



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:

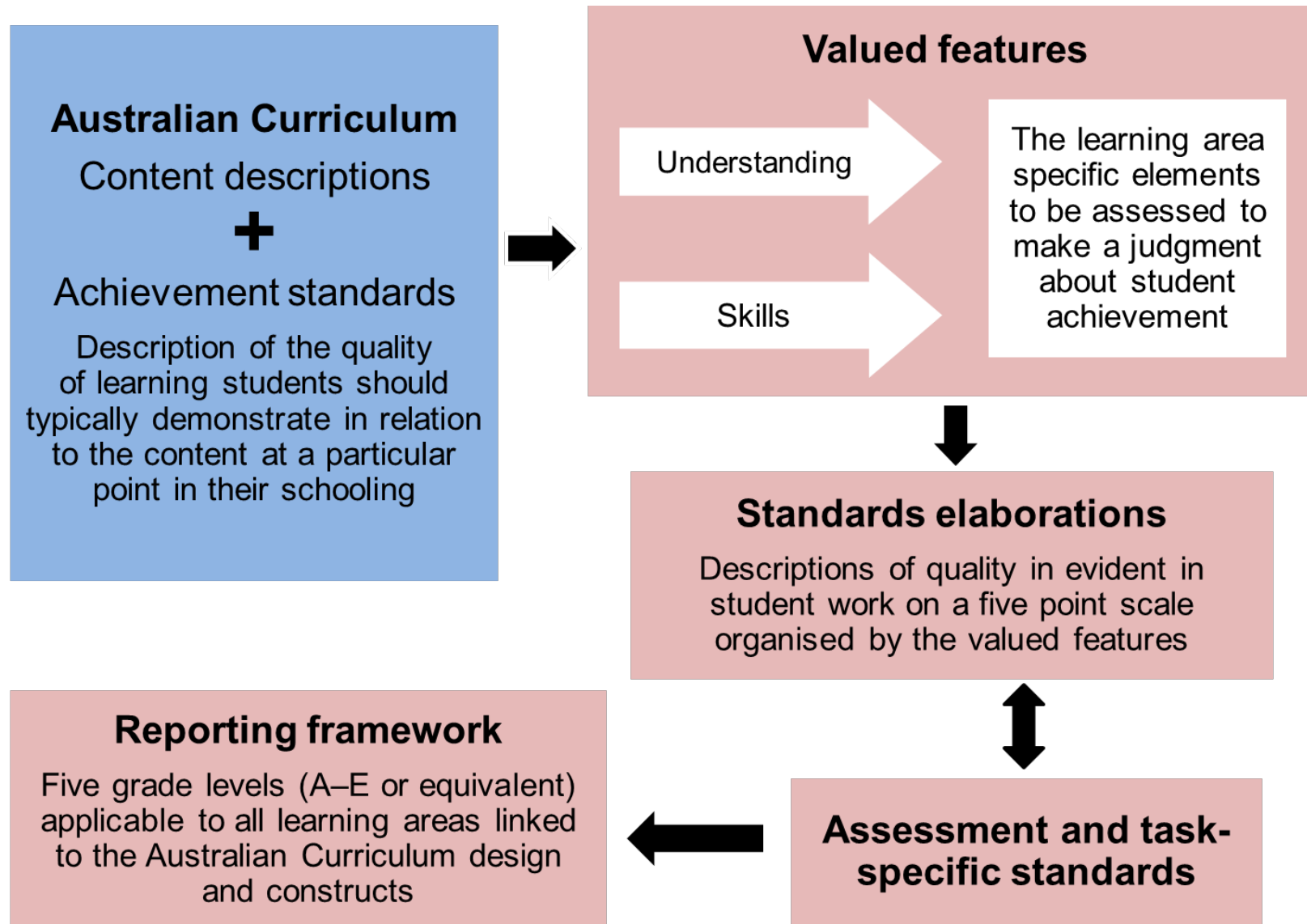
- know and understand how to use the QCAA standard elaborations to make judgments
 - know and understand how to assess the concepts for geographical understanding
 - know and understand how to assess the geographical skills of inquiry
 - review the QCAA Geography sample assessments in Years 7–10.
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Activity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



Using QCAA sample assessments

Participant
booklet,
p. 14–18



Image: LongitudeLatitude, *The World*, CC BY 2.0, <https://flic.kr/p/kaHWiB>

An assessment package

Resource	Purpose
Student booklet	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• include support materials such as graphic organisers or reflection questions to scaffold the assessment.

How can evidence be collected?

Valued feature	Possible evidence of learning
Knowledge and understanding	<ul style="list-style-type: none">• 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?

Valued feature	Possible evidence of learning
Questioning and researching	<ul style="list-style-type: none">• Identifying geographically significant questions to frame an inquiry• Locating relevant information from sources to answer inquiry questions• Evaluating primary and secondary sources for reliability and relevance
Interpreting and analysing	<ul style="list-style-type: none">• Analysing data to propose explanations of patterns, trends, relationships and anomalies• Drawing reasoned conclusions• Evaluating alternative strategies using environmental, social and economic criteria• Proposing and justifying actions• Explaining the predicted outcomes and consequences of proposals

How can evidence be collected?

Valued features	Possible evidence of learning
Communicating	<ul style="list-style-type: none">• Presenting findings, arguments and ideas using relevant geographical terminology and graphic representations• Representing data and information in appropriate graphic forms including special purpose maps that conform to conventions

QCAA Sample assessments interrelate the strands

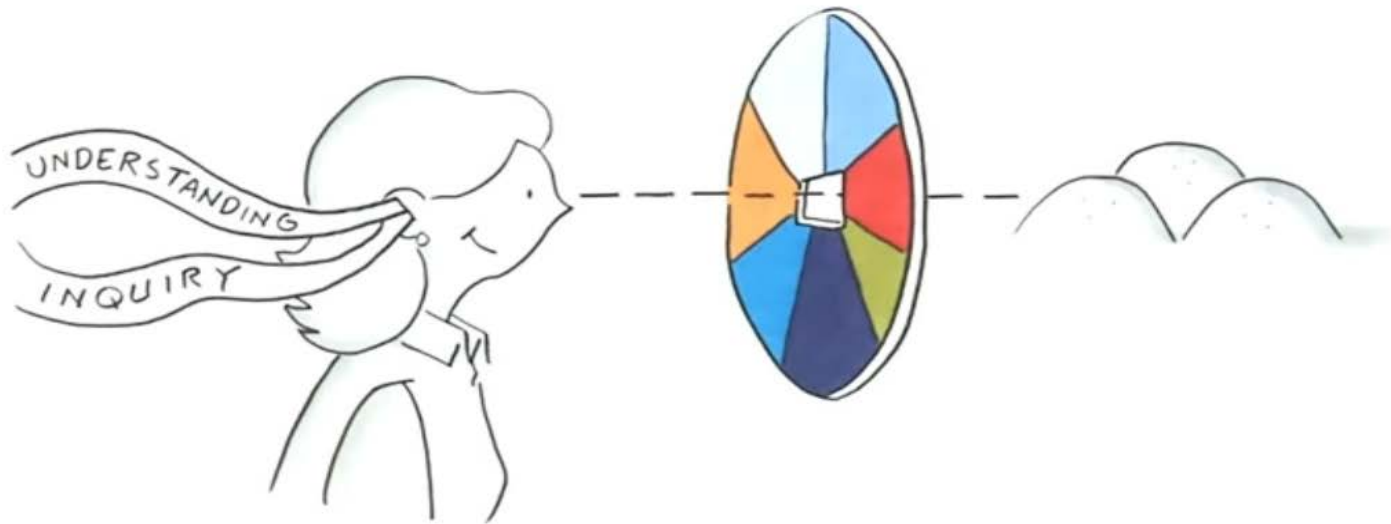
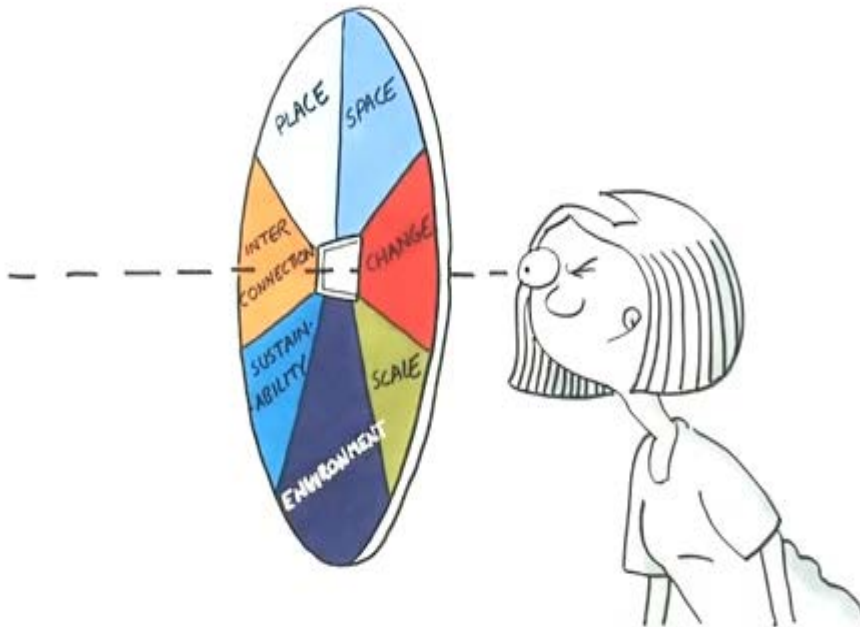


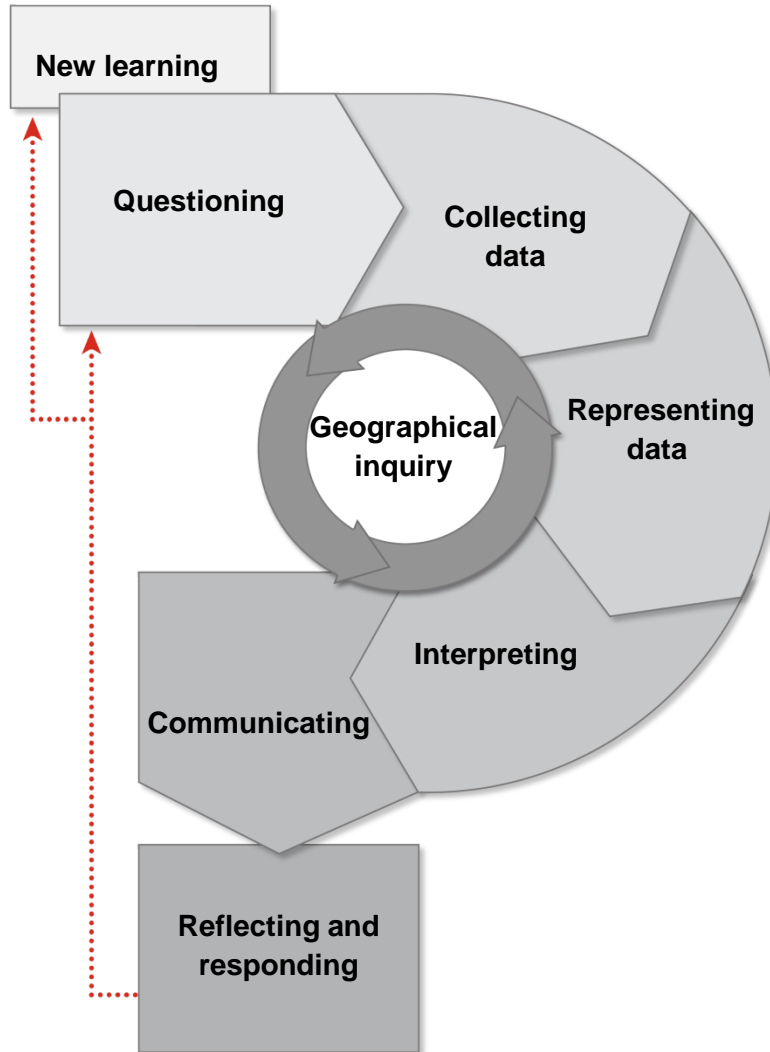
Image: Teaching and Learning in South Australia, Department for Education and Child Development, CC BY 3.0, www.youtube.com/watch?v=sqGb8BM2TBk

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.



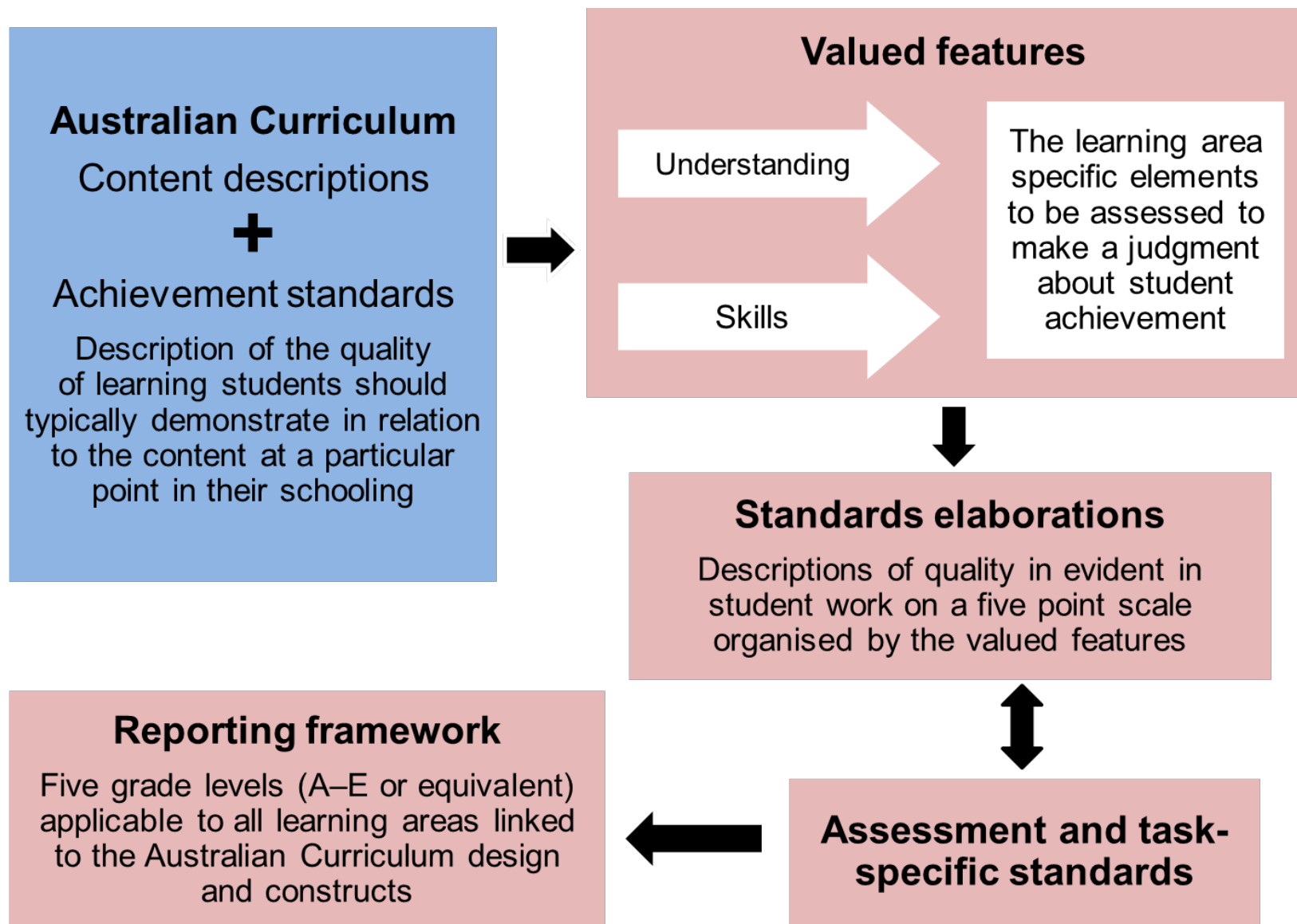
Activity 9: How are the geographical skills developed in assessment?



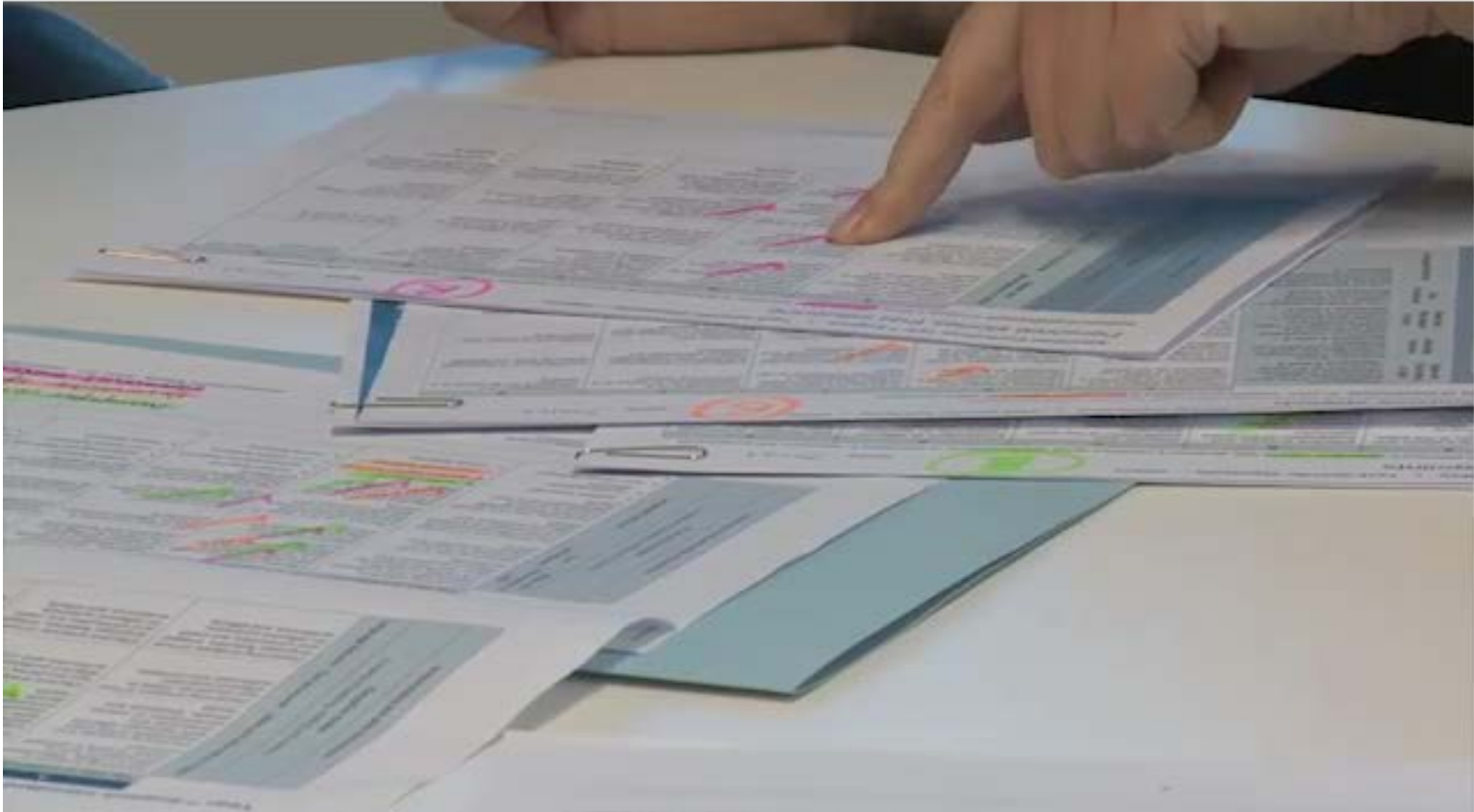
A sequence of the
geographical skills
of inquiry

www.qcaa.qld.edu.au/26025.html

Australian Curriculum and QCAA resources



Using standards for reporting



Consider how the language of the achievement standard is used to build a shared understanding.

QCAA resources and advice

[Home](#) > [Prep-Year 10](#) > [Australian Curriculum](#) > P-10 Humanities & Social Sciences

P-10 Humanities and Social Sciences Australian Curriculum and resources



Australian Curriculum learning areas

English

HPE

Humanities and Social Sciences

Mathematics

Science

The Arts

Humanities and Social Sciences subjects

Civics and Citizenship

Economics and Business

Geography

History

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

Learning goals

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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