

# Comparing G20 countries











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

Assessment description	Category
Students interpret graphical data to compare Australia with other G20 countries in the Asian region. They present findings, and reflect on which country they would most like to live in.	Written and multimodal
	<b>Technique</b> Collection of work
Context for assessment	Alignment
<b>Students:</b> <ul style="list-style-type: none"> <li>identify locations and features of selected G20 countries in the Asian region</li> <li>collect, record and represent data from the QCAA G20 interactive map<sup>1</sup></li> <li>interpret, analyse and draw conclusions about the spatial patterns and distributions in data</li> <li>present findings in an infographic</li> <li>reflect on which of the G20 countries studied you would most like to live in.</li> </ul>	<ul style="list-style-type: none"> <li><i>Australian Curriculum</i> v7.1 <a href="http://www.australiancurriculum.edu.au/Home/CurriculumHistory">http://www.australiancurriculum.edu.au/Home/CurriculumHistory</a>, Year 6 Geography Australian Curriculum content and achievement standard, ACARA — Australian Curriculum, Assessment and Reporting Authority <a href="http://www.australiancurriculum.edu.au/humanities-and-social-sciences/geography/Curriculum/F-10?layout=1#level6">www.australiancurriculum.edu.au/humanities-and-social-sciences/geography/Curriculum/F-10?layout=1#level6</a></li> <li>Year 6 Geography standard elaborations <a href="http://www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr6_se.pdf">www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr6_se.pdf</a></li> </ul>
	<b>Connections</b> This assessment can be used with the QCAA Australian Curriculum resource titled <i>Year 6 unit overview — Geography exemplar (Investigating Global Diversity)</i> : <a href="http://www.qcaa.qld.edu.au/yr6-geography-resources.html">www.qcaa.qld.edu.au/yr6-geography-resources.html</a> .
	<b>Definitions</b> See Assessment resource: Glossary of data terms
In this assessment	
Teacher guidelines Task-specific standards — continua Task-specific standards — matrix Student booklet Assessment resource: Cartographic conventions Assessment resource: Conventions of graphs Assessment resource: Using infographics Assessment resource: Glossary of data terms	

<sup>1</sup> This assessment is based on the QCAA Interactive G20 map available at [www.qcaa.qld.edu.au/g20.html](http://www.qcaa.qld.edu.au/g20.html).

# Teacher guidelines

## Identify curriculum

Content descriptions to be taught	
Geographical Knowledge and understanding	Geographical Inquiry and skills
<ul style="list-style-type: none"> <li>The location of the major countries of the Asia <a href="#">region</a> in relation to Australia and the geographical diversity within the <a href="#">region</a> (<a href="#">ACHGK031</a>)</li> <li>Differences in the economic, demographic and social characteristics between countries across the world (<a href="#">ACHGK032</a>)</li> <li>The world's cultural diversity, including that of its indigenous peoples (<a href="#">ACHGK033</a>)</li> </ul>	<p><b>Collecting, recording, evaluating and representing</b></p> <ul style="list-style-type: none"> <li>Collect and record relevant geographical <a href="#">data</a> and information, using <a href="#">ethical protocols</a>, from primary and <a href="#">secondary sources</a>, for example, people, maps, plans, photographs, satellite images, statistical sources and reports (<a href="#">ACHGS041</a>)</li> <li>Evaluate sources for their usefulness and represent <a href="#">data</a> in different forms, for example, maps, plans, graphs, tables, sketches and diagrams (<a href="#">ACHGS042</a>)</li> <li>Represent the location and <a href="#">features</a> of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions including border, source, <a href="#">scale</a>, legend, title and north point, using <a href="#">spatial technologies</a> as appropriate (<a href="#">ACHGS043</a>)</li> </ul> <p><b>Interpreting, analysing and concluding</b></p> <ul style="list-style-type: none"> <li>Interpret geographical <a href="#">data</a> and other information using digital and <a href="#">spatial technologies</a> as appropriate, and identify spatial distributions, patterns and <a href="#">trends</a>, and infer relationships to draw conclusions (<a href="#">ACHGS044</a>)</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps, using geographical terminology and digital technologies as appropriate (<a href="#">ACHGS045</a>)</li> </ul>
<p><b>General capabilities (GCs) and cross-curriculum priorities (CCPs)</b></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: <a href="http://www.qcaa.qld.edu.au/yr6-geography-resources.html">www.qcaa.qld.edu.au/yr6-geography-resources.html</a>.</p>	
<ul style="list-style-type: none"> <li> Literacy</li> <li> Numeracy</li> <li> ICT capability</li> <li> Critical and creative thinking</li> <li> Personal and social capability</li> <li> Ethical understanding</li> <li> Intercultural understanding</li> </ul>	<ul style="list-style-type: none"> <li> Aboriginal and Torres Strait Islander histories and cultures</li> <li> Asia and Australia's engagement with Asia</li> <li> Sustainability</li> </ul>

### Achievement standard

This assessment provides opportunities for students to demonstrate the following highlighted aspects.

By the end of Year 6, students explain the characteristics of diverse places in different locations at different scales from local to global. They describe the interconnections between people and places, identify factors that influence these interconnections and describe how they **change** places and affect people. They describe the location of selected countries in absolute and relative terms and identify and compare spatial distributions and patterns among phenomena. They identify and describe alternative views on how to respond to a geographical challenge and propose a response.

Students develop geographical questions to frame an inquiry. They locate relevant information from a range of sources to answer inquiry questions. They represent data and the location of places and their characteristics in different graphic forms, including large-scale and small-scale maps that use cartographic conventions of border, source, scale, legend, title and north point. Students interpret data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions. They present findings and ideas using geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge and describe the expected effects of their proposal.

Source: ACARA, The Australian Curriculum v7.1, [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

## Sequence learning

### Suggested learning experiences

This assessment leads on from the learning experiences outlined in the QCAA's Year 6 Geography unit overview. The knowledge, understanding and skills developed in the exemplar unit will prepare students to engage in this assessment:

See *Year 6 unit overview — Geography exemplar (Investigating Global Diversity)*:

[www.qcaa.qld.edu.au/yr6-geography-resources.html](http://www.qcaa.qld.edu.au/yr6-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:

- QCAA 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 advice: [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 2008*: <http://education.gov.au/melbourne-declaration-educational-goals-young-people>
- *The Disability Standards for Education 2005*: [education.gov.au/disability-standards-education](http://education.gov.au/disability-standards-education).

## Resources

### Print

- Australian Geography Teachers Association, 2010, *Keys to Geography: Essential skills and tools*, Macmillan, South Yarra, ISBN 978-1420229875
- Menzel P, 2005, *Menzel's Material World: A global family*, Counterpoint, ISBN 978-0871564306

### Online

- Australian Geography Teachers of Australia, Geogspace, *Using your computer to discover an unequal world*, [www.geogspace.edu.au/core-units/years-5-6/exemplars/year-6/y5-exemplars-y6-illus2.html](http://www.geogspace.edu.au/core-units/years-5-6/exemplars/year-6/y5-exemplars-y6-illus2.html)
- Google Maps: [maps.google.com.au](http://maps.google.com.au)
- Google Earth: [www.google.com/earth/explore/products](http://www.google.com/earth/explore/products)
- Worldmapper: [www.worldmapper.org](http://www.worldmapper.org)
- Gapminder, Dollar Street, [www.gapminder.org/downloads/dollar-street](http://www.gapminder.org/downloads/dollar-street)
- QCAA 2014, *G20 Interactive map*, [g20.qcaa.qld.edu.au](http://g20.qcaa.qld.edu.au)
- Developing infographics:
  - Easelly, Create and share visual ideas: [www.easelly.com](http://www.easelly.com)
  - Infographics, the easy way, [infoogr.am](http://infoogr.am)

## Develop assessment

### Preparing for the assessment

- Use the *Assessment resource: Glossary of data terms* to familiarise students with the geographical terms for the assessment
- Read through the Student booklet and the task-specific standards with the students and answer questions about the task requirements
- Make the link between prior learning experiences and the task requirements that step up the use of multiple data sets
- Explore the [QCAA G20 Interactive map](http://g20.qcaa.qld.edu.au) and other spatial applications with multiple data sets, such as Worldmapper to familiarise students with the conventions of special purpose maps that represent multiple data sets
- Review resources that focus on global diversity such as *Menzel's Material World: A global family*
- Use photographs to the human experience of global diversity ahead of the assessment focus on data about social and development characteristics of selected countries
- Investigate the context of G20 to identify what, who, why and how of this global forum.

### Implementing

#### Section 1: Locating selected countries

##### Student role

- Using QCAA's G20 Interactive map, select the Intermediate level and locate the G20 members in the Asian region.
- Use other spatial applications such as Google Earth and Worldmapper to explore the location and features of these countries further.
- Describe the spatial distribution of G20 countries at the global and regional level.
- Complete Section 1 of the Student Booklet.

##### Teacher role

- Explain absolute and relative location and identify the geographical terms students use to describe location, e.g. latitude, longitude, distance in kilometres, directional terms.
- Use spatial applications to guide students when navigating online maps.
- Discuss the features of maps identified in these applications.
- Check students have completed the requirements of Section 1.

## Implementing

### Section 2: Collecting and recording data

#### Student role

- Review the source and date of data on the G20 Interactive map.
- Reflect on whether this data is reliable and accurate. How do you know this?
- Locate and record data from the interactive map to complete Section 2 of the Student Booklet.
- Check the table is accurate and complete before moving on.

#### Teacher role

- Check students are able to navigate the different links of the interactive map.
- Prompt students to check for accuracy in recording the data.
- Use the *Assessment resource: Glossary of data terms* to review data terms with students.

### Section 3: Representing data

#### Student role

- Review conventions for graphing.
- Discuss the different types of graphs — multiple line and column graphs. Which graph is most suitable for this assessment?
- Complete Section 3 of the Student Booklet.
- Review the features and conventions of graphs.
- Complete the map using the conventions identified in Section 3.
- Check conventions are completed.

#### Teacher role

- Use the *Assessment resource: Conventions of graphs* to guide students to make informed decisions about planning their graphs.
- Review examples of effective graphs and discuss the features with students.
- Use *Assessment resource: Cartographic conventions* to identify features and conventions.
- Remind students to check that conventions have been completed.

### Section 4: Interpreting data

#### Student role

- Review responses to questions about spatial distributions, patterns and trends in data.
- Respond to questions in Section 4, checking for clarity and detail.

#### Teacher role

- Use the student portfolio examples on the Australian Curriculum website to discuss features of effective responses to questions about spatial patterns in data:  
[www.acara.edu.au/curriculum/worksamples](http://www.acara.edu.au/curriculum/worksamples)
- Review the terms patterns, distributions, relationship and trends as identified in the *Assessment resource: Glossary of data terms*.

### Section 5: Present findings

#### Student role

- Review features of infographics using examples provided.
- Review the purpose of this texts.
- Review the symbols used in the information section of G20 Interactive map. Consider whether these are appropriate for using in an infographic text.
- Complete Section 5 of the Student booklet
- Seek feedback on the effectiveness of the infographic and make changes.
- Respond to the final question in Section 5. Check this decision is supported by evidence.

#### Teacher role

- Use *Assessment resource: Using infographics* to identify features of infographics.
- Explore examples of infographics with students.
- Explore spatial applications to assist students in developing infographics.
- Provide feedback to students as required.

# 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 QCAA's Geography standard elaborations:

[www.qcaa.qld.edu.au/downloads/p\\_10/ac\\_geog\\_yr6\\_se.pdf](http://www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr6_se.pdf).

## The Queensland standard elaborations for Geography

The Queensland Year 6 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 achievement standard dimensions	Queensland standard elaborations valued features	Task-specific valued features
Understanding and Skills	Knowledge and understanding	Explain the characteristics of diverse places in different locations
	Interpreting and analysing	Interprets geographical data and information to identify and compare spatial distributions, patterns and trends, infer relationships and draw simple conclusions
	Communicating	Present findings that use geographical terminology, represent data in graphic forms and locate places and their characteristics on maps that use cartographic conventions such as border, source, scale, legend, title and north point

The task-specific standards for this assessment are provided in two models — a matrix and a continua — using the same task-specific valued features.

## Matrix and continua

Task-specific standards can be prepared as a matrix or continua. Both of these:

- 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

<b>Feedback to students</b>	<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"><li>• supports the numeracy demands of locating, retrieving and representing data</li><li>• monitors progress in using data in Section 1–3 to ensure success in interpreting data and communicating findings</li><li>• models how to interpret data to identify patterns, infer relationships and draw conclusions</li><li>• unpacks the conventions of mapping, graphing and constructing infographics as the specific term forms of Geography,</li></ul> <p>The task-specific standards for this assessment can be used as a basis for providing feedback to students.</p>
<b>Resources</b>	<p>For guidance on providing feedback, see the professional development packages titled:</p> <ul style="list-style-type: none"><li>• <i>About feedback</i> <a href="http://www.qcaa.qld.edu.au/downloads/p_10/as_feedback_about.docx">www.qcaa.qld.edu.au/downloads/p_10/as_feedback_about.docx</a></li><li>• <i>Seeking and providing feedback</i> <a href="http://www.qcaa.qld.edu.au/downloads/p_10/as_feedback_provide.docx">www.qcaa.qld.edu.au/downloads/p_10/as_feedback_provide.docx</a></li></ul>

# Comparing G20 countries

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:** Interpret graphical data and spatial patterns to compare Australia with other G20 countries in the Asian region.

Understanding and Skills			
Geographical Knowledge and Understanding		Geographical Inquiry and Skills	
Knowledge and understanding	Analysing and interpreting	Communicating	
<p>Explains the characteristics of selected G20 countries in the Asian region</p> <p>Describes the locations of selected countries in absolute and relative terms and identifies and compares spatial distributions and patterns in social and economic data</p> <p><b>Section 1, 2, 4 and 5</b></p>	<p>Interprets data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions about G20 member countries in the Asian region.</p> <p><b>Section 4</b></p>	<p>Present findings and ideas in an infographic using geographical terminology and graphical representations of data</p> <p>Represents the global distribution of G20 member countries and G20 non-member countries and selected locations on a map that uses cartographic conventions of border, source, scale, legend, title and north point</p> <p><b>Section 3 and 5</b></p>	
<ul style="list-style-type: none"> <li>◀ <b>Comprehensively</b> explains the characteristics of selected G20 countries in the Asian region</li> <li>◀ <b>Comprehensively</b> describes the locations of selected countries in absolute and relative terms and identifies and <b>comprehensively</b> compares spatial distributions and patterns in social and economic data</li> </ul>	<ul style="list-style-type: none"> <li>◀ Interprets data and other information to <b>identify, compare</b> and <b>explain</b> spatial distributions, patterns and trends, infer relationships and draw <b>reasoned</b> conclusions about G20 member countries in the Asian region</li> </ul>	<ul style="list-style-type: none"> <li>◀ <b>Purposefully</b> presents findings and ideas in an infographic using <b>relevant</b> geographical terminology and graphical representations of data</li> <li>◀ <b>Accurately</b> represents in <b>detail</b> the global distribution of G20 member countries and G20 non-member countries and selected locations on a map that uses cartographic conventions of border, source, scale, legend, title and north point</li> </ul>	<b>A</b>
<ul style="list-style-type: none"> <li>◀ Explains the characteristics of selected G20 countries in the Asian region</li> <li>◀ Describes the locations of selected countries in absolute and relative terms and identifies and compares spatial distributions and patterns in social and economic data</li> </ul>	<ul style="list-style-type: none"> <li>◀ Interprets data and other information to <b>identify</b> and <b>compare</b> spatial distributions, patterns and trends, infer relationships and draw conclusions about G20 member countries in the Asian region</li> </ul>	<ul style="list-style-type: none"> <li>◀ <b>Presents</b> findings and ideas in an infographic using geographical terminology and graphical representations of data</li> <li>◀ <b>Represents</b> the global distribution of G20 member countries and G20 non-member countries and selected locations on a map that uses cartographic conventions of border, source, scale, legend, title and north point</li> </ul>	<b>B</b>
<ul style="list-style-type: none"> <li>◀ <b>Makes statements</b> about the characteristics of selected G20 countries in the Asian region.</li> <li>◀ <b>Identifies</b> the locations of selected countries and <b>makes statements</b> about spatial distributions and patterns in social and economic data</li> </ul>	<ul style="list-style-type: none"> <li>◀ <b>Uses</b> data to <b>make statements</b> about G20 member countries in the Asian region.</li> </ul>	<ul style="list-style-type: none"> <li>◀ <b>Presents</b> findings and ideas in a <b>fragmented</b> way using <b>everyday language</b> and <b>fragmented</b> graphical representations of data</li> <li>◀ Represents in a fragmented way the global distribution of G20 member countries and G20 non-member countries and selected locations on a map</li> </ul>	<b>C</b>
			<b>D</b>
			<b>E</b>
Australian Curriculum Year 6 Geography	Comparing G20 countries Unit 2: Investigating global diversity	Task specific standards — continua	

# Comparing G20 countries

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:** Interpret graphical data and spatial distributions to compare Australia with other G20 countries in the Asian region.

			A	B	C	D	E	
Understanding and Skills	Geographical Knowledge and Understanding	Knowledge and understanding	Explains the characteristics of selected G20 countries in the Asian region <b>Section 1 and 5</b>	Comprehensively explains the characteristics of selected G20 countries in the Asian region	Explains in detail the characteristics of selected G20 countries in the Asian region	Explains the characteristics of selected G20 countries in the Asian region	Describes aspects of the characteristics of selected G20 countries in the Asian region	Makes statements about the characteristics of selected G20 countries in the Asian region
		Knowledge and understanding	Describes the locations of selected countries in absolute and relative terms and identifies and compares spatial distributions and patterns in social and economic data <b>Section 1, 2 and 4</b>	Comprehensively describes the locations of selected countries in absolute and relative terms and identifies and comprehensively compares spatial distributions and patterns in social and economic data	Describes in detail the locations of selected countries in absolute and relative terms and identifies and compares in detail spatial distributions and patterns in social and economic data	Describes the locations of selected countries in absolute and relative terms and identifies and compares spatial distributions and patterns in social and economic data	Describes the locations of selected countries in absolute and relative terms and identifies and describes aspects of spatial distributions and patterns in social and economic data	Identifies the locations of selected countries and makes statements about spatial distributions and patterns in social and economic data
Understanding and Skills	Geographical Inquiry and Skills	Analysing and interpreting	Interprets data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions about G20 member countries in the Asian region. <b>Section 4</b>	Interprets data and other information to identify, compare and explain spatial distributions, patterns and trends, infer relationships and draw reasoned conclusions about G20 member countries in the Asian region	Interprets data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw informed conclusions about G20 member countries in the Asian region	Interprets data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions about G20 member countries in the Asian region	Interprets data and other information to identify aspects of spatial distributions, patterns and trends, infer relationships and draw partial conclusions about G20 member countries in the Asian region	Uses data to make statements about G20 member countries in the Asian region
		Communicating	Presents findings and ideas in an infographic using geographical terminology and graphical representations of data <b>Section 3 and 5</b>	Purposefully presents findings and ideas in an infographic using relevant geographical terminology and graphical representations of data	Effectively presents findings and ideas in an infographic using relevant geographical terminology and graphical representations of data	Presents findings and ideas in an infographic using geographical terminology and graphical representations of data	Partially presents findings and ideas in an infographic using everyday language and aspects of graphical representations of data	Presents findings and ideas in a fragmented way using everyday language and fragmented graphical representations of data

Continues over page

# Comparing G20 countries

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:** Interpret graphical data and spatial distributions to compare Australia with other G20 countries in the Asian region.

			A	B	C	D	E	
Understanding and Skills	Geographical Inquiry and Skills	Communicating	Represents the global distribution of G20 member countries and G20 non-member countries and selected locations on a map that uses cartographic conventions of border, source, scale, legend, title and north point <b>Section 3</b>	Accurately represents in detail the global distribution of G20 member countries and G20 non-member countries and selected locations on a map that uses cartographic conventions of border, source, scale, legend, title and north point	Represents in detail the global distribution of G20 member countries and G20 non-member countries and selected locations on a map that uses cartographic conventions of border, source, scale, legend, title and north point	Represents the global distribution of G20 member countries and G20 non-member countries and selected locations on a map that uses cartographic conventions of border, source, scale, legend, title and north point	Partially represents the global distribution of G20 member countries and G20 non-member countries and selected locations on a map that uses aspects of cartographic conventions of border, source, scale, legend, title and north point	Represents in a fragmented way the global distribution of G20 member countries and G20 non-member countries and selected locations on a map

# Comparing G20 countries

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



Image: Singapore, Fiona Lane QCAA employee.

## Interpret graphical data and spatial patterns to compare Australia with other G20 countries in the Asian region.

### You will:

- identify locations and features of selected G20 countries in the Asian region
- collect, record and represent data from the QCAA's Interactive G20 map<sup>1</sup>
- interpret, analyse and draw conclusions about the spatial patterns and distributions in data
- present findings in an infographic
- reflect on which G20 country you would most like to live in.

<sup>1</sup> This assessment was designed to use with the QCAA's Interactive G20 map: [www.qcaa.qld.edu.au/g20.html](http://www.qcaa.qld.edu.au/g20.html).

# Section 1: Locating selected countries

An **absolute location** pinpoints a place on the Earth using its latitude and longitude coordinates, e.g. Uluru is located at latitude 25° 20' 24" South, longitude 131° 3' 36" East.

A **relative location** describes the location of a place in relation to another point or place, e.g. Uluru is 350 km southwest of Alice Springs.

Explore the Intermediate [Interactive G20 map](#) to locate the G20 member countries in the Asian region, then complete the table below:

- Add the capital city of each country in the first column.
- Record the absolute location of each capital city. Use an atlas or Google Earth to help you.
- Record the relative location of each country to Australia.

G20 member country and capital	Absolute location of capital		Relative location to Australia
	Latitude	Longitude	
China .....			
India .....			
Indonesia .....			
Japan .....			
Republic of Korea .....			

# Section 2: Collecting and recording data

Locate and record selected economic and social data from [Interactive G20 map](#) to compare two G20 countries from the Asian region with Australia.

- Select two G20 countries in the Asian region and add their names to the column headings.
- Find the data on each of the countries to complete the table.
- Navigate the map to find the source and date of this data.
- Record this information beneath the table.

Why is it important to locate this information when collecting geographical data?

.....

.....

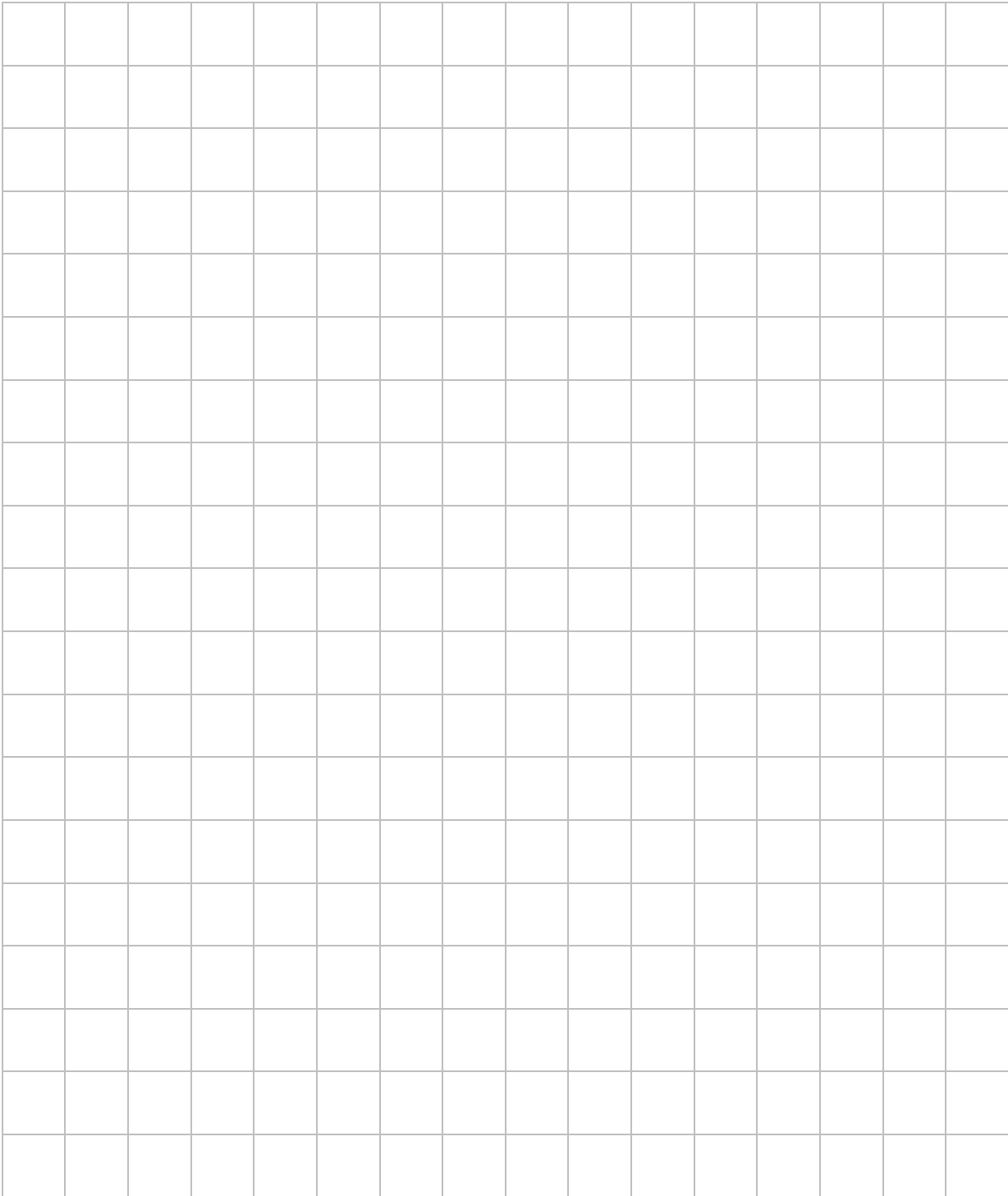
Characteristics		Australia	Country 1: .....	Country 2: .....
Economic	Gross domestic product (GDP) per capita			
	Major imports			
	Major exports			
Social	Life expectancy at birth: men			
	Life expectancy at birth: women			
	Number of mobile phones			

Source: .....

# Section 3: Representing data

Represent the economic **or** social data for Australia and the selected G20 countries in a graph. Remember to include:

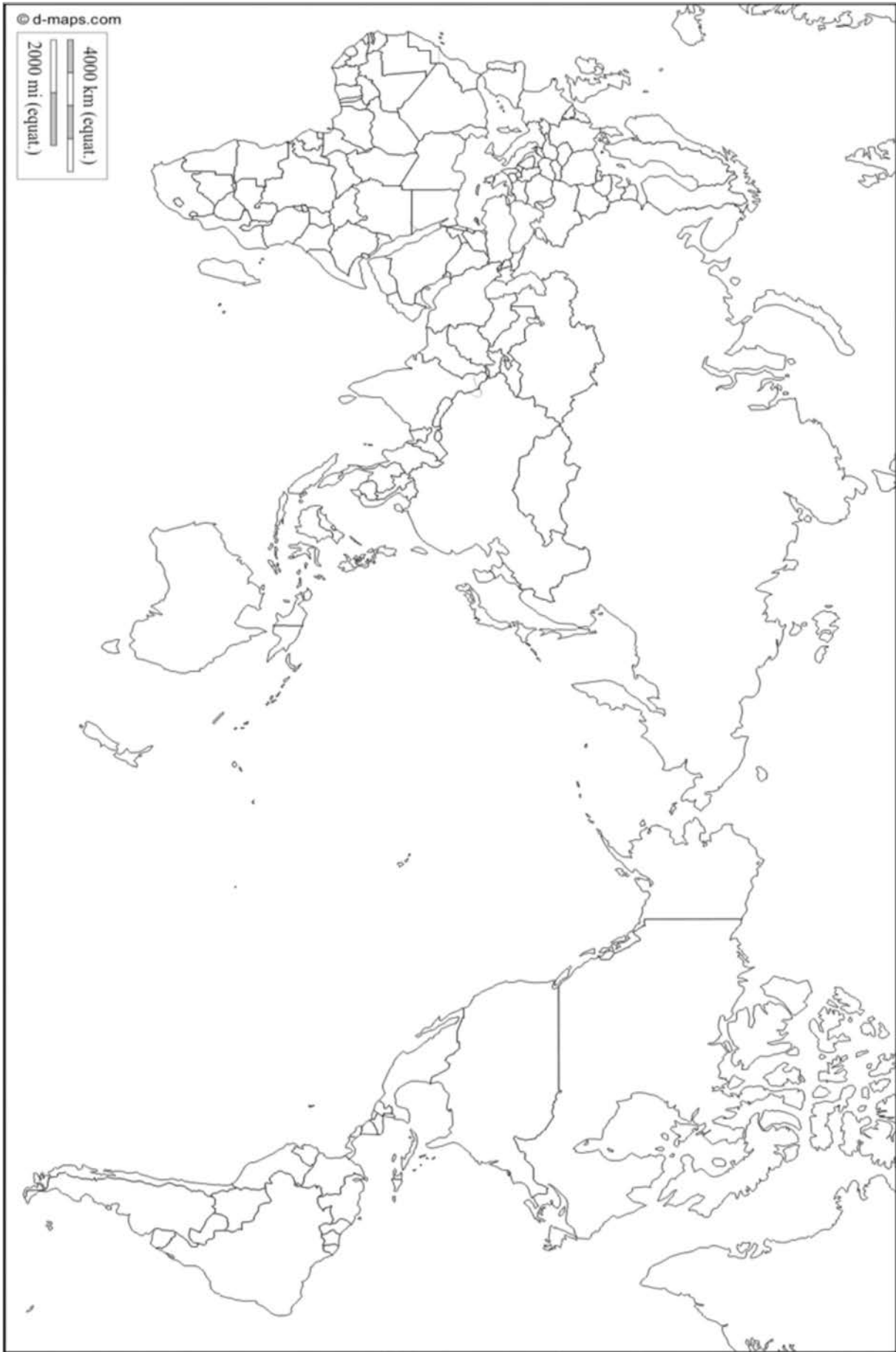
- title
- key (legend)
- intervals of spaces on the axes
- labelling of the horizontal and vertical axes.





Review the [Interactive G20 map](#) then complete the map on the following page.

- Shade a base map of the world to show the global distribution of:
  - G20 members
  - G20 guests
  - G20 non-members.
- Identify the locations of:
  - G20 member countries
  - G20 guest countries.
- Label your map using the following cartographic conventions:
  - source
  - key (legend)
  - title
  - north point.



Source:d-maps.com

# Section 4: Interpreting data

Describe the global distribution of G20 member and non-member countries in your shaded map. (Refer to the location of member and non-member countries)

.....

.....

.....

.....

Which G20 member country in the Asian region has the:

- smallest GDP per capita? .....
- largest GDP per capita? .....

What pattern is revealed about GDP per capita of G20 member countries in the Asian region?

.....

.....

.....

What is the relationship between Australia's major export and import destination of G20 countries in the Asian region?

.....

.....

.....

Which G20 member country in the Asian region is the most significant for Australia's economic growth? Justify your conclusion.

.....

.....

.....

# Section 5: Presenting findings

An **infographic** is a visual representation of graphical data and information that clearly communicates key messages.



Develop an infographic to compare a selection of G20 countries in the Asian region with Australia using a selection of data from the interactive map.

- Use The Queensland Plan available at [queenslandplan.qld.gov.au](http://queenslandplan.qld.gov.au) as an example.
- Use the symbols identified in the G20 Interactive map as a guide for planning.



- Use a graphic organiser to help you develop your ideas.
- Use the space provided here to plan your infographic.

- Use this checklist to review your planning.

Have you:		
• identified key messages?		
• used images and graphics that are relevant to your content?		
• explored spatial patterns, distributions, trends and relationships?		
• connected visuals and ideas?		
• used layout, graphics and language effectively?		
• used relevant geographical concepts and terminology?		
• represented data and information clearly?		
• developed an engaging and interesting text?		
• labelled images with clear headings and titles?		

Source: [www.freepik.com/free-vector/social-media-facebook-buttons-vector\\_678530.htm](http://www.freepik.com/free-vector/social-media-facebook-buttons-vector_678530.htm)

In which G20 country in the Asian region would you prefer to live?  
Use examples to explain your answer.

.....

.....

.....

.....

.....

.....

.....

.....

# Comparing G20 countries

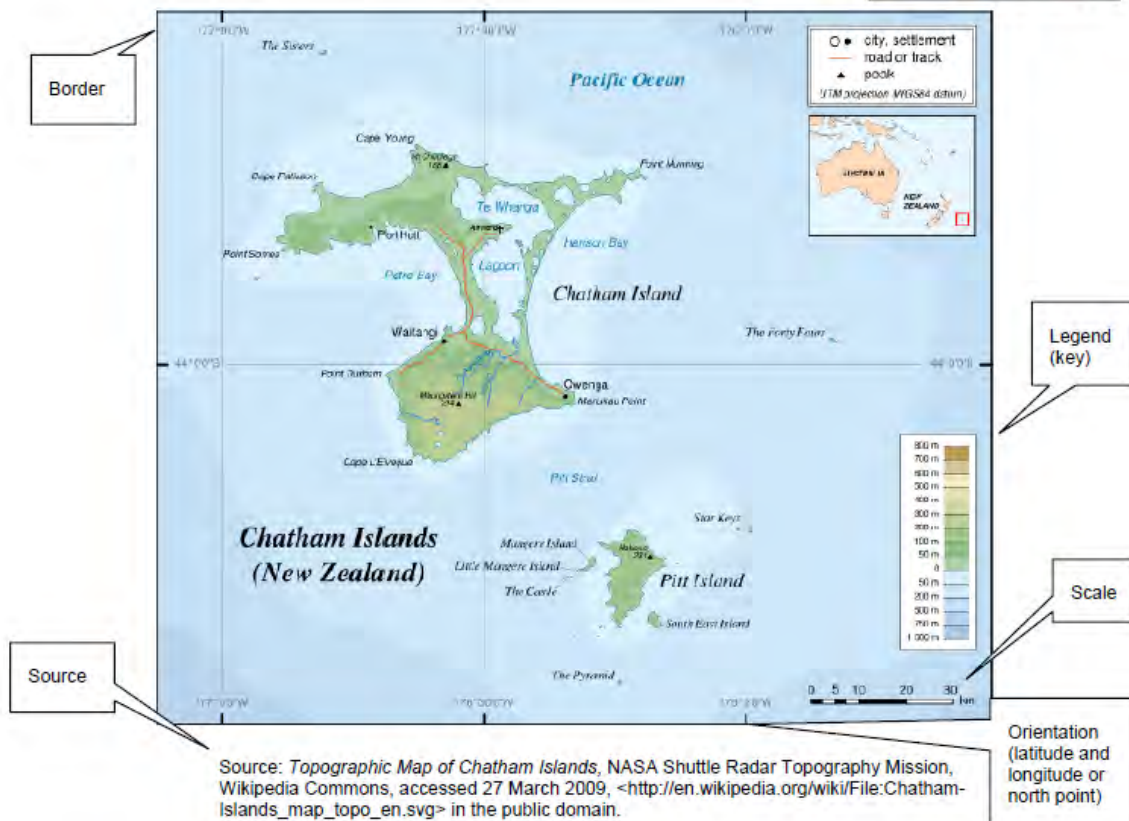
© The State of Queensland (Queensland Curriculum and Assessment Authority) and its licensors 2014. All web links correct at time of publication.

## Cartographic conventions

It is important that students know and understand cartographic conventions for representing geographic data and information on small-scale and large-scale maps.

Cartographic convention	Explanation
<b>Border</b>	<ul style="list-style-type: none"> <li>positions the map within the white space of the page</li> <li>defines the extent of the map</li> </ul>
<b>Orientation</b>	Latitude and longitude or north point
<b>Legend (or key)</b>	Lists and defines symbols and colours used in the map: <ul style="list-style-type: none"> <li>usually located in the bottom left- or right-hand corner</li> <li>may use shading or symbols</li> </ul>
<b>Title</b>	Defines the map's location and its purpose
<b>Scale</b>	The relationship (or ratio) between distance on a <b>map</b> and the corresponding distance on the ground e.g. on a 1:100000 <b>scale map</b> , 1 cm on the <b>map</b> equals 1 km on the ground
<b>Source</b>	Where possible the source of the map should be acknowledged using an accepted referencing system such as author—date

FIGURE 1: THE LOCATION OF CHATHAM ISLAND RELATIVE TO NEW ZEALAND AND AUSTRALIA

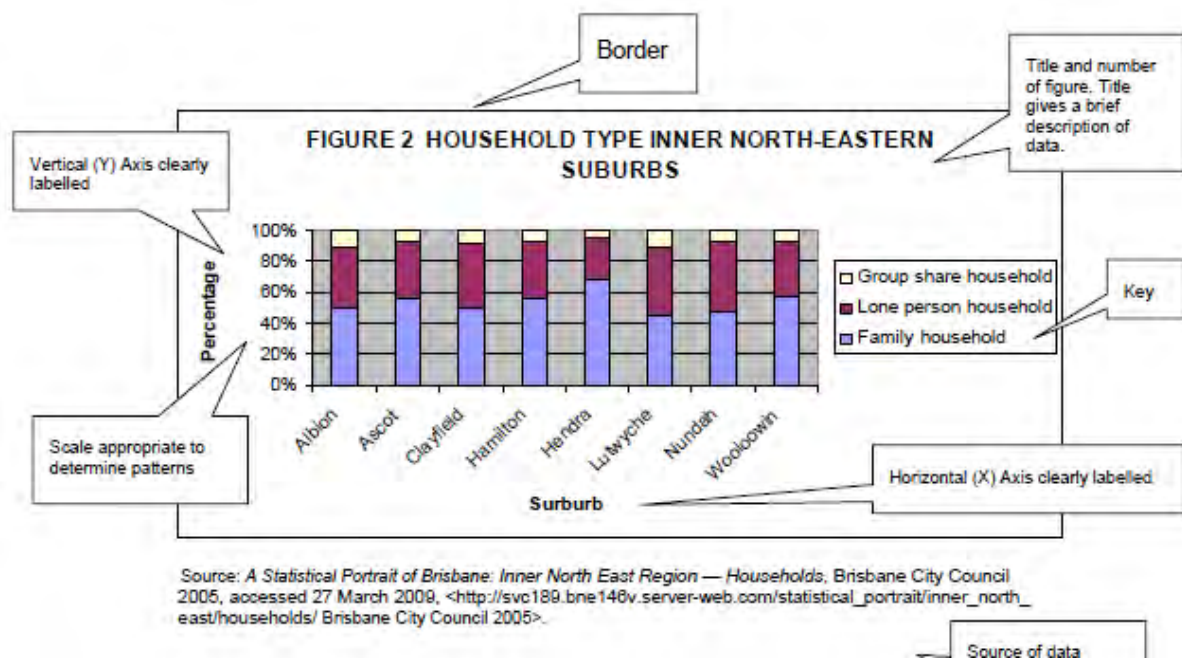


# Comparing G20 countries

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

## Conventions of graphs

Conventions	Explanation
border	defines the boundaries of the data presented
axis	a fixed line adopted for reference, <i>vertical axis</i> is used to represent time intervals, <i>horizontal axis</i> is used to represent categories of data; label axes clearly to identify what is represented
title	a short description of what the data refers to
key (or legend)	explains the colours or symbols used in the graph e.g. in a compound column graph or pie graph, the key would show what the colours or shading represent
intervals	the spaces on the axes that are identified with a value to represent the spaces used
source	shows the reader where the information comes from; not all graphs will have a source





# Comparing G20 countries

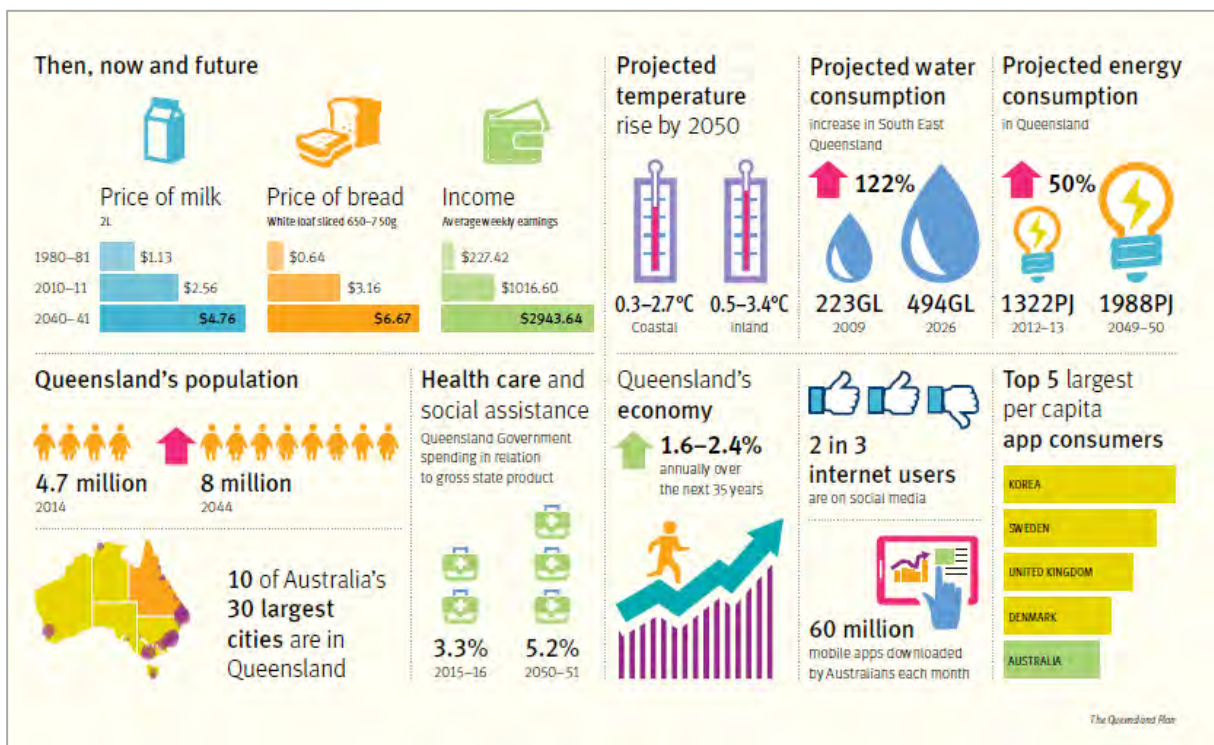
© The State of Queensland (Queensland Curriculum and Assessment Authority) and its licensors 2014. All web links correct at time of publication.

## Using infographics

An **infographic** uses visuals and graphics to represent data and information in a format that is clear and succinct for the reader.

Review this infographic downloaded from [The Queensland Plan](#).

- What is the purpose of this infographic?
- What data is represented in this infographic?
- What conclusions can be drawn about Queensland from this infographic?
- How effective is this infographic in presenting a clear message?



Source: State of Queensland 2014, *The Queensland Plan*, [queenslandplan.qld.gov.au](http://queenslandplan.qld.gov.au), Creative Commons Attribution 3.0.

# Comparing G20 countries

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

## Glossary of data terms

Term	Definition
data	information that is directly recorded; it can be quantitative or qualitative
demographic data	data that measures quantifiable statistics of a population; can be used to assess the quality of life of a population e.g. age, gender, births, deaths, marriages, literacy rates, life expectancy
economic data	data that relates to the flow of income in a country e.g. export and import numbers, household expenditure, tax revenue, expenditure, gross domestic product
environmental data	data that captures the environmental characteristics of places e.g. climate, vegetation, rainfall
social data	data that captures how people live and the resources they have access to e.g. religions, languages spoken, country of birth, access to internet, mobile phone use, literacy rates, carbon emissions
data trend	a pattern in change over time in a set of data
global diversity	the range of differences in social, economic, environmental and demographic characteristics of countries on a global scale
gross domestic product (GDP)	the amount of money a country makes based on the production and sale of goods and services; a measure of a country's wealth
GDP per capita	GDP divided by the population of the country
liveability	an assessment of what a place is like to live in, using particular criteria, such as environmental quality, education, health provision, access to recreational facilities
pattern	a regularity in data; reoccurrence
relationship	cause and effect, how one affects and changes the other