

24 May 2024

Committee Secretary
Joint Standing Committee on Electoral Matters
PO Box 6021
Parliament House
Canberra ACT 2600
By email: em@aph.gov.au

Dear Secretary

Re: Inquiry into civics education, engagement, and participation in Australia

Thank you for the opportunity to make a submission to the Joint Standing Committee on Electoral Matters inquiry into civics education, engagement and participation in Australia (the **Inquiry**). We are writing this submission in our capacity as members of the Gilbert + Tobin Centre of Public Law and the Faculty of Law, University of New South Wales. We are solely responsible for the views and content in this submission.

Our submission focuses on that aspect of the inquiry that concerns the effectiveness of formalized civics education throughout Australia, the extent to which all students have equitable access to civics education, and opportunities for improvement. Specifically, we note the importance of (a) effective civics education within schools; (b) the progress but gaps in this area within Australia; and (c) support for the development of additional training and learning materials, and new programs aimed at motivating students to engage politically -- by connecting civics knowledge to notions of student voice, self-efficacy and positive social change.

We note, however, the importance of a range of other measures in this context, including changes to the way in which we address online disinformation and misinformation. Effective civics knowledge may go some way to reducing the harms associated with this material, but only some way, and is no substitute for more effective regulation.

We also recommend that the committee consider **structural mechanisms** to ensure ongoing oversight of these issues, including potentially a standing parliamentary committee, an expanded remit for the Australian Electoral Commission (AEC) and state

electoral commissions, and even the creation of a minister responsible for democracy. This body might be similar to the Strengthening Democracy Taskforce that was established in January 2023,¹ but with more permanent responsibility.

Part 1: The importance of formal civics education

Democracy, ‘rule by the people’, critically depends on the participation and engagement of citizens – both in the narrow political sense, and more broadly in addressing social issues and improving the community. This is especially true in Australia, where every citizen is legally required to vote.

What facilitates participation and engagement? We submit that effective civics education, which concerns what it means to be a citizen in a democratic society, is a key part of the answer. Effective civics education should equip citizens, or soon-to-be citizens, with the knowledge, skills and motivation to be or become engaged (“active”) participants in a democracy. Formal K-12 education is also the obvious starting point for instilling an understanding of what it means to be a citizen in a democratic society, and the skills and motivation necessary to exercise the rights and responsibilities that this entails.

Formal education offers a focused and structured opportunity to convey information about our system of government and has been shown to be effective in delivering lasting civics knowledge and skills. For instance, results from a 2023 survey conducted by the Trust and Transparency Unit of the Australian Public Service Commission (**2023 Trust Survey**) showed that more than half of the people who received civics education at school felt that they understood democracy “very well” or “completely” (compared to 34% of those with no such education).² In addition, school-based civics models have the greatest potential reach: the 2023 Trust Survey, for example, showed that only 25% of Australians have engaged in civics learning beyond their primary and secondary education.³

¹ Australian Government – Department of Home Affairs, ‘Strengthening Democracy Taskforce’ (Webpage) <<https://www.homeaffairs.gov.au/about-us/taskforces/strengthening-democracy-taskforce>>.

² Australian Public Service Commission, ‘Trust and Satisfaction in Australian Democracy: 2023 National Survey’ (Report, February 2024) p 25 <https://www.apsreform.gov.au/sites/default/files/resource/download/Feb%202024%20-%20Democracy%20Report%20-%20with%20Alt%20text_0.pdf>.

³ Australian Public Service Commission, ‘Trust and Satisfaction in Australian Democracy: 2023 National Survey’ (Report, February 2024) p 25 <https://www.apsreform.gov.au/sites/default/files/resource/download/Feb%202024%20-%20Democracy%20Report%20-%20with%20Alt%20text_0.pdf>.

Effective civics education can also be linked to the promotion of student voice, in ways that enhance student wellbeing and attitudes toward education. This is consistent with the Australian Student Wellbeing Framework, which includes “provid[ing] opportunities for authentic student decision-making over matters that affect them” as an effective practice for student voice,⁴ and the priority that is given to amplifying student voice in the education policies of many of the States and Territories.⁵

This is reflected in longstanding government policy, including a nation-wide commitment to enabling young Australians to become “active and informed” citizens (since the Hobart Declaration on Schooling (1989))⁶ or “active and informed members of the community” (Alice Springs (Mparntwe) Education Declaration (2019)).⁷

Yet there are also clear gaps in the degree to which our existing model effectively utilises this opportunity.

Part 2: Civics knowledge and engagement in Australia

Civics knowledge and attitudes amongst school students in Australia has consistently been measured since 2004 via the National Assessment Program – Civics and Citizenship (**NAP-CC**) sample assessment. NAP-CC consists of two parts: an assessment that measures

⁴ Student Wellbeing Hub, ‘Australian Student Wellbeing Framework’ (Webpage) <<https://studentwellbeinghub.edu.au/educators/framework/>>.

⁵ See Victoria Department of Education, ‘Student Voice’ (Webpage, 26 May 2021) <<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/humanities/civics/Pages/studentvoice.aspx>>; NSW Government – Education, ‘Student voice, participation and leadership’ (Webpage, 6 December 2023) <<https://education.nsw.gov.au/schooling/students/student-voices/student-voice-and-leadership>>; ACT Government – Education, ‘Student voice’ (Webpage) <<https://www.education.act.gov.au/public-school-life/student-voice>>; Tasmanian Government – Department for Education, Children and Young People, ‘Our Approach to Child and Student Wellbeing’ (Webpage, 29 September 2023) available at <https://www.decyp.tas.gov.au/about-us/strategies-and-frameworks/our-approach-to-wellbeing/>.

⁶ *The Hobart Declaration on Schooling* (1989) <https://www.aph.gov.au/Parliamentary_Business/Committees/Senate/Environment_and_Communications/Completed_inquiries/pre1996/arts/report/~media/Committees/ecita_ctte/completed_inquiries/pre1996/arts/report/e04.pdf>.

⁷ Education Council, ‘Alice Springs (Mparntwe) Education Declaration’ (2019) p 6 <<https://www.education.gov.au/alice-springs-mparntwe-education-declaration/resources/alice-springs-mparntwe-education-declaration>>.

student knowledge of civics and citizenship content; and a survey that collects data on student attitudes, values and behaviours relevant to citizenship.⁸

The results up to and including the 2019 NAP-CC assessment (the most recent to be published) also reveal troubling gaps in students' civics knowledge. Overall, only 53% of Year 6 students nationally met the proficient standard in 2019 (compared to 50% in 2004) and only 38% of Year 10 students (compared to 39% in 2004).⁹ Moreover, the attainment of the proficient standard is not evenly distributed across demographic lines – female students, non-Indigenous students and students at metropolitan schools outperform male, Indigenous and rural/regional students respectively. Parental occupation and education were also shown to have a significant impact on outcomes.¹⁰

Part 3: New directions in civics and citizenship education in Australia

We submit that the NAP-CC data shows that there is significant room for improvement in civics education nationally. This has been recognized in recent proposed changes to the national curriculum, and there is a good chance those changes will go a substantial way to addressing the current gaps in civics knowledge.

However, it is also important to ensure that these changes are supported by:

1. Adequate training for teachers;
2. High quality online learning materials to support teachers and students in the new curriculum; and
3. Additional school-based programs that encourage students to be *motivated* to engage in broader democratic processes.

The resources and materials available to schools, teachers and students vary considerably, are dispersed across many sources, and mainly focus on acquiring civics knowledge. They include education resources to support the civics and citizenship curriculum produced by

⁸ Australian Curriculum Assessment and Reporting Authority, 'NAP Civics and Citizenship 2019: National Report' (Report, 2020), p 20 <<https://www.nap.edu.au/docs/default-source/default-document-library/20210121-nap-cc-2019-public-report.pdf>>.

⁹ Australian Curriculum Assessment and Reporting Authority, 'NAP Civics and Citizenship 2019: National Report' (Report, 2020), pp 22-25 <<https://www.nap.edu.au/docs/default-source/default-document-library/20210121-nap-cc-2019-public-report.pdf>>.

¹⁰ Australian Curriculum Assessment and Reporting Authority, 'NAP Civics and Citizenship 2019: National Report' (Report, 2020), pp 25-26 <<https://www.nap.edu.au/docs/default-source/default-document-library/20210121-nap-cc-2019-public-report.pdf>>.

the Parliamentary Education Office and the Australian Government;¹¹ various supplementary resources created by the governments and parliaments of the States and Territories;¹² and resources and materials produced by organisations such as the Social and Citizenship Education Association of Australia,¹³ the Social & Citizenship Educators' Association of Queensland,¹⁴ the Australian Electoral Commission¹⁵ and State and Territory equivalents,¹⁶ the Museum of Australian Democracy,¹⁷ the Australian

¹¹ Parliamentary Education Office, 'Education Resources' (Webpage, 2 January 2023)

<<https://peo.gov.au/teach-our-parliament/education-resources>>; Parliamentary Education Office, 'Teach our Parliament' (Webpage, 7 February 2024) <<https://peo.gov.au/teach-our-parliament/units-of-work/year-5>>; Parliamentary Education Office, 'Teaching civics and citizenship: a classroom guide' (Webpage) <<https://peo.gov.au/teach-our-parliament/education-resources/print-and-news-resources/teaching-civics-and-citizenship-a-classroom-guide>>.

¹² NSW Government – Education, 'Civics and Citizenship' (Webpage, 13 June 2023)

<<https://education.nsw.gov.au/teaching-and-learning/curriculum/civics-and-citizenship>>; Parliament of NSW, 'Parliamentary Education Resources for Teachers and Students' (Webpage) <<https://education.parliament.nsw.gov.au/>>; Guide to Democracy, 'Home' (Webpage) <<https://guidetodemocracy.ecq.qld.gov.au/>>; Government of Western Australia, 'School Programs at the Constitutional Centre of Western Australia' (Webpage, 8 December 2023) <<https://www.wa.gov.au/organisation/departments/premier-and-cabinet/school-programs-the-constitutional-centre-of-western-australia>>; Victorian Government, 'Civics and Citizenship' (Webpage, 8 February 2024)

<<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/humanities/civics/Pages/default.aspx>>; Victorian Government, 'Civics and Citizenship Programs and Initiatives' (Webpage, 16 May 2022) <<https://www.vcta.asn.au/documents/item/4868>>; Parliament of Tasmania, 'Education Resources' (Webpage) <<https://www.parliament.tas.gov.au/resources/education>>; Parliament of Victoria, 'Experiences for schools at Parliament House' (Webpage) <<https://www.parliament.vic.gov.au/visit/schools/>>; Queensland Government, 'Resources for Students and Teachers' (Webpage, 23 December 2019) <<https://www.qld.gov.au/about/how-government-works/education-resources>>; Queensland Parliament, 'Teacher Resources' (Webpage) <<https://www.parliament.qld.gov.au/Visit-and-learn/Education/Teacher-Resources>>; Legislative Assembly for the Australian Capital Territory, 'Resources' (Webpage) <<https://www.parliament.act.gov.au/visit-and-learn/resources>>; Department of Education – South Australia, 'Civics and Citizenship' (Webpage) <<https://www.education.sa.gov.au/our-learning-sa/learning-home-activities/humanities-and-social-sciences/civics-and-citizenship>>.

¹³ Social and Citizenship Education Association of Australia, 'Resources' (Webpage)

<<https://www.sceaa.org.au/resources.html>>.

¹⁴ Social & Citizenship Educators' Association of Queensland, 'Year Level Classroom Resources' (Webpage)

<<https://www.sceaq.org.au/Year-Level-Classroom-Resources>>.

¹⁵ Australian Electoral Commission, 'Teacher Resources' (Webpage) <<https://education.aec.gov.au/teacher-resources/three-levels.html>>; Australian Electoral Commission, 'AEC for Schools' (Webpage) <<https://education.aec.gov.au/>>.

¹⁶ Tasmanian Electoral Commission, 'CC&T Education Gateway' (Webpage)

<<https://www.tec.tas.gov.au/education/>>; Victorian Electoral Commission, 'Talking Democracy resources' (Webpage) <<https://www.vec.vic.gov.au/voting/learn-to-vote/talking-democracy-resources>>; Elections ACT, 'Resources for Teachers' (Webpage)

<https://www.elections.act.gov.au/education/electoral_education_resources>; Northern Territory Electoral Commission, 'Education' (Webpage) <<https://ntec.nt.gov.au/education>>; Western Australia Electoral Commission, 'Electoral Education Centre' (Webpage) <<https://www.elections.wa.gov.au/EEC>>.

¹⁷ Museum of Australian Democracy, 'Learn' (Webpage) <<https://www.moadoph.gov.au/learn>>;

Constitution Centre,¹⁸ the Australian Human Rights Commission,¹⁹ the Rule of Law Institute,²⁰ the Whitlam Institute,²¹ the Asia Education Foundation,²² and the ABC.²³ Professional development opportunities for teachers are also offered by various universities and private institutions.²⁴

Much of the current NAP-CC assessment focuses on quite abstract, formal notions of civics and citizenship. For instance, as shown in **Appendix 1**, the 2013 NAP-CC assessment (the most recent for which the test materials are publicly available) asked Year 6 Students questions such as:

All Australians have the responsibility to obey the law. Which right is linked to this responsibility?

- *to give permission to other people to break certain laws*
- *to decide the penalties for people who break the law*
- *to be protected by the law*
- *to protect people who break the law from being caught*

Australia's democratic system is based on the Westminster system. Where did the Westminster system begin?

- *Hong Kong*
- *Great Britain*
- *New Zealand*
- *The United States of America*

¹⁸ Australian Constitution Centre, 'Introduction to the Education Program' (Webpage) <<https://www.australianconstitutioncentre.org.au/introduction-to-the-education-program/>>.

¹⁹ Australian Human Rights Commission, 'Education' (Webpage) <<https://humanrights.gov.au/education/teachers>>.

²⁰ Rule of Law Institute of Australia, 'Education Resources' (Webpage) <<https://www.ruleoflaw.org.au/education/>>.

²¹ Whitlam Institute, 'Civics for Young Australians' (Webpage) <<https://www.whitlam.org/education>>.

²² Asia Education Foundation, 'Civics and Citizenship' (Webpage) <<https://www.asiaeducation.edu.au/curriculum/civics-and-citizenship>>.

²³ ABC Education, 'Civics and Citizenship' (Webpage) <<https://www.abc.net.au/education/subjects-and-topics/civics-and-citizenship>>;

²⁴ See, eg, Monash University, 'Civics and Citizenship Professional Learning Program for Teachers' (Webpage) <<https://www.monash.edu/study/courses/find-a-course/civics-and-citizenship-professional-program-for-teachers-pda1030>>;

The Australian flag was the winning design in a competition. The competition was run by the government and was open to the general public.

Why do you think the government decided to choose a flag in this way?

While useful, this also does little to explain to students the connection between democratic processes and the potential for improvements in their own lives, and that of their families and communities. It thus does little to create a mindset of engagement and participation.

New civics initiatives should also seek to change that – by connecting student voice with notions of democratic voice, or civics knowledge with possibilities for positive social change.

Bearing this in mind, UNSW Sydney has supported several initiatives aimed at promoting connections for students between civics knowledge and social change. One initiative has been the development of a second “advocacy” or “implementation” stream within the NSW Department of Education’s Game Changer Challenge, which aims to encourage students to think through how they could persuade relevant decision-makers to implement design solutions to wicked problems. This material was developed in partnership with the Department and Eventful Learning and is included in **Appendix 2**.

Two other recent two pilot projects led by the Gilbert + Tobin Centre of Public Law include:

1. **SRC Pilot Project:** four NSW primary schools are currently participating in a trial of a new model of the SRC that is oriented around important democratic concepts (like informed choice, transparency, teamwork and accountability) and gives students an opportunity to gain practical experience of civics. An associated research study aims to determine if this new model positively impacts student knowledge of basic civics concepts. The video material used in this trial can be found here: [G+T and SRC video.mp4](#)
2. **Writing Democracy Competition:** high schools in NSW are being invited to participate in a writing competition that coincides with International Democracy Day in September. The competition, which will be available to students in Years 7 – 10, will introduce students to pathways, concepts and skills necessary for engaging in democratic participation and change, and give students the tools to confidently

express themselves and their ideas in a letter to their local council or the NSW Department of Education.

We would be happy to share more information about these programs with the committee, as may be helpful.

Yours sincerely,

Professor Rosalind Dixon

Director, Gilbert + Tobin Centre of Public Law

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APPENDIX 1

NAP-CC 2013 Questions



Name: _____

National Assessment Program:
Year 6 Civics and Citizenship
School Assessment

2013 Released Items

Below you will find 4 Practice Questions.

Practice Question 1

OL01L

PQ1 In Australia, who must obey the law?

- ☐ everybody
- ☐ only Australian citizens
- ☐ everybody except members of parliament
- ☐ only the people who voted for the government

Practice Question 2

PQ2 The table below contains some statements about Australia.

Decide whether you think the statement is true or false. Indicate your answer by circling on 'True' or 'False' in the table as shown in the shaded example.

Australia has six states and one territory.	True	False
Hobart is the capital city of Australia.	True	False
Australians must carry a passport when travelling overseas.	True	False

Practice Questions 3 and 4

Below is a letter to a local newspaper.

Read the letter and answer Practice Questions 3 and 4.

Dear Editor,

Two weeks ago my neighbour pulled down part of my fence. He did not even ask me and now my chickens keep escaping. He refuses to speak to me about the fence. I have telephoned the council but they haven't helped.

Ms C Finch

PQ3 What is the first thing the neighbour should have done before pulling down the fence?

- ☐ telephoned the local council
- ☐ built a cage for Ms Finch's chickens
- ☐ told Ms Finch that he was going to pull down the fence
- ☐ asked for Ms Finch's permission to pull down the fence

PQ4 Ms Finch wants to have the fence fixed.

Do you think that writing a letter to the local newspaper is the best way to make this happen?

Choose either 'Yes' or 'No' and give a reason for your choice.

☐ Yes **OR** No ☐

This is the end of the Practice Questions.

The National Sample Assessment Questions begin on the next page.

Please do not turn the page until told to do so.

Questions 1 to 4

Below is a petition written by the Luton residents' group about advertising signs on the footpaths at the Luton Street shops.

Petition to Ban Advertising Signs on the Footpaths at the Luton Street Shops The footpaths at the Luton Street shops are crowded with advertising signs from the local shops. Shoppers are forced to walk out onto the road to avoid the signs. This is dangerous. We ask that you ban the placing of signs on the footpaths at the Luton Street shops.			
No.	Name	Address	Signature
1.			
2.			
3.			
4.			

PT21

Q1

Where should the organisers send the signed petition?

- ☐ to the police
- ☐ to their state or territory Department of Transport
- ☐ to the Commonwealth Department of Foreign Affairs and Trade
- ☐ to their local council

PT22

Q2

When people sign a petition why **must** they also give their address?

- ☐ to make sure that only people from the local area sign the petition
- ☐ to let the organisers contact people who sign the petition
- ☐ to show that the people who signed the petition actually exist
- ☐ to make people think carefully before signing the petition

PT23

Q3

Petitions are used to show the people in power that there are

- ☐ many people who agree with the contents of the petition.
- ☐ many different good reasons to support the contents of the petition.
- ☐ many people who want to personally discuss the contents of the petition with them.
- ☐ many different ways that people will protest about the issue until their requests are met.

Tam and Sonny are discussing the petition.



PT24

Q4 Give the best reason you can think of **to support** what Sonny says.

Question 5

From the early days of colonisation, Indigenous people* who came into conflict with European settlers were misunderstood. Indigenous society was seen by the settlers as not having its own system of law and order. But Indigenous people did have a complex system for governing all behaviours, and rules and laws to determine punishment for wrong-doing.

*Indigenous people are Aboriginal and Torres Strait Islanders.

IL11

Q5 Give two reasons that might help to explain why the settlers failed to recognise Indigenous laws.

1.

2.

Question 6

FO11A

Q6

The following are a series of statements about life in Australia.

Decide whether you think the statement is true or false. Indicate your answer by circling on 'True' or 'False' in the table as shown in the shaded example.

All Australian people vote in Australian Federal elections.	True	False
Anyone is allowed to organise a public meeting to discuss an issue that they feel is important.	True	False
The government is allowed to remove an internet website because it criticises the government.	True	False
People with very little money are allowed to become members of parliament.	True	False
It is legal to be friends with someone who has been to jail.	True	False

Questions 7 to 9

In Australia, every citizen has both rights and responsibilities. Some responsibilities and rights are linked to each other.

RR21

Q7

All Australians have the right to free speech.

Which responsibility is linked to this right?

- ☐ to explain the reasons for your opinions
- ☐ to accept that other people are allowed to express their opinions
- ☐ to make other people aware of your opinions
- ☐ to criticise other people's opinions

RR22

Q8

All Australians have the right to choose and practise their religious beliefs.

Which responsibility is linked to this right?

- ☐ to hold strong religious beliefs
- ☐ to explain the reasons for your beliefs
- ☐ to encourage others to have the same religious beliefs
- ☐ to respect other people's right to hold different religious beliefs

RR23

Q9

All Australians have the responsibility to obey the law.

Which right is linked to this responsibility?

- ☐ to give permission to other people to break certain laws
- ☐ to decide the penalties for people who break the law
- ☐ to be protected by the law
- ☐ to protect people who break the law from being caught

Question 10

The poster below was distributed around the town of Beach Point.



SH21

Q10

The organisers of the Moon Lantern Festival hope that people will learn about other cultures.

Explain how learning about other cultures helps the community.

Question 11

Many ships have been wrecked on or near the Australian coast over the last 300 years. In 1976, the Parliament of Australia passed the Commonwealth Historic Shipwrecks Act. The Historic Shipwrecks Act protects wrecked ships and their contents.

Scuba divers are allowed to visit shipwrecks as long as they do not remove anything from the wreck or damage it.



HS21

Q11 Why is it important to protect historic shipwrecks?

Give two different reasons.

1. _____

2. _____

Question 12

Australia is a federation.

FD41

Q12 This means that Australia is

- ☐ a republic.
- ☐ part of the United Kingdom.
- ☐ part of the Asia-Pacific region.
- ☐ made up of a number of states and territories.

Questions 13 and 14

AD31

Q13 Australia's democratic system is based on the Westminster system.

Where did the Westminster system begin?

- ☐ Hong Kong
- ☐ Great Britain
- ☐ New Zealand
- ☐ The United States of America

AD0235

Q14 The two houses of the Australian Parliament are called

- ☐ the Cabinet and the Treasury.
- ☐ Australia House and Government House.
- ☐ the Senate and the House of Representatives.
- ☐ the Federal Court and the House of Commons.

Questions 15 to 19

In 1901, the Australian Government introduced the 'White Australia Policy', which restricted the number of non-Europeans who could come to live in Australia. The policy was significantly changed in 1966 and removed completely in 1973.

Below is a picture of a badge produced in 1906. The badge contains the words 'White Australia' and 'Australia for the Australians'.



MA0231

Q15 Why might some people have worn this badge?

- ☐ because the government forced them to
- ☐ because they did not know what it meant
- ☐ because they were protesting a government policy
- ☐ because they wanted to show support for a government policy

Here is a poster used in 2007 to advertise a Western Australian Arts event.



MA0232

Q16 What does the poster suggest about current attitudes towards migrants?

MA0233

Q17 Compare the 1906 badge with the 2007 poster.

How do they suggest Australia has changed over time?

- ☐ Australia has been forced to increase immigration.
- ☐ Australia has become more supportive of immigration.
- ☐ Australia no longer allows people to oppose immigration.
- ☐ Australia has reduced the number of immigrants it will accept.

The Australian Government pays for some migrants and refugees to learn English when they arrive in Australia.

MA0234

Q18 Why might the government do this?

- ☐ so migrants do not use their first language
- ☐ so the government can save money on interpreters
- ☐ so migrants can be actively involved in Australian life
- ☐ so migrants can teach English to their friends and family

MA0235

Q19 Since 1973, Australia has accepted many immigrants from all over the world.
Name one way in which this has been good for Australia.

Questions 20 to 22

Below is a picture of the Australian flag. It was selected as the winning design from a public competition and first raised on 3 September 1901.



FL14

Q20 The Australian flag was the winning design in a competition.
The competition was run by the government and was open to the general public.

Why do you think the government decided to choose a flag in this way?

FL17

Q21 Sometimes people burn their national flag when protesting about an issue.
Why might people burn their national flag when protesting?

FL18

Q22 Some people believe it should be **against the law** to burn the national flag.
Why might some people believe it should be against the law to burn the national flag?

- ☐ It insults the country whose flag is burnt.
- ☐ It is dangerous and other protestors might get hurt.
- ☐ It might offend people from other countries.
- ☐ It might make the protest more violent.

Question 23

RR0332

Q23 What responsibility do all Members of Parliament have?

- ☐ travelling to other countries
- ☐ working for their local council
- ☐ teaching politics at a secondary school
- ☐ responding to the needs of people in their electorates

Questions 24 and 25

In Australia, judges and the police have special duties.

PO41

Q24 Which one of the following is NOT a police duty?

- ☐ making new laws
- ☐ traffic patrol
- ☐ keeping the peace
- ☐ investigating crimes

PO42

Q25 What is one role of a judge?

- ☐ to investigate crimes
- ☐ to interpret the law
- ☐ to control parliament
- ☐ to run prisons

Questions 26 and 27

Some schools have a Student Representative Council (SRC). SRCs are sometimes called Junior School Councils or Student Councils.

Each class may have a representative on the SRC who goes to meetings and helps to make some of the decisions in the school.

DS41

Q26 Why do some schools have an SRC?

- ☐ to save money by getting the students to do more work around their school
- ☐ because they think that the students have too much spare time
- ☐ so that students can participate in the decisions made in their school
- ☐ so that SRC representatives report bad student behaviour to the principal

DS42

Q27 Which way of selecting an SRC representative would be democratic?

- ☐ The teacher chooses their best student to be the representative.
- ☐ Students' names are put into a box and the teacher draws out the winner.
- ☐ The class holds an election to vote for the best person to become a representative.
- ☐ Students write an application for the position and the best written application will win.

Question 28

HS41

Q28 Australia's head of state is Queen Elizabeth, who lives in England.

Which of the following people is the Queen's representative in Australia?

- ☐ the Chief Minister
- ☐ the Prime Minister
- ☐ the Governor-General
- ☐ the Attorney General

Questions 29 and 30

For thousands of years before Europeans arrived in Australia, Aboriginal and Torres Strait Islander people lived according to their own traditions and systems.

AT42

Q29 What is the traditional way that groups* of Aboriginal and Torres Strait Islander people make important decisions?

**groups* - word which covers the other terms of clans, tribes and mob

- ☐ they would allow nature to decide
- ☐ by voting in the parliament in Canberra
- ☐ after a discussion the elders would decide
- ☐ everyone would vote and the majority would decide

AT43

Q30 When an Aboriginal or Torres Strait Islander breaks a traditional law their family is often expected to carry out a punishment.

Why would it be important for the family to carry out a punishment?

Give one reason.

Questions 31 to 34

The Big Issue is a current affairs magazine that is sold on the streets of some Australian cities. The people who sell The Big Issue are homeless or disadvantaged people. They keep half of the money from each magazine they sell.

BI41

- Q31** The people who sell The Big Issue get money for their work.
What are two other benefits of selling The Big Issue for the people who sell it?

BI42

- Q32** Each Big Issue magazine includes a photo of the people who sell it.
Why does the magazine include information about these people?
- ☐ so that the sellers can become famous
 - ☐ to help people understand and relate to disadvantaged people
 - ☐ to help people work out whether or not someone is disadvantaged
 - ☐ to help disadvantaged people accept that their situation is unlikely to change

The Big Issue also manages the Street Soccer Program, in which homeless and disadvantaged people can play soccer as part of a team.

Each year, players are selected for the Street Socceroos national team. They compete in the Homeless World Cup.

BI43

- Q33** How might participating in the Street Socceroos benefit the players?
Give two ways.

1.

2.

BI44

Q34 What is the benefit to the wider community of informing them about the Homeless World Cup?

Question 35

IM41

Q35 What is an Independent Member of Parliament?

- ☐ someone who switches membership from party to party
- ☐ someone who does not formally belong to a political party
- ☐ someone who refuses to obey the leader of their political party
- ☐ someone who sits in parliament but does not vote on bills

Questions 36 to 38

Radio Australia is a radio station that is funded by the Australian Government. It broadcasts across the Asia-Pacific region in 8 different languages. The stories and information that it broadcasts are of particular interest to people living across the region, including Australians who live in other parts of the Asia-Pacific.

RA41

Q36 Why does the Australian Government provide the money for Radio Australia?

- ☐ because it wants to advertise Australia as a great holiday destination
- ☐ because it wants to support Australia's connection to other countries in the region
- ☐ because it wants to make other countries in the Asia-Pacific region more like Australia
- ☐ because it wants to make Australia more like other countries in the Asia-Pacific region

The Radio Australia website contains a number of English lessons.

RA42

Q37 Why would some people living in the Asia-Pacific region find it useful to learn English?

Radio Australia provides warnings and updated information to all listeners about natural events such as cyclones or floods. These include events that may affect areas within Australia and across the Asia-Pacific region.

RA43

Q38 What does the information suggest about Radio Australia?

- ☐ It is listened to only during times of crisis.
- ☐ It only benefits some countries within the Asia-Pacific region.
- ☐ It aims to benefit everyone in the Asia-Pacific area.
- ☐ It likes to control regional events.

APPENDIX 2

GAME CHANGER CHALLENGE MATERIALS

#GCC2021

ADVOCATE

Social Change &
Appreciative Inquiry

Team Playbook

Game Changer
Challenge

NSW Department of Education

Acknowledgement of Country

We acknowledge the homelands of all Aboriginal people and pay respects to Country upon which we learn, live and connect through the Game Changer Challenge.

We understand and appreciate that we are building upon generations of ideas, community and wisdom.

#GCC2021

Advocate

Canvas Set

Ideas Canvas Set (x 3)
Scouting Around
Who is Who
Reframing Our Ask
Action Menu
The 10 Steps of Testing
Pitching

Social Change-Makers

In simple terms, an **appreciative inquiry** involves

- discovering the best of what already exists, through curiosity and attention to detail
- dreaming of what could be
- designing, through consensus, what should be
- sustaining a plan for what will be.

Achieving social change is within our reach.

To make it happen we just have to ask and answer the right questions.

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The C's of Social Change

Consciousness of self

Congruence
(the understanding of one's own values, beliefs, strengths and limitations)

Commitment

Collaboration

Common purpose
(working with shared aims and values in a group)

Citizenship
(active engagement with civic responsibilities)

Controversy with civility
(an open, honest and respectful dialogue to lay out differences in views)

#GCC2020

GCC2021:
Our wicked
problem

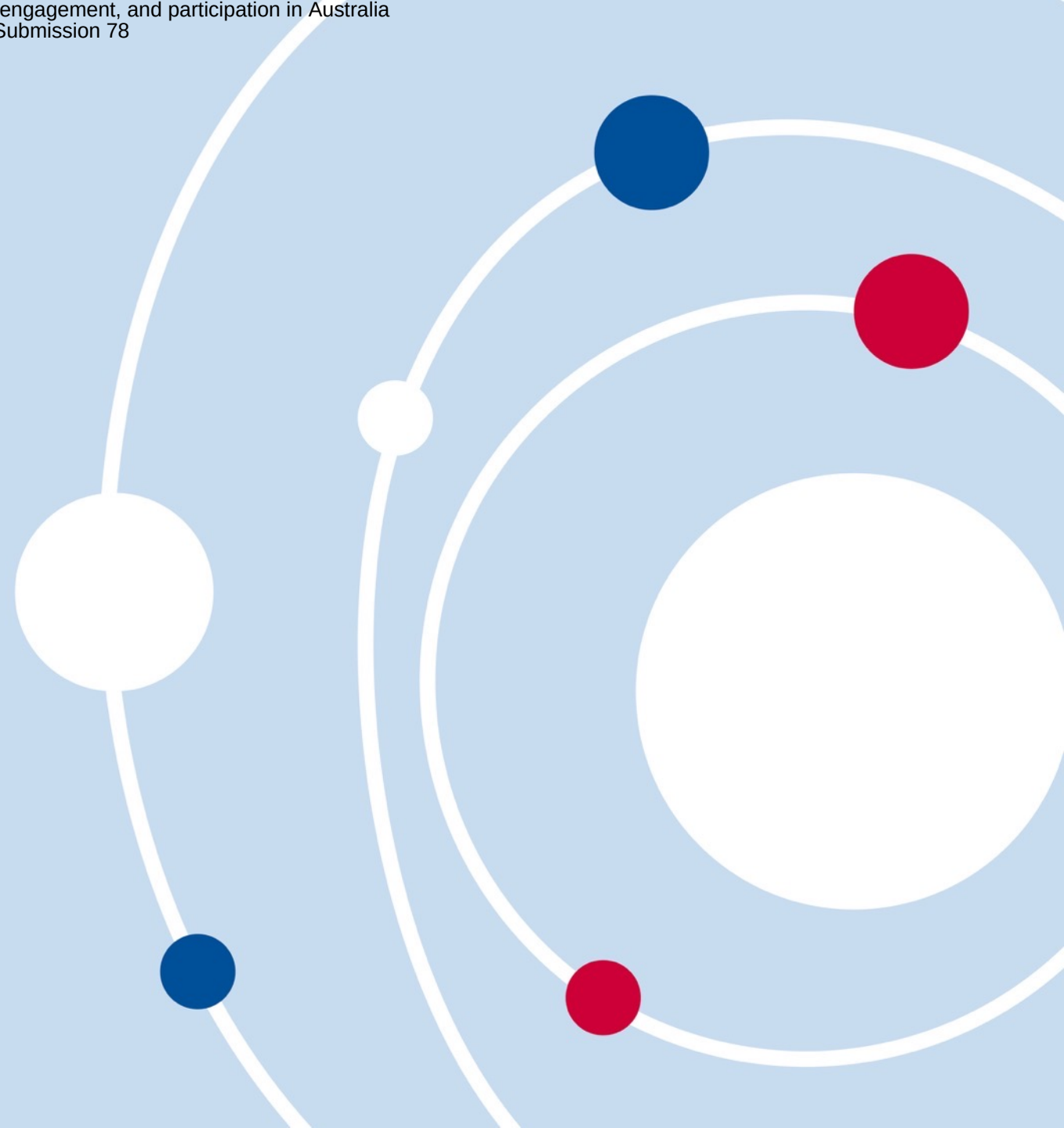
Humans have
unlimited needs,
but the planet has
limited capacity to
satisfy them.

Sustainable consumption and
production is about doing more and
better with less.

#GCC2021

Social Impact

“How might we
rethink the use of
single-use plastics in
our community?”



#GCC2021

"Be curious, not judgemental"

Walt Whitman

Skills for Leading Advocacy



What: What problem are we trying to solve; and what is our proposed solution?



Why: What evidence is there of a problem; and that our proposed solution is likely to work or be effective?



Who: Who do we need to persuade to implement our ideas?



How: How can we change hearts and minds; or use carrots and sticks to achieve change?



When: What is our proposed timeframe for achieving change, and what are our agreed check-in points or deadlines?

The 5 steps
of
'Implementation
Thinking'

What is ideation?

Ideation is like brainstorming, but better!

You will come up with more ideas together, and they can go in lots of different directions as you build on each other's efforts.

- Think Big
- Go for LOTS
- Work alone & as a group
- No squishy face!
- Include every idea.

“How might we rethink the use of single-use plastics in our community?”

ABC of Ideation



A - A Lot of Ideas

You're aiming for LOTS of ideas; we call it the goal of HUNDRED and THOUSANDS. Some designers won't leave a room until they have 100 ideas to solve their 'How might we (HMW)...?' question!



B - Bounce & Build

Throw ideas around and build on the ideas of others... one designer might say "Let's give everyone their own map," and another designer might reply, "YES AND... let's think about being more sustainable by having map points set up around the school on touch pad devices."



C - Collaborate & Clown around

Coming up with ideas is fun and hopeful. All ideas and designers are welcome in this part of the process. Watch out for blocking language like "We've tried that!" or "That won't work!" Go with the flow and give your ideas freely.

#GCC2021



Ideas development canvas set 1/3

Coming up with ideas
100 ideas



Ideas Storm

“How might
we rethink
the use of
single-use
plastics in
our
community?”

- Work on your own in silence
- One idea per post it note
- Don't use much detail
- Put 10 minutes on the clock
- Don't judge your own ideas
- Move on and work quickly

Stage 1. Individual Ideas Storm

#GCC2021



— Ideas development canvas set 1/3

Coming up with ideas
100 ideas

Yes, and...



- One person puts post-it notes in the middle of the table
- Build on ideas by saying “yes and...”
- Add more ideas to the table
- Don’t judge any ideas yet!

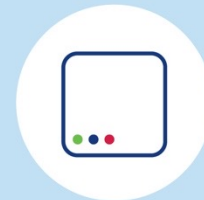
Stage 2. Teamwork Yes, and...

#GCC2021

Stage 3. Voting

Ideas development canvas set 2/3

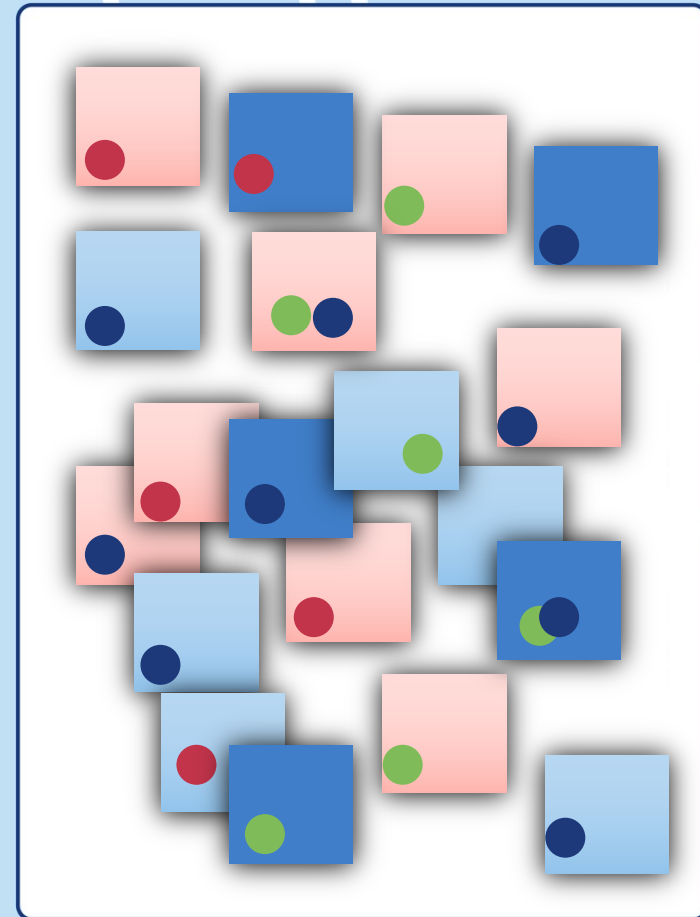
Filter your ideas



"How might we rethink the use of single-use plastics in our community?"

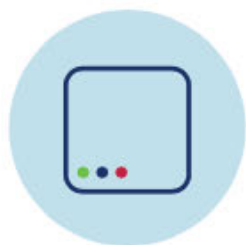
Stage 3: First filter and dot voting

-  Green is your favourite moonshot - huge idea and not sure it will work but really intriguing.
-  Blue is your keep idea which is feasible and could work, there might even be a similar idea that already exists.
-  Red is your kill - an idea that you really don't like; you don't even have to justify why.



Voting for ideas

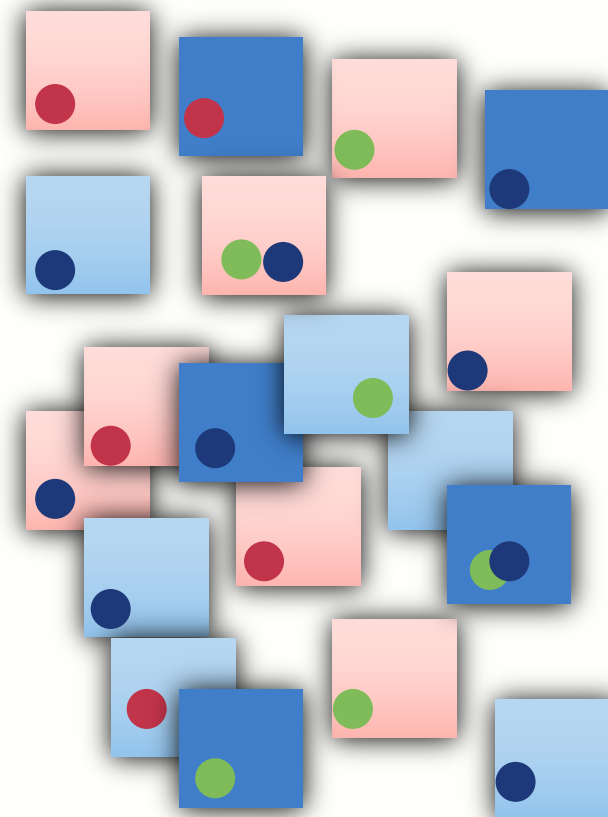
Filter your ideas



“How might
we rethink
the use of
single-use
plastics in our
community?”

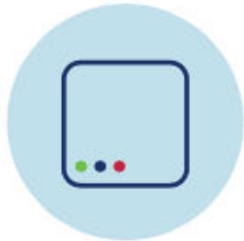
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Voting for ideas

Filter your ideas



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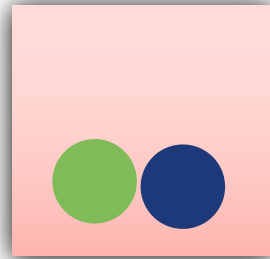
Stage 4. Top 3

Top 3 ideas

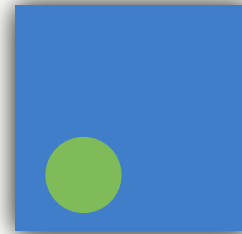
Stage 4: Combine and ask Goldilocks!

Select your top three ideas now. Perhaps you can combine a few ideas to get to your top 3 to make them super ideas?

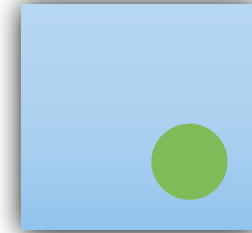
1.



2.

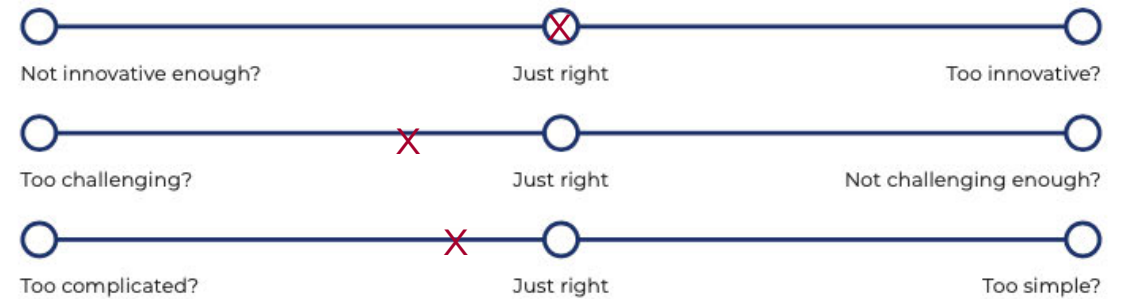


3.



Your idea? What would Goldilocks ask?

Is your idea ...



Top 3 ideas

Stage 4: Combine and ask Goldilocks!

Select your top three ideas now. Perhaps you can combine a few ideas to get to your top 3 to make them super ideas?

1.

2.

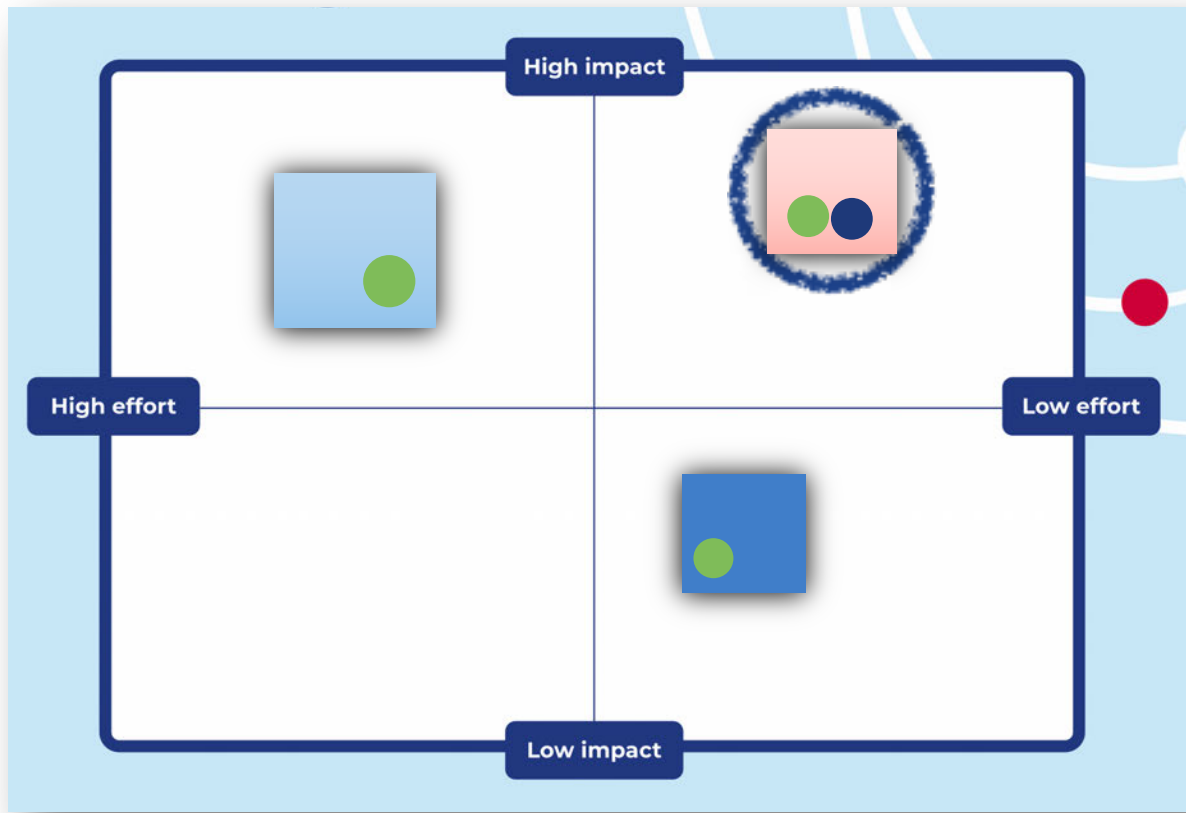
3.

Your idea? What would Goldilocks ask?

Is your idea ...

☐	Not innovative enough?	☐	Just right	☐	Too innovative?
☐	Too challenging?	☐	Just right	☐	Not challenging enough?
☐	Too complicated?	☐	Just right	☐	Too simple?

Filtering Your Ideas



So you now have three ideas and some amazing new skills in coming up with ideas!

AMAZING!

Remember that you can do ANYTHING but you can't do everything. So, like any champion, you are looking for the number one, the gold star, the best of the best.

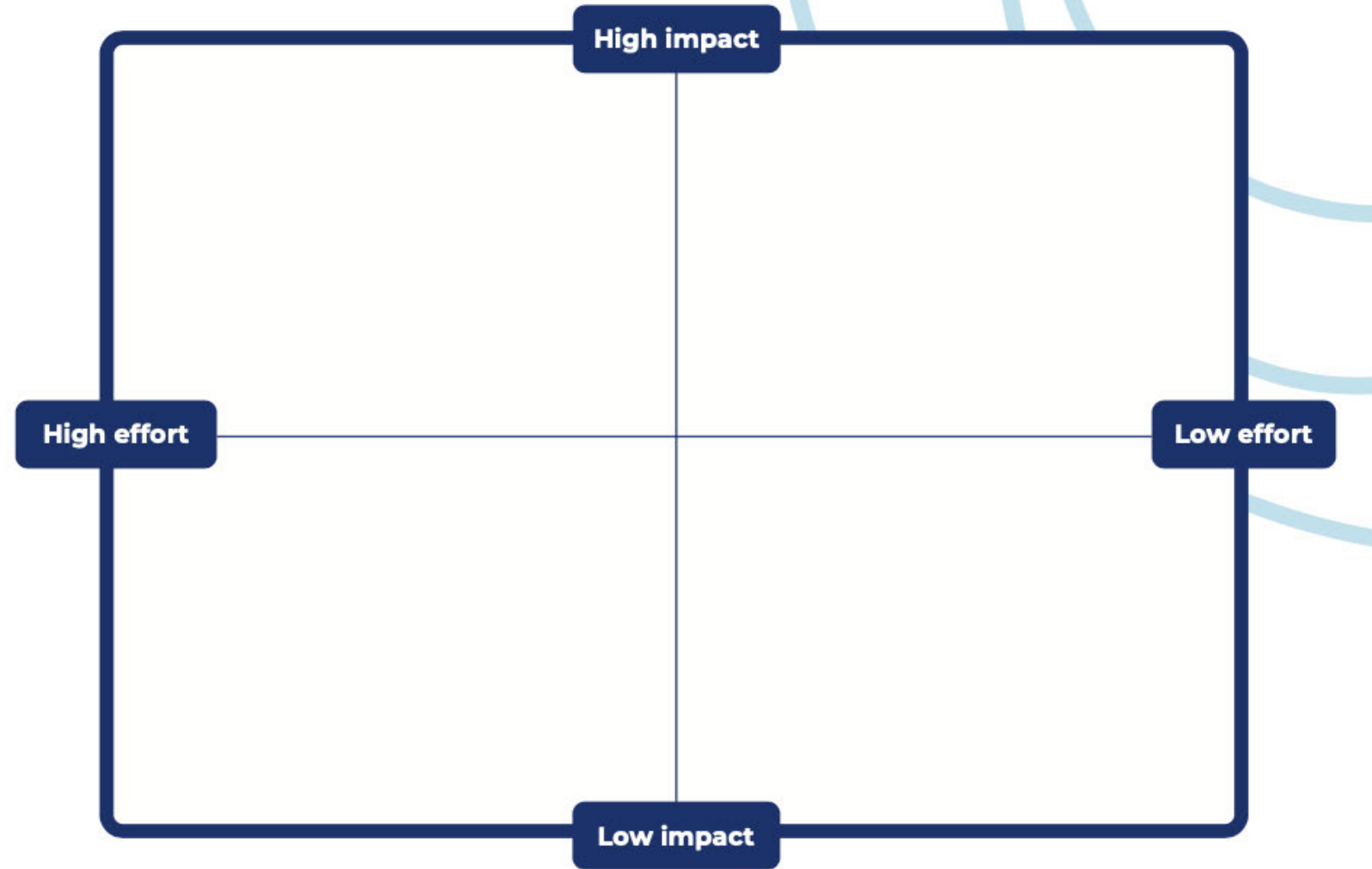
A champion has high impact; really makes a difference. They do this while using time, energy and resources really efficiently; low effort.

As a group, decide where each idea might sit on this scale.

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Remember, just because something is high efforts doesn't mean it it's a bad idea.

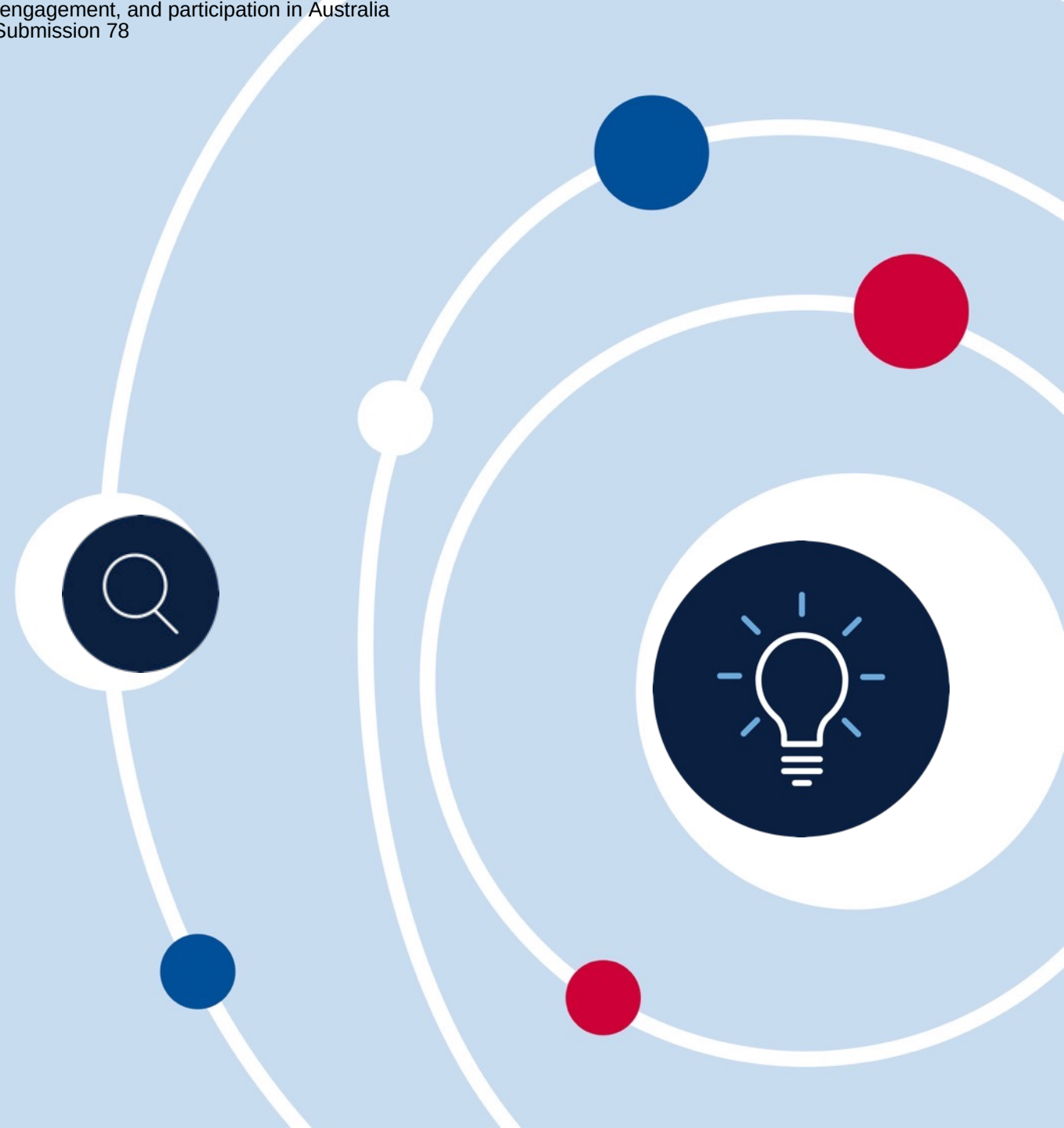
Just consider the impact you want to have and the likelihood of success of the idea.



What & Why?

By now, you will have learned some of the key principles that guide a process of “design thinking”. One of the stages in design thinking is discovering and defining the problem you are trying to solve.

You now need to **identify** the one area where you think **change is needed**; and by seeing what **evidence** you can find that supports the idea that there is a **problem** that needs to be addressed.



Scouting Around

You need to understand the technology, policy or solution you want people to use.

- Who invented or came up with it?
- When did that occur?
- Where has it been tried or implemented before?
- What is the evidence about how it has worked?
- What costs does it involve, or what if any downsides or challenges does it bring?

“How might we rethink the use of single-use plastics in our community?”

#GCC2021



Edible Straws & cups

[Loliware](#) used kickstarter to fund the development of a new range of straws & cups that are as edible and biodegradable as a banana peel. They are seaweed based.

Green Lego

Currently, two percent of Lego's [plastic pieces](#), or 80 of the around 3,600 construction pieces, are made of a biosourced material, a sugarcane-based polyethylene. The company also estimates that 98% of Lego kits are kept or passed on through families.



#GCC2021



3D Printing Street Furniture:

Imagine a Lab uses the plastic waste from the Greek households and creates urban furniture. In this project, parts from recycled plastic products are used to transform them into innovative products that breathe a new life into the public spaces within cities.

Plastic Roads

Construction company, [VolkerWessels](#), is using recycled plastic bottles to pave the roads. Lightweight and easily installed, the roads are built to last three times longer.

“How might we rethink the use of single-use plastics in our community?”



#GCC2021

Scouting Around

Use this canvas to explore your top idea by conducting some research into solutions or ideas you want the community to consider.

Your job as a social change agent is understand that experience – and both the successes and challenges it points to.

Understanding past successes is often critical to successful social change, but so too is understanding the costs, obstacles or downsides you may need to overcome for change to occur.

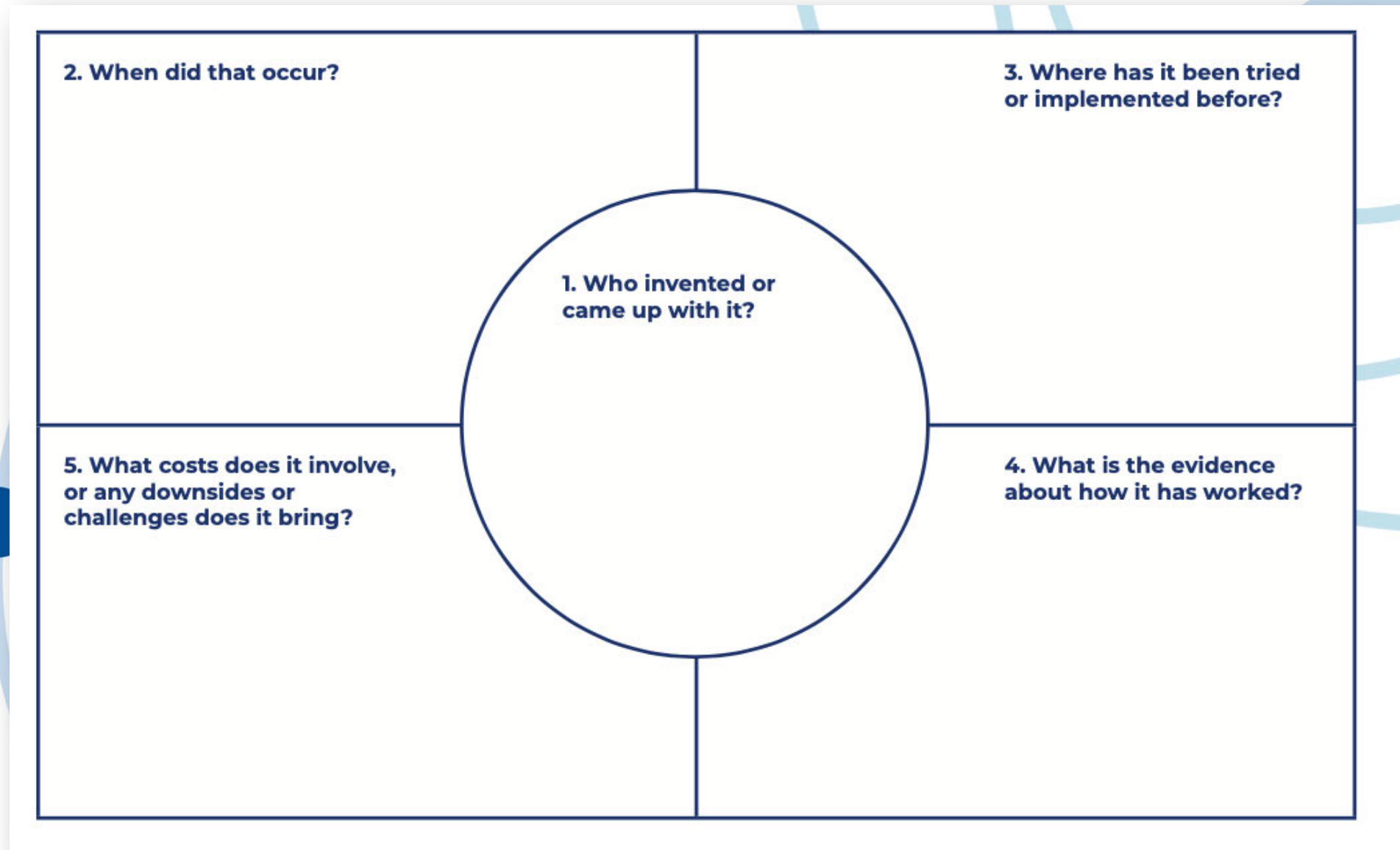
Are there laws that make it hard? Are there costs that someone is going to need to pay for? Finding this out early can help you identify the best policy, practice or technology as a solution to a particular social problem. **It can also make easier to persuade others to help you achieve change later on.**

2. When did that occur?	3. Where has it been tried or implemented before?
5. What costs does it involve, or any downsides or challenges does it bring?	4. What is the evidence about how it has worked?

1. Who invented or came up with it?

#GCC2021

Scouting Around



#GCC2021

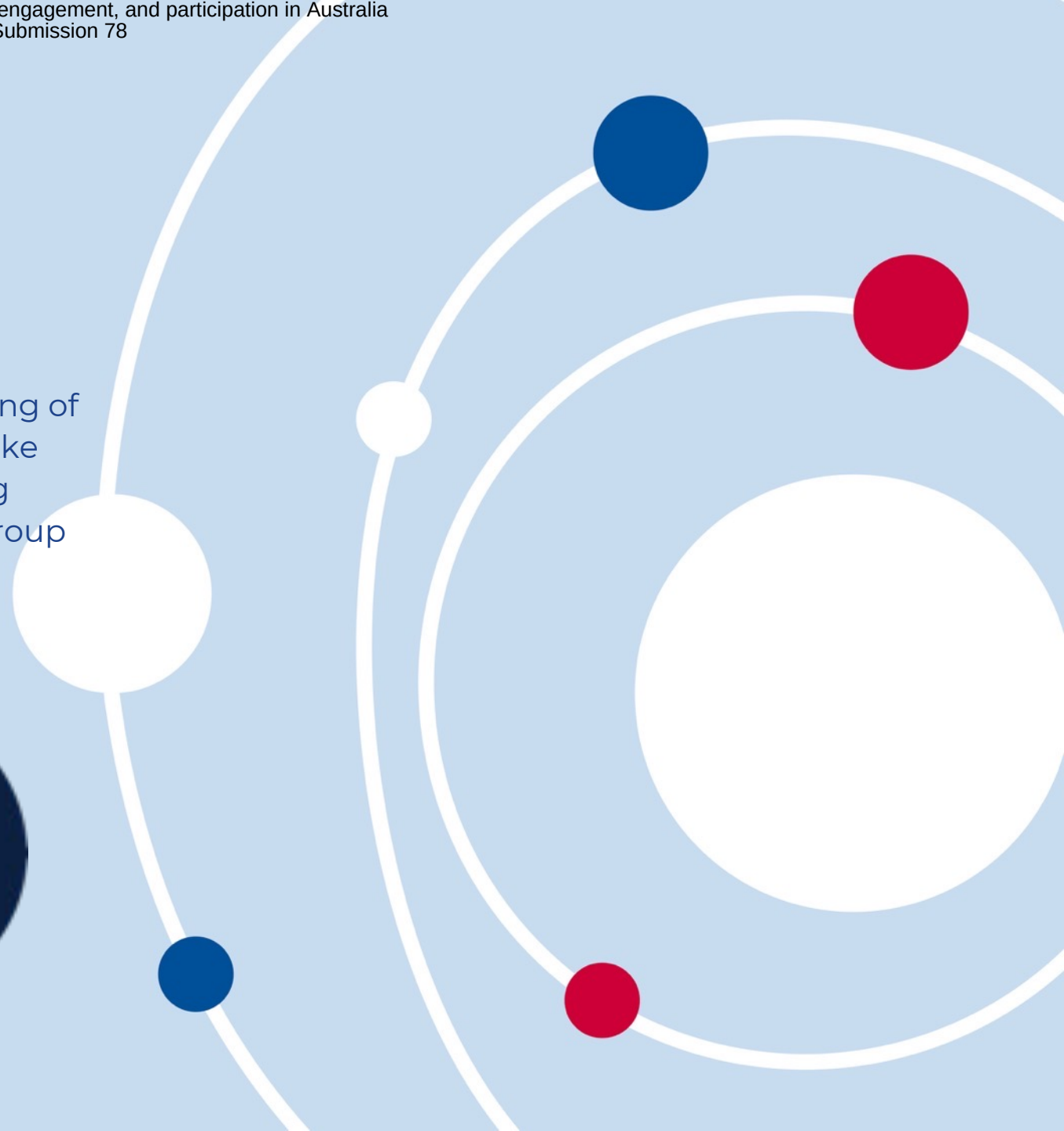
Who?

Who needs to agree to my idea?
How do I contact with them?

To achieve change you need to get a better understanding of who decides what; and who you have to persuade to make change happen. Most change also occurs by persuading both the decision-maker themselves, and the broader group of people.

'Who' could include;

- family members
- customers
- community members & leaders
- local council
- competitors
- collaborators
- decision makers
- experts
- managers
- And many more



For example...

Take schools as an example. Your teacher gets to decide some things that affect your class and day-to-day experience; your principal issues that affect the school community as a whole, and some things are decided by the government – that is, the Department of Education, or even the Minister for Education or the Premier.

If you want to change things in class, you try and persuade your teacher. But if you want to change things in the school as a whole – for example, something about the playground or your uniform, you need to talk with the principal.

Some things are even beyond the principal's control. For instance, what if you wanted school to start earlier and end earlier, or your teachers to be paid more for the hard work they do? That would be an issue for the Department or the Minister.

#GCC2021

Who is Who

Create a table of 6 contacts.

These are people who you would like to convince to change behaviour or make decisions about rules and policy for the community.

It is also important to be clear as to why you are reaching to them and what is their role in the conversation or in the proposed solution. People like to come into conversations knowing why they are being asked. For meetings inside the school, you can organise this yourself. For meetings with people outside the school, you will need to ask a responsible adult such as your teacher or parent to accompany you and copy them on your emails. That doesn't mean they should organise the meeting or the talking. It just means they should come with you to make sure you are safe and supported.

Close contacts	1.	2.	3.
Known contacts	1.	2.	
Distant contacts	1.		

If you don't know their email or street address, one place to try and find it is by looking at the website for an organisation, or asking questions of someone who works there, or has knowledge about the organisation. If you don't know anyone like this, you can often get this information just by ringing up the general telephone number for the organisation and asking the receptionist to help answer your question and provide you with the email address for the right person.

Who is Who

Close contacts

1.

2.

3.

Known contacts

1.

2.

Distant contacts

1.

#GCC2021

“If you want something new, you have to stop doing something old.”

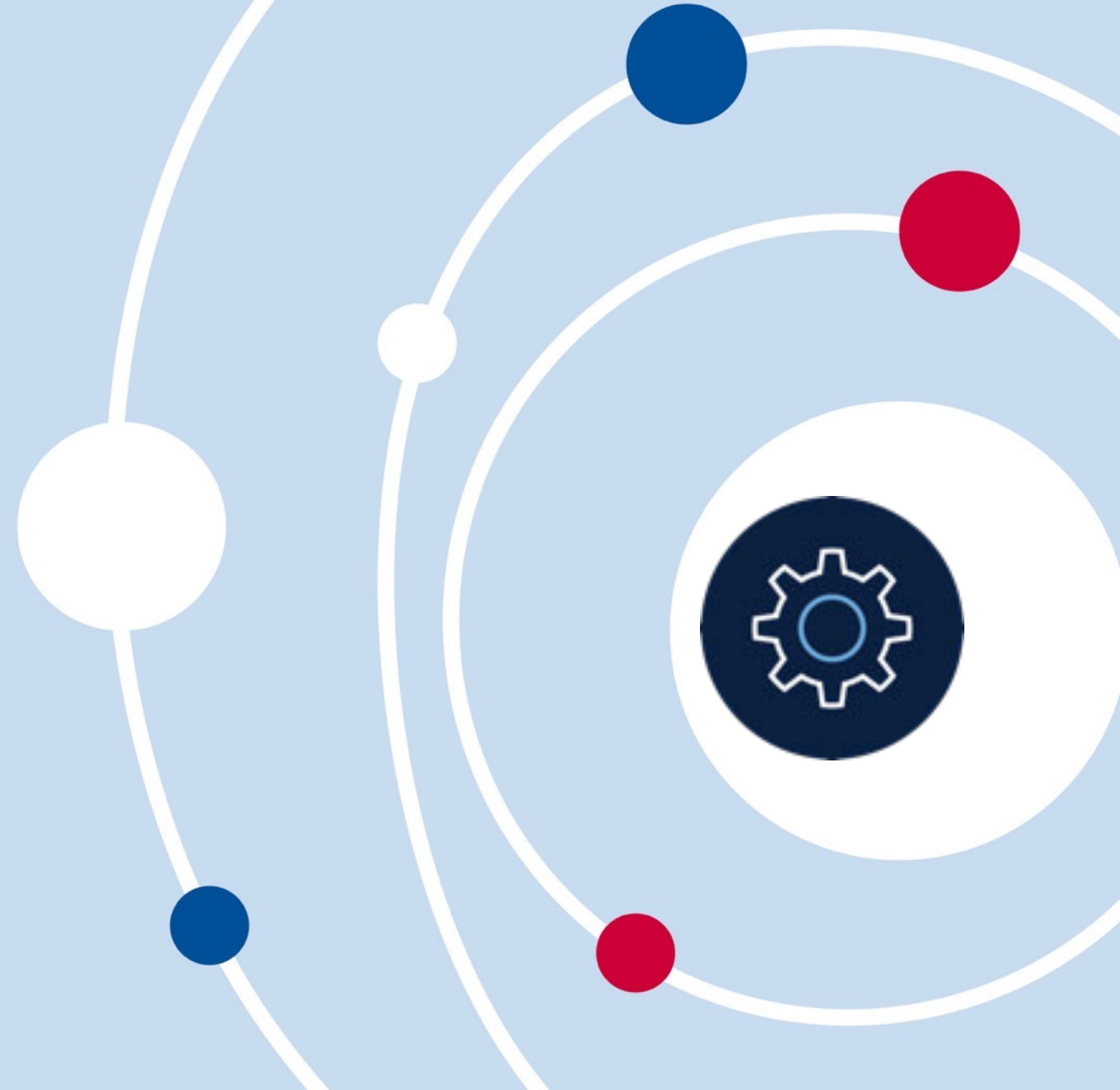
Peter F. Drucker, management consultant,
educator & author

#GCC2021

How?

To appeal to people's hearts, you need to start by understanding what motivates and inspires them; and how they see themselves. This is similar to the kind of "empathy" that you are encouraged to develop as the part of design thinking.

The best way to win over the hearts of these people is also to connect these concerns to your proposals for change – and do so in a way that makes clear that this is a joint effort, and that they too can be part of something positive, if they choose to support your ideas.



Winning hearts

- What are the interests and background of the person you are trying to persuade?
- How do you link those interests and background to your proposal for change?
- How do you make that person feel part of your “team” or part of the process of change?

Everyone (or at least most people) like to be part of a team, especially a team that is friendly, and “winning” or doing good things.

So, make people feel part of your team, and that this is a truly joint project for change.

You can still be the leader of it and decide how and when change is going to happen but involve people in change in ways that lighten your load and get more people to support the calls for change.

#GCC2021

Reframing our Ask

Suppose you wanted to persuade someone to do something that is good for the environment, or that is about “reducing, reusing and recycling”.

People with kids and grandkids, for example, often care about the environment because they want to make sure their kids and grandkids grow up to enjoy a healthy planet.

Swimmers and surfers often care a lot about the ocean and keeping it clean and plastic free.

Find out what people care about or identify with and appeal to that.

You can refer back to your persona canvas to help you.

Our 'Ask'	Who	How we will ask them

Notice how the language used here makes the people you are speaking to feel seen and understood, and also part of a joint effort. This is how you change people's hearts.

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Reframing

Our 'Ask'

Who

How we will ask them

Winning minds

- What evidence do you have that your proposed idea makes sense, and has led to successful outcomes in the past?
- How can you relate that success to the aims and objectives of the person you are trying to persuade?
- What obstacles are there to change? How can you help overcome those obstacles?

Almost everyone you meet is a mix of “heart and mind” – that is, they make decisions in ways that are influenced by their emotions and connection with others, but also by what their brain tells them is the right thing to do.

But people also differ in how much they listen to their heart versus head; and achieving effective social change therefore means ensuring you appeal to both hearts and minds – and the different ways in which people make decisions.

#GCC2021

Love Not Loss

Lessons from Futerra in getting people to take action on Biodiversity

LOSS



If you use the negative message too often, people can even withhold their attention as well as their will to act.

LOVE



Powerful Love messages trade on empathy. Their currency is awe, fascination and wonder for the natural world. Love messages are positive

NEED



Need is essential for policy makers and business. Need messages are sometimes interesting, often impressive, but rarely a motivation to actually change behaviours.

ACTION



You also need to ask the audience to do something. It seems obvious, but Action messages are both relatively rare and surprisingly one-dimensional in most existing communications

We need to help people to take action. Most people aren't sure what they can do!

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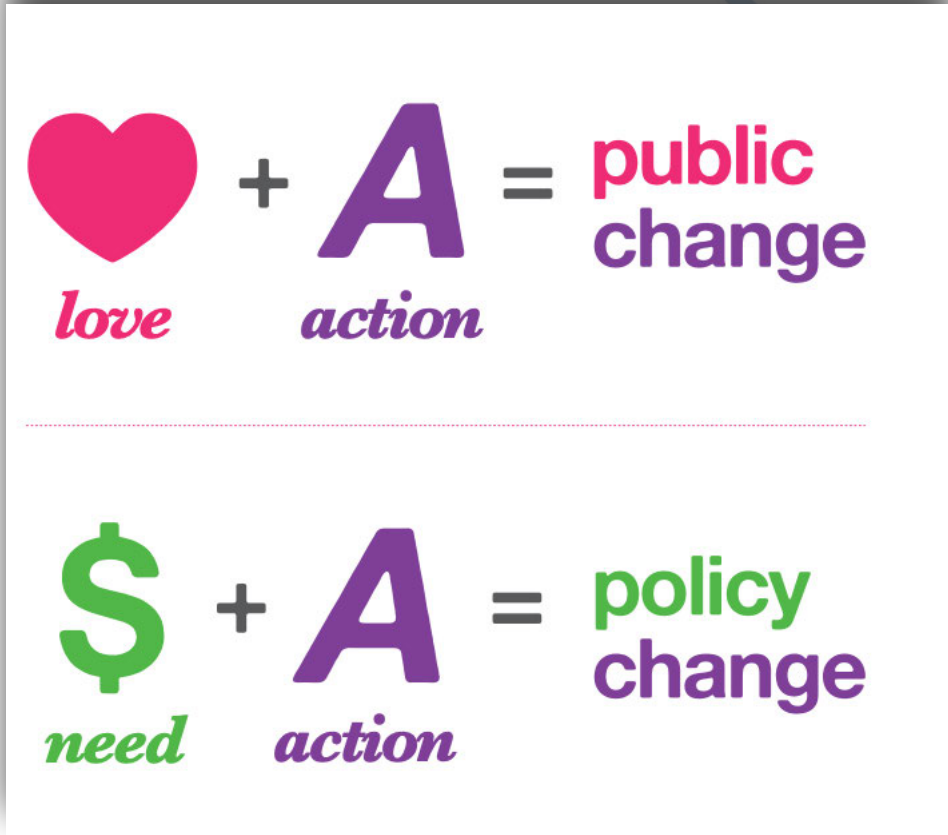
In Fact...

This section is all about you matching facts, stats and data with your idea, to win over the minds of people.

In fact, most people need both facts and stories in order to change their minds or make them take action.

Persuading people to support your idea, therefore, also involves a process of reason-giving and evidence-based argument. You want to be able to explain to someone – especially someone who is used to making decisions with their head – why your idea is a good idea.

That means showing that it has worked in the past, or what is proven to make sense. And that means research and preparation!



From Branding Biodiversity by Futerra

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Action Menu

Persona	Impact	Desired action	Actual contact
Activist	Make yourself heard	e.g. Write to the local MP, run an event, demonstrate peacefully	
Activist	Be part of the movement		
Activist	Help the issue or community directly		
Activist	Multiply impact		
Activist	Make conscious decisions in your daily life		

#GCC2021

**“ If you do not know how to
ask the right question, you
discover nothing.”**

W. Edward Deming

#GCC2021

95%
of plastic pack
aging is
discarded
after a single
use

On average,
Australians use
130 kg of plastic
per person
each year. Only
9% of that's
recycled.

“We commend New South
Wales’ recent commitment to
ban plastic bags and for
consulting on further action to
address single-use plastics in
the state.

As part of their consultation,
we’re calling on the
Environment Minister to take
action on the most problematic
plastics ending up in our
environment.” - WWF Australia

#GCC2021

When

The final stage of any successful social change involves timing. When change is hard, people can often find that – consciously or unconsciously – they put it off or leave it for a later date.

And even if it is easy, they may have so much to do that they end up delaying it, simply in order to attend to other priorities.

Remember everyone is busy: keep your check ins quick and efficient, and don't make it harder rather than easier for people to achieve your shared goals!



Timeframes & Monitoring

- When is it realistic to expect change to occur?
- Are there any points where you can help by checking up on progress?

Personalise ● Humanise ● Publicise

Local areas and contexts provide a more familiar, relevant and real connection for your audience

Talk about the real human impact and the stories behind your issue. Don't be shy to create characters for your idea too

Make success and timeframes really public and visible! Celebrate wins and the people behind the idea!

#GCC2021

Setting up for success

Setting up a test is important to determine if you're on the right track and getting people talking about your idea.

A simple test is cheap, quick and has a clear idea of what failure & success looks like.

Name of the idea Degradable Straws	Who? Locals & customers who buy blended juice
What problem does it solve? Overuse of plastic straws in the cafes and ending up on our local beach	When? Saturday 10 - 12
What part of the idea are you testing? The choice of straw types people will self select	Where? BeachFront Juice Bar
What's your hunch? The paper straws will be most popular of the three choices	What does success look like? More people choose degradable options unprompted
Materials/resources needed for the test Traditional plastic, Paper, Straw-based & Loliware straws x 20	What does fail look like? Plastic straws all chosen first

You can test parts of an idea, like this one, over and over until you have an AHA! Moment

#GCC2021

The 10 steps of Testing

Name of the idea

What problem does it solve?

What part of the idea are you testing?

What's your hunch?

Materials / resources needed for the test

Who?

When?

Where?

What does success look like?

What does failure look like?

#GCC2021

“Be sincere; be brief; be seated.”

- Franklin D. Roosevelt

#GCC2021

Pitch

The pitch canvas is a helpful way to make sure your team is hitting on all elements of the challenge.

The core of your pitch is the person or people you have designed a solution for or attempting to make social change with.

It's all about pitching your idea, the impact it will have and how it solves a real challenge ... not about how technical or how fancy your presentation is either!



#GCC2021

The Six 'C's of delivering a great pitch

Clear

Take out the big words and confusing things. Everyone should get it.

☐ Eeekk! ☐ Maybe ☐ Got It

Consistent

Your team needs to be on the same page. Learn the facts and figures and have a consistent mantra or tag line.

☐ Eeekk! ☐ Maybe ☐ Got It

Compelling

Make it interesting. Tell a story, throw in some stats. Make people want more!

☐ Eeekk! ☐ Maybe ☐ Got It

Conversational

Just have a chat! The best way to convince others is not to throw ideas at them but invite them into your idea.

☐ Eeekk! ☐ Maybe ☐ Got It

Credible

Own the space, don't apologise for taking the take. Be the most confident person in the room.

☐ Eeekk! ☐ Maybe ☐ Got It

Close

What do you want them to do with this idea // information // story? Have an ask.

☐ Eeekk! ☐ Maybe ☐ Got It

Need
some
help? Ask
Brian or
Summer

#GCC2021

The Pitch Canvas

What persona is the audience taking? (who is your person?)

Open strongly

Team name, idea name, quote, story ...

About the idea

What problem does it solve? Why is it unique?

The human part

Why does it make life better for people and how do you know this?

The process

How did you come up with the idea?

The prototype

Explain / demonstrate the prototype

Imagine if...

What is the most positive / key / important benefit your idea will bring to the community?

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“Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has.”

Margaret Meade

#GCC2021

That's it!

Thanks for joining
the Game Changer
Challenge this year