

Mathematics Level 7

Chapter 5 — Conclusions, actions and communicating

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Drawing conclusions with three concepts: space, interconnection and environment

Chapter 5 brings together what you learned in Chapters 1–3. In this section you do the work of a geographer — someone who studies places. You look at real sources, and you draw your own conclusions.

What we teach here — VC2HG4S04 (Victorian Curriculum F–10 Version 2.0, Geography, Levels 3 and 4).

In our words: look carefully at maps, tables, graphs and stories about real places. Then say what you have found out — and say why. Three big ideas help you think: **space**, **interconnection** and **environment**.

Draws on: VC2HG4S04.E02 · VC2HG4S04.E04 · VC2HG4S04.E05 · VC2HG4S04.E06 (see TOC §3).

Theory

What is a conclusion?

A **conclusion** is an answer you reach after you look carefully at information. It is not a guess. A guess has no reason behind it. A conclusion always has two parts:

- **what you found out**, and
- **why you think so** — your reason.

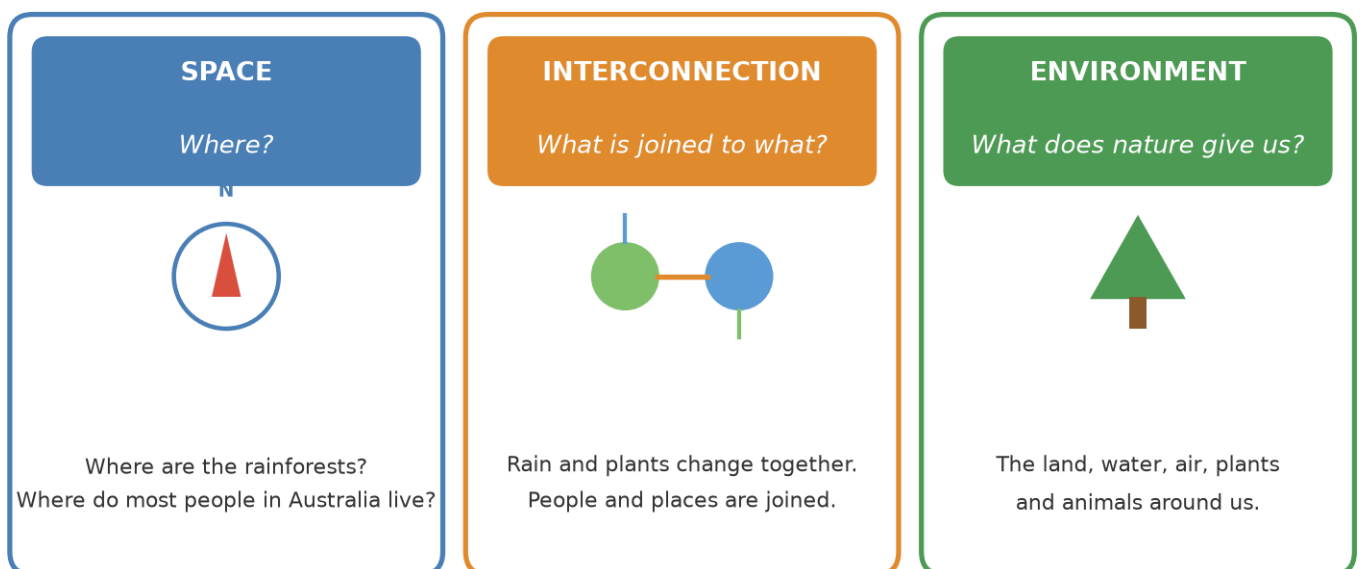
The sources you use here are the same ones geographers use: maps, tables, graphs, photos, and true stories about real places.

When you write a conclusion, use this sentence starter:

I draw the conclusion that ... because ...

Your three thinking tools

Geographers use big ideas called **concepts** to help them think. A concept is like a pair of glasses: it helps you notice one kind of thing. This section uses three concepts. Figure 1 shows them.



Three cards showing this section's three concepts — space, interconnection and environment — each with its question and a small picture

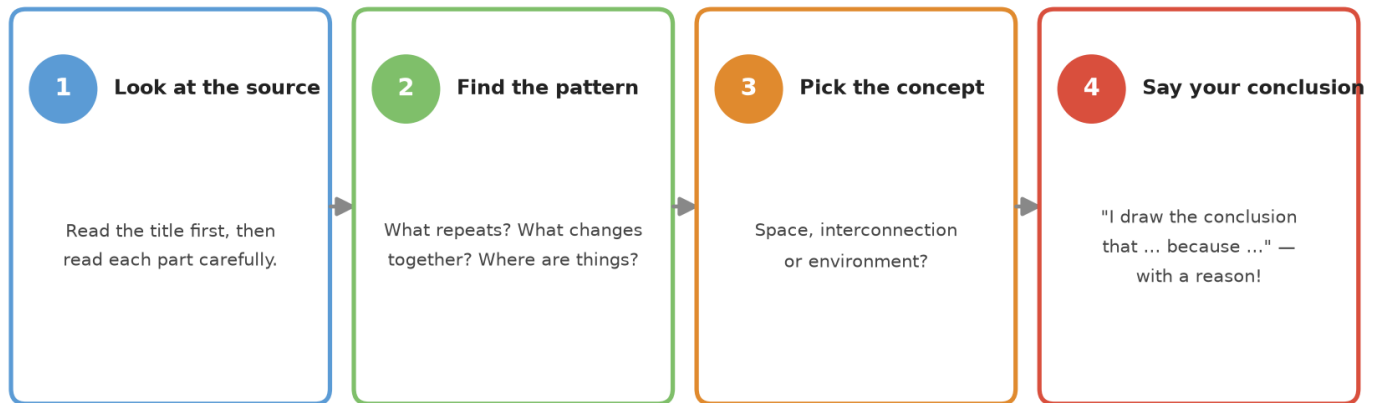
Figure 1 — The three concepts of this section, and the question each one asks.

- **Space** asks *Where?* Where is a place? Where does something happen? What pattern can you see on a map?

- **Interconnection** asks *What is joined to what?* Things in the world do not sit alone. Rain and plants are joined. People and places are joined. When one thing changes, the other can change too.
- **Environment** asks *What does nature give us — and how do we care for it?* The **environment** is the land, water, air, plants and animals around us. It gives us what we need to live. Some places have special features found nowhere else, and people work to keep them safe.

How to draw a conclusion — four steps

Figure 2 shows the steps. You will use them in every worked example and every task in this section.



Four numbered steps from first to last: look at the source, find the pattern, pick the concept, then say the conclusion with a reason

Figure 2 — The four steps to a conclusion.

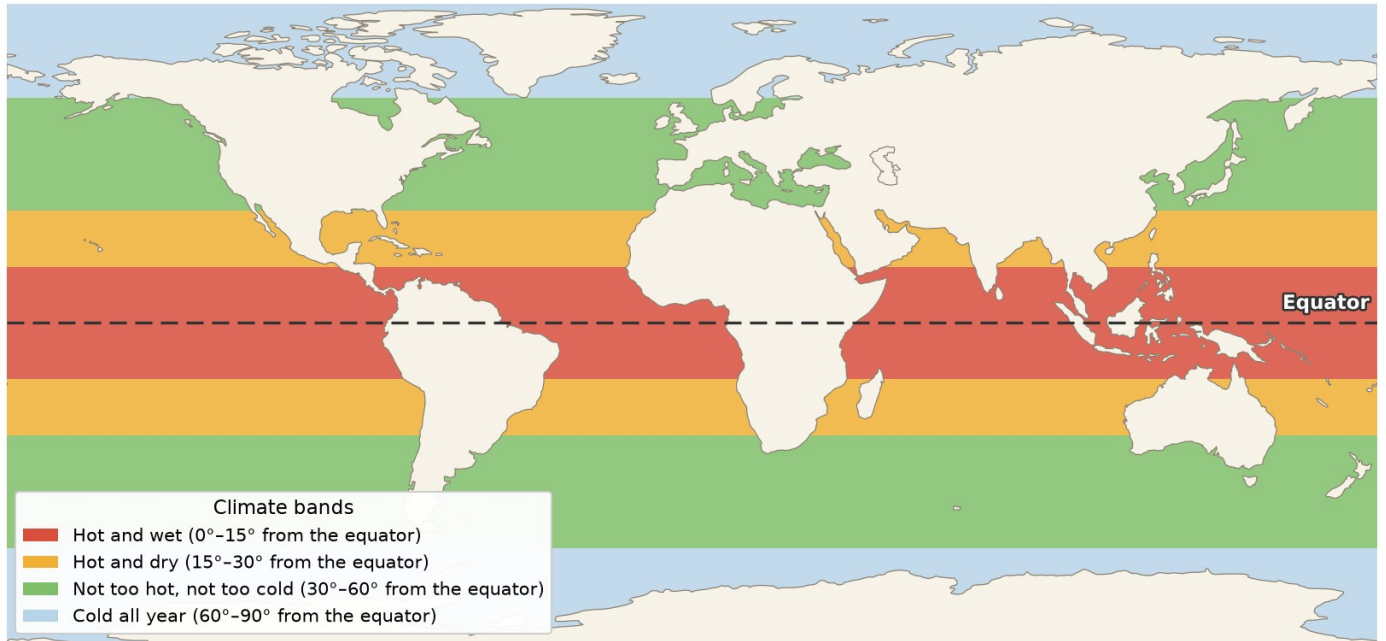
1. **Look at the source carefully.** Read the title first. Then read each part.
2. **Find the pattern.** What repeats? What changes together? Where are things on the map?
3. **Pick the concept.** Does *space*, *interconnection* or *environment* help explain what you see?
4. **Say your conclusion with a reason.** *I draw the conclusion that ... because ...*

Interconnection at work: rain and plants (→ 3C)

In 3C you read two world maps together. Figure 3 shows the world's climate bands. Figure 4 shows the world's vegetation bands.

Climate is the kind of weather a place gets over many years. **Vegetation** is the plants that cover an area of land.

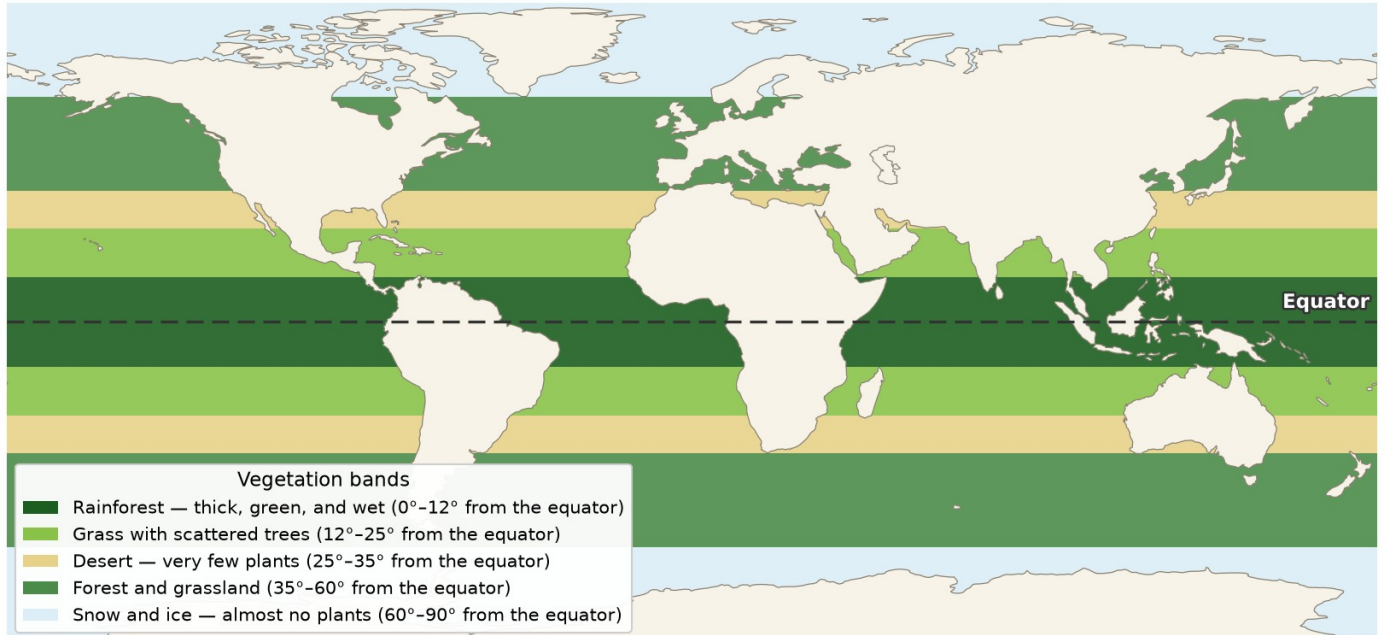
World climate bands — made simple



World map showing where it is hot and wet, hot with a wet and a dry season, hot and dry, not too hot and not too cold, and cold all year

Figure 3 — World climate bands, made simple. Real places can be different — mountains and ocean currents also change the weather.

World vegetation bands — made simple



World map showing where rainforest, grass with scattered trees, desert, forest, and snow and ice grow around the world

Figure 4 — World vegetation bands, made simple.

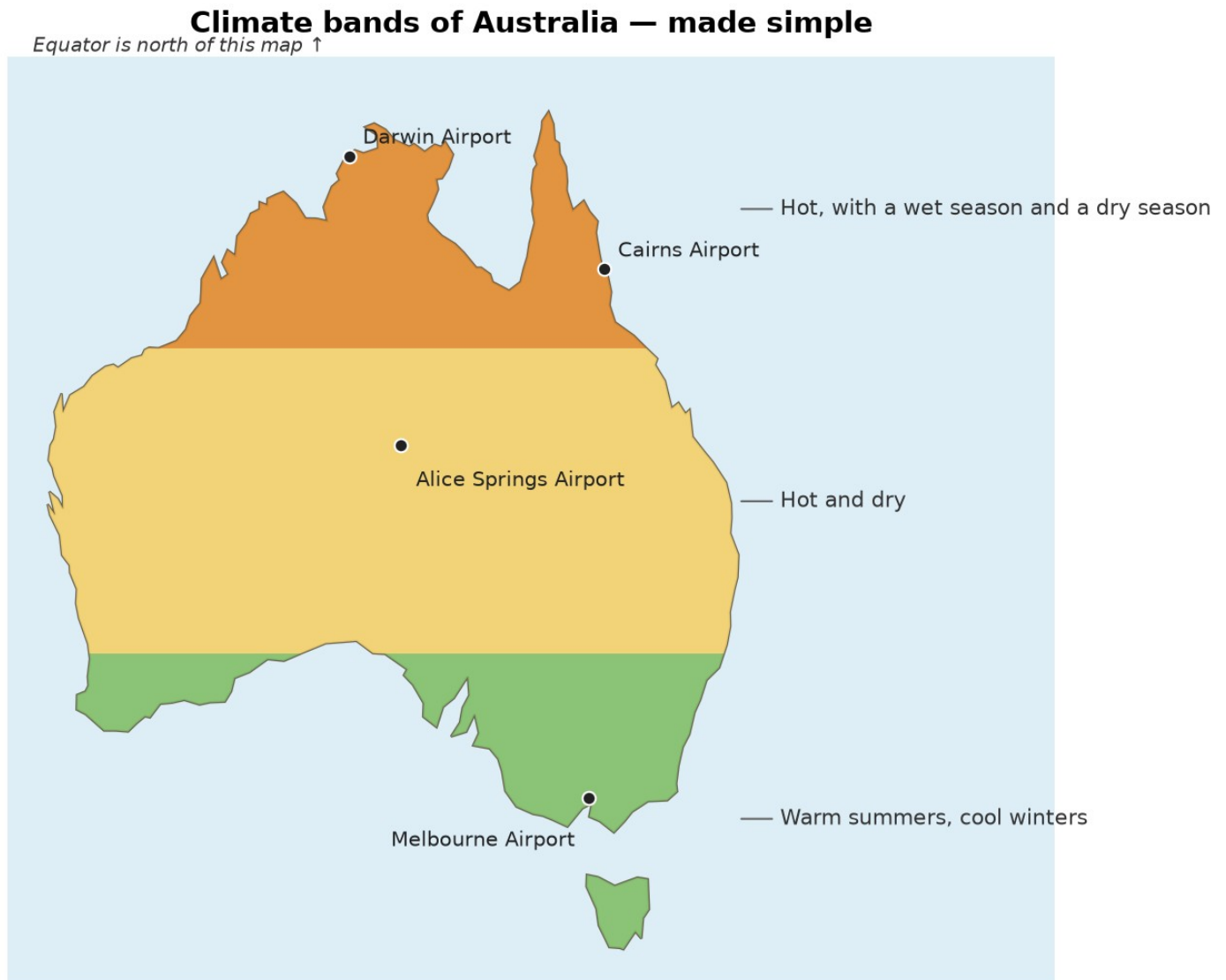
Look at the two maps together. Near the **equator** — the imaginary line around the middle of the Earth — it is hot and wet all year. And what grows there? Thick, green rainforest. Far from the equator, in the dry bands, only small, tough plants grow. Climate and vegetation change together. That is an **interconnection**.

Space at work: where things are

Ask *Where?* about anything:

- Where are the rainforests? — Near the equator.
- Where do most people in Australia live? — Near the coast.
- Where is the city of Denpasar? — North-west of Darwin, across the sea.

Figure 5 shows climate bands for Australia. Notice that the hot, wet north is the part closest to the equator. *Where* questions like these are **space** questions. In 1B you looked at why the activities in your own place are where they are — that was space at work too.



Map of Australia showing the hot north with a wet and a dry season, the dry middle, and the south with warm summers and cool winters

Figure 5 — Climate bands of Australia, made simple.

Environment at work: places worth caring for (→ 1A, 2A)

In 1A you saw that the environment gives us what we need — water, food, wood and clean air. In 2A you saw why environments matter. Some places have **unique** features. Unique means one of a kind — found nowhere else. One such place is Phillip Island in Victoria. It is home to the biggest group of little penguins in the world. People there work hard to keep the penguins safe (you will meet them in Question 3). In this section you will draw conclusions about keeping places like this safe too.

Words to know in 5A

Word	What it means here
conclusion	an answer you reach after looking at information, with a reason
source	something that gives you information — a map, table, graph, photo or story
concept	a big idea that helps you think — here, space, interconnection and environment
space	where things are, and the patterns they make on a map
interconnection	the ways things are joined, so that one thing can change another
environment	the land, water, air, plants and animals around us
climate	the kind of weather a place gets over many years
vegetation	the plants that cover an area of land
equator	the imaginary line around the middle of the Earth
ecosystem	a place where the living and not-living things are joined together
pattern	something that repeats, or changes in a way you can see

Worked examples

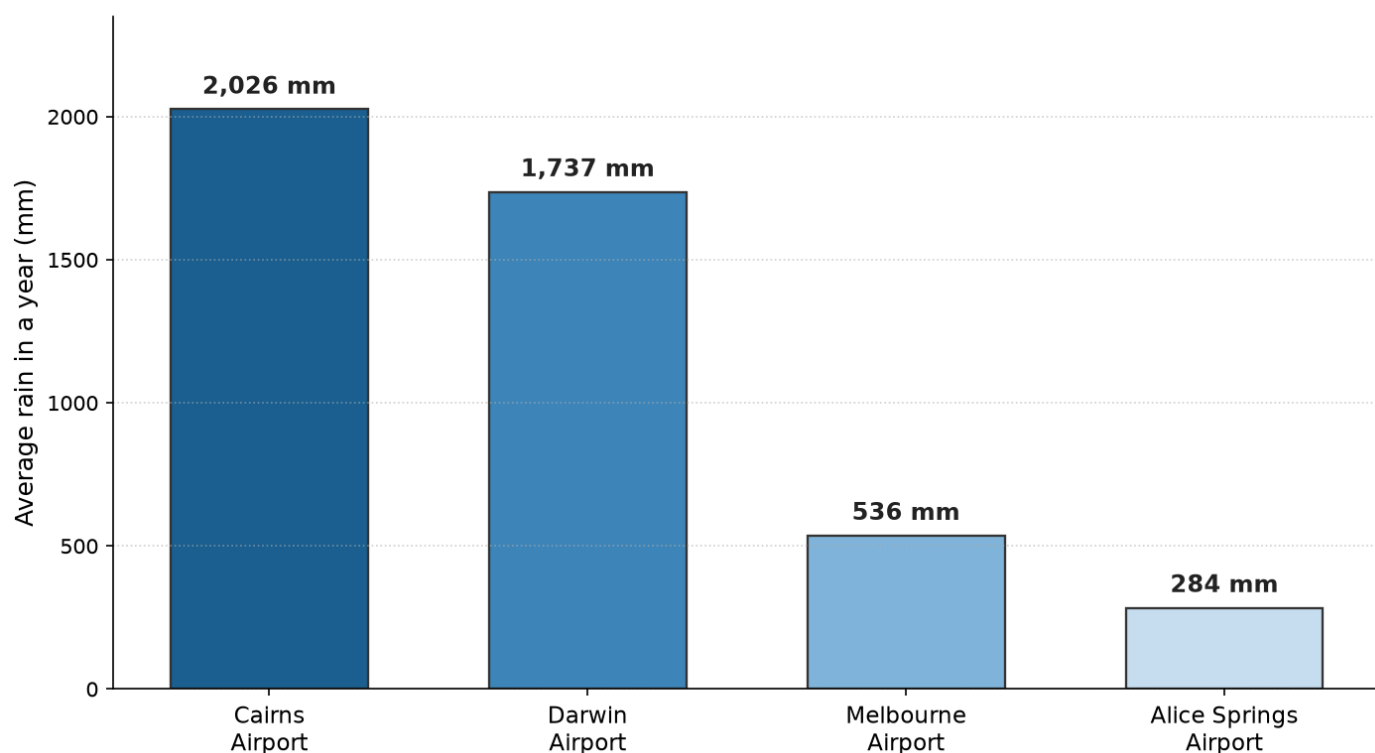
Example 1 — with help

Do places with more rain grow more plants? (→ 3C)

You will use real climate numbers from the Australian Bureau of Meteorology for three places: Cairns Airport in the hot, wet north; Melbourne Airport in the south; and Alice Springs Airport in the dry middle.

Figure 6 shows the average rain each place gets in a year (in mm). It also shows Darwin — you will meet it in Example 2. Figure 7 puts the rain next to what grows there.

Average rain in a year at four Australian airports



Bar chart of the average rain in a year for Cairns Airport, Darwin Airport, Melbourne Airport and Alice Springs Airport

Figure 6 — Average rain in a year for four Australian airports. Source: Australian Bureau of Meteorology climate averages, bom.gov.au — seen online 25 August 2026.

Rain and plants at three real places

Place	Where in Australia	Average rain in a year	What grows there
Cairns Airport	hot, wet north	about 2,026 mm	Rainforest
Melbourne Airport	south	about 536 mm	Grass and open woodland
Alice Springs Airport	dry middle	about 284 mm	Desert: small, tough plants

Table of three places in Australia with their average rain in a year and what grows there

Figure 7 — Rain and vegetation together. Rainfall: Australian Bureau of Meteorology climate averages, bom.gov.au — seen online 25 August 2026.

Working

Comment

Step 1 — Look at the source. The table shows three real places in Australia. For each place, it shows the average rain in a year, and what grows there.

Read the title first, then each row.

Step 2 — Find the pattern. Cairns gets the most rain — about 2,026 mm a year. Thick rainforest grows there. Melbourne gets much less — about 536 mm — and has grass and open woodland. Alice Springs gets the least — about 284 mm — and is desert, with only small, tough

The most rain goes with the most plants. The least rain goes with the fewest plants.

plants.

Step 3 — Pick the concept. Two things change together: the rain, and the plants that grow. That joining is an **interconnection**. The three places are also in different parts of Australia — that is **space**.

Climate and vegetation are joined.

Step 4 — Say your conclusion. *I draw the conclusion that places with more rain usually have more and bigger plants growing, because plants need water to grow.*

“Usually” leaves room for other things that matter too — like the soil (you met these in 3C).

The same idea works across the whole world, not just in Australia — Figures 3 and 4 showed you that.

Example 2 — with help

Two cities, one wet season (→ 2C)

Darwin is a city on the north coast of Australia. Denpasar is a city on the island of Bali, in Indonesia. Bali is an island north-west of Australia. Figure 8 shows a fact card for each city.



Two fact cards side by side, one for Darwin in Australia and one for Denpasar in Bali, Indonesia, each with a short list of facts about where the city is, its weather, and how people live there

Figure 8 — Darwin and Denpasar, side by side. Rain numbers: Darwin Airport 1941–2026, and Ngurah Rai Airport (Bali) 1991–2020. Sources: Australian Bureau of Meteorology, bom.gov.au, and Wikipedia’s page on Denpasar — both seen online 25 August 2026.

Step 1 — Look at the source. Read both cards. Each card tells you where the city is, what its weather is like through the year, and how people live there.

Two places, side by side.

Step 2 — Find what is the same and what is different. Same: both are hot all year; both get most of their rain from November to April; both get about 1,740 mm of

Same kind of weather — different shapes of the land.

rain a year; both are near the sea. Different: Darwin is on the coast of Australia; Denpasar is on an island; Bali has mountains from old volcanoes, and people grow rice in wet fields.

Step 3 — Pick the concept. Why do the two cities share their wet season? Because both sit close to the equator — it is about *where* they are. That is **space**. And in both cities, people are joined to the sea — for food, travel and fun. That is **interconnection**.

Step 4 — Say your conclusion. *I draw the conclusion that Darwin and Denpasar have much the same kind of year — hot all year, with rain from November to April — because both cities sit close to the equator, where the wet months come at the same time of year.*

Space explains the match.

Two places far from each other can still work the same way, because of where they are.

Practice questions

Practice with help

Question 1. Figure 9 shows six sentences on the left and the three concepts on the right.

Match each sentence to a concept — 1 is done for you

Figure 9 shows six sentences on the left and the three concepts on the right. The sentences are:

1. Most people in Australia live near the coast.
2. When the rain comes, desert flowers grow.
3. Penguins need safe, quiet beaches to raise their babies.
4. Shops are often built near where many people live.
5. People in Bali and people in Darwin both fish in the sea.
6. Street trees make towns cooler and nicer to live in.

The concepts on the right are:

- SPACE** (Where?)
- INTERCONNECTION** (What is joined to what?)
- ENVIRONMENT** (What does nature give us?)

A red dashed line with the number 1 connects sentence 1 to the SPACE concept box.

Six sentences on the left and three concept boxes on the right, with room to draw matching lines

Figure 9 — Match each sentence to a concept.

- Draw a line from each sentence to the concept it matches best. The first one is done for you.
- Pick one of your matches. Tell a partner why it fits.

Question 2. Here is the average rain for Darwin Airport in each month (in mm).

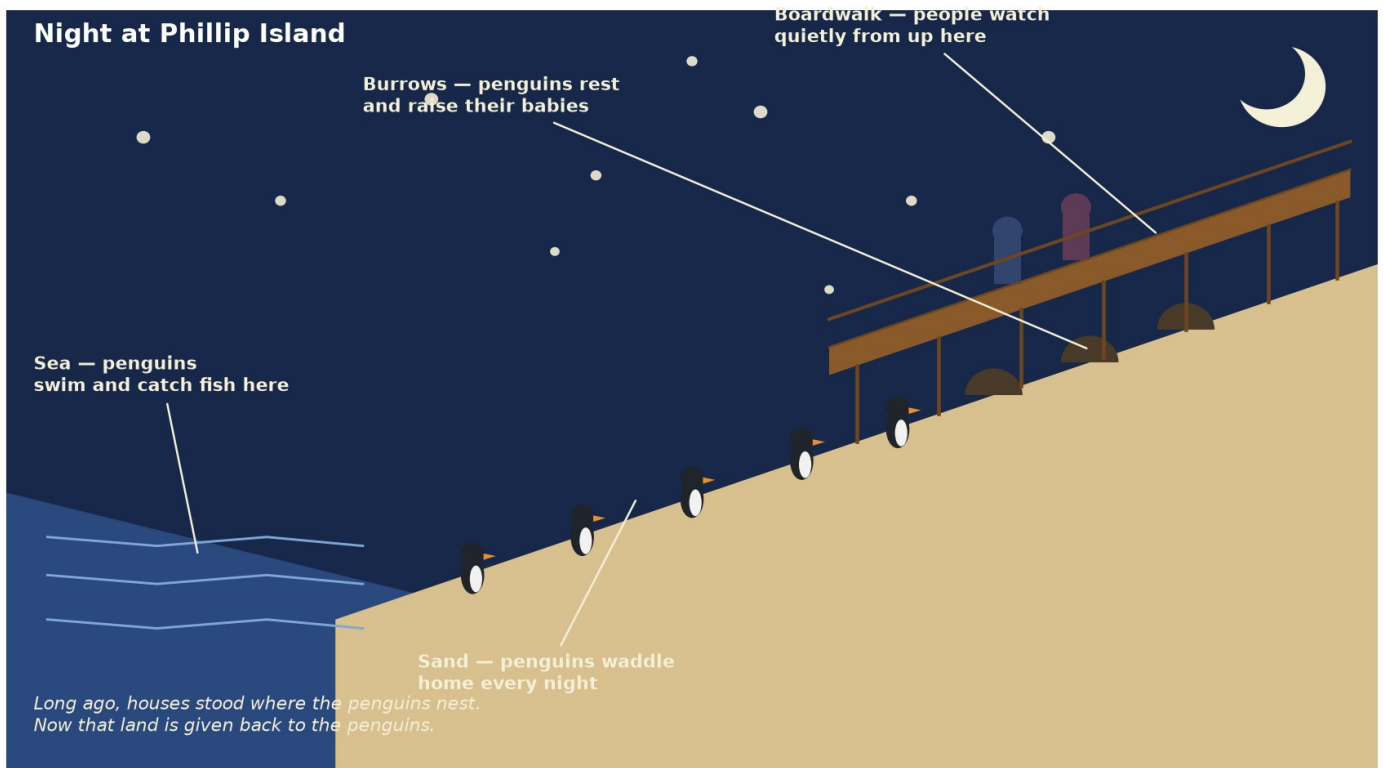
Month	Rain (mm)	Month	Rain (mm)
January	432	July	1
February	372	August	5
March	311	September	17
April	102	October	70
May	20	November	147
June	2	December	256

Source: Australian Bureau of Meteorology climate averages for Darwin Airport, 1941–2026, bom.gov.au — seen online 25 August 2026. Numbers rounded to the nearest mm.

- (a) Which month gets the most rain?
- (b) Which three months get almost no rain?
- (c) Darwin's rain comes as a wet season and a dry season. In which months is the wet season?
- (d) Finish the sentence, then name the concept you used: *I draw the conclusion that Darwin's rain ... because ...*

Question 3. Read the facts about Phillip Island, and look at Figure 10.

Phillip Island is in Victoria. It is home to the biggest group of little penguins in the world — about 40,000 birds. Every night of the year, the penguins swim home from the sea to their burrows in the sand. People watch from boardwalks and viewing platforms, so the penguins stay safe and quiet. Long ago, houses stood right where the penguins nest. Those houses were pulled down, and the land was given back to the penguins. The Penguin Foundation has raised over \$3,400,000 to study the penguins, care for hurt ones, and keep their home safe.



A picture at Phillip Island at night: little penguins walking up the sand to their burrows while people watch quietly from a boardwalk

Figure 10 — Little penguins coming home at Phillip Island. Facts: Phillip Island Nature Parks, penguins.org.au — seen online 25 August 2026.

- (a) What is unique about Phillip Island?
- (b) List two ways people keep the penguins safe there.
- (c) Finish the sentence: *I draw the conclusion that people can keep unique places safe, because ...*

Question 4. Look at the world vegetation map (Figure 4).

- (a) Near the equator it is hot and wet. What grows there?
- (b) In the dry bands far from the equator, what grows?
- (c) Finish the sentence, then name the concept you used: *I draw the conclusion that the kind of plants in a place depends on ... because ...*

Question 5. Look at the Australia map (Figure 5).

- (a) Which part of Australia is closest to the equator — the north, the middle, or the south?
- (b) What is the climate like there?
- (c) Which place from Example 1 sits in that hot, wet north?
- (d) Finish the sentence: *I draw the conclusion that in Australia, rainforest can grow ... because ...*

Question 6. Conclusion or guess? Sort these four sentences into two groups — conclusions and guesses. Then say how you know.

1. *I draw the conclusion that rainforests grow near the equator, because the maps show hot, wet places there.*
2. *I think deserts are boring.*
3. *Penguins can fly, I'm sure of it.*
4. *I draw the conclusion that Darwin and Denpasar share their wet season months, because the fact cards show rain from November to April in both cities.*

Practice on your own

Question 7. Look at the world climate map (Figure 3) and the world vegetation map (Figure 4) together. Write your own conclusion about where rainforests grow. Give your reason, and name the concept you used.

Question 8. Think of a natural place you know or love — a beach, a creek, a bush, a park. It must be a real place. Write a conclusion about what is special there and why it is worth protecting. Use the concept of environment, and give your reason.

Question 9. Write two conclusions about how you and your family are joined to a place. Each one needs a reason. Name the concept you used for each.

Question 10. Choose any two places from this section — Darwin, Denpasar, Cairns, Melbourne, Alice Springs or Phillip Island. Write one way they are the same and one way they are different. Then write one conclusion with a reason, and name the concept you used.

Investigation task

How are climate and vegetation joined in an ecosystem?

This task links to VC2HG4S04 .E06. Now it is your turn to answer it like a geographer.

An **ecosystem** is a place where all the living things — the plants and animals — and all the not-living things — the water, soil, air and weather — are joined together.

1. Choose three places on the world maps (Figures 3 and 4): one near the equator, one in a dry band, and one in a cold band. You may use a place from this section — Cairns, Darwin, Melbourne, Alice Springs or Denpasar.
2. For each place, use Figures 3, 4, 6 and 7 to find out: what is the climate like there? What grows there?
3. Record your findings in the table (Figure 11).
4. Write your big conclusion. Start with *I draw the conclusion that ...* Give your reason, and name the concept you used.
5. One more thing to think about: is rain the only thing that decides what grows in a place? What else might matter? (Think back to 3C.)

My investigation recording table

Place	What the sources show	Pattern you found	My conclusion
1			
2			
3			

My big conclusion: I draw the conclusion that _____
because _____

Concept I used:



space



interconnection



environment

A table to fill in, with spaces for the place, what the sources show, the pattern you found, and your conclusion, and a box below for your big conclusion and the concept you used

Figure 11 — Your recording table. Copy it into your workbook.

Answers

Q1. (a) 1 — space; 2 — interconnection; 3 — environment; 4 — space; 5 — interconnection; 6 — environment. (b) Accept any clear reason.

Q2. (a) December, with about 256 mm. (b) June, July and August, with about 1–2 mm each. (c) November to April. (d) Example: *I draw the conclusion that Darwin's rain comes as a wet season from November to April and a dry season from May to October, because the table shows almost all the rain falling in those six months.* Concept: accept space (it is about where Darwin sits, close to the equator) or interconnection (the time of year and the rain change together), if the reason is clear.

Q3. (a) It is home to the biggest group of little penguins in the world. (b) Any two: people watch from boardwalks and viewing platforms, so they do not get too close; the old houses were pulled down and the land given back to the penguins; money has been raised to study the penguins and care for hurt ones. (c) Example: *I draw the conclusion that people can keep unique places safe, because when people watch from boardwalks and give the land back to the penguins, the penguins can nest and rest in peace.*

Q4. (a) Rainforest. (b) Only a few small, tough plants — desert. (c) Example: *I draw the conclusion that the kind of plants in a place depends on how much rain and heat the place gets, because the maps show rainforest in the hot, wet bands and desert in the dry bands.* Concept: interconnection.

Q5. (a) The north. (b) Hot, with a wet season and a dry season. (c) Cairns. (d) Example: *I draw the conclusion that in Australia, rainforest can grow in the hot, wet north close to the equator, because rainforest needs heat and lots of rain.*

Q6. Sentences 1 and 4 are conclusions — each gives a reason from a source. Sentences 2 and 3 are guesses — no source and no reason (and sentence 3 is not even true: penguins cannot fly).

Q7. Example: *I draw the conclusion that rainforests grow in the hot, wet band near the equator, because both maps show rainforest only where it is hot and wet all year.* Concept: interconnection — climate and vegetation change together.

Q8. Every answer will be different. Example: *I draw the conclusion that our local creek is worth protecting, because birds and frogs live there, and if people drop rubbish, the water gets dirty and the animals lose their home.* Concept: environment. Accept any real place with a clear reason.

Q9. Every answer will be different. Examples: *I draw the conclusion that my family is joined to the beach, because we go there every summer to swim and fish.* Concept: interconnection. *I draw the conclusion that where we live works well for us, because the shops and the school are close by.* Concept: space.

Q10. Example: Darwin and Denpasar. Same: both are hot all year, with a wet season from November to April. Different: Darwin is on the coast of Australia; Denpasar is on an island. Conclusion: *I draw the conclusion that two places far from each other can have much the same weather, because both sit close to the equator.* Concept: space.

Investigation. Example rows:

Place	What the sources show	Pattern	Conclusion
Cairns (near the equator)	Hot and wet all year; thick rainforest	Lots of rain and heat go with big, thick plants	Rainforest needs heat and lots of rain
Alice Springs (dry band)	Hot and dry; only small, tough plants	Very little rain goes with very few plants	Without much rain, only tough plants can live
A cold band place	Cold all year; snow and ice, almost no plants	No heat goes with almost no plants	Plants need warmth as well as water

Big conclusion — example: *I draw the conclusion that in an ecosystem, the climate of a place decides what plants can grow there, because the maps show the same kinds of plants in the same climate bands.* Concept: interconnection. One more thing to think about: no — the soil, how steep the land is, and fire matter too (you met these in 3C).

Worked answers

These show you what a full, strong answer looks like for the open questions.

Question 7 — worked answer. Read both maps. Figure 3 shows a hot, wet band around the equator. Figure 4 shows rainforest in that same band, and almost nowhere else. So: *I draw the conclusion that rainforests grow where it is hot and wet all year, near the equator, because the two maps show rainforest only in the hot, wet band.* The concept used is **interconnection**: the climate and the vegetation change together.

Question 8 — worked answer. Pick a real place you know. Say what is special there, then say why it needs care. Example: *My place is the bush behind our school. I draw the conclusion that the bush behind our school is worth protecting, because birds and lizards live there, and if people light fires or drop rubbish, those animals lose their home.* The concept used is **environment**: the natural world gives animals their home, and people can help keep it safe.

Question 9 — worked answer. Think about the places your family uses, and how you are joined to them. Example 1: *I draw the conclusion that my family is joined to the market in our town, because we go there every week to buy food.* The concept used is **interconnection**: people and places are joined. Example 2: *I draw the conclusion that our house is in a good spot for us, because the school and the park are close by.* The concept used is **space**: where things are matters.

Question 10 — worked answer. Choose two places from the section. Find one match and one difference. Then say what the match or difference tells you. Example: Cairns and Alice Springs. Same: both are places in Australia with real weather records. Different: Cairns gets about 2,026 mm of rain a year; Alice Springs gets about 284 mm. *I draw the conclusion that Cairns can grow rainforest but Alice Springs cannot, because rainforest needs far more rain than Alice Springs gets.* The concept used is **interconnection**: the rain and the plants are joined.

Investigation — worked answer. Fill in your table row by row, from the maps and figures. Then step back: what do all three rows say together? They say that hot, wet places grow thick plants; dry places grow few, tough plants; cold places grow almost nothing. So: *I draw the conclusion that the climate of a place decides what can grow there, because every place on my table grows the kind of plants that fit its rain and heat.* The concept used is **interconnection** — climate and vegetation are joined. And the last part: rain is not the only thing. The soil, how steep the land is, and fire can change what grows too — you met these in 3C.

Proposing actions and thinking about their impacts

Strand: Geographical Skills — Concluding and decision-making · **Code:** VC2HG4S05 · **Links:** .E01 .E02 .E03 .E04 .E05

What we will learn (VC2HG4S05): how to suggest an action for an issue we care about, and how to think through what that action might cause.

Words we will learn

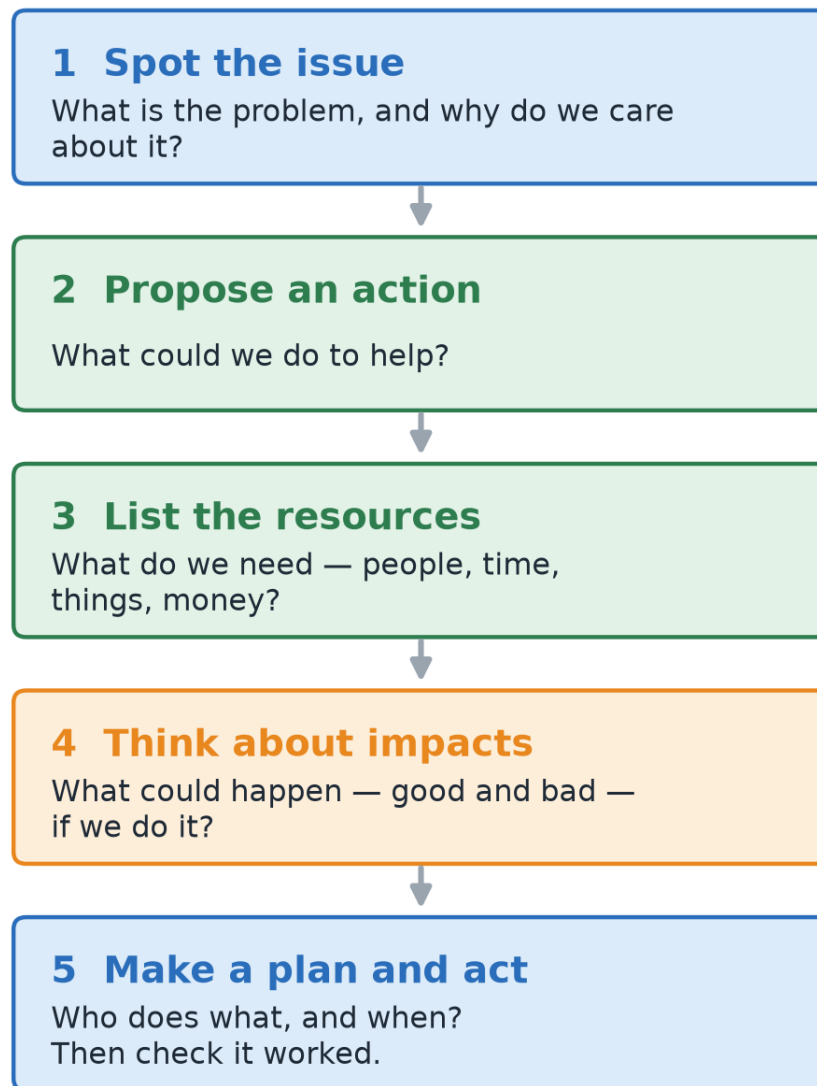
Some words in this section are geography words. Here is what they mean:

- **issue** — a problem we care about and want to fix
 - **action** — something we do to fix an issue or to help
 - **impact** — what happens because of an action. An impact can be good or bad.
 - **resources** — the people, time, things and money we need to make an action work
 - **outcome** — how things are at the end
 - **environment** — the world around us: the air, the water, the land and the living things
 - **habitat** — the home of a plant or an animal
 - **endangered** — when so few of a living thing are left that it may disappear
 - **native** — living or growing in a place as its true home, not brought in from far away
 - **compost** — what food scraps turn into as they break down. Compost feeds soil.
 - **biodegradable** — able to break down by itself in the soil or water in a short time
 - **single-use** — used once, then thrown away
 - **polystyrene** — a light white foam plastic, used for some cups and food boxes
 - **recycling** — turning old things into new things, so they are not wasted
 - **probable future** — what will most likely happen if nothing changes
 - **preferred future** — what we hope will happen instead
 - **sustainability** — using things in a way that keeps them going for a long time (see 1C)
 - **inquiry** — a finding-out task
-

Learn — how to propose an action

When something is wrong in a place we care about, we can do something about it. But first we think it through. We use five steps.

How to propose an action that thinks about its impacts



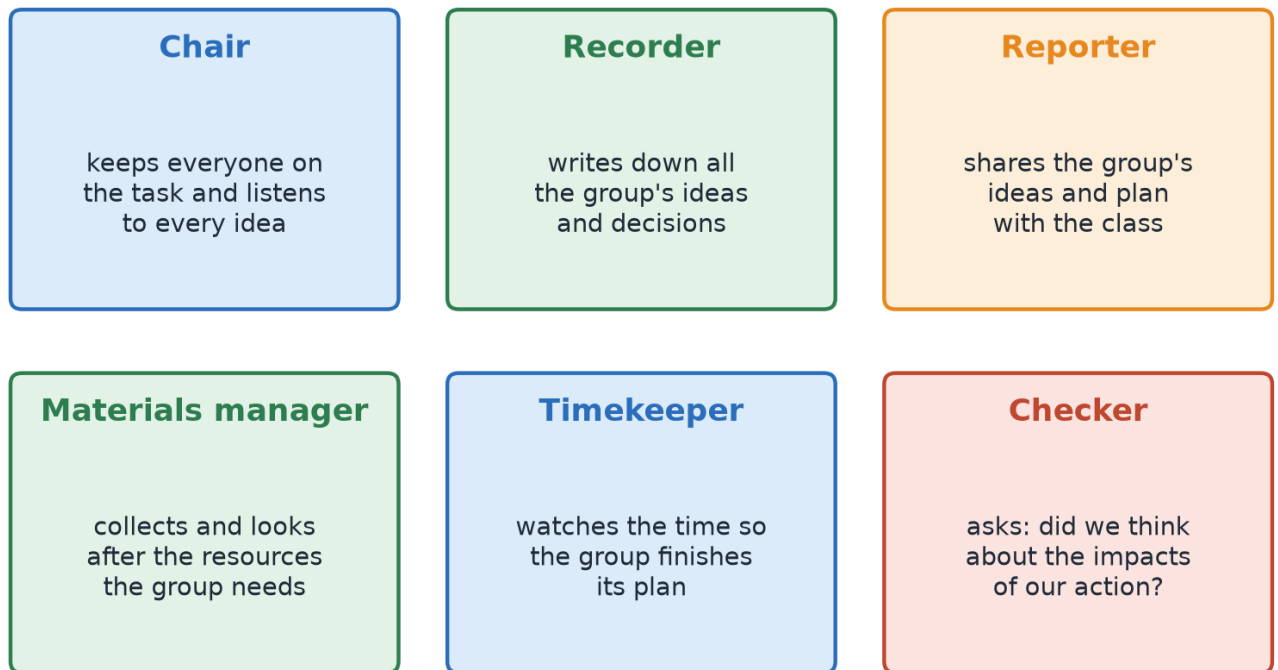
Section 5B — every action we propose goes through these steps.

A flow chart of five steps for proposing an action: 1 spot the issue, 2 propose an action, 3 list the resources, 4 think about impacts, 5 make a plan and act. Arrows join the steps from top to bottom.

Step 4 is the heart of this section. An action is only a good one if we have thought about what it will cause — for the place, for people and for animals. (*links .E02, .E04*)

We decide together. A group makes better choices than one person, because more ideas are heard. Give everyone a job so the group works well. (*links .E01*)

Working together: roles in a group decision



Everyone's idea is heard. Deciding together makes the action stronger. (E01)

Six role cards for making decisions in a group. The chair keeps everyone on the task, the recorder writes the ideas down, the reporter shares the plan with the class, the materials manager looks after the things the group needs, the timekeeper watches the time, and the checker asks if the group thought about the impacts.

Every action needs resources, and every action has an outcome. Before we act, we ask two questions: *What do we need?* and *What is likely to happen?* (links .E01, .E04)

Matching an action to its resources and likely outcome (E01, E04)

Issue	Proposed action	Resources needed	Likely outcome
Too much food waste at lunch	Compost lunch scraps for the school garden	Compost bin, gloves, a garden bed, helpers	Less waste to tip; food for the garden soil
Plastic bottles in the school bins	Start a 'bring a refillable bottle' week	Water station, posters, a tally sheet	Fewer single-use bottles bought
A bare, hot schoolyard	Plant native shade trees with the community	Seedlings, mulch, tools, water, helpers	Cooler yard; homes for birds and insects
Rubbish around the local creek	Run a clean-up morning together	Gloves, grabbers, bags, an adult for safety	Cleaner creek; safer home for water animals

Before we act, we ask: what do we need, and what is likely to happen?

A table matching four issues to a proposed action, the resources needed and the likely outcome. For example, too much food waste at lunch is matched with composting lunch scraps for the school garden, which needs a compost bin, gloves, a garden bed and helpers, and the likely outcome is less waste going to tip and food for the garden soil.

Impacts touch three things. When we protect a place people think is important, the impacts fall on the environment, on people and on animals. We think about all three. A place can be important for many reasons — a bush place full of life, an old building, a place where people pray, or a place with a special story. (*links .E02*)

What might happen when we protect a place people value? (E02)

Action to protect the place	Impact on the environment	Impact on people	Impact on animals
Put a fence around a bush area	Plants regrow; less soil washed away	A quieter, greener place to visit	Safer nests and food
Put up 'please keep dogs on leash' signs	Fewer disturbed nests and plants	Dogs still welcome, on a lead	Ground birds are less scared
Plant more native trees	More shade and shelter; soil held together	Shade to play under; a nicer view	More homes and food for wildlife
Remove weeds and rubbish	Native plants get room to grow	A cleaner, safer place to enjoy	Fewer traps and poisons

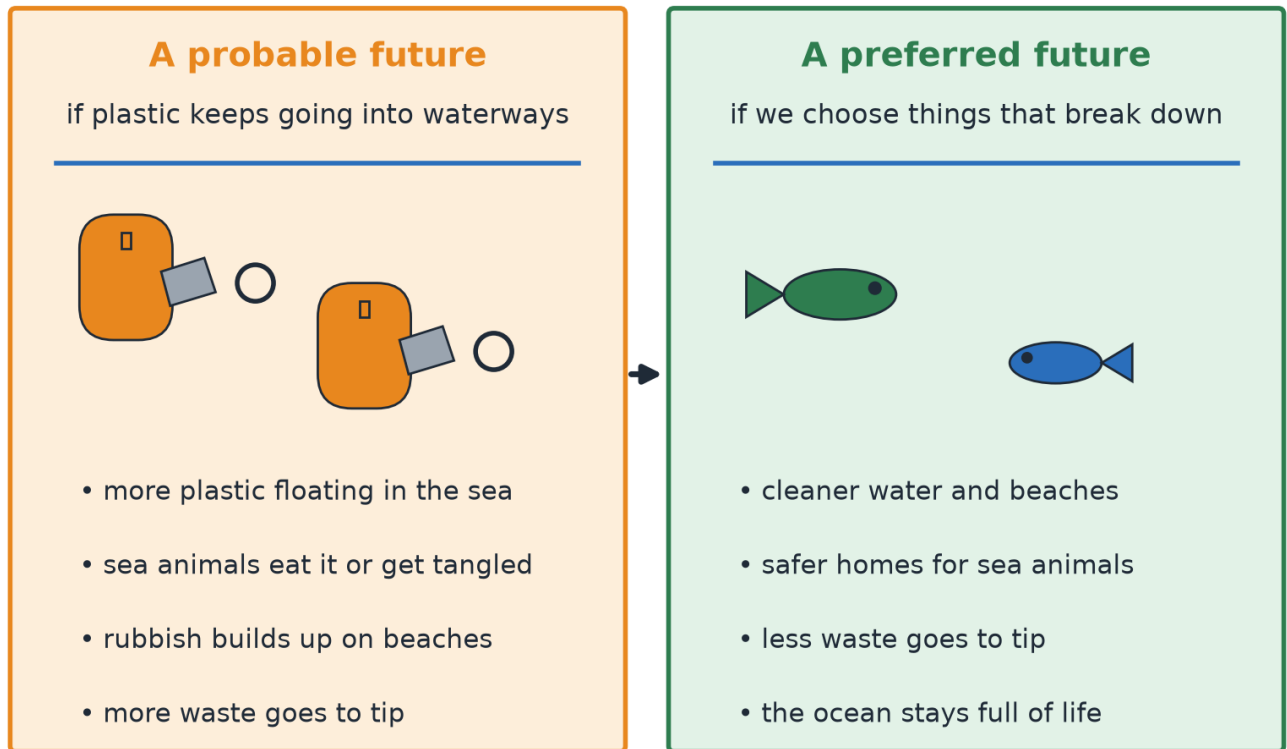
Impacts can touch the environment, people and animals. Thinking about all three helps us choose well.

A table showing actions that protect a place people value, such as putting a fence around a bush area or planting more native trees, and the likely impacts of each action on the environment, on people and on animals.

Two futures. For any issue, we can picture two futures. The **probable future** is what will most likely happen if nothing changes. The **preferred future** is what we want instead. Our job is to choose actions that move us to the preferred future. (*links .E03*)

Two futures for our oceans

Which future do we want? What actions would get us there?



E03 — forecasting a probable future, then a preferred future.

Two pictures side by side. The left picture is a probable future for the ocean if plastic keeps going into waterways: plastic floating in the sea, animals eating it or getting tangled, and rubbish on the beaches. The right picture is a preferred future if we choose things that break down: clean water and beaches, safer homes for sea animals, and an ocean full of life.

A plan of action. When we have chosen our action, we write a plan. A plan names the goal, the steps, who does what, the resources and the impacts we will watch for. A plan can protect a place, help more people know about an issue, or raise money for a purpose. (*links .E05*)

Model: a plan of action to cut lunch-box waste (E05)

Part of the plan	What we write
Our goal	Send less lunch-box rubbish to tip each week.
The issue	Lots of single-use plastic and food waste in the lunch bins.
Our actions	1. Run a 'nude lunch' day. 2. Compost the food scraps.
Who does what	Class 3/4 sorts the bins; the materials manager gets the compost bin; the reporter tells the school.
Resources needed	Compost bin, signs, gloves, and a garden spot for the compost.
Impacts to watch	Less rubbish to tip; the compost feeds the school garden.
How we check	Weigh the lunch bin each Friday and record it.

A plan of action names the goal, the steps, the people, the resources and the impacts.

A filled-in model action plan for cutting lunch-box waste. It shows the goal, the issue, the actions, who does what, the resources needed, the impacts to watch and how the class will check that the plan worked.

An action is **sustainable** when it helps the environment now *and* later — when it keeps the Earth working as a source of what we need and a place for our waste (see 1C). Composting food scraps is sustainable: the scraps feed the soil instead of going to tip.

Worked examples

Example 1 — Victoria says no to some plastics (links .E03, .E04)

The true story. From 1 February 2024, the Victorian Government made a rule that shops must not sell or give away some single-use plastics: straws, plastic forks, knives and spoons, plates, drink stirrers, cotton bud sticks, and

polystyrene cups and food boxes. The rule even covers plastics sold as “biodegradable” unless they truly break down. (Source: Victorian Government single-use plastics page, vic.gov.au, checked 25 August 2026.)

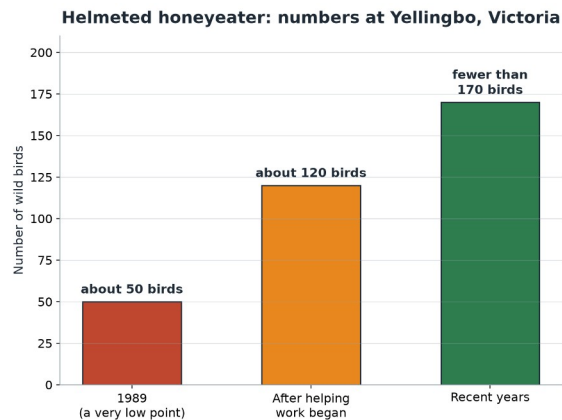
Now we walk the five steps, the way Victoria did.

Step	What happened	What we learn
1 Spot the issue	Plastic things used once were thrown away and some ended up in creeks and the sea. Sea animals eat them or get tangled in them.	An issue is a problem we care about.
2 Propose an action	Make a rule: these single-use plastics cannot be sold or given away.	An action is a real thing we can do.
3 List the resources	Shops needed time to get ready, and things to use instead — paper straws, reusable cups and plates, and things that break down.	Resources are the people, time and things an action needs.
4 Think about impacts	Good: less plastic in waterways, safer sea animals, less waste to tip. To watch: shops had to change what they use, and some things cost a little more at first.	A good thinker lists the bad impacts too.
5 Make a plan and act	The rule began on 1 February 2024, and the government helped shops and people learn the new ways.	A date and a check make a plan real.

The two futures. The probable future was oceans with more and more plastic in them. The preferred future was oceans where the things we use break down safely instead. The rule is one action that moves us toward the preferred future.

Example 2 — Saving the helmeted honeyeater (links .E01, .E02, .E05)

The true story. The helmeted honeyeater is a small yellow bird. It is Victoria’s bird symbol, and it is endangered: in 1989 only about 50 were left in the wild, living in one place — Yellingbo Nature Conservation Reserve, near Melbourne. People made a plan and worked together: park workers guarded the nests, foxes and cats were kept away, native plants were grown to bring back the bird’s habitat, and birds raised at Healesville Sanctuary were set free at Yellingbo. Today there are fewer than 170 wild helmeted honeyeaters — more than three times the number left in 1989. (Source: helmeted honeyeater species fact pages, checked 25 August 2026.)



Actions to protect the bird at Yellingbo Nature Conservation Reserve (guarding nests, keeping foxes and cats away, planting habitat, setting free birds raised in care) helped lift the population from its 1989 low. Source: helmeted honeyeater species fact pages, checked 2026-08-25.

A bar chart of the number of wild helmeted honeyeaters at Yellingbo, Victoria. About 50 birds were left in 1989, about 120 after the helping work began, and fewer than 170 in recent years.

Walk the five steps with this story.

Step	What people did
1 Spot the issue	The bird's habitat was being lost, and foxes and cats took eggs and chicks. The bird was nearly gone.
2 Propose an action	Protect the place and the birds: guard nests, keep predators away, replant native habitat, and set free birds raised at Healesville Sanctuary.
3 List the resources	Park workers and helpers, time, native seedlings, tools, and the breeding program at Healesville Sanctuary.
4 Think about impacts	For the environment: native plants regrow and soil is held together. For people: a special bird is saved and people can help and visit. For animals: safer nests, more food, more chicks grow up.
5 Make a plan and act	The plan ran for years, and people checked the numbers — from about 50 birds in 1989 to fewer than 170 today.

The impacts fall on all three — the environment, the people and the animals — and the numbers show the plan is working. Protecting a place people think is important can bring a living thing back from the edge.

Practice questions — with help

Q1. (*links .E04*) These five steps are mixed up. Number them 1 to 5 in the right order.

- (a) Think about what could happen — good and bad.
- (b) Spot the issue.
- (c) Make a plan and act.
- (d) Propose an action.
- (e) List the resources you need.

Q2. (*links .E01, .E04*) Look at the “Matching an action to its resources and likely outcome” table above. For the issue *rubbish around the local creek*, write down: (a) the proposed action; (b) two resources needed; (c) the likely outcome.

Q3. (*links .E02*) Look at the honeyeater bar chart. (a) About how many birds were left in 1989? (b) Are there more or fewer birds today than in 1989? (c) Name two things people did to help the bird.

Q4. (*links .E02*) Look at the “What might happen when we protect a place people value?” table. Match each action to its impact on animals. Write the letter.

Action	Impact on animals
1. Plant more native trees	A. Safer nests and food
2. Put a fence around a bush area	B. Fewer traps and poisons
3. Remove weeds and rubbish	C. More homes and food for wildlife

Q5. (*links .E03*) Sort these endings for our oceans. Write **P** for the probable future (if plastic keeps going into waterways) or **F** for the preferred future (if we choose things that break down).

- (a) Cleaner water and beaches.
- (b) Sea animals eat plastic or get tangled in it.
- (c) The ocean stays full of life.
- (d) Rubbish builds up on beaches.

Q6. (*links .E01*) Your group is planning an action for a bare, hot schoolyard. Give the best group job (chair, recorder, reporter, materials manager, timekeeper or checker) for each person.

- (a) Ana writes down every idea the group shares.
 - (b) Bo makes sure the group looks at the impacts before it chooses.
 - (c) Kai gets the seedlings, mulch and tools the group needs.
-

Practice questions — by yourself

Q7. (*links .E04*) Look around your schoolyard or a park you know. Choose one issue. Then: (a) name the issue; (b) propose an action to fix it or help; (c) list two resources the action needs; (d) give one good impact and one impact to watch for.

Q8. (*links .E03*) Choose a creek, beach, park or bush place near you. Write two short pictures of its future: the probable future if nothing changes, and the preferred future you would choose. Then name one action that would help move the place toward your preferred future.

Q9. (*links .E05*) Your class wants to help more people know about keeping the local creek clean. Write a plan of action. Your plan must name: the goal, two or three steps, who does what, the resources needed, and one impact you will watch for.

Q10. (*links .E02, .E04*) Two classes have the same issue — too much lunch-box waste — and two different actions.

- Class A says: put all lunch-box waste in one bin and send it to tip.
- Class B says: sort the waste; compost the food scraps for the school garden and recycle what can be recycled.

Which action would you choose? Give your reasons using the impacts on the environment, on people and on animals.

Inquiry task — our class waste check (*links .E01, .E04, .E05*)

This is your investigation. The finding-out is the task.

1. **Form groups and share jobs.** Use the role cards (chair, recorder, reporter, materials manager, timekeeper, checker).
2. **Collect.** For one week, tally everything thrown out of your class lunch bins on the sheet below. An adult helps with anything sharp or yucky.
3. **Look.** Which kind of waste is the biggest? That is your issue.
4. **Decide together.** Propose one action to cut that waste. List the resources it needs. Say what you think will happen — the good impacts and the ones to watch.
5. **Plan and act.** Write your plan of action (goal, steps, who does what, resources, impacts). Put it where the class can see it.

6. **Check.** After two weeks, run the tally again. Did the waste go down? Tell the class what you found.

Tool: tally the waste in your class bin for one week

Type of waste	Tally (one mark per item)	Total
Food scraps (fruit, bread, scraps)		
Paper and cardboard		
Soft plastic (wrappers, packets)		
Hard plastic (bottles, containers)		
Cans and glass		
Other		

Use this during your inquiry. Then ask: which waste could we cut, reuse, compost or recycle?

A blank tally sheet for counting one week of class bin waste. It has rows for food scraps, paper and cardboard, soft plastic, hard plastic, cans and glass, and other, with a place to tally and a place for the total.

Answers

Q1. 1 (b), 2 (d), 3 (e), 4 (a), 5 (c). **Q2.** (a) Run a clean-up morning together, with an adult for safety. (b) Any two of: gloves, grabbers, bags, an adult for safety. (c) A cleaner creek and a safer home for water animals. **Q3.** (a) About 50 birds. (b) More — fewer than 170 today, over three times the 1989 number. (c) Any two of: guarded the nests; kept foxes and cats away; replanted native habitat; set free birds raised at Healesville Sanctuary. **Q4.** 1–C, 2–A, 3–B. **Q5.** (a) F, (b) P, (c) F, (d) P. **Q6.** (a) Recorder. (b) Checker. (c) Materials manager. **Q7.** Answers can be different. A good answer names a real issue (for example, soft plastic wrappers in the bins), an action we can really do (a wrapper-free lunch day), two resources (signs and a tally sheet) and two impacts (less plastic to tip; to watch — some families may need help finding swaps). **Q8.** Answers can be different. A good answer gives a probable future, then a preferred future, for one real place, plus one action that moves the place toward the preferred future. **Q9.** Answers can be different. A good plan names a goal (more people know how to keep the creek clean), steps (make posters, present at assembly, start a clean-creek week), who does what (using the role jobs), resources (paper, markers, a notice board) and one impact to watch (less rubbish found at the creek). **Q10.** Answers can be different. A good answer chooses Class B and uses impacts: food scraps become compost that feeds the soil instead of going to tip (environment); the garden grows better and the class learns new habits (people); fewer animals get into the tip looking for food (animals). A good answer also names one impact to watch, such as the time the sorting takes. **Inquiry.** No set answer. A good inquiry shows a filled-in tally sheet, one clearly named issue, one action with its resources and its likely impacts, a written plan, and a two-week check that says honestly whether the waste went down.

Where the facts come from: Victorian Government single-use plastics page, vic.gov.au (checked 25 August 2026); helmeted honeyeater species fact pages, including Victorian Government species pages (checked 25 August 2026). Children's names in the practice questions are made up; every place, rule, program and number is real.

Sharing what we know about places

Owens: VC2HG4S06

You have found out so much about places! Now it is time to show what you know. In this section, we present our descriptions of places — using sources, and using our geography words.

Things you need: pencils, coloured pencils, a ruler, glue, and the maps, graphs and tables in this section.

What we learn

What is a source?

A **source** is anything we can learn from. When we want to describe a place, we do not make things up. We find out from sources.

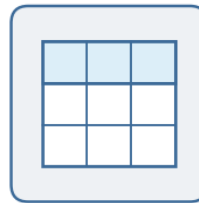
Look at the four source kinds.

Sources we can pick from



A graph

shows numbers, so you
can see what changes



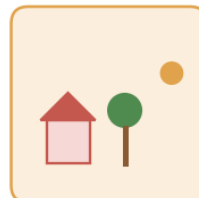
A table

lists facts, so you
can look one up



A photograph

shows what something
really looks like



A picture

a drawing that helps
us see a place

A source is anything we can learn from.

We pick the source that shows our idea best.

Maps, graphs, tables, photographs and pictures are all sources.

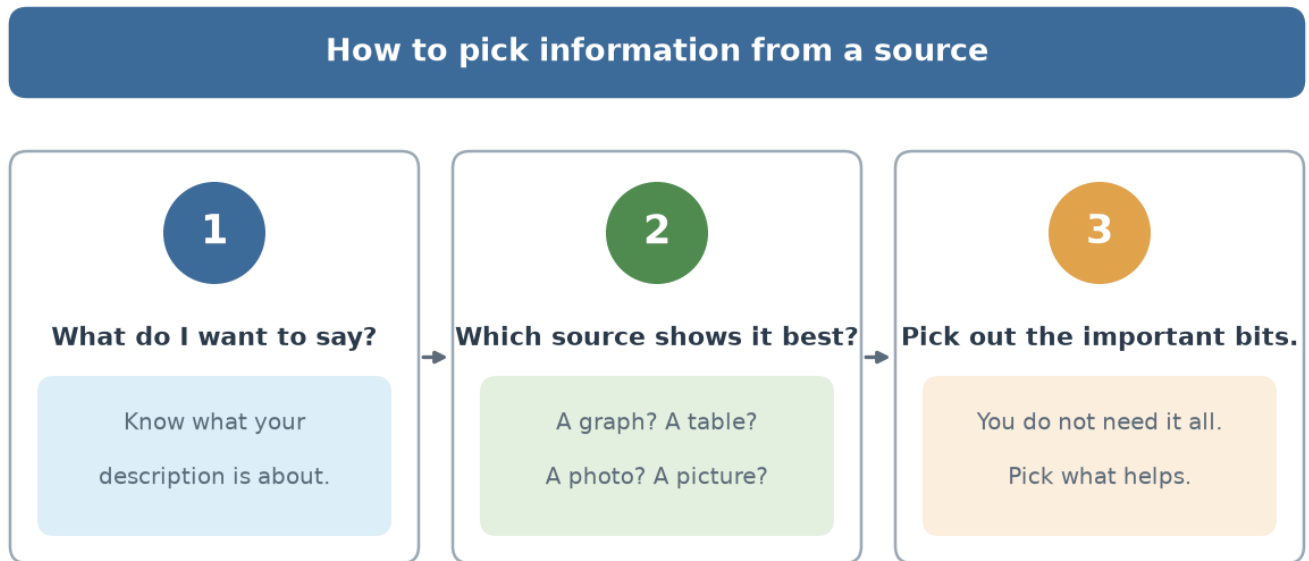
Four cards showing the four source kinds, a graph, a table, a photograph and a picture, each with one line about what it is good for

Maps are sources too. In 4B, you collected information from sources like these.

Different sources show different things. A graph shows numbers, so we can see what changes. A table lists facts, so we can look one up. A photograph shows what something really looks like. A picture or a map helps us see where things are.

Picking out the important bits

We do not need everything from a source. We pick the bits that help our description. Here is how.



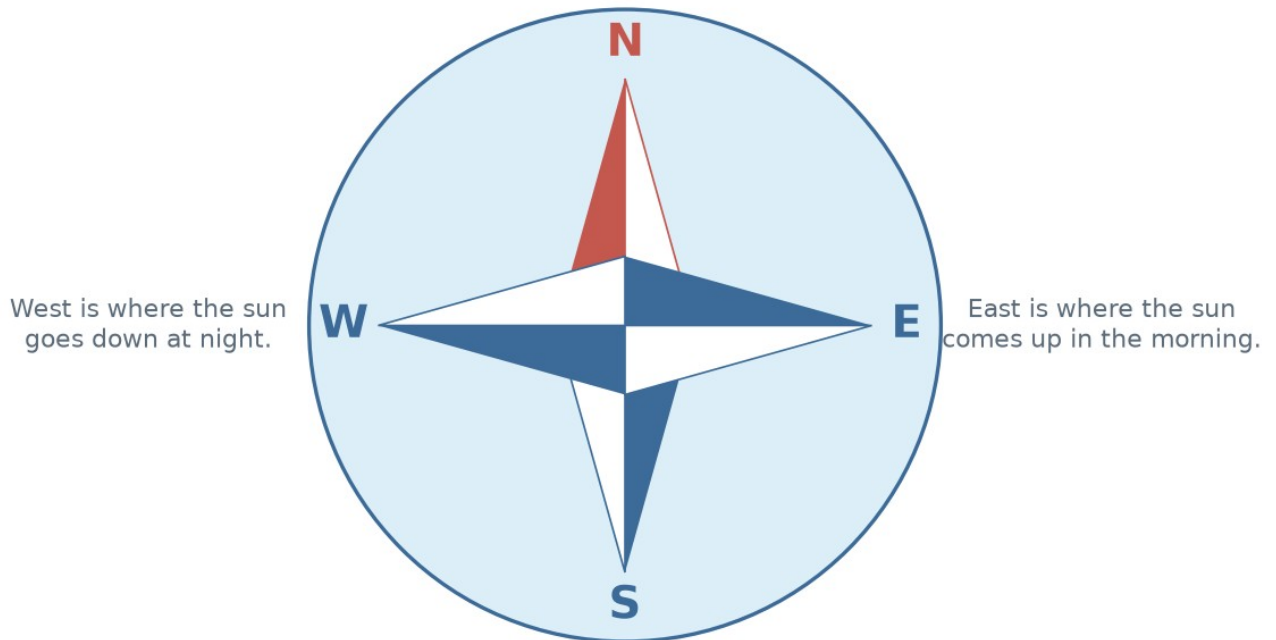
Three step cards: step 1, what do I want to say, know what your description is about; step 2, which source shows it best, a graph, a table, a photo or a picture; step 3, pick out the important bits, you do not need it all, pick what helps

Distance and direction

Remember the four compass directions from 2B?

The four compass directions

North is at the top of most maps.



South is at the bottom of most maps.

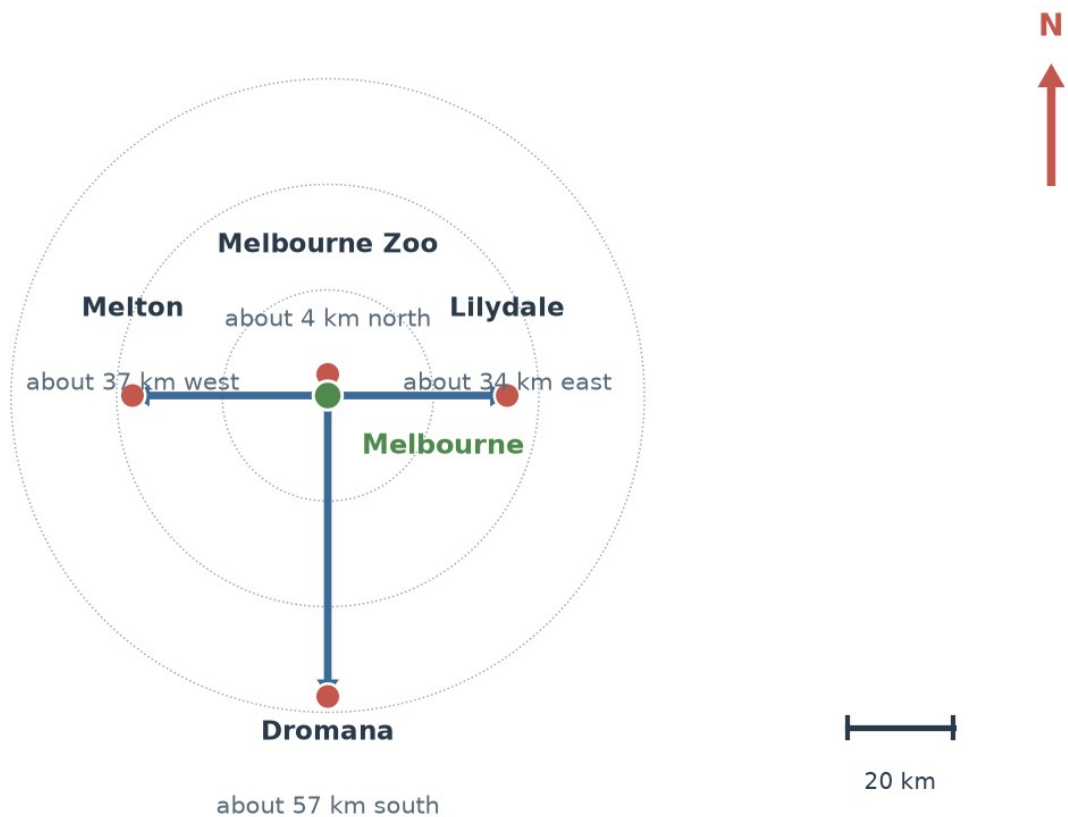
A compass helps us find these directions in real life.

A compass rose with four points labelled N, E, S and W, north in red at the top, with one line about each direction

We can say where something is by using **distance** (how far away) and **direction** (north, south, east or west). This is called the **relative location** of a place — where it is, compared to another place.

Look at the map. It shows four real places, compared to Melbourne.

Distance and direction from Melbourne



Longer line means further away. Distances are straight-line distances from the centre of Melbourne.

A distance and direction diagram centred on Melbourne with four real places on the four compass directions: Melbourne Zoo about 4 km north, Lilydale about 34 km east, Dromana about 57 km south and Melton about 37 km west, shown to scale with distance rings, a north arrow and a 20 km scale bar

We draw the lines to scale. A longer line means further away.

- Melbourne Zoo is about 4 km **north** of the centre of Melbourne.
- Lilydale is about 34 km **east** of Melbourne.
- Dromana is about 57 km **south** of Melbourne.
- Melton is about 37 km **west** of Melbourne.

Source: Wikipedia, “Melbourne Zoo”, “Lilydale, Victoria”, “Dromana, Victoria” and “Melton, Victoria”, viewed 25 August 2026.

Distance and direction together make a description much better. “Melton is west” is good. “Melton is about 37 km west of Melbourne” is even better!

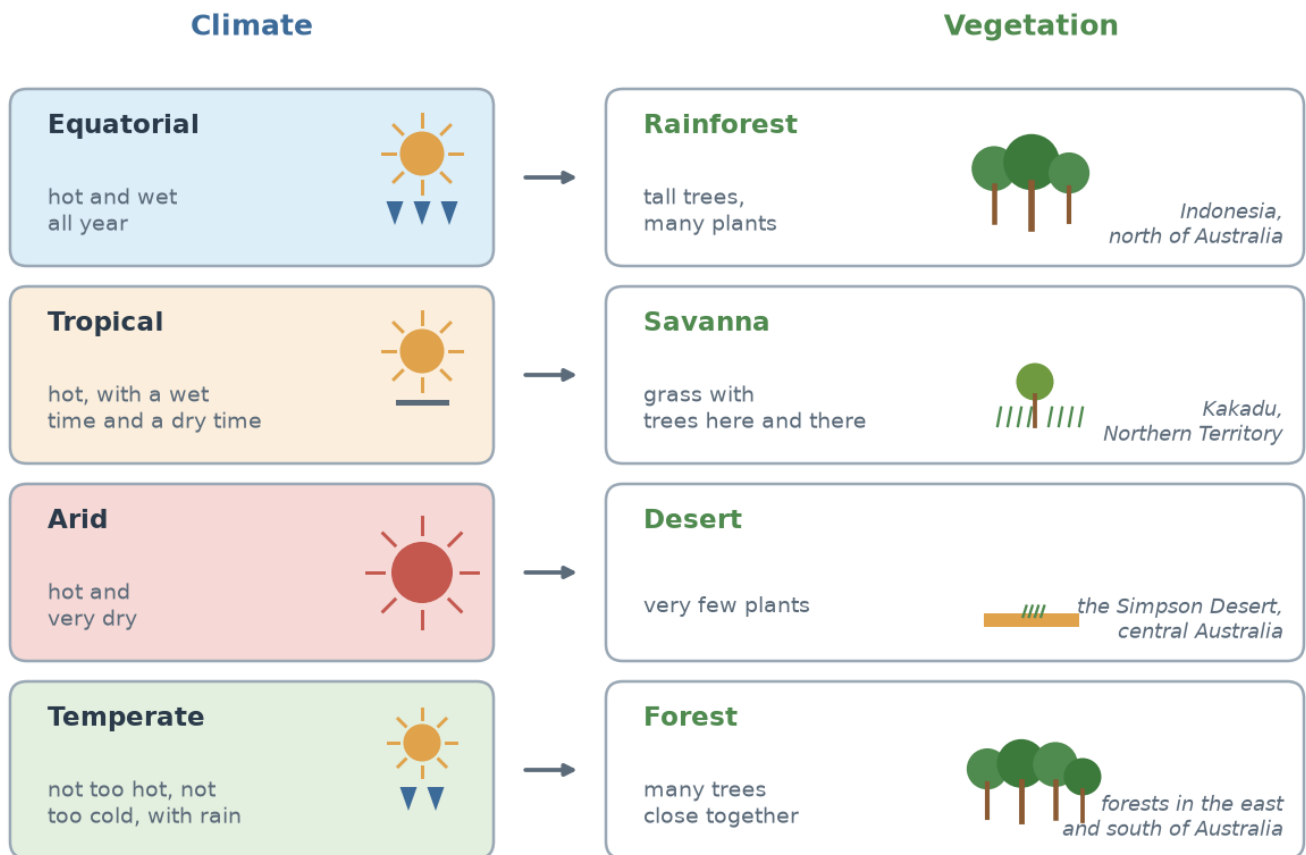
Climate and vegetation go together

In 3B and 3C we met the climate types (equatorial, tropical, arid, temperate) and the vegetation types (rainforest, savanna, desert, forest). **Climate** is the weather pattern a place has over a long time. **Vegetation** is the plants that grow in a place.

Climate and vegetation are joined together. Hot and wet places grow thick forests. Hot and dry places grow very few plants. Look at the model infographic. An **infographic** is a picture that shows information, with words and drawings together.

Climate and vegetation go together

Model infographic. You can make one like this!



Hot and wet places grow thick forests. Hot and dry places grow very few plants.

A model infographic with four rows joining each climate type to its vegetation type: equatorial to rainforest with the example Indonesia, north of Australia; tropical to savanna with the example Kakadu, Northern Territory; arid to desert with the example the Simpson Desert, central Australia; temperate to forest with the example forests in the east and south of Australia

The examples are real places. Kakadu, in the Northern Territory, has a tropical climate with a wet time and a dry time, and its savanna is grass with trees here and there. The Simpson Desert, in central Australia, is arid, with very few plants. Far north Queensland has the Daintree, a real tropical rainforest.

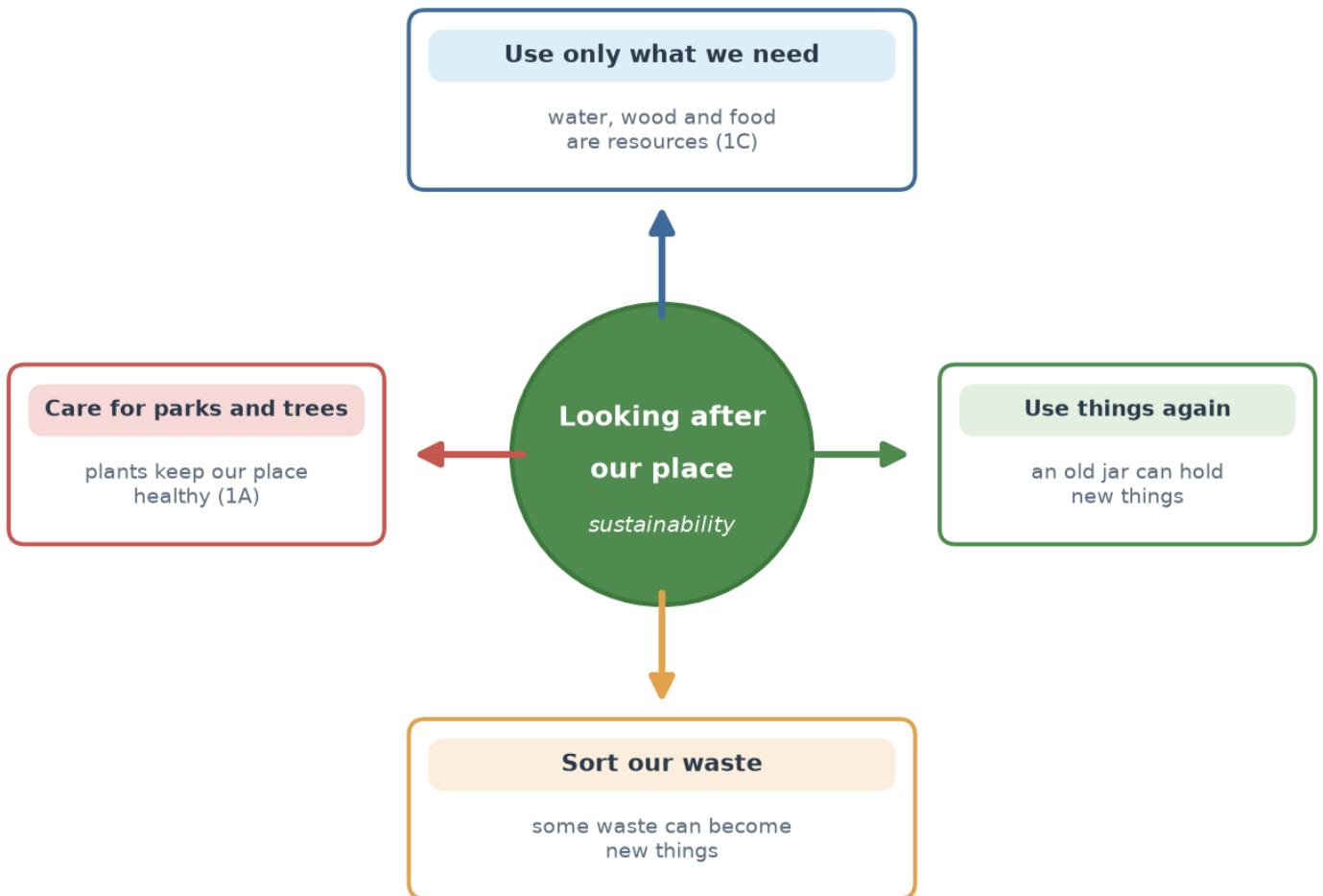
Source: Wikipedia, “Kakadu National Park”, “Simpson Desert” and “Daintree National Park”, viewed 25 August 2026.

A compass graphic of caring activities

In 1A and 1C we learned that our place gives us things — water, wood and food. These are **resources**. We look after them so they last. The big word for this is **sustainability** — looking after our place so it stays good for a long time.

One way to present this idea is a **compass graphic**. It looks like a compass rose: ideas sit on arrows pointing out from the middle. It does not show real directions.

A compass graphic of caring activities



It is called a compass graphic because the arrows point out from the middle, like a compass rose.

A compass graphic with "looking after our place, sustainability" in a green circle at the centre and four arrows pointing out to four activity cards: use only what we need; use things again; sort our waste; care for parks and trees

Four ways to flatten the round world

The world is round, like a ball. A map is flat. To make a flat map, we have to stretch or squash the round world. In 2B we met map projections. A **projection** is a way of drawing the round world flat.

Look at the same land, shown four different ways. These are original drawings of real coastline data from Natural Earth.

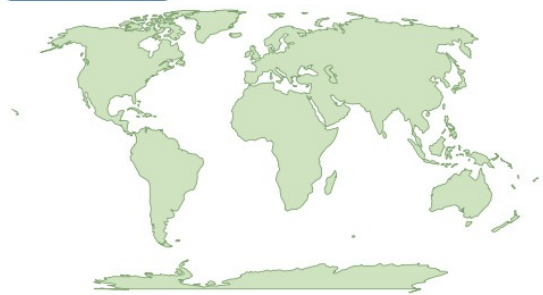
Four ways to flatten the round world

Mercator



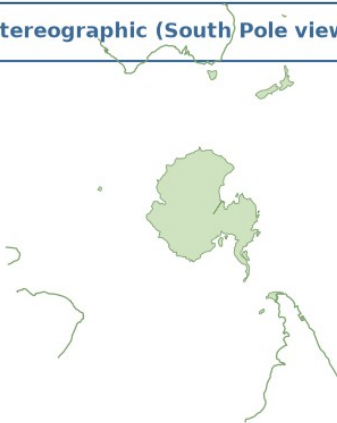
places far from the equator
look too large

Robinson



shows the whole world
with only small changes

Stereographic (South Pole view)



great for the lands
around a pole

Conic (Australia)



great for places that lie wide,
like Australia

The same land, shown four different ways. No flat map is perfect.

Four small world maps side by side in two rows showing the same real coastlines with the Mercator, Robinson, Stereographic and Conic projections, each with a one-line caption about what it changes

Source: coastlines from Natural Earth 110m land data, [naturalearthdata.com](https://www.naturalearthdata.com), viewed 25 August 2026.

- The **Mercator** projection keeps shapes right near the **equator** (the line around the middle of the world), but places far from the equator look much too large.
- The **Robinson** projection shows the whole world with only small changes. No place is exactly right, but nothing is very wrong.
- The **Stereographic** projection is great for the lands around a **pole**. A pole is the very top or the very bottom of the world. This one shows the South Pole, with Antarctica in the middle.
- The **Conic** projection is great for places that lie wide, like Australia.

No flat map is perfect. Every projection is good at something, and not so good at something else.

We try together

Worked example 1 — Describe a place with distance and direction

Let's build a description of **Melton**, using our sources. We think out loud, step by step.

Step 1 — What do we want to say? We want to describe Melton: what it is, and where it is.

Step 2 — Which sources show it best? We use a table of facts and the distance-and-direction map.

Source: a table of facts

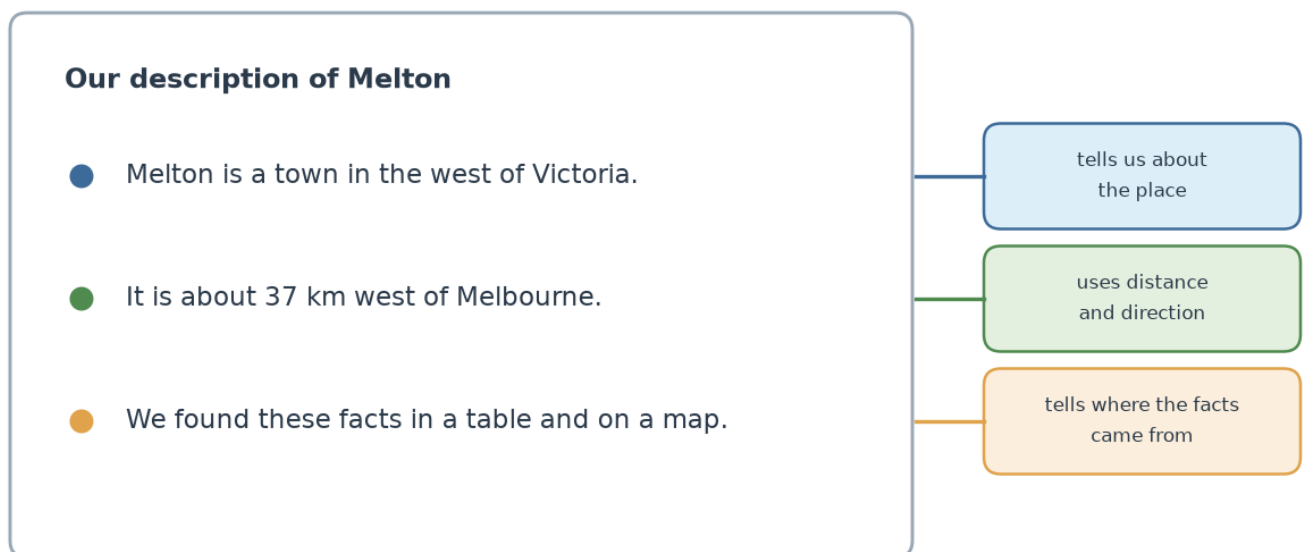
What is Melton?	a town in the west of Victoria
How far from Melbourne?	about 37 km
Which direction?	west

Source: Wikipedia, "Melton, Victoria", viewed 25 August 2026.

Step 3 — Pick out the important bits. We pick the three facts in the table. We do not need everything else about Melton.

Step 4 — Write the description. We put the facts into sentences, and we say where the facts came from.

What a good description looks like



A good description uses what we found in a source, and it says where the facts came from.

The model description of Melton in three sentences, with labels: "Melton is a town in the west of Victoria" tells us about the place; "It is about 37 km west of Melbourne" uses distance and direction; "We found these facts in a table and on a map" tells where the facts came from

Look at the three parts. A good description tells us about the place, uses distance and direction, and says where the facts came from.

Worked example 2 — Build the projections table

Now let's present what the four projections are good at, and not so good at, in a table. We build it row by row from the four maps above.

Row 1 — Mercator. Look at the Mercator map. Greenland looks huge! But is it? Greenland's real area is 2,166,086 square kilometres. Africa's real area is 30,370,000 square kilometres. Africa is about **14 times** the size of Greenland

— but on the Mercator map, Greenland looks the bigger one. That is the Mercator’s not-so-good-at. Near the equator, shapes look right, and it is good for direction.

Source: Wikipedia, “Greenland” and “Africa”, viewed 25 August 2026.

Row 2 — Robinson. The Robinson map shows the whole world, and Africa and Greenland look closer to their true sizes. But nothing is exactly right — size and shape change a little in every place.

Row 3 — Stereographic. The lands around the South Pole sit in the middle and look just right. But places far from the pole would look much too large.

Row 4 — Conic. Australia sits nicely in the middle, wide and true. But the conic projection is not good for the whole world.

Here is our finished table.

Good at, and not so good at		
Projection	Good at	Not so good at
Mercator	Shapes near the equator look right. Good for direction.	Places far from the equator look much too large.
Robinson	Shows the whole world with only small changes.	No place is exactly right. Size and shape change a little in every place.
Stereographic	Great for the lands around a pole, like Antarctica.	Places far from the pole look much too large.
Conic	Great for places that lie wide, like Australia.	Not good for the whole world.

A completed table with one row for each projection, Mercator, Robinson, Stereographic and Conic, giving in plain words what each projection is good at and not so good at

Your turn

With help

Activity 1 — Match the source to the job. Which source kind is best for each job? Pick from: a graph, a table, a photograph, a picture (map).

1. Show how many bottles our class collected each week this term.
2. Look up the distance from Melbourne to Melton.
3. Show what the Simpson Desert really looks like.
4. Show where Lilydale is, compared to Melbourne.

Activity 2 — Pick the important bits. Here is a source about Dromana.

Source: a fact panel

What is Dromana?	a town by the sea in Victoria
How far from Melbourne?	about 57 km
Which direction?	south
Extra fact	Dromana has a beach.

We want to describe *where Dromana is*. Underline the two facts you would pick, and cross out the ones you do not need.

Activity 3 — Finish the sentences. Use the distance-and-direction map to fill in the gaps.

1. Lilydale is about _____ km _____ of Melbourne.
2. _____ is about 57 km south of Melbourne.
3. Melbourne Zoo is about 4 km _____ of Melbourne.
4. _____ is about 37 km _____ of Melbourne.

Activity 4 — Match climate to vegetation. Draw a line from each climate to its vegetation, then check with the model infographic.

1. equatorial — hot and wet all year
2. arid — hot and very dry
3. temperate — not too hot, not too cold, with rain
 - a. desert — very few plants
 - b. forest — many trees close together
 - c. rainforest — tall trees, many plants

Activity 5 — Add to the compass graphic. Here are two more caring activities. Which arrow of the compass graphic does each one belong with?

1. Turn the tap off while you brush your teeth.
2. Take a bag to the shop and use it again.

Activity 6 — Look at the four maps. Answer with a projection name.

1. Which projection makes places far from the equator look much too large?
2. Which projection is a good one for Australia?
3. Which projection puts Antarctica in the middle?

On your own

Activity 7 — Write your own description. Choose Dromana or Lilydale. Write three sentences like our Melton model: one tells us about the place, one uses distance and direction, and one says where your facts came from.

Activity 8 — Draw your own infographic row. Pick one climate type. Draw its vegetation the way the model infographic does, and label both with words. Add one real example place from this section or from 3B and 3C.

Activity 9 — Your own table row. Pick one projection. In your own words, write one thing it is good at and one thing it is not so good at.

Activity 10 — Your own compass spoke. Write one thing *you* do at home or at school to look after your place. Say which arrow of the compass graphic it belongs with, and why it helps.

Geography in real life

Your presentation. Now you are the presenter! Make a short description of a place and present it to your class.

1. Pick a place from this section (Melton, Lilydale, Dromana, Melbourne Zoo) or your own suburb or town.

2. Use at least two sources — for example, the distance-and-direction map and a table of facts.
3. Your description must use distance and direction, and at least two geography words (like climate, vegetation, resource or sustainability).
4. Add one drawing, infographic row or table to help show your idea.
5. Say where your facts came from.
6. Read it to the class.

Before you present, check your work.

Before I present, I check ...	
☒ I picked the right source for my idea.	☒ I picked out the important bits.
☒ I used distance and direction where I could.	☒ I used geography words, like climate and vegetation.
☒ My drawings and tables are neat and have names.	☒ I can read my work to the class.

A six-item presentation checklist with tick boxes: I picked the right source for my idea; I picked out the important bits; I used distance and direction where I could; I used geography words, like climate and vegetation; my drawings and tables are neat and have names; I can read my work to the class

Answers

Activity 1: 1 a graph (it shows numbers that change week by week). 2 a table (we can look the number up). 3 a photograph (it shows what the desert really looks like). 4 a picture (a map shows where things are).

Activity 2: Pick “about 57 km” and “south” (or “a town by the sea in Victoria” if describing what it is). The beach fact is not about where Dromana is, so we cross it out for this job.

Activity 3: 1 34, east. 2 Dromana. 3 north. 4 Melton, west.

Activity 4: 1–c, 2–a, 3–b.

Activity 5: 1 “Use only what we need” (water is a resource). 2 “Use things again”. (Other answers are fine if you can say why.)

Activity 6: 1 Mercator. 2 Conic. 3 Stereographic.

Activity 7: Example: “Dromana is a town by the sea in Victoria. It is about 57 km south of Melbourne. I found these facts on the map and in a table.” Check: about the place / distance and direction / where the facts came from.

Activity 8: Example: tropical → savanna, as grass with a few trees, example Kakadu. Check that the climate and vegetation go together.

Activity 9: Example: “Robinson is good at showing the whole world. It is not so good at being exactly right in one place.”

Activity 10: Responses are personal. Example: “I put our food scraps in the compost. It goes with ‘sort our waste’, because the waste becomes good soil.”

Geography in real life: Responses are personal. Check against the six checklist boxes.