Year 10 Geography

Australian Curriculum in Queensland

January 2014 (amended April 2015)

Queensland Government
Queensland Studies Authority

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Amendments notice: April 2015

Accessing current QCAA resources

Resources referred to in this document may have been updated or replaced.

Please always check the QCAA website for the most current resources to support the implementation of the Australian Curriculum: Geography: www.qcaa.qld.edu.au/26025.html.

Summary of amendments, April 2015

- Section 2.2.1 Year 10 standards elaborations
  Table 3: The Year 10 standards elaborations removed; replaced with link to updated standards elaborations on the QCAA website; subsequent tables renumbered.
- Appendix 1: Geography standards elaborations terms table removed.
  Updated term definitions are available as part of the standards elaborations web documents.
- Table of contents updated.

Year 10 Geography — Australian Curriculum in Queensland

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Contents

1. Overview

Year 10 Geography: Australian Curriculum in Queensland provides an overview of the Australian Curriculum learning area within the context of a Kindergarten to Year 12 approach. It supports teachers' capacity by providing clarity about the focus of teaching and learning and the development of assessment to determine the quality of student learning. It maintains flexibility for schools to design curriculum that suits their specific contexts and scope for school authorities and school priorities to inform practice.

This document includes:

Curriculum requirements	Advice, guidelines and resources
Rationale	Planning teaching and learning
Aims	Standards elaborations, A to E
Australian Curriculum content	Assessment advice and guidelines
Achievement standards	Reporting advice and guidelines
Requirements are taken directly from the Australian Curriculum: Geography (v5.1) developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). This material is presented in blue text. Links to Australian Curriculum support materials are also provided where appropriate.	Advice, guidelines and resources are based on the Australian Curriculum Year level descriptions and organisation sections. They have been developed by the Queensland Studies Authority (QSA) to assist teachers in their planning and assessment and include links to Queensland-developed supporting resources, exemplars and templates.

1.1 Rationale

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

The concept of place develops students' curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Students examine why places have particular environmental and human characteristics, explore the similarities and differences between them, investigate their meanings and significance to people and examine how they are managed and changed.

Students use the concept of space to investigate the effects of location and distance on the characteristics of places, the significance of spatial distributions, and the organisation and management of space at different scales. Through the concept of environment students learn about the role of the environment in supporting the physical and emotional aspects of human life, the important interrelationships between people and environments, and the range of views about these interrelationships.

Students use the concept of interconnection to understand how the causal relationships between places, people and environments produce constant changes to their characteristics. Through the concept of sustainability students explore how the environmental functions that support their life and wellbeing can be sustained. The concept of scale helps them explore problems and look for explanations at different levels, for example, local or regional. The concept of change helps them to explain the present and forecast possible futures.

Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry; collect, evaluate, analyse and interpret information; and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. Students develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in everyday life and at work.

1.2 Aims

The Foundation — Year 10 Australian Curriculum: Geography aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

1.3 Geography in Queensland K–12

The K–12 curriculum in Queensland is aligned to the goals for Australian schooling, as expressed in the *Melbourne Declaration on Educational Goals for Young Australians*[*]. These goals are:

- Goal 1 — Australian schooling promotes equity and excellence
- Goal 2 — All young Australians become:
  - successful learners
  - confident and creative individuals
  - active and informed citizens.

* Ministerial Council on Education, Employment, Training and Youth Affairs 2008, *Melbourne Declaration on Educational Goals for Young Australians*, viewed October 2012, www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf.

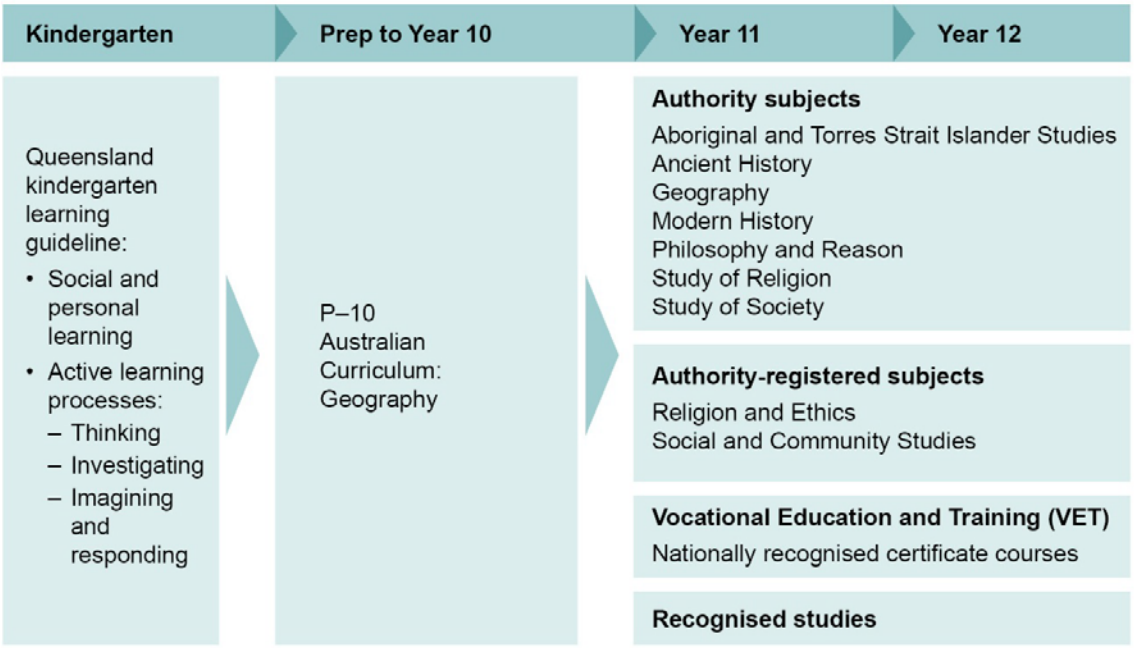
To achieve these goals, the declaration commits to the development of a world-class curriculum that will enable every student to develop:

- a solid foundation of understanding, skills and values on which further learning and adult life can be built
- deep knowledge, understanding, skills and values that will enable advanced learning and an ability to create new ideas and translate them into practical applications
- general capabilities that underpin flexible and analytical thinking, a capacity to work with others and an ability to move across subject disciplines to develop new expertise.

There is an expectation that students will have learning opportunities in Australian Curriculum: Geography across Prep–Year 8 and then as an elective in Years 9–10.

Figure 1 below shows the progression of the Geography learning area K–12 in Queensland, and includes the *Queensland kindergarten learning guideline*, the Prep to Year 10 Australian Curriculum and the current Queensland senior secondary courses.

Figure 1: K–12 Geography Curriculum



2. Curriculum

The Australian Curriculum sets out what all young people should be taught through the specification of curriculum content and achievement standards.

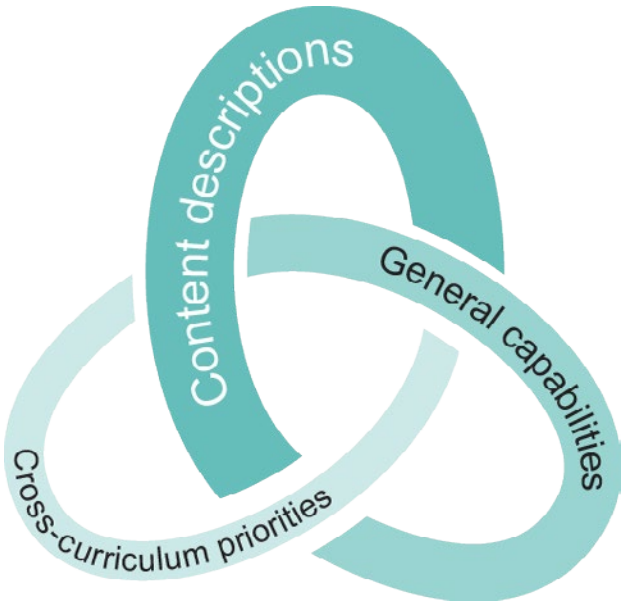
The Australian Curriculum content and achievement standards are the mandatory aspects of the Australian Curriculum.

2.1 Australian Curriculum content

The Australian Curriculum content has three components: content descriptions (section 2.1.1), general capabilities (section 2.1.2) and cross-curriculum priorities (section 2.1.3).

Schools design their programs to give students opportunities to develop their knowledge, understanding and skills in each of the three components.

Figure 2: Three components of the Australian Curriculum: Geography



Content descriptions: Disciplinary learning (section 2.1.1)

The Australian Curriculum: Geography content descriptions describe the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn.

The content in Geography is organised as:

- **strands**: *Geographical Knowledge and Understanding*, and *Geographical Inquiry and Skills*. They describe what is to be taught and learnt
- **sub-strands**: a sequence of development for knowledge, understanding and skills across year levels and within the content strands.

Content elaborations: illustrate and exemplify content. These elaborations are not a requirement for the teaching of the Australian Curriculum.

Cross-curriculum priorities: Contemporary issues (section 2.1.3)

The three cross-curriculum priorities provide contexts for learning:

- **Aboriginal and Torres Strait Islander histories and cultures** — to gain a deeper understanding of, and appreciation for, Aboriginal and Torres Strait Islander histories and cultures and the impact they have had, and continue to have, on our world
- **Asia and Australia's engagement with Asia** — to develop a better understanding and appreciation of Australia's economic, political and cultural interconnections to Asia
- **Sustainability** — to develop an appreciation for more sustainable patterns of living, and to build capacities for thinking, valuing and acting that are necessary to create a more sustainable future.

General capabilities: Essential 21st-century skills (section 2.1.2)

These seven capabilities can be divided into two groups:

- **capabilities that support students to be successful learners** — Literacy, Numeracy, Information and communication technology (ICT) capability, and Critical and creative thinking
- **capabilities that develop ways of being, behaving and learning to live with others** — Personal and social capability, Ethical understanding and Intercultural understanding.

2.1.1 Australian Curriculum: Geography Year 10 content descriptions

The content descriptions at each year level set out knowledge, understanding and skills that teachers are expected to teach and students are expected to learn. They do not prescribe approaches to teaching. The content descriptions have been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

In Geography, the content descriptions are organised in two strands that are taught in an integrated manner.

The *Geographical Knowledge and Understanding* strand describes the knowledge and understanding, or the 'what' of Geography. It provides focus for geographical inquiries and a context for the development of the geographical concepts, place, space, environment, interconnection, sustainability, scale and change. Geographical knowledge and understanding is developed year-by-year.

The *Geographical Inquiry and Skills* strand describes the skills, or the 'how' of Geography. Geographical inquiry is a process by which students learn about and deepen their understanding of Geography. Following Foundation, *the Geographical Inquiry and Skills* strand has common content descriptions across two years.

Geographical inquiry and skills are described in the curriculum under five sub-headings representing the stages of a complete investigation.

The stages of an investigation are:

1. Observing, questioning and planning: Identifying an issue or problem and developing geographical questions to investigate the issue or find an answer to the problem.
2. Collecting, recording, evaluating and representing: Collecting information from primary and/or secondary sources, recording the information, evaluating it for reliability and bias, and representing it in a variety of forms.
3. Interpreting analysing and concluding: Making sense of information gathered by identifying order, diversity, trends, patterns, anomalies, generalisations and cause-and-effect relationships, using quantitative and qualitative methods appropriate to the type of inquiry and developing conclusions. It also involves interpreting the results of this analysis and developing conclusions.
4. Communicating: Communicating the results of investigations using combinations of methods (written, oral, audio, graphical, visual and mapping) appropriate to the subject matter, purpose and audience.
5. Reflecting and responding: Reflecting on the findings of the investigation; what has been learned; the process and effectiveness of the inquiry; and proposing actions that consider environmental, economic and social factors.

Figure 3: Structure of the Year 10 Geography curriculum content

Geographical Knowledge and Understanding	Geographical Inquiry and Skills
Unit 1: Environmental change and management Unit 2: Geographies of human wellbeing	· Observing, questioning and planning · Collecting, recording, evaluating and representing · Interpreting, analysing and concluding · Communicating · Reflecting and responding

Teaching and learning programs should integrate both strands. (See section 2.3)

Australian Curriculum: Geography Year 10 strands, sub-strands and content descriptions

Geographical Knowledge and Understanding	Geographical Inquiry and Skills
Unit 1: Environmental change and management The human-induced environmental changes that challenge sustainability (ACHGK070) The environmental worldviews of people and their implications for environmental management (ACHGK071) The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in different regions of Australia (ACHGK072) **Select ONE of the following types of environment as the context for study: land, inland water, coast, marine or urban. A comparative study of examples selected from Australia and at least one other country should be included.** The application of human-environment systems thinking to understanding the causes and likely consequences of the environmental change being investigated (ACHGK073) The application of geographical concepts and methods to the management of the environmental change being investigated (ACHGK074) The application of environmental economic and social criteria in evaluating management responses to the change (ACHGK075)	**Observing, questioning and planning** Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS072) **Collecting, recording, evaluating and representing** Collect, select, record and organise relevant data and geographical information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS073) Evaluate sources for their reliability, bias and usefulness and represent multi-variable data in a range of appropriate forms, for example, scatter plots, tables, field sketches and annotated diagrams with and without the use of digital and spatial technologies (ACHGS074) Represent the spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS075) **Interpreting, analysing and concluding** Evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS076) Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS077)

Geographical Knowledge and Understanding	Geographical Inquiry and Skills
Unit 2: Geographies of human wellbeing The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076) The reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077) The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078) The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region (ACHGK079) The reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale (ACHGK080) The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081)	Identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS078) **Communicating** Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate (ACHGS079) **Reflecting and responding** Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS080)

Note: Codes included with the Australian Curriculum content descriptions relate to hyperlinks into the Australian Curriculum website: www.australiancurriculum.edu.au/Geography/Curriculum/F-10. Each unique identifier provides the user with the content description, content elaboration, and links to general capabilities, cross-curriculum priorities and modes.

Content elaborations

Content elaborations illustrate and exemplify content and assist teachers in developing a common understanding of the content descriptions. The elaborations are *not a requirement* for the teaching of the Australian Curriculum. They are not individualised teaching points intended to be taught to all students.

2.1.2 General capabilities

The general capabilities are embedded in the content descriptions. The seven capabilities can be divided into two broad groups. These broad groups include capabilities that:

- support students to be successful learners: Literacy, Numeracy, Information and communication technology (ICT) capability, and Critical and creative thinking
- develop ways of being, behaving and learning to live with others: Personal and social capability, Ethical understanding and Intercultural understanding.

Each of the general capabilities can be relevant to teaching and learning in Geography and explicit teaching of the capabilities should be incorporated in teaching and learning activities where appropriate.

See also: www.australiancurriculum.edu.au/GeneralCapabilities/Overview/General-capabilities-in-the-Australian-Curriculum.

Table 1: General capabilities that support students to be successful learners are embedded in the Geography content descriptions where appropriate

	Definition	In Geography	Links
Literacy	Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.	In Geography, students develop literacy capability as they learn how to build geographical knowledge and understanding and how to explore, discuss, analyse and communicate geographical information, concepts and ideas. They use a wide range of informational and literary texts, for example, interviews, reports, stories, photographs and maps, to help them understand the places that make up our world, learning to evaluate these texts and recognising how language and images can be used to make and manipulate meaning. Students develop oral and written skills as they use language to ask distinctively geographical questions. They plan a geographical inquiry, collect and evaluate information, communicate their findings, reflect on the conduct of their inquiry and respond to what they have learned. Students progressively learn to use geography's scientific and expressive modes of writing and the vocabulary of the discipline. They learn to comprehend and compose graphical and visual texts through working with maps, diagrams, photographs and remotely sensed and satellite images.	ACARA Literacy capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Literacy/Introduction/Introduction QSA Literacy Indicators www.qsa.qld.edu.au/17929.html
Numeracy	Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.	In Geography, students develop numeracy capability as they investigate concepts fundamental to geography, for example, the effects of location and distance, spatial distributions and the organisation and management of space within places. They apply numeracy skills in geographical analysis by counting and measuring, constructing and interpreting tables and graphs, calculating and interpreting statistics and using statistical analysis to test relationships between variables. In constructing and interpreting maps, students work with numerical concepts of grids, scale, distance, area and projections.	ACARA Numeracy capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Numeracy/Introduction/Introduction QSA Numeracy Indicators www.qsa.qld.edu.au/17929.html

	Definition	In Geography	Links
ICT capability	Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.	In Geography, students develop ICT capability when they locate, select, evaluate, communicate and share geographical information using digital technologies and learn to use spatial technologies. They enhance their ICT capability by exploring the effects of technologies on places, on the location of economic activities and on people's lives. They understand the geographical changes produced by the increasing use of technology.	ACARA ICT capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Information-and-Communication-Technology-capability/Introduction/Introduction
Critical and creative thinking	Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.	In Geography, students develop critical and creative thinking as they investigate geographical information, concepts and ideas through inquiry-based learning. They develop and practise critical and creative thinking by using strategies that help them think logically when evaluating and using evidence, testing explanations, analysing arguments and making decisions, and when thinking deeply about questions that do not have straightforward answers. Students learn the value and process of developing creative questions and the importance of speculation. Students are encouraged to be curious and imaginative in investigations and fieldwork. The geography curriculum also stimulates students to think creatively about the ways that the places and spaces they use might be better designed, and about possible, probable and preferable futures.	ACARA Critical and creative thinking capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Critical-and-creative-thinking/Introduction/Introduction

Table 2: General capabilities that develop ways of being, behaving and learning to live with others are embedded in the Geography content descriptions where appropriate

	Definition	In Geography	Links
Personal and social capability	Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.	In Geography, students develop personal and social capability as they engage in geographical inquiry, and learn how geographical knowledge informs their personal identity, sense of belonging and capacity to empathise with others, as well as offering opportunities to consider ways of contributing to their communities. Inquiry-based learning assists students to develop their capacity for self-management. It gives them a role in directing their own learning and in planning and carrying out investigations, and provides them with opportunities to express and reflect on their opinions, beliefs, values and questions appropriately. This enables them to become independent learners who can apply geographical understanding and skills to decisions they will have to make in the future. Through working collaboratively in the classroom and in the field, students develop their interpersonal and social skills, and learn to appreciate the different insights and perspectives of other group members.	ACARA Personal and social capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Personal-and-social-capability/Introduction/Introduction

	Definition	In Geography	Links
Ethical understanding	Students develop the capability to behave ethically as they identify and investigate the nature of ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.	In Geography, students develop ethical understanding as they investigate current geographical issues and evaluate their findings against the criteria of environmental protection, economic prosperity and social advancement. These criteria raise ethical questions about human rights and citizenship for example, who bears the costs and who gains the benefits, and about group and personal responsibilities. By exploring such questions, students develop informed values and attitudes and become aware of their own roles and responsibilities as citizens. When undertaking fieldwork, students learn about ethical procedures for investigating and working with people and places, including working with Aboriginal and Torres Strait Islander Peoples. When thinking about the environment, students consider their responsibilities to protect other forms of life that share the environment.	ACARA Ethical understanding capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Ethical-understanding/Introduction/Introduction
Intercultural understanding	Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.	In Geography, students develop intercultural understanding as they learn about the diversity of the world's places, peoples, cultures and environments. As they investigate the interconnection between people and places and the meaning and significance that places hold, they come to appreciate how various cultural identities, including their own, are shaped. Through opportunities to study the lives, cultures, values and beliefs of people in different places, students learn to appreciate and interpret different perspectives and to challenge stereotypical or prejudiced representations of social and cultural groups where they exist. Through their study of people in diverse places, including those countries from which migrants to Australia have come, students come to recognise their similarities with other people, to better understand their differences, and to demonstrate respect for cultural diversity and the human rights of all people in local, national, regional and global settings.	ACARA Intercultural understanding capability continua www.australiancurriculum.edu.au/GeneralCapabilities/Intercultural-understanding/Introduction/Introduction

2.1.3 Cross-curriculum priorities

The Australian Curriculum gives special attention to three cross-curriculum priorities about which young Australians should learn in all learning areas. The priorities provide contexts for learning. The three priorities are Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

Aboriginal and Torres Strait Islander histories and cultures	Asia and Australia's engagement with Asia	Sustainability
The Australian Curriculum: Geography values Aboriginal and Torres Strait Islander histories, cultures and perspectives. The Australian Curriculum: Geography emphasises the relationships people have with place and their interconnection with the environments in which they live. The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for students to develop a deeper understanding of these concepts by investigating the thousands of years of Aboriginal and Torres Strait Islander connection to land, water and sky and the knowledge and practices that developed as a result of these experiences. Students will examine the effects of European colonisation on people and environments. The Aboriginal and Torres Strait Islander histories and cultures priority also contributes to an understanding of spatial inequalities in human welfare, sustainable development and human rights.	In the Australian Curriculum: Geography, students are provided with rich contexts to investigate the interrelationships between diverse places, environments and peoples in the Asia region. The Australian Curriculum: Geography also enables students to study Asia as an important region of the world. Students can explore groups of countries, individual countries, or specific regions and locations within countries. In doing so, they develop knowledge and skills that help foster intercultural understanding as they come to appreciate the diversity that exists between and within the countries of Asia, and how this diversity influences the way people perceive and interact with places and environments. Students also learn about the ways in which Australia and Asia are interconnected, both environmentally and socially, and how transnational collaboration supports the notion of shared and sustainable futures within the Asia region.	In the Australian Curriculum: Geography, this priority is strengthened through the geographical concept of sustainability. Together, the sustainability priority and concept afford rich and engaging learning opportunities and purposeful contexts through which students can develop and apply geographical understanding. It supports an integrated approach to human and environmental geography and furthers the development of inquiry skills through examination of a range of contemporary issues related to sustainability. Geography enables students to develop a holistic understanding of human dependence on the environment. It provides opportunities for students to integrate their study of biophysical processes with investigations of the attitudinal, demographic, social, economic and political influences on human use and management of the environment. It enables students to explore how worldviews influence these relationships and interactions with the environment.

Aboriginal and Torres Strait Islander histories and cultures	Asia and Australia's engagement with Asia	Sustainability
The Australian Curriculum: Geography curriculum also enables students to learn that there are different ways of thinking about and interacting with the environment. It integrates Aboriginal and Torres Strait Islander Peoples' use of the land, governed by a holistic, spiritually based connection to Country and Place, with the continuing influence of Aboriginal and Torres Strait Islander Peoples on Australian places, and in environmental management and regional economies. In including Aboriginal and Torres Strait Islander knowledge and practices, and engaging with communities and local and regional environments, students develop a wide range of critical and creative thinking skills. Students explore ways of experiencing landscapes by conducting fieldwork with Aboriginal and Torres Strait Islander Peoples and reading, listening to, or performing Aboriginal and Torres Strait Islander Peoples' explanations of the origins of particular landforms.		In Geography, students examine the effects of human activities on environments, including how human usage of resources affects ecosystems, and how challenges to sustainability, and strategies to address these, vary from place to place. Students evaluate these strategies to determine their effects on environments, economies and societies and how they contribute to actions that support more sustainable patterns of living.
For further information and resources to support planning to include the cross-curriculum priority Aboriginal and Torres Strait Islander histories and cultures, see: www.qsa.qld.edu.au/downloads/aust_curric/ac_ccp_atsi_cultures_science.pdf and www.qsa.qld.edu.au/downloads/aust_curric/ac_ccp_atsi_cultures_history.pdf	For further information and resources to support planning to include the cross-curriculum priority Asia and Australia's engagement with Asia, see: www.asiaeducation.edu.au/aust_curr_strategy_landing_page.html	For further information and resources to support planning to include the cross-curriculum priority Sustainability, see: www.australiancurriculum.edu.au/CrossCurriculumPriorities

2.2 Achievement standards

The Australian Curriculum is standards-based.

The Australian Curriculum achievement standards are a mandatory aspect of the Australian Curriculum for schools to implement.

The Australian Curriculum achievement standards are organised as Understanding and Skills dimensions and describe a broad sequence of expected learning, across P–10. The achievement standards emphasise the depth of conceptual understanding, the sophistication of skills and the ability to apply essential knowledge students typically demonstrate *at the end of each teaching and learning year*. The achievement standards should be read in conjunction with the content descriptions.

Figure 4: By the end of Year 10, students are expected to typically know and be able to do the following:

Understanding dimension	
By the end of Year 10, students explain how the interaction between geographical processes at different scales change the characteristics of places. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They propose explanations for distributions, patterns and spatial variations over time, across space and at different scales, and identify and describe significant associations between distribution patterns. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, social and economic criteria and propose and justify a response.	The Understanding dimension relates to concepts underpinning and connecting knowledge in a learning area and the ability to appropriately select and apply knowledge to solve problems in that learning area.
Skills dimension	
Students use initial research to develop and modify geographically significant questions to frame an inquiry. They collect and critically evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions. Students accurately represent multi-variable data in a range of appropriate graphic forms, including special purpose maps that use a suitable scale and comply with cartographic conventions. They evaluate data to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies, and predict outcomes. They synthesise data and information to draw reasoned conclusions, taking into account alternative points of view. Students present findings, arguments and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They evaluate their findings and propose action in response to a contemporary geographical challenge taking account of environmental, economic and social considerations. They explain the predicted outcomes and consequences of their proposal.	The Skills dimension relates to the specific techniques, strategies and processes in a learning area.

2.2.1 Year 10 standard elaborations

The Year 10 standard elaborations provide a basis for judging *how well* students have demonstrated what they know, understand and can do using the Australian Curriculum achievement standard. It is a resource to assist teachers to make consistent and comparable evidence-based A to E judgments.

The standard elaborations (SEs) use the two dimensions common to all Australian Curriculum learning area achievement standards: Understanding and Skills. Within these dimensions, the SEs:

- identify the valued features of each Australian Curriculum learning area drawn from the achievement standard and the content descriptions
- describe the characteristics of student work to assist teachers to make judgments about the evidence of learning in student work.

The SEs should be used in conjunction with the Australian Curriculum achievement standard and content descriptions for the relevant year level.

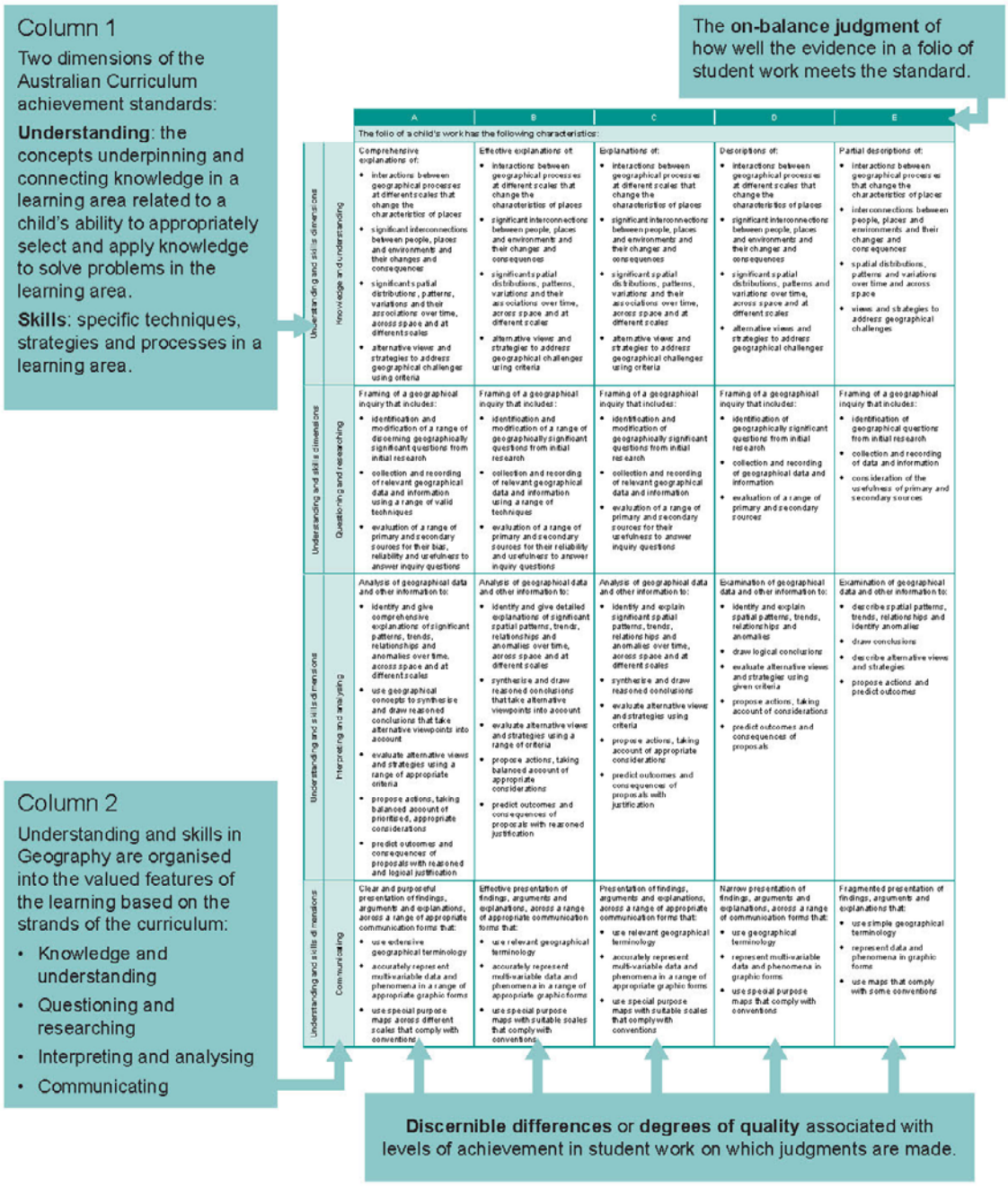
Teachers can use the standard elaborations to:

- match the evidence of learning in a folio or collection of student work gathered over the reporting period to determine how well a student has achieved against the achievement standard on a five-point scale (See section 4)
- inform the development of an assessment program and individual assessments (See section 3.3)
- inform the development of task-specific standards (See sections 3.4 and 3.5).

Four short videos outline the purpose and use of the Australian Curriculum standards elaborations. These videos are available at: www.qsa.qld.edu.au/27953.html. The videos are:

- *Using the standards elaborations to assist in developing an assessment program*
- *Developing task-specific standards*
- *Making an on-balance judgment on an individual assessment*
- *Making an on-balance judgment on a folio of student work.*

The structure of the Geography standard elaborations



The standards elaborations for Geography have been developed using the Australian Curriculum content descriptions and the achievement standard. They promote:

- alignment of 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
- continuity of skill development from one year of schooling to another.

Amendment: April 2015

Standards elaborations have been updated and are available from the QCAA website in both Word and PDF formats: www.qcaa.qld.edu.au/27953.html.

2.3 Planning in the Geography learning area

Schools plan their curriculum and assessment using the Australian Curriculum content descriptions and achievement standards.

Curriculum and assessment planning within schools occurs at three levels:

- Whole school plan
  www.qsa.qld.edu.au/downloads/p_10/ac_plan_implementing.pdf
- Year level plan/Multiple year level plan
  www.qsa.qld.edu.au/downloads/p_10/ac_p10_year_level_planning.pdf
  www.qsa.qld.edu.au/downloads/p_10/ac_p10_multi_year_level_plan.pdf
- Unit overview / Unit overview planning for multiple year levels
  www.qsa.qld.edu.au/downloads/p_10/ac_p10_unit_overview_planning.pdf
  www.qsa.qld.edu.au/downloads/p_10/ac_p10_multi_unit_overview_plan.pdf.

For planning templates and Year 10 Geography exemplar year and unit plans, see:
www.qsa.qld.edu.au/yr10-geography-resources.html.

2.3.1 Time allocation

Indicative time allocations support schools in planning teaching and learning experiences using the Australian Curriculum: Geography. Schools may decide to timetable more hours for a learning area.

The indicative time allocations are presented as two sets of minimum hours per year that provide reasonable flexibility. In Year 10, the minimum number of hours for teaching, learning and assessment per year for the Australian Curriculum: Geography is:

- at least 43 hours per year where there are 35 teaching weeks available in the year
- at least 48 hours per year where there are 38 teaching weeks available in the year.

See www.qsa.qld.edu.au/downloads/early_middle/ac_time_alloc_entitlement_advice.pdf.

2.3.2 Principles for effective planning

The principles that underpin effective curriculum and assessment planning include:

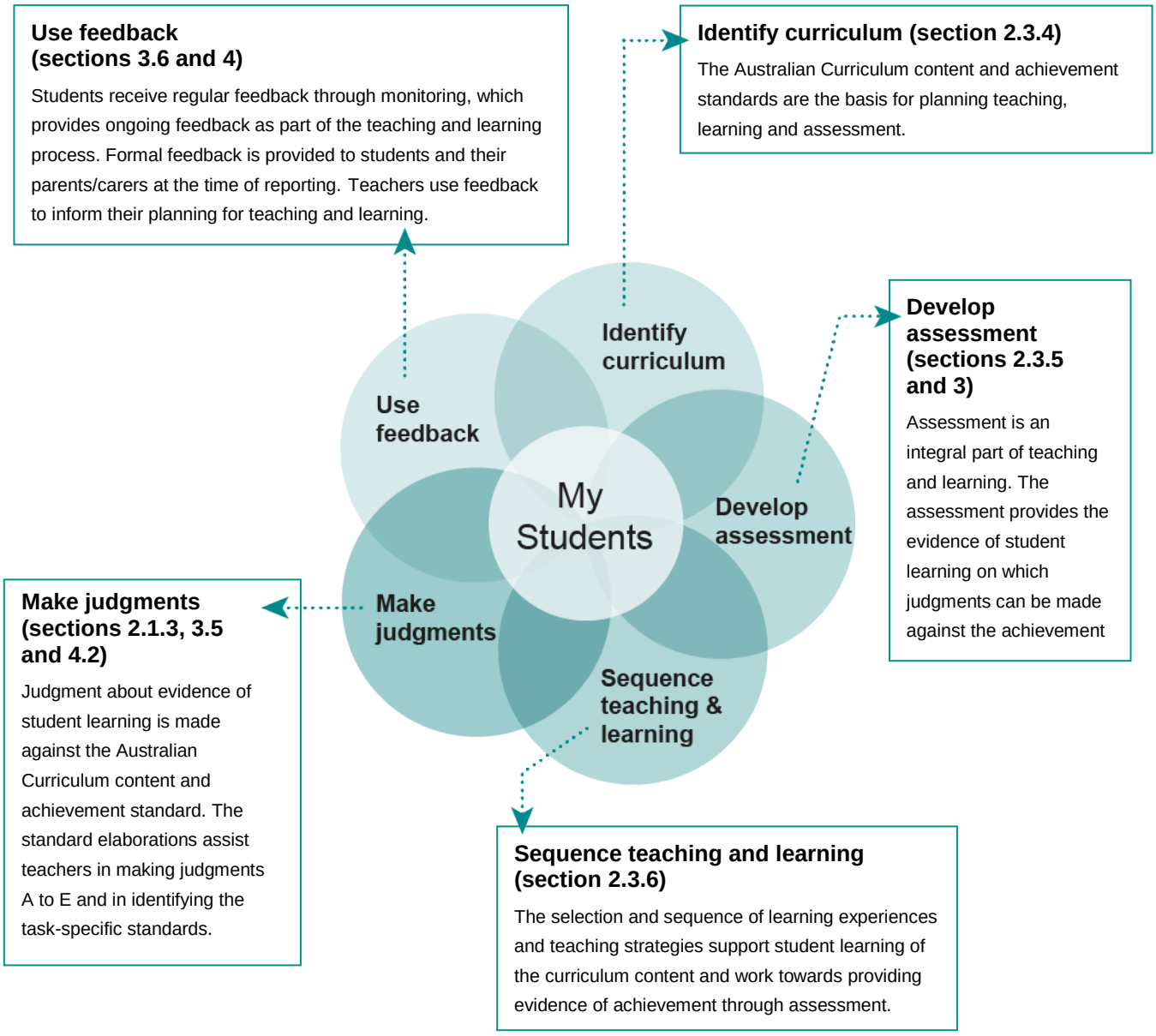
- High expectations for all students — High student expectations are built on differentiation of teaching and learning for all students in single and multiple year-level contexts.
- Alignment of teaching and learning, and assessment and reporting — Curriculum and assessment planning is thoughtful and ensures that all parts are connected. Plans are reviewed regularly to inform future planning, teaching, learning and assessment.
- Standards- and school-based assessment for learning — Teachers use standards to build a shared understanding of the qualities found in student work, and to communicate student achievement to students, parents/carers and the system.
- Balance of informed prescription and teacher professional judgment — Teachers exercise their professional judgment and make decisions about teaching and learning in their school within the context of the Australian Curriculum and system and sector priorities.

2.3.3 Elements of effective planning for alignment

Curriculum and assessment planning is guided by five interdependent elements of professional practice. These five elements can be used in any sequence, but all should be considered:

- Identify curriculum
- Develop assessment
- Sequence teaching and learning
- Make judgments
- Use feedback.

Figure 5: The five elements for effective curriculum and assessment planning



Planning that considers these five elements strengthens alignment and ensures that:

- what is taught informs how it is taught, how students are assessed and how the learning is reported
- what is assessed relates directly to what students have had an opportunity to learn
- specific feedback, based on what has been learnt and assessed, provides a basis for decisions about continuous improvement in teaching and learning
- what is reported to students, parents/carers and other teachers aligns with what has been learnt.

2.3.4 Identifying curriculum

Year 10 Geography teaching and learning programs are developed from the:

- Year 10 Australian Curriculum: Geography content descriptions to:
  - determine the scope of learning and ensure all required learning is included
  - identify relevant general capabilities
  - determine appropriate contexts for teaching and learning, including the cross-curriculum priorities
- Year 10 Australian Curriculum: Geography achievement standard to identify the expected and valued qualities of student work.

When planning a teaching and learning program, consider:

- What am I required to teach?
- What should students have the opportunity to learn?
- What are the expected and valued qualities of student work?

See the Geography scope and sequence developed by ACARA, available at: www.australiancurriculum.edu.au/humanities-and-social-sciences/geography/glossary.

2.3.5 Developing assessment

Assessment provides the evidence of learning. An assessment program is planned at the same time as the teaching and learning program and is developed using the content descriptions and achievement standard.

When developing assessment, consider:

- What evidence of student learning do I need to collect?
- How and when will I collect the evidence of student learning?

See section 3 for advice about developing an assessment program.

2.3.6 Sequencing teaching and learning

Learning experiences and teaching strategies are selected and sequenced to support active engagement in learning and to provide opportunities for students to engage with all aspects of the curriculum content to develop their understanding and skills.

When sequencing teaching and learning, consider:

- How will I sequence teaching strategies and learning experiences to cover the curriculum content, ensure depth of learning, and support student success in the assessment?
- How do I include opportunities for all my students to learn?

Structure of the Year 7–10 Geography

Across Years 7–10, the curriculum focus is regional and global places in an environmental and human geography context.

Geographical Knowledge and Understanding in Year 10 is organised into two units.

- Unit 1 *Environmental change and management* focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews — including those of Aboriginal and Torres Strait Islander Peoples — that influence how people perceive and respond to these challenges. Students apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.
- Unit 2 *Geographies of human wellbeing* focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives.

Geographical Inquiry and Skills emphasise analysing and interpreting geographical data and information and developing reasoned explanations based on evidence to support conclusions.

The order and detail in which the content descriptions are taught are programming decisions. Opportunities exist to integrate curriculum content depending on local decisions.

Development of the mental map

The concept of a mental map refers to a person's point-of-view about how they perceive their world.

Each year level has a specific spatial context and scale that informs their mental map of the world. This develops from year to year as students increase their geographical knowledge, understanding and skills. The Year 10 students continue to develop their mental map of the world through the investigation of selective studies of:

- India or another country of the Asia region
- one developing country or region in Africa, South America or the Pacific Islands

When studies of place are not specified, teachers can select an area of Australia, or countries of the Asia region or areas of the world, which are contextually appropriate.

Planning a Geography inquiry-based teaching and learning program

See Figure 6 for planning an inquiry-based teaching and learning program. When organising learning experiences and teaching strategies, use the following principles.

Integrate Geographical Knowledge and Understanding and Geographical Inquiry and Skills

The year level description provides a focus of study for each year level. The descriptions identify the key geographical concepts that are the focus for understanding and articulate how the skills will be developed. They also emphasise the interrelated nature of the two strands and the expectation that planning will involve integration of content from across the strands.

Use the inquiry questions

Each year level includes key inquiry questions that provide a framework for developing students' geographical knowledge and understanding, and inquiry and skills. These questions provide a starting point for students to formulate their own geographically significant questions that incorporate the concepts for developing geographical understanding.

In Year 10, students work with more abstract concepts and consider increasingly complex ideas. Through initial research, students develop investigative questions with increasing initiative, self-direction and expertise.

Include concepts for developing geographical understanding

The *Geographical Knowledge and Understanding* strand embeds key concepts for developing geographical understanding. These are ways of thinking that can be applied across the two strands to identify a question, guide an investigation, organise information, suggest an explanation and assist in decision making.

The key concepts develop students' abilities to think geographically and should be explicit in the teaching and learning experiences. Although the concepts are applied across most year levels, there is an emphasis on particular concepts from year to year.

Table 3: Concepts for developing geographical understanding across the phases

Prep–Year 2	Years 3–6	Years 7–10
Place	Place	Place
Space	Space	Space
Environment	Environment	Environment
Scale (Personal, local)	Scale (national, world regional, global)	Scale (full range, from local to global)
Interconnection (Year 2)	Interconnection	Interconnection
	Change	Change
	Sustainability	Sustainability

In Years 7–10, learning experiences and teaching strategies should include opportunities for students to develop their geographical understanding through engagement with the key concepts in the following contexts:

- Place: For example, explain how geographical processes influence the characteristics of places and how places are perceived and valued differently.
- Space: investigate population patterns over time to determine how urban planning organises the spaces within cities or regions.
- Environment: For example, focus on the significance of the environment and how different views of places and environments influence decision about their management.
- Interconnection: For example, investigate how people, through their choices and actions, are connected to places through the world, and how these connections help to make and change places and their environments.
- Sustainability: For example, focus on the management of environmental resources and the strategies to manage resources from the present to the future.
- Change: For example, students apply human-environment systems thinking to understanding the causes and consequences of environmental change and the geographical concepts and methods used to evaluate and select strategies to manage the change.

See Appendix 1: Glossary for definitions of the concepts for developing geographical understanding

Include opportunities for fieldwork

A teaching program in Geography should provide opportunities for fieldwork, as this is an essential component of working geographically.

Fieldwork is any activity involving the observation and recording of information outside the classroom. Fieldwork could be undertaken within the school grounds, around neighbouring areas, or in more distant locations. It may occupy part of a lesson, a half-day or a whole day, or it may be an excursion conducted over a number of days. Fieldwork can be undertaken individually or as a group-based activity.

Consider the contexts for undertaking fieldwork and data collection methods when planning, teaching and assessing Geography. Fieldwork opportunities are provided in Year 10 in *Unit 2: Environmental change and management*. The geographical context is a selected environment in the local area, e.g. a coastal environment.

Possible data collection techniques include: observing, field sketching, taking photographs for labelling and annotation, measuring longshore drift, constructing soil or beach profiles, performing vegetation transects, undertaking questionnaires, constructing a land use map, using GPS positioning and using protocols when consulting with Aboriginal communities and Torre Strait Islander communities.

Consider the use of spatial technologies

It is recommended but not mandated that spatial technologies are used in the classroom when undertaking geographical inquiry.

Spatial technologies refer to any software or hardware that interacts with real world locations, for example, Global Positioning Systems (GPS), Google Earth, Geographical Information Systems (GIS) and satellite images.

In a geographical inquiry, simple spatial technologies are best suited to examine the 'where' aspects of an issue, identifying patterns and creating simple maps or figures to represent those patterns. Field-trip data and information can be incorporated into maps including websites, images and links to prepare for and report on field trips.

Include the general capabilities

The general capabilities are identified in the content descriptions. Explicit teaching of the general capabilities should be incorporated in teaching and learning activities where appropriate. Section 2.1.2 outlines how the general capabilities are an integral part of a Geography program.

Embed meaningful contexts

Schools develop learning contexts that suit the content to be taught and their students' interests and learning needs. It is important to actively engage students in learning that is relevant and of interest to them. The cross-curriculum priorities provide rich and engaging contexts and should be incorporated where appropriate. (See section 2.1.3 for information about the priorities.)

Use geographic conventions

It is important that students know and understand the accepted conventions of the various ways of representing geographical data and information in graphic forms such as maps, annotated photographs, diagrams, graphs and tables of data.

Some advice for teachers about geographic conventions is available at: www.qsa.qld.edu.au/downloads/senior/snr_geography_07_adv_ass_geog_conv.pdf.

Use a model for sequencing Geographical Inquiry and Skills

Figure 7 outlines a model for sequencing geographical inquiry. An inquiry sequence can be applied to a topic or context for investigation and the development of geographical skills. Using an inquiry model assists students to complete an investigation and to develop an understanding of the processes involved.

Figure 6: Planning a Year 10 Geography inquiry-based teaching and learning program

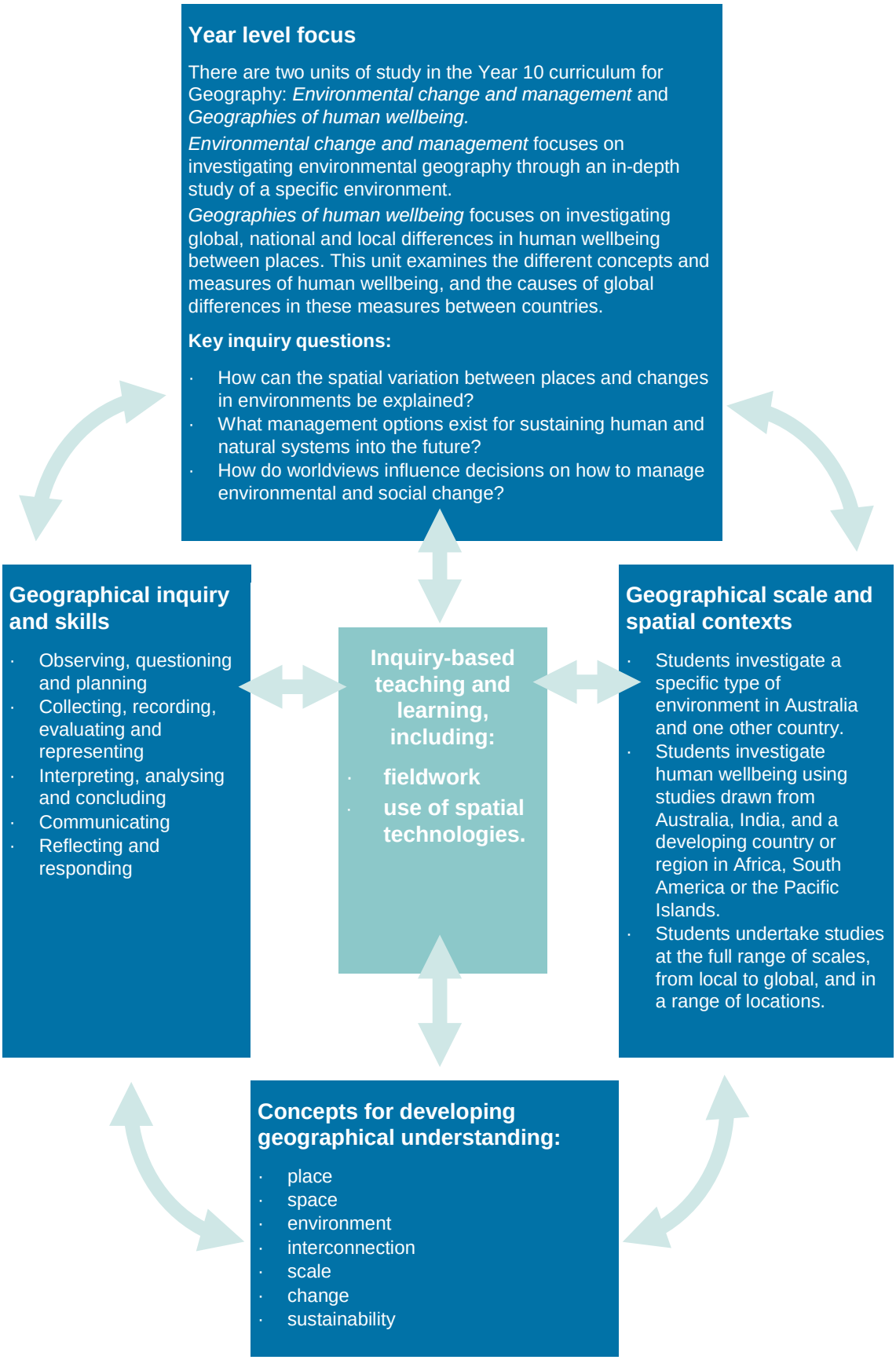
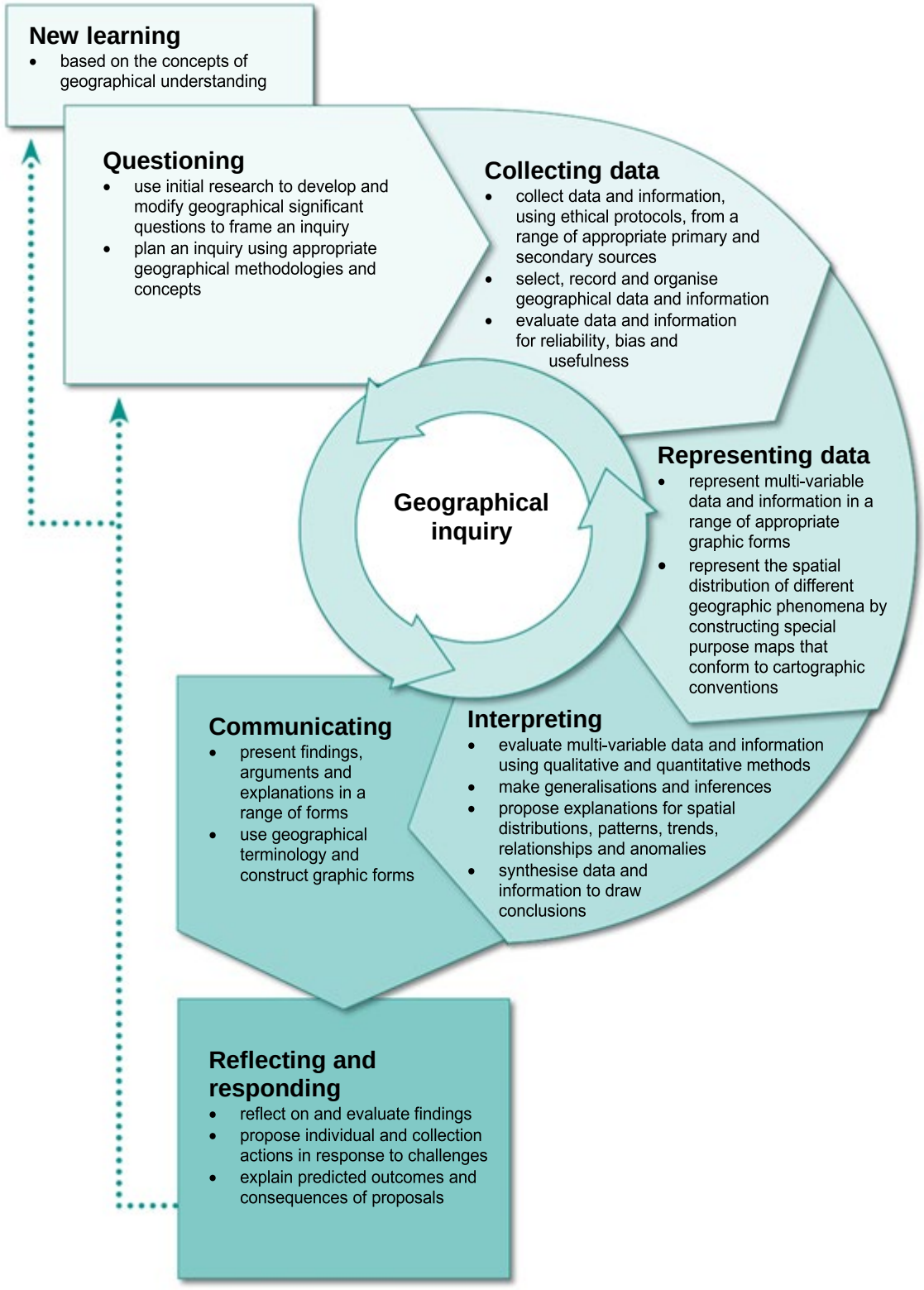


Figure 7: A model for sequencing geographic inquiry in Years 9–10



2.3.7 Educational equity

Equity means fair treatment of all. In developing teaching, learning and assessment programs, teachers provide opportunities for all students to demonstrate what they know and what they can do.

See the QSA *Equity statement*:
www.qsa.qld.edu.au/downloads/approach/qsa_equity_statement.pdf.

Catering for diversity

Schools and school sectors determine which students require special provisions, applying principles of participation and equity. Consideration should be given to:

- adjustments and supports for students who have been identified as having specific educational requirements to make participation possible in all or part of the teaching and learning experiences and assessments
- interpreter or educational devices (e.g. pictures, electronic whiteboards, interactive devices) to assist students for whom English is not their first language and who are assessed as not achieving a reading level appropriate to complete the assessment.

In exceptional circumstances, the school, in consultation with staff and parents/carers, may make decisions about the level of student engagement with a particular assessment, according to school sector policy.

Inclusive strategies

Adjustments to teaching, learning and assessment can be grouped into five broad areas: *timing, scheduling, setting, presentation* and *response*.

Teachers consider the inclusive strategies to make adjustments to teaching and learning experiences and assessments to enable all students to demonstrate their knowledge, skills or competencies.

The inclusive strategies should be considered in combination when planning, developing and documenting the adjustment of learning experiences and assessment. For example, when planning an assessment, the teacher may need to consider adjusting the timing, setting, presentation and response to ensure the student is given the opportunities to demonstrate their learning.

Evaluating the use and effectiveness of any adjustment is necessary to ensure meaningful student participation and achievement.

Further information and resources about inclusive strategies, see:
www.qsa.qld.edu.au/18307.html.

For further information and resources about Student Diversity, see:
www.acara.edu.au/curriculum/student_diversity/student_diversity.html.

3. Assessment

Assessment is an integral part of teaching and learning. It is the purposeful collection of evidence about students' achievements. An awareness of what learning is assessed and how it is assessed helps both students and parents/carers develop an understanding of what is valued and where to focus attention.

Assessment is used for a variety of purposes, but its most important use is in supporting student learning.

Sufficient and suitable evidence is collected to enable fair judgments to be made about student learning. Once the evidence is collected and analysed, it is summarised and presented in ways that are meaningful and useful to:

- help students achieve the highest standards they can
- promote, assist and improve teaching and learning
- build a shared understanding of the qualities of student work and communicate meaningful information about students' progress and achievements to students, teachers, parents/carers and the system.

See Appendix 2: Principles of assessment.

3.1 Standards-based assessment

The Australian Curriculum is standards-based (see section 2.2).

Teacher judgment is guided by achievement standards that are fixed reference points used to describe what is valued as important for young people to know, understand and do. The standards describe the expected qualities of student work and give a common frame of reference and a shared language to describe student achievement.

Standards-based assessment is an integral part of the teaching and learning process that is planned and ongoing.

3.2 School-based assessment

School-based assessment involves individual teachers or groups of teachers making informed decisions about what evidence of learning will be collected at suitable intervals as part of the teaching and learning program.

School-based assessment puts teachers' professional knowledge and practice at the centre of aligning what is taught, how it is taught, how student learning is assessed and how learning is reported.

3.3 Developing an assessment program

An assessment program is planned at the same time as the teaching and learning program and is developed using the achievement standard and the content descriptions.

A planned assessment program will:

- guide and support targeted teaching and learning
- ensure students have opportunities to demonstrate the depth and breadth of their learning in all aspects of the achievement standard
- provide regular feedback to students about how they can improve their learning
- clarify future teaching and learning needs
- ensure teachers have sufficient evidence of learning to make defensible on-balance judgments about the quality of students' work against the standard.

Table 4: Types and purposes of assessment that may be included in an assessment program

Diagnostic assessment	**Assessment *for* learning**
Provides opportunities to use assessment to determine the nature of students' learning as a basis for providing feedback or intervention, e.g. literacy and numeracy indicators	Enables teachers to use information about student progress to inform their teaching, e.g. using feedback from a previous unit to inform learning in the current unit
Formative assessment	**Assessment *as* learning**
Focuses on monitoring to improve student learning, e.g. practising an assessment technique	Enables students to reflect on and monitor their own progress to inform their future learning goals, e.g. opportunities to reflect on an inquiry process
Summative assessment	**Assessment *of* learning**
Indicates standards achieved at particular points for reporting purposes, e.g. an assessment that contributes to a reported result	Assists teachers to use evidence of student learning to assess student achievement against standards, e.g. the assessments contained in the targeted folio for reporting

The assessment program includes:

- a range and balance of assessment categories, techniques and conditions appropriate for the learning area, the year level, the school context and the student cohort
- opportunities for students to become familiar with the assessment techniques and for teachers to monitor student achievement and provide feedback to students.

For fact sheets about assessment for learning, see:

- *Assessment for learning — A new perspective*
  www.qsa.qld.edu.au/downloads/p_10/as_afl_new_perspective.doc
- *Assessment for learning — Improving assessment pedagogy*
  www.qsa.qld.edu.au/downloads/p_10/as_afl_improv_pedagogy.doc
- *Assessment for learning — School improvement*
  www.qsa.qld.edu.au/downloads/p_10/as_afl_school_improve.doc
- *Assessment for learning — Student achievement*
  www.qsa.qld.edu.au/downloads/p_10/as_afl_student_achieve.doc

- *Assessment for learning — Inclusive practice*
  www.qsa.qld.edu.au/downloads/p_10/as_afl_inclusive_practice.doc
- *Assessment for learning — Developing student understanding*
  www.qsa.qld.edu.au/downloads/p_10/as_afl_dev_stud_understand.doc.

3.4 Year 10 Geography assessment folio

The planned assessment program specifies the evidence of learning that is summative assessment or assessment *of* learning and when it will be collected. This collection of student responses to assessments makes up a targeted assessment folio.

The targeted assessment folio contains sufficient evidence of learning on which to make a defensible on-balance judgment A to E (or equivalent five-point scale) about how well the evidence of student learning matches the standard for the reporting period. (See section 4.2 for advice and information about making an on-balance judgment on a folio of work).

See the video *Using the standards elaborations to assist in developing an assessment program*. This video is available at: www.qsa.qld.edu.au/27953.html.

A Year 10 Geography assessment folio includes student responses that demonstrate achievement in a range and balance of assessments designed to assess the identified knowledge, understandings and skills in the content and achievement standard.

Table 5: Range and balance

Range Range is informed by:	**and**	**Balance** Balance is achieved by including:
· content descriptions		· all aspects of the curriculum content across the two strands — Geographical Knowledge and Understanding and Geography Inquiry and Skills
· assessment categories: – written – spoken/signed – multimodal		· all aspects of the Australian Curriculum achievement standard: Understanding and Skills
· assessment techniques (section 3.4.1): – research – collection of work – supervised assessment		· a variety of assessment categories, techniques and conditions.
· assessment conditions (section 3.4.2): – supervised – open.		

An example of an assessment program for Year 10 Geography is on the QSA website at: www.qsa.qld.edu.au/yr10-geography-resources.html

A Year 10 exemplar year plan is under ‘Planning templates and exemplars’.

The Year 10 standard elaborations (section 2.2.1) identify the valued features in the content descriptions and the achievement standard for Australian Curriculum: Geography. Teachers can use the standard elaborations to ensure their assessment program includes opportunities for students to demonstrate their achievement in *all* aspects of the curriculum content and achievement standard for the full A to E range by the end of the year. See the standard elaborations: www.qsa.qld.edu.au/yr10-geography-curriculum.html.

3.4.1 Assessment techniques, formats and categories

Table 6 provides information and examples about assessment techniques, formats and categories for developing a range and balance within an assessment program.

Table 6: Assessment techniques, formats and categories

Technique: Research	**Technique: Collection of work**	**Technique: Supervised assessment**
Purpose		
This technique is used to assess students' abilities to observe, collect, record, represent geographical data and findings to respond to inquiry questions. Students analyse and draw conclusions about primary and secondary sources. Primary sources are unprocessed original materials collected by the student, e.g. observations and measurements taken in the field (school grounds, local community or more distant locations) and responses to surveys and questionnaires. Students present findings that go beyond the information they have been given and the knowledge they currently have. Research processes follow an inquiry approach that aligns to the Geographical Inquiry and Skills identified in the Year level content descriptions.	This technique is used to assess student responses to a series of focused tasks, based on geographical inquiry and skills, within a single cohesive investigative context.	This technique is used to assess student responses that are produced independently, under supervision and in a set timeframe. A supervised assessment ensures there is no question about student authorship.

Technique: Research	Technique: Collection of work	Technique: Supervised assessment
Format		
Examples of research formats include: · reports based on fieldwork · written assignments that present findings in a range of texts, such as brochures, letters, analytical essays, persuasive or argumentative essays, interviews and feature articles in response to inquiry questions · multimodal presentations, such as seminars, conferences, photographic essays and formal speeches supported by cartographic and data sources · ICT and/or spatial technology applications, such as webcasts, podcasts, webpages, blogs and digital urban trails or geocaching.	Examples of presentation formats for a collection of work include: · drawing, labelling and/or explaining diagrams · recalling spatial information (e.g. labelling maps) · records of evidence gathered from fieldwork · practical exercises that include: – interpreting information, such as statistics, maps, photographs, images and graphs – manipulating this information to produce graphic or cartographic presentations, such as chloropleth maps, population pyramids, cross-sections and scatter graphs – using analytical and/or decision-making processes to identify and resolve issues arising from the components above · oral, electronic or multimodal presentations · summaries and analyses of newspaper or magazine articles · written explanations	Supervised assessment items will be in response to questions or statements. Questions or statements are typically unseen. If seen, teachers must ensure the purpose of this technique is not compromised. Examples of items for a supervised assessment include: · paragraph(s) responses demonstrating a depth of conceptual understanding · sentence responses that define terms and give explanations and examples of these terms · stimulus essay responses that demonstrate an ability to interpret, analyse and draw conclusions · data response tests that include a range of specific geographic data, e.g. aerial photos, maps, graphs, images, statistics, cartoons, texts · practical exercises that manipulate and represent geographical data from primary or secondary sources.
Categories		
Responses can be written, spoken/signed or multimodal (integrate visual, print and/or audio features)		

3.4.2 Assessment conditions

The following table provides information and examples about assessment conditions, including suggested lengths for developing a range and balance within an assessment program.

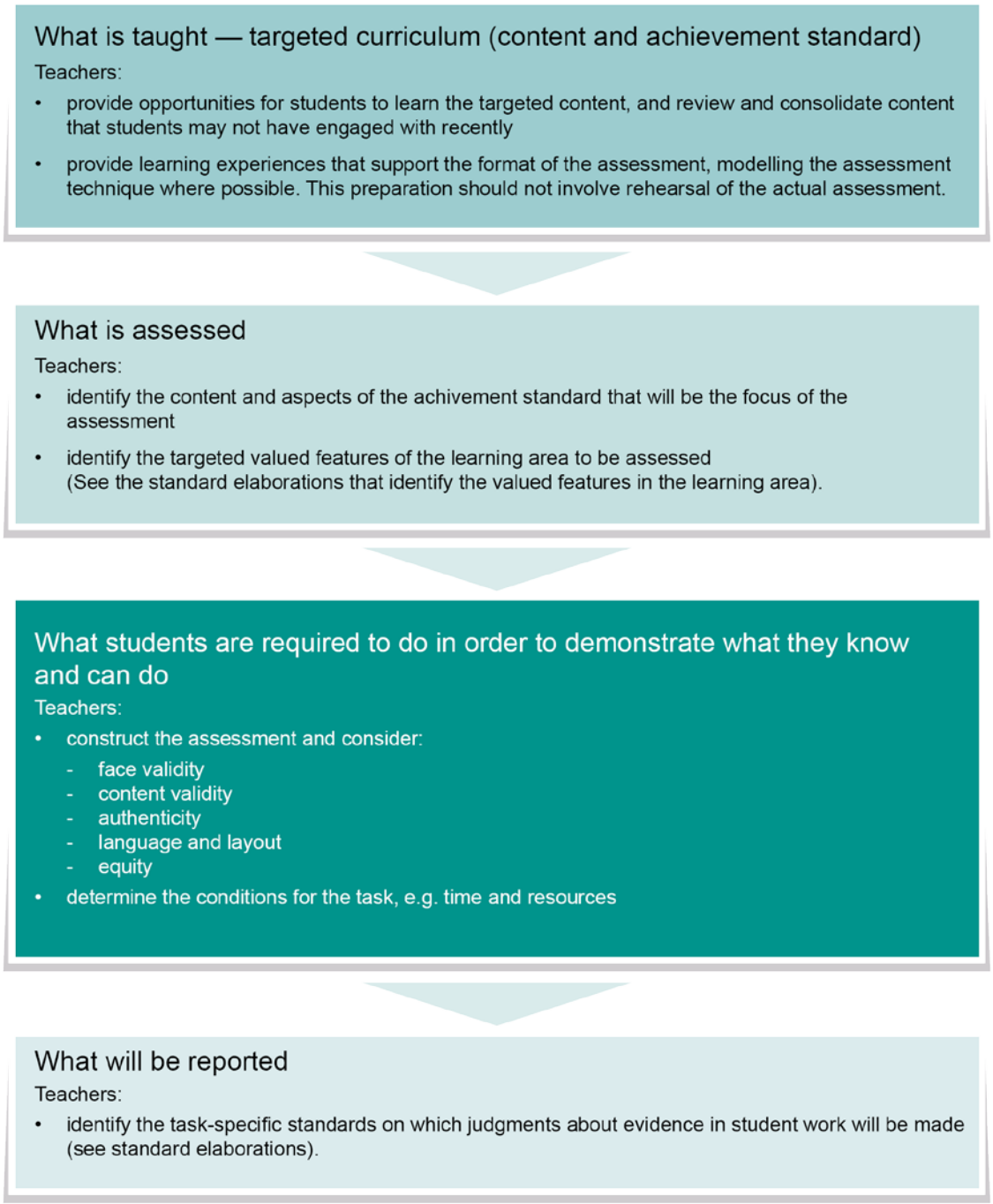
Table 7: Assessment conditions

Open conditions	Supervised conditions
Research will typically be: · undertaken individually · prepared in class time and/or in students' own time · referenced in a style appropriate to the genre · supported by research notes and/or a record of research. Suggested lengths*: · 400–800 words · Spoken/multimodal 3–5 mins A **collection of work** can be: · undertaken individually and/or in groups · prepared in class time and/or in students' own time. Suggested lengths*: · 200–800 words · Spoken/multimodal 3–5 mins **Ensuring authenticity** When using open conditions, teachers should ensure that students' work is their own, particularly where students have access to electronic resources or when they are preparing collaborative assessments. Methods teachers can use to monitor that students' work is their own include requesting that students: · submit plans and drafts of their work · produce and maintain documentation that charts the development of responses · acknowledge resources used.	Supervised assessment will typically: · be undertaken individually · be held under test/exam conditions · allow perusal time, if required · provide the question or statement prior to the assessment, if required · provide lengthy source materials to students prior to the administration of the supervised assessment · enable students to seek assistance from their teacher regarding comprehension and interpretation of sources · be completed in one uninterrupted supervised session or a number of supervised sessions. Suggested lengths*: · 45–90 mins · Up to 400 words
*The length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.	

3.4.3 Developing assessments

When developing assessment, teachers construct assessments that show the alignment between what has been taught (curriculum), how it is taught (pedagogy), how students are assessed and how the learning is reported. Figure 8 below shows the process of alignment.

Figure 8: Aligning assessment



‘Working the assessment’ to confirm the alignment

The following checklist assists and supports schools with reviewing and evaluating their assessments.

Figure 9: Assessment evaluation checklist

Check the assessment for:	
Face validity The extent to which an assessment appears to assess (on face value) what it intends to assess.	· Identify the specific content descriptions and aspects of the achievement standard being assessed to determine what is being assessed. · Consider whether student responses to the assessment will provide evidence of learning for the intended curriculum.
Content validity The extent to which the assessment measures what it claims to measure (either the subject-matter content or behaviour).	· Review the assessment to determine what is valued in the assessment. · Check that it is clear what students are expected to know and be able to do to complete this assessment. · Ensure students will be able to demonstrate the full range of standards A to E in their responses to the assessment. For example, does the assessment require sufficient depth and breadth of the targeted knowledge, understanding and skills? Does it encourage students to demonstrate a range of thinking skills? · Use the standard elaborations to confirm that the assessment provides opportunities for students to demonstrate their achievement in particular targeted aspects of the curriculum content and achievement standard.
Authenticity The extent to which students will find the assessment engaging.	· Use an appropriate and meaningful context to engage students. · Ensure the assessment is pitched appropriately for the year level.
Language and layout The extent to which the assessment clearly communicates to students what is needed for producing their best performance.	· Identify specific terms students are required to know and consider whether students are likely to understand the terms or not. · Check the level of language required to interpret the assessment and consider how well students will be able to understand what the assessment requires them to do. · Consider the clarity of the instructions, cues, format, diagrams, illustrations and graphics and how well they assist students to understand what they are required to do.
Equity The extent to which the assessment provides opportunities for all students to demonstrate what they know and can do.	· Check for any cultural, gender or social references and stereotypes. · List aspects of the task that might need adjusting for verified students (see section 2.3.7). Note that adjustments to the task should not impact on judgments made about student achievement.

Note: When students undertake assessment in a group or team, the assessment must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group processes and outcome to all individuals.

See the following:

- *Designing good assessment* (video)
  www.qsa.qld.edu.au/110788.html
- *Assessment instrument — multiple-choice responses*
  www.qsa.qld.edu.au/downloads/p_10/as_ai_multiple_choice.doc
- *Scaffolding — supporting student performance*
  www.qsa.qld.edu.au/downloads/p_10/as_scaffolding.doc
- *Thinking like an assessor vs activity designer*
  www.qsa.qld.edu.au/downloads/p_10/as_assessor_vs_designer.doc
- Sample assessments
  www.qsa.qld.edu.au/yr10-geography-resources.html.

3.5 Making judgments

When making judgments about the evidence in student work, teachers are advised to use task-specific standards. Task-specific standards give teachers:

- a tool for directly matching the evidence of learning in the student response to the standards
- a focal point for discussing student responses
- a tool to help provide feedback to students.

Task-specific standards are not a checklist; rather they are a guide that:

- highlights the valued features that are being targeted in the assessment and the qualities that will inform the overall judgment
- specifies particular *targeted aspects* of the curriculum content and achievement standard — the alignment between the valued feature, the task-specific descriptor and the assessment must be obvious and strong
- clarifies the curriculum expectations for learning at each of the five grades (A–E) and shows the connections between what students are expected to know and do, and how their responses will be judged
- allows teachers to make consistent and comparable on-balance judgments about student work by matching the qualities of student responses with the descriptors
- supports evidence-based discussions to help students gain a better understanding of how they can critique their own responses and achievements and identify the qualities needed to improve
- increases the likelihood of students communicating confidently about their achievement with teachers and parents/carers and asking relevant questions about their own progress
- encourages and provides the basis for conversations among teachers, students and parents/carers about the quality of student work and curriculum expectations and related standards.

The standard elaborations (section 2.2.1) are a resource that can be used to inform the development of task-specific standards.

See the short videos:

- *Developing task-specific standards*
- *Making an on-balance judgment on an individual assessment*.

These videos are available at: www.qsa.qld.edu.au/27953.html.

Task-specific standards can be prepared as a matrix or continua. Templates are available with features shown for:

- Continua
  www.qsa.qld.edu.au/downloads/p_10/ac_geog_tss_continua.dot
- Matrix
  www.qsa.qld.edu.au/downloads/p_10/ac_geog_tss_matrix.dot.

3.6 Using feedback

Feedback is defined as the process of seeking and interpreting evidence for use by students and their teachers to decide where the students are in their learning, where they need to go and how best to get there.

Feedback gathered throughout the teaching and learning cycle informs future teaching learning and assessment. Its purpose is to recognise, encourage and improve student learning.
Assessment feedback is most helpful if the specific elements of the content (knowledge, understanding and skills) are identified and specific suggestions are provided. The standard elaborations provide a resource for developing specific feedback to students about the valued features in the content and achievement standards.
Assessment alone will not contribute to improved learning. It is what teachers and students do with assessment and other available information that makes a difference.
See:

- Seeking and providing feedback
  www.qsa.qld.edu.au/downloads/p_10/as_feedback_about.doc
- About feedback
  www.qsa.qld.edu.au/downloads/p_10/as_feedback_provide.doc.

4. Reporting

Schools are required to provide parents/carers with plain-language reports twice a year. In most schools, this takes place at the end of each semester. The report must:

- be readily understandable and give an accurate and objective assessment of the student's progress and achievement
- include a judgment of the student's achievement reported as A, B, C, D or E (or equivalent five-point scale), clearly defined against the Australian Curriculum achievement standards.

4.1 Reporting standards

The reporting standards are summary statements that succinctly describe typical performance at each of the five levels (A to E) for the two dimensions of the Australian Curriculum achievement standards — understanding (including knowledge) and application of skills for the purpose of reporting twice-yearly.

Table 8: Reporting standards

A	B	C	D	E
Evidence in a student's work typically demonstrates a **very high level** of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.	Evidence in a student's work typically demonstrates a **high level** of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.	Evidence in a student's work typically demonstrates a **sound level** of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.	Evidence in a student's work typically demonstrates a **limited level** of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.	Evidence in a student's work typically demonstrates a **very limited level** of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.

The key purpose of reporting student achievement and progress is to improve student learning. The following principles underpin reporting school-based, standards-based assessment:

- Alignment of teaching, learning, assessment and reporting: what is taught (curriculum) must inform how it is taught (pedagogy), how students are assessed (assessment) and how the learning is reported. (See section 2)
- A collection of evidence or folio of student work: summative judgments for reporting purposes are based on a planned and targeted selection of evidence of student learning collected over the reporting period. (See section 3)
- On-balance judgments: professional decisions made by teachers about the overall quality of a student's work in a range of assessments that best matches the valued features of a learning area described in the achievement standards *at the time of reporting*.

- Moderation: Making consistent judgments about students' achievements within and between schools occurs when teachers develop shared understandings of the curriculum content and achievement standards. Moderation provides students and their parents/carers with confidence that the awarded grades are an accurate judgment of achievement and that the report is meaningful, professional and consistent.

Student achievement is reported against the Australian Curriculum achievement standard for the year level they are taught.

Teachers make reasonable adjustments during the cycle of teaching, learning and assessment to support the learning of students with disabilities, for example adjustments to presentation, response, timing, scheduling and location. In most instances, the required curriculum content, achievement and reporting standards will be used for these students. (See section 2.3.7 for inclusivity materials.)

School sectors and schools make decisions following negotiation with parents/carers about the provision of modified or accelerated learning and assessment programs to meet the learning needs of some students. Reporting achievement for these students should clearly indicate the year level of the curriculum content and the achievement standards against which judgments about student achievement have been made.

Achievement in a learning area is only one source of information on student achievement and progress. Schools may report on other important aspects of student engagement at school separate from achievement in a learning area such as:

- student participation and skills in school-based extracurricular activities
- student attributes such as effort, punctuality, and social and behavioural skills
- student attendance
- other school or system priorities.

4.2 Making an on-balance judgment on a folio

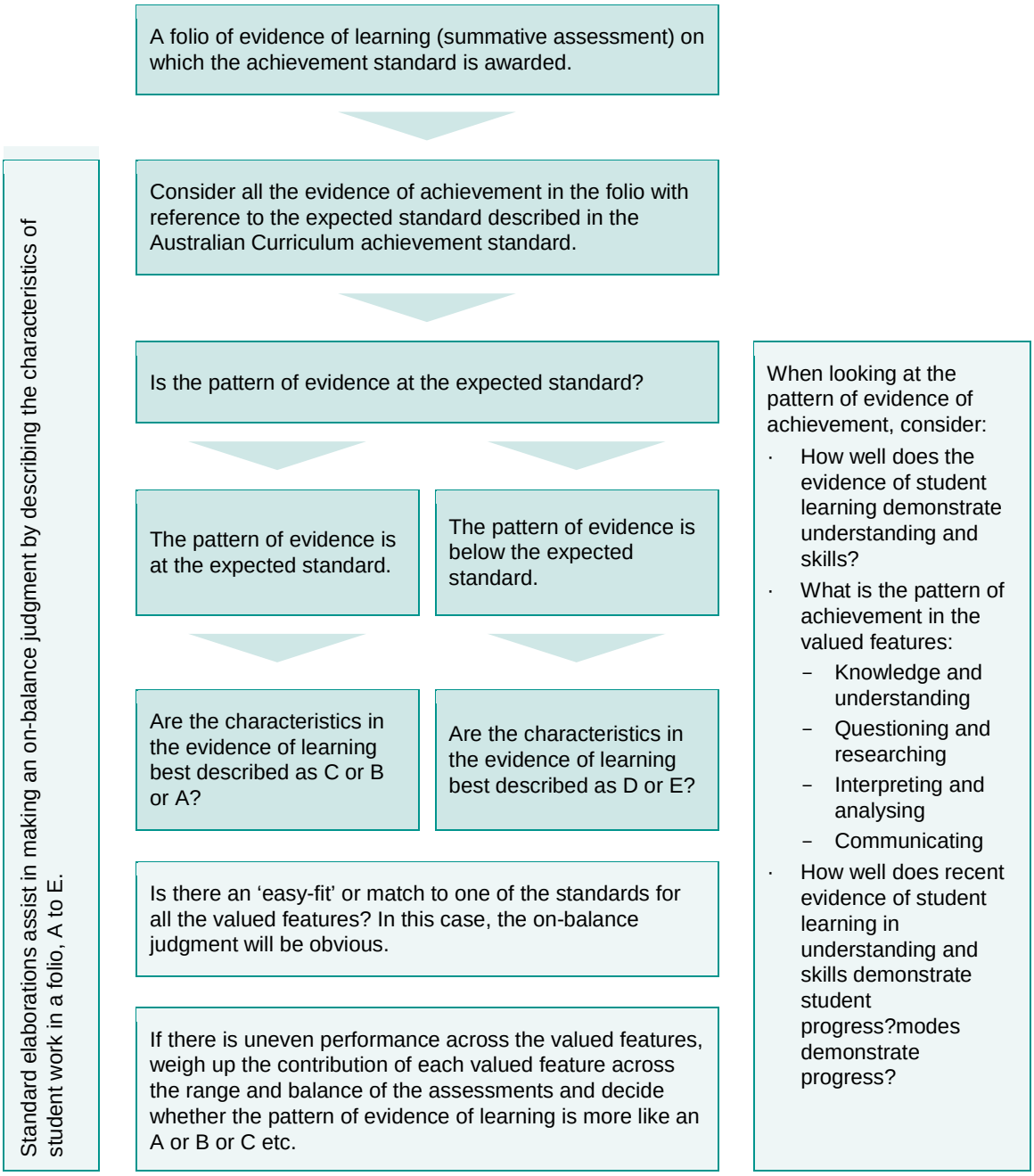
By the end of the year, a planned and targeted assessment program will result in an assessment folio of evidence of students' learning (summative assessment) on which the overall standard is awarded.

The range and balance of assessment in the folio ensures there is sufficient evidence of achievement in both dimensions of the Australian Curriculum achievement standard — Understanding and Skills — to make an on-balance judgment for reporting.

An on-balance judgment involves a teacher, or a group of teachers, making a professional decision about how the pattern of evidence in the folio best matches the standards.

See the short video *Making an on-balance judgment on a folio of student work.*This video is available at: www.qsa.qld.edu.au/27974.html.

Figure 10: On-balance judgments



An on-balance judgment does not involve averaging grades across different assessments or 'ticking' every box. Rather it is a professional judgment that considers all the evidence of achievement in the folio.

The standard elaborations assist in making the on-balance decision. The elaborations describes *how well* on a five-point scale students have demonstrated what they know, understand and can do using the Australian Curriculum achievement standard. The standard elaborations assist teachers to make consistent and comparable evidence-based A to E judgments about the patterns of evidence in a folio of work. They provide transparency about how decisions about grades are made, and for conversations among teachers, students and parents/carers about the qualities in student work matched to the valued features in the curriculum expectations and the standards.

4.2.1 Making an on-balance judgment for mid-year reporting

For mid-year reporting, the on-balance judgment is based on the pattern of evidence of student achievement and progress *at the time of reporting* and in relation to what has been taught and assessed during the reporting period.

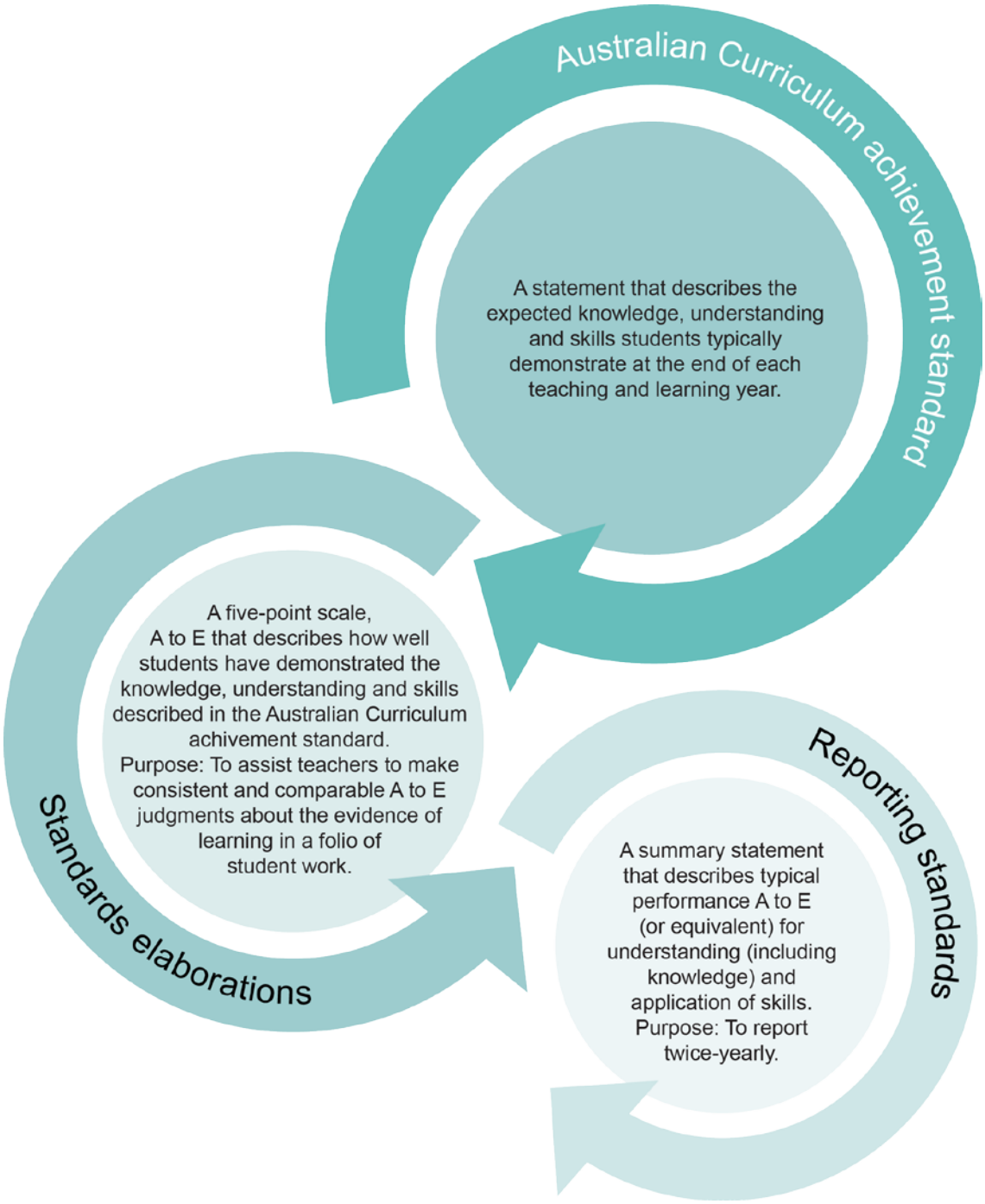
The application of the Australian Curriculum achievement standard during the year requires a judgment based on matching qualities in student work rather than checking coverage.

The standard elaborations assist in making an on-balance judgment for mid-year reporting.

The process for assessing and making judgments about student achievement may be assisted by progressively recording student achievement for each assessment on a student profile or similar.

4.2.2 Applying the Australian Curriculum achievement standards

Figure 11: The relationship between the Australian Curriculum achievement standard, standard elaborations and the reporting standards



4.3 Moderation

The achievement standards guide teacher judgment about how well students have achieved. The most effective way to build consistent and comparable on-balance teacher judgment is through planned activities when teachers — in a partnership or team situation — engage in focused professional dialogue to discuss and analyse the quality of student work, compare their judgments about student achievement and determine the match between the evidence in student work and standards. This process is known as moderation.

Professional dialogue increases teachers' awareness about the variety of ways in which students may respond to the assessment and the types of evidence that may be available to support teacher judgments. In this way, teachers gain valuable insights about how the standards can be demonstrated in student work. They build a shared understanding about the match of evidence to standards, enhancing classroom practice and supporting the alignment of curriculum and assessment.

Moderation provides students and their parents/carers with confidence that the standards awarded are defensible judgments of achievement and that the report is meaningful, professional and consistent.

See the following fact sheets for more information:

- *Consistency of judgments — Calibration model*
  www.qsa.qld.edu.au/downloads/p_10/as_coj_calibration.doc
- *Consistency of judgments — Conferencing model*
  www.qsa.qld.edu.au/downloads/p_10/as_coj_conferencing.doc
- *Consistency of judgments — Expert model*
  www.qsa.qld.edu.au/downloads/p_10/as_coj_expert.doc.

See also the suggested approaches to moderation in the Year level plan:
www.qsa.qld.edu.au/downloads/p_10/ac_geog_yr10_plan.doc

Appendix 1: Glossary

Curriculum

For definitions of terms used by ACARA in the development of the Australian Curriculum: Geography, see: www.australiancurriculum.edu.au/Australian%20Curriculum.pdf?type=0&a=G&e=10.

Term	Description
Content elaboration	An example provided to illustrate and exemplify content. Elaborations are not a requirement for the teaching of the Australian Curriculum.
Curriculum	The Australian Curriculum sets out what all young people should be taught through the specification of curriculum content and achievement standards. Curriculum content has three components: disciplinary learning, general capabilities and cross-curriculum priorities.
Strand	A developmental sequence of knowledge, understanding and skills that has its own distinctive body of knowledge and pedagogical traditions. The two strands in Geography and Geographical Knowledge and Understanding and Geographical Inquiry and Skills.
Sub-strand	Each strand is organised by sub-strands to illustrate the clarity and sequence of development of concepts through and across the year levels. They support the ability to see the connections across strands and the sequential development of concepts from Foundation to Year 10.

Assessment

Term	Description
Assessment	The purposeful and systematic collection of evidence about students' achievements.
Assessment task	A tool or instrument to gather evidence of students' achievement.

Appendix 2: Principles of assessment

The following principles were developed to inform the policy context of the national curriculum and provide a basis on which local decisions about specific approaches to assessment can be built.

1. The main purposes of assessment are to inform teaching, improve learning and report on the achievement of standards.
2. Assessment is underpinned by principles of equity and excellence. It takes account of the diverse needs of students and contexts of education, and the goal of promoting equity and excellence in Australian schooling.
3. Assessment is aligned with curriculum, pedagogy and reporting. Quality assessment has curricular and instructional validity — what is taught informs what is assessed, and what is assessed informs what is reported.
4. Assessment aligned with curriculum, pedagogy and reporting includes assessment of deep knowledge of core concepts within and across the disciplines, problem solving, collaboration, analysis, synthesis and critical thinking.
5. Assessment involves collecting evidence about expected learning as the basis for judgments about the achieved quality of that learning. Quality is judged with reference to published standards and is based on evidence.
6. Assessment evidence should come from a range of assessment activities. The assessment activity is selected because of its relevance to the knowledge, skills and understanding to be assessed, and the purpose of the assessment.
7. Information collected through assessment activities is sufficient and suitable to enable defensible judgments to be made. To show the depth and breadth of the student learning, evidence of student learning is compiled over time. Standards are reviewed periodically and adjusted according to evidence to facilitate continuous improvement.
8. Approaches to assessment are consistent with and responsive to local and jurisdictional policies, priorities and contexts. It is important that schools have the freedom and support to develop quality assessment practices and programs that suit their particular circumstances and those of the students they are assessing.
9. Assessment practices and reporting are transparent. It is important that there is professional and public confidence in the processes used, the information obtained and the decisions made.

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