

# Year 8 standard elaborations — Australian Curriculum v9.0: Geography

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## 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 8 Australian Curriculum: Geography achievement standard**

By the end of Year 8, students explain how the interactions of people and environmental processes impact on the characteristics of places. They explain how the characteristics of places are perceived and valued differently by people. They describe the effects of human activity or hazards on environments. They explain the features of a distribution and identify implications. They explain the interconnections between people and places and environments. They explain how these interconnections change places or environments. Students explain responses or strategies to address a geographical phenomenon or challenge, referring to environmental, economic or social factors.

Students develop relevant questions about a geographical phenomenon or challenge. They collect, organise and represent relevant and reliable data and information using primary research methods and secondary research materials. They interpret and analyse data and information to explain patterns and trends and infer relationships. They draw reasoned conclusions about the impact of the geographical phenomenon or challenge. They decide on appropriate strategies for action and explain potential impacts. Students use geographical knowledge, methods, concepts, terms and reference 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-8>

## Year 8 Geography standard elaborations

|                                    | A   | B   | C   | D   | E  |
|------------------------------------|---|---|---|---|--|
|                                    | <b>The folio of student work contains evidence of the following:</b>  |   |   |   |  |
| <b>Knowledge and understanding</b> | <b>thorough</b> explanation of how the interactions of people and environmental processes impact on the characteristics of places   | <b>informed</b> explanation of how the interactions of people and environmental processes impact on the characteristics of places   | explanation of how the interactions of people and environmental processes impact on the characteristics of places   | <b>simple</b> explanation of how the interactions of people and environmental processes impact on the characteristics of places   | <b>statement/s about</b> how the interactions of people and environmental processes impact places  |
|                                    | <b>thorough</b> explanation of how the characteristics of places are perceived and valued differently by people   | <b>informed</b> explanation of how the characteristics of places are perceived and valued differently by people   | explanation of how the characteristics of places are perceived and valued differently by people   | <b>simple</b> explanation of how the characteristics of places are perceived and valued differently by people   | <b>statement/s about</b> how places are perceived and valued by people   |
|                                    | <b>thorough</b> description of the effects of human activity or hazards on environments   | <b>informed</b> description of the effects of human activity or hazards on environments   | description of the effects of human activity or hazards on environments   | <b>simple</b> description of the effects of human activity or hazards on environments   | <b>statement/s about</b> the effects of human activity or hazards  |
|                                    | <b>thorough</b> explanation of the features of a distribution and identification of implications  | <b>informed</b> explanation of the features of a distribution and identification of implications  | explanation of the features of a distribution and identification of implications  | <b>simple</b> explanation of the features of a distribution <b>and/or</b> identification of implications  | <b>statement/s about</b> features of a distribution  |
|                                    | <ul style="list-style-type: none"> <li>• <b>thorough</b> explanation of the interconnections between people and places and environments</li> <li>• <b>thorough</b> explanation of how these interconnections change places or environments</li> </ul> | <ul style="list-style-type: none"> <li>• <b>informed</b> explanation of the interconnections between people and places and environments</li> <li>• <b>informed</b> explanation of how these interconnections change places or environments</li> </ul> | <ul style="list-style-type: none"> <li>• explanation of the interconnections between people and places and environments</li> <li>• explanation of how these interconnections change places or environments</li> </ul> | <ul style="list-style-type: none"> <li>• <b>simple</b> explanation of the interconnections between people and places and environments</li> <li>• <b>simple</b> explanation of how these interconnections change places or environments</li> </ul> | <b>statement/s about</b> interconnections between people, places and environments <b>and/or</b> how interconnections change places or environments |

|        |  | A  | B   | C  | D  | E  |
|--------|--|--|---|--|--|--|
|        |  | <u>thorough</u> explanation of responses or strategies to address a geographical phenomenon or challenge, referring to environmental, economic or social factors   | <u>informed</u> explanation of responses or strategies to address a geographical phenomenon or challenge, referring to environmental, economic or social factors  | explanation of responses or strategies to address a geographical phenomenon or challenge, referring to environmental, economic or social factors   | <u>simple</u> explanation of responses or strategies to address a geographical phenomenon or challenge   | <u>statement/s about</u> responses or strategies to address a geographical phenomenon or challenge   |
| Skills | Questioning and researching using geographical methods       | development of relevant questions about a geographical phenomenon or challenge and <u>purposeful</u> collection, organisation and representation of relevant and reliable data and information using primary research methods and secondary research materials | development of relevant questions about a geographical phenomenon or challenge and <u>effective</u> collection, organisation and representation of relevant and reliable data and information using primary research methods and secondary research materials | development of relevant questions about a geographical phenomenon or challenge and collection, organisation and representation of relevant and reliable data and information using primary research methods and secondary research materials | <u>guided</u> development of questions about a geographical phenomenon or challenge and <u>partial</u> collection, organisation and representation of relevant and reliable data <u>and/or</u> information 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, organisation and/or representation of data and/or information |
|        | Interpreting and analysing geographical data and information | interpretation and <u>proficient</u> analysis of data and information to explain patterns and trends and infer relationships   | interpretation and <u>plausible</u> analysis of data and information to explain patterns and trends and infer relationships   | interpretation and analysis of data and information to explain patterns and trends and infer relationships   | interpretation and <u>simple</u> analysis of data <u>and/or</u> information to explain patterns and trends <u>and/or</u> infer relationships   | <u>statement/s about</u> patterns, trends and/or relationships in data   |

|  |                                | A  | B  | C  | D   | E   |
|--|--------------------------------|--|--|--|---|---|
|  | Concluding and decision-making | <ul style="list-style-type: none"> <li>drawing <b>considered</b> and reasoned conclusions about the impact of the geographical phenomenon or challenge</li> <li><b>considered</b> decisions on appropriate strategies for action and explanation of potential impacts</li> </ul> | <ul style="list-style-type: none"> <li>drawing <b>informed</b> and reasoned conclusions about the impact of the geographical phenomenon or challenge</li> <li><b>informed</b> decisions on appropriate strategies for action and explanation of potential impacts</li> </ul> | <ul style="list-style-type: none"> <li>drawing reasoned conclusions about the impact of the geographical phenomenon or challenge</li> <li>decisions on appropriate strategies for action and explanation of potential impacts</li> </ul> | <ul style="list-style-type: none"> <li>drawing <b>simple</b> conclusions about the impact of the geographical phenomenon or challenge</li> <li><b>simple</b> decisions on strategies for action and explanation of potential impacts</li> </ul> | <u>statement/s about the geographical phenomenon or challenge</u> <u>and/or</u> <u>strategies for action</u> <u>and/or</u> <u>potential impacts</u>                         |
|  | Communicating                  | use of geographical knowledge, methods, concepts and terms to create <b>purposeful</b> descriptions, explanations and responses that reference findings from sources.  | use of geographical knowledge, methods, concepts and terms to create <b>effective</b> descriptions, explanations and responses that reference findings from sources.   | use of geographical knowledge, methods, concepts and terms to create descriptions, explanations and responses that reference findings from sources.  | use of geographical knowledge, methods, concepts, terms <u>and/or</u> findings from sources to create <b>simple</b> descriptions, explanations <u>and/or</u> responses.   | use of geographical knowledge, methods, concepts, terms <u>and/or</u> findings from sources to create <b>fragmented</b> descriptions, explanations <u>and/or</u> responses. |

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

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