|  |  |
| --- | --- |
|  | Year 7 standard elaborations — Australian Curriculum: Geography |

|  |  |
| --- | --- |
| **Purpose** | The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five‑point scale. These can be used as a tool for:   * making consistent and comparable judgments about the evidence of learning in a folio of student work * developing task-specific standards for individual assessment tasks. |
| **Structure** | The SEs are developed using the **Australian Curriculum achievement standard**. The Geography achievement standard describes the learning expected of students at each year level. Teachers use the achievement standard during and at the end of a period of teaching to make on‑balance judgments about the quality of learning students demonstrate.  In Queensland the achievement standard represents the **C standard** — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a **matrix**. The discernible differences or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Terms are described in the Notes section following the matrix. |
|  |  |

|  |  |
| --- | --- |
| **Year 7 Australian Curriculum: Geography achievement standard** | |
| By the end of Year 7, students describe geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently. They explain interconnections between people and places and environments and describe how these interconnections change places and environments. They describe alternative strategies to a geographical challenge referring to environmental, economic and social factors.  Students identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful information and data. They record and represent data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions. They interpret and analyse geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and draw conclusions. Students present findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and describe the expected effects of their proposal. | |
|  | |
| **Source** | Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum Version 8 Geography 7–10,  [www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/Geography](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/geography/) |

## Year 7 Geography standard elaborations

|  | A | B | | C | D | E |
| --- | --- | --- | --- | --- | --- | --- |
|  | The folio of a student’s work has the following characteristics: | | | | | |
| Knowledge and understanding | comprehensive description of:   * [geographical processes](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Geographical+processes) that influence the [characteristics of places](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Characteristics+of+places) * how the [characteristics of places](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Characteristics+of+places) are perceived and valued differently | | detailed description of :   * [geographical processes](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Geographical+processes) that influence the [characteristics of places](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Characteristics+of+places) * how the [characteristics of places](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Characteristics+of+places) are perceived and valued differently | description of:   * [geographical processes](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Geographical+processes) that influence the [characteristics of places](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Characteristics+of+places) * how the [characteristics of places](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Characteristics+of+places) are perceived and valued differently | identification of:   * [geographical processes](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Geographical+processes) that influence the [characteristics of places](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Characteristics+of+places) * how the [characteristics of places](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Characteristics+of+places) are perceived and valued differently | statements about [geographical processes](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Geographical+processes) that influence the [characteristics of places](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Characteristics+of+places) |
| * comprehensive explanation of interconnections between people and places and environments * comprehensive description of how these interconnections [change](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Change) places and environments | | * detailed explanation of interconnections between people and places and environments * detailed description of how these interconnections [change](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Change) places and environments | * explanation of interconnections between people and places and environments * description of how these interconnections [change](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Change) places and environments | * description of interconnections between people and places and environments * identification of how these interconnections [change](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Change) places and environments | * statements about interconnections between people and places and environments * statements about how these interconnections [change](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Change) places and environments |
| comprehensive explanation of alternative strategies to a geographical challenge referring to environmental, economic and social factors | | explanation of alternative strategies to a geographical challenge referring to environmental, economic and social factors | description of alternative strategies to a geographical challenge referring to environmental, economic and social factors | description of alternative strategies to a geographical challenge referring to aspects of environmental, economic and social factors | identification of alternative strategies to a geographical challenge |
| Skills | development of discerning geographically significant questions to frame an inquiry | | development of informed geographically significant questions to frame an inquiry | identification of geographically significant questions to frame an inquiry | identification of geographically significant questions related to an inquiry | identification of geographical questions related to an inquiry |
| comprehensive evaluation of a range of primary and [secondary sources](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Secondary+sources) to locate useful information and [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) | | detailed evaluation of a range of primary and [secondary sources](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Secondary+sources) to locate useful information and [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) | evaluation of a range of primary and [secondary sources](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Secondary+sources) to locate useful information and [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) | identification of a range of primary and [secondary sources](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Secondary+sources) to locate useful information and [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) | identification of sources to locate information and [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) |
| Skills | accurate and detailed recording and representation of data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions | | detailed recording and representation of data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions | recording and representation of data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions | partial recording and representation of data and the location and distribution of aspects of geographical phenomena in forms including large-scale and small-scale maps that conform to aspects of cartographic conventions | fragmented recording and representation of data and geographical phenomena in fragmented forms |
| interpretation and comprehensive analysis of geographical maps, [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and other information to:   * propose simple explanations for spatial distributions, patterns, [trends](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Trends) and relationships * draw conclusions | | interpretation and detailed analysis of geographical maps, [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and other information to:   * propose simple explanations for spatial distributions, patterns, [trends](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Trends) and relationships * draw conclusions | interpretation and analysis of geographical maps, [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and other information to:   * propose simple explanations for spatial distributions, patterns, [trends](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Trends) and relationships * draw conclusions | interpretation and description of geographical maps, [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and other information to:   * propose partial explanations for spatial distributions, patterns, [trends](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Trends) and relationships * draw conclusions | identification of geographical maps, [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and other information to propose simple explanations |
| purposeful presentation of findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms | | effective presentation of findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms | presentation of findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms | partial presentation of findings and arguments using aspects of geographical terminology and digital technologies | fragmented presentation of findings and arguments using aspects of geographical terminology and digital technologies |
| * purposeful proposal of action in response to a geographical challenge taking account of environmental, economic and social factors * comprehensive description of the expected effects of their proposal | | * effective proposal of action in response to a geographical challenge taking account of environmental, economic and social factors * detailed description of the expected effects of their proposal | * proposal of action in response to a geographical challenge taking account of environmental, economic and social factors * description of the expected effects of their proposal | * identification of action in response to a geographical challenge taking account of environmental, economic and social factors * description of aspects of the effects of their proposal | * fragmented proposal of action in response to a geographical challenge * identification of aspects of the effects of their proposal |
|  | | | | | | |
| Key | shading emphasises the qualities that discriminate between the A–E descriptors | | | | | |

## Notes

### Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standard — 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 7 Geography standard elaborations

These terms clarify the descriptors in the Year 7 Geography SEs. Definitions are drawn from the ACARA Australian Curriculum Humanities and Social Sciences (HASS) glossary ([www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/glossary](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/glossary)) and from other sources to ensure consistent understanding.

| Term | Description |
| --- | --- |
| accurate | consistent with a standard, rule, convention or known facts |
| analyse; analysis | consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences |
| 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 |
| change | the concept of change involves both time and space |
| characteristics of places | in Geography, characteristics of places include people, climate, production, landforms, built elements of the environment, soils, vegetation, communities, water resources, cultures, mineral resources and landscape |
| comprehensive | detailed and thorough, including all that is relevant |
| consistently | regular in occurrence; in agreement and not self-contradictory |
| 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 |
| discerning | showing good judgment to make thoughtful choices |
| 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 |
| geographical processes | the physical and human forces that work in combination to form and transform the world (e.g. erosion, the water cycle, migration or urbanisation);  geographical processes can operate within and between places |
| geographically significant | why a question is worth investigating;  in Geography, geographically significant questions include: what and where? how and why? what impact? what can be done? |
| identification; identify | establish or indicate who or what someone or something is |
| 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 |
| interpret; interpretation | explaining the meaning of information or actions |
| justified | provide sound reasons or evidence to support a statement; show how an argument or conclusion is right or reasonable |
| partial | attempted; incomplete evidence provided |
| pattern | in Geography, a regularity in data portrayed in graphs or maps (e.g. a decline in population density or rainfall in Australia with increasing distance from the coast) |
| perceived; perception | in Geography, perception is people’s subjective assessment of places and environments |
| phenomenon | any observable occurrence that can be studied spatially (e.g. rainfall, rice production) |
| place | place refers to parts of the Earth’s surface and can be described by location, shape, boundaries, features and environmental and human characteristics |
| primary sources | sources that are collected by the student (e.g. field notes from observations, measurements taken from experiments, response from a survey or questionnaire) |
| 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 communication and graphic forms |
| relevant | having some logical connection with |
| representation; represent | in Geography, representation is demonstrating 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 |
| secondary sources | sources of information that have been collected, processed, interpreted and published by others (e.g. census data, newspaper articles, images, information in a published report) |
| spatial distribution | the arrangement of particular phenomena or activities across the surface of the Earth |
| statement | a sentence or assertion |
| use | to operate or put into effect |