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| Years 7–10 multi-age Geography Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template in a multi-age context to plan an overview or summary of the teaching, learning and assessment for multiple year levels in the Australian Curriculum: Geography. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

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| Context and cohort considerations (if applicable) |
| Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

| Level description — Year 7 | Level description — Year 8 | Level description — Year 9 | Level description — Year 10 |
| --- | --- | --- | --- |
| The Year 7 curriculum involves the study of 2 sub-strands.  **Water in the world** – focuses on the many uses of water, the ways it is perceived and valued, and the hazards associated with environmental processes. Students examine the distribution of its different forms as a resource, its varying availability in time and across space, and its scarcity. They also explore the ways water connects and changes places as it moves through the environment, and the impact of water-related hazards on human-environment relationships.  It is suggested that the study of this topic draws on studies from Australia and countries in Asia.  **Place and liveability** – focuses on the factors that influence liveability, how it is perceived, and the idea that places provide us with the services and facilities needed to support and enhance our lives. Students examine the distribution of these spaces, and how they are planned and managed by people. They also consider the ways that the liveability of a place is enhanced and how sustainability is managed.  It is suggested that study of this topic draws on studies from Australia and countries in Europe.  Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:   * What approaches can be used to improve the availability of resources and access to services? * How does people’s reliance on places and environments influence their perception of them? * What effect does the uneven distribution of resources and services have on the lives of people? | The Year 8 curriculum involves the study of 2 sub-strands.  **Landforms and landscapes** – focuses on the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, and hazards associated with landscapes. Students explore the distribution of Australia’s distinctive landscapes and significant landforms. They also consider the ways that the sustainability of significant landscapes and the impacts of hazards are managed.  It is suggested that the study of this topic draws on studies from Australia and countries in Asia.  **Changing nations** – focuses on the changing human geography of countries with the process of urbanisation, the reasons for the high level of urban concentration in Australia, and the influences of internal and international migration. Students can examine the distribution of population in Australia compared to other countries and shifts in population distribution over time. They also focus on the ways that sustainability of Australia’s urban areas is managed.  It is suggested that the study of this topic draws on studies from Australia, the United States of America and a country in Asia.  Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:   * How do environmental and human processes affect the characteristics of places and environments? * How do the interconnections between places, people and environments affect the lives of people? * What are the consequences of changes to places and environments, and how can these changes be managed? | The Year 9 curriculum involves the study of 2 sub-strands.  **Biomes and food security** – focuses on the biomes of the world, their characteristics and significance as a source of food and fibre. Students examine the distribution of biomes as regions, and their contribution to food production and food security. They consider the effects of the alteration of biomes, and the environmental challenges and constraints of expanding sustainable food production in the future.  It is suggested that the study of this topic draws on studies from Australia and countries in Asia.  **Geographies of interconnections** – focuses on how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. Students examine the nature of these connections between people and places through the products people buy and the effects of their production on the places that make them. Students consider the management of the impacts of tourism and trade on places.  It is suggested that the study of this topic draws on studies from Australia and other countries.  Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:   * What are the causes and consequences of change in places and environments, and how can this change be managed? * What are the future implications of changes to places and environments? * Why are interconnections and interdependencies important for the future of places and environments? | The Year 10 curriculum involves the study of 2 sub-strands.  **Environmental change and management** – focuses on the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students have the opportunity to examine the causes and consequences of a change within the context of a specific environment and the strategies to manage the change.  It is suggested that the study of this topic draws on studies from within Australia, and other countries.  **Geographies of human wellbeing** – focuses on global, national and local differences in human wellbeing between places, the different measures of human wellbeing, and the causes of global differences in measurements between countries. Students consider the spatial differences in wellbeing within and between countries, and programs designed to reduce the gap between differences in wellbeing.  It is suggested that the study of this topic draws on studies from within Australia, India and another country in Asia or the Pacific.  Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:   * How can the spatial variation between places and changes in environments be explained? * What management options exist for sustaining human and natural systems into the future? * How do world views influence decisions on how to manage environmental and social change? |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the year levels.

|  | Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- | --- |
|  | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
|  | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |
| Year 7 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |
| Year 8 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |
| Year 9 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |
| Year 10 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |

# Year 7

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| 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. | | 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. | | 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. | | 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. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| **Water in the world**  classification of environmental resources and the way that water connects and changes places as it moves through environments  AC9HG7K01 |  |  |  |  | **Questioning and researching using geographical methods**  develop questions for a geographical inquiry related to a phenomenon or challenge  AC9HG7S01 |  |  |  |  |
| the location and distribution of water resources in Australia, their implications, and strategies to manage the sustainability of water  AC9HG7K02 |  |  |  |  | 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 |  |  |  |  |
| the economic, cultural, spiritual and aesthetic value of water for people, including First Nations Australians  AC9HG7K03 |  |  |  |  | **Interpreting and analysing geographical data and information**  interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships  AC9HG7S03 |  |  |  |  |
| the causes and impacts of an atmospheric or hydrological hazard, and responses from communities and governments  AC9HG7K04 |  |  |  |  | **Concluding and decision-making**  draw conclusions based on the analysis of the data and information  AC9HG7S04 |  |  |  |  |
| **Place and liveability**  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 |  |  |  |  | identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impacts  AC9HG7S05 |  |  |  |  |
| the location and distribution of services and facilities, and implications for liveability of places  AC9HG7K06 |  |  |  |  | **Communicating**  create descriptions, explanations and responses, using geographical knowledge and methods, concepts, terms and reference sources  AC9HG7S06 |  |  |  |  |
| 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  AC9HG7K07 |  |  |  |  |  |  |  |  |  |
| 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  AC9HG7K08 |  |  |  |  |  |  |  |  |  |

# Year 8

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| 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. | | 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. | | 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. | | 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. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| **Landscapes and landforms**  geomorphological processes that produce different landscapes and significant landforms  AC9HG8K01 |  |  |  |  | **Questioning and researching using geographical methods**  develop questions for a geographical inquiry related to a phenomenon or challenge  AC9HG8S01 |  |  |  |  |
| the location and distribution of Australia’s distinctive landscapes and significant landforms  AC9HG8K02 |  |  |  |  | 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  AC9HG8S02 |  |  |  |  |
| the spiritual, aesthetic and cultural value of landscapes and landforms for people, including Country/Place of First Nations Australians  AC9HG8K03 |  |  |  |  | **Interpreting and analysing geographical data and information**  interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships  AC9HG8S03 |  |  |  |  |
| the interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes  AC9HG8K04 |  |  |  |  | **Concluding and decision-making**  draw conclusions based on the analysis of the data and information  AC9HG8S04 |  |  |  |  |
| the causes and impacts of a geomorphological hazard on people, places and environments, and the effects of responses  AC9HG8K05 |  |  |  |  | identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impacts  AC9HG8S05 |  |  |  |  |
| **Changing nations**  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  AC9HG8K06 |  |  |  |  | **Communicating**  create descriptions, explanations and responses, using geographical knowledge and methods, concepts, terms and reference sources  AC9HG8S06 |  |  |  |  |
| 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  AC9HG8K07 |  |  |  |  |  |  |  |  |  |
| reasons for, and effects of, internal migration and international migration in Australia, China or other countries  AC9HG8K08 |  |  |  |  |  |  |  |  |  |
| strategies to manage the sustainability of Australia’s changing urban places  AC9HG8K09 |  |  |  |  |  |  |  |  |  |

# Year 9

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| 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. | | 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. | | 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. | | 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. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| **Biomes and food security**  the distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity  AC9HG9K01 |  |  |  |  | **Questioning and researching using geographical methods**  develop a range of questions for a geographical inquiry related to a phenomenon or challenge  AC9HG9S01 |  |  |  |  |
| the effects on environments of human alteration of biomes to produce food, industrial materials and fibres  AC9HG9K02 |  |  |  |  | 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 |  |  |  |  |
| the environmental, economic and technological factors that impact agricultural productivity, in Australia and a country in Asia  AC9HG9K03 |  |  |  |  | **Interpreting and analysing geographical data and information**  evaluate geographical data and information to make generalisations and predictions, explain patterns and trends and infer relationships  AC9HG9S03 |  |  |  |  |
| challenges to sustainable food production and food security in Australia and appropriate management strategies  AC9HG9K04 |  |  |  |  | **Concluding and decision-making**  evaluate data and information to justify conclusions  AC9HG9S04 |  |  |  |  |
| **Geographies of interconnections**  the ways changing transportation and technologies are used to connect people to services, information and people in other places  AC9HG9K05 |  |  |  |  | develop and evaluate strategies using environmental, economic or social criteria; recommend a strategy and explain the predicted impacts  AC9HG9S05 |  |  |  |  |
| the effects on places of people’s travel, recreational, cultural or leisure choices, and the strategies for managing the impacts on these places  AC9HG9K06 |  |  |  |  | **Communicating**  create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate, and concepts and terms that incorporate and acknowledge research findings  AC9HG9S06 |  |  |  |  |
| the ways that places and people are interconnected with other places through trade in goods and services, at all scales  AC9HG9K07 |  |  |  |  |  |  |  |  |  |
| the impacts of the production and consumption of goods on places throughout the world, and strategies to manage sustainability in these places  AC9HG9K08 |  |  |  |  |  |  |  |  |  |

# Year 10

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| 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. | | 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. 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| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| **Environmental change and management**  the human-induced changes that challenge the sustainability of places and environments  AC9HG10K01 |  |  |  |  | **Questioning and researching using geographical methods**  develop a range of questions for a geographical inquiry related to a phenomenon or challenge  AC9HG10S01 |  |  |  |  |
| the environmental world views of people and their implications for environmental management  AC9HG10K02 |  |  |  |  | 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 |  |  |  |  |
| First Nations Australians’ approaches to custodial responsibility and environmental management in different regions of Australia  AC9HG10K03 |  |  |  |  | **Interpreting and analysing geographical data and information**  evaluate geographical data and information to make generalisations and predictions, explain patterns and trends and infer relationships  AC9HG10S03 |  |  |  |  |
| causes and effects of a change in an identified environment at a local, national or global scale, and strategies to manage sustainability  AC9HG10K04 |  |  |  |  | **Concluding and decision-making**  evaluate data and information to justify conclusions  AC9HG10S04 |  |  |  |  |
| **Geographies of human wellbeing**  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  AC9HG10K05 |  |  |  |  | develop and evaluate strategies using environmental, economic or social criteria; recommend a strategy and explain the predicted impacts  AC9HG10S05 |  |  |  |  |
| 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  AC9HG10K06 |  |  |  |  | **Communicating**  create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate, and concepts and terms that incorporate and acknowledge research findings  AC9HG10S06 |  |  |  |  |
| reasons for, and consequences of, spatial variations in human wellbeing in Australia, including for First Nations Australians  AC9HG10K07 |  |  |  |  |  |  |  |  |  |
| responses of international and national government and non-government organisations to improve human wellbeing in Australia, within India and another country in the Pacific  AC9HG10K08 |  |  |  |  |  |  |  |  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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