GEOGRAPHY

Course

Framework

From 2015

GEOGRAPHY COURSE FRAMEWORK

B S S S
AUSTRALIAN CAPITAL TERRITORY

INTRODUCTION

All courses of study for the ACT Year 12 Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- Literacy

- Numeracy

- Information and communication technology (ICT) capability

- Critical and creative thinking

- Personal and social capability

- Ethical behaviour

- Intercultural understanding

Courses of study for the ACT Year 12 Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures

- Asia and Australia's engagement with Asia

- Sustainability

Elaboration of these student capabilities and priorities are available on the ACARA website.

COURSE FRAMEWORKS

Course Frameworks provide the basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Course Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.
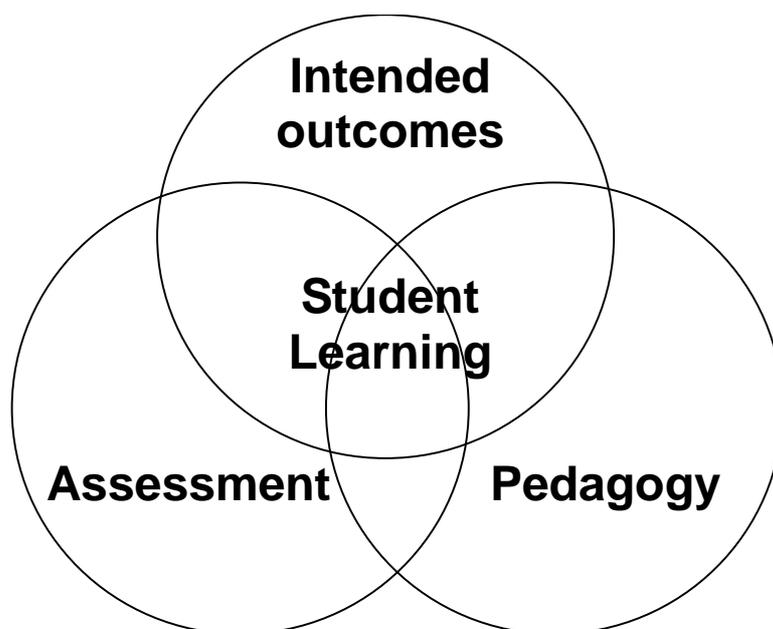
Underpinning beliefs

- All students are able to learn.

- Learning is a partnership between students and teachers

- Teachers are responsible for advancing student learning.

Learning principles

1. Learning builds on existing knowledge, understandings and skills.
   (Prior knowledge)

2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
   (Deep knowledge and connectedness)

3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
   (Metacognition)

4. Learners' sense of self and motivation to learn affects learning.
   (Self-concept)

5. Learning needs to take place in a context of high expectations.
   (High expectations)

6. Learners learn in different ways and at different rates.
   (Individual differences)

7. Different cultural environments, including the use of language, shape learner' understandings and the way they learn.
   (Socio-cultural effects)

8. Learning is a social and collaborative function as well as an individual one.
   (Collaborative learning)

9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
   (Explicit expectations and feedback)

RATIONALE

The study of Geography enables students to appreciate the complexity of our world and the diversity of its environments, economies and cultures. Students can use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

In the senior secondary years, Geography provides a structured, disciplinary framework to investigate and analyse a range of opportunities and associated challenges facing Australia and the global community.

Geography as a discipline values creativity and speculation as modes of thought. It provides a systematic, integrative way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change. The ability of students to apply conceptual knowledge and skills in the context of an inquiry, constitute 'thinking geographically' – a uniquely powerful way of viewing the world.

Through the study of Geography students develop the ability to investigate the arrangement of biophysical and human phenomena across space in order to understand the interconnections between people, places and environments. It develops students' ability to identify, evaluate and justify appropriate and sustainable approaches to the future by thinking holistically and spatially when seeking answers to questions.

In Geography, students investigate geographical issues and phenomena at a local to global scale and from a range of perspectives including those of Aboriginal and Torres Strait Islander Peoples. The ability to perform multiscale and hierarchical analysis is developed in the senior years. This may include: doing comparative studies at the same scale, studying the same issue or phenomenon at a range of scales, or seeking explanations at a different scale to the one being studied.

Students apply geographical inquiry through a more advanced study of geographical methods and skills in the senior years. They collect information from primary and secondary sources such as field observation and data collection, mapping, monitoring, remote sensing, Geographic Information Systems, case studies and reports. Fieldwork, in all its various forms, is central to such inquiries as it enables students to develop their understanding of the world through direct experience.

Geography promotes students' communication abilities by building their skills of spatial and visual representation, and interpretation, through the use of cartographic, diagrammatic, graphical, photographic and multimodal forms.

Source: Senior Secondary Geography Australian Curriculum

GOALS

Course Framework Goals focus on the essential things that students should know and be able to do as a result of studying any course in this subject area. They are **intended student outcomes**.

All courses based on this Course Framework should enable students to demonstrate:

- knowledge and understanding of natural and human environments in a range of spatial contexts

- understanding and application of the concepts of place, space, environment, interconnection, sustainability, scale and change through inquiries into geographical phenomena and issues

- capacity to be accomplished, critical users of geographical inquiry and skills, and have the ability to think and communicate geographically

- ability to identify, evaluate and justify alternative responses to the geographical challenges facing humanity, and propose and justify actions taking into account environmental, social and economic factors.

Source: Senior Secondary Geography Australian Curriculum

Concepts, Knowledge and Skills

Courses developed under this Framework provide details of course content through the component units of the course. While this content will differ according to the particular course, all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

Concepts and Knowledge

- biodiversity, degradation and conservation change (natural and anthropomorphic) citizenship and action

- culture environment human wellbeing interconnection

- international integration (globalisation) land cover

- place

- risk management scale

- space

- sustainability (economic, social and environmental) urbanisation and urban planning

Skills

- observing, questioning and planning

- collecting, recording, evaluating and representing interpreting, analysing and concluding communicating

- reflecting and responding

- There are no vocational courses under this Course Framework.

TEACHING STRATEGIES

Course developers are encouraged to outline teaching strategies that are grounded in the Learning Principles and encompass quality teaching. Pedagogical techniques and assessment tasks should promote intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences

Review prior learning

- brainstorming individual pair and group work
- student reflection of relevant concepts and skills

Introduce new material

- delivery of quality visual imagery/materials through a variety of media
- experimentation and manipulation of material

Provide demonstration, guided practice and application

- teacher demonstration, modelling and peer tutoring
- teacher scaffolding to facilitate analysis
- simulated real life and work scenarios e.g. a sustainable house and garden
- online materials

Promote independent practice and application

- research strategies and time management
- problem solving strategies
- mentoring
- practice and reinforcement of learning by way of revision, worksheets, tests and demonstrations
- regular and meaningful feedback
- discussions, debates and student presentations

Link to next task or skill area

- field trips

For Modified courses, teaching strategies should be underpinned by the principles of the Disability Discrimination Act and reflect contemporary pedagogical practices in meeting the needs of students with specific learning deficits or disabilities.

ASSESSMENT

The identification of assessment criteria and assessment tasks types and weightings provide a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all of these criteria to assess students' performance, but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see appendix B). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics use the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- Geographical Inquiry and Skills
- Geographical Knowledge and Understanding

Assessment Task Types for A, T and M Courses

Dimension	Geographical Knowledge and Understanding	Geographical Inquiry and Skills

Task Type	Suggested tasks:
	• oral
	   ○ lecture
	   ○ media presentation
	   ○ PowerPoint presentation
	   ○ role play
	   ○ seminar
	• tests
	   ○ in-class essay
	   ○ topic tests
	   ○ unit test
	• written
	   ○ report
	   ○ research essay
	   ○ media review
	   ○ management plan
	• visual
	   ○ annotated visual display
	   ○ photographic presentation
	   ○ multimedia presentation
	   ○ o webpage design
	
	Suggested word length for
	research/essay/written response / in-class analysis, essay, exhibition review:
	A: 500 -800
	T: 800 -1200
	M: 100 minimum
	Suggested oral presentation length:
	A: 8-12 minutes
	T: 12-15 minutes
	M: 2 minutes minimum
		Suggested tasks:
		• charting
		• data analysis
		• data base
		• fieldwork techniques
		   ○ field notes
		   ○ field journal
		   ○ field report
		   ○ Geographic Information System (GIS)
		   ○ interview
		   ○ mapping
		   ○ measuring and testing
		   ○ questionnaire
		   ○ sketching
		   ○ survey
		   ○ transect
		• map work
		• remote sensing

Weightings in T 1.0 and 0.5 Units	0 -55%	0 -55%
Weightings in A 1.0 and 0.5 Units	0-60%	0 -60%
Weightings in M 1.0 and 0.5 Units	10-90%	10-90%

Additional Assessment Advice

It is advised that 3-5 assessment tasks be completed in a standard unit and 2-3 tasks for a half standard unit.

ACHIEVEMENT STANDARDS

Student achievement in A, T and M units is reported based on system standards as an A-E grade. Grade descriptors, and standard work samples where available, provide a guide for teacher judgement of students' achievement over the unit.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

Unit Grade Descriptors for Year 11 A Course

	A student who achieves an *A* grade typically	A student who achieves a *B* grade typically	A student who achieves a *C* grade typically	A student who achieves a *D* grade typically	A student who achieves an *E* grade typically
Geographical Knowledge and Understanding	• analyses how processes of change have spatial consequences in places and environments at a range of scales, and applies the role of context	• explains how processes of change have consequences in places and environments at a range of scales and in different contexts	• explains how processes of change affect places and environments at different scales	• describes how change affects places and environments with limited reference to scale	• identifies changes in places and environments
	• analyses people, places and environments, and their geographical significance and consequences	• explains people, places and environments, and their geographical significance and consequences	• describes people, places and environments, and their geographical significance and consequences	• identifies people, places and environments and their geographical significance	• identifies people, places and environments with little or no reference to their geographical significance
	• analyses patterns and associations at a range of scales and in different contexts, and predicts future changes	• explains spatial distributions, patterns and associations at a range of scales and in different contexts	• describes spatial distributions, patterns and associations at a range of scales	• describes spatial distributions, patterns and associations	• identifies some spatial distributions and patterns
Geographical Inquiry and Skills	• plans and undertakes independent geographical inquiries to collect and analyse relevant data and information based on an assessment of reliable and useful sources	• plans and undertakes independent geographical inquiries to collect and explains relevant data and information based on reliable and useful sources	• undertakes guided geographical inquiries to collect and describes data and information based on a range of appropriate sources	• undertakes geographical inquiries using limited sources	• undertakes simple guided inquires on a topic
	• selects, constructs and uses appropriate representations to analyse relationships, spatial patterns and trends •	• selects, constructs and uses appropriate representations to explain relationships, spatial patterns and trends	• selects, constructs and uses appropriate representations to describe relationships, simple spatial patterns and trends	• uses representations to identify relationships and simple spatial patterns and trends	• uses simple representations to identify phenomena
	• analyses information and multivariable data to draw evidence-based conclusions	• interprets information and multivariable data to draw evidence-based conclusions	• interprets information and multivariable data to draw conclusions	• interprets information and data to draw basic conclusions	• identifies information and data
	• communicates ideas and coherent and sustained explanations effectively, selecting appropriate language and forms for specific audiences and	• communicates ideas and coherent explanations, selecting appropriate language and forms for audience and purpose	• communicates ideas and explanations using appropriate language and forms	• communicates ideas and information using appropriate language and forms	• communicates information in a limited range of forms
	• uses reasoned criteria to propose action in response to a contemporary geographical issue or challenge and analyses possible outcomes of the action	• uses appropriate criteria to propose and action in response to a contemporary geographical issue or challenge, and explains a range of	• uses appropriate criteria to propose action in response to a contemporary geographical issue or challenge, and describes	• proposes action in response to a contemporary issue, and identifies some of the possible outcomes	• proposes action in response to a contemporary issue

Unit Grade Descriptors for Year 12 A Course

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Geographical Knowledge and Understanding	• analyses how processes of change have spatial consequences in places and environments across a range of scales, and explains the role of context	• explains how processes of change have spatial consequences in places and environments at a range of scales, and describes the role of context	• describes how processes of change have consequences in places and environments at a range of scales and in different contexts	• describes how processes of change affect places and environments at different scales	• identifies changes in places and environments with limited reference to scale
	• analyses people, places and environments, and explains their geographical significance and consequences	• explains people, places and environments, and describes their geographical significance and consequences	• describes people, places and environments, and identifies their geographical significance and consequences	• identifies people, places and environments, and outlines their geographical significance	• identifies people, places and environments
	• analyses spatial distributions, patterns and associations at a range of scales and in different contexts and predicts plausible future changes	• explains spatial distributions, patterns and associations at a range of scales and in different contexts and predicts future changes	• describes spatial distributions, patterns and associations at a range of scales and in different contexts	• describes spatial distributions, patterns and associations at a range of scales	• identifies spatial distributions, patterns and associations
	• analyses on a geographical issue or challenge and explains how decision-making is informed by, interacting environmental, economic and social factors	• explains a geographical issue or challenge and how decision-making is informed by environmental, economic and social factors	• describes a geographical issue or challenge and how decision-making is informed by environmental, economic and social factors	• describes a geographical issue or challenge	• identifies a geographical issue or challenge
Geographical Inquiry and Skills	• plans and undertakes comprehensive, independent geographical inquiries to collect and analyse relevant data and information based on a range of reliable and useful sources using valid methods	• plans and undertakes independent geographical inquiries selecting and using relevant methods and data and information based on a range of reliable and useful sources	• undertakes independent geographical inquiries, selecting and using relevant methods and data and information from a range of appropriate sources	• undertakes geographical inquiries using appropriate sources	• undertakes geographical inquiries using limited sources
	• selects, constructs and uses a range of appropriate representations to analyse change in relationships and spatial patterns and trends over time and at a range of scales	• selects, constructs and uses appropriate representations to describe change in relationships and spatial patterns and trends over time and at different scales	• selects, constructs and uses appropriate representations to describe relationships and spatial patterns and trends over time	• constructs and uses representations to outline relationships and spatial patterns and trends over time	• uses representations to identify basic trends over time
	• analyse information and multivariable data to draw evidence-based conclusions that identify limitations	• explain information and multivariable data to draw evidence-based conclusions that identify limitations	• interprets information and multivariable data to draw evidence-based conclusions	• interprets simple information and data to draw conclusions	• identifies some patterns in data
	• communicates ideas and coherent and sustained explanations effectively, selecting appropriate geographical concepts and terms for specific audiences and purposes	• communicates ideas and explanations clearly, selecting appropriate geographical concepts and terms for specific audiences and purposes	• communicates ideas and information clearly, using some appropriate geographical concepts and terms for specific audiences and purposes	• communicates information, using some geographical concepts and terms for specific audiences and purposes	• communicates minimal information for audience and purpose
	• uses appropriate criteria to propose plausible action in response to a contemporary geographical issue or challenge and analyses possible outcomes of the action over time	• uses appropriate criteria to propose plausible action in response to a contemporary geographical issue or challenge and explains possible outcomes of the action over time	• uses appropriate criteria to propose plausible action in response to a contemporary geographical issue or challenge, and describe possible outcomes of the action over time	• proposes action in response to a contemporary geographical issue and identifies some of the possible outcomes	• proposes minimal action in response to a contemporary geographical issue and identifies an outcome

Unit Grade Descriptors for Year 11 T Course

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Geographical Knowledge and Understanding	• analyses how processes of change have spatial consequences in places and environments at a range of scales, and explains the role of context	• explains how processes of change have consequences in places and environments at a range of scales and in different contexts	• describes how processes of change affect places and environments at different scales	• identifies how change affects places and environments with limited reference to scale	• identifies some changes in places and environments with little or no reference to scale
	• analyses people, places and environments, and their geographical significance and consequences	• explains people, places and environments, and their geographical significance and consequences	• describes people, places and environments, and their geographical significance and consequences	• identifies people, places and environments and their geographical significance	• identifies some people, places and environments with little or no reference to geographical significance
	• analyses patterns and associations at a range of scales and in different contexts, and predicts plausible future changes	• explains patterns and associations at a range of scales and in different contexts	• describes patterns and associations at a range of scales	• identifies patterns and associations	• identifies some patterns
	• analyses a geographical issue or challenge and explains how decision making is informed by interacting environmental, economic and social factors	• explains a geographical issue or challenge and how decision making is informed by environmental, economic and social factors	• describes a geographical issue or challenge and how decision-making is informed by environmental, economic and social factors	• describes views on a geographical issue or challenge	• identifies some views on a geographical issue or challenge
Geographical Inquiry and Skills	• plans and undertakes independent geographical inquiries to collect and analyse relevant data and information based on a critical evaluation of reliable and useful sources	• plans and undertakes independent geographical inquiries to collect and analyse relevant data and information based on an assessment of reliable and useful sources	• undertakes geographical inquiries to collect and analyse data and information based on a range of appropriate sources	• undertakes guided geographical inquiries using limited sources	• undertakes simple guided inquires on a topic
	• selects, constructs and uses appropriate representations to analyse relationships, spatial patterns and trends	• selects, constructs and uses appropriate representations to explain relationships, spatial patterns and trends	• selects, constructs and uses appropriate representations to describe relationships, simple spatial patterns and trends	• uses representations to describe relationships and identify simple spatial patterns and trends	• uses simple representations to describe phenomena
	• analyses information and multivariable data to draw evidence-based conclusions that identify limitations	• interprets information and multivariable data to draw evidence-based conclusions	• interprets information and multivariable data to draw conclusions	• interprets information and data to draw basic conclusions	• identifies information and data
	• communicates complex ideas and coherent and sustained explanations, selecting appropriate language and forms for audience and purpose	• communicates ideas and coherent explanations, selecting appropriate language and forms for audience and purpose	• communicates ideas and explanations using appropriate language and forms	• communicates ideas and information using appropriate language and forms	• communicates information in a limited range of forms
	• uses reasoned criteria to propose and justify action in response to a contemporary geographical issue or challenge and analyses possible outcomes of the action	• uses appropriate criteria to propose and justify action in response to a contemporary geographical issue or challenge, and explains a range of possible outcomes of the action	• uses appropriate criteria to propose action in response to a contemporary geographical issue or challenge, and describes possible outcomes of the action	• proposes action in response to a contemporary issue, and identifies some of the possible outcomes	• proposes action in response to a contemporary issue with little or no reference to possible outcomes

Unit Grade Descriptors for Year 12 T Course

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Geographical Knowledge and Understanding	• critically analyse how processes of change have spatial consequences in places and environments across a range of scales, and evaluates the role of context	• analyse how processes of change have spatial consequences in places and environments at a range of scales, and explains the role of context	• explains how processes of change have consequences in places and environments at a range of scales and describes the role of context	• describes how processes of change affect places and environments at different scales and identifies the role of context	• identifies changes in places and environments with limited reference to scale
	• critically analyses interconnections between people, places and environments, and evaluates their geographical significance and consequences	• analyses interconnections between people, places and environments, and explains their geographical significance and consequences	• explains interconnections between people, places and environments, and describes their geographical significance and consequences	• describes interconnections between people, places and environments, and identifies their geographical significance and consequences	• identifies interconnections between people, places and environments with limited reference to their consequences
	• critically analyses spatial distributions, patterns and associations at a range of scales and in different contexts, and makes reasoned predictions about plausible future changes	• analyses spatial distributions, patterns and associations at a range of scales and in different contexts, and predicts plausible future changes	• explains spatial distributions, patterns and associations at a range of scales and in different contexts, and predicts future changes	• describes spatial distributions, patterns and associations at a range of scales and in different contexts	• identifies spatial distributions, patterns and associations
	• evaluates alternative views on a geographical issue or challenge, and analyses how decision-making is informed by interacting environmental, economic and social factors at a range of scales	• analyses alternative views on a geographical issue or challenge and explains how decision-making is informed by interacting environmental, economic and social factors	• explains alternative views on a geographical issue or challenge and describes how decision-making is informed by environmental, economic and social factors	• describes alternative views on a geographical issue or challenge, and identifies the role of environmental, economic and social factors in making decisions	• identifies views on a geographical issue or challenge
Geographical Inquiry and Skills	• plans and undertakes comprehensive, independent geographical inquiries to collect and analyse relevant data and information based on a critical evaluation of a range of reliable and useful sources using valid methods	• plans and undertakes independent geographical inquiries selecting and using relevant methods and data and information based on a critical evaluation of a range of reliable and useful sources	• undertakes independent geographical inquiries, selecting and using relevant methods and data and information from a range of appropriate sources	• undertakes geographical inquiries using appropriate sources	• undertakes guided inquiries using limited sources
	• selects, constructs and uses a range of appropriate representations to critically analyse change in relationships and spatial patterns and trends over time and at a range of scales	• selects, constructs and uses appropriate representations to analyse relationships and change in spatial patterns and trends over time and at different scales	• selects, constructs and uses appropriate representations to explain relationships and spatial patterns and trends over time	• constructs and uses representations to describe relationships and spatial patterns and trends	• uses simple representations to describe relationships and identify simple patterns and trends
	• evaluates information and multivariable data to draw evidence-based conclusions that analyses limitations and anomalies	• analyses information and multivariable data to draw evidence-based conclusions that explains limitations	• explains information and multivariable data to draw evidence-based conclusions that describes limitations	• describes information and data to draw conclusions that identifies limitations	• identifies trends or patterns in data with little or no reference to limitations
	• communicates complex ideas and coherent and sustained explanations, selecting appropriate language and forms for audience and purpose	• communicates complex ideas and coherent explanations clearly, selecting appropriate language and forms for audience and purpose	• communicates ideas and explanations clearly, using appropriate language and forms	• communicates ideas and information using appropriate language and forms	• communicates ideas and information in a limited range of forms
	• uses a range of reasoned criteria to propose and justify action in response to a contemporary geographical issue or challenge, and critically analyses probable outcomes of the action over a range of spatial and temporal scales	• uses a range of appropriate criteria to propose and justify action in response to a contemporary geographical issue or challenge and analyses a range of probable outcomes of the action over time	• uses appropriate criteria to propose plausible action in response to a contemporary geographical issue or challenge, and explains possible outcomes of the action over time	• proposes action in response to a contemporary issue and describes the possible outcomes	• proposes action in response to a contemporary issue and identifies some of the possible outcomes

Unit Grade Descriptors for M Course

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Geographical Knowledge and Understanding	• describes how processes of change have spatial consequences in places and environments with independence	• describes how processes of change have spatial consequences in places and environments with some assistance	• recounts processes of change have spatial consequences in places and environments with occasional assistance	• identifies how processes of change have spatial consequences in places and environments with continuous guidance	• identifies how processes of change have spatial consequences in places and environments with direct instruction
	• describes people, places and environments with independence	• describes people, places and environments with some assistance	• describes people, places and environments with occasional assistance	• describes people, places and environments with continuous guidance	• describes people, places and environments with direct instruction
Geographical Inquiry and Skills	• collects relevant data and information based on reliable and useful sources with independence	• collects relevant data and information based on reliable and useful sources with some assistance	• collects relevant data and information based on reliable and useful sources with occasional assistance	• collects relevant data and information based on reliable and useful sources with continuous guidance	• collects relevant data and information based on reliable and useful sources with direct instruction
	• describes relationships, spatial patterns and trends with independence	• describes relationships, spatial patterns and trends with some assistance	• recounts relationships, spatial patterns and trends with occasional assistance	• identifies relationships, spatial patterns and trends with continuous guidance	• identifies relationships, spatial patterns and trends with direct instruction
	• communicates ideas, selecting appropriate language and forms with independence	• communicates ideas, selecting appropriate language and forms with some assistance	• communicates ideas, selecting appropriate language and forms with occasional assistance	• communicates ideas, selecting appropriate language and forms with continuous guidance	• communicates ideas, selecting appropriate language and forms with direct instruction
	• describes contemporary geographical issue or challenge with independence	• describes contemporary geographical issue or challenge with some assistance	• recounts contemporary geographical issue or challenge with occasional assistance	• identifies contemporary geographical issue or challenge with continuous guidance	• describe contemporary geographical issue or challenge with direct instruction

MODERATION

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment

- form the basis for valid and reliable assessment in senior secondary schools

- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership

- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for 'T' courses.

Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgements.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A and T course and any M units offered by the school, and is sent in to the Office of the Board of Senior Secondary Studies.

Teachers of C courses are required to present portfolios of student work for verification that units are taught and assessed as documented and validation that assessments meet industry standards. The Moderation Officer will report any concerns to the Board.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges

- a set of student portfolios containing marked and/or graded written and non-written assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

BIBLIOGRAPHY

Geography Australian Curriculum.

Retrieved from: http://www.australiancurriculum.edu.au/SeniorSecondary/humanities-and-social-sciences/geography/Curriculum/SeniorSecondary#page=1

COURSE FRAMEWORK GROUP

Name	College
Tony D'Abrera	Trinity Christian School
Sarah Ritter	Daramalan College
Alison Steven	Radford College

The group gratefully acknowledges the work of previous groups who developed and revised the Geography Course Framework.

Appendix A: Common Curriculum Elements

Common curriculum elements assist in the development of high quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix B: Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategies, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words