|  |
| --- |
| Year 9 standard elaborations — Australian Curriculum v9.0: Geography  |

## Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

* make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
* develop task-specific standards (or marking guides) for individual assessment tasks
* quality assure planning documents to ensure coverage of the achievement standard across a year/band.

## Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for Geography describes what students are expected to know and be able to do at the end of each year. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the C standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.

|  |
| --- |
| Year 9 Australian Curriculum: Geography achievement standard |
| By the end of Year 9, students explain how peoples’ activities or environmental processes change the characteristics of places. They explain the effects of human activity on environments, and the effects of environments on human activity. They explain the features of biomes’ distribution and identify implications for environments. They analyse the interconnections between people and places and environments. They identify and explain how these interconnections influence people, and change places and environments. Students analyse strategies to address a geographical phenomenon or challenge using environmental, social or economic criteria.Students develop a range of questions about a geographical phenomenon or challenge. They collect, represent and compare relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials in a range of formats. They interpret and analyse data and information to explain patterns and trends and infer relationships. They draw evidence-based conclusions about the impact of the geographical phenomenon or challenge. They develop and evaluate strategies, predict impacts and make a recommendation. Students use geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that acknowledge research findings. |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Geography for Foundation–10* <https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/geography-7-10/year-9>  |

## Year 9 Geography standard elaborations

|  |  | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | The folio of student work contains evidence of the following: |
| Knowledge and understanding | thorough explanation of how peoples’ activities or environmental processes change the characteristics of places | informed explanation of how peoples’ activities or environmental processes change the characteristics of places | explanation of how peoples’ activities or environmental processes change the characteristics of places | simple explanation of how peoples’ activities or environmental processes change the characteristics of places | statement/s about how peoples’ activities or environmental processes change places |
| thorough explanation of the effects of human activity on environments, and the effects of environments on human activity | informed explanation of the effects of human activity on environments, and the effects of environments on human activity | explanation of the effects of human activity on environments, and the effects of environments on human activity | simple explanation of the effects of human activity on environments, and/or the effects of environments on human activity | statement/s about the effects of human activity on environments, and/or the effects of environments on human activity |
| thorough explanation of the features of biomes’ distribution and identification of implications for environments | informed explanation of the features of biomes’ distribution and identification of implications for environments | explanation of the features of biomes’ distribution and identification of implications for environments | simple explanation of the features of biomes’ distribution and identification of implications for environments | statement/s about biomes and implications for environments |
| * thorough analysis of the interconnections between people and places and environments
* identification and thorough explanation of how interconnections influence people, and change places and environments
 | * informed analysis of the interconnections between people and places and environments
* identification and informed explanation of how interconnections influence people, and change places and environments
 | * analysis of the interconnections between people and places and environments
* identification and explanation of how interconnections influence people, and change places and environments
 | * simple analysis of the interconnections between people and places and environments
* identification and simple explanation of how interconnections influence people, and/or change places and environments
 | * statement/s about interconnections between people and places and environments and/or
* statement/s about how interconnections influence people and/or change places and environments
 |
| thorough analysis of strategies to address a geographical phenomenon or challenge using environmental, social or economic criteria | informed analysis of strategies to address a geographical phenomenon or challenge using environmental, social or economic criteria | analysis of strategies to address a geographical phenomenon or challenge using environmental, social or economic criteria | simple analysis of strategies to address a geographical phenomenon or challenge  | statement/s about strategies to address a geographical phenomenon or challenge  |
| Skills | **Questioning and researching using geographical methods** | development of a range of questions about a geographical phenomenon or challenge and purposeful collection, representation and comparison of relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials in a range of formats | development of a range of questions about a geographical phenomenon or challenge and effective collection, representation and comparison of relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials in a range of formats | development of a range of questions about a geographical phenomenon or challenge and collection, representation and comparison of relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials in a range of formats | guided development of questions about a geographical phenomenon or challenge and partial collection, representation and comparison of relevant and reliable geographical data and/or information by using primary research methods and/or secondary research materials  | directed development of questions about a geographical phenomenon or challenge and basic collection, representation and/or comparison of data and/or information  |
| **Interpreting and analysing geographical data and information** | interpretation and proficient analysis of data and information to explain patterns and trends and infer relationships | interpretation and plausible analysis of data and information to explain patterns and trends and infer relationships | interpretation and analysis of data and information to explain patterns and trends and infer relationships | interpretation and simple analysis of data and/or information to explain patterns, trends and/or relationships | statement/s about patterns, trends and/or relationships in data  |
| Concluding and decision-making | * drawing considered and evidence-based conclusions about the impact of the geographical phenomenon or challenge
* proficient development and evaluation of strategies
* making a considered recommendation and predicting impacts
 | * drawing informed and evidence-based conclusions about the impact of the geographical phenomenon or challenge
* effective development and evaluation of strategies
* making an informed recommendation and predicting impacts and
 | * drawing evidence-based conclusions about the impact of the geographical phenomenon or challenge
* development and evaluation of strategies
* making a recommendation and predicting impacts
 | * drawing simple conclusions about the impact of the geographical phenomenon or challenge
* simple development and evaluation of strategies
* making a simple recommendation and/or predicting impacts
 | * statement/s about the impact of the geographical phenomenon or challenge
* statement/s about strategies and/or a recommendation
 |
| Communicating | use of geographical knowledge, concepts, terms and digital tools as appropriate to develop purposeful descriptions, explanations and responses that acknowledge research findings. | use of geographical knowledge, concepts, terms and digital tools as appropriate to develop effective descriptions, explanations and responses that acknowledge research findings. | use of geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that acknowledge research findings. | use of geographical knowledge, concepts, terms and/or digital tools to develop simple descriptions, explanations and/or responses that refer to research findings. | use of geographical knowledge, concepts, terms and/or digital tools to develop fragmented descriptions, explanations and/or responses.  |

|  |  |
| --- | --- |
| Key | shading emphasises the qualities that discriminate between the A–E descriptors |

 © State of Queensland (QCAA) 2023

**Licence:** <https://creativecommons.org/licenses/by/4.0> **| Copyright notice:** [www.qcaa.qld.edu.au/copyright](https://www.qcaa.qld.edu.au/copyright) — lists the full terms and conditions, which specify certain exceptions to the licence. **|** **Attribution:** (include the link): © State of Queensland ([QCAA](http://www.qcaa.qld.edu.au/copyright)) 2023

Unless otherwise indicated material from Australian Curriculum is © ACARA 2010–present, licensed under CC BY 4.0. For the latest information and additional terms of use, please check the [Australian Curriculum website](https://www.australiancurriculum.edu.au/) and its [copyright notice](http://www.australiancurriculum.edu.au/copyright-and-terms-of-use/).