



Support units: Assessment in geography  
Overview

## Nouns and verbs

One way of knowing the requirements of students' achievement is to highlight the concepts and skills in the first and second paragraphs of the achievement standards. This can be done for the year level being taught, and for the year level above and below. By highlighting the verbs in each paragraph the progression of thinking skills will be identified (that is, from describing, to explaining, to analysing). It is also useful to identify the nouns (or concepts) to show what needs to be taught.

An example of how you might do this is provided below as it relates to the Year 7 achievement standard from **Australian Curriculum: Geography**  
<<http://www.australiancurriculum.edu.au/Geography/Rationale>>

Nouns are highlighted in yellow showing what needs to be taught, and verbs are highlighted in green showing thinking skills that are expected to be used. The following table lists the geographical nouns and verbs highlighted in the Year 7 achievement standard.

<b>Geographical nouns</b>	processes that influence the characteristics of places, people's perceptions, environment, within environments and between people and places, spatial distributions, environmental, economic and social factors, primary and secondary sources, geographical information, data, graphic representations, maps that conform to cartographic conventions, geographical data, findings, arguments and ideas, geographical terminology and representations, individual and collective action, environmental, economic and social considerations, expected effects
<b>Geographical verbs</b>	describe, explain, recognise, describe interconnections, propose explanations, identify and describe alternative strategies, propose a response, develop questions, collect, evaluate, locate and record, answer inquiry questions, represent, construct, analyse, identify, draw reasoned conclusions, present, reflect, propose, proposing action, take account of, describe

Key: **Geographical nouns** and **geographical verbs**

### Achievement Standard Year 7

By the end of Year 7 students **describe** the geographical **processes that influence the characteristics of places** in a range of locations. They **explain** why **people's perceptions** of places differ and **recognise** the importance of the **environment**. They **describe interconnections within environments and between people and places** and how these interconnections change places and environments. They **propose explanations** for **spatial distributions** and simple patterns among phenomena. They **identify and describe alternative strategies** for a geographical challenge and **propose a response** taking into account **environmental, economic and social factors**.

Students **develop questions** to frame a geographical inquiry. They **collect** **primary and secondary sources**, **evaluate** them for their usefulness, and **locate and record** relevant **geographical information** from these sources to **answer inquiry questions**. Students **represent data** in appropriate forms and **construct** **graphic representations**, including maps that conform to cartographic conventions of border, orientation, scale legend, title, north point and source. They **analyse geographical data** and other information to **identify** and **draw reasoned conclusions**. Students **present** **findings, arguments and ideas** using appropriate **geographical terminology and representations** in a range of communication



forms. They reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge. When proposing action students take account of environmental, economic and social considerations and describe the expected effects of their proposals on different groups of people.

Source: Australian Curriculum, Assessment and Reporting Authority. *Australian Curriculum: Geography*. Retrieved May 2013, from: <http://www.australiancurriculum.edu.au/Geography/Rationale>