

Year 10 standard elaborations — Australian Curriculum v9.0: Geography

Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
- develop task-specific standards (or marking guides) for individual assessment tasks
- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for Geography describes what students are expected to know and be able to do at the end of each year. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the C standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.



Year 10 Australian Curriculum: Geography achievement standard

By the end of Year 10, students explain how the interactions of people and environmental processes at different scales change the characteristics of places. They explain the effects of human activity on environments, and the effect of environments on human activity, over time. They evaluate the implications of a distribution. They evaluate the extent of interconnections occurring between people and places and environments. They analyse changes that result from these interconnections and their consequences. Students evaluate strategies to address a geographical phenomenon or challenge, using environmental, social and economic criteria.

Students develop a range of relevant questions about a geographical phenomenon or challenge. They collect, represent and compare relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials, using appropriate formats. They interpret and analyse data and information to make generalisations and predictions, explain significant patterns and trends, and infer relationships. They draw evidence-based conclusions, based on relevant data and information, about the impact of the geographical phenomenon or challenge. They develop and evaluate strategies using criteria, recommend a strategy and explain the predicted impacts. Students use geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that synthesise research findings.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Geography for Foundation–10*
<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/geography-7-10/year-10>

Year 10 Geography standard elaborations

	A	B	C	D	E
The folio of student work contains evidence of the following:					
Knowledge and understanding	<u>thorough</u> explanation of how the interactions of people and environmental processes at different scales change the characteristics of places	<u>informed</u> explanation of how the interactions of people and environmental processes at different scales change the characteristics of places	explanation of how the interactions of people and environmental processes at different scales change the characteristics of places	<u>simple</u> explanation of how the interactions of people and environmental processes at different scales change the characteristics of places	<u>statement/s about</u> how the interactions of people and environmental processes change places
	<u>thorough</u> explanation of the effects of human activity on environments, and the effects of environments on human activity, over time	<u>informed</u> explanation of the effects of human activity on environments, and the effects of environments on human activity, over time	explanation of the effects of human activity on environments, and the effects of environments on human activity, over time	<u>simple</u> explanation of the effects of human activity on environments, <u>and/or</u> the effects of environments on human activity, over time	<u>statement/s about</u> the effects of human activity on environments and/or the effects of environments on human activity
	<u>thorough</u> evaluation of the implications of a distribution	<u>informed</u> evaluation of the implications of a distribution	evaluation of the implications of a distribution	<u>simple</u> evaluation of the implications of a distribution	<u>statement/s about</u> the implications of a distribution
	<ul style="list-style-type: none"> • <u>thorough</u> evaluation of the extent of interconnections occurring between people and places and environments • <u>thorough</u> analysis of changes that result from these interconnections and their consequences 	<ul style="list-style-type: none"> • <u>informed</u> evaluation of the extent of interconnections occurring between people and places and environments • <u>informed</u> analysis of changes that result from these interconnections and their consequences 	<ul style="list-style-type: none"> • evaluation of the extent of interconnections occurring between people and places and environments • analysis of changes that result from these interconnections and their consequences 	<ul style="list-style-type: none"> • <u>simple</u> evaluation of the extent of interconnections occurring between people and places and environments • <u>simple</u> analysis of changes that result from these interconnections <u>and/or</u> their consequences 	<ul style="list-style-type: none"> • <u>statement/s about</u> interconnections between people and places and environments • <u>statement/s about</u> changes that result from these interconnections

		A	B	C	D	E
		<u>thorough</u> evaluation of strategies to address a geographical phenomenon or challenge, using environmental, social and economic criteria	<u>informed</u> evaluation of strategies to address a geographical phenomenon or challenge, using environmental, social and economic criteria	evaluation of strategies to address a geographical phenomenon or challenge, using environmental, social and economic criteria	<u>simple</u> evaluation of strategies to address a geographical phenomenon or challenge	<u>statement/s about</u> strategies to address a geographical phenomenon or challenge
Skills	Questioning and researching using geographical methods	development of a range of relevant questions about a geographical phenomenon or challenge and <u>purposeful</u> collection, representation and comparison of relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials, using appropriate formats	development of a range of relevant questions about a geographical phenomenon or challenge and <u>effective</u> collection, representation and comparison of relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials, using appropriate formats	development of a range of relevant questions about a geographical phenomenon or challenge and collection, representation and comparison of relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials, using appropriate formats	<u>guided</u> development of questions about a geographical phenomenon or challenge and <u>partial</u> collection, representation and comparison of relevant and reliable geographical data <u>and/or</u> information by using primary research methods <u>and/or</u> secondary research materials	<u>directed</u> development of questions about a geographical phenomenon or challenge and <u>basic</u> collection, representation <u>and/or</u> comparison of geographical data and/or information
	Interpreting and analysing using geographical data and information	interpretation and <u>proficient</u> analysis of data and information to make generalisations and predictions, explain significant patterns and trends, and infer relationships	interpretation and <u>plausible</u> analysis of data and information to make generalisations and predictions, explain significant patterns and trends, and infer relationships	interpretation and analysis of data and information to make generalisations and predictions, explain significant patterns and trends, and infer relationships	interpretation and <u>simple</u> analysis of data <u>and/or</u> information to make generalisations <u>and/or</u> predictions, explain patterns and trends <u>and/or</u> infer relationships	<u>statement/s about</u> predictions, patterns, trends and/or relationships in data

	A	B	C	D	E
Concluding and decision-making	<ul style="list-style-type: none"> drawing considered and evidence-based conclusions, based on relevant data and information, about the impact of the geographical phenomenon or challenge proficient development and evaluation of strategies, using criteria recommendation of a considered strategy and explanation of the predicted impacts 	<ul style="list-style-type: none"> drawing informed and evidence-based conclusions, based on relevant data and information, about the impact of the geographical phenomenon or challenge effective development and evaluation of strategies, using criteria recommendation of an informed strategy and explanation of the predicted impacts 	<ul style="list-style-type: none"> drawing evidence-based conclusions, based on relevant data and information, about the impact of the geographical phenomenon or challenge development and evaluation of strategies, using criteria recommendation of a strategy and explanation of the predicted impacts 	<ul style="list-style-type: none"> drawing simple conclusion/s, based on data and/or information, about the impact of the geographical phenomenon or challenge simple development and evaluation of strategies recommendation of a simple strategy and explanation of the predicted impacts 	<ul style="list-style-type: none"> statement/s about the impact of the geographical phenomenon or challenge statement/s about a recommended strategy
Communicating	use of geographical knowledge, concepts, terms and digital tools as appropriate to develop purposeful descriptions, explanations and responses that synthesise research findings.	use of geographical knowledge, concepts, terms and digital tools as appropriate to develop effective descriptions, explanations and responses that synthesise research findings.	use of geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that synthesise research findings.	use of geographical knowledge, concepts, terms and/or digital tools to develop simple descriptions, explanations and/or responses that refer to research findings.	use of geographical knowledge, concepts, terms and/or digital tools to develop fragmented descriptions, explanations and/or responses.

Key shading emphasises the **qualities that discriminate between the A–E descriptors**

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