|  |  |  |
| --- | --- | --- |
|  | Australian Curriculum Year 2 Geography sample assessment ׀ Task-specific standards — matrix  My connections to places | Name |

© The State of Queensland (Queensland Curriculum and Assessment Authority) and its licensors 2014. All web links correct at time of publication.

Purpose of assessment**:** Present findings about how people in different places are connected to each other, why places are important to them and how factors such as location and distance influence the connections.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | Applying  (AP) | Making connections  (MC) | Working with  (WW) | Exploring  (EX) | Becoming aware  (BA) |
| Understanding and Skills | Geographical Knowledge and Understanding | Knowledge and understanding | Describes how people in different places are connected to each other and identifies factors that influence these connections  **Section 3** | Clearly describes in an informed way how people are connected to each other and identifies factors that influence these connections including technology and transport  e.g.  ‘ \_\_ is important to me.  I travel there by plane to visit my Grandmother who lives there. \_\_ is far away. It is to the north of where I live so we don’t go to visit her very often. It is important for us to go because \_\_ . Even though we go to \_\_ to see Grandma on the plane, we Skype her and ring her all the time so we feel very close and very connected  to Grandma.’ | Describes in an informed way: how people in different places are connected to each other and identifies factors that influence these connections including technology and transport | Describes how people in different places are connected to each other and identifies factors that influence these connections including technology and transport  e.g.  ‘\_\_ is a very important place to me because we go there every Sunday to go to \_\_ . We go there to catch up with friends. It is so easy to get to \_\_ . We just walk. It is close by.’ | Describes with guidance how people in different places are connected to each other and identifies with guidance factors that influence these connections | Describes with direction connections to different places and identifies with direction factors that influence these connections |
| Explains why places are important to people  **Section 3** | Clearly explains in an informed way why places are important to people | Explains in an informed way why places are important to people | Explains why places are important to people | Explains with guidance why places are important to people | Explains with direction why places are important to people |

|  |  |  |
| --- | --- | --- |
|  | Australian Curriculum Year 2 Geography sample assessment ׀ Task-specific standards — matrix  My connections to places | Name |

© The State of Queensland (Queensland Curriculum and Assessment Authority) and its licensors 2014. All web links correct at time of publication.

Purpose of assessment**:** Present findings about how people in different places are connected to each other, why places are important to them and how factors such as location and distance influence the connections.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | Applying  (AP) | Making connections  (MC) | Working with  (WW) | Exploring  (EX) | Becoming aware  (BA) |
| Understanding and Skills | Geographical Inquiry and Skills | Questioning and  researching | Poses questions about familiar and unfamiliar places and collects information to answer these questions  **Section 1** | Poses questions about familiar and unfamiliar places and collects in a considered way relevant information to answer these questions | Poses questions about familiar and unfamiliar places and collects relevant information to answer these questions | Poses questions about familiar places and unfamiliar places and collects information to answer these questions | Poses questions about familiar places and unfamiliar places with guidance and collects information with guidance to answer these questions | Poses questions about familiar places and unfamiliar places with direction and collects information with direction to answer these questions |
| Interpreting and analysing | Interprets geographical information to draw conclusions  **Sections 2 and 3** | Interprets geographical information to draw reasoned conclusions | Interprets geographical information to draw informed conclusions | Interprets geographical information to draw conclusions | Interprets geographical information with guidance to make statements about connections | Interprets geographical information with direction to make statements about connections |
| Communicating | Presents findings in oral  and digital form that use simple geographical terms to describe the direction and location  of places | Clearly and effectively presents findings that use relevant geographical terms to clearly describe the direction and location of places, e.g. ‘\_\_ is important to me. It is north of where I live’ | Effectively presents findings that use relevant geographical terms to describe the direction and location of places, e.g. ‘\_\_ is important to me. It is on the opposite side  of town’ | Presents findings that use simple geographical terms to describe direction and location, e.g. ‘\_\_ is important to me.  It is far away’ | Presents findings with guidance that use everyday language to identify direction and location, e.g. ‘It is down the road’ | Presents findings with direction that use everyday language |
| Represents data and the location of familiar places on a labelled map  **Sections 2, 3 and 4** | Accurately represents in detail data and the location of familiar places on a labelled map | Represents in detail data and the location of familiar places on a labelled map | Represents data and the location of familiar places on a labelled map | Represents data and the location of familiar places with guidance on a labelled map | Represents data and the location of familiar places with direction on a labelled map |