

Support document for entries for the 2024 Governor's Civics Awards for Schools

- This document has been developed to support students and teachers submitting entries for the 2024 Governor's Civics Awards for Schools. The document includes judging guidelines for the awards, year level checklists for the Individual award category and submission templates for the SACE years, Group and School categories of the awards.
- The Individual category checklists do not have to be submitted with the entry. The checklists are to provide guidance to teachers and students regarding key terms, the questions, entry requirements and judging criteria for the year 5 to 10 Individual categories.
- The relevant submission templates need to be attached to entries for the Group, School and SACE categories.



GOVERNOR'S CIVICS AWARDS FOR SCHOOLS

**Open to all South Australian students with a
focus on South Australian History and Civics
and Citizenship Education from years 5 to 12.**

Closes on Friday 13 September 2024

Year 5 Individual entry checklist

A written response (maximum of 500 words) or multi-modal (2 to 3 minutes) addressing the following inquiry question:

Why is it important for you as a young person to know about the early years of the South Australian colony in the 19th Century?

○ The question

- Does your entry clearly address the *why it is important for young people* aspect of the question?
- Have you addressed aspects of the early settlement by Europeans and subsequent development of South Australia in the 19th Century?
- Have you focused on the years 1836 to 1899?
- Is your essay about the South Australian colony only?
- Your response does not have to be about topic coverage on South Australian history during these years but rather focus on young people knowing an aspect of the establishment and/or subsequent development of South Australia in the 19th Century.
- It's acceptable for your entry to focus on young people knowing a local history study, ie a country region during those years.

○ Key terms

- The *19th Century* is from the years 1800 to 1899.
- The establishment of the colony relates to the impact of Europeans settling in the area of South Australia in the 1830s.
- The development of the South Australian colony relates to the years after the establishment of the colony, ie 1840 to 1899.
- The South Australian colony or province relates to the area settled by the British in 1836. According to The Letters Patent the area to be known as South Australia was:
On the North the twenty sixth Degree of South Latitude — On the South the Southern Ocean — On the West the one hundred and thirty second Degree of East Longitude — And on the East the one hundred and forty first Degree of East Longitude including therein all and every Bay and Gulf thereof together with the Island called Kangaroo Island and all and every the Islands adjacent to the said last mentioned Island or to that part of the main Land of the said Province.
- Multi-modal refers to a presentation of a visual and audio nature, ie video, PowerPoint.

○ Entry requirements

- Is the response a maximum of 500 words if written and 2 to 3 minutes if multi-modal?
- Has a maximum of 4 entries from a year level been submitted for the school? (Teacher information).
- Does the multi-modal response have attractive and relevant visuals, a voice over and a minimum of writing on each slide?

○ Judging criteria

Have you:

- Used a range of data and information from a variety of sources?
- Used terms relevant to the topic?
- Written the essay to be grammatically correct, clear and concise?
- Have you attempted to be original in your thinking? To think a little differently than others on the topic.
- Read your essay to someone to see if they find it an interesting (engaging) piece of writing?
- Made sure that you have answered the question and really thought deeply about the question? Not just a piece of descriptive writing.

Year 6 Individual entry checklist

A written response (maximum of 600 words) or multi-modal (2 to 3 minutes) addressing the following inquiry question:

Tell the story of an individual or group from the 20th Century that made a significant contribution to the development of South Australian society? In your story make it clear why their contribution is significant to the South Australian story?

○ The question

- Have you focused on either an individual or group?
- Have you addressed the concept of *significance* when discussing your individual or group? That is, why was their contribution significant and in what ways did they impact on democracy and society?
- Have you focused on the years 1900 to 1999?
- Is your essay about the South Australian colony only?
- Have you made it clear what their actual contribution to the development of South Australian society was?
- The contribution does not have to relate to government, parliament or politics but can be about an individual or group who contributed to our society as an active citizen in our democracy and as a result made a contribution to the nature and development of South Australian society.

○ Key terms

- The 20th Century is from the years 1900 to 1999.
- Significance is a concept relating to the contribution and importance of an event, person or group in society.
- Democracy is the involvement of individuals in the governance and functions of a group of people living as a community - such a community of people is referred to as a society.
- Multi-modal refers to a presentation of a visual and audio nature, ie video, PowerPoint.

○ Entry requirements

- Is the response a maximum of 600 words if written and 2 to 3 minutes if multi-modal?
- Has a maximum of 4 entries from a year level been submitted for the school? (Teacher information).
- Does the multi-modal response have attractive and relevant visuals, a voice over and a minimum of writing on each slide?

○ Judging criteria

Have you:

- Used a range of data and information from a variety of sources?
- Used terms relevant to the topic?
- Written the essay to be grammatically correct, clear and concise?
- Made an attempt to be original in your thinking? To think a little differently than others on the topic?
- Read your essay to someone to see if they find it an interesting (engaging) piece of writing?
- Clearly addressed the concept of significance?
- Made sure that you have answered the question and really thought deeply about the question of contribution and significance? Not just a piece of descriptive writing about a person or group.

Year 7 to 8 Individual entry checklist

A written response (maximum of 800 words) or multimodal (3-4 minutes) addressing the following inquiry question:

Why is an understanding of diversity important in Australian society today?

○ The question

- Have you identified what you consider the term diversity relates to in our society? Is it just about culture or does it involve other societal aspects ie differences across society?
- Have you clearly addressed the *why an understanding of diversity is important* aspect of the question? The question asks you to talk about the reasons why an understanding of diversity is important.
- Have you addressed the concepts of diversity and social cohesion?
- Does your essay provide examples and/or case studies of how the understanding of diversity contributes to a socially cohesive society?

○ Key terms

- Diversity is a concept relating to the different cultures, races, individual qualities and preferences that make up our society.
- The concept of social cohesion relates to the idea that such differences in our society should not result in division and exclusions of particular groups or individual.
- The premise of the question is that the idea of a united and cohesive society stems from an understanding of diversity.
- Democracy is the involvement of individuals in the governance and functions of a group of people living as a community. Such a community of people is referred to as a society and in that context, democracy relates to their voting rights and freedom to be involved in and contribute to society in a variety of ways.
- Multi-modal refers to a presentation of a visual and audio nature, ie video, PowerPoint.

○ Entry requirements

- Is the response a maximum of 800 words if written and 3 to 4 minutes if multi-modal?
- Has a maximum of 4 entries from a year level been submitted for the school? (Teacher information).
- Does the multi-modal response have attractive and relevant visuals, a voice over and a minimum of writing on each slide?

○ Judging criteria

Have you:

- Used a range of data and information from a variety of sources?
- Used terms relevant to the topic?
- Written the essay to be grammatically correct, clear and concise?
- Made an attempt to be original in your thinking? To think a little differently than others on the topic.
- Read your essay to someone to see if they find it an interesting (engaging) piece of writing?
- Clearly addressed the concept of diversity in society?
- Made sure that you have answered the question and really thought deeply about the question of understanding diversity in our society? Not just a piece of descriptive writing about all the groups in our society.

Year 9 to 10 Individual entry checklist

Develop a speech to persuade your peers about a societal and/or environmental challenge in South Australia or Australia.

The speech is to include a description of the challenge and recommendations for action. The challenge can relate to issues involving environmental sustainability, urban planning, human rights, globalisation, the economy, society, democracy and human wellbeing. The entry may be in the form of a written transcript of a speech (maximum of 800 words) or multi-modal presentation (3 to 4 minutes).

- Have you developed a response as a speech to be presented?
- Have you clearly identified the challenge?
- Have you considered the role of Local, State and Federal Governments in addressing the recommendations for the challenge that you have identified?
- Have you recommended ways society could respond to address the challenge in the future?
- Does your speech provide examples and/or case studies that help explain the challenge and/or support the recommended actions to be taken?

○ Key terms

- A speech is something that is spoken to an audience. It is suggested that you identify the audience for your speech, so that it can be focused, understandable and relatable to the group identified.
- A challenge is an issue facing society. The range of challenges is broad and some areas suggested are environmental sustainability, urban planning, human rights, globalisation and human wellbeing. Other areas can be identified as societal challenges beyond this list.
- Action relates to recommendations or approaches that could be undertaken in response to the challenge. Such recommendations could be for an individual to take or for society overall to enact via behavioural change or legislation.

○ Entry requirements

- Is the response a maximum of 800 words if written and 3 to 4 minutes if multi-modal?
- Is the written response in the form of a speech?
- Does the multi-modal response have attractive and relevant visuals, a voice over and a minimum of writing on each slide?
- Has a maximum of 4 entries from a year level been submitted for the school? (Teacher information).

○ Judging criteria

Have you:

- Critically used a range of data and information from a variety of sources?
- Made an attempt to be original in your thinking? To think a little differently than others on the topic.
- Read/show your speech to someone to see if they find it an interesting (engaging) piece of writing?
- Researched, presented and evaluated recommendations for your challenge?
- Made sure that you have answered the question and really thought deeply about the question addressing environmental and social challenges?

SACE Years Individual category submission template

The entry may either be:

- a community-based action by a student, addressing an environmental, political or economic issue/challenge
- a SACE assignment focused on a social, economic, political or environmental challenge/issue that provides civics-based solutions and recommendations.

Make sure your entry:

- is a written piece (2000 word maximum) or in oral or multi-modal form (12 minute maximum)
- has addressed the judging criteria re: research depth, originality, engagement value, conciseness, quality of expression and presentation requirements
- has recommendations for action included
- has the template below attached
- has attached supporting documents as outlined in the template below.

School	
Name of student	
Supporting teacher/s	
Focus of submission: which of the two focus points does the entry relate to? ie is it a community-based action or assignment entry?	
If community-based action: What environmental or social issue and associated action did the student undertake in the community? Attach any supporting documents that profile and provide evidence of student action.	
If assignment based: What is the subject assignment task that is the basis of the submission to the awards? What recommendations for actions are proposed (briefly list) Attach the task sheet if relevant.	

Group category submission template

A student led school group exhibiting outstanding citizenship skills and actions.

The groups identified can be as a result of self-nomination or nomination by the school.

Entry requirements

- The groups identified can be as a result of self-nomination or nomination by the school.
- The entry for the group category involves:
- A submission (maximum of 500 words) relating to the activity of the nominated group. The template for the submission is available at [Governor's Civics Awards for Schools \(education.sa.gov.au\)](http://www.education.sa.gov.au/governors-civics-awards-for-schools)
- The submission to contain appropriate supporting information as evidence of the impact of the group action (photographs, testimonials etc.)
- A group is to consist of no less than 3 and no more than 5 student representatives. They may be representing a larger group but these are the students identified as the awardees for the Group category.

Judging criteria for the Group category

The group action/s to demonstrate:

- working effectively as a group for a common purpose and goal
- awareness of a variety of responses to an issue/challenge
- quality processes to develop collective action
- measurable/visible outcomes indicating the effectiveness of the action/s undertaken by the group.

Please complete this template and submit with your entry.

School	
Name of group (if relevant)	
Names of key students involved	1. 2. 3. 4. 5.
Supporting teacher/s	
Number of students involved in some way in the activity of the group	
Focus of group action	
Period the group was active	
Process undertaken by the group in undertaking the group action	
Action undertaken by the group to make a difference in their school and/or community	
How did the group impact on their school and/or local community? Describe the indicators of success of the group activity. Please attach testimonials, data and other indicators of success to this template, providing evidence of the impact and effectiveness of the group activity.	Items attached are:

School category submission template

Secondary schools to provide evidence of how their school has contributed to the development of students as informed and active students in their school and broader community.

Entry requirements

- Schools to provide evidence of their civics education program that aims to develop students as informed and active citizens in their school and broader community. Schools are to present a submission containing evidence to show the school's performance in relation to the judging criteria.
- The template for the submission is available at [Governor's Civics Awards for Schools \(education.sa.gov.au\)](http://education.sa.gov.au).
- The submission is to contain appropriate supporting information (references, documentation of the program, testimonials etc.)

Judging criteria

The school civics program to demonstrate:

- building the capacity of students to work effectively and inclusively to develop quality processes in terms of student decision-making and meaningful actions in the school community – the promotion of student voice
- promotion of the knowledge and skills embodied in the Years 3-10 Australian Curriculum: Civics and Citizenship
- measurable/visible outcomes indicating the effectiveness of the program to promote informed, engaged and active citizenship.

Please complete this template and submit with your entry.

School	
Name of program	
Name of key teachers involved	1. 2. 3.
Number of students involved in the program	
Program goals	
How long has the program been operating in the school?	
Description of the program across the school ie year level focus and activities	
Action undertaken by the students in the school as a result or as part of the program	
How has the program impacted on the school and/or local community? Describe the indicators of success for the school civics education program.	
Please attach testimonials, data and other indicators of success to this template, providing evidence of the impact and effectiveness of the school C&C program.	Items attached are: