

**Draft Shape of the Australian  
Curriculum: Civics and Citizenship  
Consultation Report**

Version 1.0



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# Executive Summary

## Background

The draft *Shape of the Australian Curriculum: Civics and Citizenship* was published in June 2012. It was the subject of national consultation from 4 June to 10 August 2012.

In summary, the draft Shape Paper proposed broad directions related to:

- the development of the rationale and aims of the curriculum
- a two-strand structure for Civics and Citizenship from Years 3 to 10 – *knowledge and understanding* and *skills*
- content to be developed for each strand, underpinned by values, attitudes and dispositions
- the representation of general capabilities and cross curriculum priorities in the curriculum.

This report presents the key findings from the consultation feedback for the draft *Shape of the Australian Curriculum: Civics and Citizenship*. It outlines the methodology used to collect and analyse consultation data, details of quantitative feedback and a summary of qualitative data. This analysis of consultation data informed revisions to the draft Shape Paper and provides broad directions for writing the *Australian Curriculum: Civics and Citizenship*.

## 1. Methodology

### 1.1 Consultation processes

The draft *Shape of the Australian Curriculum: Civics and Citizenship* was made available for nationwide consultation from June to August.

There were two main avenues for formal consultation feedback:

- an online questionnaire on the consultation portal of the Australian Curriculum website where respondents completed a rating scale for each question and were able to write a comment
- written submissions sent directly to ACARA.

The online questionnaire comprised a mixture of rating scale questions (four point Likert scale) and space for comments that focus on suggestions for improvement. Feedback was sought on the:

- The appropriateness of the context and informing principles.
- The direction provided for the development of the rationale and aims.
- The proposed organisation and structure of the Civics and Citizenship curriculum.
- The appropriateness of the outline of knowledge, understandings and skills to be developed as curriculum content.
- The clarity representation of general capabilities and cross-curriculum priorities.

Written submissions were received from state and territory education authorities, professional associations and bodies, and other stakeholders. These typically offered more detailed feedback than was possible via the online questionnaire. Respondents were requested to complete a cover sheet, which contained space to record basic demographic information that would assist in collation and analysis of responses.

Opportunities to provide feedback either via an online questionnaire or by written submission were promoted on the ACARA website and through education authorities, professional associations, and academics in the field of education. Reminders were regularly provided to subscribers to ACARA's Update.

All online questionnaire questions are included in Appendix 1.

The quantitative data derived from the online questionnaire is included as a series of charts in Appendix 2.

## 2. Nature of data collected

In total, 191 responses were received to the online questionnaire. In addition to the questionnaire responses, 45 written submissions were received.

Note that single responses often incorporated the views of many respondents.

States and territories provided feedback on the draft curriculum either through the online questionnaire or via detailed written submissions.

A state and territory breakdown of online questionnaires and written submissions is presented in Appendix 3.

Feedback was submitted by stakeholders throughout Australia, including:

- state and territory curriculum and school authorities
- peak bodies (such as teacher professional associations, government agencies and non-organisations)
- schools
- individuals (teachers, academics, parents, members of the community).

Organisations that submitted written submissions are listed in Appendix 4.

The verbatim responses from those authorities responsible for curriculum in their respective states and territories are included in Appendix 5.

The ACARA Board acknowledges with appreciation the contributions of all respondents to the consultation.

### 3. Summary of key findings

Overall the consolidated findings of all feedback indicate considerable support (75 per cent approval in survey responses) for the directions proposed in the draft *Shape of the Australian Curriculum: Civics and Citizenship*.

#### 3.1 Key Strengths

There was support for the following directions:

- Civics and Citizenship identified as a subject area for development in the Australian curriculum
- the strong links to the Melbourne Declaration in the rationale
- the aims are broadly appropriate
- the definitions of 'civics' and 'citizenship' are appropriate
- the inclusion of values, attitudes and dispositions
- the representation of the general capabilities, particularly in the description of intercultural understanding
- the reference to 'experiential activities' in the 'Context' section of the paper
- the inclusion of 'social media' as a communication tool
- the scope and flexibility to better understand multicultural societies (through reference to the local and global)
- the skills identified are broadly appropriate.

#### 3.2 Areas for Improvement

The following issues were consistently raised in the consultation feedback:

- The breadth and volume of content to be developed in 'Knowledge and understanding'.
- The Rationale is too broad and all encompassing.
- The balance between 'civics' and 'active citizenship', particularly the participatory skills of active citizenship.
- The intention of the Learners and Learning F-12 section and the broad sense of progression across the stages of schooling.
- The global emphasis needs to be stronger within the paper.
- The references to Aboriginal and Torres Strait Islander peoples', including adequacy of the references.
- The cross-curriculum priorities require further elaboration and could be more appropriate and relevant.



- The treatment of religion within the paper needs to be reviewed to include more reference to 'non-religious' views.
- The clarity about the meaning of 'democracy' and the representation of Australia's democratic system of government.

## 4. Analysis of data

### 4.1 Feedback – gathering, analysis and reporting

**Quantitative data** of the online questionnaire is presented in charts and tables throughout the report and in appendices. All quantitative data was collated and analysed in spreadsheets from which charts were produced. The quantitative data includes an online questionnaire whilst the qualitative data includes both commentary on the online questionnaire and written submissions. The methodology for the collection and analysis of data is outlined below.

For questions in the online questionnaire, the frequency of responses for each rating (strongly agree, agree, disagree and strongly disagree) was assigned a numeric value (for example, strongly agree - 4, agree - 3). Values were totalled and a percentage calculated for each category and displayed as a column graph.

Data analysis included breakdowns according to state and territory for each question.

**Qualitative data** The qualitative data was analysed using Nvivo software. From responses to each question in the online questionnaire, comments were categorised as strengths, concerns, and recommendations. Content was analysed for recurring themes and general trends.

An identical coding procedure was used for the formal submissions.

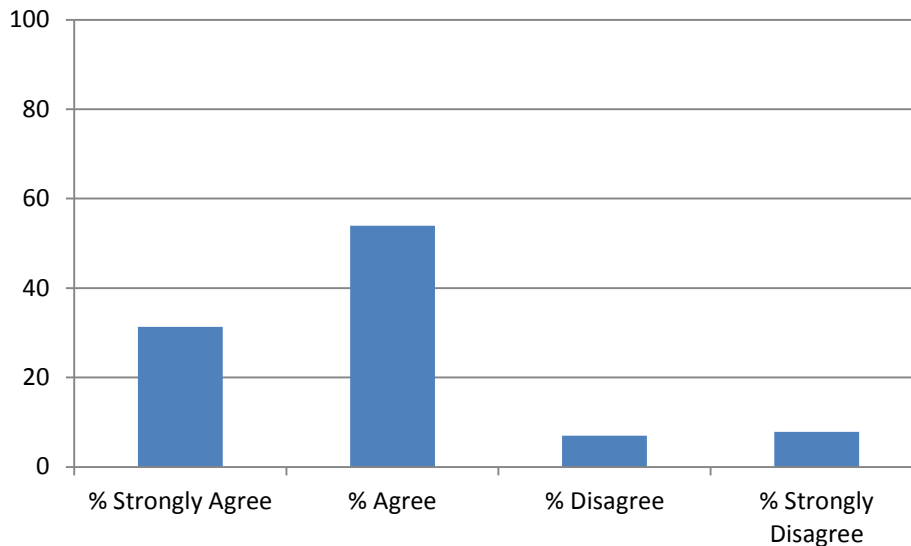
ACARA senior project officers also reviewed the consultation feedback and supplemented the qualitative analysis with reference to emphases / trends evident in the data from their own critical analysis of the feedback, and their awareness of significance and expertise contained in submissions from certain key stakeholder groups.

For reporting purposes, the analysed data was organised according to the broad structural organisers for the questionnaire, that is Context; Informing Principles; Rationale; Aims; Definitions; Organisation; Knowledge and understanding; Skills; Values, attitudes and dispositions; Learners and Learning F-12; Cross Curriculum Priorities; General Capabilities; and Overall. Findings are reported against those headings in terms of strengths and areas for improvement.

## 5. Context

There was a high degree of agreement with the statement that ‘the context for Civics and Citizenship education summarises the important considerations when developing a detailed curriculum’.

Fig 1: Responses to question 7 - The context for Civics and Citizenship education summarises the important considerations when developing a detailed curriculum. (Paragraphs 4-9) (n=115)



### 5.1 Key Strengths

The majority of respondents affirmed the recognition given in the ‘Context’ section to, ‘participation in experiences external to the school but linked to the school curriculum’.

*‘The paper validates what is already happening in primary schools and allows individual schools flexibility to relate to their own contexts.’ (SCSA WA)*

There was frequent reference by stakeholders to the opportunities that they already provide for civic learning, for example programs involving parliaments, courts and the activities of non-profit organisations. It was felt that the curriculum would facilitate these important programs. A number of respondents welcomed the references to ‘active’ and ‘informed’ citizens, and the specific reference to ‘diverse society’ within this section of the paper.

### 5.2 Areas for Improvement

A number of respondents questioned the appropriateness of the reference to ‘adult citizenship’, that it inferred citizenship begins at age 18, and it was felt that ‘citizenship’ as a broader reference would be a better representation. There was no general or overall agreement about other areas for improvement within this section.

## 6. Informing principles

The informing principles were considered to be appropriate reference points to inform the development of the *Australian Curriculum: Civics and Citizenship*.

### 6.1 Key Strengths

The majority of respondents supported the references to 'human rights' and 'multicultural' within the principles.

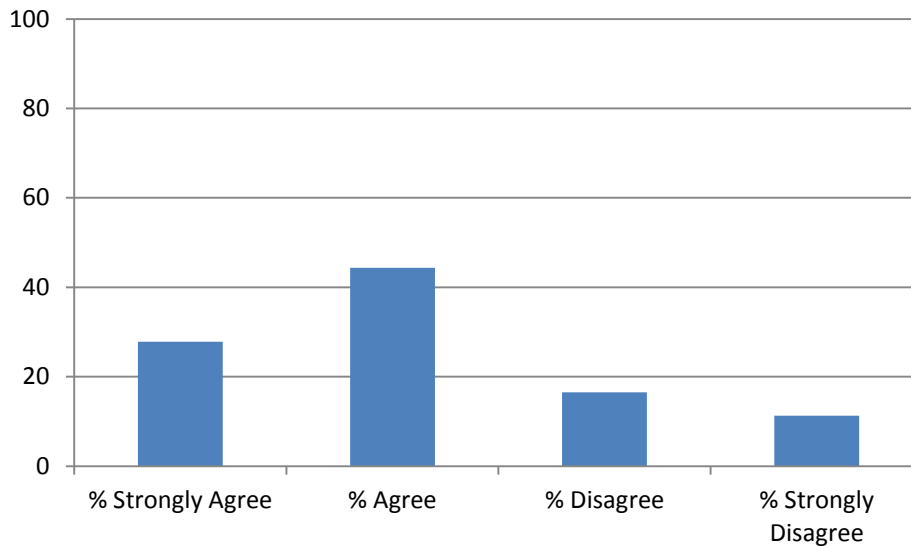
### 6.2 Areas for Improvement

While the majority of respondents felt the informing principles were appropriate, it was suggested that there could be more reference to citizenship in a global context. A number of respondents acknowledged that while 'democracy' is acknowledged in this section and the Shape Paper more generally, 'democracy' needed to be defined more clearly, not just the different types of democracy.

## 7. Rationale

The majority of respondents agreed with the statement that the rationale provides 'appropriate direction and coverage to inform the development of a rationale for an Australian Curriculum: Civics and Citizenship'.

Fig 2: Responses to question 9 – Rationale: Paragraph 11 a-f provide appropriate direction and coverage to inform the development of a rationale for an Australian Curriculum: Civics and Citizenship. (n=115)



### 7.1 Key Strengths

Respondents affirmed in particular the strong links to the Melbourne Declaration in the rationale.

### 7.2 Areas for Improvement

While the overall direction of the rationale was supported, a number of respondents felt that the rationale was too broad and all encompassing, and needed a clearer focus related to what the curriculum will deliver in terms of the intended learning.

*'The rationale is too large and does not provide a clear direction of where the curriculum is headed, but rather appears to include every possible topic relating to civics' (Individual)*

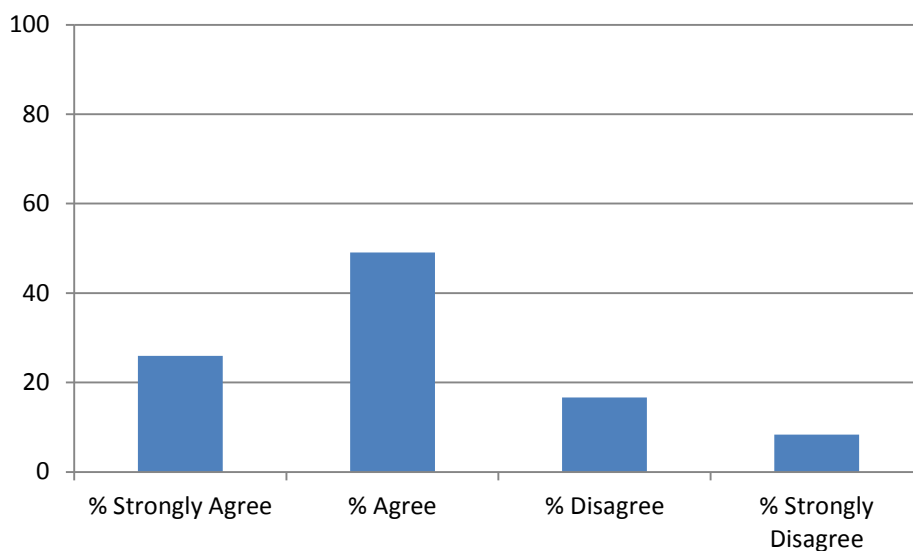
Some respondents commented that Australia's role as a responsible global citizen and its international obligations, as well as other systems of government needed to be recognised within the rationale.

*'An understanding that Australia's system of government is not the system of government in all countries should be included. It is also essential that there is opportunity for students to make comparative analysis between our parliamentary democracy and other democracies'. (BOS NSW)*

## 8. Aims

The majority of respondents agreed with the statement that the aims captured, ‘the essence of the area and will be helpful in shaping the final aims for an Australian Curriculum: Civics and Citizenship’.

Fig 3: Responses to question 10 - Aims: Paragraphs 12-13 a-d capture the essence of the area and will be helpful in shaping the final aims for an Australian Curriculum: Civics and Citizenship. (n=108)



### 8.1 Strengths

The reference in this section on the aims to ‘local, national, regional and global’ levels was particularly supported.

### 8.2 Areas for Improvement

Although there were some comments about further strengthening the global emphasis in the aims, there was no general or overall agreement about areas for improvement in relation to this section of the paper.

## 9. Definitions

The majority of respondents agreed with the statement that the definitions of ‘civics’ and ‘citizenship’ were appropriate.

### 9.1 Key Strengths

Respondents pointed to several strengths in the definitions, including the clarity and succinctness with which they were written, the explicit reference to ‘local, national, regional and global perspectives’ and to ‘civil, political and social’ components of citizenship.

### 9.2 Areas for Improvement

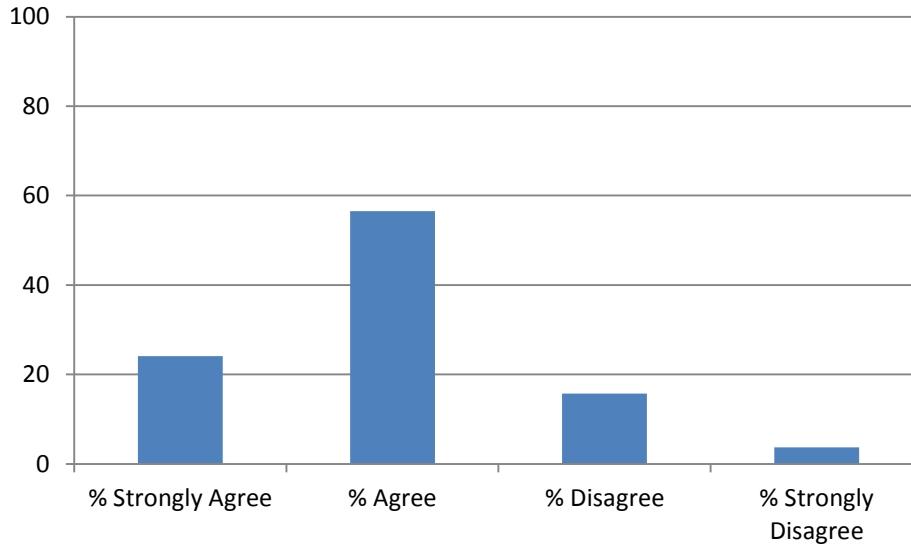
It was suggested that the definitions should be placed earlier within the paper to provide clarity upfront about the meanings of the terms ‘Civics’ and ‘Citizenship’.

In the definition of ‘citizenship’, the necessity of the reference to ‘citizenship is a complex concept that has been extensively discussed and debated over the centuries’ was questioned.

## 10. Organisation

The majority of respondents agreed with the statement that the, 'proposed organisation of the curriculum in two strands of knowledge and understanding, and skills, is appropriate'.

Fig 4: Responses to question 12 – The proposed organisation of the curriculum in two strands of knowledge and understanding, and skills, is appropriate. (Paragraph 18) (n=108)



### 10.1 Key Strengths

While there were some respondents who felt that 'values, attitudes and dispositions' could form a third strand, there was clear and consistent feedback that 'knowledge and understanding' and 'skills' were appropriate. A number of respondents noted that this strand organisation will provide some consistency within the Humanities and Social Sciences learning area that may be helpful to teachers. This was seen as a distinct strength, particularly for the primary school context.

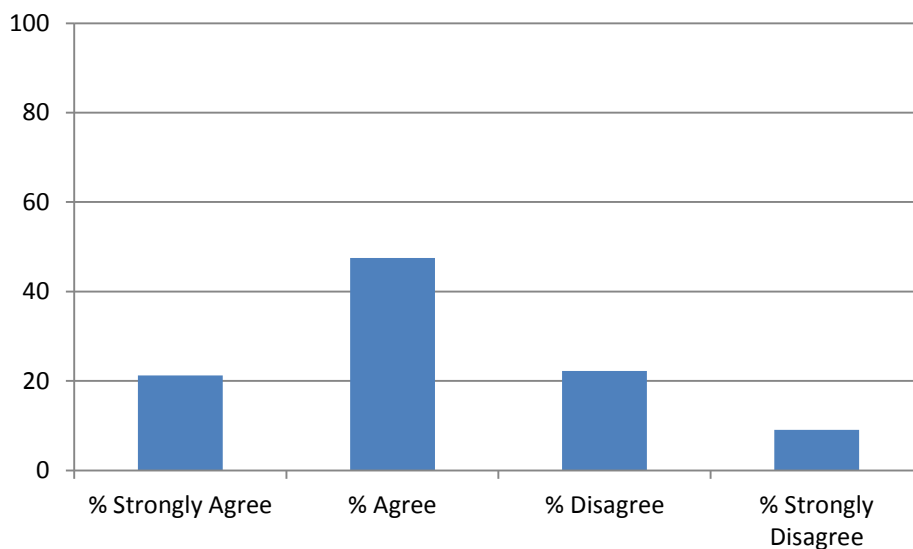
### 10.2 Areas for Improvement

A number of respondents felt that the relationship between 'values, attitudes and dispositions' and the two strands could be clearer, and that they will be evident in the content organised under these strands. Some respondents were concerned that the 'values, attitudes, and dispositions' could be neglected and that they need to be clearly attended to in the development of the curriculum.

## 11. Knowledge and understanding

There was moderate support for the statement that, 'the outline of knowledge and understanding includes the essential elements to be developed as curriculum content.'

Fig 5: Responses to question 13 - The outline of knowledge and understanding includes the essential elements to be developed as curriculum content. (Paragraph 20 a-i) (n=99)



### 11.1 Key Strengths

Some strengths noted by respondents included the emphasis on the Australian political system and parliamentary government, the focus on the present rather than the past, and the inclusion of the rights and responsibilities of citizens, including human rights.

### 11.2 Areas for Improvement

While the majority of respondents felt that the content to be developed was mostly appropriate, the breadth and volume to be taught was a concern for the allocation of 20 hours per year. There were calls for the scope of the content to be reduced.

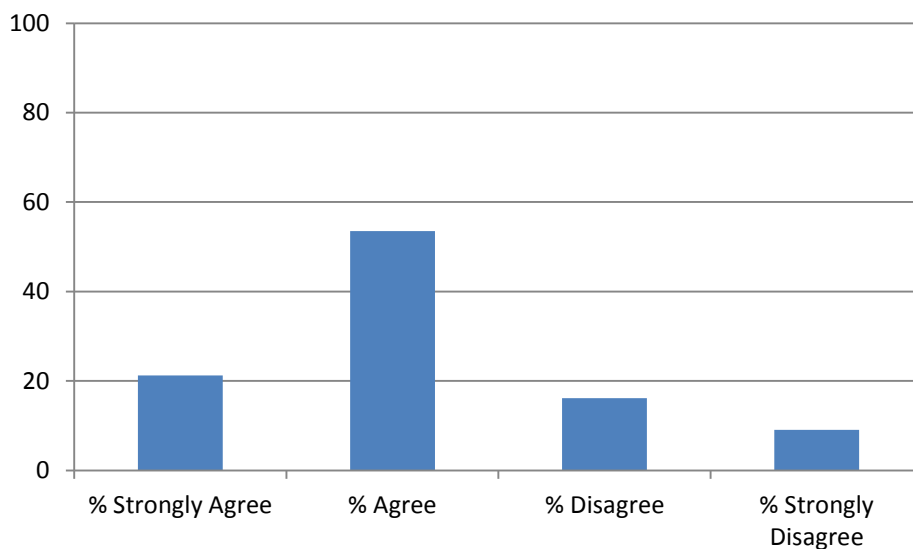
A number of respondents noted some areas of content that should be strengthened or represented more appropriately. Suggestions included more reference to non-religious views, Australia as a 'secular' society, a greater emphasis on legal systems/laws and global citizenship.

## 12. Skills

The majority of respondents agreed with the statement that, 'the outline of skills includes the essential elements to be developed as curriculum content'.

Fig 6: Responses to question 14 - The outline of skills includes the essential elements to be developed as curriculum content. (Paragraphs 21-23) (n=99)





### 12.1 Key Strengths

A number of respondents commented positively about the skill sets identified. The inclusion of social media was viewed as a particular strength.

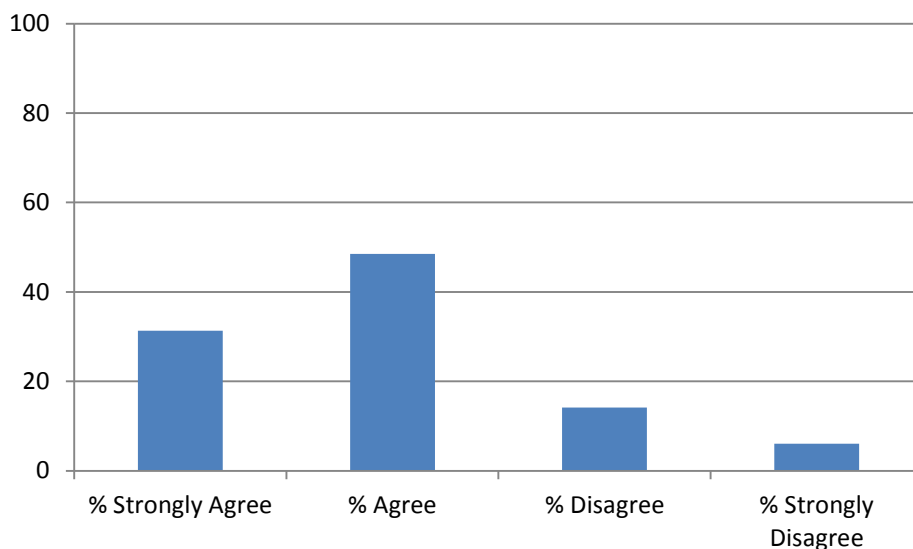
### 12.2 Areas for Improvement

Some respondents suggested that ‘questioning’ could be more explicit and the participatory skills of active citizenship. While respondents frequently made recommendations related to the description of the skill sets identified, there was no general or overall agreement.

## 13. Values, attitudes and dispositions

The majority of respondents agreed with the statement that, ‘the values, attitudes, and dispositions that are explicitly represented in the content (knowledge, understanding and skills) are relevant’.

Fig 7: Responses to question 15 - The values, attitudes, and dispositions that are to be explicitly represented in the content (knowledge, understanding and skills) are relevant. (Paragraph 19 a-c) (n=99)



### 13.1 Key Strengths

Respondents welcomed the explicit representation of ‘values, attitudes and dispositions’ in the draft Shape Paper and noted their relevance for the effective participation of citizens in the 21st Century.

### 13.2 Areas for Improvement

While the ‘values, attitudes and dispositions’ were considered relevant by the majority of respondents, some were unsure about the necessity of including reference to ‘dispositions’ in addition to ‘values and attitudes’. Some questioned the appropriateness of the term ‘religious tolerance’ and commented that it was a negative reference.

## 14. Learners and Learning F-12

There was moderate support for the statement that ‘the descriptions across Foundation to Year 12 will assist in guiding the selection and development of appropriate content from Year 3 to Year 10’.

### 14.1 Key Strengths

Respondents felt that the inclusion of this section was helpful and would, if further revised, assist in guiding the selection and development of appropriate content.

### 14.2 Areas for Improvement

Although this section was generally considered to be helpful, the majority of respondents indicated that this section of the draft Shape Paper required the most attention. Respondents commented that they were unclear about intention of the ‘Learners and Learning F-12’ section, including the clarity of purpose and the sequencing of some knowledge, key concepts and skills across the years of schooling.

*‘Students should be able to ‘work individually and collaboratively using a range of skills’ at most years. It is the complexity of this which changes. These skills are important and should not be included in one band of schooling but in all bands’. (SCSA WA)*

A number of respondents called for a strengthening of the description of F-2 in particular to acknowledge the valuable learning that takes place during those years in relation to civics and citizenship.

## 15. Year 3 – 6

### 15.1 Key Strengths

Respondents provided very limited comment about strengths in relation to Years 3-6 specifically.

### 15.2 Areas for Improvement

It was suggested that some of the opportunities for learning identified in Years 5-6 and Years 7-8 included conceptual understandings too highly pitched for those years and that these would be more appropriately placed in Years 9-10. The most frequently cited examples of not being age appropriate included the understanding of ‘law courts’ in Years 5-6 and ‘range of political systems’ in Years 7-8.

## **16. Year 7 – 10**

### **16.1 Key Strengths**

Respondents provided very limited comment about strengths in relation to Years 7-10 specifically.

### **16.2 Areas for Improvement**

Some respondents commented that the opportunities for learning identified in Years 9-10 in particular were unclear and needed further clarification. It was suggested that Years 9-10 needed greater attention to politics and law in particular to ensure a stronger alignment to the broad areas of learning envisaged for the senior secondary years.

## **17. Senior Secondary Years**

### **17.1 Key Strengths**

Respondents provided very limited comment about strengths in relation to the senior secondary years specifically.

### **17.2 Areas for Improvement**

There was no general or overall agreement about the opportunities for learning identified in the senior secondary years, with respondents commenting variously that Politics and Legal Studies should not be explicitly linked; Global Politics should not be an adjunct to the study of Australian politics; and that the description of Legal Studies presents too narrow a conception of the content typically taught in the subject.

## **18. Cross curriculum priorities**

There was moderate support for the statement that, 'the description of cross curriculum priorities to be further developed in an Australian Curriculum: Civics and Citizenship is appropriate.'

### **18.1 Key Strengths**

There was support for the linking of each of the cross curriculum priorities to Civics and Citizenship and the general focus of each.

### **18.2 Areas for Improvement**

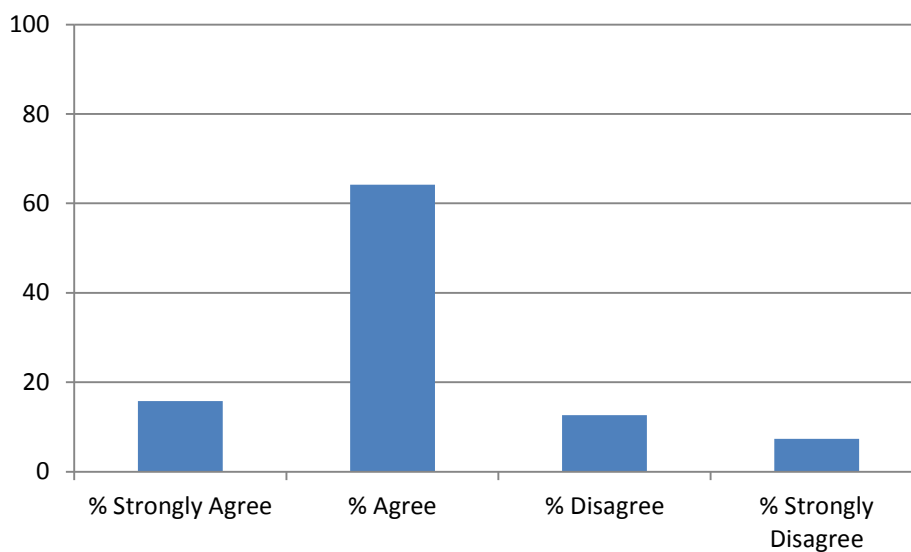
While the description of each priority was broadly supported, some respondents indicated that they required some further elaboration and could be more appropriate and relevant.

The references to Aboriginal and Torres Strait Islander peoples' were questioned in particular, including the adequacy of the references in terms of Aboriginal and Torres Strait Islander peoples' experiences and how they are represented. A number of respondents commented that there should be an explicit link to the History curriculum.

## **19. General capabilities**

The majority of respondents agreed with the statement that, 'the description of general capabilities to be further developed in an Australian Curriculum: Civics and Citizenship is appropriate'.

Fig 8: Responses to question 18 - The description of general capabilities to be further developed in an Australian Curriculum: Civics and Citizenship is appropriate. (Paragraphs 56-71) (n=95)



### 19.1 Key Strengths

The majority of respondents felt that the general capability of intercultural understanding had been particularly well represented.

*‘The AMC enthusiastically endorse the inclusion of intercultural understanding as part of the civics and citizenship and general capabilities. We strongly agree that students should have opportunities to engage not only with their own cultures and beliefs, but also those of other people.’ (Australian Multicultural Council)*

*‘Teachers, curriculum officers and others who contributed to this response noted that the paper deals well with the General Capabilities, particularly Intercultural understanding and that the suggested skills and understandings for the intended curriculum are appropriate. Other general capabilities such as Critical and creative thinking, Ethical behaviour and Personal and social competence are foundations for civics and citizenship enhancing the development of active citizenship.’ (Department of Education, TAS)*

### 19.2 Areas for Improvement

While there was considerable support for this section, there were a number of refinements to the descriptions of the capabilities recommended by some respondents. There was no general or overall agreement about the refinements to be made.

## 20. Overall

There was moderate support for the statement that, ‘the Shape Paper provides an acceptable framework for developing an Australian Curriculum: Civics and Citizenship.’

### 20.1 Key Strengths

Respondents felt that the key elements needed for the subsequent development of the curriculum were included in the framework and that the paper was generally well conceived with its acknowledgement of the need for ‘active and informed citizens’.

## 20.2 Areas for Improvement

It was generally noted that, with further revisions to the ‘Knowledge and understanding’ and ‘Learners and Learning F-12’ sections in particular, the paper will provide an acceptable framework for developing the Australian Curriculum: Civics and Citizenship.

## 21. Draft Shape Paper Civics and Citizenship – Areas for Improvement and Actions Taken

### Areas for improvement and actions taken

Areas for improvement	Action taken (revisions made)
The breadth and volume of content identified in the ‘knowledge and understanding’ section of the paper (in the context of the indicative time allocation of 20 hours per year).	The content to be developed for ‘knowledge and understanding’ was reviewed for overlap and repetition within that strand, and with the skills strand, and revised to focus on what is considered ‘essential’ in terms of the broader conceptual understandings.
The Rationale is too broad and all encompassing.	<p>The rationale has been strengthened to focus on the scope of the curriculum, the distinctive features of civics and citizenship as a subject area, and how the curriculum will benefit students, with reference to the local through to the global.</p> <p>Some parts of the rationale have been moved to other sections of the Shape Paper where they have a better fit, specifically in relation to the excerpt from the Melbourne Declaration on Educational Goals for Young Australians (MCEEDYA, 2008) which now appears in the ‘Context’ section of the Shape Paper.</p>
The balance between ‘civics’ and ‘active citizenship’, particularly the participatory skills of active and informed citizenship.	<p>References to ‘active’ and ‘informed’ citizenship have been strengthened in the Shape Paper.</p> <p>The skills of ‘active and informed citizenship’ have been reinforced through the addition of a sub-strand on ‘Interpretation’ in the Civics and Citizenship skills strand.</p>
The intention of the ‘Learners and Learning F-12 section’, including clarity of purpose, the sequencing of some knowledge and key concepts (including the highly pitched nature of Years 5-6 compared to Years 9-10), and strengthening of F-2.	<p>The broad sense of progression in learning has been made clearer by revising the ‘Learners and Learning F-12’ section to ensure greater consistency in the level of specificity for each phase of schooling (Years 3-4, 5-6, 7-8, 9-10) with a focus on the key concepts/ideas.</p> <p>The text for Years 9-10 has been revised to ensure that the key concepts and ideas represented are pitched above those identified for Years 5-6 and 7-8.</p> <p>The F-2 years have been strengthened by making clearer the broad conceptual understandings developed through other</p>

	learning areas and subjects, which include ‘rules’, ‘relationships’, ‘responsibilities’ and ‘interpersonal and communication skills’.
The global emphasis needs to be strengthened within the paper, particularly in relation to Australia’s role as a responsible global citizen.	<p>Additional references have been included related to the global emphasis in the ‘Context’ and ‘Rationale’ sections of the Shape Paper in particular, and include specifically:</p> <ul style="list-style-type: none"> <li>• the global context of active and informed citizenship</li> <li>• the increasingly interconnected nature of the world</li> <li>• Australia’s role as an international citizen</li> <li>• United Nations conventions</li> <li>• human rights declarations and international obligations</li> <li>• the political and legal systems of other countries.</li> </ul> <p>It is to be noted that the emphasis of the Civics and Citizenship curriculum is to be on Australia, within its global setting.</p>
The ‘Cross Curriculum Priorities’ text requires further elaboration and could be more appropriate and relevant, in particular the adequacy of the references to Aboriginal and Torres Strait Islander Peoples’ experiences, how they are represented, and links to the history curriculum.	<p>The text for the ‘Cross Curriculum Priorities has been revised to ensure the priorities are represented appropriately.</p> <p>A reference to Aboriginal and Torres Strait Islander People’s as first citizens has been included in the ‘Rationale’ section of the Shape Paper.</p> <p>A reference to how the Civics and Citizenship curriculum will build on the F-10 history curriculum has been included in the ‘Cross Curriculum Priorities’ section of the Shape Paper.</p>
The treatment of religion within the paper needs to be reviewed to include more reference to ‘non-religious’ views.	The relevant statement in the ‘Knowledge and understanding’ section about religion has been amended to make clear that Australia is a secular society.
The concept of civic identity needs to be more consistently referenced across the Shape Paper.	The notion of civic identity and sense of belonging has been strengthened in the paper, particularly in reference to Australia in the following sections - ‘Informing Principles’ ‘Organisation’, ‘Learners and Learning F-12’, and ‘Cross curriculum priorities’.
The reference to law within the paper needs strengthening.	More explicit reference has been made to laws, the Australian legal system and the legal systems of other countries in the Shape Paper.
The clarity about the meaning of ‘democracy’ and the representation of Australia’s democratic system of government.	<p>A definition of democracy has been added to the ‘Glossary’.</p> <p>Explicit reference has been made within the paper to Australia’s ‘federal system’ of government and to the ‘Westminster system’.</p>

## Appendix 1

### Online Questionnaire

#### **Draft *Shape of the Australian Curriculum: Civics and Citizenship* Consultation Questionnaire**

The purpose of this questionnaire is to enable individuals and groups to provide feedback on the draft *Shape of the Australian Curriculum: Civics and Citizenship*.

Broad feedback on the draft Shape Paper is sought in relation to:

- The appropriateness of the context and informing principles.
- The direction provided for the development of the rationale and the aims.
- The proposed organisation and structure of the Civics and Citizenship curriculum.
- The appropriateness of the outline of knowledge, understanding and skills to be developed as curriculum content.
- The clarity and appropriateness of the descriptions of how the general capabilities and cross-curriculum priorities can apply in the Civics and Citizenship curriculum.

Please review the draft *Shape of the Australian Curriculum: Civics and Citizenship* on the following page:

[http://www.acara.edu.au/verve/\\_resources/Civics+and+Citizenship+Draft+Shape+Paper+for+Consulation+June+2012.pdf](http://www.acara.edu.au/verve/_resources/Civics+and+Citizenship+Draft+Shape+Paper+for+Consulation+June+2012.pdf)

Once you have reviewed the draft Shape Paper, please provide a rating for all questions by checking the appropriate box. If you wish to elaborate on your rating or disagree with any of the statements in the questionnaire, there is an opportunity to include comments. These might outline why and how you believe improvements can be made. Comments are optional and can be accessed following completion of the ratings.

If you wish to prepare more detailed feedback, you can submit additional notes to the questionnaire. It will assist analysis if the notes are organised around the headings in the questionnaire that reflect the draft Shape Paper. Please email any additional comments or submissions to [civicsandcitizenship@acara.edu.au](mailto:civicsandcitizenship@acara.edu.au) with the subject heading *Draft Shape of the Australian Curriculum: Civics and Citizenship* and include the [cover sheet](#) (available on the Civics and Citizenship consultation page).

Please note: The online questionnaire will take approximately 30 minutes to complete. The questionnaire is designed to be completed in one sitting and will timeout after 60 minutes of inactivity.

#### **CONSULTATION CLOSE**

Questionnaires can be submitted until **11pm, Friday 10 August 2012**.

Thank you for your feedback.

## Background Information

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1. **Are you responding as an individual or organisation?**
  - a. Individual
  - b. Organisation

### Individual feedback

2. **In which state or territory are you primarily based? (Check as appropriate.)**
  - a. Australian Capital Territory
  - b. New South Wales
  - c. Northern Territory
  - d. Queensland
  - e. South Australia
  - f. Tasmania
  - g. Victoria
  - h. Western Australia
  - i. National
  - j. International
  
3. **Which category of respondent best describes your perspective?**
  - a. Primary teacher
  - b. Secondary teacher
  - c. School leader
  - d. Academic
  - e. Community member
  - f. Parent
  - g. Student
  - h. Other (please specify) \_\_\_\_\_

### Group feedback

4. **If you are providing a group or institutional response (eg school, professional association, university faculty, education authority) which category of respondent best describes your perspective?**
  - a. School
  - b. Professional association
  - c. University faculty
  - d. Education authority
  - e. Community group
  - f. Other (please specify) \_\_\_\_\_
  
5. **What is the name of your group/institution?** \_\_\_\_\_
  
6. **How many people have contributed to this response?** \_\_\_\_\_



## Questionnaire

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### Context

7. The context for Civics and Citizenship education summarises the important considerations when developing a detailed curriculum. (Paragraphs 4-9)

Strongly agree                      Agree                      Disagree                      Strongly disagree

Comments:

### Informing principles

8. The “Informing Principles” are appropriate reference points to inform the development of an Australian Curriculum: Civics and Citizenship. (Paragraph 10 a-f)

Strongly agree                      Agree                      Disagree                      Strongly disagree

Comments:

### Rationale

9. Paragraph 11 a-f provide an appropriate direction and coverage to inform the development of a rationale for an Australian Curriculum: Civics and Citizenship.

Strongly agree                      Agree                      Disagree                      Strongly disagree

Comments:

### Aims

10. Paragraphs 12-13 a-d capture the essence of the area and will be helpful in shaping the final aims for an Australian Curriculum: Civics and Citizenship.

Strongly agree                      Agree                      Disagree                      Strongly disagree

Comments:

### Definitions

11. The definitions of ‘civics’ and ‘citizenship’ are clear and appropriate. (Paragraphs 14-15)

Strongly agree                      Agree                      Disagree                      Strongly disagree

Comments:

### Organisation

12. The proposed organisation of the curriculum in two strands of *knowledge and understanding*, and *skills*, is appropriate. (Paragraph 18)

Strongly agree                      Agree                      Disagree                      Strongly disagree

Comments:

### Knowledge and understanding

13. The outline of *knowledge and understanding* includes the essential elements to be developed as curriculum content. (Paragraph 20 a-i)

Strongly agree                      Agree                      Disagree                      Strongly disagree

Comments:

### Skills

14. The outline of *skills* includes the essential elements to be developed as curriculum content. (Paragraphs 21-23)

Strongly agree                      Agree                      Disagree                      Strongly disagree

Comments:

### Values, attitudes and dispositions

15. The values, attitudes, and dispositions that are to be explicitly represented in the content (*knowledge, understanding and skills* are relevant. (Paragraph 19 a-c)

Strongly agree                      Agree                      Disagree                      Strongly disagree

Comments:

### Learners and Learning: F-12

16. The descriptions across Foundation to Year 12 will assist in guiding the selection and development of appropriate content from Year 3 to Year 10. (Paragraphs 24-48)

Strongly agree                      Agree                      Disagree                      Strongly disagree

Comments:

### Cross curriculum priorities

17. The description of cross curriculum priorities to be further developed in an Australian Curriculum: Civics and Citizenship is appropriate. (Paragraphs 49-55)

Strongly agree                      Agree                      Disagree                      Strongly disagree

Comments:

## General capabilities

18. The description of general capabilities to be further developed in an Australian Curriculum: Civics and Citizenship is appropriate. (Paragraphs 56-71)

Strongly agree

Agree

Disagree

Strongly disagree

Comments:

## Overall

19. The Shape Paper provides an acceptable framework for developing an Australian Curriculum: Civics and Citizenship

Strongly agree

Agree

Disagree

Strongly disagree

Comments:

## Appendix 2

### Charts of online survey data

Figure 1: Responses to question 7. The context for Civics and Citizenship education summarises the important considerations when developing a detailed curriculum. (Paragraphs 4-9) (n=115)

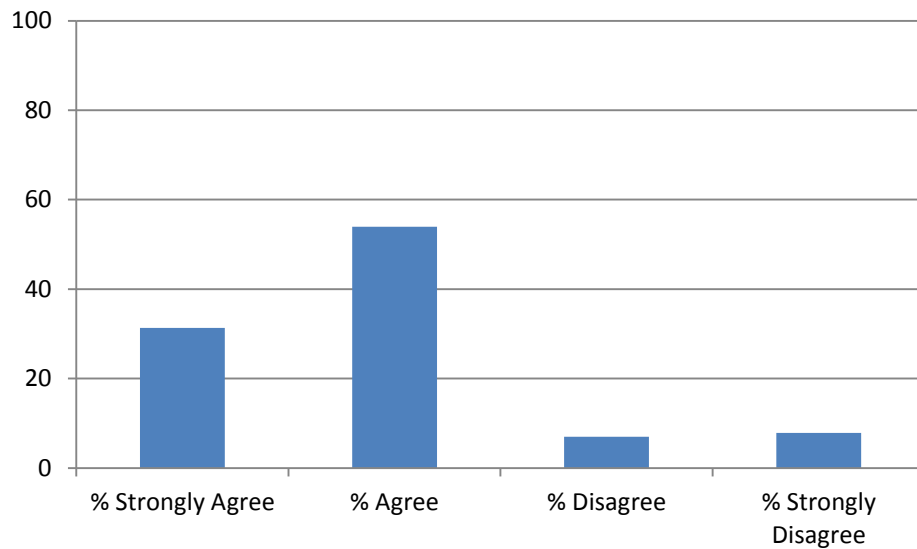


Figure 2: Responses to question 8. The “Informing Principles” are appropriate reference points to inform the development of an Australian Curriculum: Civics and Citizenship. (Paragraph 10 a-f) (n=115)

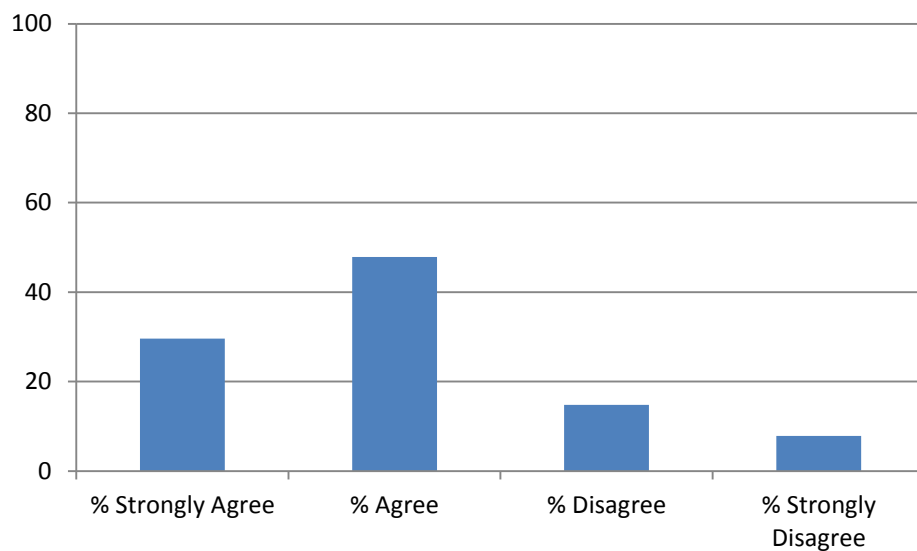


Figure 3: Responses to question 9. Rationale: Paragraph 11 a-f provide appropriate direction and coverage to inform the development of a rationale for an Australian Curriculum: Civics and Citizenship. (n=115)

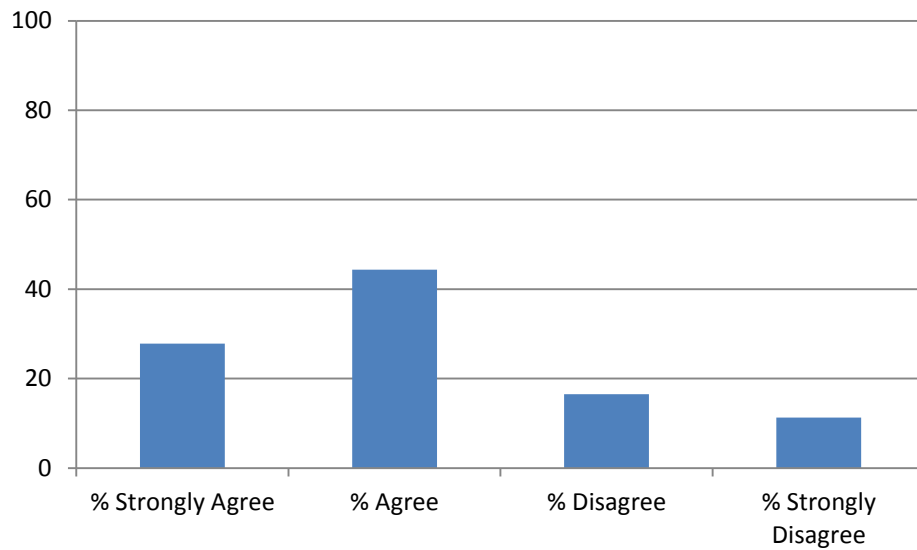


Figure 4: Responses to question 10. Aims: Paragraphs 12-13 a-d capture the essence of the area and will be helpful in shaping the final aims for an Australian Curriculum: Civics and Citizenship. (n=108)

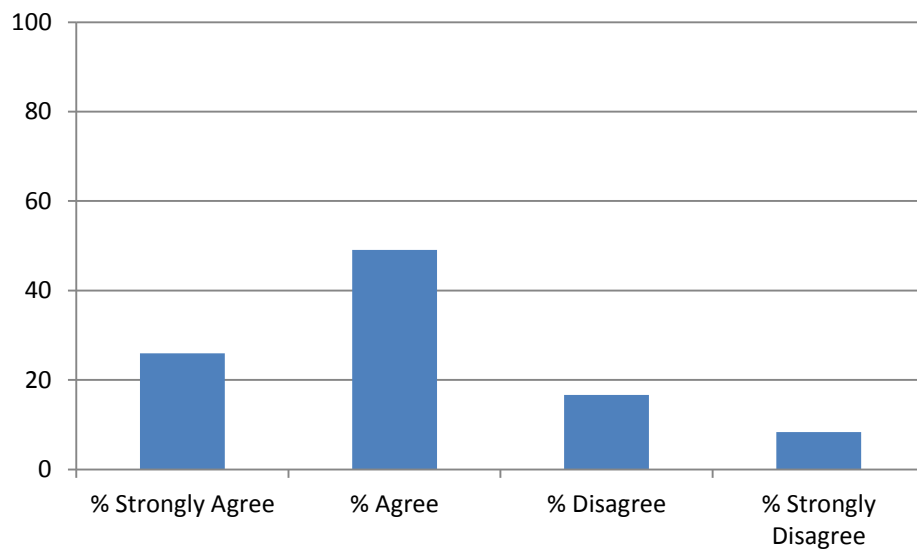


Figure 5: Responses to question 11. The definitions of 'civics' and 'citizenship' are clear and appropriate. (Paragraphs 14-15) (n=108)

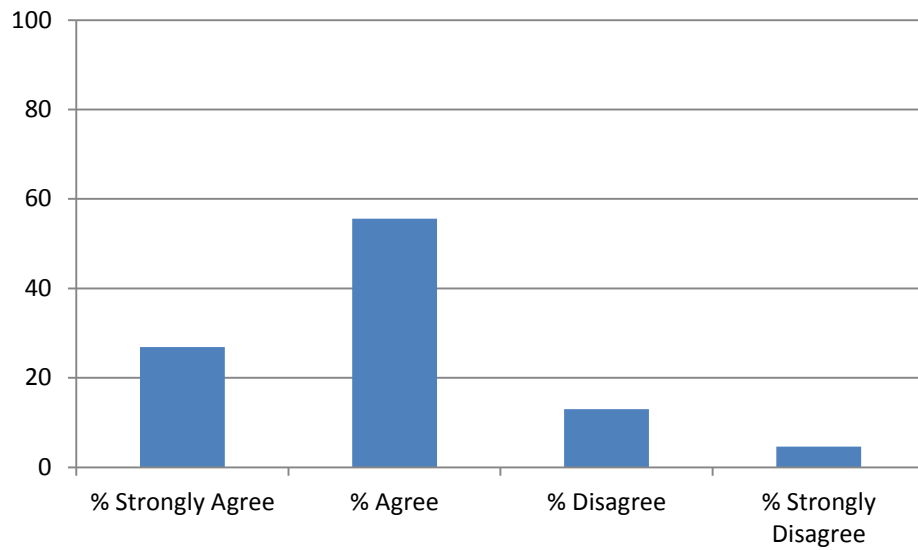


Figure 6: Responses to question 12. The proposed organisation of the curriculum in two strands of knowledge and understanding, and skills, is appropriate. (Paragraph 18) (n=108)

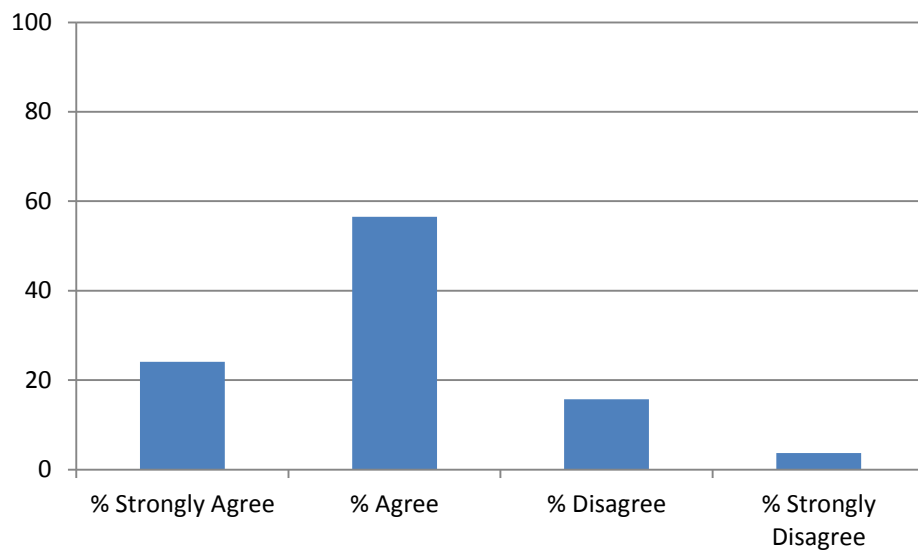


Figure 7: Responses to question 13. The outline of knowledge and understanding includes the essential elements to be developed as curriculum content. (Paragraph 20 a-i) (n=99)

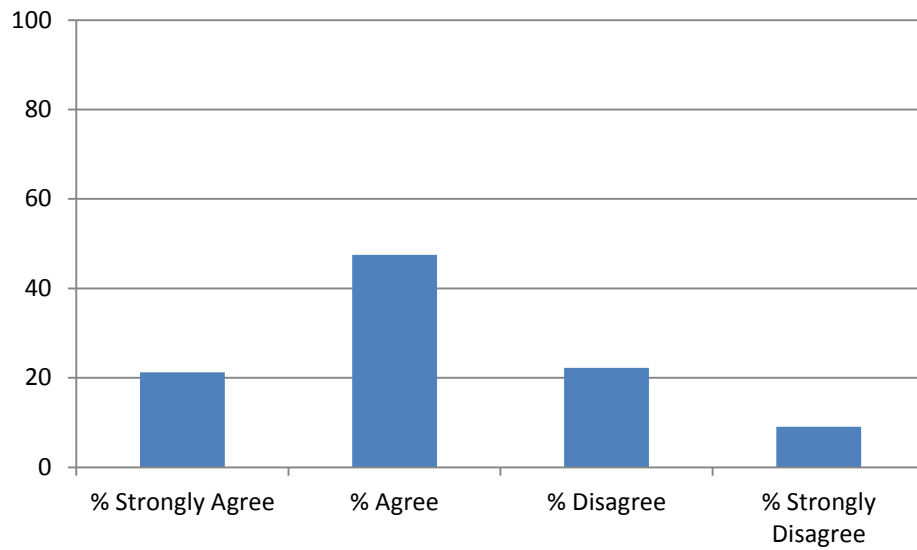


Figure 8: Responses to question 14. The outline of skills includes the essential elements to be developed as curriculum content. (Paragraphs 21-23) (n=99)

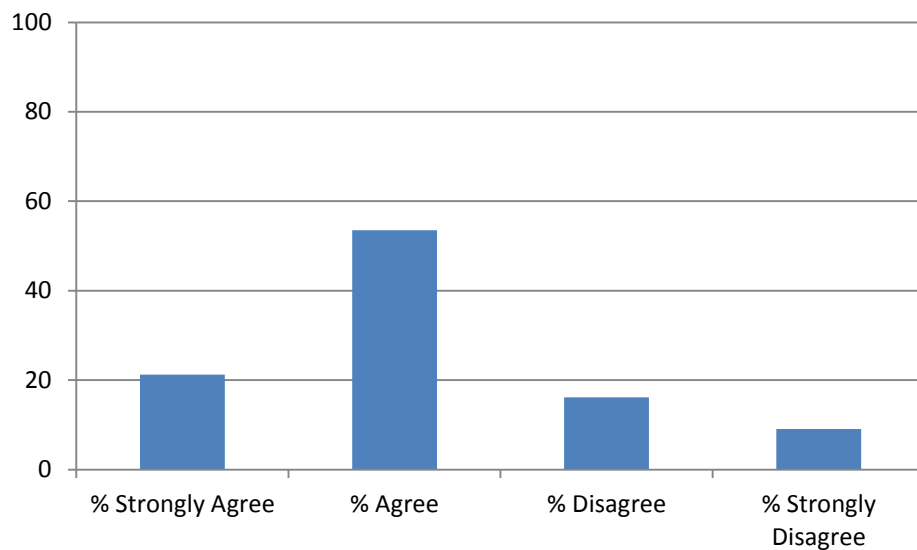


Figure 9: Responses to question 15. The values, attitudes, and dispositions that are to be explicitly represented in the content (knowledge, understanding and skills) are relevant. (Paragraph 19 a-c) (n=99)

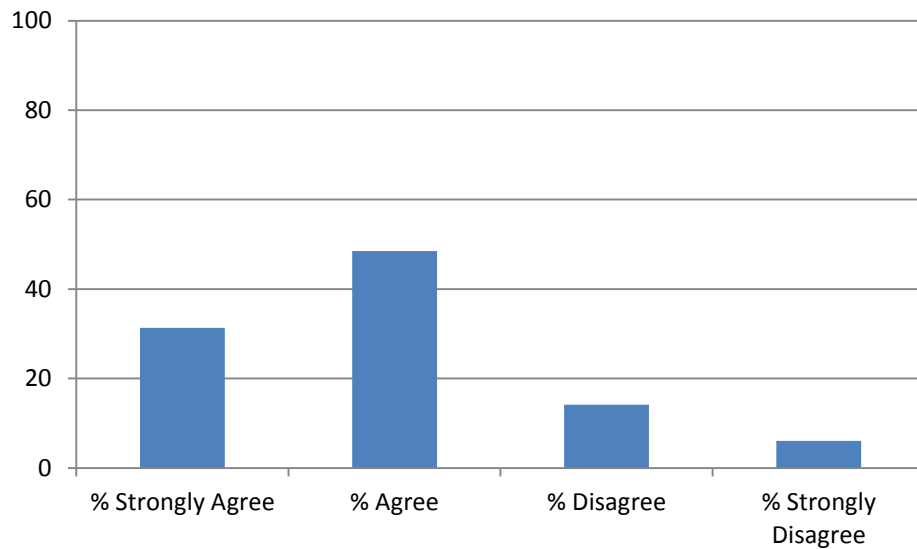


Figure 10: Responses to question 16. The descriptions across Foundation to Year 12 will assist in guiding the selection and development of appropriate content from Year 3 to Year 10. (Paragraphs 24-48) (n=9)

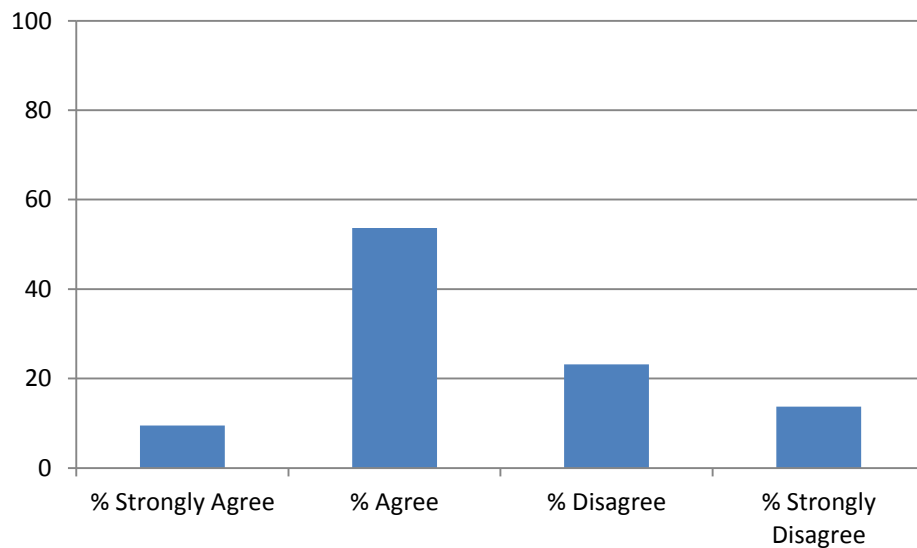




Figure 11: Responses to question 17. The description of cross curriculum priorities to be further developed in an Australian Curriculum: Civics and Citizenship is appropriate. (Paragraphs 49-55) (n=95)

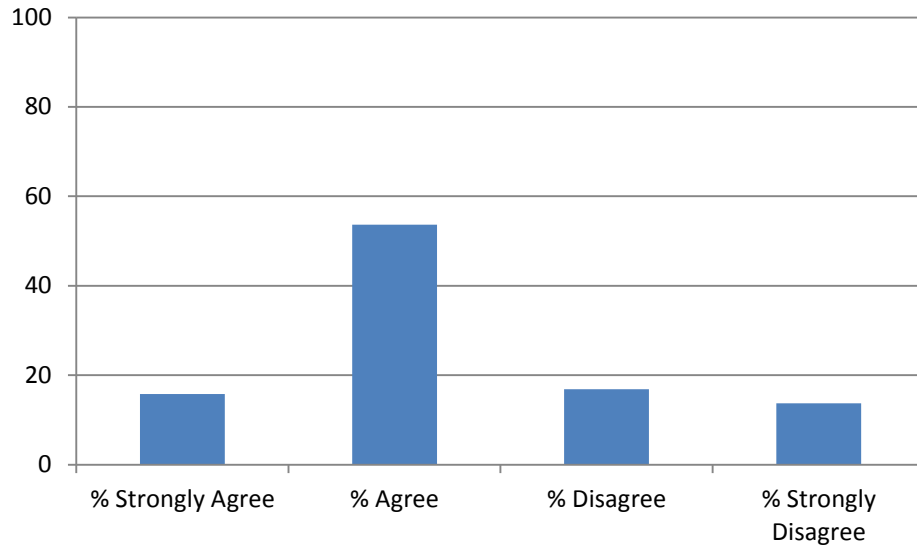


Figure 12: Responses to question 18. The description of general capabilities to be further developed in an Australian Curriculum: Civics and Citizenship is appropriate. (Paragraphs 56-71) (n=95)

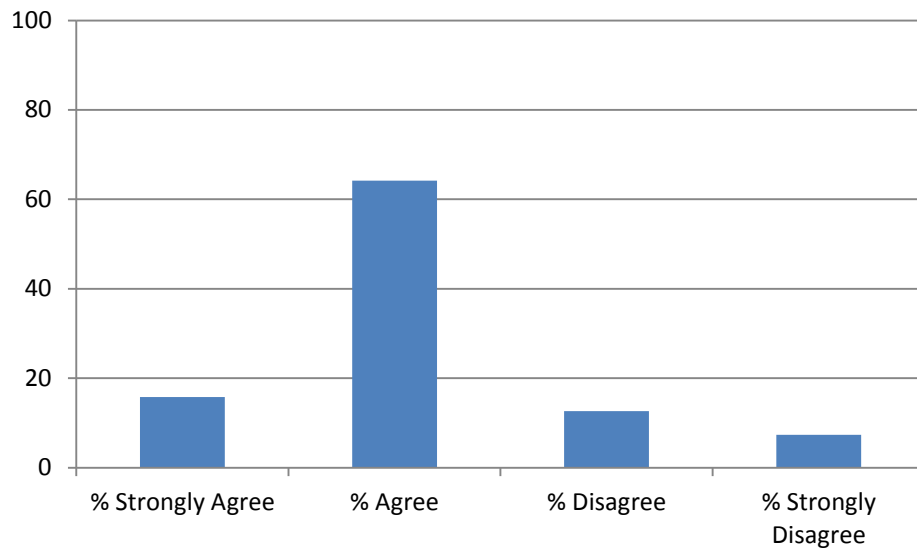
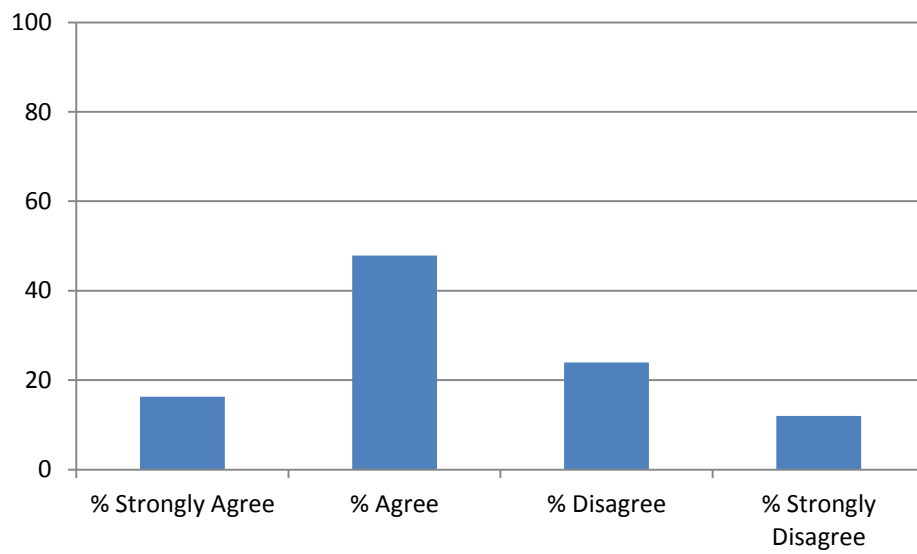


Figure 13: Responses to question 19. The Shape Paper provides an acceptable framework for developing an Australian Curriculum: Civics and Citizenship (n=92)



## Appendix 3

### Consultation demographics – states and territories

#### Civics and Citizenship online questionnaires

Table 1: National representation of respondents by state – online questionnaire

State/Territory	Number of questionnaires	Respondent group size
Australian Capital Territory	-	-
New South Wales	9	22
Northern Territory	1	1
Queensland	4	9
South Australia	2	5
Tasmania	2	2
Victoria	8	49
Western Australia	2	10
National	17	297
International	-	-
<b>TOTAL</b>	<b>45</b>	<b>395</b>

## Civics and Citizenship written submissions

Table 2: National representation of respondents by state – written submissions

State/Territory	Number of submissions	Respondent group size
Australian Capital Territory	2	2
New South Wales	11	22
Northern Territory	6	19
Queensland	21	19
South Australia	3	3
Tasmania	6	6
Victoria	26	25
Western Australia	6	11
National	15	15
International	19	15
<b>TOTAL</b>	<b>115</b>	<b>137</b>