

Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Year 10. A similar resource is available for other year levels.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand it is organised by, e.g. AC9HG10K01 indicates Knowledge and understanding strand.

Key to content description codes: Geography	
e.g. AC9HG10K01 Australian Curriculum (AC) Version 9 (9) Geography (HG) Year 10 (10) Strand (K, S) Content description number (##)	Strands: • K — Knowledge and understanding • S — Skills

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.

Achievement standard aspect	Relevant content description/s	AC v9.0 code
By the end of Year 10	Students learn:	
Students explain how the interactions of people and environmental processes at different scales change the characteristics of places.	<ul style="list-style-type: none"> the human-induced changes that challenge the sustainability of places and environments (Environmental change and management) 	AC9HG10K01
They explain the effects of human activity on environments, and the effect of environments on human activity, over time.	<ul style="list-style-type: none"> the environmental world views of people and their implications for environmental management (Environmental change and management) First Nations Australians' approaches to custodial responsibility and environmental management in different regions of Australia (Environmental change and management) causes and effects of a change in an identified environment at a local, national or global scale, and strategies to manage sustainability (Environmental change and management) 	AC9HG10K02 AC9HG10K03 AC9HG10K04
They evaluate the implications of a distribution.	<ul style="list-style-type: none"> the methods used to measure spatial variations in human wellbeing and development, and how these can be applied to determine differences between places at the global scale (Geographies of human wellbeing) reasons for, and consequences of, spatial variations in human wellbeing at a regional and national scale, drawing on studies such as from within India or another country in Asia (Geographies of human wellbeing) reasons for, and consequences of, spatial variations in human wellbeing in Australia, including for First Nations Australians (Geographies of human wellbeing) 	AC9HG10K05 AC9HG10K06 AC9HG10K07
They evaluate the extent of interconnections occurring between people and places and environments.	<ul style="list-style-type: none"> the human-induced changes that challenge the sustainability of places and environments (Environmental change and management) causes and effects of a change in an identified environment at a local, national or global scale, and strategies to manage sustainability (Environmental change and management) reasons for, and consequences of, spatial variations in human wellbeing at a regional and national scale, drawing on studies such as from within India or another country in Asia (Geographies of human wellbeing) reasons for, and consequences of, spatial variations in human wellbeing in Australia, including for First Nations Australians (Geographies of human wellbeing) 	AC9HG10K01 AC9HG10K04 AC9HG10K06 AC9HG10K07
They analyse changes that result from these interconnections and their consequences.	<ul style="list-style-type: none"> the human-induced changes that challenge the sustainability of places and environments (Environmental change and management) causes and effects of a change in an identified environment at a local, national or global scale, and strategies to manage sustainability (Environmental change and management) reasons for, and consequences of, spatial variations in human wellbeing at a regional and national scale, drawing on studies such as from within India or another country in Asia (Geographies of human wellbeing) reasons for, and consequences of, spatial variations in human wellbeing in Australia, including for First Nations Australians (Geographies of human wellbeing) 	AC9HG10K01 AC9HG10K04 AC9HG10K06 AC9HG10K07

Achievement standard aspect	Relevant content description/s	AC v9.0 code
Students evaluate strategies to address a geographical phenomenon or challenge, using environmental, social and economic criteria.	• causes and effects of a change in an identified environment at a local, national or global scale, and strategies to manage sustainability (Environmental change and management)	AC9HG10K04
	• responses of international and national government and non-government organisations to improve human wellbeing in Australia, within India and another country in the Pacific (Geographies of human wellbeing)	AC9HG10K08
Students develop a range of relevant questions about a geographical phenomenon or challenge.	• to develop a range of questions for a geographical inquiry related to a phenomenon or challenge	AC9HG10S01
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.	• to collect, represent and compare data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate	AC9HG10S02
They interpret and analyse data and information to make generalisations and predictions, explain significant patterns and trends, and infer relationships.	• to evaluate geographical data and information to make generalisations and predictions, explain patterns and trends and infer relationships	AC9HG10S03
They draw evidence-based conclusions, based on relevant data and information, about the impact of the geographical phenomenon or challenge.	• to evaluate data and information to justify conclusions	AC9HG10S04
They develop and evaluate strategies using criteria, recommend a strategy and explain the predicted impacts.	• to develop and evaluate strategies using environmental, economic or social criteria; recommend a strategy and explain the predicted impacts	AC9HG10S05
Students use geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that synthesise research findings.	• to create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate, and concepts and terms that incorporate and acknowledge research findings.	AC9HG10S06

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au. Alternatively, email the K–10 Curriculum and Assessment branch at australiancurriculum@qcaa.qld.edu.au.

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