

# Year 8 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 8 Australian Curriculum: Geography achievement standard

By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They compare alternative strategies to a geographical challenge, taking into account environmental, economic and social factors. Students identify geographically significant questions from observations to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful and reliable information and data. They select, record and represent data and the location and distribution of geographical phenomena in a range of appropriate digital and non-digital forms, including maps at different scales that conform to cartographic conventions. They analyse geographical maps, data and other information to propose explanations for spatial distributions, patterns, trends and relationships, and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and digital technologies in a range of appropriate communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes 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](http://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/Geography)



# Year 8 Geography standard elaborations

	A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>					
<b>Knowledge and understanding</b>	<u>comprehensive</u> explanation of: <ul style="list-style-type: none"> <li>geographical processes that influence characteristics of places</li> <li>how places are perceived and valued differently</li> </ul>	<u>detailed</u> explanation of: <ul style="list-style-type: none"> <li>geographical processes that influence characteristics of places</li> <li>how places are perceived and valued differently</li> </ul>	explanation of: <ul style="list-style-type: none"> <li>geographical processes that influence characteristics of places</li> <li>how places are perceived and valued differently</li> </ul>	<u>identification</u> of: <ul style="list-style-type: none"> <li>geographical processes that influence characteristics of places</li> <li>how places are perceived and valued differently</li> </ul>	<u>statements about</u> : <ul style="list-style-type: none"> <li>geographical processes that influence characteristics of places</li> <li>how places are perceived and valued differently</li> </ul>
	<u>comprehensive</u> explanation of interconnections within environments and between people and places, and how they change places and environments	<u>detailed</u> explanation of interconnections within environments and between people and places, and how they change places and environments	explanation of interconnections within environments and between people and places, and how they change places and environments	<u>identification</u> of interconnections within environments and between people and places, and how they change places and environments	<u>statements about</u> interconnections within environments and between people and places, and how they change places and environments
	<u>comprehensive</u> comparison of alternative strategies to a geographical challenge, taking into account environmental, economic and social factors	<u>detailed</u> comparison of alternative strategies to a geographical challenge, taking into account environmental, economic and social factors	comparison of alternative strategies to a geographical challenge, taking into account environmental, economic and social factors	comparison of <u>aspects of</u> alternative strategies to a geographical challenge, taking into account <u>aspects of</u> environmental, economic and social factors	<u>fragmented</u> comparison of strategies to a geographical challenge
<b>Skills</b>	<u>discerning</u> identification of geographically significant questions from observations to frame an inquiry	<u>effective</u> identification of geographically significant questions from observations to frame an inquiry	identification of geographically significant questions from observations to frame an inquiry	identification of <u>aspects of</u> geographically significant questions from observations to <u>partially</u> frame an inquiry	identification of questions <u>related to</u> an inquiry

	A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>					
<b>Skills</b>	<u>comprehensive</u> evaluation of a range of primary and secondary sources to locate useful and reliable information and data	<u>detailed</u> evaluation of a range of primary and secondary sources to locate useful and reliable information and data	evaluation of a range of primary and secondary sources to locate useful and reliable information and data	<u>identification</u> of a range of primary and secondary sources to locate useful and reliable information and data	<u>identification</u> of sources to locate information and data
	<u>accurate and detailed</u> selection, recording and representation of data and the location and distribution of geographical phenomena in a range of appropriate digital and non-digital forms, including maps at different scales that conform to cartographic conventions	<u>detailed</u> selection, recording and representation of data and the location and distribution of geographical phenomena in a range of appropriate digital and non-digital forms, including maps at different scales that conform to cartographic conventions	selection, recording and representation of data and the location and distribution of geographical phenomena in a range of appropriate digital and non-digital forms, including maps at different scales that conform to cartographic conventions	<u>partial</u> selection, recording and representation of data and the location and distribution of <u>aspects of</u> geographical phenomena in a range of appropriate digital and non-digital forms, including maps at different scales that conform to <u>aspects of</u> cartographic conventions	<u>fragmented</u> selection, recording and representation of data and geographical phenomena in <u>fragmented</u> forms
	<u>comprehensive</u> analysis of geographical maps, data and other information to: <ul style="list-style-type: none"> <li>propose <u>purposeful</u> explanations for spatial distributions, patterns, trends and relationships</li> <li>draw reasoned conclusions</li> </ul>	<u>detailed</u> analysis of geographical maps, data and other information to: <ul style="list-style-type: none"> <li>propose <u>effective</u> explanations for spatial distributions, patterns, trends and relationships</li> <li>draw reasoned conclusions</li> </ul>	analysis of geographical maps, data and other information to: <ul style="list-style-type: none"> <li>propose explanations for spatial distributions, patterns, trends and relationships</li> <li>draw reasoned conclusions</li> </ul>	<u>description</u> of geographical maps, data and other information to: <ul style="list-style-type: none"> <li>propose <u>partial</u> explanations for spatial distributions, patterns, trends and relationships</li> <li>draw conclusions</li> </ul>	<u>identification</u> of geographical maps, data and other information to draw <u>fragmented</u> conclusions
	<u>purposeful</u> presentation of findings, arguments and ideas using relevant geographical terminology and digital technologies in a range of appropriate communication forms	<u>effective</u> presentation of findings, arguments and ideas using relevant geographical terminology and digital technologies in a range of appropriate communication forms	presentation of findings, arguments and ideas using relevant geographical terminology and digital technologies in a range of appropriate communication forms	<u>partial</u> presentation of findings, arguments and ideas using <u>aspects of</u> geographical terminology and digital technologies in a range of appropriate communication forms	<u>fragmented</u> presentation of findings, arguments and ideas using <u>aspects of</u> geographical terminology and digital technologies

	A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>					
<b>Skills</b>	<ul style="list-style-type: none"> <li>• <b>purposeful</b> proposal of action in response to a geographical challenge, taking account of environmental, economic and social factors</li> <li>• <b>comprehensive</b> prediction of the outcomes of their proposal</li> </ul>	<ul style="list-style-type: none"> <li>• <b>effective</b> proposal of action in response to a geographical challenge, taking account of environmental, economic and social factors</li> <li>• <b>detailed</b> prediction of the outcomes of their proposal</li> </ul>	<ul style="list-style-type: none"> <li>• proposal of action in response to a geographical challenge, taking account of environmental, economic and social factors</li> <li>• prediction of the outcomes of their proposal</li> </ul>	<ul style="list-style-type: none"> <li>• proposal of action in response to a geographical challenge, taking account of <b>aspects of</b> environmental, economic and social factors,</li> <li>• <b>partial</b> prediction of the outcomes of their proposal</li> </ul>	<ul style="list-style-type: none"> <li>• <b>fragmented</b> proposal of action in response to a geographical challenge</li> <li>• <b>fragmented</b> prediction of the outcomes of their proposal</li> </ul>
<b>Key</b>	<b>shading</b> emphasises the <b>qualities that discriminate between the A–E descriptors</b>				

# 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
<b>understanding</b>	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
<b>skills</b>	the specific techniques, strategies and processes in a learning area

## Terms used in Year 8 Geography standard elaborations

These terms clarify the descriptors in the Year 8 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](http://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/glossary)) and from other sources to ensure consistent understanding.

Term	Description
<b>accurate</b>	consistent with a standard, rule, convention or known facts
<b>analyse; analysis</b>	consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
<b>appropriate</b>	fitting, suitable to the context
<b>cartographic conventions</b>	the elements on a map that are represented by symbols agreed upon by convention such as scale, north point, legend, and compass direction
<b>change</b>	the concept of change involves both time and space
<b>characteristics of places</b>	in Geography, <i>characteristics of places</i> include people, climate, production, landforms, built elements of the environment, soils, vegetation, communities, water resources, cultures, mineral resources and landscape
<b>compare; comparison</b>	estimate, measure or note how things are similar or dissimilar
<b>comprehensive</b>	detailed and thorough, including all that is relevant
<b>consistently</b>	regular in occurrence; in agreement and not self-contradictory
<b>data</b>	information that is directly recorded; it can be quantitative or qualitative
<b>description; describe</b>	give an account of characteristics or features
<b>detailed</b>	meticulous; including many of the parts
<b>development; develop</b>	elaborate or expand in detail; to create or construct
<b>discerning</b>	showing good judgment to make thoughtful choices

Term	Description
<b>effective; effectively</b>	capably meets the described requirements
<b>explanation; explain</b>	provide additional information that demonstrates understanding of reasoning and/or application
<b>findings</b>	a summary of information gathered through a series of investigations
<b>fragmented</b>	disjointed, incomplete or isolated
<b>geographical processes</b>	the physical and human forces that work in combination to form and transform the world (e.g. erosion, the water cycle, migration or urbanisation); <i>geographical processes</i> can operate within and between places
<b>geographically significant</b>	why a question is worth investigating; in Geography, <i>geographically significant</i> questions include: what and where? how and why? what impact? what can be done?
<b>identification; identify</b>	establish or indicate who or what someone or something is
<b>informed</b>	having relevant knowledge; being conversant with the topic
<b>interconnection</b>	the way that people and/or geographical phenomena are connected to each other through environmental processes and human activity
<b>interpret; interpretation</b>	explaining the meaning of information or actions
<b>justified</b>	provide sound reasons or evidence to support a statement; show how an argument or conclusion is right or reasonable
<b>partial</b>	attempted; incomplete evidence provided
<b>pattern</b>	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)
<b>perceived; perception</b>	in Geography, <i>perception</i> is people's subjective assessment of places and environments
<b>phenomenon</b>	any observable occurrence that can be studied spatially (e.g. rainfall, rice production)
<b>place; places</b>	in Geography, parts of the Earth's surface that are identified and given meaning by people, which may be perceived, experienced, understood and valued differently; see also <a href="#">characteristics of places</a>
<b>primary sources</b>	sources that are collected by the student (e.g. field notes from observations, measurements taken from experiments, response from a survey or questionnaire)
<b>proposal</b>	a plan or solution in response to a situation
<b>purposeful</b>	intentional; done by design; focused and clearly linked to the goals of the task
<b>range</b>	covers the scope of relevant communication and graphic forms
<b>reasoned</b>	logical and sound; presented with justification
<b>relevant</b>	having some logical connection with
<b>representation; represent</b>	in Geography, <i>representation</i> is demonstrating geographical information in a visual form (e.g. a graph, map, image, field--sketch, a multilayered map)

<b>Term</b>	<b>Description</b>
<b>scale</b>	the different spatial levels used to investigate phenomena or represent phenomena visually
<b>secondary sources</b>	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)
<b>spatial distribution</b>	the arrangement of particular phenomena or activities across the surface of the Earth
<b>statement</b>	a sentence or assertion
<b>use</b>	to operate or put into effect