

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 9. 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. AC9HG9K01 indicates Knowledge and understanding strand.

Key to content description codes: Geography	
e.g. AC9HG9K01	Strands:
Australian Curriculum (AC)	• K — Knowledge and understanding
Version 9 (9)	• S — Skills
Geography (HG)	
Year 9 (9)	
Strand (K, S)	
Content description number (##)	

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.

Achievement standard aspect	Relevant content description/s	AC v9.0 code
By the end of Year 9	Students learn:	
Students explain how peoples' activities or environmental processes change the characteristics of places.	• the distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (Biomes and food security)	AC9HG9K01
	• the environmental, economic and technological factors that impact agricultural productivity, in Australia and a country in Asia (Biomes and food security)	AC9HG9K03
They explain the effects of human activity on environments, and the effects of environments on human activity.	• the effects on environments of human alteration of biomes to produce food, industrial materials and fibres (Biomes and food security)	AC9HG9K02
They explain the features of biomes' distribution and identify implications for environments.	• the distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (Biomes and food security)	AC9HG9K01
They analyse the interconnections between people and places and environments.	• the environmental, economic and technological factors that impact agricultural productivity, in Australia and a country in Asia (Biomes and food security)	AC9HG9K03
	• the ways changing transportation and technologies are used to connect people to services, information and people in other places (Geographies of interconnections)	AC9HG9K05
	• the ways that places and people are interconnected with other places through trade in goods and services, at all scales (Geographies of interconnections)	AC9HG9K07
They identify and explain how these interconnections influence people, and change places and environments.	• the environmental, economic and technological factors that impact agricultural productivity, in Australia and a country in Asia (Biomes and food security)	AC9HG9K03
	• the effects on places of people's travel, recreational, cultural or leisure choices, and the strategies for managing the impacts on these places (Geographies of interconnections)	AC9HG9K06
	• the impacts of the production and consumption of goods on places throughout the world, and strategies to manage sustainability in these places (Geographies of interconnections)	AC9HG9K08
Students analyse strategies to address a geographical phenomenon or challenge using environmental, social or economic criteria.	• challenges to sustainable food production and food security in Australia and appropriate management strategies (Biomes and food security)	AC9HG9K04
	• the effects on places of people's travel, recreational, cultural or leisure choices, and the strategies for managing the impacts on these places (Geographies of interconnections)	AC9HG9K06
	• the impacts of the production and consumption of goods on places throughout the world, and strategies to manage sustainability in these places (Geographies of interconnections)	AC9HG9K08
Students develop a range of questions about a geographical phenomenon or challenge.	• to develop a range of questions for a geographical inquiry related to a phenomenon or challenge	AC9HG9S01
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.	• 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	AC9HG9S02
They interpret and analyse data and information to explain patterns and trends and infer relationships.	• to evaluate geographical data and information to make generalisations and predictions, explain patterns and trends and infer relationships	AC9HG9S03

Achievement standard aspect	Relevant content description/s	AC v9.0 code
They draw evidence-based conclusions about the impact of the geographical phenomenon or challenge.	<ul style="list-style-type: none"> to evaluate data and information to justify conclusions 	AC9HG9S04
They develop and evaluate strategies, predict impacts and make a recommendation.	<ul style="list-style-type: none"> to develop and evaluate strategies using environmental, economic or social criteria; recommend a strategy and explain the predicted impacts 	AC9HG9S05
Students use geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that acknowledge research findings.	<ul style="list-style-type: none"> to create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate, and concepts and terms that incorporate and acknowledge research findings. 	AC9HG9S06

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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