

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 Prep¹ 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** 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** of places and represent these **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**.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v7.2 Geography for Foundation–10*, 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.

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.

Prep Year Geography standard elaborations

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		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: <ul style="list-style-type: none"> places represented on maps and a globe why places are important to people 	identification and description of: <ul style="list-style-type: none"> places represented on maps and a globe why places are important to people 	identification of: <ul style="list-style-type: none"> places that can be represented on maps and a globe why places are important to people 	guided identification of: <ul style="list-style-type: none"> places represented on maps and a globe places that are important to people 	directed identification of: <ul style="list-style-type: none"> 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

Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
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The folio of a child's work has the following characteristics:

Understanding and skills dimensions	Communicating	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
		<p>sharing of observations in a range of texts using simple geographical terminology to clearly describe direction and location</p> <p>accurate and effective representation of familiar features and their location on pictorial maps and models.</p>	<p>sharing of observations in a range of texts using simple geographical terminology to describe direction and location</p> <p>effective representation of familiar features and their location on pictorial maps and models.</p>	<p>sharing of observations in a range of texts using everyday language to describe direction and location</p> <p>representation of familiar features and their location on pictorial maps and models.</p>	<p>guided sharing of observations in a range of texts using everyday language to identify direction and location</p> <p>guided representation of familiar features and their location on pictorial maps and models.</p>	<p>directed sharing of observations in a range of texts using everyday language to identify direction and location</p> <p>directed representation of familiar features and their location on pictorial maps and models.</p>

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.

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

Term	Description
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