|  |
| --- |
| Activity 4: Identifying the valued features Select one of the year level achievement standards presented below.  Identify the valued features for Geography:   * Knowledge and understanding * Questioning and researching * Interpreting and analysing * Communicating. |

|  |
| --- |
| Year 7 Achievement Standard  By the end of Year 7, students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) geographical processes that influence the characteristics of places and how places are perceived and valued differently.  They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) interconnections between people, places and environments and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how they change places and environments. They propose simple explanations for spatial distributions and patterns among phenomena. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.  Students [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) geographically significant questions to frame an inquiry. They [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) relevant information from primary and secondary sources to answer inquiry questions. They [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) data and the location and distribution of geographical phenomena in a range of graphic forms, including large-scale and small-scale maps that conform to cartographic conventions. They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) geographical data and other information to propose simple explanations for spatial patterns, trends and relationships and [draw](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Draw) conclusions. Students present findings and arguments using relevant geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the expected effects of their proposal. |

|  |
| --- |
| Year 8 Achievement Standard  By the end of Year 8, students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) geographical processes that influence the characteristics of places and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how places are perceived and valued differently.  They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) interconnections within environments and between people and places and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how they change places and environments. They propose explanations for spatial distributions and patterns among phenomena and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) associations between distribution patterns. They [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.  Students [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) geographically significant questions from observations to frame an inquiry. They [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) relevant information from a range of primary and secondary sources to answer inquiry questions.  They [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) data and the location and distribution of geographical phenomena in a range of appropriate graphic forms, including maps at different scales that conform to cartographic conventions.  They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) geographical data and other information to propose explanations for spatial patterns, trends and relationships and [draw](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Draw) reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and [predict](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Predict) the outcomes of their proposal. |

|  |
| --- |
| Year 9 Achievement Standard  By the end of Year 9, students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how geographical processes change the characteristics of places. They [predict](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Predict) changes in the characteristics of places over time and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the possible implications of change for the future. They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) interconnections between people, places and environments and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how these interconnections influence people, and change places and environments.  Students propose explanations for distributions and patterns over time and across space and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) associations between distribution patterns. They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) alternative strategies to a geographical challenge using environmental, social and economic criteria and propose and [justify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Justify) a response.  Students use initial research to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) geographically significant questions to frame an inquiry. They collect and [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) a range of primary and secondary sources and [select](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Select) relevant geographical data and information to answer inquiry questions. They [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) multi-variable data in a range of appropriate graphic forms, including special purpose maps that comply with cartographic conventions. They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) data to propose explanations for patterns, trends, relationships and anomalies and to [predict](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Predict) outcomes. Students [synthesise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Synthesise) data and information to [draw](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Draw) reasoned conclusions. They present findings and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge taking account of environmental, economic and social considerations and [predict](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Predict) the outcomes and consequences of their proposal. |

|  |
| --- |
| Year 10 Achievement Standard  By the end of Year 10, students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how the interaction between geographical processes at different scales change the characteristics of places. They [predict](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Predict) changes in the characteristics of places and environments over time, across space and at different scales and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the predicted consequences of change. Students [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify), [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) significant interconnections between people, places and environments and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=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](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) significant associations between distribution patterns. They [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, social and economic criteria and propose and [justify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Justify) a response.  Students use initial research to [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop) and modify geographically significant questions to frame an inquiry. They collect and critically [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) a range of primary and secondary sources and [select](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Select) relevant geographical data and information to answer inquiry questions. Students accurately [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=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](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) data to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies, and [predict](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Predict) outcomes. They [synthesise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Synthesise) data and information to [draw](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=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](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) their findings and propose action in response to a contemporary geographical challenge taking account of environmental, economic and social considerations. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the predicted outcomes and consequences of their proposal. |