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|  | Australian Curriculum Year 9 Geography sample assessment ׀ Teacher guidelines  Investigating production patterns |

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| Assessment description | Category |
| Students select one good produced in South Korea, Japan or China that is consumed in Australia. They collect and evaluate data and information to analyse and explain the patterns and trends in production, consumption and trade of the selected good. They propose action/s to manage possible social, environmental and economic effects. Students present their findings in an infographic form. | Multimodal, written and/or spoken |
| Technique |
| Research |
| Context for assessment | Alignment |
| Students:   * conduct initial research to select one good produced in South Korea, Japan or China * develop geographically significant questions to plan an inquiry * collect and evaluate data and information from a range of sources * analyse data to propose explanations for patterns, trends, relationships and anomalies * propose action/s to manage the effects of production * present findings in a multimodal form that includes representations of data. | *Australian Curriculum 7.3*, Year 9 Geography Australian Curriculum content and achievement standard ACARA — Australian Curriculum, Assessment and Reporting Authority  [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)  Year 9 Geography standard elaborations  [www.qcaa.qld.edu.au/downloads/p\_10/ac\_geog\_yr9\_se.pdf](http://www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr9_se.pdf%20) |
| Connections |
| This assessment can be used with the QCAA Australian Curriculum resource titled *Year*9 *unit overview — Geography exemplar (Geographies of interconnections)* available at: [www.qcaa.qld.edu.au/downloads/p\_10/ac\_geog\_yr9\_unit\_overview.docx](http://www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr9_unit_overview.docx%20) |
| Definitions |
| **Interconnections:** The ways that people and/or geographical phenomena are connected to each other through environmental processes and human activity. In this assessment, this relates to the phenomena of production and consumption of a good.  **Consequences chart:** A graphic organiser used to consider alternatives to a ‘what if’ question and analyse effects of a geographical problem. It assists in the decision-making process to propose actions and predict outcomes.  **Plus Minus Interesting (PMI) Charts:** A graphic organiser to evaluate and compare options to support making decisions. In the ‘Pluses’ column enter all the positive elements. In the ‘Minuses’ column enter all the negative elements and in the third column enter the elements that cannot be classified precisely as positive or negative (Interesting) or potential outcomes (Implications). A scoring system can be added to this chart to inform decision making.  **Fair trade strategy:** A fair trade product identifies to consumers that the farmers who grew and harvested it were treated justly and were fairly paid. Fair trade products can face competition from lower prices alternatives.  **Special purpose map:** A thematic map that shows how qualitative and quantitative data is distributed geographically. Thematic maps usually build on top of a base map in order to convey a specific geographic theme, such as population density, or the composition of exports and imports.  **Infographic:** Visual representations of data in graphic forms and special purpose maps to present geographical findings. |
| In this assessment | |
| Teacher guidelines | |
| Task-specific standards — matrix | |
| Assessment resource: Developing geographical inquiry skills: Years 9–10 | |
| Assessment resource: Graphic organisers | |
| Assessment resource: Digital tools for infographics | |
| Assessment resource: Evaluating geographical data | |
| Assessment resource: Features of an infographic | |
| Student booklet | |

# Teacher guidelines

## Identify curriculum

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| Content descriptions to be taught | | |
| Geographical Knowledge and understanding | Geographical Inquiry and Skills | |
| * The way transportation and information and communication technologies are used to connect people to services, information and people in other places [(ACHGK066)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGK066) * The ways that places and people are interconnected with other places through trade in goods and services, at all scales [(ACHGK067)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGK067) * The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia [(ACHGK068)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGK068) | Observing, questioning and planning   * Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts [(ACHGS063)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS063)   Collecting, recording, evaluating and representing   * Collect, select, record and organise 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 a range of appropriate primary and [secondary sources](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Secondary+sources) [(ACHGS064)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS064) * Evaluate sources for their reliability, bias and usefulness, and represent multi-variable [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) in a range of appropriate forms, for example, scatter plots, 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) [(ACHGS065)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS065) * Represent the [spatial distribution](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Spatial+distribution) of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using [spatial technologies](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Spatial+technologies) as appropriate [(ACHGS066)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS066)   **Interpreting, analysing and concluding**   * Evaluate multi-variable [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and other geographical 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 make generalisations and inferences, propose explanations for patterns, [trends](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Trends), relationships and [anomalies](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Anomalies), and predict outcomes [(ACHGS067)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS067) * Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and information, taking into account alternative points of view [(ACHGS068)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS068)   **Communicating**   * Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate [(ACHGS070)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS070)   **Reflecting and responding**   * Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal [(ACHGS071)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS071) | |
| General capabilities (GCs) and cross‑curriculum priorities (CCPs)  This assessment may provide opportunities to engage with the following GCs and CCPs. | | |
| 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 | | Description: Description: cc_asia Asia and Australia’s engagement with Asia  Description: cc_sust Sustainability |
| Achievement standard  This assessment provides opportunities for students to demonstrate the following highlighted aspects. | | |
| By the end of Year 9, students explain how [geographical processes](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Geographical+processes) [change](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Change) the [characteristics of places](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Characteristics+of+places). They predict changes in the [characteristics of places](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Characteristics+of+places) over time and identify the possible implications of [change](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Change) for the future. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and [change](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Change) places and environments.  Students propose explanations for distributions and patterns over time and across [space](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Space) and describe associations between distribution patterns. They analyse alternative strategies to a geographical challenge using environmental, social and economic criteria and propose and justify a response.  Students use initial research to identify geographically significant questions to frame an inquiry. They collect and evaluate a range of primary and [secondary sources](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Secondary+sources) and select relevant geographical [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and information to answer inquiry questions. They represent multi-variable [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) in a range of appropriate graphic forms, including special purpose maps that comply with cartographic conventions. They analyse [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) to propose explanations for patterns, [trends](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Trends), relationships and [anomalies](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Anomalies) and to predict outcomes. Students synthesise [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and information to draw reasoned conclusions. They present findings and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes and consequences of their proposal. | | |
| Source: ACARA, The Australian Curriculum v7.3, [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 9 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 9 Geography exemplar (Geographies of interconnections)* www.qcaa.qld.edu.au/downloads/p\_10/ac\_geog\_yr9\_unit\_overview.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**  *Websites supporting case studies*   * Nike manufacturing map, [http://manufacturingmap.nikeinc.com](http://manufacturingmap.nikeinc.com/) * CIA World Factbook, [www.cia.gov/library/publications/the-world-factbook/](https://www.cia.gov/library/publications/the-world-factbook/) * BBC, *South Korea profile*, [www.bbc.co.uk/news/world-asia-pacific-15289563](http://www.bbc.co.uk/news/world-asia-pacific-15289563) * Economy watch, *South Korea Economy*, [www.economywatch.com/world\_economy/south-korea/](http://www.economywatch.com/world_economy/south-korea/) * Samsung, [www.samsung.com/au/aboutsamsung](https://www.samsung.com/au/aboutsamsung) * Gapminder, <http://gapminder.org> * Scoop.it: Year 12 Geography, <http://scoop.it/t/year-12-geography> * Internet World Stats, [www.internetworldstats.com/travel.htm](http://www.internetworldstats.com/travel.htm) * Global Education, *The Poverty Priority*,[www.globaleducation.edu.au/verve/\_resources/The\_Poverty\_Priority.pdf](http://www.globaleducation.edu.au/verve/_resources/The_Poverty_Priority.pdf)   *Resources supporting skills of inquiry*   * Geogspace: Exemplars, [www.geogspace.edu.au/core-units/years-9-10/exemplars/y9-exemplars.html](http://www.geogspace.edu.au/core-units/years-9-10/exemplars/y9-exemplars.html) * Geogspace: Developing an inquiry in Year 9 and 10,   [www.geogspace.edu.au/core-units/years-9-10/inquiry-and-skills/years-9-10/y9-is-illus1.html](http://www.geogspace.edu.au/core-units/years-9-10/inquiry-and-skills/years-9-10/y9-is-illus1.html)   * Geogspace: Data visualisation,   [www.geogspace.edu.au/support-units/ict-in-geography/ig-illustration2.html](http://www.geogspace.edu.au/support-units/ict-in-geography/ig-illustration2.html)   * Geogspace: Interactive geospatial technologies,   [www.geogspace.edu.au/support-units/ict-in-geography/ig-illustration3.html](http://www.geogspace.edu.au/support-units/ict-in-geography/ig-illustration3.html)   * Year 9 Geography Work sample portfolio, Sample 2, [www.acara.edu.au/curriculum/worksamples/Year\_9\_Geography\_Portfolio.pdf](http://www.acara.edu.au/curriculum/worksamples/Year_9_Geography_Portfolio.pdf) |

## Develop assessment

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| Preparing for the assessment |
| * Review geographical inquiry and skills[[1]](#footnote-1) using the assessment resource *Developing geographical inquiry skills: Years 9­­–10*. Focus attention on what is new in Year 9–10 including: * representing **multivariable data** in a range of graphic forms such as scatter plots, pie graphs and comparative line graphs * constructing special purpose maps * evaluating findings and explaining the predicted outcomes and consequences of proposed actions. * Provide examples of graphical representations, special purpose maps and approaches used by geographers to predict outcomes using: * Year 9 Geography Work sample portfolio,[www.acara.edu.au/curriculum/worksamples/Year\_9\_Geography\_Portfolio.pdf](http://www.acara.edu.au/curriculum/worksamples/Year_9_Geography_Portfolio.pdf%20) * QCAA Senior Assessment Hub, [www.qcaa.qld.edu.au/2053-assessment.html](https://www.qcaa.qld.edu.au/2053-assessment.html%20). * Explore the concept of **interconnections** between people, places and environments through the products people buy and the effects of their production on the places that make them. Use the example provided of coffee in the ACARA Year 9 Geography Work sample portfolio to highlight interconnections through the coffee trade. * Discuss ways to communicate geographical findings effectively using data representations. Use examples of data visualisation and infographics provided in the assessment resources *Digital tools for infographics* and *Features of an infographic.* * Read through the *Student booklet* and the *Task-specific standards* with the student and answer any questions about the task requirements. * Explain the geographical terms of *fair trade, individual action and collection action*. Global Education ([www.globaleducation.edu.au](http://www.globaleducation.edu.au)) produces resources that illustrate these terms in practice, e.g. See p. 35, [www.globaleducation.edu.au/verve/\_resources/The\_Poverty\_Priority.pdf](http://www.globaleducation.edu.au/verve/_resources/The_Poverty_Priority.pdf%23search=fair%20trade%20that%20consider%20environmental,%20economic%20and%20social%20factors). * Review the *Task-specific standards* with students to identify learning goals. * Use the notes of the Year 9 Geography standard elaborations to explain descriptors of qualities to students: [www.qcaa.qld.edu.au/downloads/p\_10/ac\_geog\_yr9\_se.pdf](http://www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr9_se.pdf). |

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| Implementing | |
| Section 1. Conducting research to select a good | |
| Student role   * Conduct a class survey to identify goods consumed that are produced in the countries of South Korea, Japan or China. * Complete the table in Section 1 using suggested links and other sources. * Identify the selected good for research and provide reasons for this choice. | Teacher role   * Provide students with sources to complete Section 1 to select a good produced in South Korea, Japan or China. * Support students to make informed decisions in selecting a good for a case study that is supported by data sources. |
| Section 2. Developing geographical questions | |
| Student role   * Use research areas provided in Table 2 to identify questions to frame the inquiry. * Review questions for range, balance and relevance. * Check that source material provides the information required to respond to inquiry questions. | Teacher role   * Use *Assessment resource: Framing a geographical inquiry* — guide students to develop their own questions to frame an inquiry. This is located in the Year 7 Geography assessment —*Investigating water scarcity*, [www.qcaa.qld.edu.au/33187.html](https://www.qcaa.qld.edu.au/33187.html) * Provide student feedback to ensure questions posed demonstrate: * range and relevance * geographical significance * use of geographical terms and concepts * opportunity to develop breadth and depth of research. |
| Section 3. Collecting and evaluating data and information | |
| Student role   * Collect relevant and unbiased 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. * Use a digital tool such as a mind map or a graphic organiser to summarise notes on relevant data and information. | Teacher role   * Check on the availability of a range of reliable, unbiased and relevant sources. * Provide models of how to collect and evaluate relevant geographical data and information. * Use *Assessment resource: Evaluating geographical data* as a guide for evaluation of sources. * Provide guidelines for recording summary notes using graphic organisers to scaffold this process. * Provide feedback to students about their choice of sources. * Note: Table 3 can be provided electronically or expanded to provide extra space. |
| Section 4. Identifying spatial patterns in trade | |
| Student role   * Represent your data and information in a special purpose map to identify spatial patterns in trade, using collected data that conforms to cartographic conventions. * Interpret the map to explain the spatial patterns shown. Consider where the good is produced and where it is consumed. * Analyse the interconnections between places, people and environments identified in research with a focus on patterns of employment, movement, transportation and proximity to markets. * Explain, using evidence, how these interconnections have influenced people and changed places and environments over time. | Teacher role   * Provide examples of special purpose maps and written explanations of spatial patterns revealed in maps. Student exemplars are available at: * Year 9 Geography Work sample portfolio, [www.acara.edu.au/curriculum/worksamples/Year\_9\_Geography\_Portfolio.pdf](http://www.acara.edu.au/curriculum/worksamples/Year_9_Geography_Portfolio.pdf%20) * QCAA Senior Assessment Hub, [www.qcaa.qld.edu.au/2053-assessment.html](http://www.qcaa.qld.edu.au/2053-assessment.html). * Provide feedback to ensure students demonstrate critical analysis in their written responses. * Encourage students to use the task-specific standards to check on their learning goals at this stage of the inquiry process. |
| Section 5. Analysing data and information | |
| Student role   * Use the three consequence charts or another suitable graphic representation to analyse the impacts of production. Use your research data and information to guide your responses. Focus on: * social impacts (conditions of people’s lives) * environmental impacts * economic impacts. * Complete Section 5 to prioritise the impacts of producing the selected good. * Identify the benefits which the selected good provides to the destination countries. | Teacher role   * Illustrate how to use a consequence chart to analyse a geographical challenge. Identify examples of short-term and long-term impacts with the students. * Use *Assessment resource: Graphic organisers* as required to guide students to select the most suitable graphic representation of their ideas. |

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| Section 6. Proposing actions and drawing conclusions | |
| Student role   * Use the PMI charts provided to analyse two alternative strategies to change patterns of consumption to reduce negative impacts of production. Use Tables 4 and 5 as a guide for recording responses. * Select one of the strategies and predict the change/s that will occur to address negative impacts of production in Table 6. | Teacher role   * Provide examples of how to predict outcomes and consequences of proposed actions in response to a geographical challenge. Student exemplars are available at: * Year 9 Geography Work sample portfolio, [www.acara.edu.au/curriculum/worksamples/Year\_9\_Geography\_Portfolio.pdf](http://www.acara.edu.au/curriculum/worksamples/Year_9_Geography_Portfolio.pdf) * QCAA Senior Assessment Hub, [www.qcaa.qld.edu.au/2053-assessment.html](file:///C:\Users\chol\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\BZT0740Y\www.qcaa.qld.edu.au\2053-assessment.html). * Provide feedback to ensure students apply geographical thinking in considering both positive and negative impacts of selected strategies. * Encourage students to use the task-specific standards to check on their learning goals at this stage of the inquiry process. |
| Section 7. Presenting findings | |
| Student role   * Select an infographic form that includes maps and graphs to present your findings. * Plan the presentation to include: * the **patterns of** **interconnections** between where the good is produced and where it is consumed * the **effects** of production and consumption of this good * **proposed strategy** to reduce the negative impact/s of production * the **predicted outcomes** of the proposed strategy. * Use the checklist in Section 7 to review the infographic. | Teacher role   * Infographics are an example of a multimodal representation of information. Multimodal representations of findings communicate geographical information in two or more modes (i.e. visual, written and spoken). * To meet the requirements of the assessment, students could produce an infographic (visual and written modes) and use it to explain their findings to their teacher or the class (spoken mode). * Use *Assessment resource: Features of infographics* to review the features of this visual representation of findings. * Explore examples of infographics with students to identify features of quality design and layout to communicate geographical information. * Examine the examples of representations of geographical information provided in the *Assessment resource: Features of infographics* to consider the graphic forms best suited to communicating particular types of geographical data. For example: * line graphs to represent changes over time * proportional circles to represent values for particular features. * Use *Assessment resource: Digital tools for infographics* to support developing an infographic with available applications. * Review graphic organisers to support the development of geographical findings. * Provide feedback to students 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.acara.edu.au/curriculum/worksamples/Year\_9\_Geography\_Portfolio.pdf.](http://www.acara.edu.au/curriculum/worksamples/Year_9_Geography_Portfolio.pdf.)

### The Queensland standard elaborations for Geography

The Queensland Year 9 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 are organised as:

* Geographical 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.

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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 | Analyses the interconnections between places that produce and consume selected products and explains how interconnections have influenced people, and change places and environments |
|  | Explains spatial distributions and patterns over time and describes associations between distribution patterns |
| **Sections 4 and 6** | Analyses alternative strategies to change consumption using environmental, social and economic criteria |
| Geographical Inquiry and Skills | Questioning and researching | Uses initial research to identify geographically significant questions to frame an inquiry |
| **Sections 1, 2 and 3** | Collects and evaluates a range of primary and secondary sources and selects relevant geographical data and information to answer inquiry questions |
| Interpreting and analysing | Analyses data to propose explanations of patterns, trends, relationships and anomalies and predict outcomes |
|  | Synthesises data and information to draw reasoned conclusions |
| **Sections 4, 5 and 6** | Proposes action in response to managing the impacts of production, taking account of environmental, economic and social considerations  Predicts outcomes and consequences of their proposal |
| Communicating | Presents findings and explanations using relevant geographical terminology and graphic representations in a infographic form |
| **Section 4 and 7** | Represents multivariable data in appropriate graphic forms, including a special purpose maps that complies with cartographic conventions |

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 student’s personal progress and the next steps in the learning journey.  Offer feedback that:   * supports the student to self-monitor their progress in undertaking an inquiry * uses prompts for the student to self-check on the degree of quality of their responses * directs the student to use sources of data that are reliable, relevant and unbiased * focuses the consequences of strategies selected to address this geographical challenge * uses the the task-specific standards for this assessment as a basis for monitoring progress. |
| 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 Years 9–10: [www.qcaa.qld.edu.au/yr9-geography-curriculum.html](http://www.qcaa.qld.edu.au/yr9-geography-curriculum.html) [↑](#footnote-ref-1)