|  |  |
| --- | --- |
|  | Prep Year standard elaborations — Australian Curriculum: Geography  REVISED DRAFT |

The Australian Curriculum achievement standards are an expectation of the depth of understanding, the extent of knowledge and the sophistication of skills that students should typically demonstrate at the end of a teaching and learning year. In Queensland, the Prep[[1]](#footnote-1) Year Australian Curriculum achievement standard represents a child who is **working with (WW)** the curriculum, demonstrating understanding of the required knowledge and applying skills in situations familiar to them.

|  |  |
| --- | --- |
| Prep Year Australian Curriculum: Geography achievement standard | |
| By the end Foundation Year1, students describe the [features](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Features) of familiar places and recognise why some places are special to people. They recognise that places can be represented on maps and a globe and why places are important to people.  Students observe the familiar [features](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Features) of places and represent these [features](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Features) and their location on pictorial maps and models. They share observations in a range of texts and use everyday language to describe direction and location. Students reflect on their learning to suggest ways they can care for a familiar [place](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Place). | |
| Source: | Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v7.2Geographyfor Foundation–10*,  [www.australiancurriculum.edu.au/humanities-and-social-sciences/geography/curriculum/f-10?layout=1#levelF](http://www.australiancurriculum.edu.au/humanities-and-social-sciences/geography/curriculum/f-10?layout=1#levelF) |

The standard elaborations (SEs) should be used in conjunction with the Australian Curriculum achievement standard and content descriptions for the relevant year level. They provide additional clarity about using the Australian Curriculum achievement standard to make judgments on a five-point scale.

The SEs for Geography have been developed using the Australian Curriculum content descriptions and the achievement standard. They promote and support:

* aligning curriculum, assessment and reporting, connecting curriculum and evidence in assessment, so that what is assessed relates directly to what students have had the opportunity to learn
* continuing skill development from one year of schooling to another
* making judgments on a five-point scale based on evidence of learning in a folio of student work
* planning an assessment program and individual assessments
* developing task-specific standards and grading guides.

## Prep Year Geography standard elaborations REVISED DRAFT

|  | | | Applying  (AP) | Making connections (MC) | Working with  (WW) | Exploring  (EX) | Becoming aware  (BA) |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | The folio of a child’s work has the following characteristics: | | | | |
| Understanding and skills  dimensions | Geographical knowledge  and understanding | | clear and informed description of features of familiar places | informed description of features of familiar places | description of features of familiar places | guided description of features of familiar places | directed description of features of familiar places |
| identification and clear description of:   * places represented on maps and a globe * why places are important to people | identification and description of:   * places represented on maps and a globe * why places are important to people | identification of:   * places that can be represented on maps and a globe * why places are important to people | guided identification of:   * places represented on maps and a globe * places that are important to people | directed identification of:   * places represented on maps and a globe * places that are important to people |
| Questioning and researching | | accurate observations of familiar features of places | relevant observations of familiar features of places | observations of familiar features of places | guided making of observations of familiar features of places | directed making of observations of familiar features of places |
| Interpreting and analysing | | reasoned suggestions of ways to care for a familiar place | informed suggestions of ways to care for a familiar place | suggestions of ways to care for a familiar place | guided suggestions of ways to care for a familiar place | directed statements about ways to care for a familiar place |
| Understanding and skills  dimensions | | Communicating | sharing of observations in a range of texts using simple geographical terminology to clearly describe direction and location | sharing of observations in a range of texts using simple geographical terminology to describe direction and location | sharing of observations in a range of texts using everyday language to describe direction and location | guided sharing of observations in a range of texts using everyday language to identify direction and location | directed sharing of observations in a range of texts using everyday language to identify direction and location |
| accurate and effective representation of familiar features and their location on pictorial maps and models. | effective representation of familiar features and their location on pictorial maps and models. | representation of familiar features and their location on pictorial maps and models. | guided representation of familiar features and their location on pictorial maps and models. | directed representation of familiar features and their location on pictorial maps and models. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Key | Shading emphasises the key aspects of the achievement standard and qualities that discriminate between the descriptors. Key terms are described overleaf. | | | |
|  | **Prep Year standards** | | | |
|  | **AP** | The child applies the curriculum content and demonstrates a thorough understanding of the required knowledge. The child demonstrates a high level of skill that can be transferred to new situations. | **EX** | The child is exploring the curriculum content and demonstrates understanding of aspects of the required knowledge. The child uses a varying level of skills in situations familiar to them. |
|  | **MC** | The child makes connections using the curriculum content and demonstrates a clear understanding of the required knowledge. The child applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations. | **BA** | The child is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required knowledge. The child is beginning to use skills in situations familiar to them. |
|  | **WW** | The child can work with the curriculum content and demonstrates understanding of the required knowledge. The child applies skills in situations familiar to them. |  |  |

## Notes

### Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standards — understanding and skills.

|  |  |
| --- | --- |
| Dimension | Description |
| understanding | the concepts underpinning and connecting knowledge in a learning area, related to a student’s ability to appropriately select and apply knowledge to solve problems in that learning area |
| skills | the specific techniques, strategies and processes in a learning area |

### Terms used in Prep Year Geography SEs

The following terms are used in the Prep Year Geography SEs. They help to clarify the descriptors, and should be read in conjunction with the ACARA Geography glossary: [www.australiancurriculum.edu.au/humanities-and-social-sciences/geography/glossary](http://www.australiancurriculum.edu.au/humanities-and-social-sciences/geography/glossary).

| Term | Description |
| --- | --- |
| accurate | consistent with a standard, rule, convention or known facts |
| clear | easy to perceive, understand or interpret |
| description; describe | give an account of characteristics or features |
| directed | following the instructions of the facilitator |
| effective | capably meets the described requirements |
| familiar | situations or materials that have been the focus of prior learning experiences;  in Prep Year Geography, familiar places are likely to be located on a personal scale (e.g. the place where they live, the local neighbourhood, or the school grounds) |
| features | the visible elements of a place or landscape, classified as natural, managed and constructed; this term is used in early primary, but is later replaced by the term ‘characteristics’, which includes both the visible and invisible elements of a place |
| guided | visual and/or verbal prompts to facilitate or support independent action |
| identification; identify | establish or indicate who or what someone or something is, includes recognition |
| informed | having relevant knowledge; being conversant with the topic |
| place | place refers to parts of the earth’s surface and can be described by location, shape, boundaries, features and environmental and human characteristics |
| range | covers the scope of relevant situations or elements;  in Prep Year Geography, a range of texts could include spoken, graphic, written, role play, or using digital technologies |
| reasoned | logical and sound; presented with justification |
| recognise; recognition | be aware of or acknowledge |
| relevant | having some logical connection with |
| representation; represent; represented | representing geographical information in a visual form;  in Prep Year Geography, this includes pictorial maps and models |
| simple | involving few elements, components or steps; obvious data or outcomes |
| suggestion; suggest | put forward for consideration |
| text | the means for communication; their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes; texts can be written, spoken or multimodal and in print or digital/online forms;  multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media |

1. Prep in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January are required to be five years of age by 30 June. [↑](#footnote-ref-1)