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|  | Year 6 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 6 Australian Curriculum achievement standard represents a **C standard** — a sound level of knowledge and understanding of the content, and application of skills.

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| Year 6 Australian Curriculum: Geography achievement standard | |
| By the end of Year 6, students explain the characteristics of diverse places in different locations at different scales from [local](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Local) to global. They describe the interconnections between people and places, identify factors that influence these interconnections and describe how they [change](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Change) places and affect people. They describe the location of selected countries in absolute and relative terms and identify and compare spatial distributions and patterns among phenomena. They identify and describe alternative views on how to respond to a geographical challenge and propose a response.  Students develop geographical questions to frame an inquiry. They locate relevant information from a range of sources to answer inquiry questions. They represent [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and the location of places and their characteristics in different graphic forms, including large-scale and small-scale maps that use cartographic conventions of border, source, [scale](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Scale), legend, title and north point. Students interpret [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and other information to identify and compare spatial distributions, patterns and [trends](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Trends), infer relationships and draw conclusions. They present findings and ideas using geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge and describe the expected effects of their proposal. | |
| 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#level6](http://www.australiancurriculum.edu.au/humanities-and-social-sciences/geography/curriculum/f-10?layout=1#level6) |

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 6 Geography standard elaborations REVISED DRAFT

|  | | A | B | | C | | D | | E | |
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| The folio of student work has the following characteristics: | | | | | | | | |
| Understanding and skills  dimensions | Geographical knowledge  and understanding | comprehensive explanation of the characteristics of diverse places in different locations at different scales from local to global | | detailed explanation of the characteristics of diverse places in different locations at different scales from local to global | | explanation of the characteristics of diverse places in different locations at different scales from local to global | | description of aspects of the characteristics of diverse places in different locations at different scales from local to global | | statements about the characteristics of diverse places in different locations |
| comprehensive description of interconnections between people and places, identification of factors that influence these interconnections and explanation of how they change places and affect people | | detailed description of interconnections between people and places, identification of factors that influence these interconnections and detailed descriptions of how they change places and affect people | | description of interconnections between people and places, identification of factors that influence these interconnections and descriptions of how they change places and affect people | | description of aspects of interconnections between people and places, identification of aspects of factors that influence these interconnections and identification of how they change places and affect people | | statements about interconnections between people and places, factors that influence these interconnections and the effect of these interconnections |
| comprehensive description of the location of selected countries in absolute and relative terms and identification and comprehensive comparison of spatial distributions and patterns among phenomena | | detailed description of the location of selected countries in absolute and relative terms and identification and detailed comparison of spatial distributions and patterns among phenomena | | description of the location of selected countries in absolute and relative terms and identification and comparison of spatial distributions and patterns among phenomena | | description of the location of selected countries in absolute and relative terms and identification and description of aspects of spatial distributions and patterns among phenomena | | identification of the location of selected countries and statements about spatial distributions and patterns among phenomena |
| identification and explanation of alternative views on how to respond to a geographical challenge | | identification and detailed description 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 and description of aspects of alternative views on how to respond to a geographical challenge | | statements about views on how to respond to a geographical challenge |
| Understanding and skills  dimensions | Questioning  and  researching | development of geographical questions to frame an inquiry and location and considered use of relevant information from a range of sources to effectively answer inquiry questions | | development of geographical questions to frame an inquiry and location and informed use of relevant information from a range of sources to effectively answer inquiry questions | | development of geographical questions to frame an inquiry and location and use of relevant information from a range of sources to answer inquiry questions | | development of geographical questions related to an inquiry and location and use of information from sources to answer aspects of inquiry questions | | use of geographical questions and location of information from sources |
| Interpreting  and  analysing | interpretation of data and other information to identify, compare and explain spatial distributions, patterns and trends, infer relationships and draw reasoned conclusions | | interpretation of data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw informed conclusions | | interpretation of data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions | | interpretation of data and other information to identify aspects of spatial distributions, patterns and trends, infer relationships and draw partial conclusions | | use of data to make statements |
| reasoned proposal of an action in response to a geographical challenge and comprehensive description and explanation of the expected effects of the proposal | | informed proposal of an action in response to a geographical challenge and detailed description of the expected effects of the proposal | | proposal of action in response to a geographical challenge and description of the expected effects of the proposal | | identification of an action in response to a geographical challenge and identification of aspects of the expected effects of the proposal | | statements about actions in response to a geographical challenge and expected effects |
| Understanding and skills  dimensions | Communicating | purposeful presentation of findings and ideas using relevant geographical terminology and graphical representations in a range of communication forms | | effective presentation of findings and ideas using relevant geographical terminology and graphical representations in a range of communication forms | | presentation of findings and ideas using geographical terminology and graphical representations in a range of communication forms | | partial presentation of findings and ideas using everyday language and aspects of graphical representations in a range of communication forms | | fragmented presentation findings and ideas using everyday language and fragmented graphical representations in a range of communication forms |
| accurate and detailed representation of data and the location of places and their characteristics in different graphic forms including large-scale and small-scale maps that use cartographic conventions[[1]](#footnote-1). | | detailed representation of data and the location of places and their characteristics in different graphic forms including large-scale and small-scale maps that use cartographic conventions1. | | representation of data and the location of places and their characteristics in different graphic forms including large-scale and small-scale maps that use cartographic conventions1. | | partial representation of data and the location of places and their characteristics in different graphic forms including large-scale and small-scale maps that use aspects of cartographic conventions1. | | fragmented representation of data and the location of places and their characteristics in different graphic forms including large-scale and small-scale maps. |

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| Key | Shading emphasises the key aspects of the achievement standard and qualities that discriminate between the A–E descriptors. 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.

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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 6 Geography SEs

The following terms are used in the Year 6 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 |
| 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 |
| 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 |
| 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 | a 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 |
| 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 |
| source | any written or non-written material that can be used in an investigation;  in Year 6 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 |

1. Cartographic conventions of border, source, scale, legend, title and north point [↑](#footnote-ref-1)