Chapter 5
The Marking Guide

The Marking Guide (Appendix 4) reflects the final marking guide used for the National Assessment and provides a standardised means of scoring student responses. It is suitable for printing or copying.

Teachers should mark their student’s responses to the test items according to the descriptions and examples of student responses presented in the Marking Guide.

Use of this rubric in scoring class responses will allow valid comparisons to be made of your students’ results with the results of the National Civics and Citizenship Assessment as presented in Chapter 8 of this document.

Item response types include: dual choice (True/False), multiple choice, closed and constructed. The number of score points allocated to items varies; dual and multiple choice items have a maximum score of one point. Closed and constructed response items are each allocated a maximum of between one and three score points, with a possibility of partial credit being awarded when the maximum was greater than one.
Appendix 4
Year 6 Marking Guide
CIVICS AND CITIZENSHIP

YEAR 6

2004 Release Items

MARKING GUIDE
Introduction

This marking guide contains the scoring codes for all items in the Year 6 Civics and Citizenship School Assessment 2004.

It includes descriptions, plus response examples, of the different levels of student achievement for the open-ended items. The correct responses to all the multiple choice items are also included.

Each item score guide also includes an indication of question intent. That is, which Domain Descriptor (from the Assessment Domain) that item is intended to assess. Where the item is also intended to assess a Domain Descriptor at the Year 10 level, this is presented in brackets.

Specific Codes for Open-Ended Items

Unlike the multiple choice items, student responses to open-ended items are not coded simply as right or wrong. The codes for the open-ended items form a stepped sequence of conceptual complexity. Student responses were considered in terms of their ability to address the key conceptual issues in the question, these being derived from the 2 KPMs – Civics and Citizenship. The levels of complexity, embodied by the codes, were applied to the student responses by markers for each question. The responses were allocated the appropriate code levels, (i.e. the code which best characterised the level of conceptual understandings demonstrated by the response).

Bracketed italicised font is used to provide advice to markers in establishing key distinctions in student responses to open-ended items.

General Codes for Open-Ended Items

Code 0 = Incorrect.

In general, Code 0 refers to any student response that is: blank or missing; a rephrasing of question; inaccurate; implausible; unclear, vague or incoherent; irrelevant; insufficient; a misunderstanding; or “Don’t Know”.

The marking guide contains examples of Code 0 student responses for most items.

General Codes for Multiple Choice Items

The multiple choice items are coded simply as correct or incorrect. The correct option is indicated against in the marking guide against Code 1.

Code 1 = Correct
Code 0 = Other / Incorrect
Q1
Question Intent: 6.8

Full Credit
Code 2: Identifies any two of:
- The candidates inform the class of their intentions if elected.
- People vote for a candidate.
- The use of a secret ballot.
- The candidate with the majority support is elected.
- All votes have equal value.
- Each person can only vote once in each round.

Partial Credit
Code 1: Identifies only one of the above features.

No Credit
Code 0:
- The election is democratic.
- It is an election.
- It is in a class.

Q2
Question Intent: 6.8

Full Credit
Code 2: Identifies both of:
- The candidates must pay $30 in order to run.
- The (first) ballot is not secret.

Partial Credit
Code 1: Identifies only one of the above features. May repeat a feature or provide one appropriate feature and a vague, irrelevant or incoherent response.

No Credit
Code 0:
- The election is not democratic.
- It is different for boys and girls.

BECOMING AN MP

Q3
Question Intent: 6.3

Full Credit
Code 1: (c) by standing for election and being voted in by the public
Q4
Question Intent: 6.4

Full Credit
Code 1: (b) the parliaments

Q5
Question Intent: 6.5

Full Credit
Code 2: PERSONAL DECISION BUT SOCIAL EFFECT
Recognises that although it is a personal decision it is also a matter which affects other people (family, other parties to the accident, medical resources being tied up)
- You could get hurt and your family would be hurt too.
- If you don’t wear a helmet other people will see you not wearing it and they’ll think it’s ok not to wear a helmet.

Partial Credit
Code 1: GOVERNMENT’S RIGHT TO LEGISLATE – NEED TO OBEY LAW
- Because it’s the law.
- You’re not only breaking the law you are putting your life at stake.

No Credit
Code 0: Refers only to risk of injury or fine or provides a vague irrelevant or incoherent reason.
- It’s your choice
- Because you might get a fine. [still own choice to cop a fine]
- It’s ok to ride without a helmet in your backyard. [misses the point]
- It’s your life you are hurting you might not be able to walk or ride a bike again.

EARLY COLONIAL TIMES

Q6
Question Intent: 6.2 (10.1)

Full Credit
Code 1: (c) were not represented in government.
**Q7a**

Question Intent: 6.6 (10.5)

**Full Credit**

Code 3: Identifies that the Union Jack represents Australia’s association with Great Britain or the United Kingdom (may refer to the Queen/monarchy).
- Australia’s links with the UK.
- Our links with England (and the queen)

**Partial Credit**

Code 2: Refers to a non-specific or generalised association.
- Great Britain
- The Queen
- Australia’s colonial past.
- The motherland

Code 1: Refers to Australia’s links with England or names England.
- England
- Australia’s historical ties to England.

**No Credit**

Code 0:
- Another country.

**Q7b**

Question Intent: 6.6 (10.5)

**Full Credit**

Code 1: Identifies that the Southern Cross represents Australia’s geographical position (ie that it can be seen in the Australian sky at night)
- It shows where Australia is.
- You can see the Southern Cross from Australia.

**No Credit**

Code 0: Other.
**Q7c**

Question Intent: 6.6 (10.5)

**Full Credit**

Code 1: Identifies that the seven pointed star represents the 6 states and the territories.
- The (seven) states. [*The item is testing recognition of the symbol, not an understanding of the difference between the states and territories*]
- The states and territories.

**No Credit**

Code 0: Other.

**Q8a**

Question Intent: 6.6 (10.5)

**Full Credit**

Code 1: Identifies that the black colour at the top of the flag represents the Aboriginal people of Australia.
- The black is for the people.

**No Credit**

Code 0: Other.

**Q8b**

Question Intent: 6.6 (10.5)

**Full Credit**

Code 1: Identifies that the red colour represents the earth/land.
- It is the land / sand / desert.

**No Credit**

Code 0: Other.

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**G-G RESPONSIBILITY**

**Q9**

Question Intent: 6.2 (10.2)

**Full Credit**

Code 1: (c) to swear in new Governments
Q10
Question Intent: 6.1 (10.1)

Full Credit
Code 1: Identifies that people have the right to believe or not believe in God (freedom of religion).
- Some people do not believe in God.
- Because of religious beliefs.
- Everyone has different beliefs.

No Credit
Code 0:
- So people can choose.
- To be fair to everybody.

Q11
Question Intent: 6.6 (10.5)

Full Credit
Code 2: Identifies that the values in the pledge are presumed to be acquired by people growing up in Australia.
- They already know these things.
- You learn this as you grow up in Australia.
- Because people who come in as other citizens have to prove that they are going to be loyal to Australia.

Partial Credit
Code 1: Identifies a pragmatic reason such as difficulty organising a whole population event or the fact that the people are already (Australian) citizens.
- Because they are already Australian. [No link to learning the values]
- They are already citizens.

No Credit
Code 0:
- Because they were born and raised in Australia. [Repetition]
- Because they are under-age.

Q12
Question Intent: 6.5 (10.4)

Full Credit
Code 1: (a) have both freedom and responsibilities.
**Q13**

Question Intent: 6.7 (10.7)

**Full Credit**

**RECOGNISES APPARENT CONTRADICTION**

Code 3: Answers YES and identifies that the common good (or social stability) is more important than an individual's rights in this case.
- YES: You can still believe what you want, but you can’t change the political system.
- If they do not believe, there will be more chaos due to belief conflicts.

**Partial Credit**

Code2: Answers YES OR NO and identifies that the pledge is symbolic rather than binding.
- YES: You say the pledge to commit to Australia, you don’t have to believe all the words.
- NO: Even though it is only symbolic and you don’t have to believe it, it is still stupid to make people say something that they don’t believe.

**FAILS TO RECOGNISE APPARENT CONTRADICTION**

Code1: Answers YES and identifies that people must accept the Australian way of life if they are going to be citizens.
- YES: Because Australia is Democratic, so people must understand and agree with it.
- Yes they need to respect what we believe.

**OR**

Code 1: Answers NO: Suggests that people should not be compelled to share democratic beliefs.
- NO: In a democracy people should be allowed to think what they want.

**No Credit**

- YES: Who cares what they want?
- NO: Because they don’t have to if they don’t want to.

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**NATIONAL ELECTIONS**

**Q14**

Question Intent: 6.3

**Full Credit**

Code 1: (d) at least once every three years
RESPONSIBILITIES OF CITIZENS

Q15
Question Intent: 6.5

Full Credit
Code 1: Both responses correct (see table)

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>pay a percentage of what they earn to the Federal government.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>give a certain percentage of their income to a registered charity.</td>
<td>True</td>
<td>False</td>
</tr>
</tbody>
</table>

No Credit
Code 0: Only one of the items correct or neither correct.

SORRY DAY

Q16
Question Intent: 6.7 (10.7)

Full Credit
Code 1: (b) explain why people should take part in ‘Sorry Day’ activities.

Q17
Question Intent: 6.10 (10.10)

Full Credit
Code 2: Healing/Harmony
Suggests that recognition/acknowledgement can lead to healing and promote social harmony between different groups.
- Aboriginals will feel that other people understand what they went through.
- It is a good way to help indigenous and non-indigenous people move forward together.
- Because they feel sorry for what happened in the past and have no intention of doing it again.

Partial Credit
Code 1: Obligation/Warrantedness
Suggests an obligation to say ‘sorry’ because of the fact of the treatment Indigenous Australians received in the past. [Suggests that the apology is somehow warranted because of their treatment]
- Because what they did in the past was wrong and they want to make it right. [does not explain ‘making right’]
- Because what the government did was wrong.
- Because of the pain and suffering the white man put on Aborigines. [italicised part makes this a 1 rather than 0]
No Credit
Code 0:
- People will feel better after they’ve said sorry.
- To show how sorry Australians are to Indigenous people.
- Because they are Aboriginal. [ie referring to the organisers]

Q18
Question Intent: 6.9 (10.9)

Full Credit
Code 2: Exacerbation/Backlash
Recognises that the event may create or exacerbate disharmony, OR that it may increase pain for either group.
- It may create a divide between those who think we should say sorry and those who think we shouldn’t.
- It may be hard for some aboriginals.
- Australians who hate Aboriginal people may become even more angry.

Partial Credit
Code 1: Disagreement/Resistance
Recognises there may be disagreement or resistance, or just refers to government’s refusal to endorse
- People may not agree that saying sorry is necessary or a good thing to do.
- It may cause arguments between indigenous and non-indigenous people.

No Credit
Code 0:
- Some people may not want to say sorry. (does not refer to problems this may cause)
- We shouldn’t have to say sorry as it wasn’t our fault.

Q19
Question Intent: 6.9 (10.9)

Full Credit
Code 1: Political Intention
Recognises the political intention of organisers. They were wanting to reveal the inadequacy of the government’s position; or trying to put pressure on the government; or indirectly criticising the government.
- They wanted to show how weak the government position was.
- To encourage the government to participate.
- To prove that the government does not want to take part.

No Credit
Code 0: Fails to recognise intention and suggests that the organisers were wanting to be fair to the government by giving its side of the issue.
- To give both sides of the issue.
- To be fair to both sides.
Q20
Question Intent: 6.3 (10.3)

Full Credit
Code 1: (c) The Federal government gives money to the State and Territory governments.

UNPOPULAR DECISION

Q21
Question Intent: 6.4 (10.3)

Full Credit
Code 1: Indicates that governments should make decisions in the best interests of the country
OR
that for some issues, governments are better informed than the public.
  • They make decisions for the people, sometimes they know best.
  • They think they know best.

No Credit
Code 0: Repeats the question or suggests that governments deliberately try to upset the population, or provides a vague, incoherent response.
  • They don’t listen to the people.
  • It’s their job.
  • The decision suits the government.
  • They don’t care what people think. [Repetition of question]

HAM BAN

Q22
Question Intent: 6.9

Full Credit
Code 2: Respecting Cultural Values / Principle of Inclusivity
  Suggests that the council is modelling sensitivity to and showing respect for certain cultural practice. The council does not want to discriminate against people.
  • The council wants to be seen to respect all people/cultures/religions.
  • To show that you respect them
  • So everyone is treated equally. [minimal]

Partial Credit
Code 1: Pragmatism
  Suggests that the council is looking to function more effectively.
  • Because the council wants support from all parts of the community [ie it doesn't want to offend voters.]
No Credit

Code 0  Misses the point (eg focuses on pork as the main idea),
  • It shows that the council does not like pork.
  • It's not fair because Australians have a right to eat pork.

Q23
Question Intent: 6.9

Full Credit

Code 2: Difficult Precedent
Recognises that the council has set a precedent that may be difficult to maintain. (ie recognises the difficulty of accommodating everybody in a multicultural society)
  • What about other religions who can't eat certain foods?
  • They have to find something that no religion has a problem with.

Partial Credit

Code 1: Backlash / Unpopularity
Identifies that the council may suffer some backlash (from non-Muslim constituents for example) as a result of the decision.
(Needs to specify the problem, not just suggest underlying cause).
  • The main problem is maybe some people will disagree.
  • There are people at the meetings that like pork and they might get annoyed [cf Code 0 example]

No Credit

Code 0: Suggests that the main problem is the right to eat pork
  • Why should the other people who can eat pork and ham change just because of someone's religion?
  • Some people like to eat pork and they had to miss out. [fails to refer to consequence for council]

LITTERING

Q24
Question Intent: 6.5

Full Credit

Code 2: Adoption of the principle/conviction
Explicit that citizens who are educated/persuaded know why it's important not to litter and are less likely to litter. May suggest that in principle it is preferable to have citizens do the right thing because they want to, not because they are afraid of getting a fine.
  • People are more likely to not litter if they know why.
  • Because it is better if citizens don't litter because they understand the consequences, not only because it is against the law.
Partial Credit
Code 1: Procedural
Suggests that the main reason is to make the law known (inform people of the law).
• So that people know the law.
• It isn’t fair to fine people if they don’t know the law.

No Credit
Code 0:
• To stop them from littering. [doesn’t account for the ‘as well as’ of the stem]
• Because they need to.
• Because not everybody obeys the law.

Q25
Question Intent: 6.5

Full Credit
Code 1: (b) by encouraging them to be responsible

Q26
Question Intent: 6.5

Full Credit
Code 1: Offers one of the following:
• Shows the personal consequences of littering (ie the amount of the fines)
  OR
• refers to the environmental effect of littering (ie unsightly, incongruent)
  • The poster shows what will happen if you litter.
  • This one shows the punishments
  • The poster shows how ugly littering is.
  • It has cost you a lot to do this and you are throwing it away.

No Credit

Code 0:
• To make people stop and think.
• The poster shows how much it costs to clean the environment.
  [Misunderstanding].
**Q27**

Question Intent: 6.7

**Full Credit**

Code 3: Social Responsibility
- Refers to a sense of social responsibility directly or indirectly
  - Because it gives a bad example to others who see the litter on the ground.
  - She’s still littering and you don’t do something just because you know you can get away with it.
  - She should have just carried the rubbish with her until she found a bin.
  - She still should know it is wrong.

**Partial Credit**

Code 2: Environmental Effect
- Refers to the negative effect on the environment.
  - Because it will damage the environment.
  - Because if some animal came on and tried to eat it it would choke on it and die.

Code 1: Illegal
- Reasserts it is against the law.
  - It doesn’t matter that she won’t get caught. [*This response only refers to the legal position without elaborating on why ‘it doesn’t matter’]*

**No Credit**

Code 0:
- It’s ok as long as the litter is biodegradable.

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**BATHING**

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**Q28**

Question Intent: 6.10

**Full Credit**

Code 1: Indicates that Mr Gocher wanted to cause the law to be changed or reconsidered.
  - He was trying to get the public to notice the law is crap.
  - So he could prove a point.
  - He was protesting a cause.
  - To show that he should be able to swim during the day.

**No Credit**

Code 0:
- He probably knew he was breaking the law. [*Insufficient*]
- He thought he would not be caught. [*Inaccurate*]
Q29
Question Intent: 6.8

Full Credit
Code 2: Refers to any two actions that might feasibly have been used to encourage a change in the legislation:
- Take up a petition
- Write to local member.
- Write a letter to the paper.
- Organise a public meeting.
- Vote for a party that supported a change in law.
- Stand on a street corner with a sign.
- Hold a public meeting.
- Get the community to all swim in the daytime.

Partial Credit
Code 1: Refers to one action that might feasibly have been used.

No Credit
Code 0: Rephrasing of the question without offering a specific suggestion. May or may not refer specifically to Gocher’s aim.
- He could have found some other way of letting people know that the law was ridiculous.
- He should have gone swimming somewhere quiet and not told anyone. [Inaccurate – misunderstands his aim.]
- He could have forced the government to change the law. [Implausible]

Q30
Question Intent: 6.4

Full Credit
Code 1: Refers to change in community standards and attitudes to bathing over time (since 1902).
- After a while people didn’t think there was anything wrong with it.
- “People are more tolerant now.”
- No-one cares about things like that now.

No Credit
Code 0: They decided that you should be allowed to do it now.
- It’s not the law any more.
- Because it was no good.
- The government realized it had made a mistake.
- We can swim whenever we like.
Q31
Question Intent:  6.6 (10.5)

**Full Credit**

Code 1:  Refers to the start of British settlement of Australia
  • When the First Fleet arrived
  • The English coming to Australia

**No Credit**

Code 0:  Captain Cook discovering Australia
  • Australia was founded.

Q32
Question Intent:  6.6 (10.5)

**Full Credit**

Code 2:  Refers to invasion, take over, deprivation, loss, power, force.
  • British occupied the land without permission or treaty
  • Because the white man came and took Colin’s Country

**Partial Credit**

Code 1:  Refers to the British occupation of the land belonging the Aboriginal people, OR
  presents the perspective that the arrival of the First Fleet was a bad thing for Aboriginal people.
  • The Aborigines think it was a bad thing because this was their land and the others had no right to be here.
  • They think it was not fair for the people who already lived here.
  • For Aboriginal people it is a day for mourning, not for celebration.
  • The coming of the British brought a lot of bad things for the Aborigines.

**No Credit**

Code 0:  They think Australia was invaded.

Q33
Question Intent:  6.7 (10.7)

**Full Credit**

Code 1:  (c) People have a right to free speech no matter what they believe.