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|  | Year 10 standard elaborations — Australian Curriculum: Geography |

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| **Purpose** | The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five‑point scale. These can be used as a tool for:* making consistent and comparable judgments about the evidence of learning in a folio of student work
* developing task‑specific standards for individual assessment tasks.
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| **Structure** | The SEs are developed using the **Australian Curriculum achievement standard**. The Geography achievement standard describes the learning expected of students at each year level. Teachers use the achievement standard during and at the end of a period of teaching to make on‑balance judgments about the quality of learning students demonstrate. In Queensland the achievement standard represents the **C standard** — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a **matrix**. The discernible differences or degrees of quality associated with the five‑point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Terms are described in the Notes section following the matrix. |
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| **Year 10 Australian Curriculum: Geography achievement standard** |
| By the end of Year 10, students explain how interactions between geographical processes at different scales change the characteristics of places. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria and draw a reasoned conclusion.Students use initial research to develop and modify geographically significant questions to frame an inquiry. They critically evaluate a range of primary and secondary sources to select and collect relevant, reliable and unbiased geographical information and data. Students record and represent multi-variable data in the most appropriate digital and non-digital forms, including a range of graphs and maps that use suitable scales and comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales, and predict outcomes. They analyse and synthesise data and other information to draw reasoned conclusions, taking into account alternative perspectives. Students present findings, arguments and explanations using relevant geographical terminology and graphic representations and digital technologies in a range of selected and appropriate communication forms. They evaluate their findings and propose action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations. They explain the predicted outcomes and consequences of their proposal. |
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| **Source** | Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum Version 8 Geography 7–10, [www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/Geography](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/geography/) |

## Year 10 Geography standard elaborations

|  | A | B | C | D | E |
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|  | The folio of a student’s work has the following characteristics: |
| Knowledge and understanding | comprehensive explanation of how interactions between geographical processes at different scales change the characteristics of places | detailed explanation of how interactions between geographical processes at different scales change the characteristics of places | explanation of how interactions between geographical processes at different scales change the characteristics of places | description of how interactions between geographical processes at different scales change the characteristics of places | statements about interactions between geographical processes and aspects of how different scales change the characteristics of places  |
| * identification, analysis and comprehensive explanation of significant interconnections between people, places and environments
* comprehensive explanation of the changes that result from these interconnections and their consequences
 | * identification, analysis and detailed explanation of significant interconnections between people, places and environments
* detailed explanation of the changes that result from these interconnections and their consequences
 | * identification, analysis and explanation of significant interconnections between people, places and environments
* explanation of changes that result from these interconnections and their consequences
 | * identification and explanation of significant interconnections between people, places and environments
* description of changes that result from these interconnections and their consequences
 | * identification and statements about interconnections between people, places and environments
* statements about the changes that result from these interconnections
 |
| * justified prediction of changes in the characteristics of places and environments:
	+ over time
	+ across space
	+ at different scales
* comprehensive explanation of the predicted consequences of change
 | * plausible prediction of changes in the characteristics of places and environments:
	+ over time
	+ across space
	+ at different scales
* detailed explanation of the predicted consequences of change
 | * prediction of changes in the characteristics of places and environments:
	+ over time
	+ across space
	+ at different scales
* explanation of the predicted consequences of change
 | * prediction of aspects of changes in the characteristics of places and environments:
	+ over time
	+ across space
	+ at different scales
* description of aspects of the predicted consequences of change
 | * prediction of aspects of changes in the characteristics of places and environments
* statements about change
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| Knowledge and understanding | * discerning evaluation of:
	+ alternative views on a geographical challenge
	+ alternative strategies to address this challenge using environmental, economic, political and social criteria
* drawing of a reasoned conclusion
 | * informed evaluation of:
	+ alternative views on a geographical challenge
	+ alternative strategies to address this challenge using environmental, economic, political and social criteria
* drawing of a reasoned conclusion
 | * evaluation of:
	+ alternative views on a geographical challenge
	+ alternative strategies to address this challenge using environmental, economic, political and social criteria
* drawing of a reasoned conclusion
 | * explanation of:
	+ alternative views on a geographical challenge
	+ alternative strategies to address this challenge using environmental, economic, political and social criteria
* drawing of aspects of a reasoned conclusion
 | * statements about alternative views on a geographical challenge
* drawing of aspects of a conclusion
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| Skills | discerning use of initial research to develop and modify geographically significant questions to frame an inquiry | effective use of initial research to develop and modify geographically significant questions to frame an inquiry | use of initial research to develop and modify geographically significant questions to frame an inquiry | use of initial research to develop geographical questions related to an inquiry | use of research to develop aspects of geographical questions related to an inquiry |
| comprehensive critical evaluation of a discerning range of primary and secondary sources to select and collect relevant, reliable and unbiased geographical information and data | detailed critical evaluation of an effective range of primary and secondary sources to select and collect relevant, reliable and unbiased geographical information and data | critical evaluation of a range of primary and secondary sources to select and collect relevant, reliable and unbiased geographical information and data | identification of primary and secondary sources to select and collect aspects of geographical information and data | selection of sources with geographical information and data |
| recording and accurate and detailed representation of multi-variable data in the most appropriate digital and non-digital forms, including a range of graphs and maps that use suitable scales and comply with cartographic conventions | recording and detailed representation of multi-variable data in the most appropriate digital and non-digital forms, including a range of graphs and maps that use suitable scales and comply with cartographic conventions | recording and representation of multi-variable data in the most appropriate digital and non-digital forms, including a range of graphs and maps that use suitable scales and comply with cartographic conventions | recording and partial representation of multi-variable data in the most appropriate digital and non-digital forms, including a range of graphs and maps that use suitable scales and comply with aspects of cartographic conventions | recording and fragmented representation of data in appropriate forms |
| Skills | discerning use of a range of methods and digital technologies to:* interpret and analyse maps, data and other information to make generalisations and inferences
* propose comprehensive explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales
* predict outcomes
 | effective use of a range of methods and digital technologies to:* interpret and analyse maps, data and other information to make generalisations and inferences
* propose informed explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales
* predict outcomes
 | use of a range of methods and digital technologies to:* interpret and analyse maps, data and other information to make generalisations and inferences
* propose explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales
* predict outcomes
 | use of methods and digital technologies to:* explain maps, data and other information to make generalisations and inferences
* propose partial explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales
* predict outcomes
 | statements about maps, data and other information to:* propose fragmented explanations
* make predictions
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| analysis and synthesis of data and other information to draw discerning and reasoned conclusions, taking into account alternative perspectives | analysis and synthesis of data and other information to draw effective and reasoned conclusions, taking into account alternative perspectives | analysis and synthesis of data and other information to draw reasoned conclusions, taking into account alternative perspectives | synthesis of aspects of data and other information to draw conclusions, taking into account alternative perspectives | use of data and other information to make statements |
| purposeful presentation of findings, arguments and explanations using relevant geographical terminology and graphic representations and digital technologies in a range of selected and appropriate communication forms | effective presentation of findings, arguments and explanations using relevant geographical terminology and graphic representations and digital technologies in a range of selected and appropriate communication forms | presentation of findings, arguments and explanations using relevant geographical terminology and graphic representations and digital technologies in a range of selected and appropriate communication forms | partial presentation of findings, arguments and descriptions using geographical terminology and aspects of graphic representations and digital technologies to communicate  | fragmented presentation of findings using everyday language and fragmented graphic representations |
| Skills | purposeful evaluation of findings and justified proposal of an action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations | effective evaluation of findings and informed proposal of an action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations | evaluation of findings and proposal of action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations | use of findings and partial proposal of action in response to a contemporary geographical challenge, taking account of aspects of environmental, economic, political and social considerations | use of findings and fragmented proposal of action in response to a contemporary geographical challenge |
| comprehensive explanation of the predicted outcomes and the consequences of the proposal | detailed explanation of the predicted outcomes and the consequences of the proposal | explanation of the predicted outcomes and the consequences of the proposal | description of the predicted outcomes of the proposal | identification of the outcomes of the proposal |
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| Key | shading emphasises the qualities that discriminate between the A–E descriptors |

## Notes

### Australian Curriculum common dimensions

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

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| 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 Year 10 Geography standard elaborations

These terms clarify the descriptors in the Year 10 Geography SEs. Definitions are drawn from the ACARA Australian Curriculum Humanities and Social Sciences (HASS) glossary ([www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/glossary](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/glossary)) and from other sources to ensure consistent understanding.

| Term | Description |
| --- | --- |
| accurate | consistent with a standard, rule, convention or known facts  |
| analyse;analysis | consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences |
| anomaly;anomalies | a data value that appears to stand out from the other members of the data set by being unusually high or low |
| appropriate | fitting, suitable to the context |
| cartographic conventions | the elements on a map that are represented by symbols agreed upon by convention such as scale, north point, legend, and compass direction |
| change | the concept of change involves both time and space |
| characteristics of places | in Geography, characteristics of [*places*](#place) include people, climate, production, landforms, built elements of the environment, soils, vegetation, communities, water resources, cultures, mineral resources and landscape |
| comprehensive | detailed and thorough, including all that is relevant |
| consistently | regular in occurrence; in agreement and not self-‑contradictory |
| criteria | a set of factors by which a strategy or action may be evaluated or chosen |
| critical | containing or involving discussion and opinions that analyse or make judgments, especially in a detailed way |
| data | information that is directly recorded; it can be quantitative or qualitative |
| description;describe | give an account of characteristics or features |
| detailed | meticulous; including many of the parts |
| development;develop | elaborate or expand in detail; to create or construct |
| discerning | showing good judgment to make thoughtful choices |
| effective;effectively | capably meets the described requirements |
| evaluation;evaluate | examine and judge the merit or significance of something |
| explanation;explain | provide additional information that demonstrates understanding of reasoning and/or application |
| findings | a summary of information gathered through a series of investigations |
| fragmented  | disjointed, incomplete or isolated |
| generalisation | an idea or conclusion having general application |
| geographical processes | the physical and human forces that work in combination to form and transform the world (e.g. erosion, the water cycle, migration or urbanisation);geographical processes can operate within and between places |
| geographically significant | why a question is worth investigating;in Geography, geographically significant questions include: what and where? how and why? what impact? what can be done? |
| identification;identify | establish or indicate who or what someone or something is |
| informed  | having relevant knowledge; being conversant with the topic |
| interconnection | the way that people and/or geographical phenomena are connected to each other through environmental processes and human activity |
| interpret; interpretation | explaining the meaning of information or actions |
| justify;justified | provide sound reasons or evidence to support a statement; show how an argument or conclusion is right or reasonable |
| modify | change, alter or adapt in order to improve quality or add clarity |
| outcome;outcomes | the likely result of an event |
| partial  | attempted; incomplete evidence provided |
| pattern | in Geography, a regularity in data portrayed in graphs or maps (e.g. a decline in population density or rainfall in Australia with increasing distance from the coast) |
| phenomenon | any observable occurrence that can be studied spatially (e.g. rainfall, rice production) |
| place;places | in Geography, parts of the Earth’s surface that are identified and given meaning by people, which may be perceived, experienced, understood and valued differently;see also [characteristics of places](#characteristics_of_places) |
| plausible | credible and possible |
| predict;predictions | in Geography, to forecast an outcome based on observation, experience, or evidence |
| primary sources | sources that are collected by the student (e.g. field notes from observations, measurements taken from experiments, response from a survey or questionnaire) |
| proposal | a plan or solution in response to a situation |
| purposeful | intentional; done by design; focused and clearly linked to the goals of the task |
| range  | covers the scope of relevant communication and graphic forms  |
| reasoned | logical and sound; presented with justification |
| relevant | having some logical connection with |
| representation; represent | in Geography, representation is demonstrating geographical information in a visual form (e.g. a graph, map, image, field-‑sketch, a multilayered map) |
| secondary sources | sources of information that have been collected, processed, interpreted and published by others (e.g. census data, newspaper articles, images, information in a published report) |
| selection;select | choose in preference to another or others |
| statement | a sentence or assertion |
| synthesis;synthesise | combine elements (information/ideas) into a coherent whole |
| use  | to operate or put into effect |