

Introducing the Victorian Curriculum: Civics and Citizenship F–6

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VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY



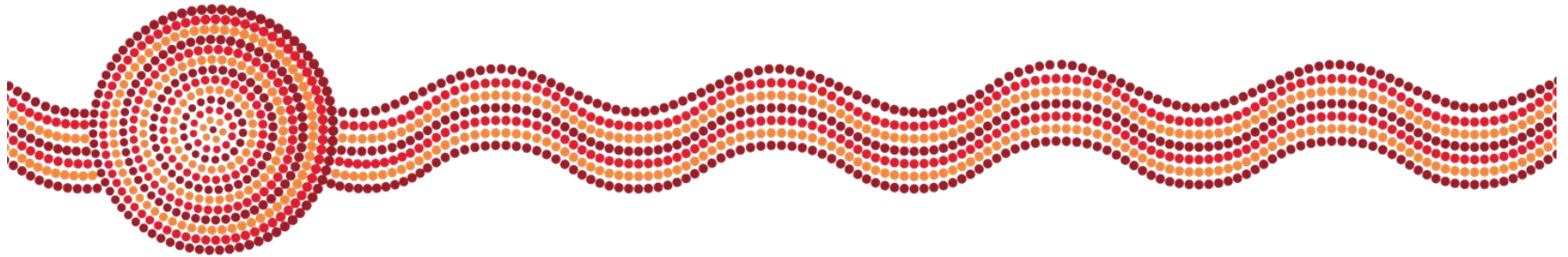
Acknowledgment of Country

I would like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today.

For myself and those of us in the Melbourne metropolitan area, we acknowledge the traditional custodians of the Kulin Nations.

When acknowledging country, we recognise Aboriginal and Torres Strait Islander peoples' spiritual and cultural connection to country and acknowledge their continued care of the lands and waterways over generations, while celebrating the continuation of a living culture that has a unique role in this region.

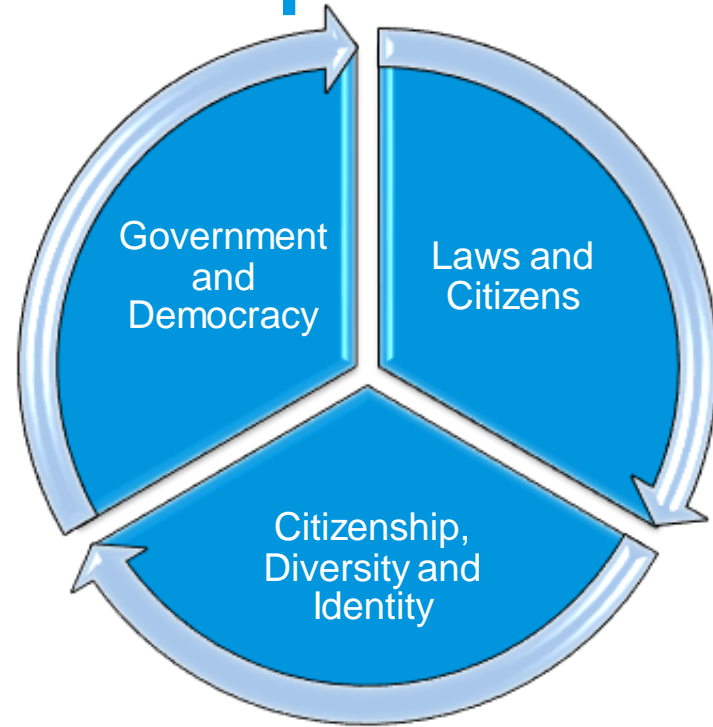
I would like to pay my respects to Elders past, present and emerging, for they hold the memories, traditions, culture and hopes of all Aboriginal and Torres Strait Islander peoples across the nation, and hope they will walk with us on our journey.



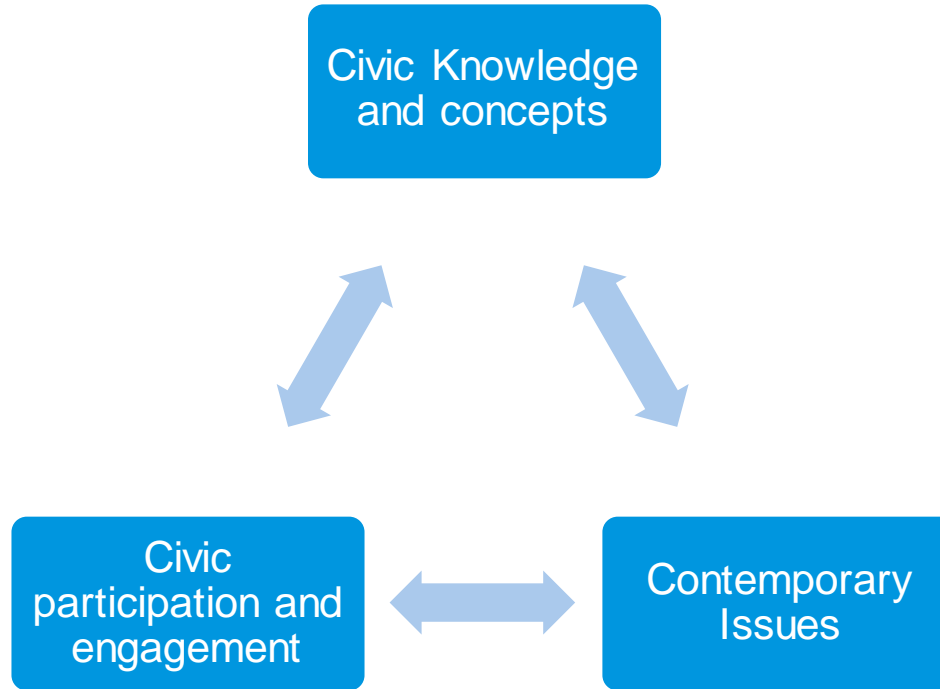
Victorian Curriculum Civics and Citizenship Strands

Elements common to all strands:

- Contemporary events and issues
- Democratic principles and values
- Inquiry skills
- How citizens participate



The Victorian Curriculum Civics and Citizenship



Why is engaging with contemporary issues central and foundational to the civics and citizenship education?

The Victorian Curriculum

“...investigating contemporary issues and events students learn to value their belonging in a diverse and dynamic society, develop points of view and positively contribute locally, nationally, regionally and globally. ”

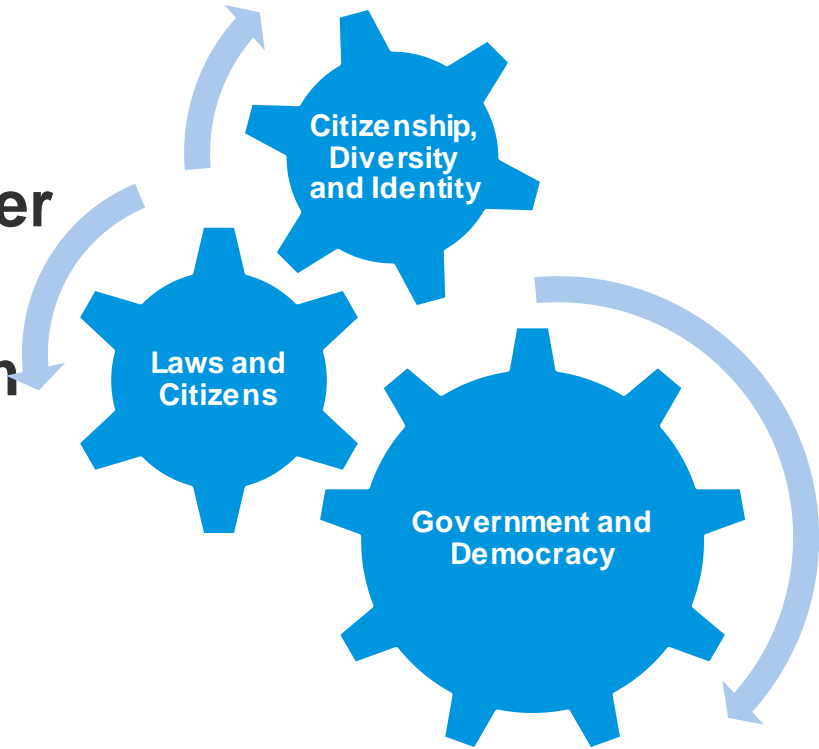
“...means of inking what students may know from the media to the theory about democratic political and legal institutions and values”

“They are also asked to consider options and arguments in relation to issues of community concern and develop action plans to address these. The nature of active citizenship will differ between schools.”

Civics and Citizenship is a contemporary study!

Teacher Activity

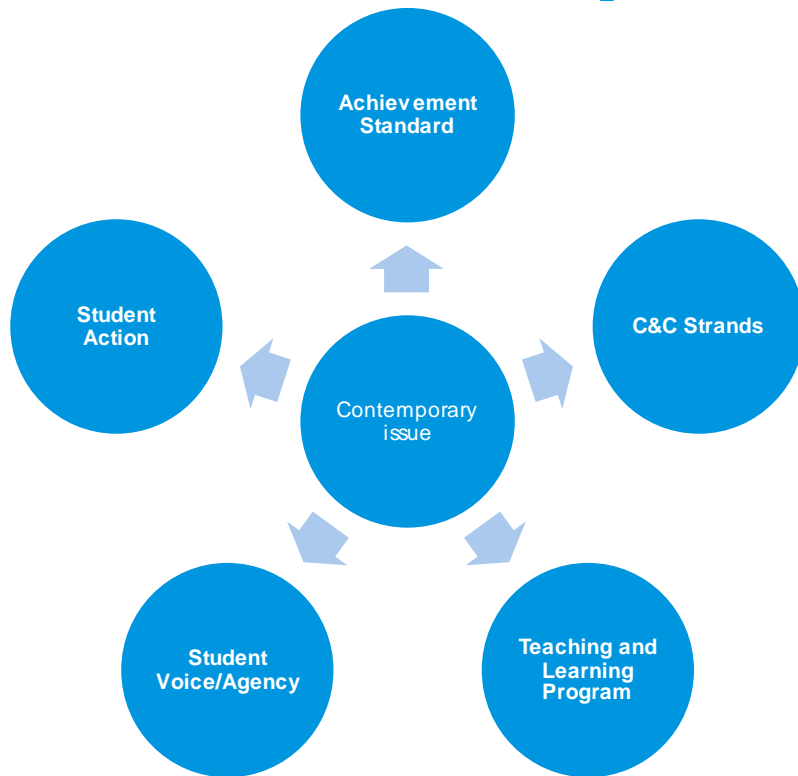
- Think of as many contemporary issues over the last 12 months
- Identify in the curriculum where you could teach this issues within a the curriculum strands and content descriptions.



Contemporary Issues

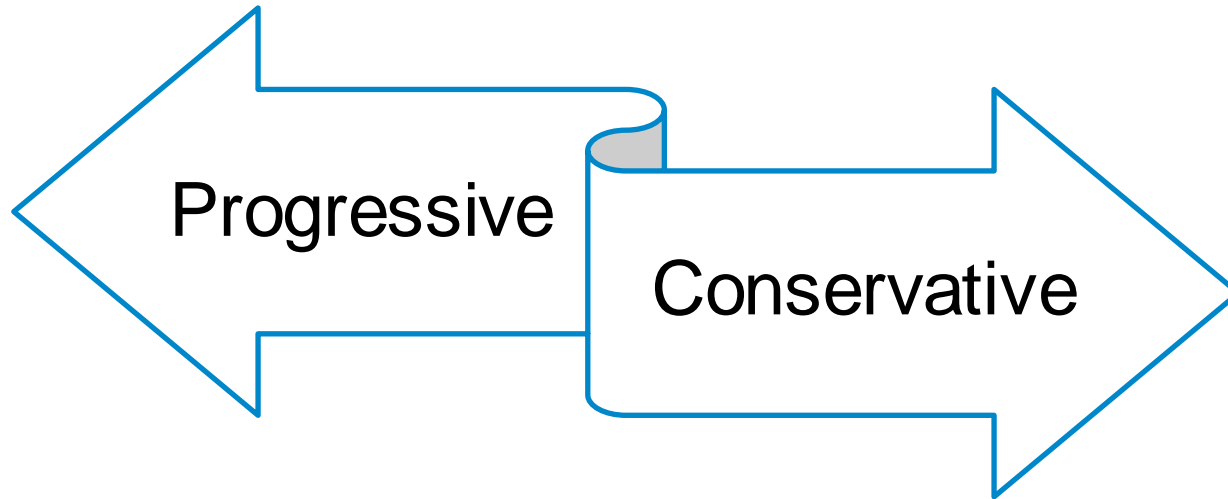
- School community
- Neighbourhood
- Local Council
- State
- National
- Regional/Global

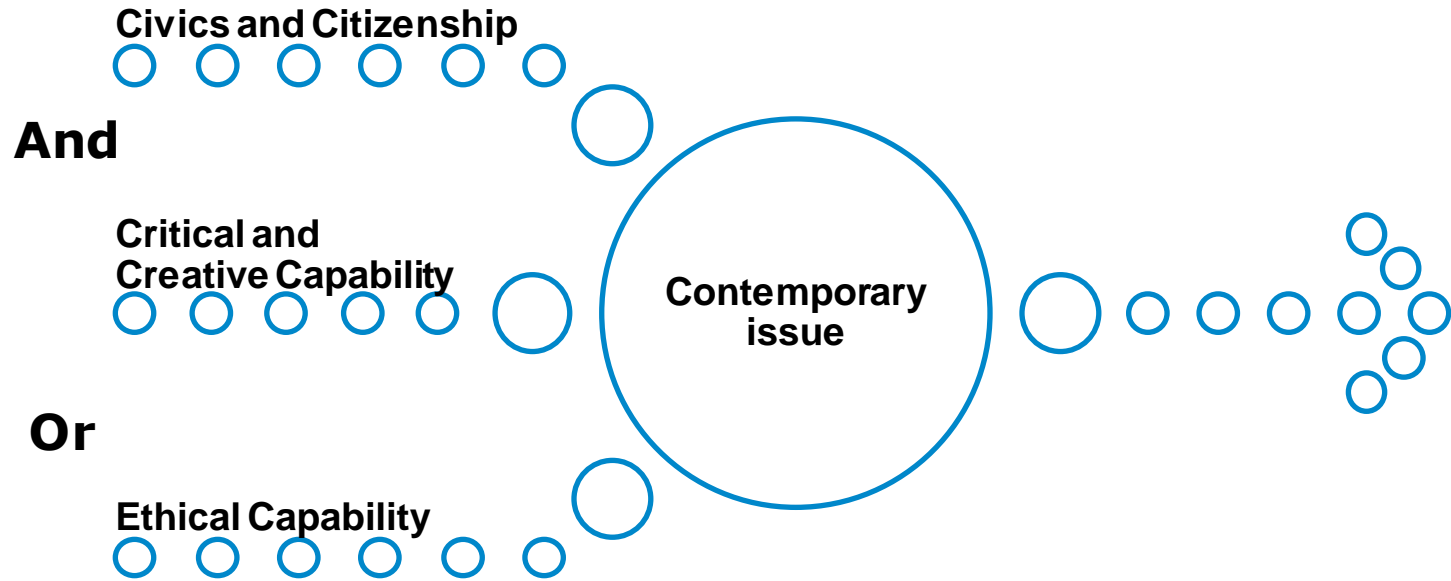
Approaches to Contemporary issues



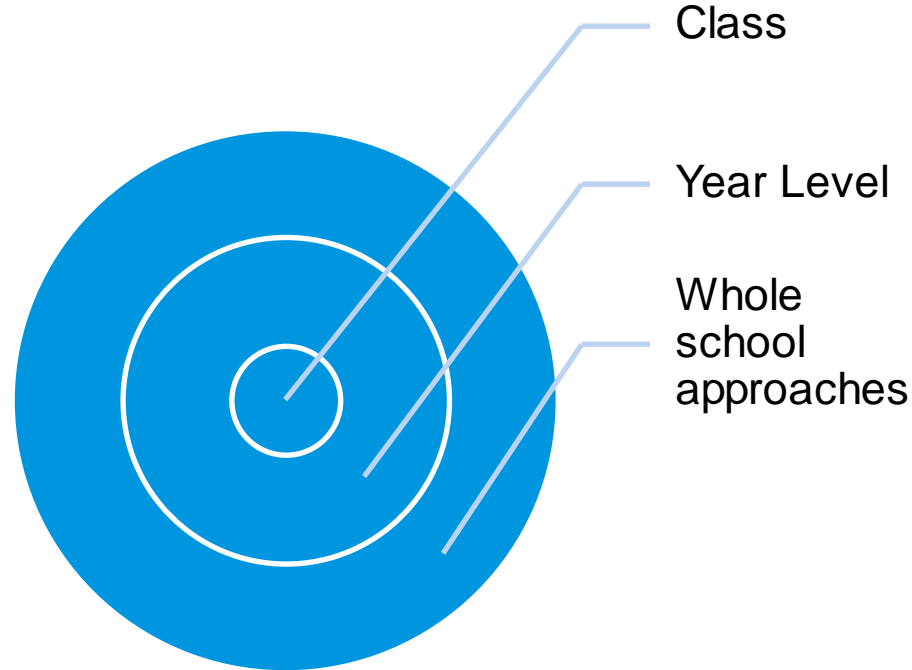
Why is it challenging to teaching contemporary issues in civics and citizenship education?

Diverse perspectives/ points of views





Contemporary Issues and Active Citizenship



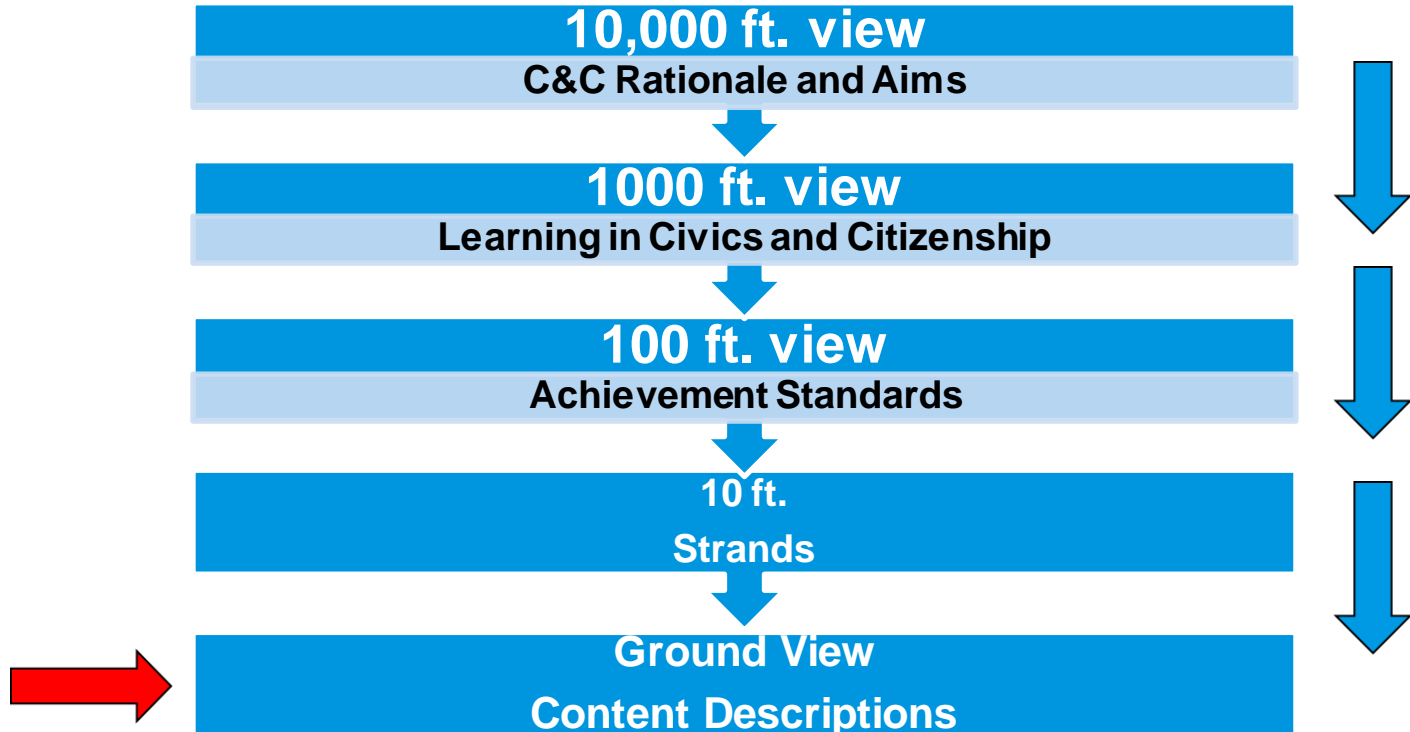
3. Developing a Unit of Learning



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Thinking about the Curriculum



Curriculum Continuum

Levels 3 and 4

Levels 5 and 6

Levels 7 and 8

Levels 9 and 10

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

Progression of knowledge, concepts and skills

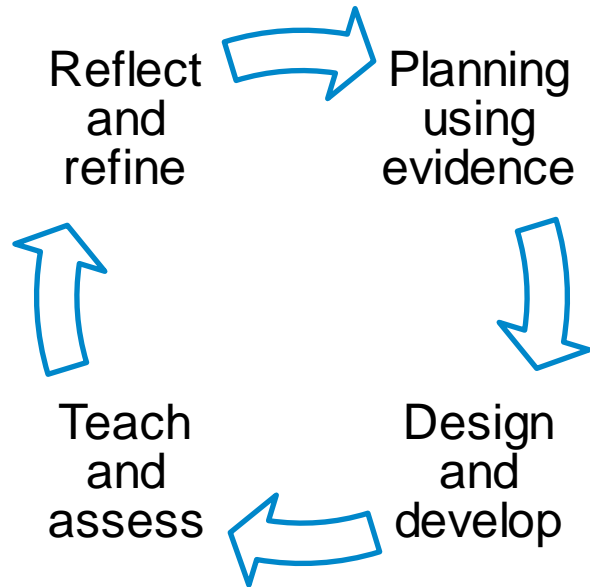
Progression along the continuum of learning

Level 3 and 4
Achievement
Standard

Level 5 and 6
Achievement
Standard

Level 7 and 8
Achievement
Standard

Learning area planning



More information is available from the [Curriculum Planning Resource](#)

Do I teach the strands separately or together?

Levels 3 and 4 Content Descriptions

Government and Democracy

Identify features of government and law and describe key democratic values (VCCCG001)

Identify how and why decisions are made democratically in communities (VCCCG002)

Explain the roles of local government and some familiar services provided at the local level (VCCCG003)

Laws and Citizens

Explain how and why people make rules (VCCCL004)

Distinguish between rules and laws and discuss why rules and laws are important (VCCCL005)

Citizenship, Diversity and Identity

Investigate why and how people participate within communities and cultural and social groups (VCCCC006)

Describe the different cultural, religious and/or social groups to which they and others in the community may belong (VCCCC007)

Levels 3 and 4 Achievement Standard

By the end of Level 4, students explain how decisions can be made democratically and the role of local government. They recognise the importance of rules and distinguish between rules and laws. They describe how people participate in their community as active citizens and factors that shape a person's identity and sense of belonging.

Developing Assessment Tasks

Achievement
Standard
Levels 3 and 4

Learning Area
Strands
content

Achievement
Standard
Levels 5 and 6

Delivering F–10 Civics and Citizenship

- What does student learning look like?
- What does student progress look like?
- How do you plan for student progression?
 - explain how decisions can be made democratically and the role of local government. (Levels 3 and 4)

Developing Assessment Tasks

A.S Levels 3-4	<p>By the end of Levels 3-4</p> <p>Explain how decisions can be made democratically and the role of local government.</p> <p>What is the destination?</p>
C.D	<p>Government and Democracy Strand</p> <ul style="list-style-type: none">• Identify features of government and law and describe key democratic values (VCCCG001)• Identify how and why decisions are made democratically in communities (VCCCG002)• Explain the roles of local government and some familiar services provided at the local level (VCCCG003) <p>How do you get there?</p>

Delivering F-10 Civics and Citizenship

Government and Democracy

Levels 3-4

- explain how decisions can be made democratically and the role of local government

Levels 7-8

- identify the values that underpin Australia's democracy and explain the importance of the electoral process.
- describe the purpose of key institutions and levels of government in Australia's democracy.

Levels 7-8

- explain features of Australia's system of government, and the purpose of the Constitution in Australia's representative democracy.
- analyse features of Australian democracy, and explain features that enable active participation.

1

Context: Students develop their awareness and understanding of the key features and processes of Australia's system of government, particularly in regards to law making. They use online media displays provided by the teacher to identify and understand the stages of the federal law making process in Australia, taking notes as this occurs to add to their learning folio. A contemporary law is used as example for students to discuss their understanding of this law making process in small groups before creating visual representations of the knowledge they have acquired – this includes the passage of the bill through Parliament and the relevant actors (electorate, government, opposition, minor parties and independents, lobbyists and interest groups, opinion polls, international influences and the media) at each stage of the process in flow chart format.

2

Following this, students consider the dynamic between understanding the law making process in Australia and being an active citizen. They examine, as a class, the importance of civic duty and responsibility in citizenship. They then review government sources provided by the teacher to understand the stages and values associated with Australian citizenship and create another flow chart which outlines the process of becoming a citizen. At the conclusion of this activity students respond to the discussion questions 'Why is citizenship important?', 'What does active citizenship look like?' and 'How do you become an Australian citizen?'

3

Content descriptions:

Explain how state/territory and federal laws are initiated and passed through Parliament ([VCCCL012](#))

- Identify who can be an Australian citizen and describe the rights, responsibilities and shared values of Australian citizenship and explore ways citizens can participate in society ([VCCCC014](#))

Civics and Citizenship Level 4 Achievement Standard	Example of Indicative Progress toward Level 6 Achievement Standard	Civics and Citizenship Level 6 Achievement Standard
<p>By the end of Level 4:</p> <ul style="list-style-type: none"> Students explain how decisions can be made democratically and the role of local government. They recognise the importance of rules and distinguish between rules and laws. They describe how people participate in their community as active citizens and factors that shape a person's identity and sense of belonging. 	<p>In Civics and Citizenship, indicative progression towards the Level 6 achievement standard may be when students:</p> <ul style="list-style-type: none"> Identified where ideas for new laws originate from. Identified and described the people who propose, enact and enforce laws. Identified and described the stages of passage of a bill through parliament. Identified the rights and responsibilities associated with being an Australian citizen. Explained how individuals become Australian citizens by preparing a flowchart which outlines the stages of gaining citizenship. 	<p>By the end of Level 6:</p> <ul style="list-style-type: none"> They explain the role of different people in Australia's legal system and the role of parliaments in creating law. They identify various ways people can participate effectively in groups to achieve shared goals. Students explain what it means to be an Australian citizen and how people can participate as global citizens.

5

4

Useful resources

- ABC Education [Civics and Citizenship](#)
- [Australian Electoral Commission](#)
- [Australian Federal Parliament](#)
- [Australian Human Rights Commission](#)
- [Asian Education Foundation](#)
- [Civics and Citizenship Education](#)
- [Fuse](#), Victorian Department of Education and Training
- [High Court of Australia](#)
- [Museum of Australian Democracy](#)

Useful Resources

- [Parliament of Victoria](#)
- [The Parliamentary Education Office \(PEO\)](#)
- **Subscribe to Museums Victoria [MV Teachers network](#)**
- [Scootle](#)
- [Victorian Electoral Commission](#)
- [Victorian Law Foundation](#)
- [Victorian Parliament](#)
- **Law Foundation of Victoria**

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