

# Year 9 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 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.

**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 9 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 how geographical processes change the characteristics of places	<u>detailed</u> explanation of how geographical processes change the characteristics of places	explanation of how geographical processes change the characteristics of places	<u>description</u> of how geographical processes change the characteristics of places	<u>statements about</u> geographical processes <u>changing</u> the characteristics of places
	<ul style="list-style-type: none"> <li>• <u>comprehensive</u> analysis of the interconnections between people, places and environments</li> <li>• <u>comprehensive</u> explanation of how these interconnections influence people, and change places and environments</li> </ul>	<ul style="list-style-type: none"> <li>• <u>detailed</u> analysis of the interconnections between people, places and environments</li> <li>• <u>detailed</u> explanation of how these interconnections influence people, and change places and environments</li> </ul>	<ul style="list-style-type: none"> <li>• analysis of the interconnections between people, places and environments</li> <li>• explanation of how these interconnections influence people, and change places and environments</li> </ul>	<ul style="list-style-type: none"> <li>• <u>explanation</u> of the interconnections between people, places and environments</li> <li>• <u>description</u> of how these interconnections influence people, and change places and environments</li> </ul>	<ul style="list-style-type: none"> <li>• <u>description</u> of the interconnections between people, places and environments</li> <li>• <u>statements about</u> change</li> </ul>
	<ul style="list-style-type: none"> <li>• <u>justified</u> prediction of changes in the characteristics of places over time</li> <li>• identification of the possible implications of change for the future</li> </ul>	<ul style="list-style-type: none"> <li>• <u>plausible</u> prediction of changes in the characteristics of places over time</li> <li>• identification of the possible implications of change for the future</li> </ul>	<ul style="list-style-type: none"> <li>• prediction of changes in the characteristics of places over time</li> <li>• identification of the possible implications of change for the future</li> </ul>	<ul style="list-style-type: none"> <li>• prediction of <u>aspects of</u> changes in the characteristics of places over time</li> <li>• identification of <u>aspects of</u> the possible implications of change for the future</li> </ul>	<ul style="list-style-type: none"> <li>• prediction of <u>aspects of</u> changes in the characteristics of places over time</li> <li>• <u>statements about</u> change</li> </ul>
	<u>discerning</u> analysis of alternative strategies to a geographical challenge using environmental, social and economic criteria	<u>informed</u> 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	<u>explanation</u> of alternative strategies to a geographical challenge using <u>aspects of</u> environmental, social and economic criteria	<u>statements about</u> alternative strategies to a geographical challenge

	A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>					
<b>Skills</b>	<u>discerning</u> use of initial research for <u>development</u> of <u>discerning</u> geographically significant questions to frame an inquiry	<u>effective</u> use of initial research for <u>development</u> of <u>informed</u> 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 <u>related to</u> an inquiry	<u>identification</u> of geographical questions <u>related to</u> an inquiry
	<u>discerning</u> evaluation of a range of primary and secondary sources to select and collect relevant and reliable geographical information and data	<u>informed</u> 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	<u>explanation</u> of a range of primary and secondary sources to select and collect <u>aspects of</u> relevant geographical information and data	<u>use of aspects of</u> sources to select and collect geographical information and data
	recording and <u>accurate and detailed</u> 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 <u>detailed</u> 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 <u>partial</u> representation of multi-variable data in appropriate digital and non-digital forms, including a range of maps that comply with <u>aspects of</u> cartographic conventions	recording and <u>fragmented</u> representation of data in appropriate forms
	<u>discerning</u> use of a range of methods and digital technologies to interpret and analyse maps, data and other information to: <ul style="list-style-type: none"> <li>propose <u>comprehensive</u> explanations for patterns, trends, relationships and anomalies across time and space</li> <li>predict outcomes</li> </ul>	<u>effective</u> use of a range of methods and digital technologies to interpret and analyse maps, data and other information to: <ul style="list-style-type: none"> <li>propose <u>informed</u> explanations for patterns, trends, relationships and anomalies across time and space</li> <li>predict outcomes</li> </ul>	use of a range of methods and digital technologies to interpret and analyse maps, data and other information to: <ul style="list-style-type: none"> <li>propose explanations for patterns, trends, relationships and anomalies across time and space</li> <li>predict outcomes</li> </ul>	<u>use of</u> methods and digital technologies to <u>explain</u> maps, data and other information to: <ul style="list-style-type: none"> <li>propose <u>partial</u> explanations for patterns, trends, relationships and anomalies across time and space</li> <li>predict outcomes</li> </ul>	<u>statements about</u> maps, data and other information to propose <u>fragmented</u> explanations and <u>predictions</u>
	synthesis of data and information to draw <u>discerning</u> and reasoned conclusions	synthesis of data and information to draw <u>effective</u> and reasoned conclusions	synthesis of data and information to draw reasoned conclusions	synthesis of <u>aspects of</u> data and information to draw conclusions	<u>use of</u> data and information to <u>make</u> <u>statements</u>

	A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>					
<b>Skills</b>	<p><b>purposeful</b> presentation of findings, arguments and explanations using:</p> <ul style="list-style-type: none"> <li>• relevant geographical terminology</li> <li>• digital representations in a range of appropriate communication forms</li> </ul>	<p><b>effective</b> presentation of findings, arguments and explanations using:</p> <ul style="list-style-type: none"> <li>• relevant geographical terminology</li> <li>• digital representations in a range of appropriate communication forms</li> </ul>	<p>presentation of findings, arguments and explanations using:</p> <ul style="list-style-type: none"> <li>• relevant geographical terminology</li> <li>• digital representations in a range of appropriate communication forms</li> </ul>	<p><b>partial</b> presentation of findings, arguments and explanations using:</p> <ul style="list-style-type: none"> <li>• geographical terminology</li> <li>• <b>aspects of</b> digital representations in appropriate communication forms</li> </ul>	<p><b>fragmented</b> presentation of findings using:</p> <ul style="list-style-type: none"> <li>• everyday language</li> <li>• <b>fragmented</b> digital representations</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>justified</b> proposal of action in response to a geographical challenge, taking account of environmental, economic and social factors</li> <li>• <b>justified</b> prediction of the outcomes and consequences of their proposal</li> </ul>	<ul style="list-style-type: none"> <li>• <b>informed</b> proposal of action in response to a geographical challenge, taking account of environmental, economic and social factors</li> <li>• <b>plausible</b> prediction of the outcomes and consequences 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 and consequences of their proposal</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identification</b> of action in response to a geographical challenge, taking account of <b>aspects of</b> environmental, economic and social factors</li> <li>• prediction of <b>aspects of</b> outcomes and consequences of their proposal</li> </ul>	<ul style="list-style-type: none"> <li>• <b>statement</b> of action related to a geographical challenge</li> <li>• <b>statement about</b> the outcomes</li> </ul>
<b>Key</b>	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
<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 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](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>anomaly; anomalies</b>	a data value that appears to stand out from the other members of the data set by being unusually high or low
<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>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>evaluation; evaluate</b>	examine and judge the merit or significance of something
<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>justify; justified</b>	provide sound reasons or evidence to support a statement; show how an argument or conclusion is right or reasonable
<b>outcome; outcomes</b>	the likely result of an event
<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>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>plausible</b>	credible and possible
<b>predict; predictions</b>	in Geography, to forecast an outcome based on observation, experience, or evidence
<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

Term	Description
<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>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>selection; select</b>	choose in preference to another or others
<b>statement</b>	a sentence or assertion
<b>use</b>	to operate or put into effect