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|  | Australian Curriculum Year 7 Geography sample assessment ׀ Teacher guidelines  Investigating water scarcity |

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| Assessment description | Category |
| Students investigate water scarcity in a North African country and present their findings in a multimodal presentation that includes spoken or written explanation of actions to improve water management. | Multimodal and written |
| Technique |
| Research |
| Context for assessment | Alignment |
| Students:   * research water scarcity in a selected country of North Africa * identify the extent and location of the problem of water scarcity * analyse the causes and effects of water scarcity * identify and analyse the current management strategies being implemented * propose actions to improve water management in the selected country. | *Australian Curriculum* [*v7.2*](http://www.australiancurriculum.edu.au/Home/CurriculumHistory) , Year 7 Geography Australian Curriculum content and achievement standard ACARA — Australian Curriculum, Assessment and Reporting Authority  [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)  Year 7 Geography standard elaborations  [www.qcaa.qld.edu.au/downloads/p\_10/ac\_geog\_yr7\_se.pdf](http://www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr7_se.pdf%20) |
| Connections |
| This assessment can be used with the QCAA Australian Curriculum resource titled *Year*7 *unit overview — Geography exemplar (Water in the world)* available at: [www.qcaa.qld.edu.au/downloads/p\_10/ac\_geog\_yr7\_unit\_overview.docx](http://www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr7_unit_overview.docx%20). |
| Definitions | |
| **Analyse:** Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences.  **Water scarcity:** The lack of sufficient available water resources to meet the demands of water usage within a region. Water scarcity can be the result of physical and economic factors.  **Geographical processes:** The physical and human forces that work in combination to form and transform the world, e.g. erosion, the water cycle, migration or urbanisation. Geographical processes can operate within and between places.  **Spatial distribution:** The arrangement of particular phenomena or activities across the surface of the Earth.  **Multimodal:** Encompassing a number of different delivery formats, presented cohesively and synchronously, as images, videos, sound and text.  **Groundwater:** The water located beneath the earth’s surface in soil pore spaces and in the fractures of rock formations. Groundwater is renewed from, and eventually flows to, the surface naturally. Groundwater is also often withdrawn for agriculture and industrial use by extraction wells.  **Surface water:** Water on the surface of the Earth such as in a stream, river, lake or wetland. It is renewed by rainfall.  **Choropleth:** A special purpose map which uses tonal shading to show differences in the concentration of a particular feature, e.g. population density, total water availability. | |

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| In this assessment |
| Teacher guidelines |
| Task-specific standards — continua |
| Task-specific standards — matrix |
| Assessment resource: Developing geographical inquiry skills |
| Assessment resource: Framing a geographical inquiry — an example |
| Assessment resource: Special purpose graph and map — an example |
| Assessment resource: Using infographics |
| Assessment resource: Graphic organisers |
| Assessment resource: Cartographic conventions |
| Student booklet |

# Teacher guidelines

## Identify curriculum

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| Content descriptions to be taught | | |
| Geographical Knowledge and Understanding | Geographical Inquiry and Skills | |
| * The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa [(ACHGK040)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK040) * The ways that flows of water connect places as it moves through the [environment](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Environment) and the way this affects places [(ACHGK038)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGK038) | Observing, questioning and planning   * Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts [(ACHGS047)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS047)   Collecting, recording, evaluating and representing   * Collect, select and record relevant geographical [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and information, using [ethical protocols](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Ethical+protocols), from appropriate primary and [secondary sources](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Secondary+sources) [(ACHGS048)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS048) * Evaluate sources for their reliability and usefulness and represent [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) in a range of appropriate forms, for example, [climate](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Climate) graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and [spatial technologies](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Spatial+technologies) [(ACHGS049)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS049) * Represent the [spatial distribution](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Spatial+distribution) of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using [spatial technologies](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Spatial+technologies) as appropriate [(ACHGS050)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS050)   Interpreting and analysing   * Analyse geographical [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and other information using qualitative and [quantitative methods](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Quantitative+methods), and digital and [spatial technologies](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Spatial+technologies) as appropriate, to identify and propose explanations for spatial distributions, patterns and [trends](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Trends) and infer relationships [(ACHGS051)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS051) * Apply geographical concepts to draw conclusions based on the analysis of the [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and information collected [(ACHGS052)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS052)   Communicating   * Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate [(ACHGS053)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS053)   Reflecting and responding   * Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal [(ACHGS054)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS054) | |
| 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/yr7-geography-resources.html](http://www.qcaa.qld.edu.au/yr7-geography-resources.html) | | |
| Literacy  Numeracy  ICT capability  Critical and creative thinking  Personal and social capability  Ethical understanding  Intercultural understanding | | Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia’s engagement with Asia  Sustainability |
| Achievement standard  This assessment provides opportunities for students to demonstrate the following highlighted aspects. | | |
| By the end of Year 7, students describe [geographical processes](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Geographical+processes) that influence the [characteristics of places](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Characteristics+of+places) and how places are perceived and valued differently.  They explain interconnections between people, places and environments and describe how they [change](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Change) places and environments. They propose simple explanations for spatial distributions and patterns among phenomena. They describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.  Students identify geographically significant questions to frame an inquiry. They locate relevant information from primary and [secondary sources](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Secondary+sources) to answer inquiry questions. They represent [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and the location and distribution of geographical phenomena in a range of graphic forms, including large-scale and small-scale maps that conform to cartographic conventions. They analyse geographical [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and other information to propose simple explanations for spatial patterns, [trends](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Trends) and relationships and draw conclusions. Students present findings and arguments using relevant geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal. | | |
| Source: ACARA, The Australian Curriculum v7.2, [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 7 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 7 Geography exemplar (Water in the world)  [www.qcaa.qld.edu.au/downloads/p\_10/ac\_geog\_yr7\_plan.docx](http://www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr7_plan.docx) |
| Adjustments for needs of learners |
| The Australian Curriculum, in keeping with *Melbourne Declaration on Educational Goals for Young Australians* (2008), establishes the expectations of a curriculum appropriate to all Australian students. All students across all education settings and contexts are supported in their diverse learning needs through the three-dimensions of the Australian Curriculum: the learning area content, the general capabilities and the cross-curriculum priorities. The relationship between and the flexibility to emphasis one or more of the dimensions allows teachers to personalise learning programs.  To make adjustments, teachers refer to learning area content aligned to the child’s chronological age, personalise learning by emphasising alternate levels of content, general capabilities or cross‑curriculum priorities in relation to the chronological age learning area content. The emphasis placed on each area is informed by the child’s current level of learning and their strengths, goals and interests. Advice on the process of curriculum adjustment for all students and in particular for those with disability, gifted and talented or for whom English is an additional language or dialect are addressed in *Australian Curriculum — Student Diversity* materials.  For information to support students with diverse learning needs, see:   * Queensland Curriculum and Assessment Authority materials for supporting students with diverse learning needs [www.qcaa.qld.edu.au/10188.html](http://www.qcaa.qld.edu.au/10188.html) * Australian Curriculum Student Diversity  [www.australiancurriculum.edu.au/StudentDiversity/Student-diversity-advice](http://www.australiancurriculum.edu.au/StudentDiversity/Student-diversity-advice) * The *Melbourne Declaration on Educational Goals for Young Australians* [www.curriculum.edu.au/verve/\_resources/National\_Declaration\_on\_the\_Educational\_Goals\_for\_Young\_Australians.pdf](http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf) * The *Disability Standards for Education* [www.ag.gov.au](http://www.ag.gov.au). |
| Resources |
| **Software**   * Image-editing software, e.g. Paint, Pixlr.com (free online), [https://pixlr.com](https://pixlr.com/) * Map-generation software, e.g. D-maps (free online) can be used in image-editing software,  <http://d-maps.com> * Spreadsheet software, e.g. Microsoft Excel, Google Sheets (free online): <https://support.google.com/docs/answer/63728?hl=en>   Online   * African Studies Centre, Water in Africa, [www.ascleiden.nl/content/webdossiers/water-africa#](http://www.ascleiden.nl/content/webdossiers/water-africa) * Australian Geography Teachers Association — Geogspace, Constructing 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) * Food and Agriculture Organization of the United Nations (FAO — Aquastat), [www.fao.org/nr/water/aquastat/water\_res/index.stm](http://www.fao.org/nr/water/aquastat/water_res/index.stm) * OXFAM: * Water for all: Online quiz,[www.digitalweek.info/education/water\_for\_all/water/causes/ index\_pupil.htm](http://www.digitalweek.info/education/water_for_all/water/causes/index_pupil.htm) * Case studies: [www.digital-week.info/education/water\_for\_all/water/problem/index.htm](http://www.digital-week.info/education/water_for_all/water/problem/index.htm) * Population Reference Bureau (PRB), Finding the balance: Population and water scarcity in the Middle East and North Africa, [www.prb.org/Publications/Reports/2002/FindingtheBalancePopulationand WaterScarcityintheMiddleEastandNorthAfrica.aspx](http://www.prb.org/Publications/Reports/2002/FindingtheBalancePopulationandWaterScarcityintheMiddleEastandNorthAfrica.aspx) * UN Water, Water for Life, [www.un.org/waterforlifedecade](http://www.un.org/waterforlifedecade/) * United Nations Education Program (UNEP): * Africa Water Atlas, [www.unep.org/pdf/africa\_water\_atlas.pdf](http://www.unep.org/pdf/africa_water_atlas.pdf) * Vital Water Graphics, [www.unep.org/dewa/vitalwater/article69.html](http://www.unep.org/dewa/vitalwater/article69.html) * Water Aid Australia, [www.wateraid.org/au](http://www.wateraid.org/au) * UN Water, Water for Life, www.un.org/waterforlifedecade * Water.Org: * Projects, <http://water.org/projects> * The power of water (video) [www.youtube.com/user/water](https://www.youtube.com/user/water) * The Water Project Inc., Water scarcity and the importance of water, <https://thewaterproject.org/water_scarcity> * The World Bank: * Morocco water sector projects, <http://go.worldbank.org/P4PCR0K3G0> * Water scarcity in Middle East and North Africa, <http://go.worldbank.org/J3VET1G250> |

## Develop assessment

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| Preparing for the assessment |
| * Review geographical inquiry and skills[[1]](#footnote-1) using *Assessment resource: Developing geographical inquiry skills*, including: * collecting and recording relevant data and information from a range of primary and secondary sources * using ethical protocols to collect sources of primary data and information, e.g. using protocols for consultation with local Aboriginal people and interviewing people on their opinions about other places * evaluating sources for their usefulness, reliability and validity * representing data in different forms such as graphs and diagrams * representing location and spatial distributions of geographical phenomena on maps that conform to a range of cartographic conventions * identifying spatial distributions, patterns and trends, and inferring relationships to draw conclusions * presenting findings in different visual forms such as infographics and annotated maps. * Draw attention to what is new for undertaking geographical inquiry in Year 7 including: * representing multiple data sets in more specialised graphs such as climate graphs and compound column graphs * representing data and information in special purpose maps such as choropleth maps and topographic maps * proposing actions that take into account environmental, economic and social considerations * predicting expected outcomes of proposals. * Read through the *Student booklet* and the *Task-specific standards* with the student and answer any questions about the task requirements. * Explain the geographical term ‘water scarcity’ using examples of physical and economic water scarcity at different scales. * Review approaches used by geographers to propose future actions that consider environmental, economic and social factors. * Use spatial applications to explore the geographic location and characteristics of North Africa at the world regional and global scale. * Review the *Task-specific standards* with students to identify learning goals. * Use the glossary of the Year 7 Geography standard elaborations to explain descriptors of qualities to students: [www.qcaa.qld.edu.au/downloads/p\_10/ac\_geog\_yr7\_se.pdf](http://www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr7_se.pdf). |

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| Implementing | | |
| Section 1. Understanding water scarcity | | |
| Student role   * Use a range of sources to explain the geographical term of water scarcity and provide examples of economic scarcity and physical scarcity using examples drawn from different locations. * Use the map provided in Section 1 or an alternative map provided by your teacher to locate and shade the names of the countries and rivers in North Africa. * View the map to consider reasons why North Africa might experience physical water sources. * Review the UN map Global physical and economic water scarcity to describe global patterns of water availability: [www.un.org/waterforlifedecade/scarcity.html](http://www.un.org/waterforlifedecade/scarcity.html). * Complete some initial research about countries of North Africa to select one country to focus on in a case study. | Teacher role   * Provide students with a range of source materials to complete Section 1 and undertake research to select a country in North Africa as a case study. * Examine why water is a difficult resource to manage in North Africa. * Prompt students to check for accuracy in the representation of location and features on the labelled map. * Provide students with access to the UN map Global physical and economic water scarcity at: [www.un.org/waterforlifedecade/scarcity.html](http://www.un.org/waterforlifedecade/scarcity.html). | |
| Section 2. Developing inquiry questions | | |
| Student role   * Use research areas provided to identify key questions and focus questions to frame research. * Review questions for range, balance and relevance. * Check source material drawn from provides information to respond to questions in an inquiry. | | Teacher role   * Use *Assessment resources: Framing a geographical inquiry* — an example to guide students to develop their own questions to frame an inquiry * Use Table 1: Focus questions to help students develop depth of research in relationship to water scarcity. * Review with student to ensure questions posed demonstrate: * range and relevance * geographical significance * use of geographical terms and concepts. |
| Section 3. Collecting, recording and evaluating data | | |
| Student role   * Collect relevant data and information from reliable government and non-government sources including photographs, maps, reports, data sources and media reports. * Record and evaluate the reliability of data and information in the table provided. * Record summary notes of the relevant information in the table provided for use in the multimodal presentation. | | Teacher role   * Check on the availability of a range of reliable and relevant sources. * Provide models of how to collect and evaluate relevant geographical data and information. * Provide guidelines for recording summary notes using graphic organisers to scaffold this process. * Provide feedback to students about their choice of sources. * Table 2 and 3 can be provided electronically or expanded to provide extra space. |
| Section 4. Representing, interpreting and analysing data and information | | |
| * Represent your data and information in a: * special purpose map (such as a choropleth map) using one aspect of your collected data (e.g. locations of water projects, population density, distribution of water scarcity) that uses a range of cartographic conventions including title, scale, legend (key), north point and source * two graphs to compare distributions, trends and relationships, e.g. climate, water availability and usage, expenditure on water projects. * Develop written explanations of the: * spatial distributions, trends, patterns and relationships shown in the map and graphs * interconnections between spatial distributions and water scarcity. | | * Use *Assessment Resource: Special purpose graph and map* — an example to guide students to develop a suitable map. * Use Assessment Resource: Cartographic conventions as a guide for using cartographic conventions accurately. * Provide exemplars of written explanations of spatial distributions, trends and patterns in geographical data. * Review responses with students using the Australian Curriculum work sample portfolio which describes spatial patterns, trends and distributions in data: [www.acara.edu.au/curriculum/worksamples/ Year\_7\_Geography\_Portfolio.pdf.](http://www.acara.edu.au/curriculum/worksamples/Year_7_Geography_Portfolio.pdf.) |
| Section 5. Presenting findings | | |
| Student role   * Select a format for a multimodal presentation to present your findings. * Plan your presentation to include: * the extent and location of the problem of water scarcity * the causes and impacts of water scarcity * analysis of the current management strategies being implemented * proposals of actions to improve water management in the selected country. * Use the checklist for multimodal presentations to review planning of findings. | | Teacher role   * Use *Assessment resource: Using infographics* to identify the features of this format of visual text. * Review graphic organisers to support the development of geographical findings. * Explore examples of infographics and other multimodal formats with students to identify features of design and layout. * Provide feedback to students in planning multimodal presentations using the checklist provided. |

## 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\_yr7\_se.pdf](https://www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr7_se.pdf).

### The Queensland standard elaborations for Geography

The Queensland Year 7 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 for Year 7 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 student’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 | Valued features | | Task-specific valued features |
| Understanding and Skills | Geographical Knowledge and Understanding | Knowledge and understanding | * Describes geographical processes that influence the characteristics of places in North Africa * Explains the way water flows to connect places as it moves through the environment and the way this changes places * Proposes simple explanations for spatial distributions and patterns in water availability * Describes alternative strategies to the challenge of water scarcity   **Sections 1 and 5** |
| **Geographical Inquiry and Skills** | Questioning and researching | * Identifies geographically significant questions to frame an inquiry * Locates relevant information from sources to answer inquiry questions   **Sections 2 and 3** |
| Interpreting and analysing | * Analyses geographical data and information to explain spatial patterns, trends and relationships and draw conclusions about current management strategies being implemented * Propose actions to improve water management in the future and identify the expected effect of this proposal   **Sections 4 and 5** |
| Communicating | * Present findings in a multimodal presentation that uses relevant geographical terminology * Represent data and information about water scarcity in graphs and a special purpose map that conforms to conventions   **Sections 4 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:   * range and balance of questions that embed geographical concepts and the nature of water scarcity and ways of overcoming it * provide prompts for students to select a range of sources * the task-specific standards for this assessment can be used as a basis for providing feedback to students. |
| Resources | For guidance on providing feedback, see the professional development packages titled:   * About feedback [www.qcaa.qld.edu.au/downloads/p\_10/as\_feedback\_about.docx](http://www.qcaa.qld.edu.au/downloads/p_10/as_feedback_about.docx) * Seeking and providing feedback [www.qcaa.qld.edu.au/downloads/p\_10/as\_feedback\_provide.docx](http://www.qcaa.qld.edu.au/downloads/p_10/as_feedback_provide.docx) |

1. Model for sequencing geographic inquiry in Years7–8: [www.qcaa.qld.edu.au/yr7-geography-curriculum.html](https://www.qcaa.qld.edu.au/yr7-geography-curriculum.html) [↑](#footnote-ref-1)