

Year 10 standard elaborations — Australian Curriculum: Geography

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.

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.

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.

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

Year 10 Geography standard elaborations

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Knowledge and understanding	<u>comprehensive</u> explanation of how interactions between geographical processes at different scales change the characteristics of places	<u>detailed</u> 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	<u>description</u> of how interactions between geographical processes at different scales change the characteristics of places	<u>statements about</u> interactions between geographical processes and <u>aspects of</u> how different scales change the characteristics of places
	<ul style="list-style-type: none"> • identification, analysis and <u>comprehensive</u> explanation of significant interconnections between people, places and environments • <u>comprehensive</u> explanation of the changes that result from these interconnections and their consequences 	<ul style="list-style-type: none"> • identification, analysis and <u>detailed</u> explanation of significant interconnections between people, places and environments • <u>detailed</u> explanation of the changes that result from these interconnections and their consequences 	<ul style="list-style-type: none"> • identification, analysis and explanation of significant interconnections between people, places and environments • explanation of changes that result from these interconnections and their consequences 	<ul style="list-style-type: none"> • identification and explanation of significant interconnections between people, places and environments • <u>description</u> of changes that result from these interconnections and their consequences 	<ul style="list-style-type: none"> • identification and <u>statements about</u> interconnections between people, places and environments • <u>statements about</u> the changes that result from these interconnections
	<ul style="list-style-type: none"> • <u>justified</u> prediction of changes in the characteristics of places and environments: <ul style="list-style-type: none"> – over time – across space – at different scales • <u>comprehensive</u> explanation of the predicted consequences of change 	<ul style="list-style-type: none"> • <u>plausible</u> prediction of changes in the characteristics of places and environments: <ul style="list-style-type: none"> – over time – across space – at different scales • <u>detailed</u> explanation of the predicted consequences of change 	<ul style="list-style-type: none"> • prediction of changes in the characteristics of places and environments: <ul style="list-style-type: none"> – over time – across space – at different scales • explanation of the predicted consequences of change 	<ul style="list-style-type: none"> • prediction of <u>aspects of</u> changes in the characteristics of places and environments: <ul style="list-style-type: none"> – over time – across space – at different scales • <u>description of aspects of</u> the predicted consequences of change 	<ul style="list-style-type: none"> • prediction of <u>aspects of</u> changes in the characteristics of places and environments • <u>statements about</u> change

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Knowledge and understanding	<ul style="list-style-type: none"> • discerning evaluation of: <ul style="list-style-type: none"> – alternative views on a geographical challenge – alternative strategies to address this challenge using environmental, economic, political and social criteria • drawing of a reasoned conclusion 	<ul style="list-style-type: none"> • informed evaluation of: <ul style="list-style-type: none"> – alternative views on a geographical challenge – alternative strategies to address this challenge using environmental, economic, political and social criteria • drawing of a reasoned conclusion 	<ul style="list-style-type: none"> • evaluation of: <ul style="list-style-type: none"> – alternative views on a geographical challenge – alternative strategies to address this challenge using environmental, economic, political and social criteria • drawing of a reasoned conclusion 	<ul style="list-style-type: none"> • explanation of: <ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> • statements about alternative views on a geographical challenge • drawing of aspects of a conclusion
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

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Skills	<p><u>discerning</u> use of a range of methods and digital technologies to:</p> <ul style="list-style-type: none"> interpret and analyse maps, data and other information to make generalisations and inferences propose <u>comprehensive</u> explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales predict outcomes 	<p><u>effective</u> use of a range of methods and digital technologies to:</p> <ul style="list-style-type: none"> interpret and analyse maps, data and other information to make generalisations and inferences propose <u>informed</u> explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales predict outcomes 	<p>use of a range of methods and digital technologies to:</p> <ul style="list-style-type: none"> 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 	<p>use of methods and digital technologies to:</p> <ul style="list-style-type: none"> <u>explain</u> maps, data and other information to make generalisations and inferences propose <u>partial</u> explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales predict outcomes 	<p><u>statements about</u> maps, data and other information to:</p> <ul style="list-style-type: none"> propose <u>fragmented</u> explanations make predictions
	<p>analysis and synthesis of data and other information to draw <u>discerning and</u> reasoned conclusions, taking into account alternative perspectives</p>	<p>analysis and synthesis of data and other information to draw <u>effective and</u> reasoned conclusions, taking into account alternative perspectives</p>	<p>analysis and synthesis of data and other information to draw reasoned conclusions, taking into account alternative perspectives</p>	<p>synthesis of <u>aspects of</u> data and other information to draw conclusions, taking into account alternative perspectives</p>	<p><u>use of data and other information to make statements</u></p>
	<p><u>purposeful</u> 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</p>	<p><u>effective</u> 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</p>	<p>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</p>	<p><u>partial</u> presentation of findings, arguments and <u>descriptions</u> using geographical terminology and <u>aspects of</u> graphic representations and digital technologies to communicate</p>	<p><u>fragmented</u> presentation of findings using <u>everyday language</u> and <u>fragmented</u> graphic representations</p>

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
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
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.

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) 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, <i>characteristics of places</i> 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

Term	Description
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); <i>geographical processes</i> can operate within and between places
geographically significant	why a question is worth investigating; in Geography, <i>geographically significant</i> 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
plausible	credible and possible

Term	Description
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, <i>representation</i> 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