Strand: Physical, Personal and Social Learning
Domain: Civics and Citizenship

Level 2

Learning Focus
'They begin to appreciate the similarities and differences between individuals and groups, including the language, cultural and religious which make up the Australian nation. They explore the roles, rights and responsibilities of various family and community members. They discover why groups and communities have rules, begin to question rules which they believe are unfair, and make suggestions about improving the rules within the community. They begin to appreciate the common values important to groups and individuals; for example, fairness, tolerance, understanding and respect.'

Standard
'In Civics and Citizenship, standards for assessing and reporting on student achievement are introduced at Level 3.'

Level 3

Learning Focus
'As students work towards the achievement of Level 3 standards in Civics and Citizenship, they build on their understanding of Australian society and investigate some of the different cultural groups, including Aboriginal and Torres Strait Islander (ATSI) communities, that make up the Australian community. They learn about the contributions that people from diverse groups have made to many aspects of the Australian way of life. This includes contributions to the arts, industry, medicine and science, as well as to other aspects of their life including food, festivals and sporting events.'

Dimension - Civic knowledge and understanding
Standard
‘At Level 3, students demonstrate understanding of the contribution of people from many culturally diverse groups that make up the Australian community.’
Dimension - Community engagement  
**Standard**  
‘At Level 3, students contribute to the development and support of class rules....’

**Further detail**  
Developing class rules may include discussion of language that is used to tease and bully. Research shows that the most common of this is homophobic language.

**Level 4**

**Learning Focus**  
‘They consider the experiences of diverse cultural groups, including ATSI communities, and their contributions to Australian identity. They consider the values important in a multicultural society, such as respect and tolerance.’

‘Students research an issue or issues, using a range of resources including electronic media. These could include current local, national and global issues; for example, natural disasters and human rights issues. They consider actual and possible actions by citizens and nations in response to the issues.’

**Further detail**  
Human rights issues may include exploration of topics such as the status of same-sex relationships and gay marriage, or the incarceration, torture and murder of homosexuals that occurs in some parts of the world.

Dimension - Civic knowledge and understanding  
**Standard**  
‘They demonstrate understanding of the process of making and changing laws.’

**Further detail**  
In Victoria and nationally, significant legislative reform in recent years has focussed on same-sex attracted and transgender issues.

Dimension - Community Engagement  
**Standard**  
‘They present a point of view on a significant current issue or issues and include recommendations about the actions that individuals and governments can take to resolve issues. They demonstrate understanding...’

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that there are different viewpoints on an issue, and contribute to group and class decision making.’

Level 5

Dimension - Civic knowledge and understanding

Standard

‘They describe the purposes of laws and the processes of creating and changing them. They identify and question the features and values of Australia’s political and legal systems.’

Dimension - Community engagement

Standard

‘At Level 5, students present points of view on contemporary issues and events using appropriate supporting evidence. They explain the different perspectives on some contemporary issues and propose possible solutions to problems.’

Level 6

Learning Focus

‘Students investigate the nature and history of the concept of human rights. They become aware of national and international legislation designed to protect those rights. They explore human rights issues at the national and international level, including an investigation of the human rights of ATSI communities and other groups within Australia.’

‘They explore the concept of Australian identity and the contributions of various cultural groups.’

‘They examine case studies of changes in the law such as Mabo, the Franklin Dam, or combating terror or other contemporary examples. They consider the views of individuals and groups in the community about the change and the effects of the change. They examine the processes for bringing about change in Australia’s legal and political systems including the role of open debate in a democracy. They evaluate the effectiveness of democratic processes in bringing about changes in the law.’

Further detail

At this Level the struggle for recognition and human rights for gay, lesbian, bisexual and transgender people can be discussed. The roles of lobby groups, events like Sydney’s Mardi Gras and Melbourne’s Pride March can be explored. Evaluating ‘the effectiveness of democratic processes in bringing about changes in the law’ may describe the particular instance of legal change that has an impact on minority groups.
Dimension - Civic knowledge and understanding
Standard
‘They explain how citizens influence government policy through participation in political parties, elections and membership of interest groups....They analyse how well democratic values are reflected in aspects of the Australian political system.’

Dimension - Community engagement
Standard
‘At Level 6, students draw on a range of resources, including the mass media to articulate and defend their own opinions about political, social and environmental issues in national and global contexts. They contest, where appropriate, the opinions of others. They develop an action plan which demonstrates their knowledge of a social or environmental issue and suggest strategies to raise community awareness of it.’