

Year 7 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 7 Australian Curriculum: Geography achievement standard

By the end of Year 7, students describe how the characteristics of places are perceived and valued differently by people. They describe the importance of environments to people. They describe the features of a distribution. They explain the interconnections between people and places and environments, and describe how these interconnections change places or environments. Students describe a response or strategy to address a geographical phenomenon or challenge.

Students develop questions about a geographical phenomenon or challenge. They collect, organise and represent relevant data and information, using primary research methods and secondary research materials. They identify similarities and differences, and describe patterns in data and information. They draw conclusions about the impact of the geographical phenomenon or challenge on people, places and environments. They develop a strategy for action. Students use geographical knowledge, concepts, terms and relevant findings from sources to create descriptions, explanations and responses.

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-7>

Year 7 Geography standard elaborations

	A	B	C	D	E
The folio of student work contains evidence of the following:					
Knowledge and understanding	thorough description of how the characteristics of places are perceived and valued differently by people	informed description of how the characteristics of places are perceived and valued differently by people	description of how the characteristics of places are perceived and valued differently by people	simple description of how the characteristics of places are perceived and valued by people	statement/s about how places are perceived and/or valued by people
	thorough description of the importance of environments to people	informed description of the importance of environments to people	description of the importance of environments to people	simple description of the importance of environments to people	statement/s about the importance of environments to people
	thorough description of the features of a distribution	informed description of the features of a distribution	description of the features of a distribution	simple description of the features of a distribution	statement/s about a distribution
	<ul style="list-style-type: none"> • thorough explanation of the interconnections between people and places and environments • thorough description of how these interconnections change places or environments 	<ul style="list-style-type: none"> • informed explanation of the interconnections between people and places and environments • informed description of how these interconnections change places or environments 	<ul style="list-style-type: none"> • explanation of the interconnections between people and places and environments • description of how these interconnections change places or environments 	<ul style="list-style-type: none"> • simple explanation of the interconnections between people, places and environments • simple description of how these interconnections change places or environments 	statement/s about interconnections between people, places and environments
	thorough description of a response or strategy to address a geographical phenomenon or challenge	informed description of a response or strategy to address a geographical phenomenon or challenge	description of a response or strategy to address a geographical phenomenon or challenge	simple description of a response or strategy to address a geographical phenomenon or challenge	statement/s about a response or strategy to address a geographical phenomenon or challenge

		A	B	C	D	E
Skills	Questioning and researching using geographical methods	development of questions about a geographical phenomenon or challenge and purposeful collection, organisation and representation of relevant data and information, using primary research methods and secondary research materials	development of questions about a geographical phenomenon or challenge and effective collection, organisation and representation of relevant data and information, using primary research methods and secondary research materials	development of questions about a geographical phenomenon or challenge and collection, organisation and representation of relevant data and information, using primary research methods and secondary research materials	guided development of questions about a geographical phenomenon or challenge and partial collection, organisation and representation of data and/or information, using primary research methods and/or secondary research materials	directed development of questions about a geographical phenomenon or challenge and basic collection, organisation and/or representation of data and/or information
	Interpreting and analysing geographical data and information	identification of similarities and differences and thorough description of patterns in data and information	identification of similarities and differences and effective description of patterns in data and information	identification of similarities and differences and description of patterns in data and information	identification of similarities and differences and partial description of patterns in data and/or information	statement/s about patterns in data and/or information
	Concluding and decision-making	<ul style="list-style-type: none"> drawing considered conclusions about the impact of the geographical phenomenon or challenge on people, places and environments development of a considered strategy for action 	<ul style="list-style-type: none"> drawing informed conclusions about the impact of the geographical phenomenon or challenge on people, places and environments development of an informed strategy for action 	<ul style="list-style-type: none"> drawing conclusions about the impact of the geographical phenomenon or challenge on people, places and environments development of a strategy for action 	<ul style="list-style-type: none"> drawing simple conclusions about the impact of the geographical phenomenon or challenge on people, places and environments development of a simple strategy for action 	statement/s about the impact of the geographical phenomenon or challenge and/or a strategy for action

		A	B	C	D	E
	Communicating	use of geographical knowledge, concepts, terms and relevant findings from sources to create <u>purposeful</u> descriptions, explanations and responses.	use of geographical knowledge, concepts, terms and relevant findings from sources to create <u>effective</u> descriptions, explanations and responses.	use of geographical knowledge, concepts, terms and relevant findings from sources to create descriptions, explanations and responses.	use of geographical knowledge, concepts, terms <u>and/or</u> findings from sources to create <u>simple</u> descriptions, explanations <u>and/or</u> responses.	use of geographical knowledge, concepts, terms and/or findings from sources to create <u>fragmented</u> descriptions, explanations and/or responses.

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



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