

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Year 8. 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. AC9HG8K01 indicates Knowledge and understanding strand.

Key to content description codes: Geography	
e.g. <b>AC9HG8K01</b>	Strands:
Australian Curriculum (AC)	• <b>K</b> — Knowledge and understanding
Version 9 (9)	• <b>S</b> — Skills
Geography (HG)	
Year 8 (8)	
Strand ( <b>K, S</b> )	
Content description number (##)	

## 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.

Achievement standard aspect	Relevant content description/s	AC v9.0 code
<b>By the end of Year 8</b>	<b>Students learn:</b>	
Students explain how the interactions of people and environmental processes impact on the characteristics of places.	• geomorphological processes that produce different landscapes and significant landforms ( <b>Landscapes and landforms</b> )	<a href="#">AC9HG8K01</a>
	• the causes and impacts of a geomorphological hazard on people, places and environments, and the effects of responses ( <b>Landscapes and landforms</b> )	<a href="#">AC9HG8K05</a>
	• causes of urbanisation and its impacts on places and environments, drawing on a study from a country such as the United States of America, and its implications ( <b>Changing nations</b> )	<a href="#">AC9HG8K06</a>
They explain how the characteristics of places are perceived and valued differently by people.	• the spiritual, aesthetic and cultural value of landscapes and landforms for people, including Country/Place of First Nations Australians ( <b>Landscapes and landforms</b> )	<a href="#">AC9HG8K03</a>
They describe the effects of human activity or hazards on environments.	• the causes and impacts of a geomorphological hazard on people, places and environments, and the effects of responses ( <b>Landscapes and landforms</b> )	<a href="#">AC9HG8K05</a>
	• causes of urbanisation and its impacts on places and environments, drawing on a study from a country such as the United States of America, and its implications ( <b>Changing nations</b> )	<a href="#">AC9HG8K06</a>
They explain the features of a distribution and identify implications.	• the location and distribution of Australia's distinctive landscapes and significant landforms ( <b>Landscapes and landforms</b> )	<a href="#">AC9HG8K02</a>
	• differences in the distribution of urban settlements and urban concentration in Australia compared with another country such as the United States of America, and their implications ( <b>Changing nations</b> )	<a href="#">AC9HG8K07</a>
They explain the interconnections between people and places and environments.	• the interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes ( <b>Landscapes and landforms</b> )	<a href="#">AC9HG8K04</a>
	• reasons for, and effects of, internal migration and international migration in Australia, China or other countries ( <b>Changing Nations</b> )	<a href="#">AC9HG8K08</a>
They explain how these interconnections change places or environments.	• causes of urbanisation and its impacts on places and environments, drawing on a study from a country such as the United States of America, and its implications ( <b>Changing nations</b> )	<a href="#">AC9HG8K06</a>
	• reasons for, and effects of, internal migration and international migration in Australia, China or other countries ( <b>Changing nations</b> )	<a href="#">AC9HG8K08</a>
Students explain responses or strategies to address a geographical phenomenon or challenge, referring to environmental, economic or social factors.	• the interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes ( <b>Landscapes and landforms</b> )	<a href="#">AC9HG8K04</a>
	• the causes and impacts of a geomorphological hazard on people, places and environments, and the effects of responses ( <b>Landscapes and landforms</b> )	<a href="#">AC9HG8K05</a>
	• strategies to manage the sustainability of Australia's changing urban places ( <b>Changing nations</b> )	<a href="#">AC9HG8K09</a>
Students develop relevant questions about a geographical phenomenon or challenge.	• to develop questions for a geographical inquiry related to a phenomenon or challenge	<a href="#">AC9HG8S01</a>
They collect, organise and represent relevant and reliable 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	<a href="#">AC9HG8S02</a>

Achievement standard aspect	Relevant content description/s	AC v9.0 code
They interpret and analyse data and information to explain patterns and trends and infer relationships.	<ul style="list-style-type: none"> <li>to interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships</li> </ul>	<a href="#">AC9HG8S03</a>
They draw reasoned conclusions about the impact of the geographical phenomenon or challenge.	<ul style="list-style-type: none"> <li>to draw conclusions based on the analysis of the data and information</li> </ul>	<a href="#">AC9HG8S04</a>
They decide on appropriate strategies for action and explain potential impacts.	<ul style="list-style-type: none"> <li>to identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impacts</li> </ul>	<a href="#">AC9HG8S05</a>
Students use geographical knowledge, methods, concepts, terms and reference findings from sources to create descriptions, explanations and responses.	<ul style="list-style-type: none"> <li>to create descriptions, explanations and responses, using geographical knowledge and methods, concepts, terms and reference sources.</li> </ul>	<a href="#">AC9HG8S06</a>

## More information

If you would like more information, please visit the QCAA website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au). Alternatively, email the K–10 Curriculum and Assessment branch at [australiancurriculum@qcaa.qld.edu.au](mailto:australiancurriculum@qcaa.qld.edu.au).



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