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| **Curriculum alignment —** [**Year 10**](https://peo.gov.au/teach-our-parliament/units-of-work/year-10/) |
| After completing this Unit of work and associated assessment tasks, students will have met the achievement standard for the Year 10 Australian Civics and Citizenship Curricul­­um. |
| **Australian Curriculum 8.4****Knowledge**By the end of Year 10, students compare and evaluate the key features and values of systems of government and analyse the Australian government’s global roles and responsibilities. They analyse the role of the High Court and explain how Australia’s international legal obligations influence law and government policy. Students evaluate a range of factors that sustain democratic societies. **Skills**When researching, students evaluate a range of questions to investigate Australia’s political and legal systems and critically analyse information gathered from different sources for relevance, reliability and omission. They account for and evaluate different interpretations and points of view on Civics and Citizenship issues. When planning for action, students take into account multiple perspectives and ambiguities, use democratic processes, and negotiate solutions to an issue. Students develop and present evidence-based arguments incorporating different points of view on Civics and Citizenship issues. They use appropriate texts, subject-specific language and concepts. They evaluate ways they can be active and informed citizens in different contexts. | **Australian Curriculum 9.0****Knowledge**By the end of Year 10, students compare the key features and values of Australia’s system of government to those of another system of government. They describe the Australian Government’s role and responsibilities at a regional and global level. They explain the role of the High Court of Australia. They explain how Australia’s international legal obligations influence the law and government policy. They identify and explain challenges to a resilient democracy and a cohesive society in Australia.**Skills**Students develop and refine a range of questions and locate, select and compare relevant and reliable information from a range of sources to investigate political and legal systems, and contemporary civic issues. [They analyse information to evaluate perspectives and challenges related to political, legal or civic issues.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/civics-and-citizenship-7-10/year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=0&strands-start-index=0&subjects-start-index=3) [They evaluate and compare the methods or strategies related to civic participation or action.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/civics-and-citizenship-7-10/year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=0&strands-start-index=0&subjects-start-index=3) [Students use civics and citizenship knowledge, concepts and terms to develop descriptions, explanations and arguments that synthesise evidence from sources.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/civics-and-citizenship-7-10/year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=0&strands-start-index=0&subjects-start-index=3) |
| **Unit assessment overview**This Unit of work provides a range of informal and formal assessment items. The suggested formal assessment task is an essay, presentation or creative response that explains how Australia’s international legal obligations shape Australian law and government policies, in relation to a specific issue. This task aligns to the Year 10 Australian Civics and Citizenship Curriculum, including skills components. [PEO quizzes](https://peo.gov.au/teach-our-parliament/education-resources/quizzes/) could be used as further assessment items. Teachers will need to develop an appropriate marking criterion and rubric appropriate using the relevant Australian Curriculum content descriptors. |

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| **Australian Curriculum 8.4** | **Australian Curriculum 9.0** | **Topic** | **Learning goals and success criteria** |
| **Knowledge**ACHCK090ACHCK094**Skills**ACHCS095 | **Knowledge**AC9HC10K01AC9HC10K05**Skills**AC9HC10S01 | **Topic 1**Features of Australia’s system of government | **Students will understand:** The key features of Australia’s system of government. **Students will be able to:** Compare Australia’s system of government to another system of government in the Asian region. |
| **Knowledge**ACHCK090ACHCK094**Skills**ACHCS099ACHCS100ACHCS101 | **Knowledge**AC9HC10K01AC9HC10K05**Skills**AC9HC10S04AC9HC10S05 | **Topic 2**Values of Australia’s system of government | **Students will understand:** The democratic values that underpin Australia’s system of government. **Students will be able to:**Recommend a change to Australia’s system of government that they believe would promote our democratic values. |
| **Knowledge**ACHCK091ACHCK093ACHCK094**Skills**ACHCS096ACHCS098ACHCS099ACHCS100ACHCS102 | **Knowledge**AC9HC10K02AC9HC10K04AC9HC10K05**Skills**AC9HC10S02AC9HC10S04 | **Topic 3**Australia’s global roles and responsibilities: foreign aid | **Students will understand:** Australia’s role in providing foreign aid to nations in the Asia-Pacific region. Australia’s responsibilities under the 2030 Agenda for Sustainable Development. **Students will be able to:** Investigate how Australia’s foreign aid projects are contributing to the 2030 Agenda for Sustainable Development. Reflect on ways they can work towards the sustainable development goals as individual citizens. |
| **Knowledge**ACHCK091ACHCK093**Skills**ACHCS097ACHCS098ACHCS099 | **Knowledge**AC9HC10K02AC9HC10K04**Skills**AC9HC10S03 | **Topic 4**Protecting World Heritage: Franklin Dam Controversy | **Students will understand:** Australia’s international obligations in relation to protecting environmental World Heritage. The significance of the Franklin River Dam Controversy. **Students will be able to:**Analyse primary sources from the Franklin River Dam Controversy to identify different interpretations and points of view. |
| **Australian Curriculum 8.4** | **Australian Curriculum 9.0** | **Topic** | **Learning goals and success criteria** |
| **Knowledge**ACHCK092ACHCK093**Skills**ACHCS101ACHCS102 | **Knowledge**AC9HC10K03AC9HC10K04**Skills**AC9HC10S05 | **Topic 5**The Constitution and the High Court | **Students will understand:** The role of the High Court in interpreting the Constitution. The Federal Parliament’s Constitutional power to create laws that fulfil Australia’s international legal obligations. **Students will be able to:** Analyse the role of the High Court in interpreting the Constitution, through a close study of the Tasmania Dams case. |
| **Knowledge**ACHCK091ACHCK093ACHCK094**Skills**ACHCS097ACHCS101ACHCS102 | **Knowledge**AC9HC10K02AC9HC10K04AC9HC10K05**Skills**AC9HC10S03AC9HC10S05 | **Topic 6**Rights in Australia | **Students will understand:** How international Human Rights treaties influence Australian law and policies. **Students will be able to:** Explain why we have human rights and how they are safeguarded in Australia. |