

Year 4 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 4 Australian Curriculum achievement standard represents a **C standard** — a sound level of knowledge and understanding of the content, and application of skills.

Year 4 Australian Curriculum: Geography achievement standard

By the end of Year 4, students describe and compare the **characteristics of places** in different locations at the national **scale**. They identify and describe the interconnections between people and the **environment**. They describe the location of selected countries in relative terms and identify simple patterns in the distribution of **features** of places. Students recognise the importance of the **environment** and identify different views on how to respond to a geographical challenge. Students develop geographical questions to investigate and collect and record information and **data** from different sources to answer these questions. They represent **data** and the location of places and their characteristics in simple graphic forms, including large-scale maps that use the cartographic conventions of **scale**, legend, title and north point. They describe the location of places and their **features** using simple grid references, compass direction and distance. Students interpret **data** to identify spatial distributions and simple patterns and draw conclusions. They present findings using geographical terminology in a range of texts. They propose individual action in response to a **local** geographical challenge and identify the expected effects of their proposed action.

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#level4

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 4 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	<u>comprehensive</u> description and <u>comparison</u> of the characteristics of places in different locations at the national scale	<u>detailed</u> description and <u>comparison</u> of the characteristics of places in different locations at the national scale	<u>description</u> and <u>comparison</u> of the characteristics of places in different locations at the national scale	<u>identification</u> and <u>description</u> of <u>aspects of</u> the characteristics of places in different locations at the national scale	<u>statements about</u> the characteristics of places in different locations
		<u>identification</u> and <u>comprehensive</u> <u>description</u> of the interconnections between people and the environments	<u>identification</u> and <u>detailed</u> <u>description</u> of the interconnections between people and the environments	<u>identification</u> and <u>description</u> of the interconnections between people and the environments	<u>identification</u> and <u>description</u> of <u>aspects of</u> the interconnections between people and the environments	<u>statements</u> about the people and environments
		<u>comprehensive</u> <u>description</u> of the location of selected countries in relative terms and <u>identification</u> and <u>detailed</u> <u>description</u> of simple patterns in the distribution of features of places	<u>detailed</u> <u>description</u> of the location of selected countries in relative terms and <u>identification</u> and <u>description</u> of simple patterns in the distribution of features of places	<u>description</u> of the location of selected countries in relative terms and <u>identification</u> of simple patterns in the distribution of features of places	<u>description</u> of the location of selected countries and <u>identification</u> of <u>aspects of</u> simple patterns in the distribution of features of places	<u>identification</u> of the location of selected countries and <u>statements</u> <u>about</u> the features of places
		<u>identification</u> and <u>explanation</u> of the importance of the environment and different views on how to respond to a geographical challenge	<u>identification</u> and <u>description</u> of the importance of the environment and different views on how to respond to a geographical challenge	<u>identification</u> of the importance of the environment and different views on how to respond to a geographical challenge	<u>identification</u> of the importance of the environment and <u>aspects of</u> different views on how to respond to a geographical challenge	<u>statements about</u> the environment and a geographical challenge

		A	B	C	D	E
The folio of student work has the following characteristics:						
Understanding and skills dimensions	Questioning and researching	development of geographical questions for investigation and collection, recording and considered use of information and data from different sources to effectively answer these questions	development of geographical questions for investigation and collection, recording and informed use of information and data from different sources to effectively answer these questions	development of geographical questions for investigation and collection, recording and use of information and data from different sources to answer these questions	development of geographical questions for investigation and collection, recording and use of information and data from sources to answer aspects of these questions	use of geographical questions for investigation and collection and recording of information and data
	Interpreting and analysing	interpretation of data to identify and explain spatial distributions and simple patterns and draw reasoned conclusions	interpretation of data to identify and describe spatial distributions and simple patterns and draw informed conclusions	interpretation of data to identify spatial distributions and simple patterns and draw conclusions	interpretation of data to identify aspects of spatial distributions and simple patterns and draw partial conclusions	use of data to make statements
		reasoned proposal of individual action in response to a local geographical challenge and identification and explanation of the expected effects of the proposed action	informed proposal of individual action in response to a local geographical challenge and identification and description of the expected effects of the proposed action	proposal of individual action in response to a local geographical challenge and identification of the expected effects of the proposed action	identification of an action in response to a local geographical challenge and identification of aspects of the expected effects of the proposed action	statements about actions in response to a geographical challenge and expected effects

		A	B	C	D	E
The folio of student work has the following characteristics:						
Understanding and skills dimensions	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 geographical terminology	presentation of findings in a range of texts using 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 data and the location of places and their characteristics in simple graphic forms including large-scale maps that use the cartographic conventions ¹	detailed representation of data and the location of places and their characteristics in simple graphic forms including large-scale maps that use the cartographic conventions ¹	representation of data and the location of places and their characteristics in simple graphic forms including large-scale maps that use the cartographic conventions ¹	partial representation of data and the location of places and their characteristics in simple graphic forms including large-scale maps that use aspects of the cartographic conventions ¹	fragmented representation of data and the location of places and their characteristics in simple graphic forms including maps
		accurate and effective use of simple grid references, compass direction and distance to describe the location of places and their features.	effective use of simple grid references, compass direction and distance to describe the location of places and their features.	use of simple grid references, compass direction and distance to describe the location of places and their features.	use of aspects of simple grid references, compass direction and distance to identify the location of places and aspects of their features.	use of aspects of simple grid references, compass direction and distance.
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 scale, 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 4 Geography SEs

The following terms are used in the Year 4 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
comparison; compare	estimate, measure or note how things are similar or dissimilar
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
development; develop	elaborate or expand in detail; to create or construct
effective; effectively	capably meets the described requirements
explanation; explain	provide additional information that demonstrates understanding of reasoning and/or application
fragmented	disjointed, incomplete or isolated
identification; identify	establish or indicate who or what someone or something is,

Term	Description
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
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 4 Geography, a range of texts would include written, oral, graphic, tabular, visual and maps
reasoned	logical and sound; presented with justification
relevant	having some logical connection with
representation; represent	representing geographical information in a visual form (e.g. a graph, map, image, field-sketch, 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
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