

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.

Year 2 Australian Curriculum: Geography achievement standard

By the end of Year 2, students identify the **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** and the location of places and their **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 v7.2 Geography for Foundation–10*, 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)
The folio of a child's work has the following characteristics:						
Understanding and skills dimensions	Geographical knowledge and understanding	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

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	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.

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.
- 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.
- 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.

- 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.
- 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.

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 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.

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

Term	Description
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