

Exploring places near and far












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Assessment description	Category
Students compare the characteristics of places to draw conclusions about what it would be like to live in a different country.	Written
	Technique
	Collection of work
Context for assessment	Alignment
Students: <ul style="list-style-type: none"> compare characteristics of places within Australia compare characteristics of places between Australia and a neighbouring country represent data and information in tables and labelled maps draw conclusions about what it would be like to live in another country. 	Australian Curriculum v7.2, Year 3 Geography Australian Curriculum content and achievement standard ACARA — Australian Curriculum, Assessment and Reporting Authority www.australiancurriculum.edu.au Year 3 Geography standard elaborations www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr3_se.pdf
	Connections
	This assessment can be used with the QCAA Australian Curriculum resource titled <i>Year 3 unit overview — Geography exemplar</i> available at: www.qcaa.qld.edu.au/yr3-geography-resources.html This assessment builds on understanding the perceptions of different places from Year 2 sample assessment — <i>My connections to places</i> available at: www.qcaa.qld.edu.au/32681.html
	Definitions
	<p>Natural features: These include landforms (e.g. hills, mountains), flora (e.g. native vegetation) fauna (native animals) and water systems (rivers, lakes).</p> <p>Human features: These include constructed features such as roads, buildings and railways.</p> <p>Geographical data: This is information that relates to space/s and can be recorded. It can be qualitative or quantitative. Geographical data is represented in tables, graphs and maps.</p> <p>Cartographic conventions: These conventions are used when representing information on maps. In Year 3, students construct maps using the conventions of scale, legend, title and north point. Students read maps using the conventions of grid references, compass direction and distance.</p> <p>Characteristics of places: This includes a range of features that are visible (e.g. rivers, buildings, soils, vegetation) and invisible (e.g. culture, communities, climate). This builds on the geographical term used in P–2 of features of places which only includes the visible elements of a place.</p>

	<p>Climate: This is the average weather (temperature and rainfall) measured in a place over a period of time.</p> <p>Perception: From Year 3, students explore feelings about places in order to imagine what it would be like to live in places they may not have visited. They use a range of sources to explore their own and others' feelings about places.</p> <p>Pattern/patterns of data: A regularity in data presented in graphs or maps, e.g. an increase in temperature in the summer months of the year.</p> <p>Australia's neighbours: The Year 3 Geography curriculum refers to studies of Australia's neighbouring countries. For the purpose of this assessment this is identified as countries of the Asia-Pacific such as New Zealand, the Pacific Island nations, Papua New Guinea, Timor-Leste and Indonesia.</p>
In this assessment	
<p>Teacher guidelines</p> <p>Task-specific standards — continua</p> <p>Task-specific standards — matrix</p> <p>Assessment resource: Sample photographs — Life in the Maldives</p> <p>Assessment resource: Framework for comparing countries</p> <p>Assessment resource: Average temperature and rainfall data</p> <p>Student booklet</p>	

Teacher guidelines

Identify curriculum

Content descriptions to be taught	
Geographical Knowledge and Understanding	Geographical Inquiry and Skills
<ul style="list-style-type: none"> The representation of Australia as states and territories, and Australia's major natural and human features (ACHGK014) The location of Australia's neighbouring countries and their diverse characteristics (ACHGK016) The main climate types of the world and the similarities and differences between the climates of different places (ACHGK017) 	<p>Collecting, recording, evaluating and representing</p> <ul style="list-style-type: none"> Collect and record relevant geographical data and information, for example, by observing by interviewing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media and the internet (ACHGS020) Represent data by constructing tables and graphs (ACHGS021) Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance (ACHGS022) <p>Interpreting, analysing and concluding</p> <ul style="list-style-type: none"> Interpret geographical data to identify distributions and patterns and draw conclusions (ACHGS023) <p>Communicating</p> <ul style="list-style-type: none"> Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular, and visual, and use geographical terminology (ACHGS024)
<p>General capabilities (GCs) and cross-curriculum priorities (CCPs)</p> <p>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/yr3-geography-overview.html</p>	
 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
<p>Achievement standard</p> <p>This assessment provides opportunities for students to demonstrate the following highlighted aspects.</p> <p>By the end of Year 3, students describe the characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify interconnections between people and places. They describe the location of selected countries and the distribution of features of places. Students recognise that people have different perceptions of places and how this influences views on the protection of places.</p> <p>Students pose simple geographical questions and collect information from different sources to answer</p>	

these questions. They represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title, and north point. They describe the location of places and their features using simple grid references and cardinal compass points. Students interpret geographical data to describe distributions and draw conclusions. They present findings using simple geographical terminology in a range of texts. They suggest action in response to a geographical challenge.

Source: ACARA, The Australian Curriculum v7.0, www.australiancurriculum.edu.au

Sequence learning

Suggested learning experiences

This assessment leads on from the learning experiences outlined in the QCAA's Year 3 Geography unit overview. The knowledge, understanding and skills developed in the exemplar unit will prepare students to engage in this assessment:

- See unit overview: Year 3 Geography exemplar — Investigating how places are similar and different www.qcaa.qld.edu.au/yr3-geography-resources.html

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
- Australian Curriculum Student Diversity 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
- The *Disability Standards for Education* www.ag.gov.au.

Resources

Print

- Catling, S, Willy T & Butler, J 2012, *Teaching Primary Geography for Australian Schools*, Hawker Brownlow, Melbourne.
- Wildy, M & Smith, F 2007, *Teaching about other countries*, Global Education Centre, Goodwood, SA.

Online

- ACARA, *Work sample portfolio: Year 3*, www.acara.edu.au/curriculum/worksamples/Year_3_Geography_Portfolio.pdf
- Asia Education Foundation 2013, Year 3 Geography: Images of Asia, www.asiaeducation.edu.au/curriculum_resources/geography/year_3_images_of_indonesia/images_of_indonesia_landing_page.html. Blue Planet Biomes, West Tisbury Elementary School, *World climates*, www.blueplanetbiomes.org/climate.htm

- Bureau of Meteorology, Australian Government, www.bom.gov.au
- Central Intelligence Agency, US Government, *The World Factbook*: <https://www.cia.gov/library/publications/the-world-factbook>
- Geogspace, Australian Geography Teachers Association:
 - *Role cards: Children in different places*, www.geogspace.edu.au/verve/_resources/2.1.6.3_1_role_card_statements.pdf.
 - *Climate graphs*, www.geogspace.edu.au/verve/_resources/2.3.2.2_2_climate_graphs.pdf
- Global Education, Australian Government Department of Foreign Affairs and Trade, *Teaching and learning*, www.globaleducation.edu.au/teaching-and-learning/australian-curriculum.html
- Spatial technologies, such as:
- Google Earth www.google.com/earth
- Google Maps www.google.com.au/maps
- Queensland Curriculum and Assessment Authority, G20 for schools, *Interactive map* (Climate zones), <http://g20.qcaa.qld.edu.au/#level=basic>
- Queensland Curriculum and Assessment Authority, G20 for schools, *Primary virtual field trip using Google Earth and Queensland Globe*, <https://www.qcaa.qld.edu.au/virtual-field-trips.html>
- Queensland Curriculum and Assessment Authority, Year 3 Geography Australian Curriculum in Queensland, www.qcaa.qld.edu.au/yr3-geography-overview.html
- World Climate Charts, www.climate-charts.com
- World Meteorological Organization, World Weather Information Service, <http://worldweather.wmo.int/en/home.html>

Objects

- Digital photos and images of places in Australia and a selected country of the Asia–Pacific

Develop assessment

Preparing for the assessment

Provide students with opportunities to:

- develop skills of:
 - collecting data from reliable sources
 - representing data and information in simple tables and graphs
 - reading and interpreting maps using cartographic conventions of grid references, direction, compass points and legends
 - representing locations and features of places on maps using shading and accurate labelling conventions
- discuss feelings about places they have visited or use their imagination (building on the Year 2 sample assessment — *My connections to places*). Use a range of source materials to help students think about their own and others' feelings about places
- review geographical terminology and provide examples of:
 - features of places (natural, managed and human)
 - interconnections (interactions between place and people, environmental features, settlement patterns)
 - geographical data (information that can be recorded from sources such as photographs, satellite images, surveys, measuring, counting, observing and displayed in tables, graphs and in maps)
- explain and provide examples of new geographical terminology to focus on in the assessment including:
 - characteristics of places (features that are visible, such as landforms and that are invisible, such as culture)
 - climate (average weather measured by rainfall and temperature over time)
 - perception of places (feelings about places that explain why places are special or significant)
- discuss how to observe, record and reflect on features of places using simple geographical terminology and descriptive language in a range of source material provided.

Implementing

Section 1. Comparing places in Australia

Student role

- Use a map to locate the town or city where you live and a town or city in a different state of Australia that you would like to visit.
- Record location of the two places using:
 - grid references
 - compass points (north, south, east, west).
- Collect and record the latest data that shows:
 - population size
 - average annual temperature
 - average annual rainfall.
- Record the source and date of the data.
- Describe the location of the places in your table using directional language and positional language. Compare the locations on a map with other students.
- Describe each place using the selected geographical data. What is the same? What is different?
- Complete the questions in Section 1.

Teacher role

- Provide students with access to sources of data and information (including *Assessment resource: Average temperature and rainfall data*) to locate and identify features of places.
- Check that data comes from reliable source/s and round data up or down to whole numbers as decimals are not introduced until Year 4 in the Australian Curriculum: Mathematics.
- Review the features of a simple data table including :
 - title
 - column headings
 - order and classification of data
 - purpose of data tables (comparison, classification).
- Model how to locate places accurately with grid references using an atlas, street map, interactive map or spatial technologies.
- Discuss why grid references are used in reading a map.

	<ul style="list-style-type: none"> Practise using cardinal points (N, S, E, W) of a compass to describe the location and direction of places. Where appropriate, extend this understanding to NE, SW, SE and NW. Model how to use a data table to describe and compare places using the selected data. Guide students to complete Section 1.
Section 2. Comparing countries	
Student role <ul style="list-style-type: none"> Select a neighbouring country in the Asia–Pacific region to use as a case study. Choose a town/village/city you would like to explore. Read and view photographs, stories and other sources about the chosen case study. Explore the location of the case study using Google Earth. Observe the natural and human features of the place. Collect and record selected data identified in the table in Section 2. Record the source and date of the selected data. Complete the questions in Section 2. 	Teacher role <ul style="list-style-type: none"> Provide feedback on students' early effort to collect and use geographical data to compare places in Australia. This will support students to understand the skills and build on them throughout the assessment. Provide students with access to sources of data (including <i>Assessment resource: Average temperature and rainfall data</i>) and information to locate and identify features of places. Guide students to complete Section 2.
Section 3. Representing data	
Student role <ul style="list-style-type: none"> Use the model of a column graph as a guide to completing Section 3. Check that you have completed the conventions of the graph. Discuss the pattern of data represented in the graph. 	Teacher role <ul style="list-style-type: none"> Interpret the model column graph provided with the students. Explain how geographers use data to identify distributions and patterns over time. Discuss the pattern of rainfall in the column graph. Focus on what months of the year are the driest and the wettest. Identify the conventions of a simple column graph that include a title and labelled intervals on the x and y axes. Provide models of graphs and identify how to read the data in the graphs. Support students to self-reflect on the accuracy and presentation of their graphs before proceeding. Explain the geographical term 'patterns of data'.
Section 4. Representing places	
Student role <ul style="list-style-type: none"> Use the base map of the Asia–Pacific region in Section 4 to locate and label Australia's neighbouring countries. Use the <i>QCAA G20 Interactive map</i> at http://g20.qcaa.qld.edu.au/#level=basic to locate and shade climate zones identified in the table. Use cartographic conventions of title, key and north point to complete a labelled map. Read the climate zone resource/s your teacher provides. Describe the features of the climate zones on your map to other students. What would it feel like to live in these places? 	Teacher role <ul style="list-style-type: none"> Provide examples of well-labelled maps. Identify the cartographic conventions that are used. Review maps that use shading to show distribution of geographical features, such as population density. These may include topographic or thematic maps. Describe the patterns and distributions in these maps. Check student understanding in using the <i>QCAA G20 Interactive map</i> at http://g20.qcaa.qld.edu.au/#level=basic to locate climate zones in the identified base map. Provide access to resources that describe climate zones, e.g. Blue Planet Biomes, www.blueplanetbiomes.org/climate.htm.

Section 5. Drawing conclusions

Student role

- Discuss in small groups what the characteristics of places are that are liked and disliked.
- Use the data and information provided to summarise key points in the table provided.
- Review the differences and similarities observed in data and information that are recorded in the table. Check for sufficient detail.
- Complete the questions in Section 5, providing evidence from data and information in Sections 1–4 and other source material.
- Use feedback from others to improve responses in Section 5.

Teacher role

- Provide students with a range of sources, including photographs to explore the geographical idea of 'perception' of places. In Year 3, students focus on their feelings about places informed by the imagination using geographical sources.
- Share ideas about what students like and dislike about places. Focus on characteristics that are visible (vegetation, shopping centres, parks) and invisible (traditions, education, hours of work, length of school day).
- Use *Assessment resource: Sample photographs — Life in the Maldives* as a guide to the range of features to explore in images selected.
- Use *Assessment resource: Framework for comparing countries* to guide students to analyse sources.
- Provide an opportunity for students to review Section 5 responses using self- and peer-assessment tools.
- Review the descriptors in the *Task-specific standards* with the students to assist them to finalise their responses.

Make judgments

When making judgments about the evidence in student's 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/downloads/p_10/ac_geog_yr3_se.pdf.

The Queensland standard elaborations for Geography

The Queensland Year 3 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:

- 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.

Australian Curriculum Year 3 Geography	Exploring places near and far Unit 1: Investigating how places are similar and different	Teacher guidelines
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Australian Curriculum achievement standard dimensions	Valued features		Task-specific valued features
Understanding and Skills	Geographical Knowledge and Understanding	Knowledge and understanding	Identify and describe: <ul style="list-style-type: none"> characteristics of different places within Australia and in a neighbouring country similarities and differences between the characteristics of places different perceptions people have of places the location of selected countries the distribution of features of places Sections 1, 2, 4 and 5
	Geographical Inquiry and Skills	Interpreting and analysing	Draws conclusions based on the interpretation of data and information. Section 5
		Communicating	Presents findings that: <ul style="list-style-type: none"> use simple geographical terminology represent data in tables and a column graph using conventions represent the location of places and their characteristics on labelled maps Sections 1–5

The task-specific standards for this assessment are provided in two models using the same task-specific valued features:

- a matrix
- a continua

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

Australian Curriculum Year 3 Geography	Exploring places near and far Unit 1: Investigating how places are similar and different	Teacher guidelines
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- 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

Feedback to students	<p>Evaluate the information gathered from the assessment to inform teaching and learning strategies. Focus feedback on the child's personal progress and the next steps in the learning journey.</p> <p>Offer feedback that:</p> <ul style="list-style-type: none">• prompts students to accurately locate places and their features on a map using cartographic conventions• models how to describe a range of characteristics of places using suitable source material• develops language to describe feelings about places using questions as prompts• supports the development of texts to compare places to identify what is the same and what is different• supports students to use their imagination to describe life in a different place• scaffolds how to read and interpret geographical sources such as annotated maps and photographs. <p>The task-specific standards for this assessment can be used as a basis for providing feedback to students.</p>
Resources	<p>For guidance on providing feedback, see the professional development packages titled:</p> <ul style="list-style-type: none">• <i>About feedback</i> www.qcaa.qld.edu.au/downloads/p_10/as_feedback_about.docx• <i>Seeking and providing feedback</i> www.qcaa.qld.edu.au/downloads/p_10/as_feedback_provide.docx

Understanding and Skills			
Geographical Knowledge and Understanding		Geographical Inquiry and Skills	
Knowledge and understanding		Interpreting and analysing	Communicating
<p>Describes characteristics of different places within Australia and in a neighbouring country and identifies and describes similarities and differences between the characteristics of these places</p> <p>Describes the location of selected countries and the distribution of features of places</p> <p>Identifies different perceptions people have of places</p> <p>Sections 1, 2, 4 & 5</p>		<p>Interprets geographical data to describe spatial distributions and draw reasoned conclusions</p> <p>Section 5</p>	<p>Presents findings that use simple geographical terminology</p> <p>Represents:</p> <ul style="list-style-type: none"> • data in tables and column graphs • the location of places and their characteristics on labelled maps that use cartographic conventions <p>Sections 1–5</p>
<p>◀ <u>Comprehensively</u> describes characteristics of different places within Australia and in a neighbouring country and <u>identifies</u> and <u>comprehensively</u> describes similarities and differences between the characteristics of these places</p> <p>◀ <u>Comprehensively</u> describes the location of selected countries and the distribution of features of places</p> <p>◀ <u>Identifies</u> and <u>describes in detail</u> different perceptions people have of places</p>		<p>◀ <u>Interprets</u> geographical data and information to <u>describe</u> spatial distributions to draw <u>reasoned</u> conclusions</p>	<p>◀ <u>Purposefully</u> presents findings that use <u>relevant</u> geographical terminology</p> <p>◀ <u>Accurately</u> represents in <u>detail</u>:</p> <ul style="list-style-type: none"> ▪ data in tables and column graphs ▪ the location of places and their characteristics on labelled maps that use cartographic conventions
<p>◀ <u>Describes</u> characteristics of different places within Australia and in a neighbouring country and <u>identifies</u> and <u>describes</u> similarities and differences between the characteristics of these places</p> <p>◀ <u>Describes</u> the location of selected countries and the distribution of features of places</p> <p>◀ <u>Identifies</u> different perceptions people have of places</p>		<p>◀ <u>Interprets</u> geographical data and information to <u>describe</u> spatial distributions and draw conclusions</p>	<p>◀ <u>Presents</u> findings that use simple geographical terminology</p> <p>◀ <u>Represents</u>:</p> <ul style="list-style-type: none"> ▪ data in tables and column graphs ▪ the location of places and their characteristics on labelled maps that use cartographic conventions

Understanding and Skills			
Geographical Knowledge and Understanding	Civics and Citizenship Skills		
Knowledge and understanding	Analysing and interpreting	Communicating	
Identification and description of: <ul style="list-style-type: none"> characteristics of different places within Australia and in a neighbouring country similarities and differences between the characteristics of places different perceptions people have of places the location of selected countries the distribution of features of places Sections 1, 2, 4 & 5	Draws conclusions based on the interpretation of data and information Section 5	Presents findings that use simple geographical terminology Represents: <ul style="list-style-type: none"> data in tables and column graphs using conventions the location of places and their characteristics on labelled maps that use cartographic conventions Sections 1–5	
◀ Makes <u>statements about</u> characteristics of different places within Australia and in a neighbouring country and similarities and differences of these places ◀ <u>Identifies</u> the location of selected countries ◀ <u>Identifies</u> perceptions of places	◀ <u>Use of</u> geographical data to <u>make statements</u>	◀ <u>Presents</u> <u>fragmented</u> findings that use <u>everyday language</u> ◀ <u>Represents</u> in a <u>fragmented</u> way: <ul style="list-style-type: none"> data in tables and column graphs the location of places on labelled maps 	

D

E

Exploring places near and far

Name

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Purpose of assessment: Compare the characteristics of places to draw conclusions about what it would be like to live in another country.

			A	B	C	D	E	
Understanding and Skills	Geographical Knowledge and Understanding	Knowledge and understanding	Describes characteristics of different places within Australia and in a neighbouring country and identifies and describes similarities and differences between the characteristics of these places	Comprehensively describes characteristics of different places within Australia and in a neighbouring country and identifies and comprehensively describes similarities and differences between the characteristics of these places	Describes in detail characteristics of different places within Australia and in a neighbouring country and identifies and describes in detail similarities and differences between the characteristics of these places	Describes characteristics of different places within Australia and in a neighbouring country and identifies and describes similarities and differences between the characteristics of these places	Describes aspects of the characteristics of different places within Australia and in a neighbouring country and identifies and describes aspects of similarities and differences between the characteristics of these places	Makes statements about characteristics of different places within Australia and in a neighbouring country and similarities and differences of these places
			Describes the location of selected countries and the distribution of features of places	Comprehensively describes the location of selected countries and the distribution of features of places	Describes in detail the location of selected countries and the distribution of features of places	Describes the location of selected countries and the distribution of features of places	Identifies the location of selected countries and the distribution of features of places	Identifies the location of selected countries
			Identifies different perceptions people have of places	Identifies and describes in detail different perceptions people have of places	Identifies and describes different perceptions people have of places	Identifies different perceptions people have of places	Identifies aspects of the different perceptions people have of places	Identifies perceptions of places
		Sections 1, 2, 4 & 5						

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Purpose of assessment: Compare the characteristics of places to draw conclusions about what it would be like to live in another country.

		A	B	C	D	E		
Understanding and Skills	Geographical Inquiry and Skills	Interpreting and analysing	Interprets geographical data to describe spatial distributions and draw reasoned conclusions Section 5	Interprets geographical data and information to describe spatial distributions to draw informed conclusions	Interprets geographical data and information to describe spatial distributions and draw conclusions	Interprets geographical data and information to identify distributions and draw partial conclusion s	Use of geographical data to make statements	
		Communicating	Presents findings that use simple geographical terminology	Purposefully presents findings that use relevant geographical terminology	Effectively presents findings that: use relevant geographical terminology	Presents findings that use simple geographical terminology	Partially presents findings that use everyday language	Presents fragmented findings that use everyday language
			Represents: <ul style="list-style-type: none">data in tables and column graphsthe location of places and their characteristics on labelled maps that use cartographic conventions Sections 1–5	Accurately represents in detail: <ul style="list-style-type: none">data in tables and column graphsthe location of places and their characteristics on labelled maps that use cartographic conventions	Represents in detail: <ul style="list-style-type: none">data in tables and column graphsthe location of places and their characteristics on labelled maps that use cartographic conventions	Represents: <ul style="list-style-type: none">data in tables and column graphsthe location of places and their characteristics on labelled maps that use cartographic conventions	Partially represents: <ul style="list-style-type: none">data in tables and column graphsthe location of places and on maps that use aspects of cartographic conventions	Represents in a fragmented way: <ul style="list-style-type: none">data in tables and column graphsthe location of places on labelled maps

Exploring places near and far

Framework for comparing countries

Use these questions as a guide to comparing the characteristics of places and assessing what it may be like to live in a neighbouring country.

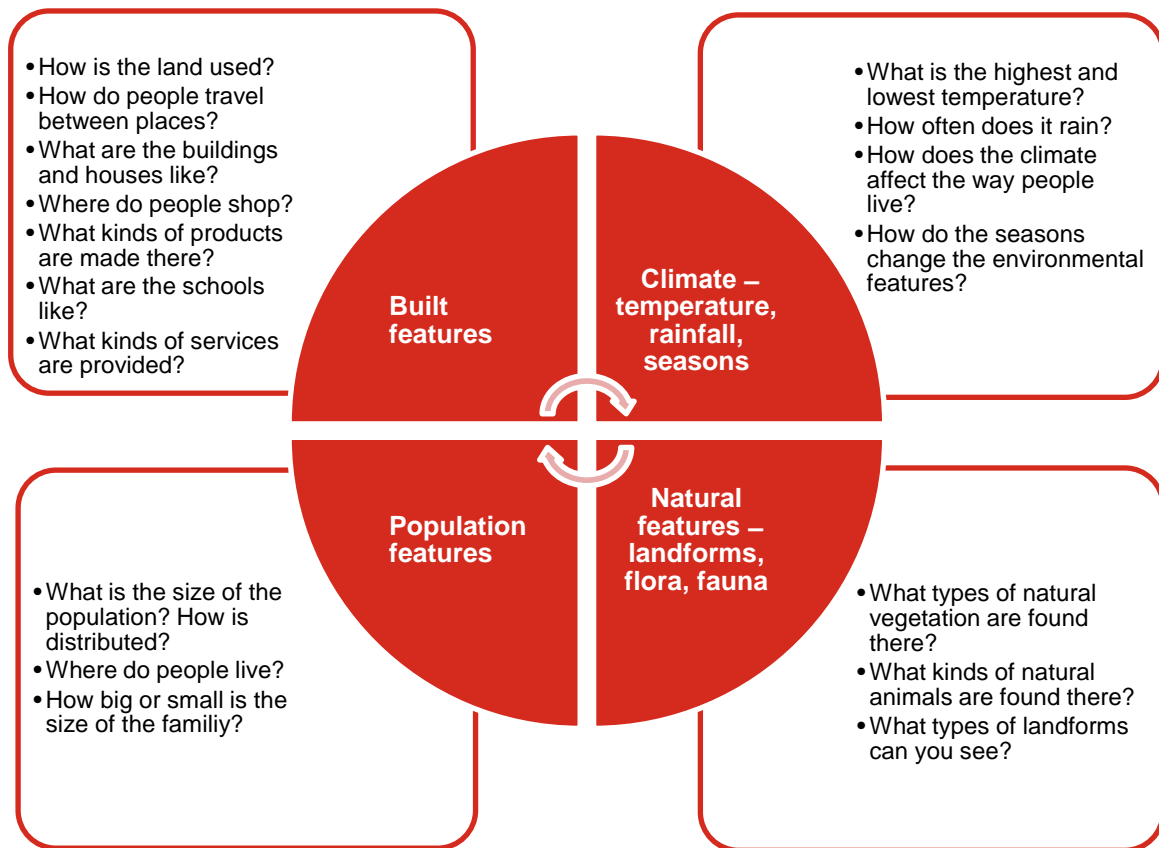


Image sources

Farming, Lombok

Agriculture Indonesia, Department of Foreign Affairs and Trade's photostream, Creative Commons: Attribution 2.0 Generic, <https://www.flickr.com/photos/dfataustralianaid/10665909933>

Highway, Jakarta, Java

So Traffic, basibanget's photostream, Creative Commons: Attribution 2.0 Generic, <https://www.flickr.com/photos/basibanget/1067750012>

Bandung City, Java

Bandung, Phallin Ooi's photostream, Creative Commons: Attribution 2.0 Generic, <https://www.flickr.com/photos/phalinn/8065144756>

Tarsier

Tarsier in Bohol, Philippines, Roberto Verzo's photostream, Creative Commons: Attribution 2.0 Generic, <https://www.flickr.com/photos/verzo/1009489040>

Lake Toba, Silimakuta, Sumatra

IMG_3031, Ken Marshall's photostream, Creative Commons: Attribution 2.0 Generic, <https://www.flickr.com/photos/kenner116/6441494071>

Mount Rinjani

Beautiful surroundings of Mount Rinjani, Trekking Rinjani's photostream, Creative Commons: Attribution 2.0 Generic, <https://www.flickr.com/photos/trekkingrinjani/5936453534>

Images originally published in: QCAA's G20 learning support resource, *Indonesia: Environment* http://g20.qcaa.qld.edu.au/downloads/pdf/G20_environment_indonesia.pdf

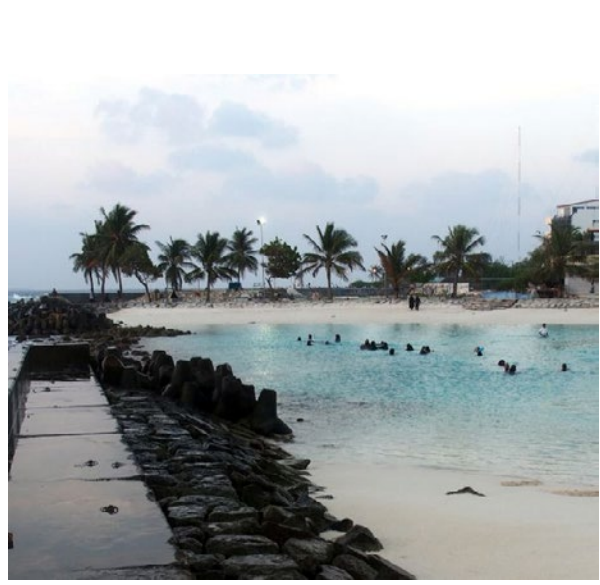
Exploring places near and far

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Sample photographs — Life in the Maldives

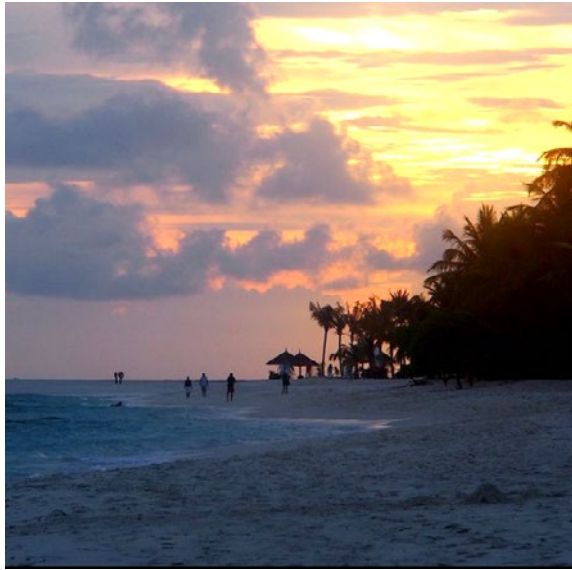
Use these photographs as a guide to identify, describe and assess the characteristics of places.

Human features



Source: Images QCAA

Natural features



Source: QCAA

Exploring places near and far

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Temperature and rainfall data sources¹

Average temperature in 2013 — Australian cities

Brisbane

Jan	Feb	Mar	April	May	Jun	July	Aug	Sep	Oct	Nov	Dec	Annual average
26	26	24	22	19	17	16	17	20	22	23	25	21

Canberra

Jan	Feb	Mar	April	May	Jun	July	Aug	Sep	Oct	Nov	Dec	Annual average
26	20	18	13	9	6	5	7	9	12	15	18	13

Sydney

Jan	Feb	Mar	April	May	Jun	July	Aug	Sep	Oct	Nov	Dec	Annual average
22	23	22	19	18	13	13	14	17	19	20	22	19

Hobart

Jan	Feb	Mar	April	May	Jun	July	Aug	Sep	Oct	Nov	Dec	Annual average
17	22	26	14	19	9	9	10	11	13	14	16	15

Darwin

Jan	Feb	Mar	April	May	Jun	July	Aug	Sep	Oct	Nov	Dec	Annual average
28	29	28	28	27	25	25	26	28	29	30	29	28

Data source: Commonwealth of Australia 2014, Bureau of Meteorology, CC BY 3.0, www.bom.gov.au via World Meteorological Organization, World Weather Information Service, www.worldweather.org

¹ All values in this resource have been rounded to whole numbers as the Australian Curriculum: Mathematics does not expect students to use decimal places until Year 4.

Average temperature in 2013 — cities of neighbouring countries

Wellington, New Zealand

Jan	Feb	Mar	April	May	Jun	July	Aug	Sep	Oct	Nov	Dec	Annual average
18	18	17	14	12	11	10	10	12	13	14	17	14

Kuala Lumpur, Malaysia

Jan	Feb	Mar	April	May	Jun	July	Aug	Sep	Oct	Nov	Dec	Annual average
27	28	28	28	28	28	28	28	28	28	27	27	28

Suva, Fiji

Jan	Feb	Mar	April	May	Jun	July	Aug	Sep	Oct	Nov	Dec	Annual average
27	28	27	26	25	25	23	24	24	25	26	27	28

Manila, Philippines

Jan	Feb	Mar	April	May	Jun	July	Aug	Sep	Oct	Nov	Dec	Annual average
27	27	29	30	30	29	28	28	28	28	28	27	28

Auki, Solomon Islands

Jan	Feb	Mar	April	May	Jun	July	Aug	Sep	Oct	Nov	Dec	Annual average
27	27	27	27	27	26	26	26	26	27	27	27	25

Data source: World Meteorological Organization, World Weather Information Service, www.worldweather.org

Average rainfall in 2013 — Australian cities

Brisbane

Jan	Feb	Mar	April	May	Jun	July	Aug	Sep	Oct	Nov	Dec	Annual average
112	155	127	120	104	64	51	30	30.2	70	102	118	91

Canberra

Jan	Feb	Mar	April	May	Jun	July	Aug	Sep	Oct	Nov	Dec	Annual average
62	54	53	50	48	40	42	48	53	65	64	53	52

Sydney

Jan	Feb	Mar	April	May	Jun	July	Aug	Sep	Oct	Nov	Dec	Annual average
96	129	111	140	120	117	80	94	70	83	104	80	102

Hobart

Jan	Feb	Mar	April	May	Jun	July	Aug	Sep	Oct	Nov	Dec	Annual average
44	36	39	44	36	43	47	60	59	56	49	57	48

Darwin

Jan	Feb	Mar	April	May	Jun	July	Aug	Sep	Oct	Nov	Dec	Annual average
465	373	335	107	25	2	1	6	17	65	137	276	150.8

Data source: Commonwealth of Australia 2014, Bureau of Meteorology, CC BY 3.0, www.bom.gov.au via World Meteorological Organization, World Weather Information Service, www.worldweather.org

Average rainfall in 2013 — cities of neighbouring countries

Wellington, New Zealand

Jan	Feb	Mar	April	May	Jun	July	Aug	Sep	Oct	Nov	Dec	Annual average
59	61	67	68	86	100	113	93	75	95	75	65	80

Kuala Lumpur, Malaysia

Jan	Feb	Mar	April	May	Jun	July	Aug	Sep	Oct	Nov	Dec	Annual average
169	165	240	259	204	125	127	156	193	253	287	246	202

Suva, Fiji

Jan	Feb	Mar	April	May	Jun	July	Aug	Sep	Oct	Nov	Dec	Annual average
315	286	371	391	267	164	142	159	184	234	264	263	253

Manila, Philippines

Jan	Feb	Mar	April	May	Jun	July	Aug	Sep	Oct	Nov	Dec	Annual average
19	8	11	21	165	265	420	486	330	271	129	75	183

Auki, Solomon Islands

Jan	Feb	Mar	April	May	Jun	July	Aug	Sep	Oct	Nov	Dec	Annual average
397	385	428	257	223	178	239	227	212	227	224	293	274

Data source: World Meteorological Organization, World Weather Information Service, www.worldweather.org

Exploring places near and far

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Image: Bandung, Phalinn Ooi's photostream, Creative Commons Attribution 2.0: www.flickr.com/photos/phalinn/8065144756

Compare the characteristics of places to draw conclusions about what it would be like to live in a different country.

You will:

- compare characteristics of places within Australia
- compare characteristics of places between Australia and a neighbouring country
- represent data and information in tables and labelled maps
- draw conclusions about what it would be like to live in another country.

Section 1. Comparing places in Australia

Compare the city or town where you live with a different city or town in Australia.

Collect and record geographical data about two different places in Australia.

Geographical data	Place 1 The town, city or location of where you live	Place 2 The town or city in a different state of Australia
Population		
Average temperature		
Average rainfall		
Location (use grid references)		
Location (use compass points)		

Write down the date and source of your data.

Date: Source:

Use the geographical data to **describe** each place.

Place 1:
.....

Place 2:
.....

Use the geographical data to **compare** places.

What is the same?

What is different?

What have you observed when you compare these places?
.....
.....

Section 2. Comparing countries

Compare geographical data about Australia with a neighbouring country.

Collect and record data about two different places — one in Australia; one not in Australia.

Geographical data	Place 1 The town, city or location of where you live	Place 2 The town or city in a neighbouring country
Population		
Average temperature		
Average rainfall		
Location (use grid references)		
Location (use compass points)		

Write down the date and source of your data.

Date: Source:

Use the geographical data to **describe** each place.

Place 1:
.....

Place 2:
.....

Use the geographical data to **compare** places.

What is the same?

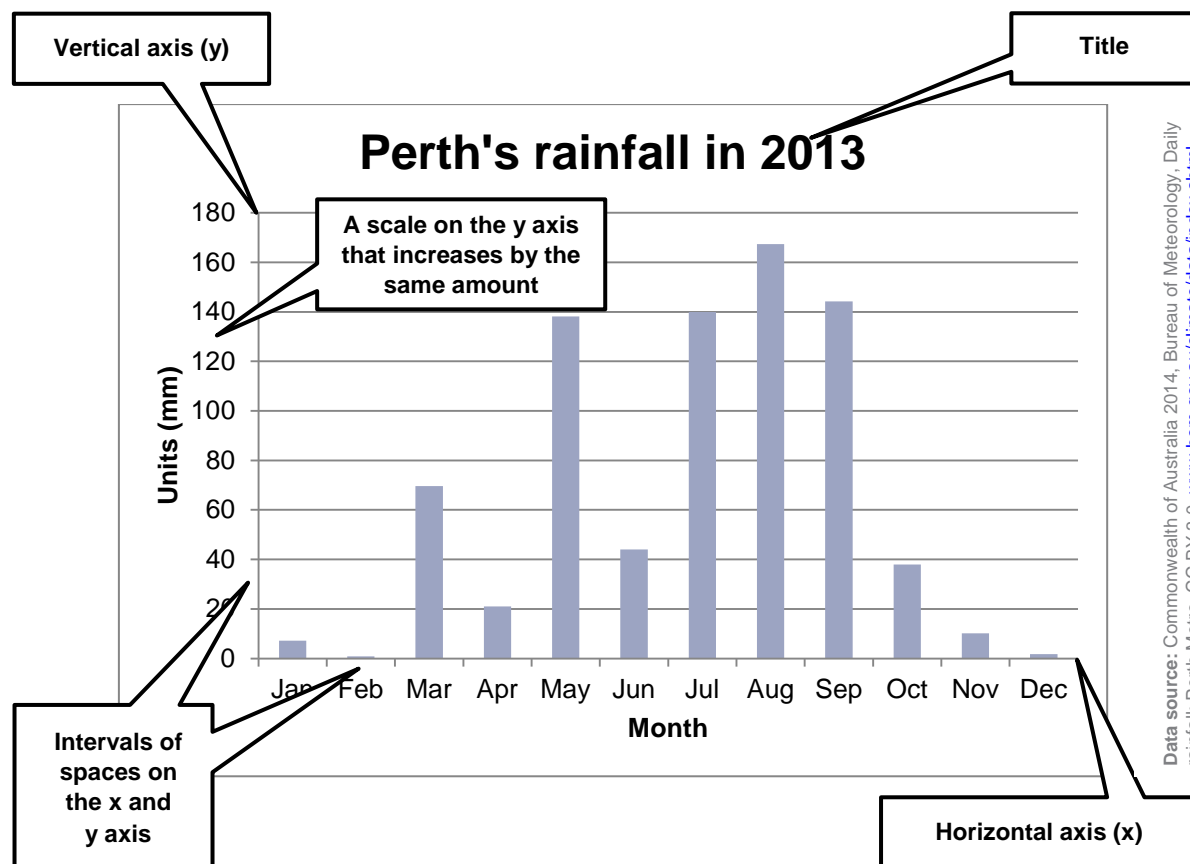
What is different?

What have you observed when you compare these places?
.....
.....

Section 3. Representing data

Collect and record monthly rainfall amounts for one of the places in your data tables.

Represent the data for one year on a simple **column graph** like the one below.



Date: 2014

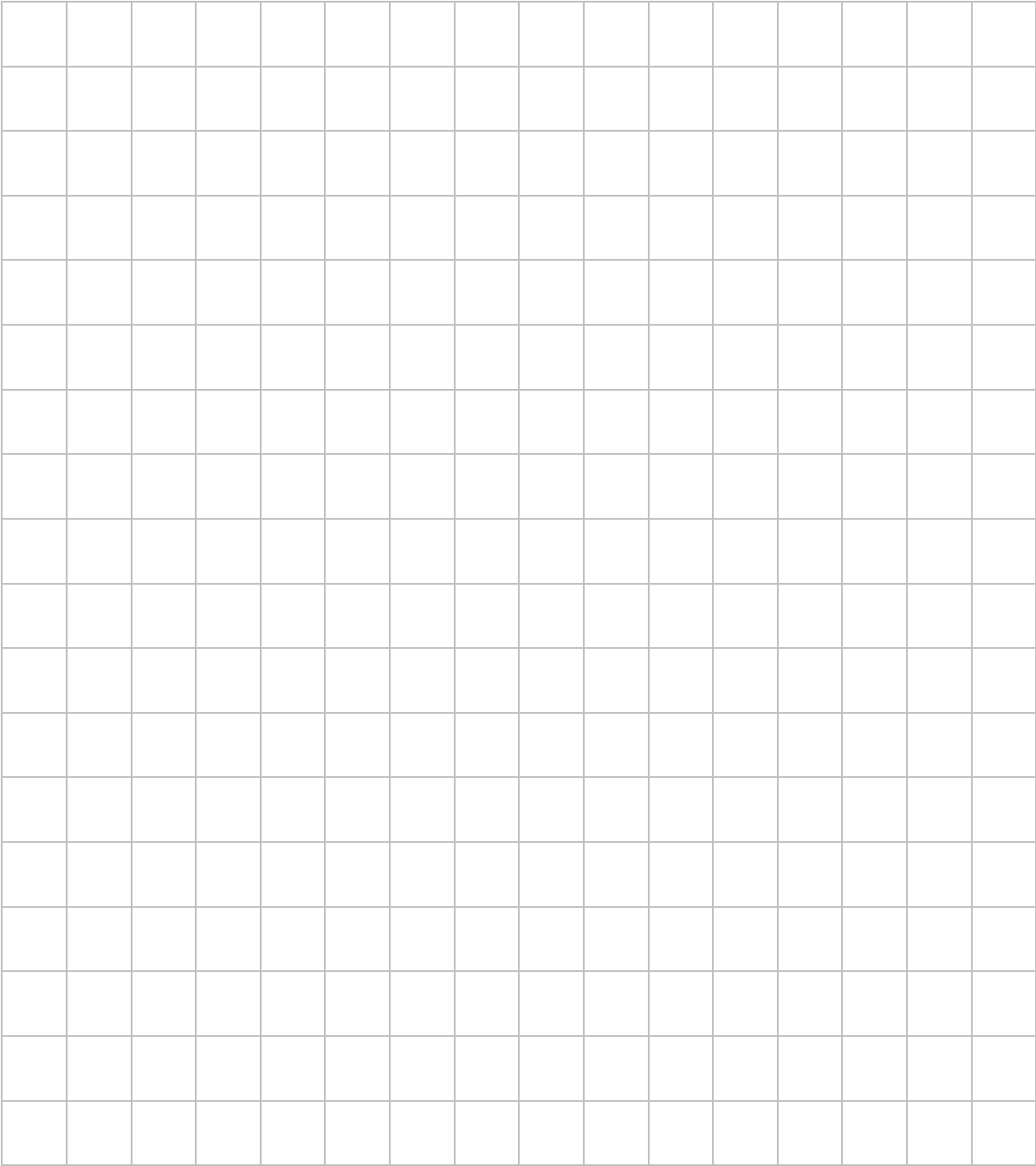
Source: Commonwealth of Australia, Bureau of Meteorology

Jan	Feb	Mar	April	May	Jun	July	Aug	Sep	Oct	Nov	Dec
7	1	70	21	138	44	140	167	144	38	10	2

Check you have included the following **graph conventions**:

- ☐ title
- ☐ horizontal axis (x) labelled with the months of the year
- ☐ vertical axis (y) labelled with numbers
- ☐ a scale on the y axis that increases by the same amount (e.g. 5, 10, 15, 20 ...)
- ☐ intervals of spaces on the x and y axis.

Title:



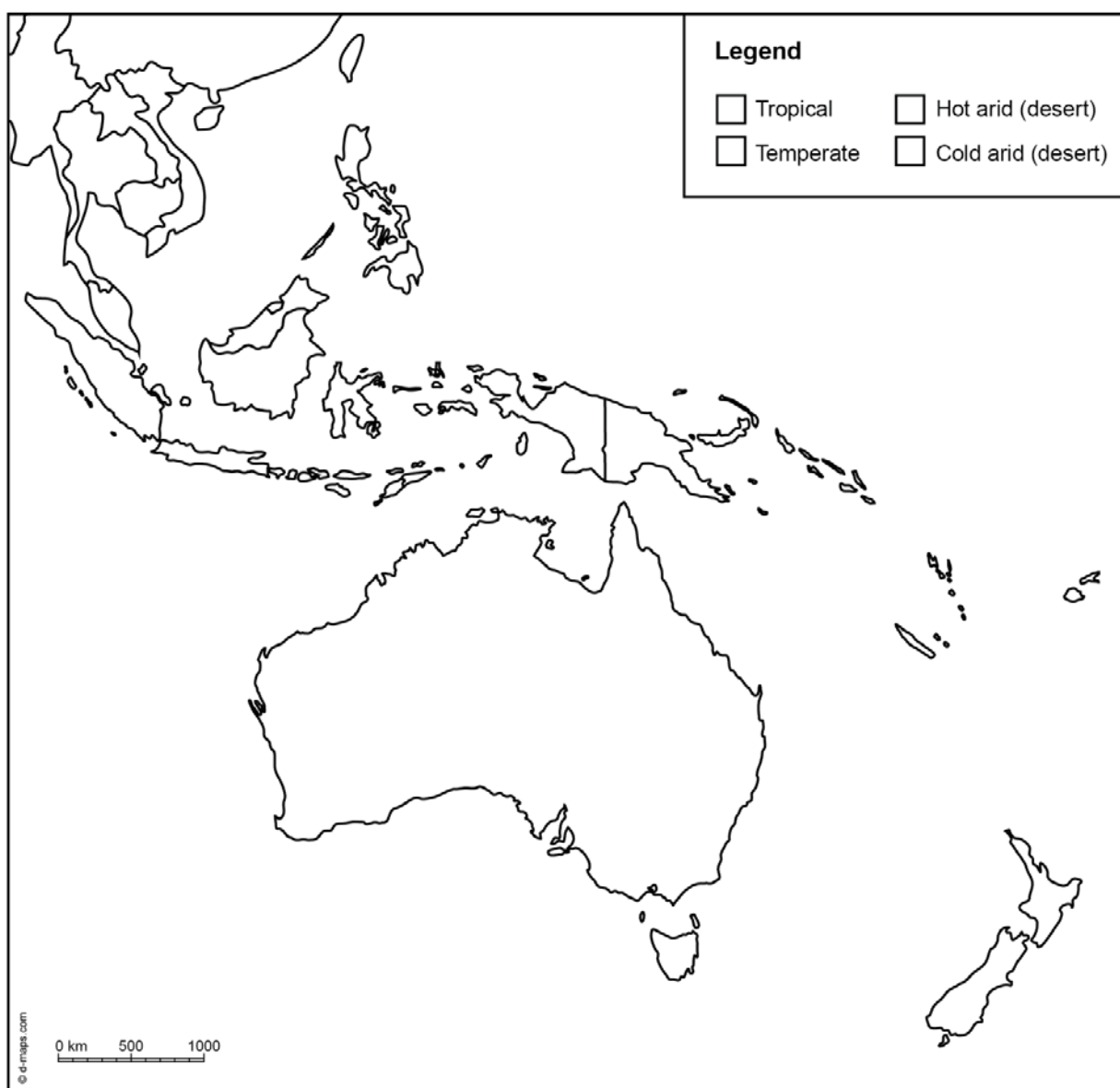
Geographers look at **patterns** in data over time.

Describe the **pattern** of rainfall during the year. What months are the wettest? What months are the driest? Overall is there a big change in rainfall over the year?

.....

.....

Section 4: Representing places



Locate and label Australia's neighbouring countries, including:

• Papua New Guinea	• Fiji	• New Zealand	• Malaysia
• Philippines	• New Caledonia	• Solomon Islands	

Locate and shade the following climate zones:

• Tropical	• Hot arid (desert)	• Temperate	• Cold arid (desert)
------------	---------------------	-------------	----------------------

Complete your map using the following cartographic conventions:

• Title	• Legend (key)	• North point
---------	----------------	---------------

Describe the climate in each zone. Your teacher will provide you with information sources to help you.

Tropical:

.....

.....

Temperate:

.....

.....

Hot arid:

.....

.....

Cold arid:

.....

.....

Which climate you would most like to live in and why?

.....

.....




Section 5. Drawing conclusions

Interpret the data you have collected and information from other sources (e.g. maps, satellite images, photographs) to complete the tables below.

What are the **human features** where you live? What are the **human features** of a place in another country?




My place

Human features



Place in another country




Human features



Look at the lists of **human features** you have made for your place and the place in another country. What human features are **different**? What human features are **similar**?




Differences

Human features



Similarities

Human features



What are the **natural features** where you live? What are the **natural features** of a place in another country?

My place

Natural features

Place in another country

Natural features

Look at the lists of **natural features** you have made for your place and the place in another country. What natural features are **different**? What natural features are **similar**?

Differences

Natural features

Similarities

Natural features

Use the data and information collected to complete the following.

Describe what it would be like to live in the place that's in another country.



.....

.....

.....

.....

Which place would you most like to live in? Explain why you have made this decision.



.....

.....

.....

.....