



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.

Geographical nouns	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
Geographical verbs	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>