

# Comparison of AC v8.4 to v9.0

## Year 7: Geography

Key	same/refined	removed	new	moved
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**Note:**

- the key applies to the content descriptions only
- v8.4 content descriptions may have been reordered to align with v9.0 content descriptions.

Version 8.4			Version 9.0		
Achievement standard			Achievement standard		
<p>By the end of Year 7, students describe geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently. They explain interconnections between people and places and environments and describe how these interconnections change places and environments. They describe alternative strategies to a geographical challenge referring to environmental, economic and social factors.</p> <p>Students identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful information and data. They record and represent data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions. They interpret and analyse geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and draw conclusions. Students present findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and describe the expected effects of their proposal.</p>			<p>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.</p> <p>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.</p>		
Strands	Sub-strands	Content descriptions	Content descriptions	Sub-strands	Strands
Geographical knowledge and understanding	Unit 1: Water in the world	classification of environmental resources and the forms that water takes as a resource ACHGK037	classification of environmental resources and the way that water connects <b>and changes</b> places as it moves through environments AC9HG7K01	Water in the world	Knowledge and understanding
		the way that flows of water connects places as it moves through the environment <b>and the way this affects places</b> ACHGK038	the location and distribution of water resources in Australia, their implications, <b>and strategies to manage the sustainability of water</b> AC9HG7K02		
		economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples <b>and peoples of the Asia region</b> ACHGK041	the economic, cultural, spiritual and aesthetic value of water for people, including First Nations Australians AC9HG7K03		
		causes, impacts and responses to an atmospheric or hydrological hazard ACHGK042	the causes and impacts of an atmospheric or hydrological hazard, and responses <b>from communities and governments</b> AC9HG7K04		
		the quantity and variability of Australia's water resources <b>compared with other continents</b> ACHGK039			
		the nature of water scarcity and ways of overcoming it, <b>including studies drawn from Australia and West Asia and/or North Africa</b> ACHGK040			
	Unit 2: Place and liveability	factors that influence the decisions people make about where to live and their perceptions of the liveability of places ACHGK043	factors that influence the decisions people make about where to live, including perceptions of the liveability of places and the influence of environmental quality AC9HG7K05	Place and liveability	
		the influence of accessibility to services and facilities on the liveability of places ACHGK044	the location and distribution of services and facilities, and implications for liveability of places AC9HG7K06		
		the influence of environmental quality on the liveability of places ACHGK045	the <b>cultural connectedness</b> of people to places and how this influences their identity, sense of belonging and perceptions of a place, <b>in particular the cultural connectedness of First Nations Australians to Country/Place</b> AC9HG7K07		
		the influence of social connectedness and community identity on the liveability of place ACHGK046	strategies used to enhance the liveability of a place, including for young people, <b>the aged or those with disability</b> , drawing on studies such as those from Australia or Europe AC9HG7K08		
Geographical inquiry and skills	develop <b>geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts</b> ACHGS047	develop questions for a <b>geographical inquiry related to a phenomenon or challenge</b> AC9HG7S01	Skills		
	<b>evaluate sources for their reliability and usefulness and select, collect and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources</b> ACHGS048	collect, <b>organise</b> and represent data and information from <b>primary research methods, including fieldwork and secondary research materials</b> , using <b>geospatial technologies and digital tools</b> as appropriate AC9HG7S02			
	represent data <b>in a range of appropriate forms, for example climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without</b> the use of digital and <b>spatial</b> technologies ACHGS049				
	represent spatial distribution <b>of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic</b>				

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	conventions, using spatial technologies as appropriate ACHGS050		
	interpret geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and infer relationships ACHGS051	interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships AC9HG7S03	
	apply geographical concepts to draw conclusions based on the analysis of the data and information collected ACHGS052	draw conclusions based on the analysis of the data and information AC9HG7S04	
	reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal ACHGS054	identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impacts AC9HG7S05	
	present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate ACHGS053	create descriptions, explanations and responses, using geographical knowledge and methods, concepts, terms and reference sources AC9HG7S06	

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