

Year 3 standard elaborations — Australian Curriculum: Geography

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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 3 Australian Curriculum achievement standard represents a **C standard** — a sound level of knowledge and understanding of the content, and application of skills.

Year 3 Australian Curriculum: Geography achievement standard

By the end of Year 3, students describe the characteristics of different places at the **local scale** and identify and describe similarities and differences between the characteristics of these places. They identify interconnections between people and places. They describe the location of selected countries and the distribution of **features** of places. Students recognise that people have different perceptions of places and how this influences views on the protection of places.

Students pose simple geographical questions and collect information from different sources to answer these questions. They represent **data** in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title, and north point. They describe the location of places and their **features** using simple grid references and cardinal compass points. Students interpret geographical **data** to describe distributions and draw conclusions. They present findings using simple geographical terminology in a range of texts. They suggest action in response to a geographical challenge.

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#level3

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 3 Geography standard elaborations

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		A	B	C	D	E
The folio of student work has the following characteristics:						
Understanding and skills dimensions	Geographical knowledge and understanding	comprehensive description of the characteristics of different places at the local scale and identification and comprehensive description of similarities and differences between the characteristics of these places	detailed description of the characteristics of different places at the local scale and identification and detailed description of similarities and differences between the characteristics of these places	description of the characteristics of different places at the local scale and identification and description of similarities and differences between the characteristics of these places	description of aspects of the characteristics of different places at the local scale and identification and description of aspects of similarities and differences between the characteristics of these places	statements about characteristics of different places and similarities and differences of these places
		comprehensive description of the location of selected countries and the distribution of features of places	detailed description of the location of selected countries and the distribution of features of places	description of the location of selected countries and the distribution of features of places	identification of the location of selected countries and the distribution of features of places	identification of the location of selected countries
		identification and detailed description of interconnections between people and places	identification and description of interconnections between people and places	identification of interconnections between people and places	identification of aspects of interconnections between people and places	statements about people and places
		identification and detailed description of the different perceptions people have of places and how this influences views on the protection of places	identification and description of the different perceptions people have of places and how this influences views on the protection of places	identification of the different perceptions people have of places and how this influences views on the protection of places	identification of aspects of the different perceptions people have of places and how this influences views on the protection of places	identification of places and how these can be protected
	Questioning and researching	posing of simple geographical questions and collection and considered use of information from different sources to effectively answer these questions	posing of simple geographical questions and collection and informed use of information from different sources to effectively answer these questions	posing of simple geographical questions and collection and use of information from different sources to answer these questions	posing of simple geographical questions and collection and use of information from sources to answer aspects of these questions	use of simple questions and collection of information

		A	B	C	D	E
The folio of student work has the following characteristics:						
Understanding and skills dimensions	Interpreting and analysing	interpretation of geographical data to explain distributions and draw reasoned conclusions	interpretation of geographical data to describe distributions and draw informed conclusions	interpretation of geographical data to describe distributions and draw conclusions	interpretation of geographical data to identify distributions and draw partial conclusions	use of geographical data to make statements
		reasoned suggestion of informed actions in response to a geographical challenge	suggestion of informed actions in response to a geographical challenge	suggestion of actions in response to a geographical challenge	identification of actions in response to a geographical challenge	statements about a geographical challenge
	Communicating	purposeful presentation of findings in a range of texts using relevant geographical terminology	effective presentation of findings in a range of texts using relevant simple geographical terminology	presentation of findings in a range of texts using simple geographical terminology	partial presentation of findings in a range of texts using everyday language	fragmented presentation of findings in a range of texts using everyday language
		accurate and detailed representation of: <ul style="list-style-type: none"> · data in tables and simple graphs · the location of places and their characteristics on labelled maps that use the cartographic conventions¹. 	detailed representation of: <ul style="list-style-type: none"> · data in tables and simple graphs · the location of places and their characteristics on labelled maps that use the cartographic conventions¹. 	representation of: <ul style="list-style-type: none"> · data in tables and simple graphs · the location of places and their characteristics on labelled maps that use the cartographic conventions¹. 	partial representation of: <ul style="list-style-type: none"> · data in tables and simple graphs · the location of places and their characteristics on labelled maps that use aspects of the cartographic conventions¹. 	fragmented representation of: <ul style="list-style-type: none"> · data in tables and simple graphs · the location of places and their characteristics on labelled maps¹.
Key	Shading emphasises the key aspects of the achievement standard and qualities that discriminate between the A–E descriptors . Key terms are described overleaf.					

¹ cartographic conventions of legend, title and north point

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 3 Geography SEs

The following terms are used in the Year 3 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
aspects	particular parts or features
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
characteristics of places	the geographical characteristics of places include people, climate, production, landforms, built elements of the environment, soils, vegetation, communities, water resources, cultures, mineral resources and landscape
clear	easy to perceive, understand or interpret
comprehensive	detailed and thorough, including all that is relevant
considered	thought about deliberately with a purpose
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
effective; effectively	capably meets the described requirements
explanation; explain	provide additional information that demonstrates understanding of reasoning and/or application
fragmented	disjointed or isolated
identification; identify	establish or indicate who or what someone or something is, includes recognition
informed	having relevant knowledge; being conversant with the topic

Term	Description
interconnection	the way that people and/or geographical phenomena are connected to each other through environmental processes and human activity
partial	attempted; incomplete evidence provided
place	place refers to parts of the earth's surface and can be described by location, shape, boundaries, features and environmental and human characteristics
purposeful	intentional; done by design; focused and clearly linked to the goals of the task
range	covers the scope of relevant situations or elements; in Year 3 Geography, a range of texts could include spoken, written, tabular and graphic (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, for example, a graph, map, image, field-sketch or a multilayered map
scale	scale refers to the different spatial levels used to investigate phenomena or represent phenomena visually
simple	involving few elements, components or steps; obvious data or outcomes
source	in a geography context, sources can include written or non-written materials that can be used to investigate geographical phenomena or activities such as photographs, plans, satellite images, story books and films
statement	a sentence or assertion
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
use of	to operate or put into effect