

Year 6 standard elaborations — Australian Curriculum: Geography

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The Australian Curriculum achievement standards are an expectation of the depth of understanding, the extent of knowledge and the sophistication of skills that students should typically demonstrate at the end of a teaching and learning year. In Queensland, the Year 6 Australian Curriculum achievement standard represents a **C standard** — a sound level of knowledge and understanding of the content, and application of skills.

Year 6 Australian Curriculum: Geography achievement standard

By the end of Year 6, students explain the characteristics of diverse places in different locations at different scales from **local** to global. They describe the interconnections between people and places, identify factors that influence these interconnections and describe how they **change** places and affect people. They describe the location of selected countries in absolute and relative terms and identify and compare spatial distributions and patterns among phenomena. They identify and describe alternative views on how to respond to a geographical challenge and propose a response.

Students develop geographical questions to frame an inquiry. They locate relevant information from a range of sources to answer inquiry questions. They represent **data** and the location of places and their characteristics in different graphic forms, including large-scale and small-scale maps that use cartographic conventions of border, source, **scale**, legend, title and north point. Students interpret **data** and other information to identify and compare spatial distributions, patterns and **trends**, infer relationships and draw conclusions. They present findings and ideas using geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge and describe the expected effects of their proposal.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v7.2 Geography for Foundation–10*, www.australiancurriculum.edu.au/humanities-and-social-sciences/geography/curriculum/f-10?layout=1#level6

The standard elaborations (SEs) should be used in conjunction with the Australian Curriculum achievement standard and content descriptions for the relevant year level. They provide additional clarity about using the Australian Curriculum achievement standard to make judgments on a five-point scale.

The SEs for Geography have been developed using the Australian Curriculum content descriptions and the achievement standard. They promote and support:

- aligning curriculum, assessment and reporting, connecting curriculum and evidence in assessment, so that what is assessed relates directly to what students have had the opportunity to learn
- continuing skill development from one year of schooling to another
- making judgments on a five-point scale based on evidence of learning in a folio of student work
- planning an assessment program and individual assessments
- developing task-specific standards and grading guides.

Year 6 Geography standard elaborations

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		A	B	C	D	E
The folio of student work has the following characteristics:						
Understanding and skills dimensions	Geographical knowledge and understanding	<u>comprehensive</u> explanation of the characteristics of diverse places in different locations at different scales from local to global	<u>detailed</u> explanation of the characteristics of diverse places in different locations at different scales from local to global	explanation of the characteristics of diverse places in different locations at different scales from local to global	<u>description of aspects of</u> the characteristics of diverse places in different locations at different scales from local to global	<u>statements about</u> the characteristics of diverse places in different locations
		<u>comprehensive</u> description of interconnections between people and places, <u>identification</u> of factors that influence these interconnections and <u>explanation</u> of how they change places and affect people	<u>detailed</u> description of interconnections between people and places, <u>identification</u> of factors that influence these interconnections and <u>detailed</u> descriptions of how they change places and affect people	description of interconnections between people and places, <u>identification</u> of factors that influence these interconnections and <u>descriptions</u> of how they change places and affect people	<u>description of aspects of</u> interconnections between people and places, <u>identification of aspects of</u> factors that influence these interconnections and <u>identification</u> of how they change places and affect people	<u>statements about</u> interconnections between people and places, factors that influence these interconnections and the effect of these interconnections
		<u>comprehensive</u> description of the location of selected countries in absolute and relative terms and <u>identification</u> and <u>comprehensive</u> comparison of spatial distributions and patterns among phenomena	<u>detailed</u> description of the location of selected countries in absolute and relative terms and <u>identification</u> and <u>detailed</u> comparison of spatial distributions and patterns among phenomena	description of the location of selected countries in absolute and relative terms and <u>identification</u> and <u>comparison</u> of spatial distributions and patterns among phenomena	<u>description of the location of</u> selected countries in absolute and relative terms and <u>identification and description of aspects of</u> spatial distributions and patterns among phenomena	<u>identification</u> of the location of selected countries and <u>statements about</u> spatial distributions and patterns among phenomena
		<u>identification</u> and <u>explanation</u> of alternative views on how to respond to a geographical challenge	<u>identification</u> and <u>detailed</u> description of alternative views on how to respond to a geographical challenge	<u>identification</u> and <u>description</u> of alternative views on how to respond to a geographical challenge	<u>identification and description of aspects of</u> alternative views on how to respond to a geographical challenge	<u>statements about</u> views on how to respond to a geographical challenge

		A	B	C	D	E
The folio of student work has the following characteristics:						
Understanding and skills dimensions	Questioning and researching	development of geographical questions to frame an inquiry and location and considered use of relevant information from a range of sources to effectively answer inquiry questions	development of geographical questions to frame an inquiry and location and informed use of relevant information from a range of sources to effectively answer inquiry questions	development of geographical questions to frame an inquiry and location and use of relevant information from a range of sources to answer inquiry questions	development of geographical questions related to an inquiry and location and use of information from sources to answer aspects of inquiry questions	use of geographical questions and location of information from sources
	Interpreting and analysing	interpretation of data and other information to identify, compare and explain spatial distributions, patterns and trends, infer relationships and draw reasoned conclusions	interpretation of data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw informed conclusions	interpretation of data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions	interpretation of data and other information to identify aspects of spatial distributions, patterns and trends, infer relationships and draw partial conclusions	use of data to make statements
		reasoned proposal of an action in response to a geographical challenge and comprehensive description and explanation of the expected effects of the proposal	informed proposal of an action in response to a geographical challenge and detailed description of the expected effects of the proposal	proposal of action in response to a geographical challenge and description of the expected effects of the proposal	identification of an action in response to a geographical challenge and identification of aspects of the expected effects of the proposal	statements about actions in response to a geographical challenge and expected effects

		A	B	C	D	E
The folio of student work has the following characteristics:						
Understanding and skills dimensions	Communicating	purposeful presentation of findings and ideas using relevant geographical terminology and graphical representations in a range of communication forms	effective presentation of findings and ideas using relevant geographical terminology and graphical representations in a range of communication forms	presentation of findings and ideas using geographical terminology and graphical representations in a range of communication forms	partial presentation of findings and ideas using everyday language and aspects of graphical representations in a range of communication forms	fragmented presentation of findings and ideas using everyday language and fragmented graphical representations in a range of communication forms
		accurate and detailed representation of data and the location of places and their characteristics in different graphic forms including large-scale and small-scale maps that use cartographic conventions ¹ .	detailed representation of data and the location of places and their characteristics in different graphic forms including large-scale and small-scale maps that use cartographic conventions ¹ .	representation of data and the location of places and their characteristics in different graphic forms including large-scale and small-scale maps that use cartographic conventions ¹ .	partial representation of data and the location of places and their characteristics in different graphic forms including large-scale and small-scale maps that use aspects of cartographic conventions ¹ .	fragmented representation of data and the location of places and their characteristics in different graphic forms including large-scale and small-scale maps.
Key	Shading emphasises the key aspects of the achievement standard and qualities that discriminate between the A–E descriptors. Key terms are described overleaf.					

¹ Cartographic conventions of border, source, scale, legend, title and north point

Notes

Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standards — understanding and skills.

Dimension	Description
understanding	the concepts underpinning and connecting knowledge in a learning area, related to a student's ability to appropriately select and apply knowledge to solve problems in that learning area
skills	the specific techniques, strategies and processes in a learning area

Terms used in Year 6 Geography SEs

The following terms are used in the Year 6 Geography SEs. They help to clarify the descriptors, and should be read in conjunction with the ACARA Geography glossary:

www.australiancurriculum.edu.au/humanities-and-social-sciences/geography/glossary.

Term	Description
accurate	consistent with a standard, rule, convention or known facts
aspects	particular parts or features
cartographic conventions	the elements on a map that are represented by symbols agreed upon by convention such as scale, north point, legend, and compass direction
characteristics of places	the geographical characteristics of places include people, climate, production, landforms, built elements of the environment, soils, vegetation, communities, water resources, cultures, mineral resources and landscape
comparison; compare	estimate, measure or note how things are similar or dissimilar
comprehensive	detailed and thorough, including all that is relevant
considered	thought about deliberately with a purpose
data	information that is directly recorded; it can be quantitative or qualitative
description; describe	give an account of characteristics or features
detailed	meticulous; including many of the parts
development; develop	elaborate or expand in detail; to create or construct
effective; effectively	capably meets the described requirements
explanation; explain	provide additional information that demonstrates understanding of reasoning and/or application
findings	a summary of information gathered through a series of investigations
fragmented	disjointed, incomplete or isolated
identification; identify	establish or indicate who or what someone or something is

Term	Description
infer	a conclusion reached on the basis of evidence or reasoning
informed	having relevant knowledge; being conversant with the topic
interconnection	the way that people and/or geographical phenomena are connected to each other through environmental processes and human activity
partial	attempted; incomplete evidence provided
pattern	a regularity in data portrayed in graphs or maps (e.g. the decline in population density, rainfall in Australia with increasing distance from the coast)
place	place refers to parts of the Earth's surface and can be described by location, shape, boundaries, features and environmental and human characteristics
proposal	a plan or solution in response to a situation
purposeful	intentional; done by design; focused and clearly linked to the goals of the task
range	covers the scope of relevant situations or elements
reasoned	logical and sound; presented with justification
relevant	having some logical connection with
representation; represent	representing geographical information in a visual form — for example, a graph, map, image, field-sketch or a multilayered map
scale	scale refers to the different spatial levels used to investigate phenomena or represent phenomena visually
source	any written or non-written material that can be used in an investigation; in Year 6 Geography, source material includes data and information collected from field work
spatial distribution	the arrangement of particular phenomena or activities across the surface of the Earth
statement	a sentence or assertion
use of	to operate or put into effect