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|  | Year 2 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 Year 2 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.

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| Year 2 Australian Curriculum: Geography achievement standard |
| By the end of Year 2, students identify the [features](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Features) that define places and recognise that places can be described at different scales. They describe how people in different places are connected to each other and identify factors that influence these connections. Students recognise that the world can be divided into major geographical divisions. They explain why places are important to people.Students pose questions about familiar and unfamiliar places and collect information to answer these questions. They represent [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and the location of places and their [features](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Features) in tables, plans and on labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry. |
| 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#level2](http://www.australiancurriculum.edu.au/humanities-and-social-sciences/geography/curriculum/f-10?layout=1#level2) |

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.

## Year 2 Geography standard elaborations REVISED DRAFT

|  | 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 | Geographical knowledge andunderstanding | identification and informed description of the features that define places and recognition that places can be described at different scales | identification and description of the features that define places and recognition that places can be described at different scales | identification of the features that define places and recognition that places can be described at different scales | guided identification of the features that define places and recognition that places can be described at different scales | directed identification of the features that define places and recognition that places can be described at different scales |
| identification and clear description of the geographical divisions of the world | identification and description of the geographical divisions of the world | identification of the geographical divisions of the world  | guided identification of the geographical divisions of the world | directed identification of the geographical divisions of the world |
| clear and informed description of how people in different places are connected to each other and identification of factors that influence these connections | informed description of how people in different places are connected to each other and identification of factors that influence these connections | description of how people in different places are connected to each other and identification of factors that influence these connections | guided description of how people in different places are connected to each other and guided identification of factors that influence these connections | directed description of how people in different places are connected to each other and directed identification of factors that influence these connections |
| clear and informed explanation of why places are important to people | informed explanation of why places are important to people | explanation of why places are important to people | guided explanation of why places are important to people | directed explanation of why places are important to people  |
| Questioning and researching | posing of questions about familiar and unfamiliar places and considered collection of relevant information to answer these questions | posing of questions about familiar and unfamiliar places and collection of relevant information to answer these questions | posing of questions about familiar and unfamiliar places and collection of information to answer these questions | guided posing of questions about familiar and unfamiliar places and guided collection of information to answer aspects of these questions | use of given questions about familiar places and directed collection of information to answer aspects of these questions |
| Understanding and skills dimensions | Interpreting and analysing | interpretation of geographical information to draw reasoned conclusions | interpretation of geographical information to draw informed conclusions | interpretation of geographical information to draw conclusions | guided interpretation of geographical information to make statements about outcomes  | directed interpretation of geographical information to make statements about outcomes |
| reasoned suggestion of actions in response to findings of an inquiry | informed suggestion of actions in response to findings of an inquiry | suggestion of actions in response to findings of an inquiry | guided suggestion of actions in response to findings of an inquiry | directed suggestion of actions in response to findings of an inquiry |
| Communicating | clear and effective presentation of findings in a range of texts that use relevant geographical terms to clearly describe direction and location | effective presentation of findings in a range of texts that use relevant geographical terms to describe direction and location | presentation of findings in a range of texts that use simple geographical terms to describe direction and location  | guided presentation of findings in texts that use everyday language to identify direction and location | directed presentation of findings in texts that use everyday language |
| accurate and detailed representation of data and the location of places and their features in tables, plans and on labelled maps. | detailed representation of data and the location of places and their features in tables, plans and on labelled maps. | representation of data and the location of places and their features in tables, plans and on labelled maps. | guided representation of data and the location of places and their features in tables, plans and on labelled maps. | directed representation of data and the location of familiar places and their features in tables, plans and on labelled maps. |

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| Key | Shading emphasises the key aspects of the achievement standard and qualities that discriminate between the descriptors. Key terms are described overleaf. |
|  | **Year 2 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.

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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 2 Geography SEs

The following terms are used in the Year 2 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;in Year 2 Geography, accuracy relates to the positioning of the location and features on a map and to the recording of data in tables |
| clear | easy to perceive, understand or interpret |
| considered | thought about deliberately with a purpose |
| description;describe | give an account of characteristics or features |
| detailed | meticulous; including many of the parts |
| directed | following the instructions of the facilitator |
| divisions | geographical divisions are introduced in year 2 and may include the continents, equator, tropics, north and south poles, oceans and hemispheres |
| effective | capably meets the described requirements |
| explanation;explain | provide additional information that demonstrates understanding of reasoning and/or application |
| factors | in Year 2 Geography, factors that influence connections of people to places may include distance, accessibility to transport and information and telecommunications technologies |
| familiar | situations or materials that have been the focus of prior learning experiences;in Year 2 Geography, familiar places may be local but may also include more distant places are children are connected to (e.g. their place of birth) |
| features | the visible elements of a place or landscape;in Year 2 Geography, features of places include natural features (e.g. rivers, hills, vegetation), managed features (e.g. farms, parks, gardens) and constructed features (e.g. roads, shopping centres) |
| findings | a summary of information gathered through a series of investigations |
| 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 Year 2 Geography, a range of texts would include spoken, written and graphic texts (e.g. photographs and maps) |
| reasoned | logical and sound; presented with justification |
| relevant | having some logical connection with |
| representation; represent | representing geographical information in a visual form;in Year 2 Geography this includes labelled maps and tables |
| scale | this concept is introduced in Year 2 Geography; places can be described in a hierarchy of scales, from the personal scale of their home, the local scale of their suburb or town, the regional scale of their state, to the national scale of their country |
| 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;in Year 2 Geography, texts include visual and graphic representations such as maps and tables and concept maps such as venn diagrams |
| unfamiliar | situations or materials that have not been the focus of prior learning experiences;in Year 2 Geography, unfamiliar places may include places in more distant locations |
| use of | to operate or put into effect |