

Humanities and Social Sciences (HASS)

Civics and Citizenship

Years 7 to 10

Version 1.0



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Terminology

The South Australian Department for Education uses the term ‘Aboriginal’ to refer to people who identify as Aboriginal, Torres Strait Islander, or both Aboriginal and Torres Strait Islander. This term is preferred by Aboriginal South Australians and the department.

SA Curriculum Framework: Essential Learning summary – Civics and Citizenship

Why Humanities and Social Sciences

Learning in Humanities and Social Sciences helps us understand our identity and place in the world by making connections across time and place. Exploring the diversity of human experiences, cultures, values and environments fosters curiosity and critical insight, empowering us to collaborate and share, and embrace our role as responsible citizens.

Dispositions

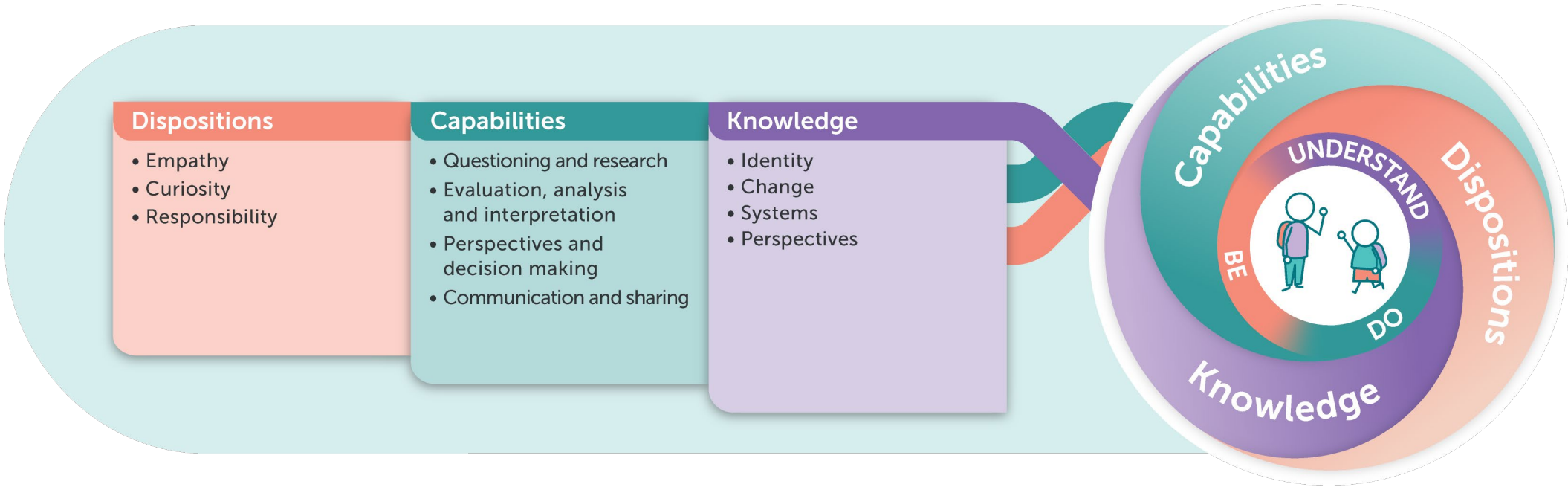
Empathy	Curiosity	Responsibility
What it is: Relating to and seeking to understand the feelings, experiences and perspectives of others. Why it matters: Being empathetic involves perspective-taking, enabling meaningful connections between events and experiences. It fosters deeper awareness of human diversity and guides more considered responses to people, places, contexts and issues.	What it is: Being eager to explore, ask questions and understand the things you wonder about. Why it matters: Being curious promotes a desire to seek out and explore new experiences, places and ideas. It inspires learners to investigate the relationships within and across human and natural systems, shifting perspectives and building understanding.	What it is: Being accountable for your actions, fulfilling your commitments and considering how your choices affect yourself, others and the environment. Why it matters: Being responsible guides us to make informed decisions and take thoughtful actions that benefit people, communities and environments. It involves acknowledging diverse perspectives, ethics and acting with integrity, contributing to a fair and sustainable future for all.

Capabilities

Questioning and research	Evaluation, analysis and interpretation	Perspectives and decision making	Communication and sharing
What it is: Posing and exploring purposeful questions, using systematic methods to recognise, gather and organise diverse and relevant sources. Why it matters: Questioning and researching equips learners to observe, inquire critically and seek answers to questions that are meaningful using diverse sources. This supports a deeper understanding of complex world issues.	What it is: Assessing the validity and relevance of sources; comparing, interrogating and making meaning from information; and examining evidence to understand what it shows. Why it matters: Learners who can evaluate, analyse and interpret information are able to think critically, make sense of complexity, and assess the validity and relevance of sources, both independently and collaboratively. This underpins informed and responsible participation in an information-rich world.	What it is: Bringing together evidence, information and ideas from multiple sources to inform understandings, shape perspectives and influence decision making. Why it matters: By bringing together evidence, information and ideas from different sources, learners build deeper understanding, see patterns and connections, consider multiple perspectives and make informed decisions. It strengthens their ability to think critically and act thoughtfully in learning and life.	What it is: Presenting ideas, findings and information through various modes, tailoring messaging for purpose, and fostering reflective engagement, while correctly acknowledging sources. Why it matters: Through communicating and sharing, young people learn how to tailor their messages for audience and purpose, connect effectively, and express thinking clearly to build shared understanding. It increases their confidence to engage with diverse perspectives, listen openly, and support their ideas with evidence.

Knowledge

Identity	Change	Systems	Perspectives
What it is: A sense or expression of individuality, belonging, and connection that shapes how people, places, and environments are understood, valued, and experienced by self and others. Why it matters: Learners recognising, valuing and celebrating diversity and individuality, build respectful understandings and relationships, navigating personal, cultural, and environmental conversations and responsibilities with greater thoughtfulness.	What it is: The transformation of systems, people, places, and environments over time, evidenced by the effects of forces and factors that shape growth, disruption, adaptation or endings. Why it matters: Learners understand how change, or its absence, shapes societies and environments considering the causes and consequences of processes, actions, and events across different tempos and scales, develops the capacity to make informed and impactful decisions.	What it is: The interconnected structures, processes and relationships that influence people, places and environments, determining behaviour and how they function over time. Why it matters: Learners mapping the interconnections and dynamics within and across human and environmental systems, develops thinking that is transferable and contextual, supporting informed participation in their present and future worlds.	What it is: The lens through which individuals or groups interpret and understand people, places, events, evidence, and environments, shaped by diverse worldviews and environmental contexts. Why it matters: Learners exploring multiple and diverse experiences and perspectives cultivate critical and reflective thinking, empathy, and the capacity to engage thoughtfully and contextually with evidence, as well as differing beliefs, values and worldviews.



The dispositions, capabilities and knowledge embedded in the SA Curriculum: Humanities and Social Sciences

Civics and Citizenship – Year 7

Essential Learning

Dispositions

Empathy	Curiosity	Responsibility
This disposition may be evident when learners, for example: • consider perspectives that differ from their own to better understand the experiences and circumstances that may have shaped political and legal decisions • analyse overlooked perspectives to better understand how Australia’s national stories may be experienced differently • recognise how people’s experiences or circumstances may shape different perspectives on a law when examining issues of justice.	This disposition may be evident when learners, for example: • explore the contributions of Aboriginal people and migrant communities, in response to their wonderings about their own communities • explore an aspect of Australia's political and legal systems, including the historical contexts and social attitudes that shaped it • seek the perspectives and experiences of diverse groups of people and communities when exploring a civic issue.	This disposition may be evident when learners, for example: • recognise how their language and tone may affect others’ participation in civic discussion and make adjustments accordingly • consider how decisions based on inaccurate or incomplete civic information may affect individuals or communities before determining next steps • evaluate potential impact on community wellbeing when proposing strategies for planned community action.

Capabilities

Questioning and research	Evaluation, analysis and interpretation	Perspectives and decision making	Communication and sharing
Learners develop this capability when they: • develop questions to investigate Australia’s political and legal systems, and contemporary civic issues AC9HC7S01 • locate, select and organise information, data and ideas from different sources. AC9HC7S02	Learners develop this capability when they: • analyse information, data and ideas about political, legal or civic issues to identify and explain differences in perspectives and potential challenges. AC9HC7S03	Learners develop this capability when they: • explain the methods or strategies related to making decisions about civic participation. AC9HC7S04	Learners develop this capability when they: • create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that reference evidence. AC9HC7S05

Knowledge

Identity	Change	Systems	Perspectives
Conceptual understandings and supporting content descriptions			
Australia’s democratic system is based on beliefs, principles and histories. Students learn about: - the key features of Australia's system of government, including democracy, the Australian Constitution, responsible government and federalism AC9HC7K01 - the characteristics of Australia's democracy, including freedom of speech, association, assembly, religion and movement. AC9HC7K02	Our political system can evolve over time through processes that acknowledge our diverse origins. Students learn about: how Australia’s secular democracy and pluralist, multi-faith society draws upon diverse cultural origins, including Christian and Western heritage, distinct First Nations Australian histories and cultures, and migrant communities. AC9HC7K04	Justice systems work through institutions, legal frameworks and safeguards. Students learn about: the key principles and features of the Australian legal system, including the Australian Constitution, the rule of law and the court system. AC9HC7K03	Shared principles support community cohesion. Students learn about: how values based on freedom, respect, fairness and equality of opportunity can support social cohesion and democracy within Australian society. AC9HC7K05

Civics and Citizenship – Year 8

Essential Learning

Dispositions

Empathy	Curiosity	Responsibility
This disposition may be evident when learners, for example: • consider perspectives that differ from their own to better understand the experiences and circumstances that may have shaped political and legal decisions • analyse overlooked perspectives to better understand how Australia’s national stories may be experienced differently • recognise how people’s experiences or circumstances may shape different perspectives on a law when examining issues of justice.	This disposition may be evident when learners, for example: • explore the contributions of Aboriginal people and migrant communities, in response to their wonderings about their own communities • explore an aspect of Australia's political and legal systems, including the historical contexts and social attitudes that shaped it • seek the perspectives and experiences of diverse groups of people and communities when exploring a civic issue.	This disposition may be evident when learners, for example: • recognise how their language and tone may affect others’ participation in civic discussion and make adjustments accordingly • consider how decisions based on inaccurate or incomplete civic information may affect individuals or communities before determining next steps • evaluate potential impact on community wellbeing when proposing strategies for planned community action.

Capabilities

Questioning and research	Evaluation, analysis and interpretation	Perspectives and decision making	Communication and sharing
Learners develop this capability when they: • develop questions to investigate Australia’s political and legal systems, and contemporary civic issues AC9HC8S01 • locate, select and organise information, data and ideas from different sources. AC9HC8S02	Learners develop this capability when they: • analyse information, data and ideas about political, legal or civic issues to identify and explain differences in perspectives and potential challenges. AC9HC8S03	Learners develop this capability when they: • explain the methods or strategies related to making decisions about civic participation. AC9HC8S04	Learners develop this capability when they: • create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that reference evidence. AC9HC8S05

Knowledge

Identity	Change	Systems	Perspectives
Conceptual understandings and supporting content descriptions			
Citizenship and belonging shape, and are shaped by, identity through historical and cultural experiences. Students learn about: different experiences of, perspectives on and debates about Australia’s national identity and citizenship, including the perspectives of First Nations Australians as owners of their respective nations, and of different migrant groups. AC9HC8K06	Legal systems function through the development, application and interpretation of laws. Students learn about: - the characteristics of laws and how laws are made in Australia through parliaments (statutory law) and through the courts (common law) AC9HC8K03 - the types of law in Australia, including criminal law and civil law, and the place of First Nations Australian customary law. AC9HC8K04	Political systems function through formal structures and processes, and informed participation across a range of civic and political roles. Students learn about: - how Australians are informed about and participate in democracy AC9HC8K01 - the role of political parties and independent representatives in Australian democracy, including elections and the formation of governments. AC9HC8K02	Perceptions and expressions of citizenship are influenced by culture and religion. Students learn about: how culture and religion may influence individuals' and groups' perceptions and expressions of citizenship and their actions as citizens. AC9HC8K05

Civics and Citizenship – Year 9

Essential Learning

Dispositions

Empathy	Curiosity	Responsibility
This disposition may be evident when learners, for example: • seek to understand how people’s values and experiences may shape their judgement of an ethical decision • consider others' contexts and circumstances when forming opinions on people's worldviews • seek to understand the experiences of people affected by social justice or human rights issues and allow this understanding to inform their civic response.	This disposition may be evident when learners, for example: • analyse how people can influence constitutional change and political decision making • question narratives about issues that interest them to form a considered civic perspective • explore the effect of civic action in their own or another community and investigate what may have contributed to it.	This disposition may be evident when learners, for example: • consider the responsibilities that arise for decision makers when civic decisions affect the rights, recognition or participation of particular communities • consider how civic decisions may affect the rights, participation or wellbeing of different groups before supporting a course of action • uphold principles that support the integrity of a free and fair democracy when participating in civic life.

Capabilities

Questioning and research	Evaluation, analysis and interpretation	Perspectives and decision making	Communication and sharing
Learners develop this capability when they: • develop and modify questions to investigate Australia’s political and legal systems, and contemporary civic issues AC9HC9S01 • locate, select and compare information, data and ideas from a range of sources. AC9HC9S02	Learners develop this capability when they: • analyse information, data and ideas about political, legal or civic issues to identify and explain differences in perspectives and potential challenges. AC9HC9S03	Learners develop this capability when they: • evaluate the methods or strategies related to making decisions about civic participation. AC9HC9S04	Learners develop this capability when they: • create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that incorporate evidence. AC9HC9S05

Knowledge

Identity	Change	Systems	Perspectives
Conceptual understandings and supporting content descriptions			
Judicial structures, processes and roles reflect who we are as a society and underpin justice through the rule of law. Students learn about: - the key features and jurisdictions of Australia’s court system, and the operations of courts and tribunals AC9HC9K03 - the role of courts, judges, lawyers and juries in trials, and the rights of the accused and the rights of victims. AC9HC9K04	Advocacy has shaped, and continues to shape, legal, civic and constitutional reform in Australia. Students learn about: the role of the Australian Constitution in providing the basis for Australia’s federal system of government and democratic processes, including institutions, and the process for constitutional change through a referendum. AC9HC9K01	Foundational political frameworks uphold principles and establish processes that maintain stability and guide change. Students learn about: the legislative processes through which federal government policy is shaped, developed and implemented. AC9HC9K02	Individual and collective worldviews are shaped through the exchange of ideas, influencing the nature and levels of civic participation. Students learn about: - how and why individuals and groups, including community, religious and cultural groups, participate in and contribute to civic life in Australia and to global citizenship AC9HC9K05 - the influence of a range of media, including social media, in shaping identity and attitudes to diversity. AC9HC9K06

Civics and Citizenship – Year 10

Essential Learning

Dispositions

Empathy	Curiosity	Responsibility
This disposition may be evident when learners, for example: • seek to understand how people’s values and experiences may shape their judgement of an ethical decision • consider others' contexts and circumstances when forming opinions on people's worldviews • seek to understand the experiences of people affected by social justice or human rights issues and allow this understanding to inform their civic response.	This disposition may be evident when learners, for example: • analyse how people can influence constitutional change and political decision making • question narratives about issues that interest them to form a considered civic perspective • explore the effect of civic action in their own or another community and investigate what may have contributed to it.	This disposition may be evident when learners, for example: • consider the responsibilities that arise for decision makers when civic decisions affect the rights, recognition or participation of particular communities • consider how civic decisions may affect the rights, participation or wellbeing of different groups before supporting a course of action • uphold principles that support the integrity of a free and fair democracy when participating in civic life.

Capabilities

Questioning and research	Evaluation, analysis and interpretation	Perspectives and decision making	Communication and sharing
Learners develop this capability when they: • develop and modify questions to investigate Australia’s political and legal systems, and contemporary civic issues AC9HC10S01 • locate, select and compare information, data and ideas from a range of sources. AC9HC10S02	Learners develop this capability when they: • analyse information, data and ideas about political, legal or civic issues to identify and evaluate differences in perspectives and interpretations. AC9HC10S03	Learners develop this capability when they: • evaluate the methods or strategies and outcomes related to making decisions about civic participation. AC9HC10S04	Learners develop this capability when they: • create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that incorporate evidence. AC9HC10S05

Knowledge

Identity	Change	Systems	Perspectives
Conceptual understandings and supporting content descriptions			
By comparing political systems across contexts, we develop deeper understanding of our own. Students learn about: the key features and values of Australia’s system of government compared with at least one other democratic or non-democratic system of government in the Asia-Pacific region. AC9HC10K01	Challenges to political systems and democratic values require strategies to maintain resilient and cohesive societies. Students learn about: the challenges to and ways of sustaining a resilient democracy and a cohesive society in Australia and/or in our region or globally. AC9HC10K05	Nations fulfil domestic and international obligations through legal and judicial frameworks to promote the common good. Students learn about: - the Australian Government’s role and responsibilities at a regional and global level AC9HC10K02 - the role of the parliament and the High Court of Australia in protecting rights under the Constitution, common law, and through federal and state statute law. AC9HC10K03	International obligations contribute to shaping Australia’s political and legal systems. Students learn about: how Australia’s international legal obligations shape Australian law and government policies, including those relating to First Nations Australians, and the issues related to the application of these obligations. AC9HC10K04