

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 7. 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. AC9HG7K01 indicates Knowledge and understanding strand.

Key to content description codes: Geography	
e.g. AC9HG7K01	Strands:
Australian Curriculum (AC)	• K — Knowledge and understanding
Version 9 (9)	• S — Skills
Geography (HG)	
Year 7 (7)	
Strand (K, S)	
Content description number (##)	

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.

Achievement standard aspect	Relevant content description/s	AC v9.0 code
By the end of Year 7	Students learn:	
Students describe how the characteristics of places are perceived and valued differently by people.	• the economic, cultural, spiritual and aesthetic value of water for people, including First Nations Australians (Water in the world)	AC9HG7K03
	• factors that influence the decisions people make about where to live, including perceptions of the liveability of places and the influence of environmental quality (Place and liveability)	AC9HG7K05
They describe the importance of environments to people.	• factors that influence the decisions people make about where to live, including perceptions of the liveability of places and the influence of environmental quality (Place and liveability)	AC9HG7K05
They describe the features of a distribution.	• the location and distribution of water resources in Australia, their implications, and strategies to manage the sustainability of water (Water in the world)	AC9HG7K02
	• the location and distribution of services and facilities, and implications for liveability of places quality (Place and liveability)	AC9HG7K06
They explain the interconnections between people and places and environments, and describe how these interconnections change places or environments.	• classification of environmental resources and the way that water connects and changes places as it moves through environments (Water in the world)	AC9HG7K01
	• the cultural connectedness of people to places and how this influences their identity, sense of belonging and perceptions of a place, in particular the cultural connectedness of First Nations Australians to Country/Place (Place and liveability)	AC9HG7K07
Students describe a response or strategy to address a geographical phenomenon or challenge.	• the location and distribution of water resources in Australia, their implications, and strategies to manage the sustainability of water (Water in the world)	AC9HG7K02
	• the causes and impacts of an atmospheric or hydrological hazard, and responses from communities and governments (Water in the world)	AC9HG7K04
	• strategies used to enhance the liveability of a place, including for young people, the aged or those with disability, drawing on studies such as those from Australia or Europe (Place and liveability)	AC9HG7K08
Students develop questions about a geographical phenomenon or challenge.	• to develop questions for a geographical inquiry related to a phenomenon or challenge	AC9HG7S01
They collect, organise and represent relevant data and information, using primary research methods and secondary research materials.	• to collect, organise and represent data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate	AC9HG7S02
They identify similarities and differences, and describe patterns in data and information.	• to interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships	AC9HG7S03
They draw conclusions about the impact of the geographical phenomenon or challenge on people, places and environments.	• to draw conclusions based on the analysis of the data and information	AC9HG7S04
They develop a strategy for action.	• to identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impacts	AC9HG7S05
Students use geographical knowledge, concepts, terms and relevant findings from sources to create descriptions, explanations and responses.	• to create descriptions, explanations and responses, using geographical knowledge and methods, concepts, terms and reference sources.	AC9HG7S06

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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