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|  | Year 9 standard elaborations — Australian Curriculum: Geography |

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| **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.
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| **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. |
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| **Year 9 Australian Curriculum: Geography achievement standard** |
| By the end of Year 9, students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.Students use initial research to identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data. They record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal. |
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| **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 9 Geography standard elaborations

|  | A | B | C | D | E |
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|  | The folio of a student’s work has the following characteristics: |
| Knowledge and understanding | comprehensive explanation of how geographical processes change the characteristics of places | detailed explanation of how geographical processes change the characteristics of places | explanation of how geographical processes change the characteristics of places | description of how geographical processes change the characteristics of places | statements about geographical processes changing the characteristics of places |
| * comprehensive analysis of the interconnections between people, places and environments
* comprehensive explanation of how these interconnections influence people, and change places and environments
 | * detailed analysis of the interconnections between people, places and environments
* detailed explanation of how these interconnections influence people, and change places and environments
 | * analysis of the interconnections between people, places and environments
* explanation of how these interconnections influence people, and change places and environments
 | * explanation of the interconnections between people, places and environments
* description of how these interconnections influence people, and change places and environments
 | * description of the interconnections between people, places and environments
* statements about change
 |
| * justified prediction of changes in the characteristics of places over time
* identification of the possible implications of change for the future
 | * plausible prediction of changes in the characteristics of places over time
* identification of the possible implications of change for the future
 | * prediction of changes in the characteristics of places over time
* identification of the possible implications of change for the future
 | * prediction of aspects of changes in the characteristics of places over time
* identification of aspects of the possible implications of change for the future
 | * prediction of aspects of changes in the characteristics of places over time
* statements about change
 |
| discerning analysis of alternative strategies to a geographical challenge using environmental, social and economic criteria | informed analysis of alternative strategies to a geographical challenge using environmental, social and economic criteria | analysis of alternative strategies to a geographical challenge using environmental, social and economic criteria | explanation of alternative strategies to a geographical challenge using aspects of environmental, social and economic criteria | statements about alternative strategies to a geographical challenge  |
| Skills | discerning use of initial research for development of discerning geographically significant questions to frame an inquiry | effective use of initial research for development of informed geographically significant questions to frame an inquiry | use of initial research for identification of geographically significant questions to frame an inquiry | use of initial research for identification of geographical questions related to an inquiry | identification of geographical questions related to an inquiry |
| discerning evaluation of a range of primary and secondary sources to select and collect relevant and reliable geographical information and data | informed evaluation of a range of primary and secondary sources to select and collect relevant and reliable geographical information and data | evaluation of a range of primary and secondary sources to select and collect relevant and reliable geographical information and data | explanation of a range of primary and secondary sources to select and collect aspects of relevant geographical information and data | use of aspects of sources to select and collect geographical information and data |
| recording and accurate and detailed representation of multi-variable data in a range of appropriate digital and non‑digital forms, including a range of maps that comply with cartographic conventions | recording and detailed representation of multi-variable data in a range of appropriate digital and non‑digital forms, including a range of maps that comply with cartographic conventions | recording and representation of multi-variable data in a range of appropriate digital and non‑digital forms, including a range of maps that comply with cartographic conventions | recording and partial representation of multi-variable data in appropriate digital and non‑digital forms, including a range of maps that comply with aspects of cartographic conventions | recording and fragmented representation of data in appropriate forms  |
| discerning use of a range of methods and digital technologies to interpret and analyse maps, data and other information to:* propose comprehensive explanations for patterns, trends, relationships and anomalies across time and space
* predict outcomes
 | effective use of a range of methods and digital technologies to interpret and analyse maps, data and other information to:* propose informed explanations for patterns, trends, relationships and anomalies across time and space
* predict outcomes
 | use of a range of methods and digital technologies to interpret and analyse maps, data and other information to:* propose explanations for patterns, trends, relationships and anomalies across time and space
* predict outcomes
 | use of methods and digital technologies to explain maps, data and other information to:* propose partial explanations for patterns, trends, relationships and anomalies across time and space
* predict outcomes
 | statements about maps, data and other information to propose fragmented explanations and predictions |
| synthesis of data and information to draw discerning and reasoned conclusions | synthesis of data and information to draw effective and reasoned conclusions | synthesis of data and information to draw reasoned conclusions | synthesis of aspects of data and information to draw conclusions | use of data and information to make statements |
| Skills | purposeful presentation of findings, arguments and explanations using:* relevant geographical terminology
* digital representations in a range of appropriate communication forms
 | effective presentation of findings, arguments and explanations using:* relevant geographical terminology
* digital representations in a range of appropriate communication forms
 | presentation of findings, arguments and explanations using:* relevant geographical terminology
* digital representations in a range of appropriate communication forms
 | partial presentation of findings, arguments and explanations using:* geographical terminology
* aspects of digital representations in appropriate communication forms
 | fragmented presentation of findings using:* everyday language
* fragmented digital representations
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| * justified proposal of action in response to a geographical challenge, taking account of environmental, economic and social factors
* justified prediction of the outcomes and consequences of their proposal
 | * informed proposal of action in response to a geographical challenge, taking account of environmental, economic and social factors
* plausible prediction of the outcomes and consequences of their proposal
 | * proposal of action in response to a geographical challenge, taking account of environmental, economic and social factors
* prediction of the outcomes and consequences of their proposal
 | * identification of action in response to a geographical challenge, taking account of aspects of environmental, economic and social factors
* prediction of aspects of outcomes and consequences of their proposal
 | * statement of action related to a geographical challenge
* statement about the outcomes
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| 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.

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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 9 Geography standard elaborations

These terms clarify the descriptors in the Year 9 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 |
| anomaly;anomalies | a data value that appears to stand out from the other members of the data set by being unusually high or low |
| appropriate | fitting, suitable to the context |
| 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*](#place) 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 |
| evaluation;evaluate | examine and judge the merit or significance of something |
| 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 |
| justify;justified | provide sound reasons or evidence to support a statement; show how an argument or conclusion is right or reasonable |
| outcome;outcomes | the likely result of an event |
| 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) |
| phenomenon | any observable occurrence that can be studied spatially (e.g. rainfall, rice production) |
| place;places | 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 [characteristics of places](#characteristics_of_places) |
| plausible | credible and possible |
| predict;predictions | in Geography, to forecast an outcome based on observation, experience, or evidence |
| 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  |
| reasoned | logical and sound; presented with justification |
| 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) |
| 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) |
| selection;select | choose in preference to another or others |
| statement | a sentence or assertion |
| use  | to operate or put into effect |