

Year 8 Geography Curriculum and assessment plan

Example


Level description	Context and cohort considerations
<p>The Year 8 curriculum involves the study of 2 topics.</p> <p>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.</p> <p>It is suggested that the study of this topic draws on studies from Australia and countries in Asia.</p> <p>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.</p> <p>It is suggested that the study of this topic draws on studies from Australia, the United States of America and a country in Asia.</p> <p>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:</p> <ul style="list-style-type: none"> • 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? 	<p>In Year 8, the Geography program will be delivered in Semester 1 and has been written for a 40-hour time allocation.</p> <p>The contexts for study in Year 8 will be selected to ensure a balanced range of local, regional, national and global scales. Different contexts than those originally planned may be more appropriate should contemporary events warrant a change in planning.</p> <p>In Year 7, students have investigated:</p> <ul style="list-style-type: none"> • the many uses of water, the ways it is perceived and valued, and the hazards associated with environmental processes (Water in the world) • 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 (Place and liveability).
Unit 1 — Why do people live in cities?	Unit 2 — What makes a landscape unique?
<p>Timing: Term 1 Duration: 10 weeks</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • What factors contribute to urbanisation? • How does Australia’s population distribution compare to other countries? • What are some ways that Australia tries to make its urban areas more sustainable? <p>The percentage of people living in urban areas continues to increase, with Australia being one of the most urbanised countries in the world.</p> <p>In this unit, students investigate the concept of urbanisation and its impact on the changing human geography of countries. They identify the causes of urbanisation (e.g. internal and international migration, environmental constraints, transportation networks) for various locations including Australia and Asia, and examine its effects (e.g. decline in biodiversity, increase in carbon emissions) to explain patterns and trends in urban concentration. Using secondary research materials (e.g. maps, compound graphs, census data), students describe the distribution of Australia’s population compared to the United States of America, and infer relationships between the data sets.</p> <p>Through a case-study approach, students explore the opportunities and challenges in the rise of potential megacities at the national scale, including the growth of large capital cities in Australia and Los Angeles as a megacity. In structured small group discussions that allow students to develop and practise their social, personal and intercultural skills, they consider the reasons why people may want to live in large cities or why they might prefer not to, They also examine strategies used by governments to manage projected population growth in megacities and identify implications for sustainability. To conclude the unit, students apply their knowledge, understanding and skills in a response to stimulus examination.</p>	<p>Timing: Term 2 Duration: 10 weeks</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • What are the processes that shape landforms? • How do people from different cultures value and see meaning in different landforms and landscapes? • What are the hazards associated with different types of landscapes? • What strategies are used to manage hazards and maintain the sustainability of significant landscapes? <p>Each landscape is made unique by the processes that shape its landforms, the values and meanings that diverse cultures attach to it, and the specific hazards associated with it.</p> <p>In this unit, students explore the diversity of landscapes (e.g. wetlands, forests, deserts) and the interconnections between human activity and geomorphological processes, using secondary research materials, (e.g. maps, statistical data, expert commentaries and news articles). Through structured whole-class discussion that allows students to develop and practise their social, personal and intercultural skills, they explain the spiritual, aesthetic and cultural value of landscapes and landforms for people, including Country/Place of First Nations Australians.</p> <p>Students will then focus on a case study of coastal erosion on the Gold Coast to explore the causes and impacts of a geomorphological hazard and the sustainable management of the landscape. In small groups, students use their critical thinking skills to discuss and present a possible strategy, including any ethical considerations, to address the challenges that the geomorphological hazard poses to the environment and where people live. Students reflect on these learning activities to support the preparation of their investigation.</p>

Unit 1 – Why do people live in cities?		Unit 2 – What makes a landscape unique?		
Assessment 1 — Examination		Assessment 2 — Investigation		
Assessment	Term/week	Term/week	Term/week	
Assessment	<p>Description: Students respond independently to short response items about urbanisation and an extended response item on the relationship between population distribution and impacts on places. Stimulus provided for the examination will be seen and unseen and includes geographical data and information.</p> <p>Technique: Examination</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> • supervised • up to 70 minutes, plus 10 minutes planning • 400–600 words, comprising <ul style="list-style-type: none"> – short responses 50–100 words per item – extended responses 200–300 words per item 	Term 1 Week 8	<p>Description: Students investigate a local area phenomenon or challenge, e.g. coastal erosion. They develop questions and collect, organise and represent data and information, (e.g. erosion prone areas, sea levels, First Nations connections to Country/Place), using primary research methods, secondary research materials and geospatial technologies and digital tools, as appropriate.</p> <p>Students draw conclusions by applying their understandings from the analysis of information and data to decide upon a strategy for action that addresses the challenge. Students prepare a photographic essay to present their findings to the local Council.</p> <p>Technique: Investigation</p> <p>Mode: Multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 400–600 words 	Term 2 Weeks 7–9
Achievement standard	<p>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.</p> <p>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.</p>		<p>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.</p> <p>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.</p>	
Moderation	<p>Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.</p>		<p>Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.</p>	

Content descriptions	Units		Content descriptions	Units	
	1	2		1	2
Knowledge and understanding			Skills		
Landscapes and landforms geomorphological processes that produce different landscapes and significant landforms AC9HG8K01	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Questioning and researching using geographical methods develop questions for a geographical inquiry related to a phenomenon or challenge AC9HG8S01	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the location and distribution of Australia's distinctive landscapes and significant landforms AC9HG8K02	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the spiritual, aesthetic and cultural value of landscapes and landforms for people, including Country/Place of First Nations Australians AC9HG8K03	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
the interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes AC9HG8K04	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Concluding and decision-making draw conclusions based on the analysis of the data and information AC9HG8S04	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the causes and impacts of a geomorphological hazard on people, places and environments, and the effects of responses AC9HG8K05	<input type="checkbox"/>	<input checked="" type="checkbox"/>	identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impacts AC9HG8S05	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Communicating create descriptions, explanations and responses, using geographical knowledge and methods, concepts, terms and reference sources AC9HG8S06	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
reasons for, and effects of, internal migration and international migration in Australia, China or other countries AC9HG8K08	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
strategies to manage the sustainability of Australia's changing urban places AC9HG8K09	<input checked="" type="checkbox"/>	<input type="checkbox"/>			

General capabilities	Units	
	1	2
Critical and creative thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Intercultural understanding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cross-curriculum priorities	Units	
	1	2
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asia and Australia's engagement with Asia	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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