

Key Performance Measures in Civics and Citizenship Education

Report

to

National Education Performance Monitoring Taskforce

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Project Recommendations

Recommendation 1

That there be two Key Performance Measures (KPMs) for Civics and Citizenship Education (CCE), the first to focus on civic knowledge and understanding, the second on participatory skills and civic values.

Recommendation 2

That teaching and learning for KPMs in CCE address three major themes - Australia's democratic heritage, government and law; Australia's national identity, diversity and social cohesion; and skills and values for active citizenship

Recommendation 3

That KPMs be applied to both primary and secondary schooling and be set at Years 6 and 10 respectively

Recommendation 4

That national student assessments be purposively designed for Year 6 and Year 10 students in Australian schools relevant to the KPMs in CCE.

Recommendation 5

That KPMs in CCE be reported in terms of 'achievement levels' such as 'proficient' and 'advanced'.

Recommendation 6

National assessments of student understandings, skills, values and participation in CCE should occur every two years initially and then every three or four years.

Recommendation 7

Professional development of teachers on the assessment and reporting regime is recommended to be guided by the findings of the trial study.

Recommendation 8

That a trial assessment in CCE be conducted in late 2002 to validate the draft KPMs as a preliminary to a comprehensive national assessment.

Recommendation 9

That the trial be outsourced and conducted with a representative sample of about 600 students in both Year 6 and Year 10 to be drawn nationally

Recommendation 10

That the trial assessment should consist of four parts – civic knowledge (KPM1); skills and values for active participation (KPM 2); opportunities and examples of active participation by students together with contextual information on schools; and a survey of teacher attitudes and practices in CCE.

Recommendation 11

That a national reference committee consisting of invited representatives with curriculum expertise in CCE from the jurisdictions be formed to assist with the KPM trial. This group might be composed of the same representatives who participated in the consensus phase of the KPM development project.

Recommendation 12

The KPMs in CCE should be reported in the Annual National Report on Schooling in Australia at appropriate times.

Key Performance Measures in Civics and Citizenship Education

Task

As part of an on-going program on reporting of nationally comparable outcomes of schooling the National Education Performance Monitoring Taskforce (NEPMT) sought an investigation and development of key performance measures in civics and citizenship education. These measures will contribute to an existing national agreement on the reporting of student performance across a number of identified areas within school curricula. These areas have been highlighted by the recently released National Goals for Schooling in the Twenty-first Century as endorsed by MCEETYA in Adelaide. The goal most relevant to the area of Civics and Citizenship Education (CCE) states that by the time students leave school they should “be active and informed citizens with an understanding and appreciation of Australia’s system of government and civic life.”

A contract to conduct this project was awarded to the Centre for Research and Teaching in Civics at the University of Sydney. The project was conducted from May to September, 2001.

A synthesis of recent national and international projects in civics and citizenship education and a review of national literature in the field indicated three broad and interwoven threads that constituted the domain of civics and citizenship education in Australia:

- ◆ The history and operations of Australian democracy
- ◆ National identity (including diversity and cohesion) and
- ◆ Participatory values and skills

From these threads or themes expected student outcomes in CCE include an understanding and appreciation of:

- ◆ Australia’s democratic heritage and the current operation of the Australian system of government and law.
- ◆ Australian national identity as it has changed over time and as it now encompasses cultural diversity and social cohesion, and
- ◆ the skills and values necessary for informed and active participation in civic life.

These themes clearly underpin the content domains of the *Discovering Democracy* project, the International Evaluation of Educational Achievement (IEA) Civics Study, the DETYA Civics Baseline survey of 1999 and the NSW Civics and Citizenship Education Benchmarking Project. The themes also play a significant role in state and

territory curriculum frameworks and documents. Consequently they constitute an appropriate base from which to devise Key Performance Measures in Civics and Citizenship Education.

Project

The project aimed to:

- ◆ investigate the opportunity to learn civics and citizenship education through curriculum frameworks currently in place or in the process of being implemented in all Australian states and territories,
- ◆ devise a limited number of draft Key Performance Measures (KPMs) which may be applied across education jurisdictions, and
- ◆ gain consensus amongst the states and territories that the KPMs are indeed common to the jurisdictions

Project methodology

A three phased design was employed for this project which consisted of:

1. An investigation and identification of curricula and assessment procedures related to civics and citizenship education across all Australian jurisdictions. Documents were collected from all jurisdictions in areas where CCE was likely to be studied. This was identified as the SOSE / SSE/ HSIE curriculum area.

Interviews were conducted with key SOSE educators in all jurisdictions drawn from the state department of education, Catholic Education, independent sector and curriculum & assessment agencies. Many key contacts engaged colleagues from these organisations in a broader discussion of the issues.

2. Development of draft KPMs in CCE drawn from the above information, national studies in CCE and international studies in CCE,

3. A verification process by which consensus was sought from the jurisdictions on what constituted the KPMs for CCE was undertaken through a two-day meeting in Sydney and through extensive review of documents electronically.

A reference group was formed consisting of key curriculum people from all jurisdictions, DETYA and NEPMT. This group needs to continue to guide the broader NEPMT project of assessing student performance in CCE.

Identifying civics and citizenship education

All jurisdictions believed that CCE was central to contemporary schooling. A focus on strengthening its role has led to a greater prominence in official curricula. All jurisdictions provide curriculum opportunities for the teaching and learning of CCE in

both primary and secondary education. Additional opportunities were available through the informal curriculum though this was on a school-by-school basis and considerable variability was evident.

For schools, resources from the national program *Discovering Democracy* and professional development activities linked to that program have helped to bolster teacher confidence. All jurisdictions stressed that active citizenship was a key element of the civics and citizenship education though they also recognised the difficulties of assessing this aspect.

The opportunities to learn CCE in curriculum frameworks and syllabus documents covered the three principal themes identified earlier, namely an understanding and appreciation of Australia's democratic heritage and the current operation of the Australian system of government and law; an understanding and appreciation of Australian national identity as it has changed over time and now encompasses cultural diversity and social cohesion; and an understanding and appreciation of the skills and values necessary for informed and active participation in civic life.

However there is little formal monitoring of civics and citizenship education at present. The ongoing process of monitoring and analysing all elements of civics and citizenship education is not well established yet it is fundamental to the way civics and citizenship education is developed. Notably, all jurisdictions recognised that the development of KPMs might provide a better understanding of the strengths of civics and citizenship education and identify areas where improvements can be made.

Across Australian jurisdictions there was no independent measure of student performance in CCE. This issue is common to areas of the curriculum where learning is embedded within existing school subjects. Such is the case for civics and citizenship education in Australian schools. There is, consequently, no reporting of CCE across Australian primary and secondary schools (with minor exceptions in secondary education). Rather CCE is incorporated within the broader curriculum area such as SOSE / HSIE and student performance is reported only on that broader area. Consequently the development of KMPs will assist in identifying student performance in a way that is currently not available.

Differences between jurisdictions

A number of differences emerged between jurisdictions. Several are more advanced than others in their introduction of civics and citizenship education. Nearly all employ a broad curriculum framework while only a few recommend explicit content. These frameworks usually allow a range of interpretations. Very few jurisdictions mandate a detailed content. In addition, control over what is to be taught in CCE is sometimes vested in the education department, sometimes in an external statutory authority and occasionally in a combination of both.

A major difference is the variance of convictions as to the ideal nature and prominence of active citizenship within curricula. Some jurisdictions wanted this element as a foundation, while for others it was to complement knowledge of structures and

Australian national identity. The need to get the balance right between the inculcation of civic knowledge and fostering broader social and community action was often stressed.

Although most jurisdictions agreed on the year levels at which monitoring should occur, there was also some variance as to where at primary and secondary levels KPMs might be best located.

While CCE is embedded within school curricula, particularly within SOSE, there are some variations. In Queensland, for example, an elective subject exists in Year 9 called Citizenship Education. Considerable numbers of students study the subject, but most do not, taking History in its place. In Tasmania

Key Performance Measures in Civics and Citizenship Education

The future of Australian democracy requires its citizens be equipped as knowledgeable and engaged participants. In Australian schools Civics and Citizenship Education (CCE) seeks to provide students with the knowledge, skills, values and confidence to be active citizens. Australian society also has high expectations of what students in schools should achieve to be active citizens. Key Performance Measures (KPMs) can help challenge students and teachers to meet those high expectations by enhancing teaching and learning in Civics and Citizenship Education (CCE).

Key Performance Measures may be considered as important, broadly phrased statements that identify student performance within schooling. KPMs in CCE represent what students should know, value and be able to do at targeted years in primary and secondary schooling. Additionally, KPMs are particularly useful for identifying student performance in areas of learning that are embedded within school curricula and where student performance is not reported independently. Civics and Citizenship Education is such an area.

By request of MCEETYA, KPMs for this project are designed to be ‘few in number and strategic in orientation’.

Format

Each KPM consists of three parts -

- A statement of the KPM for a specified year of schooling
- An explanation of the KPM which will facilitate teaching and learning as well as assessment and reporting
- Indicators of student achievement of the KPM. Each indicator is supported by some brief illustrative explanations of what students should know, value and be able to do.

In Civics and Citizenship Education, two KPMs should be reported for both primary and secondary education. The first would be based on civic knowledge, the second on issues and values relating to active citizenship. This would address the preferences of the States and Territories, meet MCEETYA's request, and address the *National Goals for Schooling in the Twenty-first Century*. The two KPMS are:

- ◆ **KPM I: Civic knowledge including an understanding of Australian democracy, government, law, national identity, diversity, cohesion and social justice.**
- ◆ **KPM II: Participatory skills and values associated with active citizenship in Australian democracy.**

Recommendation 1

That there be two Key Performance Measures for Civics and Citizenship Education, one to focus on civic knowledge and understanding, the second on participatory skills and civic values.

In Australia, as in comparable countries overseas, research shows that young people display a worrying lack of knowledge about and interest in government, democracy and civic life. An understanding of Australia's democracy will help students participate more effectively as citizens.

Active citizenship has been widely identified as an essential goal of schooling and is seen as a central thrust of CCE. The *National Goals for Schooling in the Twenty-first Century* stated that students when they leave school should:

be active and informed citizens with an understanding and appreciation of Australia's system of government and civic life.(1.4)

Moreover, students should

have the capacity to exercise judgement and responsibility in matters of morality ethics and social justice, and the capacity to make sense of their world, to think about how things got to be the way they are, to make rational and informed decisions about their own lives and to accept responsibility for their own actions.(1.3)

Active citizenship is concerned with the knowledge, skills and values that enable citizens to participate fully in democratic, civic life. These include knowledge and skills to enable citizens to monitor and influence civic life by working with others, expressing points of view, accepting differences and managing conflict. Active citizenship seeks to enhance values which encourage citizens to engage in decision-making for the common good.

The subject matter from which the KPMs in CCE will be drawn reflects the three themes identified earlier. They were identified by analysis of relevant Commonwealth, state and territory curriculum documents, the *Discovering Democracy* program, Australia's component within the IEA Civics Study, the NSW Civics and Citizenship Education Benchmark project and the MCEETYA *Discussion Paper on Civics and Citizenship Education*. Together these sources suggest that CCE within Australian education encompasses three major themes:

- ◆ Australia's democratic heritage, government and law
- ◆ Australia's national identity, diversity and social cohesion
- ◆ Skills and values for active citizenship

Recommendation 2

That teaching and learning for KPMs in CCE address three major themes - Australia's democratic heritage, government and law; Australia's national identity, diversity and social cohesion; and skills and values for active citizenship

It is recommended that KPMs be provided for both primary and secondary schools. The first would support and reflect CCE within early student learning while the second would extend that learning and further equip students for active citizenship.

In primary schools the most appropriate positioning of KPMs would be at Year 6* as the majority of students, according to state and territory curriculum documents, have experienced significant CCE by the end of that year. MCEETYA has identified Year 6 as an appropriate year for such assessments. Furthermore, across the jurisdictions other years in primary school have substantial assessments.

* could be Year 7 in some jurisdictions

Towards the end of Year 6, therefore, it is reasonable to expect that students could evidence achievement of appropriate KPMs. This is consistent with the MCEETYA *Discussion Paper on Civics and Citizenship Education*.

In secondary schools jurisdictions generally provide most formal curricula opportunities for CCE in Years 9 and 10. Given the expectations of student performance by the end of the compulsory years of schooling in the National Goals and in some State and Territory requirements, KPMs are most appropriately located at Year 10.

Recommendation 3

That KPMs be applied to both primary and secondary schooling and be set at Years 6 and 10 respectively

Monitoring of student performance in CCE requires a specifically constructed instrument for students in Years 6 and 10 to identify performance relative to the KPMs.

A sample approach would be appropriate.

The intention would be to report what percentage of students achieve specific levels within the KPMs at the designated years in both primary and secondary education. A scale might be created from the assessment data that would link Years 6 and 10. The scale could be used for assessing student progress over time.

Recommendation 4

That national student assessments be purposively designed for Year 6 and Year 10 students in Australian schools relative to the KPMs in CCE.

Student performance on the KPMs could also be reported in terms of ‘achievement levels’ such as ‘proficient’ and ‘advanced’. Students who achieved these standards on the assessment would be reported as a percentage that achieved at each level. This information is more useful to jurisdictions than reporting based on achievement of a minimum standard.

Recommendation 5

That KPMs in CCE be reported in terms of ‘achievement levels’ such as ‘proficient’ and ‘advanced’

KPMs should be assessed initially every two years and subsequently every three or four years. This would provide useful data to systems and schools on a regular basis. It would also allow comparison over time between the same cohort of students at Year 6 and Year 10 levels and could form the basis of a useful longitudinal study. Testing every four years would capture the same cohort of students within jurisdictions that test at Year 6 and Year 10. This will allow a direct measurement and comparison of understanding and skill development, which could be valuable.

Recommendation 6

National assessments of student understandings, skills, values and participation in CCE should occur every two years initially and then every three or four years.

Teaching Civics and Citizenship Education

This project did not specifically address the teaching of CCE, though it will clearly affect student learning and performance. Similarly we need to know the conditions of student learning of CCE in order to better comprehend their performance on the intended assessments.

Consequently the KPMs in CCE need to obtain information about teacher attitudes and practices regarding the teaching of CCE. This could be obtained through a survey of teachers of students who participate in the KPM assessment task. General survey data could also be gathered including data on sector, school location, school size, and so forth. The data on teachers could be compared with earlier national studies of teachers of civics conducted in 1998 and 1999.

After the trial of the KPMs in CCE, a professional development program on the proposed assessment and reporting regime in CCE will need to be developed and made available to teachers.

Recommendation 7

Professional development of teachers on the assessment and reporting regime is recommended to be guided by the findings of the trial study.

Assessment and reporting

In a context of nationally comparable reporting, it is essential that the assessment is valid and reliable, and is clearly related to student performance in CCE. The information also needs to be presented in a way that is accessible and useful to its intended audiences.

If assessment has system wide confidence it can positively impact on the delivery of curriculum and the learning of students. National assessment can be used to effectively target resources, inform teacher education programs and to establish a more scientific basis for education decisions made both in the classroom and in head office.

Trial assessment

It is believed that a sample test should be developed and a trial administered. Jurisdictions could be given the option of being involved, but ideally the sample should include all jurisdictions. For reasons of cost and practicality it is recommended that the sample should focus on schools rather than students and should include students at both Year 6 and Year 10 levels.

The trial assessment should be conducted in late 2002 as it will take some 9-10 months to conceptualize, develop, administer, mark and report on student performance relative to the KPMs. The best time would be around August or September so as to minimize inconvenience to schools. The trial test should be administered at the same time of year as the full test.

Some jurisdictions indicated a preference to target Year 7 students for the primary sample. This could be accommodated and a note to that effect could accompany the publishing of any related data/results.

Recommendation 8

That a trial assessment in CCE be conducted in late 2002 to validate the draft KPMs as a preliminary to a comprehensive national assessment.

The overall sample size and breakdown across jurisdictions would need to be determined so that detailed planning and cost estimates could be established, but a nationally representative sample of about 600 students in each of Years 6 and 10 would suffice for a trial. The trial should be conducted independently of jurisdictions but with their cooperation.

Recommendation 9

That the trial be outsourced and conducted with a representative sample of about 600 students in both Year 6 and Year 10 to be drawn nationally

A survey to collect background variables of participants is needed in addition to the performance assessments. Systemic data on jurisdiction, sector, location, and school size is needed as are profile data on those students surveyed such as gender, language background, use of ICT, access to media and home environment related to civic life.

Assessment Type

The assessment instrument should be based upon and include items that test each of the indicators that has been developed for each of the KPMs. It should include a range of reliable test items that tests understanding and process/participation skills. An option could include designing the test instrument so that degrees or levels of performance are identified.

Many jurisdictions were strongly supportive of developing a means to identify and report student participation in the sense of active citizenship. This is a most complex task; one that would take some time to conceptualize and develop.

The trial assessment of student performance on KPMs in CCE should consist of four parts – an assessment of student performance in civic knowledge (KPM1); assessment of student skills and values for active civic participation (KPM 2); an indication of opportunities and examples of active participation by students together with contextual information on schools; and a survey of teacher attitudes and practices in CCE from those whose students are assessed.

Further suggestions as to an assessment scale are given in Appendix III.

Recommendation 10

That the trial assessment should consist of four parts – civic knowledge (KPM1); skills and values for active participation (KPM 2); opportunities and examples of active participation by students together with contextual information on schools; and a survey of teacher attitudes and practices in CCE.

The States and Territories should be invited to participate in the trial assessment which would be undertaken before a national assessment was conducted.

To ensure validity and confidence across all jurisdictions, the trial instrument should be developed in consultation with Civics and Citizenship Education experts from each jurisdiction. For this purpose it is recommended that a cross-jurisdiction CCE reference group be a required component of the process for developing and analysing the trial test instrument.

Teachers of CCE should be provided with professional development training and teacher-release time to be involved in the administration and assessment of the trial test.

Recommendation 11

That a national reference committee consisting of representatives with curriculum expertise in CCE from the jurisdictions be formed to assist with the KPM trial. This group could be composed of the same members who participated in the consensus phase of the KPM development project.

Audience

The primary audience for the performance results would be MCEETYA and the heads of the participating educational jurisdictions. The results of testing should be considered for publication in the Annual National Report on Schooling in Australia (ANR).

Consideration should also be given to the issue of what information should be provided to other audiences, for instance, schools that participate as part of the sample survey.

It is recommended that the report referencing should include both normative and criterion-referenced data. This allows for comparison with similar groups and assessment against predetermined performance levels.

Recommendation 12

The KPMs in CCE should be reported in the Annual National Report on Schooling in Australia at appropriate times.

Additional Information

It would be useful to report on student participation in civic activities that indicate the nature and degree of active participation while still at school. This would be of value since:

- There are strong links between effective democracies and the level of citizen participation
- Recent research indicates declining levels of citizen participation in Western democracies
- States and Territories have identified active participation as an important component of their civics and citizenship education curriculum

Data could be collected as part of a survey conducted with the KPM assessment process yet reported separately from the KPMs (but not reported in the ANR).

What precise form this data might take remains to be determined. However, the survey should gather data on forms of, and opportunities for, participation within the context of schools.

Appendix I : Primary Education Key Performance Measures

Year 6 KPM I: Civic knowledge including an understanding of Australian democracy, government, law, national identity, diversity, cohesion and social justice.

In Australia’s democracy political authority is derived from, and with the consent of, the people and is exercised by citizens and their representatives. Governments use political authority to make and enforce decisions. The rule of law is one means of assisting the governing process. Investigating how our lives are affected by political and legal structures and processes helps our understanding of Australian democracy and assists us to be active citizens.

During the twentieth century Australians increasingly came to identify themselves as uniquely ‘Australian’, separate from their former national and ethnic origins, protected and nurtured by a particular set of democratic traditions. Although, as with any country, there are contested understandings of national identity, many beliefs are held in common. Today most Australians perceive their society as one based largely on democratic ideals, political stability, equity, respect for diversity, social cohesion and human rights.

Within primary schooling this KPM anticipates that students can do the following:

6.1: Identify key features of a democracy

In a democracy people govern themselves either directly or indirectly through elected representatives. It is a system where decisions are made for the common good. Freedom of speech, media, religion and assembly are key features of democratic life.

6.2: Describe significant events in the development of Australian democracy

European settlement in Australia began as a penal settlement with political decisions

made by the Governor. Scant regard was paid to Aboriginal governance and civic life. Over the nineteenth century Australia gradually became more democratic, though participation was not open to all. In the twentieth century Australian democracy became more inclusive.

6.3: Describe the structure and roles of governments in Australia

Australia's three levels of government - local, state and national - are responsible for different services and affect citizens' lives in different ways.

6.4: Describe how rules and laws are made and changed

School is one location where rules that govern behaviour are made. Laws are made by parliaments, through judicial decisions and are guided by constitutions. Laws are not static and may be changed as society changes.

6.5: Explain what it means to be an Australian, particularly with respect to diversity and social cohesion

Being Australian means different things to different people and it is important to appreciate and respect that difference. Social cohesion and what we have in common are part of a shared civic destiny which is important for our society

6.6: Identify and recognize contributions of diverse groups to Australian civic life

Australian society consists of many diverse groups who need to respect each other and work collaboratively to enhance social cohesion.

Year 6 KPM II: Participatory skills and values associated with active citizenship.

Participation in a democracy is a right of all citizens. To participate effectively citizens must both understand and contribute to democratic processes and civic institutions. In a democracy citizens are guaranteed the right to participate in the exercise of political power, most typically through voting and holding public office. An extensive set of political, social and economic rights preserves and enhances equity and social justice for citizens. In accepting each right citizens acknowledge that others can exercise that right and that rights entail responsibilities.

Within primary schooling this KPM expects that students can do the following:

6.7: Identify rights and responsibilities of citizens participating in Australia's democracy

Citizens have many political, social and economic rights that serve to protect them. They also have responsibilities, which protect democracy, such as obeying the law, voting,

paying taxes, and jury duty.

6.8: *Describe how students can participate as effective Australian citizens*

Being informed and monitoring public events, communicating with others, voting in elections, participating in social action and accepting the rule of law are all ways Australians can become active citizens at local, state, national and international levels.

6.9: *Explain how and why citizens can influence decision-making*

There are many formal and informal democratic processes through which citizens can influence decision-making and enhance the common good. Through being informed, joining groups, monitoring decision-making and communicating with those in power, citizens can influence what happens to them.

6.10: *Identify values that shape Australian civic life*

A healthy democracy in Australia depends upon people who believe in and support freedom, equity, diversity, social cohesion and social justice for all citizens.

Appendix II: Secondary Education Key Performance Measures

Year 10 KPM I: Civic knowledge including an understanding of Australian democracy, government, law, national identity, diversity, cohesion and social justice.

Understanding the evolution of government in Australia, in the context of democratic traditions, is important for effective citizenship. Examining the principles which underpin the Australian Constitution helps with this understanding. Over time the law has become a vehicle for maintaining a stable society and for reinforcing democratic traditions. However, maintaining effective democracies also requires an understanding that those in authority are to be held accountable by the people and are required to obey the law.

The notion of being Australian is an inclusive concept. How Australian identity has

emerged, what it was based upon and what forces subsequently shaped it are questions central to effective citizenship. In this process and in forming public opinion, the role and impact of the media is significant.

Within secondary schooling this KPM expects that students can:

10.1: Recognize how perspectives of Australian democratic ideas and institutions have changed and continue to evolve

Democracies such as Australia are not static and reflect changes in society as well as new ideas about what living in a democracy means. Laws, parliaments, courts, constitutions and other civic institutions must adapt to reflect and embody these changes.

10.2: Explain the role of the Australian Constitution, particularly as it affects the lives of citizens

The Australian Constitution was formed as an agreed document on how our new country should be governed. It has become the absolute reference point for many decisions and it continues to evolve and to be interpreted in different ways. It affects the day-to-day lives of citizens.

10.3: Explain the evolving nature of law in Australia's democracy

How law has been created, interpreted and applied has changed significantly from the legal structures of traditional Aboriginal society as well as from the first European settlement. For over a century the law has reinforced and redefined Australia's democracy and civic life.

10.4: Analyse how diversity and social cohesion have affected Australian civic life

Australia is a highly multicultural country. Australian democracy enables diversity to flourish through acceptance of and respect for different cultures. Such acceptance and respect protects social cohesion and civic life, supported by the rule of law and parliamentary democracy.

10.5: Evaluate Australia's role as a nation in the global community

Australia interacts with other nations for many reasons such as trade, tourism, migration, international agreements, defence and participating in international organisations. As a country Australia is judged by these relationships as well as by its handling of such issues as human rights and social justice.

10.6: Understand multiple and different views of Australian identity and how they have been formed.

Being Australian means different things in different contexts and to different people. That difference has evolved over time and needs to be respected while still maintaining social cohesion for the common good

10.7: *Critically evaluate the purposes of governments*

In a highly governed country like Australia, citizens should constantly reflect upon the impact of government on their lives. Maintaining government accountability is essential to the freedom of citizens.

Year 10 KPM II: Participatory skills and values associated with active citizenship.

Australians require skills of engagement and communication to enable a liberal, constitutional democracy to function effectively. Some tensions exist between individuals and communities but an educated and active citizenry can effectively address these. Citizens must understand their rights and responsibilities, value the special nature of liberal democracy and seek to strengthen the mechanisms that ensure governments and political representatives are accountable to the people.

Within secondary schooling this KPM expects that students can:

10.8: *Identify and justify values fundamental to Australia's democracy*

Australia's liberal democracy is based upon such values as a belief in individual rights and freedoms, the common good, majority rule, minority protection, social justice, tolerance and respect for others.

10.9: *Apply understandings of the rights and responsibilities of active and informed citizens in a variety of contexts*

Effective citizens can apply their rights and responsibilities in a range of contexts and situations. Contexts may change but citizens apply rights such as freedom and equity as well as discharge responsibilities such as voting and participation.

10.10: *Analyze why and how Australians participate in political processes*

Australians participate in many political processes including voting in elections, community organization activities, environmental engagement and presenting their views to protect themselves, enhance civic life and maintain democracy.

10.11: *Identify values that shape the actions of Australians as global citizens*

Australia is part of the global community. As global citizens Australians need to value and apply international conventions such as human rights, international treaties and concern for the common good.

Appendix III: Assessment scale

An assessment scale in CCE could be devised and reported in conjunction with the testing of students. An option could include designing the test instrument so that degrees or levels of performance are identified.

For example:

- a student who was not yet demonstrating the specified level of understanding or skill could be graded at level 1.
- a student who demonstrated the specified level of understanding or skill could be graded at level 2.
- a student who demonstrated that they had moved beyond the specified level of understanding or skill could be graded at level 3.

This could also be developed on a continuum so that generally levels 1 – 3 (as above) applied to primary students, while levels 3 – 5 referred to secondary students as below.

- a student who was not yet demonstrating the specified level of understanding or skill could be graded at level 3
- a student who demonstrated the specified level of understanding or skill could be graded at level 4
- a student who demonstrated that they had moved beyond the specified level of understanding or skill could be graded at level 5.

This would mean that level 3 would indicate an advanced Year 6 student, or a Year 10 student who was behind the expected level. It also would have the benefit of allowing the identification Year 6 students that had advanced beyond level 3, and Year 10 students who had not reached level 3.