

Year 5 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 5 Australian Curriculum achievement standard represents a **C standard** — a sound level of knowledge and understanding of the content, and application of skills.

Year 5 Australian Curriculum: Geography achievement standard

By the end of Year 5, students explain the characteristics of places in different locations at the national scale. They describe the interconnections between people, places and environments and identify the effect of these interconnections on the characteristics of places and environments. They describe the location of selected countries in relative terms and identify spatial distributions and simple patterns in the features of places and environments. They identify alternative views on how to respond to a geographical challenge and propose a response.

Students develop geographical questions to investigate and collect and record information from a range of sources to answer these questions. They represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title, and north point. Students interpret geographical data to identify spatial distributions, simple patterns and trends, infer relationships and draw conclusions. They present findings using geographical terminology in a range of communication forms. They propose action in response to a 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#level5

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 5 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 explanation of the characteristics of places in different locations at the national scale	detailed explanation of the characteristics of places in different locations at the national scale	explanation of the characteristics of places in different locations at the national scale	description of aspects of the characteristics of places in different locations at the national scale	statements about the characteristics of places in different locations
		comprehensive description of interconnections between people, places and environments and identification and explanation of the effect of these interconnections on the characteristics of places and environments	detailed description of interconnections between people, places and environments and identification and description of the effect of these interconnections on the characteristics of places and environments	description of interconnections between people, places and environments and identification of the effect of these interconnections on the characteristics of places and environments	description of aspects of interconnections between people, places and environments and identification of aspects of the effect of these interconnections on the characteristics of places and environments	statements about people, places and environments and the effect of these interconnections
		comprehensive description of the location of selected countries in relative terms and identification and explanation of spatial distributions and patterns in the features of places and environments	detailed description of the location of selected countries in relative terms and identification and description of spatial distributions and patterns in the features of places and environments	description of the location of selected countries in relative terms and identification of spatial distributions and patterns in the features of places and environments	description of the location of selected countries and identification of aspects of spatial distributions and patterns in the features of places and environments	identification of the location of selected countries and statements about patterns in the features of places and environments
		identification and explanation of alternative views on how to respond to a geographical challenge	identification and description of alternative views on how to respond to a geographical challenge	identification of alternative views on how to respond to a geographical challenge	identification of aspects of alternative views on how to respond to a geographical challenge	statements about views on how to respond to 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 <u>considered</u> use of information from a range of sources to <u>effectively</u> answer these questions	development of geographical questions for investigation and collection, recording and <u>informed</u> use of information from a range of sources to <u>effectively</u> answer these questions	development of geographical questions for investigation and collection, recording and <u>use</u> of information from a range of sources to answer these questions	development of geographical questions for investigation and collection, recording and <u>use</u> of information from sources to answer <u>aspects</u> of these questions	<u>use of</u> geographical questions and <u>recording</u> of information from sources
	Interpreting and analysing	<u>interpretation</u> of geographical data to <u>identify and explain</u> spatial distributions, simple patterns and trends, infer relationships and draw <u>reasoned</u> conclusions	<u>interpretation</u> of geographical data to <u>identify and compare</u> spatial distributions, simple patterns and trends, infer relationships and draw <u>informed</u> conclusions	<u>interpretation</u> of geographical data to <u>identify</u> spatial distributions, simple patterns and trends, infer relationships and draw conclusions	<u>interpretation</u> of geographical data to <u>identify aspects of</u> spatial distributions, simple patterns and trends, infer relationships and draw <u>partial</u> conclusions	<u>use of</u> data to <u>make statements</u>
		<u>reasoned</u> <u>proposal</u> of an action in response to a geographical challenge and <u>identification and explanation</u> of the expected effects of the proposed action	<u>informed</u> <u>proposal</u> of an action in response to a geographical challenge and <u>identification and description</u> of the expected effects of the proposed action	<u>proposal</u> of action in response to a geographical challenge and <u>identification</u> of the expected effects of the proposed action	<u>identification</u> of an action in response to a geographical challenge and <u>identification</u> of <u>aspects of</u> the expected effects of the proposed action	<u>statements about</u> actions in response to a geographical challenge and expected effects
		<u>purposeful</u> <u>presentation</u> of findings in a range of communication forms using <u>relevant</u> geographical terminology.	<u>effective</u> <u>presentation</u> of findings in a range of communication forms using <u>relevant</u> geographical terminology.	<u>presentation</u> of findings in a range of communication forms using geographical terminology.	<u>partial</u> <u>presentation</u> of findings in a range of communication forms using <u>everyday language</u> .	<u>fragmented</u> <u>presentation</u> of findings in a range of communication forms using <u>everyday language</u> .
Key	Shading emphasises the <u>key aspects of the achievement standard</u> and <u>qualities that discriminate between the A–E descriptors</u> . Key terms are described overleaf.					

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 5 Geography SEs

The following terms are used in the Year 5 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
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
detail; 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
findings	a summary of information gathered through a series of investigations
fragmented	disjointed, incomplete or isolated

Term	Description
identification; identify	establish or indicate who or what someone or something is
infer	a conclusion reached on the basis of evidence or reasoning
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
pattern	regularity in data portrayed in graphs or maps (e.g. the decline in population density, rainfall in Australia with increasing distance from the coast)
place	place refers to parts of the Earth's surface and can be described by location, shape, boundaries, features and environmental and human characteristics
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 situations or elements
reasoned	logical and sound; presented with justification
relevant	having some logical connection with
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	any written or non-written material that can be used in an investigation; in geography, source material includes data and information collected from field work
spatial distribution	the arrangement of particular phenomena or activities across the surface of the Earth
statement	a sentence or assertion
use of	to operate or put into effect