

Support units: Assessment in geography

Illustration 1: Curriculum-based program planning and assessment

## Australian Curriculum: Geography year level planning template

The table on the next page provides an example of how you can document your planning aligned to the curriculum. The template shows all the required Geographical Knowledge and Understanding and Inquiry and Skills learning requirements, and achievement standard indicators for Year 8, as an example.

Recording your planning in this way will ensure all content descriptions and the whole of the achievement standard is considered when planning the assessment.

The Year 8 achievement standard is provided below.

### **Achievement Standard**

#### **Year 8**

By the end of Year 8 students explain how geographical processes influence the characteristics of places in a range of locations and at different scales. They explain the significance of environmental characteristics of places and how places are perceived and valued differently. They describe interconnections within environments and between people and places across different locations and explain how interconnections change places and environments. They propose explanations for spatial distributions and patterns and identify and describe associations among phenomena. They compare alternative strategies for a geographical challenge and propose a response taking into account environmental, economic and social factors.

Students identify geographically significant questions from observations to frame an inquiry. They collect primary and secondary sources using ethical protocols and evaluate them for reliability and usefulness. They select and record relevant geographical information from these sources to answer inquiry questions. Students represent data in a range of 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 spatial associations, propose explanations for patterns, trends and relationships and develop reasoned conclusions. Students present findings, arguments and ideas using appropriate geographical terminology and representations in a range of communication forms selected to suit audience and purpose. 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 predict the outcomes of their proposals.

Assessment geography Year 8		Learning requirements										Achievement standard indicators									
		Geographical Knowledge and Understanding		Geographical Inquiry and Skills																	
Course component	Task format	Landforms and landscapes	Changing nations	Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts	Collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources	Evaluate sources for their reliability, bias and usefulness, and represent multi-variable 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	Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate	Analyse geographical data and other information using qualitative and quantitative methods and digital and spatial technologies as appropriate to explain spatial distributions, patterns and trends and infer relationships	Apply geographical concepts to draw conclusions based on the analysis of the data and information collected	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	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	Identify geographically significant questions from observations to frame an inquiry	Collect primary and secondary sources using ethical protocols and evaluate them for reliability and usefulness	Select and record relevant geographical information from these sources to answer inquiry questions	Represent data in a range of appropriate forms and construct graphic representations	Analyse geographical data and other information to identify spatial associations, propose explanations for patterns, trends and relationships and develop	Present findings, arguments and ideas using appropriate geographical terminology and representations in a range of communication forms	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 predict the outcomes of their proposals		

Source: Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials