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|  | Australian Curriculum Year 10 Geography sample assessment ׀ Teacher guidelines  Responding to sources |

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| Assessment description | Category |
| Students answer questions using evidence from provided sources to support their responses. They write in well-structured paragraphs of about 150 words for each response. | Written |
| Technique |
| Supervised (Response to sources) |
| Context for assessment | Alignment |
| Students:   * use data and information to identify, describe and explain patterns and anomalies * identify and describe issues associated with reaching development goals * evaluate the success of a development project in an African country using a provided case study * propose an action plan for a rural village in an African country * justify their action plan taking account of economic, social and environmental considerations. | *Australian Curriculum* [*v7.3*](http://www.australiancurriculum.edu.au/Home/CurriculumHistory), Year 10 Geography Australian Curriculum content and achievement standard ACARA — Australian Curriculum, Assessment and Reporting Authority  [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)  Year 10 Geography standard elaborations  [www.qcaa.qld.edu.au/downloads/p\_10/ac\_geog\_yr10\_se.pdf](http://www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr10_se.pdf%20) |
| Connections |
| This assessment can be used with the QCAA Australian Curriculum resource titled *Year 10 unit overview — Geography exemplar (Geographies of human wellbeing)* available at: [www.qcaa.qld.edu.au/downloads/p\_10/ac\_geog\_yr10\_unit\_overview.docx](http://www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr10_unit_overview.docx%20) |
| Definitions |
| **Millennium Development Goals (MDGs):** Target goals for development agreed to by the countries of the United Nations and all of the world’s leading development institutions, such as the World Bank and the World Health Organisation (WHO).  **Human wellbeing:** A population’s quality of life. This can be measured by objective indicators (e.g. life expectancy, educational attainment and income) or by subjective measures of how people perceive the quality of their life, as revealed by surveys of happiness.  **Extreme poverty:** Exists where people live on less than $1.25 per day. The rate of extreme poverty is used as a measure of global achievement of Millennium Development Goals.  **Spatial variation:** The difference or variation (in terms of population, population density, GDP, life expectancy) over an area of the Earth’s surface.  **Anomalies:** An anomaly is a data value that appears to stand out from the other members of the data set by being unusually high or low. In geographical data classified by place, anomalies will identify places that do not fit a general pattern, which make them of particular interest to study.  **Spatial associations:** A relationship between two or more geographical processes or phenomena.  **Patterns:** A regularity in data portrayed in graphs or maps, e.g. the decline in population density or rainfall in Australia with increasing distance from the coast. |
| In this assessment | |
| Teacher guidelines | |
| Task-specific standards — matrix | |
| Assessment resource: Source Sheet 1: Selected data for development goals | |
| Assessment resource: Source Sheet 2: Selected data and information about development issues | |
| Assessment resource: Source Sheet 3: Case studies — development projects | |
| Student booklet | |

# Teacher guidelines

## Identify curriculum

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| Content descriptions to be taught | |
| Geographical Knowledge and Understanding | Geographical Inquiry and Skills |
| * The different ways of measuring and mapping [human wellbeing](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Human+wellbeing) and [development](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Development), and how these can be applied to measure differences between places [(ACHGK076)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGK076) * The reasons for [spatial variations](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Spatial+variations) between countries in selected indicators of [human wellbeing](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Human+wellbeing) [(ACHGK077)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGK077) * The issues affecting the [development](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Development) of places and their impact on [human wellbeing](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Human+wellbeing), drawing on a study from a developing country or [region](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Region) in Africa, South America or the Pacific Islands [(ACHGK078)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGK078) * The role of international and national government and non-government organisations’ initiatives in improving [human wellbeing](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Human+wellbeing) in Australia and other countries [(ACHGK081)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGK081) | **Interpreting, analysing and concluding**   * Evaluate multi-variable [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and other geographical information using qualitative and [quantitative methods](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Quantitative+methods) and digital and [spatial technologies](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Spatial+technologies) as appropriate to make generalisations and inferences, propose explanations for patterns, [trends](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Trends), relationships and [anomalies](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Anomalies), and predict outcomes [(ACHGS076)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS076) * Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and information, taking into account alternative points of view [(ACHGS077)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS077)   **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)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS079) |
| General capabilities (GCs) and cross‑curriculum priorities (CCPs)  This assessment may provide opportunities to engage with the following GCs and CCPs. Refer also to the Resources tab on the P–10 Geography curriculum and assessment page: [www.qcaa.qld.edu.au/yr10-geography-resources.html](http://www.qcaa.qld.edu.au/yr10-geography-resources.html) | |
| Literacy  Numeracy  ICT capability  Critical and creative thinking  Personal and social capability  Ethical understanding  Intercultural understanding | Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia’s engagement with Asia  Sustainability |
| Achievement standard  This assessment provides opportunities for students to demonstrate the following highlighted aspects. | |
| By the end of Year 10, students explain how the interaction between [geographical processes](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Geographical+processes) at different scales [change](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Change) the [characteristics of places](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Characteristics+of+places). They predict changes in the [characteristics of places](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Characteristics+of+places) and environments over time, across [space](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Space) and at different scales and explain the predicted consequences of [change](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=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](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Spatial+variations) over time, across [space](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=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.  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](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Secondary+sources) and select relevant geographical [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and information to answer inquiry questions. Students accurately represent multi-variable [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) in a range of appropriate graphic forms, including special purpose maps that use a suitable [scale](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Scale) and comply with cartographic conventions. They evaluate [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) to make generalisations and inferences, propose explanations for significant patterns, [trends](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Trends), relationships and [anomalies](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Anomalies), and predict outcomes. They synthesise [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=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. | |
| Source: ACARA, The Australian Curriculum v7.3, [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au) | |

## Sequence learning

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| Suggested learning experiences |
| This assessment leads on from the learning experiences outlined in the QCAA’s Year 10 Geography unit overview. The knowledge, understanding and skills developed in the exemplar unit will prepare students to engage in this assessment:   * See *Year 10 unit overview —Geography exemplar (Geographies of human wellbeing)*  [www.qcaa.qld.edu.au/downloads/p\_10/ac\_geog\_yr10\_unit\_overview.docx](http://www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr10_unit_overview.docx) |
| Adjustments for needs of learners |
| The Australian Curriculum, in keeping with *Melbourne Declaration on Educational Goals for Young Australians* (2008), establishes the expectations of a curriculum appropriate to all Australian students. All students across all education settings and contexts are supported in their diverse learning needs through the three-dimensions of the Australian Curriculum: the learning area content, the general capabilities and the cross-curriculum priorities. The relationship between and the flexibility to emphasis one or more of the dimensions allows teachers to personalise learning programs.  To make adjustments, teachers refer to learning area content aligned to the child’s chronological age, personalise learning by emphasising alternate levels of content, general capabilities or cross‑curriculum priorities in relation to the chronological age learning area content. The emphasis placed on each area is informed by the child’s current level of learning and their strengths, goals and interests. Advice on the process of curriculum adjustment for all students and in particular for those with disability, gifted and talented or for whom English is an additional language or dialect are addressed in *Australian Curriculum — Student Diversity* materials.  For information to support students with diverse learning needs, see:   * Queensland Curriculum and Assessment Authority materials for supporting students with diverse learning needs [www.qcaa.qld.edu.au/10188.html](http://www.qcaa.qld.edu.au/10188.html) * Australian Curriculum Student Diversity  [www.australiancurriculum.edu.au/StudentDiversity/Student-diversity-advice](http://www.australiancurriculum.edu.au/StudentDiversity/Student-diversity-advice) * The *Melbourne Declaration on Educational Goals for Young Australians* [www.curriculum.edu.au/verve/\_resources/National\_Declaration\_on\_the\_Educational\_Goals\_for\_Young\_Australians.pdf](http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf) * The *Disability Standards for Education* [www.ag.gov.au](http://www.ag.gov.au). |

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| Resources |
| * United Nations, New York, *The Millennium Development Goals Reports (2005–2014)* [www.un.org/millenniumgoals/reports.shtml](http://www.un.org/millenniumgoals/reports.shtml%20) * United Nations Industrial Development Organization [www.unido.org](http://www.unido.org/) * UNICEF, *Millennium Development Goals* [www.unicef.org/mdg](http://www.unicef.org/mdg/) * Trickle Up Extreme Poverty [www.trickleup.org/poverty/extreme-poverty.cfm](http://www.trickleup.org/poverty/extreme-poverty.cfm) |

## Develop assessment

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| Preparing for the assessment |
| This assessment targets the Millennium Development Goals[[1]](#footnote-1) (MDGs) for African countries.  Provide students with the opportunity to:   * familiarise themselves with the eight Millennium Development Goals. These are available at [www.un.org/millenniumgoals/reports.shtml](http://www.un.org/millenniumgoals/reports.shtml) (click on each goal’s icon to see goal information) * apply the goals in a different context, e.g. countries in South-East Asia * read through the *Task-specific standards* to assist students to identify their learning goals * familiarise themselves with the definitions of geographical terms on page 1 of this *Teacher guidelines* * review examples of the forms of communication identified in this assessment including explanations, and arguments. |

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| Implementing |
| * Source sheets may be distributed the day before the assessment is implemented and completed in one 70-minute lesson   **or**   * Provide the source sheets and questions in class and provide two 70-minute lessons to complete the assessment   **or**   * Implement in an exam block, with 30 minutes perusal time to read and consider sources: * Allow time for students to read the *Student booklet* and check for understanding of the task requirements * Provide graphic organisers to assist students to organise ideas and information as required * Guide students on how much time to spend on each question. |

## Make judgments

When making judgments about the evidence in students’ responses to this assessment, teachers are advised to use the task-specific standards provided. The development of these task-specific standards has been informed by the *Queensland Geography standard elaborations*. See [www.qcaa.qld.edu.au/download/p\_10/ac\_geog\_yr10\_se.pdf](http://www.qcaa.qld.edu.au/download/p_10/ac_geog_yr10_se.pdf).

### The Queensland standard elaborations for Geography

The Queensland Year 10 standard elaborations for Geography are a resource to assist teachers to make consistent and comparable evidence-based A to E (or the Early Years equivalent) judgments. They should be used in conjunction with the Australian Curriculum achievement standard and content descriptions for the relevant year level.

The Queensland Geography 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.

The Australian Curriculum achievement standards dimensions of Understanding and Skills are used to organise the Queensland Geography standard elaborations.

The valued features of Geography, drawn from the achievement standard and the content descriptions are organised as:

* Geographical Knowledge and Understanding
* Questioning and researching
* Interpreting and analysing
* Communicating.

#### Task-specific standards

Task-specific standards give teachers:

* a tool for directly matching the evidence of learning in the response to the standards
* a focal point for discussing students’ 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
* aligns the valued feature, task-specific descriptor and assessment
* allows teachers to make consistent and comparable on-balance judgments about a child’s work by matching the qualities of students’ responses with the descriptors
* clarifies the curriculum expectations for learning at each of the five grades (A–E or the Early Years equivalent)
* shows the connections between what students are expected to know and do, and how their responses will be judged and the qualities that will inform the overall judgment
* 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
* encourages and provides the basis for conversations among teachers, students and parents/carers about the quality of students’ work and curriculum expectations and related standards.

#### Task-specific valued features

Task-specific valued features are the discrete aspects of the valued features of Geography targeted in a particular assessment and incorporated into the task-specific standards for that assessment. They are selected from the Queensland Geography standard elaborations valued features drawn from the Australian Curriculum achievement standard and content descriptions.

##### Task-specific valued features for this assessment

The following table identifies the valued features for this assessment and makes explicit the understandings and skills that students will have the opportunity to demonstrate. This ensures that the alignment between what is taught, what is assessed and what is reported is clear.

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| Australian Curriculum achievement standard dimensions | Australian Curriculum achievement standard | Queensland standard elaborations valued features | Task-specific valued features |
| Understanding and Skills | Geographical Knowledge and Understanding | Knowledge and understanding | Explains the global pattern and spatial variation in meeting development goals over time |
| Identifies and describes significant issues associated with making progress on meeting development goals |
| **Questions 1 and 2** |
| Geographical Inquiry and Skills | Interpreting and analysing | Evaluates alternative strategies to make progress in meeting development goals using environmental, social and economic criteria and comprehensively justifies an action plan |
| Synthesises data and information to draw reasoned conclusions, taking into account alternative points of view |
| Evaluates findings and proposes action to accelerate progress towards development goals taking account of environmental, economic and social considerations |
| Explains the predicted outcomes and consequences of the proposal  **Questions 3 and 4** |
| Communicating | Presents arguments and explanations using relevant geographical terminology  **Questions 1–4** |

The task-specific standards for this assessment are provided in a matrix using the task-specific valued features.

#### Matrix and continua

Task-specific standards can be prepared as a matrix or continua. Both the continua and the matrix:

* use the Queensland standard elaborations to develop task-specific descriptors to convey expected qualities in students’ work — A to E (or the Early Years equivalent)
* highlight the same valued features from the Queensland standard elaborations that are being targeted in the assessment and the qualities that will inform the overall judgment
* incorporate the same task-specific valued features, i.e. make explicit the particular understanding / skills that students have the opportunity to demonstrate for each selected valued feature
* provide a tool for directly matching the evidence of learning in the child’s response to the standards to make an on-balance judgment about achievement
* assist teachers to make consistent and comparable evidence-based A to E (or the Early Years equivalent) judgments.

##### Continua

The continua model of task-specific standards uses the dimensions of the Australian Curriculum achievement standard to organise task-specific valued features and standards as a number of reference points represented progressively along an A to E (or Early Years equivalent) continuum. The task-specific valued features at each point are described holistically. The task-specific descriptors of the standard use the relevant degrees of quality described in the Queensland standard elaborations.

Teachers determine a position along each continuum that best matches the evidence in the student’s responses to make an on-balance judgment about achievement on the task.

The continua model is a tool for making an overall on-balance judgment about the assessment and for providing feedback on task specific valued features.

##### Matrix

The matrix model of task-specific standards uses the structure of the Queensland standard elaborations to organise the task-specific valued features and standards A to E (or the Early Years equivalent). The task-specific descriptors of the standard described in the matrix model use the same degrees of quality described in the Queensland standard elaborations.

Teachers make a judgment about the task-specific descriptor in the A to E (or the Early Years equivalent) cell of the matrix that best matches the evidence in the student’s responses in order to make an on-balance judgment about how well the pattern of evidence meets the standard.

The matrix is a tool for making both overall on-balance judgments and analytic judgments about the assessment. Achievement in each valued feature of the Queensland standard elaboration targeted in the assessment can be recorded and feedback can be provided on the task-specific valued features.

## Use feedback

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| Feedback to students | Evaluate the information gathered from the assessment to inform teaching and learning strategies. Focus feedback on the student’s personal progress and the next steps in the learning journey.  Offer feedback that:   * directs students to focus on the requirements of each section of the assessment * provides clarity about the meaning of geographical terms used in the questions * models the features and conventions of each communication form identified in the assessment using guided teaching and collaborated developed exemplars   The task-specific standards for this assessment can be used as a basis for providing feedback to students. |
| Resources | For guidance on providing feedback, see the professional development packages titled:   * *About feedback* [www.qcaa.qld.edu.au/downloads/p\_10/as\_feedback\_about.docx](http://www.qcaa.qld.edu.au/downloads/p_10/as_feedback_about.docx) * *Seeking and providing feedback* [www.qcaa.qld.edu.au/downloads/p\_10/as\_feedback\_provide.docx](http://www.qcaa.qld.edu.au/downloads/p_10/as_feedback_provide.docx) |

1. Target goals for development [↑](#footnote-ref-1)