

**Liverpool Girls’ High School**

*Innovation Excellence Learning*

**Geography ~** Stage 5 Course Outline

INTRODUCTION TO GEOGRAPHY

Stage 5 Geography incorporates learning related to Australian geography and the interaction of human and physical geography in a local context.

The study of geography develops a wide range of skills such as gathering, organising, evaluating and communicating geographical information from a variety of primary and secondary sources, including fieldwork. It provides for students to use a wide variety of geographical tools including information and communication technologies (ICT).

COURSE OBJECTIVES AND OUTCOMES

*Students will develop skills in acquiring, processing and communicating geographical information;*

4.1 identifies and gathers geographical information;

4.2 organises and interprets geographical information;

4.3 uses a range of written, oral and graphic forms to communicate geographical information.

*Students will develop skills in choosing and applying appropriate geographical tools;*

4.4 uses a range of geographical tools.

*Students will develop knowledge and understanding about the characteristics and spatial distribution of environments;*

4.5 demonstrates a sense of place about global environments.

*Students will develop knowledge and understanding about how people and communities modify, and are affected by, the environment;*

4.6 describes the geographical processes that form and transform environments;

4.7 identifies and discusses geographical issues from a range of perspectives.

*Students will develop knowledge and understanding about how physical, social, cultural, economic and political factors shape communities, including the global community;*

4.8 describes the interrelationships between people and environments;

4.9 describes differences in life opportunities throughout the world.

*Students will develop knowledge and understanding about civics for informed and active citizenship;*

4.10 explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship.

**Stage 5 Geography – Year 9**



Year 9

**BACK**

**FEED**

**Self assessment, Peer assessment, Teacher observation and Criteria based**

Evidence of Learning- formal assessment and informal assessment (Bookwork, class discussions and skills)

**Stage 5 Geography – Year 10**



**FEED**

**Self assessment, Peer assessment, Teacher observation and Criteria based**

Evidence of Learning- formal assessment and informal assessment (Bookwork, class discussions and skills)

Year 10

## Geography ~ Performance Descriptors

### Areas for Assessment

**Communication  
Geographical tools and skills  
Geographical knowledge**

### Grade A

*A student at this grade typically:*

* displays sophisticated skills to select, gather and organise complex geographical information and uses an extensive range of written, oral and graphic forms to communicate it effectively.
* exhibits extensive skills to select and proficiently apply geographical tools appropriate to the spatial and ecological dimensions of Australia.
* demonstrates an extensive sense of place of Australian environments and an extensive understanding of the geographical processes that form and transform them.
* explains and analyses different perspectives of geographical issues at a range of scales.
* demonstrates extensive knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities.
* displays extensive knowledge of civics and analyses links between civics and informed and active citizenship in relation to geographical issues at a range of scales.

### Grade B

*A student at this grade typically:*

* displays high level skills to select, gather, organise and communicate complex geographical information in a broad range of written, oral and graphic forms.
* exhibits high level skills to select and apply geographical tools appropriate to the spatial and ecological dimensions of Australia.
* demonstrates a thorough sense of place of Australian environments and a thorough understanding of the geographical processes that form and transform them.
* explains different perspectives of geographical issues at a range of scales.
* demonstrates thorough knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities.
* displays thorough knowledge of civics and explains links between civics and informed and active citizenship in relation to geographical issues.

### Grade C

*A student at this grade typically:*

* displays sound skills to select, gather, organise and communicate geographical information using a range of written, oral and graphic forms.
* exhibits sound skills to select and apply geographical tools appropriate to the spatial and ecological dimensions of Australia.
* demonstrates a sound sense of place of Australian environments and adequate understanding of the geographical processes that form and transform them.
* describes different perspectives of geographical issues.
* demonstrates sound knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities.
* displays broad knowledge of civics and describes links between civics and informed and active citizenship.

### Grade D

*A student at this grade typically:*

* displays basic skills to select, gather, organise and communicate geographical information using a range of written, oral and graphic forms.
* exhibits some skills to select and apply geographical tools appropriate to a range of spatial and ecological dimensions of Australia.
* demonstrates a basic sense of place of Australian environments and some understanding of the geographical processes that form and transform them.
* outlines different perspectives of Australian geographical issues.
* demonstrates basic knowledge and understanding of Australian environments and communities, a range of interactions of people with the environment and a range of factors that shape communities.
* displays some knowledge of civics and identifies links between civics and citizenship.

### Grade E

*A student at this grade typically:*

* displays very limited skills to select, gather, organise and communicate geographical information using a limited range of written, oral and graphic forms.
* exhibits very limited skills to select and apply geographical tools to some spatial and ecological dimensions of Australia.
* demonstrates some sense of place of Australian environments and identifies some geographical processes that form and transform them.
* recognises some different perspectives of geographical issues.
* demonstrates elementary knowledge and understanding of Australian environments and communities, some interactions of people with the environment and some factors that shape communities.
* identifies some aspects of civics and recognises some links between civics and citizenship.