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|  | Australian Curriculum Year 4 Geography sample assessment ׀ Teacher guidelines  Sustaining environments |

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| Assessment description | Category |
| Students propose individual actions in response to the geographical challenge of sustaining environments. | Written and multimodal |
| Technique |
| Collection of work |
| Context for assessment | Alignment |
| Students will:   * describe the relative locations of places and countries in different continents * compare the characteristics of different environments * represent data and information in tables, maps and in a comparative column graph * interpret data and information to identify patterns, spatial distributions and draw conclusions * propose actions for sustaining environments. | *Australian Curriculum* [*v7.2*](http://www.australiancurriculum.edu.au/Home/CurriculumHistory), Year 4 Geography Australian Curriculum content and achievement standard ACARA — Australian Curriculum, Assessment and Reporting Authority  [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)  Year 4 Geography standard elaborations  [www.qcaa.qld.edu.au//downloads/p\_10/ac\_geog \_yr4\_se.pdf](http://www.qcaa.qld.edu.au//downloads/p_10/ac_geog_yr4_se.pdf%20) |
| Connections |
| This assessment can be used with the QCAA Australian Curriculum resource titled *Year 4 unit overview: Geography exemplar —Investigating how environments sustain all life* available at: [www.qcaa.qld.edu.au/downloads/p\_10/ac\_geog \_yr4\_unit\_overview.docx](http://www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr4_unit_overview.docx%20) |
| Definitions | |
| **Continents:** The world’s seven main continuous expanses of land. This includes Europe, Asia, Africa, North America, South America, Australia and Antarctica.  **Sustainability:** This concept is the focus of Year 4 Geography. Students learn about the capacity of the environment to continue to support our lives and the lives of other living things into the future.  **Natural resources:** Materials provided by the environment that are used in production and consumption, e.g. water, timber, oil and food grown as crops.  **Habitat:** A natural environment in which a particular species of animal lives.  **Climate zone:** Major climate zones include tropical, temperate, continental, polar and arid.  **Vegetation zone:** Geographical areas where types of natural vegetation are located. These include grassland, deciduous forest, tundra, desert, coniferous forests and tropical forests.  **Spatial distribution:** The arrangement of a geographical phenomenon or activity across the surface of the Earth, e.g. most of Queensland’s population is concentrated in the south-east coastal area.  **Deforestation:** The process of clearing forests.  **Relative location:** Location in relation to other places described in terms of distance or direction.  **Comparative column graph:** This is used to compare two sets of data on the same axis such as comparing rainfall in two places over the year.  **Annotated map:** A visual way to communicate geographical information in relation to location and characteristics of places on a map. | |

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| In this assessment |
| Teacher guidelines |
| Task-specific standards — continua |
| Task-specific standards — matrix |
| Assessment resource: Sample annotated map |
| Assessment resource: Graphic organisers |
| Assessment resource: Rainfall data sources |
| Assessment resource: Sustainability links |
| Student booklet |

# Teacher guidelines

## Identify curriculum

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| Content descriptions to be taught | |
| Geographical Knowledge and Understanding | Geographical Inquiry and skills |
| * The location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of [natural vegetation](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Natural+vegetation) and native animals in at least two countries from both continents [(ACHGK020)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGK020) * The types of [natural vegetation](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Natural+vegetation) and the significance of vegetation to the [environment](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Environment) and to people [(ACHGK021)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGK021) * The importance of environments to animals and people, and different views on how they can be protected [(ACHGK022)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGK022) * The natural resources provided by the [environment](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Environment), and different views on how they could be used sustainably [(ACHGK024)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGK024) | Collecting, recording, evaluating and representing   * Represent [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) by constructing tables and graphs [(ACHGS028)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS028) * Represent the location of places and their [features](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Features) by constructing large-scale maps that conform to cartographic conventions including [scale](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Scale), legend, title and north point, and describe their location using simple grid references, compass direction and distance [(ACHGS029)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS029)   Interpreting, analysing and concluding   * Interpret geographical [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) to identify distributions and patterns and draw conclusions [(ACHGS030)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS030)   **Communicating**   * Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular and visual, and use geographical terminology [(ACHGS031)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS031)   **Reflecting and responding**   * Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal [(ACHGS032)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS032) |
| 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/yr4-geography-resources.html](http://www.qcaa.qld.edu.au/yr4-geography-resources.html). | |
| Description: gc_literacy Literacy  Description: Description: gc_numeracy Numeracy  Description: gc_ict ICT capability  *Description: Description: gc_critical* Critical and creative thinking  Description: Description: gc_personal_social Personal and social capability  Description: gc_ethical Ethical understanding  Description: Description: gc_intercultural Intercultural understanding | Aboriginal and Torres Strait Islander histories and cultures  Description: cc_sust Sustainability |
| Achievement standard  This assessment provides opportunities for students to demonstrate the following highlighted aspects. | |
| By the end of Year 4, students describe and compare the [characteristics of places](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Characteristics+of+places) in different locations at the national [scale](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Scale). They identify and describe the interconnections between people and the [environment](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Environment). They describe the location of selected countries in relative terms and identify simple patterns in the distribution of [features](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Features) of places. Students recognise the importance of the [environment](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Environment) and identify different views on how to respond to a geographical challenge.  Students develop geographical questions to investigate and collect and record information and [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) from different sources to answer these questions. They represent [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and the location of places and their characteristics in simple graphic forms, including large-scale maps that use the cartographic conventions of [scale](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Scale), legend, title and north point. They describe the location of places and their [features](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Features) using simple grid references, compass direction and distance. Students interpret [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) to identify spatial distributions and simple patterns and draw conclusions. They present findings using geographical terminology in a range of texts. They propose individual action in response to a [local](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Local) geographical challenge and identify the expected effects of their proposed action. | |
| Source: ACARA, The Australian Curriculum v7.0, [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 4 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 4 Geography exemplar — Investigating how environments sustain all life* [www.qcaa.qld.edu.au/downloads/p\_10/ac\_geog\_yr4\_unit\_overview.docx](http://www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr4_unit_overview.docx%20) |
| 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). |
| Resources |
| Print   * Australia Geography Teachers Association 2008, *Keys to Geography: Essential skills and tools,* Macmillan, South Yarra. * Catling, S, Willy, T & Butler, J 2012, *Teaching Primary Geography for Australian Schools*, Hawker Brownlow, Melbourne.   Online   * Aboriginal land care, *Creative spirits*, Jens Korff, [www.creativespirits.info/aboriginalculture/land/ aboriginal-land-care](http://www.creativespirits.info/aboriginalculture/land/aboriginal-land-care) * ACARA, *Work sample portfolio: Year 4*, [www.acara.edu.au/curriculum/worksamples/Year\_4\_Geography\_Portfolio.pdf](http://www.acara.edu.au/curriculum/worksamples/Year_4_Geography_Portfolio.pdf) * Education for Sustainability, Ministry of Education, New Zealand Government, *Curriculum resources and tools*, [http://efs.tki.org.nz/Curriculum-resources-and-tools](http://efs.tki.org.nz/Curriculum-resources-and-tools/Consequence-Wheel) * Geogspace, Australian Geography Teachers Association*, Climate graphs*, [www.geogspace.edu.au/verve/\_resources/2.3.2.2\_2\_climate\_graphs.pdf](http://www.geogspace.edu.au/verve/_resources/2.3.2.2_2_climate_graphs.pdf) * Global education project, *Teacher resource to encourage global thinking across the curriculum*, [www.globaleducation.edu.au/resources-gallery/resource-gallery-templates.html](http://www.globaleducation.edu.au/resources-gallery/resource-gallery-templates.html) * Queensland Curriculum and Assessment Authority, G20 for schools, *Interactive map* (Climate and vegetation zones), <http://g20.qcaa.qld.edu.au/#level=basic> * Queensland Curriculum and Assessment Authority, *Year 4 Geography Australian Curriculum in Queensland*, [www.qcaa.qld.edu.au/yr4-geography-overview.html](http://www.qcaa.qld.edu.au/yr4-geography-overview.html) * Spatial technologies, such as: * Google Earth, [www.google.com/earth](https://www.google.com/earth) * Google Maps, [www.google.com.au/maps](http://www.google.com.au/maps) * Wildlife News, *The disappearing savannah*, [http://wildlifenews.co.uk/2012/12/the-disappearing-savannah](http://wildlifenews.co.uk/2012/12/the-disappearing-savannah/) * World Climate Charts, [www.climate-charts.com](http://www.climate-charts.com/) * World Meteorological Organization, World Weather Information Service, <http://worldweather.wmo.int/en/home.html> * World biomes, including climate zones — Blue Planet Biomes, *World biomes*, [blueplanetbiomes.org/world\_biomes.htm](http://blueplanetbiomes.org/world_biomes.htm) * World Wildlife Fund Australia, [www.wwf.org.au](http://www.wwf.org.au/): * *Living Planet Report 2012*, [www.wwf.org.au/our\_work/people\_and\_the\_ environment/human\_footprint/living\_planet\_report\_2012/](http://www.wwf.org.au/our_work/people_and_the_environment/human_footprint/living_planet_report_2012/) * *Sustainable living to reduce your personal footprint*, [www.wwf.org.au/what\_you\_can\_do/change\_the\_way\_you\_live/sustainable\_living/](http://www.wwf.org.au/what_you_can_do/change_the_way_you_live/sustainable_living/)   (For more ideas for sustainability, see also: *Assessment resource: Sustainability links*)  Objects   * large-scale outline maps * models of maps that conform to cartographic conventions including border, source, scale, legend, and north point * coloured pencils |

## Develop assessment

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| Preparing for the assessment |
| * Review the skills developed in Year 3 Geography, including: * representing data in graphs and maps using conventions * locating and using average temperature and climate data * interpreting spatial distributions in maps and graphs * comparing the characteristics of places in different countries. * Review and provide examples of geographical terminology used in Year 3 Geography, including: * characteristics of places * geographical data * perceptions (or feeling) about places * climate zones * average temperature and rainfall * spatial distributions and patterns. * Explain and provide examples of new geographical terminology to focus on in this assessment, including: * sustainability * vegetation zones * relative location * natural resources * deforestation. * Discuss the big ideas of sustainability with students as a way of thinking about future uses of resources. * Brainstorm individual actions for living sustainably to address geographical challenges * Explain and provide examples of how geographers propose future actions that consider environmental, economic and social factors. * Review the key questions addressed in this unit that are the focus of this assessment including: * How does the environment support the lives of people and other living things? * How can people use places and environments more sustainably? |

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| Implementing | |
| Section 1. Describing the location of places | |
| Student role   * Use sources to locate the continents of Australia, Africa and South America. Use the headings in the table to collect and record relevant information about the location of each continent. * Use the blank world map provided in the *Student booklet* or a digital blank world map to locate, label and annotate information identified in Section 1. | Teacher role   * Review with students what they already know about the continents of Africa and South America in relation to Australia. * Provide students with relevant sources to complete Section 1. * Check student understanding about the geographical term ‘relative location’. * Use *Assessment resource: Sample annotated map* to consider possible student responses. |
| Section 2. Comparing environments | |
| Student role   * Use relevant sources to record details in the table about the environments of two continents. * Complete the tables to show aspects of similarity and difference in the characteristics of the two environments in the continents of Africa and South America. * Check that completed tables have sufficient detail to describe and compare the characteristics of the environments. | Teacher role   * Provide relevant sources to complete Section 2, including the QCAA, G20 for schools, *Interactive map* (Climate and vegetation zones), <http://g20.qcaa.qld.edu.au/#level=basic>. * Provide an exemplar of a detailed description and comparison of characteristics of different places. If appropriate, use a different graphic organiser such as a Venn diagram to organise ideas and compare features. See: * *Assessment resource: Graphic organisers* * example of a completed Venn diagram to show students: [www.learnnc.org/reference/ Venn+diagram](http://www.learnnc.org/reference/Venn+diagram). |
| Section 3. Representing data | |
| Student role   * Review the data provided. Select rainfall data from different climate zones. * Use the example of a comparative column graph provided as a guide to complete Section 3. * Review the representation of data in the graph, particularly on the regularity of interval of numbers used on the *y* axis. If required, change the intervals to improve the accuracy of the graph. * Check the conventions of the graph are completed. * Discuss the pattern of data in the graph and suggest reasons for this pattern. Think about how to describe patterns in data using geographical terminology. | Teacher role   * Provide students with *Assessment resource: Rainfall data sources* and check on their understanding of the term ‘average monthly rainfall’. * Discuss uses for average temperature and rainfall data over time. * Provide examples to show when *average* temperature and rainfall data can be misleading. * Provide sources for students to select cities from different climate zones. * Review the provided example of a compound column graph including graphing conventions. Check students understand the purpose of a comparative column graph to compare sets of data in different places. * Allow time for students to construct a graph and check the identified conventions are completed. * Discuss the pattern of data in the graph and draw conclusions to explain this pattern. * Review language to describe patterns of data in a graph such as ‘highest’, ‘lowest’, ‘regular’, ‘irregular’, ‘increases’, ‘decreases’, ‘consistent’, ‘constant’, ‘varies’, ‘rise’, ‘fall’. |
| Section 4. Interpreting data | |
| Student role   * Use the labelled map in Section 1 and other relevant sources to complete responses. * Check examples and supporting evidence are provided in each response to elaborate on detail. | Teacher role   * Check on student understanding of the requirements of this section. * Prompt students to review relevant sources to complete responses, including the QCAA, G20 for schools, *Interactive map* (Climate and vegetation zones), [http://g20.qcaa.qld.edu.au/ #level=basic](http://g20.qcaa.qld.edu.au/#level=basic). |
| Section 5. Proposing actions | |
| Student role   * Use the range of sources provided to identify and explain different views about an environmental challenge. Complete the table. * Propose an individual action to respond to the selected environmental challenge. Record the expected effects of this proposal using the consequences chart or another suitable graphic organiser. | Teacher role   * View relevant sources about the environmental challenges presently faced that will continue in the future. * Explain that different views exist about the extent of geographical challenges and how to respond to them. Use examples such as deforestation to illustrate the different views about this challenge. * Use *Assessment resource: Sustainability links* as guide for suitable source materials to generate discussion. * Review the role of geography in developing actions to respond to present and future challenges. * Review graphic organisers identified in *Assessment resource: Graphic organisers.* Discuss how these tools develop geographical thinking. |

## 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](http://www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr3_se.pdf).

### The Queensland standard elaborations for Geography

The Queensland Year 4 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
* 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** | Describe and compare the characteristics of places in the continents of Australia, South America and Africa.  Describe the location of selected countries in relative terms.  Identify different views on sustaining environments.  Recognise the importance of the environment.  **Sections 1, 2, 4 and 5** |
| **Geographical Inquiry and Skills** | **Interpreting and analysing** | Interpret geographical data to identify spatial distributions, simple patterns and draw conclusions.  Propose individual action in response to a geographical challenge and identify the expected effects of the proposed action.  **Sections 4 and 5** |
| **Communicating** | Present findings about sustainability of environments using geographical terminology.  Represent rainfall data in a comparative column graph and the location of places and their characteristics on a large-scale map that uses the cartographic conventions of scale, legend, title and north point.  **Sections 1, 3 and 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
* 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 child’s personal progress and the next steps in the learning journey.  Offer feedback that:   * checks on understanding of the big ideas of the geographical concepts of sustainability and space (spatial distributions and patterns) * provides literacy support for comprehending visual and graphical texts * models how to represent data on maps using geographical conventions * prompts students to check supporting detail is sufficient in responses.   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) |