**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table. If you need help completing the template view the curriculum mapping instructions document.

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|  | **Strand** | **Government and Democracy** | **Laws and Citizens** | **Citizenship, Diversity and Identity** |
|  | **Content Descriptions** | Describe key features of government under the Australian Constitution, including the separation of powers, the Executive, the role of the Houses of Parliament, and the division of powers [(VCCCG018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG018) | Discuss the freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement [(VCCCG019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG019) | Explain how citizens can participate in Australia's democracy, including the use of the electoral system, contact with their elected representatives, use of lobby groups, interest groups and direct action[(VCCCG020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG020) | Describe the process of constitutional change through a referendum [(VCCCG021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG021) | Explain how Australia’s legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation [(VCCCL022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCL022) | Compare how laws are made in Australia, including through parliaments (statutory law) and courts (common law), and explain different types of laws, including executive law (delegated law), criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law [(VCCCL023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCL023) | Describe how Australia is a secular nation and a multi-faith society [(VCCCC024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC024) | Identify how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibility, compassion, equality and a ‘fair go’ [(VCCCC025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC025) | Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others’ perception of them [(VCCCC026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC026) | Examine how national identity can shape a sense of belonging and examine different perspectives about Australia’s national identity, including Aboriginal and Torres Strait Islander peoples' perspectives[(VCCCC027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC027) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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| **Levels 5 and 6 Achievement Standard** | **Levels 7 and 8 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 9 and 10 Achievement Standard**  |
| By the end of Level 6* Students identify the values that underpin Australia’s democracy and explain the importance of the electoral process.
* They describe the purpose of key institutions and levels of government in Australia’s democracy.
* They explain the role of different people in Australia’s legal system and the role of parliaments in creating law.
* They identify various ways people can participate effectively in groups to achieve shared goals.
* Students explain what it means to be an Australian citizen and how people can participate as global citizens.
* They analyse contemporary issues and use evidence to support a point of view about civics and citizenship issues.
* They identify possible solutions to an issue as part of a plan for action.
 | By the end of Level 8* Students explain features of Australia’s system of government, and the purpose of the Constitution in Australia’s representative democracy. (1)
* They analyse features of Australian democracy, and explain features that enable active participation.
* They explain how Australia’s legal system is based on the principle of justice, and describe the types of law and how laws are made. (2)
* Students identify the importance of shared values, explain different points of view and explain the diverse nature of Australian society. (3)
* They analyse issues about national identity in Australia and the factors that contribute to people’s sense of belonging. (4)
* They identify ways they can be active and informed citizens, and take action, in different contexts. (5)
 | By the end of Level 10* Students evaluate features of Australia’s political system, and identify and analyse the influences on people’s electoral choices.
* They compare and evaluate the key features and values of systems of government, and analyse Australia’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.
* They explain the key principles of Australia’s system of justice and analyse the role of Australia’s court system.
* They analyse a range of factors that influence identities and attitudes to diversity.
* Students evaluate a range of factors that sustain democratic societies and analyse ways they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities.
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| **Assessments** |  |  |  |
| **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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