



Asia Education Foundation **Sample mapping of Asia opportunities in the Australian Curriculum – Civics and Citizenship (Year 3 to 10)**

In the Australian Curriculum: Civics and Citizenship, the priority of Asia and Australia’s engagement with Asia provides rich and engaging opportunities for developing students’ civics and citizenship knowledge, understanding and skills. In particular, the curriculum recognises that Australia’s engagement with Asia has the capacity to build understanding and appreciation of diversity within Australian society and contribute to harmonious local, regional and global communities. In examining what shapes personal and national identity, students are encouraged to investigate the cultural or religious groups to which Australians of Asian heritage belong. In studying Australian citizenship, students have an opportunity to explore the experiences of people of Asian heritage who have migrated to Australia and taken up Australian citizenship. Students can also have opportunities to reflect on how Australians can participate in the Asia region as active and informed citizens. From [Australia’s engagement with Asia in the Australian Curriculum: Civics and Citizenship](#).

Year Level	Level Description	Content Description and <i>Elaboration</i>
<p><b>Year 3</b></p>	<p>The Year 3 curriculum introduces students to democracy in the context of the familiar and personal. It explores an understanding of democracy as rule by the people through learning about decision making within communities. Students consider the purpose of creating rules for groups and how individuals participate in their community.</p> <p>The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p><b>Key questions</b></p> <p>A framework for developing students’ civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:</p> <ul style="list-style-type: none"> <li>• How are decisions made democratically?</li> <li>• Why do we make rules?</li> <li>• How can I participate in my community?</li> </ul>	<p>How and why decisions are made democratically in communities (ACHCK001)</p> <p><i>identifying places in communities where decisions are made democratically</i></p> <p>How and why people make rules (ACHCK002)</p> <p><i>exploring cultural norms behind some rule making, such as removing shoes before entering places of cultural significance</i></p> <p>Reflect on their cultural <a href="#">identity</a> and how it might be similar and different from others(ACHCS010)</p> <p><i>exploring students’ personal family stories that reflect their cultural identity</i></p> <p><i>considering how personal and family cultural identity may affect decisions</i></p> <p>Pose questions about the society in which they live (ACHCS004)</p>
<p><b>Year 4</b></p>	<p>The Year 4 curriculum introduces students to the purpose of local government and the services it provides to their community. They examine how rules and laws affect them and the importance of laws in society. Students explore cultural diversity, and in particular how belonging to different groups can shape personal identity.</p> <p>The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p><b>Key questions</b></p> <p>A framework for developing students’ civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:</p> <ul style="list-style-type: none"> <li>• How can local government contribute to community life?</li> <li>• What is the difference between rules and laws and why are they important?</li> <li>• How has my identity been shaped by the groups to which I belong?</li> </ul>	<p>Reflect on their cultural <a href="#">identity</a> and how it might be similar and different from others(ACHCS021)</p> <p><i>comparing family and community experiences such as religious celebrations with other class members to identify similarities and differences</i></p> <p><i>exploring stories about where people come from, for example Aboriginal and Torres Strait Islander Peoples, and people from countries of the Asia region</i></p> <p>How a person’s <a href="#">identity</a> can be shaped by the different cultural, religious and/or social groups to which they may belong(ACHCK014)</p> <p><i>identifying diversity through the different social, cultural, and religious groups students belong to</i></p> <p><i>listing and comparing the different purposes, beliefs, traditions and symbols used by groups</i></p> <p>Use information to develop a point of view (ACHCS017)</p> <p><i>considering information from more than one source before developing a point of view</i></p> <p>Pose questions about the society in which they live (ACHCS015)</p>
<p><b>Year 5</b></p>	<p>The Year 5 curriculum introduces students to the key values of Australia’s liberal democratic system of government, such as freedom, equality, fairness and justice. Students learn about representative democracy and voting processes in Australia. Students expand on their knowledge of the law by studying how laws impact on the lives of citizens. Students investigate the role of groups in our community.</p> <p>The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p><b>Key questions</b></p> <p>A framework for developing students’ civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:</p> <ul style="list-style-type: none"> <li>• What is democracy in Australia and why is voting in a democracy important?</li> <li>• How do laws affect the lives of citizens?</li> <li>• How and why do people participate in groups to achieve shared goals?</li> </ul>	<p>How laws affect the lives of citizens, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHCK025)</p> <p><i>exploring how laws protect human rights, for example sex, disability, race and age discrimination law</i></p> <p>Why people work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence (ACHCK027)</p> <p><i>using social media to share and discuss ideas about how people can work together as local, regional and global citizens, for example to develop sustainable communities</i></p> <p>Develop questions and gather a range of information to investigate the society in which they live (ACHCS028)</p> <p>Interact with others with respect, identify different points of view and share personal perspectives and opinions (ACHCS031)</p>
<p><b>Year 6</b></p>	<p>The Year 6 curriculum provides a study of the key institutions of Australia’s democratic government, including state/territory and federal parliaments, and the court system. Students learn how state/territory and federal laws are made in a parliamentary system. Students examine Australian citizenship and reflect on the rights and responsibilities that being a citizen entails. They explore the obligations that people may have as global citizens.</p> <p>The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p><b>Key questions</b></p> <p>A framework for developing students’ civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:</p> <ul style="list-style-type: none"> <li>• What are the roles and responsibilities of the different levels of government in Australia?</li> <li>• How are laws developed in Australia?</li> <li>• What does it mean to be an Australian citizen?</li> </ul>	<p>Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship (ACHCK038)</p> <p><i>exploring the experiences of people who have migrated to Australia and who have taken up Australian citizenship, for example those of Asian heritage</i></p> <p>The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHCK039)</p> <p><i>identifying the obligations people may consider they have as global citizens, such as an awareness of human rights issues, concern for the environment and sustainability, and being active and informed about global issues</i></p> <p><i>describing dual citizenship and its implications for identity and belonging</i></p> <p><i>using a current global issue, such as immigration across borders and clearing native forests to establish palm oil plantations, to discuss the concept of global citizenship</i></p> <p>Develop questions and gather a range of information to investigate the society in which they live (ACHCS040)</p>



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<p><b>Year 7</b></p>	<p>The Year 7 curriculum provides a study of the key features of Australia’s system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia’s democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia’s secular system of government supports a diverse society with shared values.</p> <p>The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p><b>Key questions</b></p> <p>A framework for developing students’ civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:</p> <ul style="list-style-type: none"> <li>• How is Australia’s system of democratic government shaped by the Constitution?</li> <li>• What principles of justice help to protect the individual’s rights to justice in Australia’s system of law?</li> <li>• How is Australia a diverse society and what factors contribute to a cohesive society?</li> </ul>	<p>How groups, including Aboriginal and Torres Strait Islander Peoples, express their particular identities, how this influences their perceptions of others, and others’ perception of them (ACHCK053)</p> <p><i>investigating how and why the visible aspects of people’s cultural identity (for example dress, gestures, traditions/customs, accent/language) can influence interactions between people</i></p> <p><i>considering how Australia’s location in the Asian region influences interactions between Australians and those living in the region</i></p> <p>How Australia is a secular nation and a multi-faith society (ACHCK051)</p> <p><i>defining the terms ‘secular’, ‘multi-faith’ and ‘diverse society’ and discussing their relevance to Australia today</i></p> <p><i>identifying trends regarding religious observance in Australian society using the Australian Bureau of Statistics and other data sources</i></p> <p><i>exploring the diversity of spiritualities among Aboriginal and Torres Islander communities from traditional spirituality to the adoption of other religions such as Christianity and Islam</i></p> <p>How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a ‘fair go’, can promote cohesion within Australian society (ACHCK052)</p> <p><i>identifying values shared by Australians and deciding which ones could also be considered universal values</i></p> <p>Appreciate multiple perspectives and use strategies to mediate differences (ACHCS057)</p> <p>Reflect on their role as a citizen in Australia’s democracy (ACHCS060)</p>
<p><b>Year 8</b></p>	<p>The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.</p> <p>The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p><b>Key questions</b></p> <p>A framework for developing students’ civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:</p> <ul style="list-style-type: none"> <li>• What are the freedoms and responsibilities of citizens in Australia’s democracy?</li> <li>• How are laws made and applied in Australia?</li> <li>• What different perspectives are there about national identity?</li> </ul>	<p>Judeo-Christian traditions of Australian society and religions practised in contemporary Australia (ACHCK065)</p> <p><i>identifying religions that are practised in contemporary Australia, for example Christianity, Judaism Buddhism, Islam, Hinduism</i></p> <p>Different perspectives about Australia’s national <u>identity</u>, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian(ACHCK066)</p> <p><i>investigating representations of Australian identity evident in national day events (such as Anzac Day), and in the media and popular culture, to analyse different perspectives on the interpretation of national identity</i></p> <p><i>examining contemporary influences on the shaping of Australian national identity, such as the natural environment, immigration, attitudes to Asia and Reconciliation between Aboriginal and Torres Strait Islander Peoples and other Australians</i></p> <p>How national identity can shape a sense of belonging in Australia’s multicultural society (ACHCK067)</p> <p><i>examining personal stories to explore how individuals relate to national identity and how it impacts on their sense of belonging in the Australian community</i></p> <p><i>exploring the extent of ethnic diversity in Australia</i></p> <p>Appreciate multiple perspectives and use strategies to mediate differences (ACHCS071)</p> <p><i>using empathy to appreciate the influences or circumstances that may have informed different perspectives</i></p> <p>Reflect on their role as a <u>citizen</u> in Australia’s <u>democracy</u> (ACHCS074)</p> <p><i>considering how personal experiences and circumstances influence their identity as a citizen and how they relate to others</i></p>
<p><b>Year 9</b></p>	<p>The Year 9 curriculum builds students’ understanding of Australia’s political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They investigate the features and principles of Australia’s court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.</p> <p>The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p><b>Key questions</b></p> <p>A framework for developing students’ civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:</p> <ul style="list-style-type: none"> <li>• What influences shape the operation of Australia’s political system?</li> <li>• How does Australia’s court system work in support of a democratic and just society?</li> <li>• How do citizens participate in an interconnected world?</li> </ul>	<p>How and why groups, including religious groups, participate in civic life (ACHCK079)</p> <p><i>exploring the concept of ‘the common good’ using examples of how religious groups participate to foster interfaith understanding or social justice</i></p> <p>Critically evaluate information and ideas from a range of sources in relation to <u>civics</u> and <u>citizenship</u> topics and issues(ACHCS084)</p> <p><i>exploring texts for stereotype, over-generalisation and misrepresentation, for example how cultural groups are represented in the media</i></p> <p>Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086)</p> <p><i>recognising that common issues may need to be seen through diverse cultural lenses</i></p> <p>The influence of a range of <u>media</u>, including social <u>media</u>, in shaping identities and attitudes to diversity(ACHCK080)</p> <p><i>analysing how media represent different groups in Australian society and assessing the impact those representations have on community cohesiveness</i></p> <p>How ideas about and experiences of Australian <u>identity</u> are influenced by global connectedness and mobility (ACHCK081)</p> <p><i>examining stories of how Australian citizens’ perspectives on their role in the global community have been influenced by their experiences of living and working in other countries</i></p> <p><i>examining forms of global connectedness such as digital technology, arts, trade, language learning, employment, travel and immigration</i></p> <p><i>debating the concepts of ‘global identity’ and ‘global citizenship’ and their implications for Australian citizens</i></p> <p>Reflect on their role as a <u>citizen</u> in Australian, regional and global contexts(ACHCS089)</p> <p><i>considering Australian, regional and global futures and how students might contribute as active and informed citizens</i></p> <p><i>considering how digital technologies enables them to engage with a global community</i></p>



Year Level	Level Description	Content Description and <i>Elaboration</i>
<p><b>Year 10</b></p>	<p>The Year 10 curriculum develops student understanding of Australia’s system of government through comparison with another system of government in the Asian region. Students examine Australia’s roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.</p> <p>The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p><b>Key questions</b></p> <p>A framework for developing students’ civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:</p> <ul style="list-style-type: none"> <li>• How is Australia’s democracy defined and shaped by the global context?</li> <li>• How are government policies shaped by Australia’s international legal obligations?</li> <li>• What are the features of a resilient democracy?</li> </ul>	<p>The key features and values of Australia’s system of government compared with ONE other system of government in the Asia region (ACHCK090)</p> <p><i>categorising the key features of Australia’s system of government, for example democratic elections and the separation of powers, and comparing and contrasting these to the key features found in another country in the Asia region, such as Japan, India or Indonesia</i></p> <p><i>interviewing people with connections to a country in the Asia region to compare the values they associate with the system of government in that country, with those of Australia</i></p> <p>Australia’s roles and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations (ACHCK091)</p> <p><i>exploring the types of participation that Australia has in the Asia region and internationally, for example exchange programs, peacekeeping, election monitoring, health programs, disaster management</i></p> <p>How Australia’s international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples (ACHCK093)</p> <p><i>listing some of the international agreements Australia has ratified and identifying examples of how each one might shape government policies and laws, for example the protection of World Heritage areas</i></p> <p>The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094)</p> <p><i>exploring the concept of ‘cohesive society’ using examples from contemporary events in Australia or in other countries to identify factors that support cohesiveness</i></p> <p><i>investigating processes by which individuals and groups resolve differences in Australian communities, for example negotiation, mediation and reconciliation</i></p> <p>Reflect on their role as a citizen in Australian, regional and global contexts(ACHCS102)</p> <p><i>discussing the implications of living in an interconnected world and what this could mean for active and informed citizenship</i></p>