

# Year 9 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 9 Australian Curriculum: Geography achievement standard

By the end of Year 9, students explain how peoples' activities or environmental processes change the characteristics of places. They explain the effects of human activity on environments, and the effects of environments on human activity. They explain the features of biomes' distribution and identify implications for environments. They analyse the interconnections between people and places and environments. They identify and explain how these interconnections influence people, and change places and environments. Students analyse strategies to address a geographical phenomenon or challenge using environmental, social or economic criteria.

Students develop a range of 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 in a range of formats. They interpret and analyse data and information to explain patterns and trends and infer relationships. They draw evidence-based conclusions about the impact of the geographical phenomenon or challenge. They develop and evaluate strategies, predict impacts and make a recommendation. Students use geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that acknowledge 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-9>

## Year 9 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>	<u>thorough</u> explanation of how peoples' activities or environmental processes change the characteristics of places	<u>informed</u> explanation of how peoples' activities or environmental processes change the characteristics of places	explanation of how peoples' activities or environmental processes change the characteristics of places	<u>simple</u> explanation of how peoples' activities or environmental processes change the characteristics of places	<u>statement/s about</u> how peoples' activities or environmental processes change places
	<u>thorough</u> explanation of the effects of human activity on environments, and the effects of environments on human activity	<u>informed</u> explanation of the effects of human activity on environments, and the effects of environments on human activity	explanation of the effects of human activity on environments, and the effects of environments on human activity	<u>simple</u> explanation of the effects of human activity on environments, <u>and/or</u> the effects of environments on human activity	<u>statement/s about</u> the effects of human activity on environments, and/or the effects of environments on human activity
	<u>thorough</u> explanation of the features of biomes' distribution and identification of implications for environments	<u>informed</u> explanation of the features of biomes' distribution and identification of implications for environments	explanation of the features of biomes' distribution and identification of implications for environments	<u>simple</u> explanation of the features of biomes' distribution and identification of implications for environments	<u>statement/s about</u> biomes and implications for environments
	<ul style="list-style-type: none"> <li>• <u>thorough</u> analysis of the interconnections between people and places and environments</li> <li>• identification and <u>thorough</u> explanation of how interconnections influence people, and change places and environments</li> </ul>	<ul style="list-style-type: none"> <li>• <u>informed</u> analysis of the interconnections between people and places and environments</li> <li>• identification and <u>informed</u> explanation of how interconnections influence people, and change places and environments</li> </ul>	<ul style="list-style-type: none"> <li>• analysis of the interconnections between people and places and environments</li> <li>• identification and explanation of how interconnections influence people, and change places and environments</li> </ul>	<ul style="list-style-type: none"> <li>• <u>simple</u> analysis of the interconnections between people and places and environments</li> <li>• identification and <u>simple</u> explanation of how interconnections influence people, <u>and/or</u> change places and environments</li> </ul>	<ul style="list-style-type: none"> <li>• <u>statement/s about</u> interconnections between people and places and environments <u>and/or</u></li> <li>• <u>statement/s about</u> how interconnections influence people and/or change places and environments</li> </ul>

		A	B	C	D	E
		<u>thorough</u> analysis of strategies to address a geographical phenomenon or challenge using environmental, social or economic criteria	<u>informed</u> analysis of strategies to address a geographical phenomenon or challenge using environmental, social or economic criteria	analysis of strategies to address a geographical phenomenon or challenge using environmental, social or economic criteria	<u>simple</u> analysis 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 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 in a range of formats	development of a range of 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 in a range of formats	development of a range of 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 in a range of 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 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, trends <u>and/or</u> 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 evidence-based conclusions about the impact of the geographical phenomenon or challenge</li> <li><b>proficient</b> development and evaluation of strategies</li> <li>making a <b>considered</b> recommendation and predicting impacts</li> </ul>	<ul style="list-style-type: none"> <li>drawing <b>informed</b> and evidence-based conclusions about the impact of the geographical phenomenon or challenge</li> <li><b>effective</b> development and evaluation of strategies</li> <li>making an <b>informed</b> recommendation and predicting impacts and</li> </ul>	<ul style="list-style-type: none"> <li>drawing evidence-based conclusions about the impact of the geographical phenomenon or challenge</li> <li>development and evaluation of strategies</li> <li>making a recommendation and predicting 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> development and evaluation of strategies</li> <li>making a <b>simple</b> recommendation <b>and/or</b> predicting impacts</li> </ul>	<ul style="list-style-type: none"> <li><b>statement/s about</b> the impact of the geographical phenomenon or challenge</li> <li><b>statement/s about</b> strategies <b>and/or</b> a recommendation</li> </ul>
Communicating	use of geographical knowledge, concepts, terms and digital tools as appropriate to develop <b>purposeful</b> descriptions, explanations and responses that acknowledge research findings.	use of geographical knowledge, concepts, terms and digital tools as appropriate to develop <b>effective</b> descriptions, explanations and responses that acknowledge research findings.	use of geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that acknowledge research findings.	use of geographical knowledge, concepts, terms <b>and/or</b> digital tools to develop <b>simple</b> descriptions, explanations <b>and/or</b> responses that <b>refer to</b> research findings.	use of geographical knowledge, concepts, terms <b>and/or</b> digital tools to develop <b>fragmented</b> descriptions, explanations <b>and/or</b> responses.

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

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