forum)	○	○	○	○
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	○	○	○	○

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Question 5

Survey

There are many different ways people can participate in the community.

Which of the following will you do in the future?

(Select on response for each statement.)

	I will certainly do this	I will probably do this	I will probably NOT do this	I will certainly NOT do this
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	○	○	○	○

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Question 6

Question 7

Question 8

Question 9

Survey

How important do you think the following are for being a good citizen in Australia?

(Select one response for each statement.)

	Very important	Quite important	Not very important	Not important at all
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	◯	◯	◯	◯
taking part in activities to protect the environment	◯	◯	◯	◯
making personal efforts to protect natural resources (e.g. water-saving, recycling)	◯	◯	◯	◯
voting in elections	◯	◯	◯	◯

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Question 10

Survey

How much do you trust each of the following groups or institutions in Australia?
(Select one response for each statement.)

	Completely	Quite a lot	A little	Not at all
the Australian Parliament	◯	◯	◯	◯
your state or territory parliament	◯	◯	◯	◯
your local government (e.g. local council or shire)	◯	◯	◯	◯
law courts	◯	◯	◯	◯
the police	◯	◯	◯	◯
Australian political parties	◯	◯	◯	◯
the media (i.e. television, newspapers, radio)	◯	◯	◯	◯
social media (e.g. Twitter, blogs, YouTube, Facebook, Instagram)	◯	◯	◯	◯

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Question 11

Question 12 (Year 10 only)

Survey

How much do you agree or disagree with the following statements about Australian society?

(Select one response for each statement.)

	Strongly agree	Agree	Disagree	Strongly disagree
Immigrants should be encouraged to keep their cultural traditions and languages.	○	○	○	○
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.	○	○	○	○

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Question 13

Survey				

Below is a list of problems affecting countries across the world in different ways.

In your view, to what extent is Australia affected by each of these problems?

(Select one response for each problem.)

	To a large extent	To a moderate extent	To a small extent	Not at all
pollution	○	○	○	○
unemployment	○	○	○	○
terrorism	○	○	○	○
poverty	○	○	○	○
climate change	○	○	○	○
water shortages	○	○	○	○
lack of access to high quality education	○	○	○	○
crime	○	○	○	○
lack of access to adequate health services	○	○	○	○

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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 2.3), with 'age' the only background variable that is reported by state and territory (see table 2.2). This appendix provides more detail than table 2.3 by reporting the other background characteristics (gender, socioeconomic background – parental occupation, socioeconomic background – parental education, Indigenous status, language background, country of birth, 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.

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									
Female	50	49	49	51	51	50	46	55	47
Male	50	51	51	49	49	50	54	45	53
Missing data	*1*	*0*	*2*	*0*	*1*	*0*	*0*	*4*	*0*
Year 10									
Female	49	50	50	46	47	47	50	49	50
Male	51	50	50	54	53	53	50	51	50
Missing data	*1*	*0*	*0*	*2*	*2*	*0*	*5*	*0*	*0*

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	30	30	31	27	30	32	21	33	48
Other managers and associate professionals	25	24	26	26	26	23	24	18	27
Tradespeople & skilled office, sales and service staff	24	25	19	29	22	23	21	23	18
Unskilled labourers, office, sales and service staff	13	14	14	11	13	15	23	11	4
Not in paid work in last 12 months	8	7	11	7	9	7	12	15	4
Missing data	*8*	*5*	*3*	*11*	*17*	*16*	*10*	*17*	*14*
Year 10									
Senior managers and professionals	26	29	21	23	26	32	26	34	48
Other managers and associate professionals	26	23	31	23	29	24	26	20	27
Tradespeople & skilled office, sales and service staff	24	23	24	27	23	26	20	25	19
Unskilled labourers, office, sales and service staff	16	16	16	21	15	13	19	13	4
Not in paid work in last 12 months	8	10	9	6	6	6	9	7	1
Missing data	*11*	*10*	*2*	*19*	*19*	*9*	*13*	*5*	*21*

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	2	2	3	1	2	1	2	7	1
Year 10 or equivalent	5	5	3	6	3	6	11	6	1
Year 11 or equivalent	3	2	2	2	6	5	6	5	1
Year 12 or equivalent	9	6	10	10	15	10	7	6	10
Certificates I–IV (including trade certificates)	27	29	24	31	25	25	37	26	16
Advanced diploma/diploma	16	17	14	20	15	15	13	15	11
Bachelor degree or above	38	39	44	31	34	38	24	35	61
Missing data	*6*	*4*	*5*	*6*	*8*	*8*	*9*	*18*	*5*
Year 10									
Year 9 or equivalent or below	2	2	2	3	3	3	2	7	1
Year 10 or equivalent	5	6	3	7	3	6	16	4	2
Year 11 or equivalent	3	1	3	3	8	4	4	3	1
Year 12 or equivalent	10	11	9	11	11	9	7	4	8
Certificates I–IV (including trade certificates)	29	28	31	32	26	26	31	29	19
Advanced diploma/diploma	16	13	19	16	18	16	13	20	16
Bachelor degree or above	34	39	32	28	31	36	28	32	52
Missing data	*9*	*7*	*9*	*12*	*10*	*5*	*12*	*10*	*14*

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	96	95	100	93	98	96	92	63	97
Indigenous	4	5	0	7	2	4	8	37	3
Missing data	*2*	*1*	*5*	*0*	*4*	*3*	*6*	*9*	*1*
Year 10									
Non-Indigenous	96	97	99	94	98	96	91	79	98
Indigenous	4	3	1	6	2	4	9	21	2
Missing data	*4*	*2*	*5*	*7*	*5*	*4*	*12*	*4*	*0*

Language spoken at home

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 Language background other than English	78	74	74	89	83	75	95	38	83
Language background other than English	22	26	26	11	17	25	5	62	17
Missing data	*3*	*0*	*2*	*0*	*5*	*17*	*1*	*39*	*1*
Year 10									
Not Language background other than English	77	69	80	85	82	74	95	57	80
Language background other than English	23	31	20	15	18	26	5	43	20
Missing data	*4*	*1*	*0*	*4*	*12*	*18*	*5*	*21*	*0*

Country of birth

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	11	8	11	12	14	18	5	13	12
Born in Australia	89	92	89	88	86	82	95	87	88
Missing data	*1*	*0*	*2*	*0*	*1*	*2*	*2*	*5*	*0*
Year 10									
Not born in Australia	16	16	13	15	15	25	4	17	16
Born in Australia	84	84	87	85	85	75	96	83	84
Missing data	*3*	*1*	*5*	*4*	*2*	*0*	*8*	*0*	*0*

Geographic location

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	78	77	68	73	76	45	0	99
Provincial	25	22	23	30	25	20	54	57	1
Remote	2	0	0	2	1	4	1	43	0
Year 10									
Metropolitian	74	76	78	71	76	75	45		100
Provincial	25	24	22	29	22	20	55	67	0
Remote	1	0	0	0	2	4	0	33	0

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
- across the five assessment cycles (2004, 2007, 2010, 2013 and 2016).

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 (α = 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 SEdif_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 includes 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 of 2013.

The value of the equating error between 2016 and 2013 is 4.42 units of the civics and citizenship scale for Year 6 and 4.38 for Year 10. When testing the difference of a statistic between the two assessments, the standard error of the difference is computed as follows:

$$SE\left(\mu_{16} - \mu_{13}\right) = \sqrt{SE_{16}^2 + SE_{13}^2 + EqErr^2}$$

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. 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

$$EquErr(\rho) = \sqrt{\frac{(\rho_n - \rho_o)^2}{n}}$$

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:

$$SE(\rho_{16} - \rho_{13}) = \sqrt{SE(\rho_{16})^2 + SE(\rho_{13})^2 + EqErr(\rho)^2}$$

ρ_{13} and ρ_{16} are the percentages at or above the proficient standard in 2013 and 2016 respectively.

The values of the equating errors for mean scores on the proficiency scales, percentages above the proficient standard and mean score on the questionnaire scales are included in the technical note.

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		
	2016	2013	Difference (2016-2013)*	2016	2013	Difference (2016-2013)
Australia	55 (±2.4)	52 (±2.4)	3 (±4.1)	38 (±2.7)	44 (±2.6)	**-6** (±4.6)
States and territories						
NSW	56 (±5.8)	56 (±4.8)	0 (±7.8)	43 (±4.9)	51 (±5.7)	**-9** (±7.8)
Vic.	56 (±5.3)	58 (±5.5)	-3 (±7.8)	39 (±6.1)	48 (±6.2)	-9 (±9.4)
Qld	52 (±4.4)	45 (±4.8)	**8** (±7.1)	32 (±6.3)	35 (±4.1)	-3 (±8.1)
SA	55 (±6.3)	43 (±6.0)	**12** (±9.0)	34 (±5.5)	35 (±5.7)	-2 (±8.4)
WA	52 (±5.3)	44 (±5.8)	8 (±8.3)	43 (±6.8)	44 (±6.0)	-1 (±9.4)
Tas.	53 (±5.6)	46 (±5.5)	7 (±8.2)	30 (±5.6)	32 (±6.0)	-1 (±8.5)
NT	34 (±8.0)	26 (±8.4)	8 (±11.9)	23 (±9.6)	20 (±7.0)	3 (±12.2)
ACT	59 (±6.2)	64 (±6.0)	-4 (±9.1)	46 (±5.1)	48 (±6.9)	-1 (±8.9)
Gender						
Males	50 (±3.4)	48 (±3.4)	2 (±5.3)	35 (±3.4)	42 (±3.7)	**-8** (±5.9)
Females	60 (±2.9)	55 (±2.7)	4 (±4.6)	42 (±3.9)	46 (±4.0)	-4 (±6.0)
Geographic location						
Metropolitan	58 (±2.8)	55 (±2.7)	3 (±4.5)	41 (±3.3)	48 (±3.1)	**-6** (±5.2)
Provincial	47 (±6.0)	43 (±5.5)	4 (±8.4)	30 (±5.2)	36 (±4.8)	-5 (±7.6)
Remote	30 (±15.3)	31 (±19.2)	-1 (±24.6)	25 (±16.8)	23 (±9.9)	2 (±19.6)

*Confidence intervals (1.96*SE) are reported in brackets. Statistically significant differences (p<0.05) in **bold**.*

Appendix 6

Students' attitudes towards civics and citizenship issues: national category percentages (2016) and survey scale scores by state and territory

Table A6.1 Category percentages for items measuring importance of citizenship behaviours

Importance of citizenship behaviour	Very important		Quite important		Not very important		Not important at all	
Supporting a political party	25	(±1.7)	51	(±1.9)	20	(±1.5)	5	(±0.8)
Learning about Australia's history	43	(±1.8)	41	(±1.7)	13	(±1.2)	3	(±0.6)
Learning about political issues in the newspaper, on the radio, on TV or on the internet	23	(±1.3)	50	(±1.7)	22	(±1.5)	4	(±0.7)
Learning about what happens in other countries	31	(±1.5)	46	(±1.7)	20	(±1.6)	4	(±0.8)
Discussing politics	14	(±1.2)	41	(±1.8)	36	(±1.7)	9	(±1.0)
Participating in peaceful protests about important issues	18	(±1.2)	43	(±2.0)	31	(±1.9)	8	(±1.1)
Participating in activities to benefit the local community	33	(±1.7)	49	(±1.7)	14	(±1.4)	3	(±0.7)
Taking part in activities promoting human rights	44	(±2.1)	42	(±1.9)	12	(±1.3)	3	(±0.7)
Taking part in activities to protect the environment	51	(±2.1)	38	(±1.7)	9	(±1.0)	3	(±0.6)
Making personal efforts to protect natural resources (e.g. water-saving, recycling, ethical shopping)	56	(±2.0)	34	(±1.8)	7	(±1.0)	3	(±0.7)
Voting in elections	57	(±2.2)	28	(±1.8)	10	(±1.2)	5	(±0.9)

Year 6

▷

Importance of citizenship behaviour	Very important		Quite important		Not very important		Not important at all	
Supporting a political party	12	(±1.3)	51	(±1.5)	31	(±1.6)	6	(±0.8)
Learning about Australia's history	29	(±1.7)	50	(±1.8)	18	(±1.6)	3	(±0.6)
Learning about political issues in the newspaper, on the radio, on TV or on the internet	22	(±1.9)	54	(±1.8)	21	(±1.8)	3	(±0.6)
Learning about what happens in other countries	27	(±2.0)	51	(±2.1)	19	(±1.6)	3	(±0.6)
Discussing politics	11	(±1.4)	40	(±1.8)	42	(±1.8)	7	(±0.9)
Participating in peaceful protests about important issues	13	(±1.3)	40	(±1.8)	37	(±2.1)	9	(±1.1)
Participating in activities to benefit the local community	22	(±1.5)	55	(±1.8)	18	(±1.6)	4	(±0.8)
Taking part in activities promoting human rights	28	(±1.8)	49	(±2.0)	19	(±1.6)	4	(±0.8)
Taking part in activities to protect the environment	31	(±1.8)	49	(±2.0)	16	(±1.5)	4	(±0.7)
Making personal efforts to protect natural resources (e.g. water-saving, recycling, ethical shopping)	39	(±2.1)	46	(±1.8)	11	(±1.3)	4	(±0.7)
Voting in elections	48	(±2.3)	36	(±2.3)	11	(±1.2)	5	(±0.8)

Year 10

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

Table A6.2   The Importance of conventional citizenship – average scale scores and confidence intervals by state and territory

	Year 6		Year 10	
NSW	53	(±0.5)	53	(±1.1)
Vic.	52	(±0.5)	52	(±1.1)
Qld	52	(±0.8)	51	(±0.7)
SA	52	(±1.0)	53	(±0.7)
WA	53	(±0.5)	52	(±1.0)
Tas.	52	(±0.7)	51	(±1.2)
NT	53	(±1.2)	52	(±1.1)
ACT	52	(±0.8)	53	(±0.8)

*Confidence intervals (1.96*SE) are reported in brackets.*

Table A6.3 The importance of social movement-related citizenship – average scale scores and confidence intervals by state and territory

	Year 6		Year 10	
NSW	52	(±0.6)	52	(±1.1)
Vic.	51	(±0.7)	51	(±1.2)
Qld	54	(±0.9)	51	(±0.5)
SA	52	(±0.8)	51	(±0.9)
WA	54	(±0.7)	51	(±1.0)
Tas.	52	(±0.8)	49	(±1.2)
NT	53	(±1.2)	52	(±2.0)
ACT	51	(±1.1)	51	(±1.2)

*Confidence intervals (1.96*SE) are reported in brackets.*

Table A6.4 Category percentages for items measuring trust in civic institutions and processes

	Trust in civic institutions and processes	Completely		Quite a lot		A little		Not at all	
Year 6	The Australian Parliament	32	(±2.0)	44	(±1.9)	19	(±1.5)	5	(±0.8)
	Your state or territory parliament	29	(±1.9)	50	(±1.9)	17	(±1.6)	4	(±0.7)
	Your local government	32	(±2.0)	47	(±2.0)	17	(±1.6)	4	(±0.7)
	Law courts	37	(±2.0)	43	(±2.0)	16	(±1.5)	4	(±0.7)
	The police	62	(±2.1)	28	(±1.9)	8	(±1.0)	3	(±0.6)
	Australian political parties	17	(±1.6)	48	(±1.9)	28	(±1.5)	7	(±0.9)
	The media	17	(±1.5)	40	(±1.8)	36	(±1.8)	7	(±0.9)
	Social media	14	(±1.4)	23	(±1.6)	44	(±1.9)	19	(±1.5)
Year 10	The Australian Parliament	12	(±1.1)	42	(±1.6)	36	(±1.8)	10	(±1.2)
	Your state or territory parliament	10	(±1.1)	47	(±1.8)	34	(±1.7)	9	(±1.1)
	Your local government	12	(±1.1)	48	(±2.1)	32	(±1.7)	8	(±1.1)
	Law courts	20	(±1.5)	50	(±1.8)	23	(±1.6)	7	(±1.0)
	The police	31	(±1.8)	44	(±1.6)	18	(±1.6)	7	(±0.9)
	Australian political parties	7	(±1.0)	37	(±1.6)	43	(±1.8)	13	(±1.3)
	The media	6	(±0.8)	30	(±1.7)	47	(±2.0)	16	(±1.5)
	Social media	7	(±0.9)	22	(±1.5)	48	(±2.0)	23	(±1.7)

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

Table A6.5   Trust in civic institutions and processes – average scale scores and confidence intervals by state and territory

	Year 6		Year 10	
NSW	59	(±0.9)	52	(±1.2)
Vic.	59	(±1.0)	53	(±1.1)
Qld	59	(±1.0)	51	(±0.9)
SA	57	(±1.1)	52	(±0.9)
WA	58	(±0.7)	53	(±1.1)
Tas.	56	(±0.7)	50	(±1.3)
NT	58	(±1.5)	50	(±0.9)
ACT	57	(±1.1)	53	(±1.1)

*Confidence intervals (1.96*SE) are reported in brackets.*

Table A6.6   Category percentages for items measuring attitudes towards Australian Indigenous cultures

	Attitudes towards Australian Indigenous cultures	Strongly agree		Agree		Disagree		Strongly disagree	
Year 6	Australia should support the cultural traditions and languages of Indigenous Australians.	64	(±2.0)	31	(±1.8)	3	(±0.7)	2	(±0.5)
	Australia has a responsibility to improve the quality of life of Indigenous Australians.	53	(±2.2)	39	(±2.0)	7	(±1.0)	2	(±0.4)
	It is important to recognise the traditional ownership of land by Indigenous Australians.	65	(±2.0)	29	(±1.6)	4	(±0.7)	2	(±0.5)
	All Australians have much to learn from Indigenous Australian cultures and traditions and people.	45	(±2.2)	44	(±2.0)	9	(±1.1)	2	(±0.6)
	All Australians should be given the chance to learn about reconciliation between Indigenous and other Australians.	53	(±2.0)	40	(±1.8)	6	(±0.9)	2	(±0.5)

Attitudes towards Australian Indigenous cultures		Strongly agree		Agree		Disagree		Strongly disagree	
Year 10	Australia should support the cultural traditions and languages of Indigenous Australians.	57	(±2.1)	37	(±2.0)	4	(±0.8)	2	(±0.6)
	Australia has a responsibility to improve the quality of life of Indigenous Australians.	48	(±1.9)	41	(±1.9)	10	(±1.0)	2	(±0.5)
	It is important to recognise the traditional ownership of land by Indigenous Australians.	56	(±2.1)	35	(±2.0)	6	(±0.8)	2	(±0.7)
	All Australians have much to learn from Indigenous Australian cultures and traditions and people.	40	(±2.2)	42	(±1.8)	13	(±1.3)	4	(±0.9)
	All Australians should be given the chance to learn about reconciliation between Indigenous and other Australians.	46	(±2.3)	45	(±2.1)	7	(±1.0)	3	(±0.7)

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

Table A6.7 Attitudes towards Australian Indigenous cultures – average scale scores and confidence intervals by state and territory

	Year 6		Year 10	
NSW	53	(±0.8)	54	(±1.0)
Vic.	52	(±0.8)	54	(±1.2)
Qld	52	(±0.8)	52	(±0.9)
SA	52	(±0.8)	52	(±1.1)
WA	51	(±0.6)	52	(±1.1)
Tas.	51	(±0.8)	51	(±1.4)
NT	50	(±1.8)	52	(±2.4)
ACT	53	(±0.8)	55	(±1.0)

*Confidence intervals (1.96*SE) are reported in brackets.*

Table A6.8   Category percentages for items measuring attitudes towards Australian diversity

	Attitudes towards Australian diversity	Strongly agree		Agree		Disagree		Strongly disagree	
Year 10	Immigrants should be encouraged to keep their cultural traditions and languages.	38	(±2.4)	46	(±1.6)	12	(±1.5)	4	(±0.8)
	Australia will become less peaceful as more people from different backgrounds come to live here.	11	(±1.0)	29	(±1.8)	39	(±1.6)	21	(±1.7)
	Australia benefits greatly from having people from many cultures and backgrounds.	34	(±2.2)	51	(±1.9)	13	(±1.3)	3	(±0.6)
	All Australians should learn about different cultures and traditions at school.	32	(±2.0)	48	(±1.8)	16	(±1.6)	4	(±0.8)
	Having people from many different cultures and backgrounds makes it difficult for a country to be united.	11	(±1.1)	30	(±1.6)	38	(±1.4)	21	(±1.6)
	Australia would be a better place in the future if only people with similar backgrounds were allowed to come and live here.	9	(±1.2)	23	(±1.7)	35	(±1.6)	34	(±2.0)

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

Table A6.9   Attitudes towards Australian diversity – average scale scores and confidence intervals by state and territory

	Year 10	
NSW	52	(±1.0)
Vic.	53	(±1.4)
Qld	51	(±1.0)
SA	51	(±1.1)
WA	52	(±1.1)
Tas.	51	(±1.0)
NT	52	(±1.4)
ACT	54	(±0.8)

Confidence intervals (1.96*SE) are reported in brackets.

Table A6.10 Category percentages for items measuring students' perceptions of problems affecting Australia

	Concern about problems affecting Australia	To a large extent		To a moderate extent		To a small extent		Not at all	
Year 6	Pollution	42	(±2.2)	41	(±2.0)	14	(±1.5)	3	(±0.8)
	Unemployment	22	(±1.4)	50	(±1.8)	24	(±1.6)	4	(±0.9)
	Terrorism	36	(±1.8)	26	(±1.5)	28	(±1.5)	10	(±1.1)
	Poverty	25	(±1.6)	35	(±1.8)	31	(±1.8)	9	(±1.2)
	Climate change	31	(±1.9)	43	(±1.8)	21	(±1.5)	5	(±0.8)
	Water shortages	31	(±1.8)	29	(±1.7)	27	(±1.6)	12	(±1.4)
	Lack of access to high quality education	28	(±1.6)	28	(±1.6)	27	(±1.8)	17	(±1.7)
	Crime	37	(±1.9)	38	(±1.6)	19	(±1.5)	6	(±1.1)
	Lack of access to adequate health services	31	(±1.7)	27	(±1.6)	28	(±1.8)	14	(±1.6)
Year 10	Pollution	32	(±1.6)	48	(±1.6)	18	(±1.5)	2	(±0.5)
	Unemployment	26	(±1.7)	53	(±2.0)	20	(±1.5)	2	(±0.4)
	Terrorism	20	(±1.5)	33	(±1.6)	41	(±1.8)	6	(±0.9)
	Poverty	19	(±1.5)	36	(±1.9)	38	(±1.9)	6	(±0.9)
	Climate change	30	(±2.0)	45	(±1.9)	22	(±1.9)	3	(±0.9)
	Water shortages	22	(±1.7)	38	(±1.8)	32	(±1.9)	8	(±1.0)
	Lack of access to high quality education	17	(±1.4)	26	(±1.8)	37	(±1.7)	20	(±1.8)
	Crime	22	(±1.8)	49	(±2.0)	27	(±1.7)	2	(±0.6)
	Lack of access to adequate health services	17	(±1.4)	29	(±2.2)	37	(±1.9)	17	(±1.7)

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

Table A6.11 Students' perceptions of problems affecting Australia – average scale scores and confidence intervals by state and territory

	Year 6		Year 10	
NSW	50	(±0.9)	50	(±0.7)
Vic.	50	(±1.0)	50	(±1.1)
Qld	51	(±0.8)	50	(±0.9)
SA	50	(±0.9)	50	(±0.8)
WA	51	(±0.8)	49	(±1.2)
Tas.	49	(±1.0)	50	(±0.9)
NT	51	(±1.5)	51	(±1.8)
ACT	49	(±1.0)	49	(±0.8)

Confidence intervals (1.96*SE) are reported in brackets.

Student engagement in civics and citizenship activities: national category percentages (2016) and survey scale scores by state and territory

Table A7.1 Category percentages for items measuring participation in civic-related communication

	Civic-related communication	Never or hardly ever		At least once a month		At least once a week		More than three times a week	
Year 6	Use the internet to get news of current events?	29	(±2.0)	21	(±1.3)	32	(±1.7)	18	(±1.4)
	Watch the news on television?	13	(±1.2)	10	(±0.9)	27	(±1.5)	49	(±2.1)
	Listen to news on the radio?	27	(±1.9)	14	(±1.3)	23	(±1.4)	36	(±2.0)
	Read about current events in the newspaper?	55	(±2.3)	23	(±1.4)	16	(±1.6)	6	(±0.9)
	Post or share a comment or image about a political or social issue on the internet or social media?	80	(±1.6)	10	(±1.0)	6	(±0.8)	5	(±0.8)
	Talk about political or social issues with your family?	38	(±2.0)	33	(±1.7)	19	(±1.3)	11	(±1.1)
	Talk about political or social issues with your friends?	50	(±1.8)	27	(±1.4)	16	(±1.2)	8	(±0.9)

Civic-related communication	Never or hardly ever		At least once a month		At least once a week		More than three times a week	
Use the internet to get news of current events?	14	(±1.3)	17	(±1.3)	33	(±1.6)	36	(±1.7)
Watch the news on television?	14	(±1.7)	13	(±1.1)	33	(±1.6)	40	(±1.8)
Listen to news on the radio?	27	(±2.0)	17	(±1.5)	29	(±1.5)	28	(±1.6)
Read about current events in the newspaper?	49	(±2.1)	26	(±1.8)	18	(±1.7)	7	(±0.8)
Post or share a comment or image about a political or social issue on the internet or social media?	64	(±2.2)	20	(±1.8)	10	(±1.2)	6	(±0.9)
Talk about political or social issues with your family?	28	(±1.7)	29	(±1.7)	28	(±1.5)	15	(±1.3)
Talk about political or social issues with your friends?	36	(±1.8)	30	(±1.7)	21	(±1.5)	12	(±1.4)

(Year 10)

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

Table A7.2   Category percentages for measuring students' interest in civic issues

Interest in civic issues	Very interested		Quite interested		Not very interested		Not interested at all	
What is happening in your local community	16	(±1.5)	48	(±1.8)	31	(±1.8)	5	(±0.9)
Australian politics	9	(±1.1)	28	(±1.7)	46	(±1.8)	17	(±1.6)
Social issues in Australia	17	(±1.2)	43	(±1.8)	32	(±1.6)	8	(±1.2)
Environmental issues in Australia	29	(±1.5)	42	(±1.9)	24	(±1.5)	6	(±0.8)
What is happening in other countries	32	(±1.5)	42	(±1.7)	20	(±1.6)	6	(±1.0)
Global (worldwide) issues	37	(±1.9)	37	(±2.0)	19	(±1.4)	7	(±1.1)
What is happening in your local community	13	(±1.2)	46	(±1.9)	36	(±1.8)	6	(±0.9)
Australian politics	8	(±1.2)	27	(±1.8)	49	(±1.7)	16	(±1.3)
Social issues in Australia	19	(±1.7)	49	(±1.7)	26	(±1.7)	6	(±0.8)
Environmental issues in Australia	20	(±1.5)	45	(±1.8)	27	(±1.8)	7	(±0.9)
What is happening in other countries	27	(±2.0)	48	(±2.0)	20	(±1.4)	4	(±0.7)
Global (worldwide) issues	35	(±1.8)	43	(±2.0)	17	(±1.4)	4	(±0.7)

(Year 6 — first six rows; Year 10 — last six rows)

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

Table A7.3   Civic interest – average scale scores and confidence intervals by state and territory

	Year 6		Year 10	
NSW	52	(±0.6)	53	(±0.9)
Vic.	52	(±0.6)	53	(±1.2)
Qld	52	(±0.7)	52	(±0.6)
SA	51	(±0.9)	52	(±0.7)
WA	52	(±0.5)	52	(±0.9)
Tas.	51	(±0.9)	51	(±0.8)
NT	52	(±1.4)	51	(±1.9)
ACT	52	(±1.0)	53	(±1.1)

*Confidence intervals (1.96*SE) are reported in brackets.*

Table A7.4   Category percentages for items measuring confidence to actively engage in civic action

	Confidence to actively engage in civic action	Very well		Fairly well		Not very well		Not at all	
Year 6	Discuss news about a conflict between countries	11	(±1.3)	40	(±1.8)	37	(±1.9)	11	(±1.3)
	Argue your opinion about a political or social issue	19	(±1.5)	35	(±1.9)	32	(±2.1)	14	(±1.5)
	Be a candidate in a school or class election	30	(±1.9)	38	(±1.6)	22	(±1.6)	10	(±1.3)
	Organise a group of students in order to achieve changes at school	23	(±1.6)	37	(±2.2)	28	(±1.7)	12	(±1.3)
	Write a letter or an email to a newspaper giving your view on a current issue	12	(±1.2)	28	(±1.5)	36	(±1.9)	24	(±1.9)
	Give a speech to your class about a social or political issue	16	(±1.2)	29	(±1.6)	33	(±1.6)	22	(±1.5)
	Present information about a political or social issue on social media	13	(±1.0)	27	(±1.8)	33	(±1.6)	27	(±1.7)

Confidence to actively engage in civic action		Very well		Fairly well		Not very well		Not at all	
Year 10	Discuss news about a conflict between countries	13	(±1.4)	46	(±1.9)	34	(±1.8)	7	(±1.1)
	Argue your opinion about a political or social issue	20	(±1.8)	40	(±1.8)	32	(±1.7)	9	(±1.3)
	Be a candidate in a school or class election	13	(±1.3)	31	(±1.5)	39	(±1.9)	17	(±1.6)
	Organise a group of students in order to achieve changes at school	12	(±1.1)	37	(±1.6)	35	(±1.5)	15	(±1.5)
	Write a letter or an email to a newspaper giving your view on a current issue	10	(±1.1)	30	(±1.9)	41	(±1.9)	19	(±1.5)
	Give a speech to your class about a social or political issue	13	(±1.3)	29	(±1.7)	35	(±1.8)	23	(±1.8)
	Present information about a political or social issue on social media	14	(±1.6)	31	(±1.7)	35	(±1.8)	20	(±1.5)

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

Table A7.5   Confidence to engage in civic action – average scale scores and confidence intervals by state and territory

	Year 6		Year 10	
NSW	48	(±0.9)	49	(±1.0)
Vic.	49	(±0.8)	50	(±1.0)
Qld	49	(±0.7)	48	(±1.2)
SA	47	(±0.8)	48	(±0.8)
WA	49	(±0.5)	48	(±0.9)
Tas.	48	(±0.8)	49	(±1.4)
NT	48	(±0.9)	46	(±2.3)
ACT	49	(±1.0)	50	(±1.4)

Confidence intervals (1.96*SE) are reported in brackets.

Table A7.6   Category percentages for items measuring valuing civic action

	Valuing civic action	Strongly agree		Agree		Disagree		Strongly disagree	
Year 6	If students act together at school they can make real change happen.	41	(±2.0)	52	(±1.9)	5	(±0.8)	2	(±0.5)
	Elected student representatives (such as student council or SRC members) contribute to school decision making.	29	(±1.8)	56	(±1.9)	12	(±1.4)	3	(±0.8)
	Student participation in how schools are run can make schools better.	38	(±1.7)	51	(±1.7)	9	(±1.0)	2	(±0.5)
	Organising groups of students to express their opinions could help solve problems in schools.	35	(±1.9)	52	(±1.8)	10	(±1.1)	3	(±0.6)
	It is important for students to vote in school elections.	49	(±1.9)	39	(±1.7)	10	(±1.0)	3	(±0.6)
Year 10	If students act together at school they can make real change happen.	37	(±1.5)	53	(±1.6)	7	(±1.0)	2	(±0.6)
	Elected student representatives (such as student council or SRC members) contribute to school decision making.	19	(±1.4)	60	(±1.8)	17	(±1.5)	4	(±0.7)
	Student participation in how schools are run can make schools better.	33	(±1.6)	55	(±1.8)	9	(±1.1)	3	(±0.5)
	Organising groups of students to express their opinions could help solve problems in schools.	28	(±1.6)	57	(±1.9)	13	(±1.3)	3	(±0.5)
	It is important for students to vote in school elections.	32	(±1.8)	52	(±1.9)	13	(±1.3)	3	(±0.7)
	Citizens can have strong influence on government policies in Australia.	31	(±1.8)	52	(±1.9)	15	(±1.4)	3	(±0.6)

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

Table A7.7   Valuing civic action – average scale scores and confidence intervals by state and territory

	Year 6		Year 10	
NSW	51	(±0.8)	53	(±0.8)
Vic.	51	(±0.9)	53	(±1.1)
Qld	52	(±0.9)	51	(±1.0)
SA	50	(±0.8)	51	(±0.9)
WA	51	(±0.5)	52	(±1.3)
Tas.	50	(±0.7)	52	(±1.0)
NT	51	(±1.5)	51	(±1.8)
ACT	50	(±1.1)	52	(±0.7)

Confidence intervals (1.96*SE) are reported in brackets.

Table A7.8   Category percentages for items measuring intentions to promote important issues in the future

	Intentions to promote important issues in the future	I will certainly do this		I will probably do this		I will probably not do this		I will certainly not do this	
Year 6	Sign an online petition	10	(±1.2)	34	(±1.8)	40	(±1.8)	16	(±1.5)
	Write a letter or an email to a newspaper	8	(±1.0)	24	(±1.7)	46	(±1.8)	22	(±1.6)
	Write your opinion about an issue on the internet (e.g. on a blog or web-forum)	13	(±1.1)	32	(±1.6)	35	(±1.4)	21	(±1.4)
	Wear a badge, hat or t-shirt expressing your opinion	14	(±1.3)	26	(±1.6)	37	(±1.5)	24	(±1.6)
	Contact a member of parliament or local council	7	(±1.0)	18	(±1.6)	44	(±2.0)	31	(±1.7)
	Take part in a peaceful march or rally	15	(±1.4)	33	(±1.9)	35	(±2.0)	17	(±1.5)
	Collect signatures for a petition	11	(±1.3)	26	(±1.5)	41	(±2.0)	21	(±1.5)
	Choose not to buy certain products or brands of product as a protest	14	(±1.4)	26	(±1.6)	38	(±1.9)	22	(±1.5)
Year 10	Sign an online petition	27	(±2.1)	41	(±1.9)	26	(±1.6)	7	(±0.8)
	Write a letter or an email to a newspaper	9	(±0.9)	25	(±1.5)	52	(±1.8)	15	(±1.4)
	Write your opinion about an issue on the internet (e.g. on a blog or web-forum)	16	(±1.6)	34	(±1.7)	37	(±1.6)	13	(±1.2)
	Wear a badge, hat or t-shirt expressing your opinion	14	(±1.4)	29	(±1.8)	38	(±1.7)	19	(±1.6)
	Contact a member of parliament or local council	6	(±0.8)	20	(±1.7)	48	(±2.0)	25	(±1.6)
	Take part in a peaceful march or rally	14	(±1.3)	32	(±1.6)	35	(±1.6)	19	(±1.7)
	Collect signatures for a petition	12	(±1.2)	33	(±1.8)	38	(±1.9)	17	(±1.5)
	Choose not to buy certain products or brands of product as a protest	20	(±1.5)	30	(±1.7)	33	(±1.8)	16	(±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 A7.9   Intentions to promote important issues in the future – average scale scores and confidence intervals by state and territory

	Year 6		Year 10	
NSW	49	(±0.6)	51	(±1.1)
Vic.	48	(±0.6)	50	(±1.0)
Qld	50	(±0.8)	49	(±0.7)
SA	48	(±0.9)	50	(±1.0)
WA	49	(±0.4)	50	(±0.9)
Tas.	49	(±0.8)	51	(±1.3)
NT	50	(±1.2)	50	(±1.7)
ACT	49	(±1.0)	50	(±1.3)

*Confidence intervals (1.96*SE) are reported in brackets.*

Table A7.10   Category percentages for items measuring expectations of active future civic engagement

	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	
Year 10	Find information about candidates before voting in an election	39	(±2.2)	39	(±1.8)	15	(±1.2)	6	(±0.9)
	Help a candidate or party during an election campaign	6	(±0.9)	23	(±1.6)	56	(±1.9)	16	(±1.5)
	Join a political party	3	(±0.7)	10	(±1.0)	53	(±1.9)	34	(±1.9)
	Join a trade or other union	4	(±0.8)	19	(±1.5)	53	(±2.1)	24	(±1.8)
	Stand as a candidate in local council or shire elections	3	(±0.6)	10	(±1.0)	52	(±2.0)	35	(±1.9)

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

Table A7.11   Student intentions to engage in civic action – average scale scores and confidence intervals by state and territory

	Year 10	
NSW	52	(±1.2)
Vic.	51	(±1.0)
Qld	50	(±0.8)
SA	52	(±0.7)
WA	52	(±1.2)
Tas.	51	(±1.2)
NT	51	(±1.8)
ACT	52	(±0.8)

*Confidence intervals (1.96*SE) are reported in brackets.*