Assessing Geography in Years 7–10
Part 2: Aligning teaching, learning and assessment
Learning goals

The learning goals for Part 2: Aligning teaching, learning and assessment are:

- know and understand how to use the QCAA standard elaborations to make judgments
- know and understand how to assess the concepts for geographical understanding
- know and understand how to assess the geographical skills of inquiry
- review the QCAA Geography sample assessments in Years 7–10.
Activity 7: Using the SEs to make judgments

Complete a ‘think, pair, share’ activity.
• **Review** the student work.
• **Match** the work to the descriptors in the selected row of the Year 8 SEs.
• **Confirm** your decision using the ‘Notes’ section from the Year 8 SEs.
Australian Curriculum and QCAA resources

Australian Curriculum
- Content descriptions
- Achievement standards

Description of the quality of learning students should typically demonstrate in relation to the content at a particular point in their schooling

Valued features
- Understanding
- Skills

The learning area specific elements to be assessed to make a judgment about student achievement

Standards elaborations
- Descriptions of quality in evident in student work on a five point scale organised by the valued features

Reporting framework
- Five grade levels (A–E or equivalent) applicable to all learning areas linked to the Australian Curriculum design and constructs

Assessment and task-specific standards
Using QCAA sample assessments

An assessment package

<table>
<thead>
<tr>
<th>Resource</th>
<th>Purpose</th>
</tr>
</thead>
</table>
| Student booklet           | • provides a variety of stimulus materials such as text, visuals, graphs and tables  
                          | • specific questions and/or tasks to provide an opportunity for students to demonstrate evidence of learning.                          |
| Teacher guidelines        | • provide teachers with information about the implementation of the assessment  
                          | • offer explicit advice about how to provide students with the opportunity to do their best work  
                          | • give advice about making judgments.                                                                                     |
| Task-specific standards   | • are a recording device to gather evidence of student learning to inform teachers and students about what is valued in students’ responses  
                          | • include a continua and matrix model.                                                                                   |
| Assessment resources      | • include support materials such as graphic organisers or reflection questions to scaffold the assessment.                           |
**How can evidence be collected?**

<table>
<thead>
<tr>
<th>Valued feature</th>
<th>Possible evidence of learning</th>
</tr>
</thead>
</table>
| Knowledge and understanding | • Explaining how interconnections influence people and change places and environments  
• Explaining geographical processes that influence the characteristics of places  
• Explaining how places are perceived differently  
• Explaining spatial distributions and patterns over time  
• Describing associations between distribution patterns  
• Describing alternative strategies to geographical challenges |
How can evidence be collected?

<table>
<thead>
<tr>
<th>Valued feature</th>
<th>Possible evidence of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioning and researching</td>
<td>• Identifying geographically significant questions to frame an inquiry</td>
</tr>
<tr>
<td></td>
<td>• Locating relevant information from sources to answer inquiry questions</td>
</tr>
<tr>
<td></td>
<td>• Evaluating primary and secondary sources for reliability and relevance</td>
</tr>
<tr>
<td>Interpreting and analysing</td>
<td>• Analysing data to propose explanations of patterns, trends, relationships and anomalies</td>
</tr>
<tr>
<td></td>
<td>• Drawing reasoned conclusions</td>
</tr>
<tr>
<td></td>
<td>• Evaluating alternative strategies using environmental, social and economic criteria</td>
</tr>
<tr>
<td></td>
<td>• Proposing and justifying actions</td>
</tr>
<tr>
<td></td>
<td>• Explaining the predicted outcomes and consequences of proposals</td>
</tr>
<tr>
<td>Valued features</td>
<td>Possible evidence of learning</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Communicating</td>
<td>• Presenting findings, arguments and ideas using relevant geographical terminology and graphic representations</td>
</tr>
<tr>
<td></td>
<td>• Representing data and information in appropriate graphic forms including special purpose maps that conform to conventions</td>
</tr>
</tbody>
</table>
QCAA Sample assessments interrelate the strands

Image: Teaching and Learning in South Australia, Department for Education and Child Development, CC BY 3.0, www.youtube.com/watch?v=sgGb8BM2TBk
Activity 8: How are the geographical concepts developed in assessment?

Focus on no more than two or three interrelated geographical concepts to allow students to demonstrate depth of understanding and application of skills.

Image: Teaching and Learning in South Australia, Department for Education and Child Development, CC BY 3.0, [www.youtube.com/watch?v=sgGb8BM2TBk](http://www.youtube.com/watch?v=sgGb8BM2TBk)
Activity 9: How are the geographical skills developed in assessment?

New learning
Questioning
Collecting data
Geographical inquiry
Representing data
Interpreting
Communicating
Reflecting and responding

A sequence of the geographical skills of inquiry

www.qcaa.qld.edu.au/26025.html
Australian Curriculum and QCAA resources

Australian Curriculum
Content descriptions + Achievement standards
Description of the quality of learning students should typically demonstrate in relation to the content at a particular point in their schooling

Valued features
Understanding
The learning area specific elements to be assessed to make a judgment about student achievement
Skills

Standards elaborations
Descriptions of quality in evident in student work on a five point scale organised by the valued features

Reporting framework
Five grade levels (A–E or equivalent) applicable to all learning areas linked to the Australian Curriculum design and constructs

Assessment and task-specific standards
Using standards for reporting

Consider how the language of the achievement standard is used to build a shared understanding.
QCAA resources and advice

www.qcaa.qld.edu.au/30379.html
Learning goals

The learning goals for Part 2: Aligning teaching, learning and assessment were:

• know and understand how to use the QCAA standard elaborations to make judgments
• know and understand how to assess the concepts for geographical understanding
• know and understand how to assess the geographical skills of inquiry
• review the QCAA Geography sample assessments in Years 7–10.
Activity: KWL

Summary: What have you learnt?

| What do you already KNOW? | What do you WANT to learn today? | What have you LEARNT today? |
Questions

Queensland Curriculum and Assessment Authority, Australian Curriculum Unit.

T. (07) 3864 0462
E. australiancurriculum@qcaa.qld.edu.au