

Mathematics Level 7

Chapter 4 — Skills: concluding, deciding and communicating

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Contents

Section	Page
Drawing conclusions using space, interconnection and environment	2
Choosing actions and thinking about their impacts	15
Presenting what we know about places	25

Drawing conclusions using space, interconnection and environment

Geography 4 · Chapter 4 · 4A

Owens: VC2HG4S04 (Geographical Skills — Concluding and decision-making) **Draws on:**

VC2HG4S04.E02 · VC2HG4S04.E04 · VC2HG4S04.E05 · VC2HG4S04.E06 (VC2HG4S04.E01 and VC2HG4S04.E03 are not here — TOC §2A)

This section is where Chapter 4 does its thinking. The evidence comes from places we have already met: climate and vegetation (→ 2C), special natural places (→ 1C), and Australia and its neighbouring countries (→ 2D). The asking and the gathering happened in Chapter 3; the showing happens in 4C.

Teacher note. Read the pages together first. A conclusion is new and a little formal, so keep saying it in plain words: *what we work out, and why*. Every model conclusion in this section is written in child voice on purpose. Children who are not ready to write can say their conclusions aloud or finish a sentence starter with a buddy. “Answers will be different” is often true here; the possible answers at the end show the shape of a good response, not the only one.

What we are learning

Geographers go one step further. A **geographer** is a person who studies places and environments. In 3A–3C we gathered information: we read maps and photos, we read tables and numbers, and we did **fieldwork** — going outside to look, count and check for yourself. Gathering is big work. But a geographer goes one step further. They draw a **conclusion**. A conclusion is what you work out from the **evidence** — and why. Evidence is the information we gathered: the maps, photos, tables, numbers and things we saw and counted. To **analyse** means to look at the evidence carefully and hunt for patterns — what is the same, what is different, what goes together.

Three thinking tools. This section names three big ideas that help a geographer think. They are called **concepts**. A good conclusion uses at least one of them.

Three thinking tools for drawing conclusions

Geographers use these concepts to help them see what the evidence shows



A conclusion uses evidence. These three concepts give the evidence a shape.

Three concept cards side by side. SPACE asks: where is it, how far, what is the pattern? INTERCONNECTION asks: how is this place joined to other places, what moves between places? ENVIRONMENT asks: what are the land, water, plants and animals like, how do people look after them?

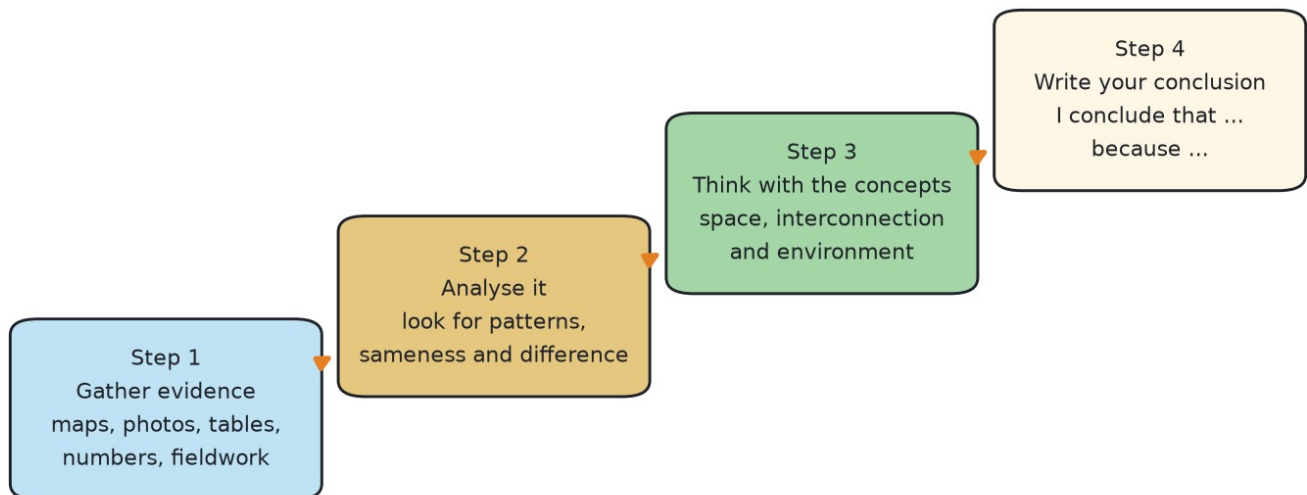
- **Space** is about where things are, how far they are from each other, and the patterns they make on the map.

- **Interconnection** is about how places are joined to other places — people, goods and ideas moving between them.
- **Environment** is the land, water, air, plants and animals of a place, and how people look after them.

Four steps to a conclusion. Drawing a conclusion is a small journey with four steps.

How to draw a conclusion

A conclusion is what you work out from the evidence — and why



Step 4 must always point back to Step 1: say WHICH evidence made you think so.

A staircase of four steps rising across the page. Step 1 gather evidence: maps, photos, tables, numbers, fieldwork. Step 2 analyse it: look for patterns, sameness and difference. Step 3 think with the concepts: space, interconnection and environment. Step 4 write your conclusion: I conclude that ... because ...

The word *because* is the heart of Step 4. A conclusion always points back to the evidence that made you think so. *Darwin gets lots of rain* is not a conclusion — it is just evidence. *Darwin's wet climate grows tall grasses* is a conclusion, because it says what the evidence helps us work out.

Worked examples

Example 1 — step by step: what grows where in Australia

(VC2HG4S04.E02 · VC2HG4S04.E06)

The class has a question like a real geographer asks: *How are the plants in an ecosystem connected to its climate?* An **ecosystem** is a place where plants, animals and the climate all work together. To keep it small, the class looks at three real Australian places and real weather numbers. **Climate** is the weather a place gets over many years. **Vegetation** is the plants that grow wild in a place.

Three real places, three real climates

Place	How far south (latitude)	Rain per year (mean)	Hottest time (mean max)	Climate type	What grows there
 Darwin Airport, NT	12.4 S	1736.8 mm	32.1 degrees	tropical	tall grasses and open woodland (savannah)
 Alice Springs Airport, NT	23.8 S	283.8 mm	28.9 degrees	arid	desert plants: spinifex and low bushes
 Melbourne Airport, VIC	37.7 S	536.2 mm	20.0 degrees	temperate	grassy woodland and eucalypt forest

Source: Bureau of Meteorology, Climate statistics for Australian locations, stations 014015, 015590 and 086282; means over 1941-2026 (Darwin and Alice Springs) and 1970-2026 (Melbourne); retrieved 25 August 2026.

Mean = the number you get when many years of weather are shared out evenly.

A table of three real places. Darwin Airport, NT: 12.4 degrees south, 1736.8 millimetres of rain a year, hottest time 32.1 degrees, tropical climate, tall grasses and open woodland called savannah. Alice Springs Airport, NT: 23.8 degrees south, 283.8 millimetres of rain, hottest time 28.9 degrees, arid climate, desert plants such as spinifex and low bushes. Melbourne Airport, VIC: 37.7 degrees south, 536.2 millimetres of rain, hottest time 20.0 degrees, temperate climate, grassy woodland and eucalypt forest.

What we do

Why it works

Step 1 — Gather evidence. We read the table. Three real places, three real climates, and what grows there.
(Source: Bureau of Meteorology, retrieved 25 August 2026.)

A conclusion is only as good as its evidence. Real places, real numbers. (VC2HG4S04.E06)

Step 2 — Analyse it. We hunt for patterns. More rain goes with taller, thicker plants. The further south a place is, the cooler its hottest time.

Patterns are what the evidence is trying to tell us.

Step 3 — Think with the concepts. SPACE: how far south each place is. ENVIRONMENT: the climate, and the plants that can grow in it.

The concepts tell us which pattern matters.

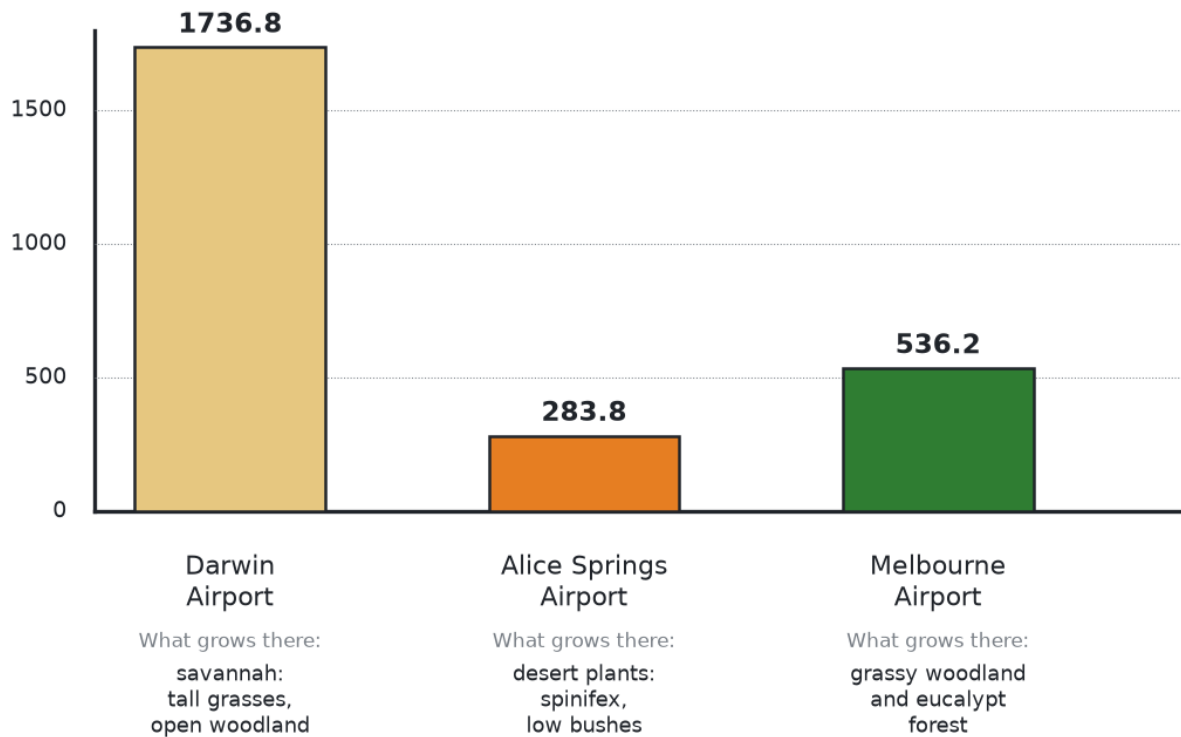
Step 4 — Write the conclusion, with *because*.

Because joins the conclusion back to the evidence.

Two more pieces of evidence make the pattern easier to see: a column graph of the rain, and a simple map of how far south each place sits. The **equator** is the line around the middle of Earth; the **Tropic of Capricorn** is a line south of it. How far south a place is, in degrees, is called its **latitude**.

Rain in a year helps decide what grows

Mean annual rainfall, in millimetres (mm)

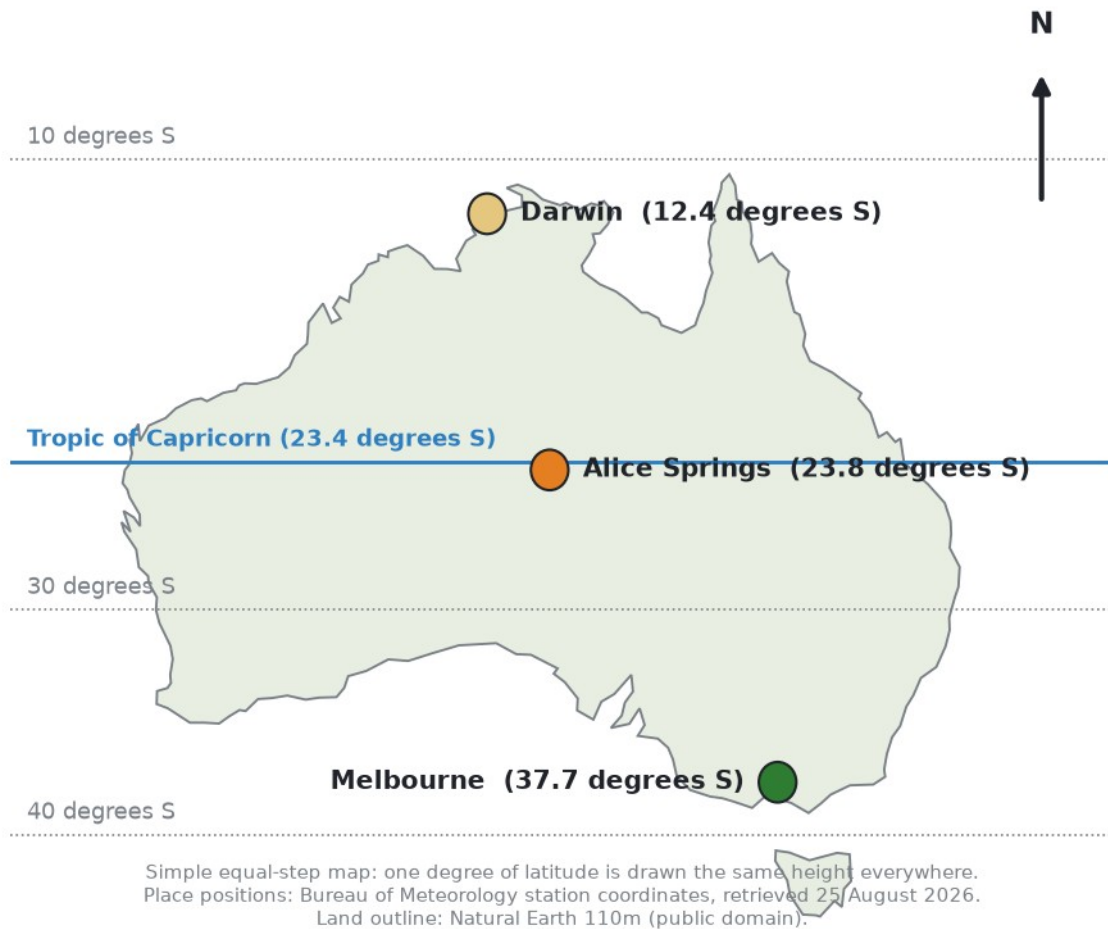


Source: Bureau of Meteorology, Climate statistics for Australian locations, stations 014015, 015590 and 086282; retrieved 25 August 2026.

A column graph of mean annual rainfall: Darwin Airport 1736.8 millimetres with savannah beneath, Alice Springs Airport 283.8 millimetres with desert plants beneath, Melbourne Airport 536.2 millimetres with grassy woodland and eucalypt forest beneath.

Where things are: three places and the equator

Equator (0 degrees)

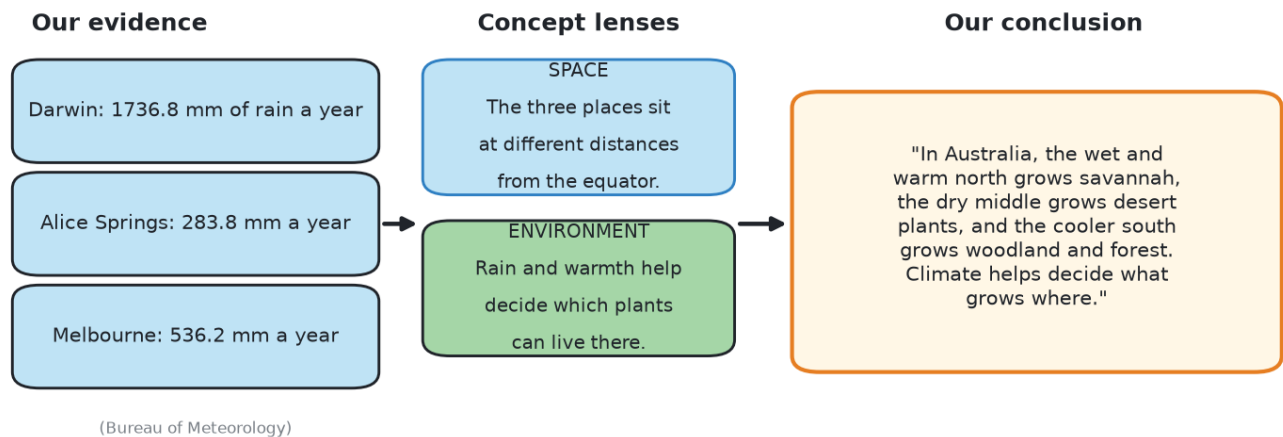


A simple map of Australia with the equator and the Tropic of Capricorn drawn across it and dashed latitude lines at 10, 30 and 40 degrees south. Darwin sits near the dashed line for 10 degrees south, Alice Springs almost on the Tropic of Capricorn, and Melbourne near the line for 40 degrees south.

Here is the class's finished thinking, and the conclusion it leads to. **Savannah** is tall grassland with scattered trees. **Spinifex** is a spiky desert grass. A **eucalypt** is a gum tree.

From evidence to conclusion

Watch one class build a conclusion, link by link



A good conclusion names its evidence and at least one concept.

A thinking chain. Three evidence cards — Darwin is wet and hot and grows savannah; Alice Springs is dry and grows desert plants; Melbourne is cooler with more rain and grows woodland and forest — pass through two lens cards labelled SPACE and ENVIRONMENT and come out as one conclusion: in Australia, the wet and warm north grows savannah, the dry middle grows desert plants, and the cooler south grows woodland and forest. Climate helps decide what grows where.

In Australia, the wet and warm north grows savannah, the dry middle grows desert plants, and the cooler south grows woodland and forest. Climate helps decide what grows where.

And here is the bigger step (VC2HG4S04 .E02). In 2C we laid a world climate map over a world vegetation map and found the very same pattern: near the equator, hot and wet climates grow thick forest; dry places around the tropics grow deserts; cooler places further from the equator grow woodland and grassland. So our conclusion grows: *climate helps decide what grows where — in Australia, and around the world.*

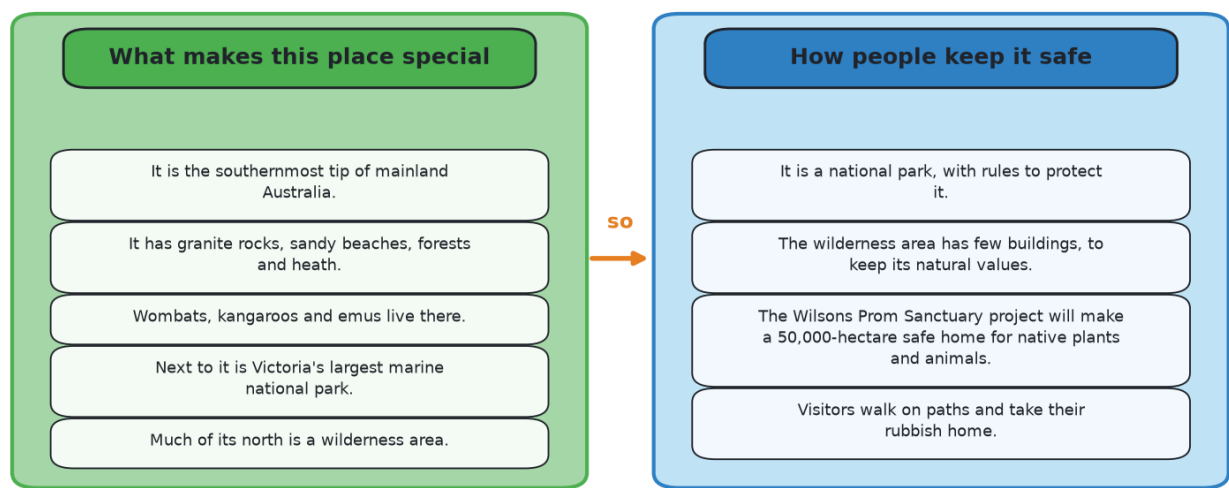
Example 2 — step by step: keeping a unique place safe

(VC2HG4S04 .E04)

Some places are **unique** — the only one of their kind. The class looks at Wilsons Promontory National Park in Victoria. The Prom is the southernmost tip of **mainland** Australia — the mainland is the big joined-up land of a country, not its islands.

A unique place worth keeping: Wilsons Promontory National Park

The southernmost tip of mainland Australia



Facts: Parks Victoria, Wilsons Promontory National Park page, retrieved 25 August 2026. A hectare is a square 100 metres long on each side.

A two-panel diagram about Wilsons Promontory National Park, the southernmost tip of mainland Australia. Left panel, what makes this place special: it is the southernmost tip of mainland Australia; it has granite rocks, sandy beaches, forests and heath; wombats, kangaroos and emus live there; next to it is Victoria’s largest marine national park; much of its north is a wilderness area. Right panel, how people keep it safe: it is a national park with rules to protect it; the wilderness area has few buildings to keep its natural values; the Wilsons Prom Sanctuary project will make a 50,000-hectare safe home for native plants and animals; visitors walk on paths and take their rubbish home.

What we do	Why it works
Step 1 — Gather evidence. Five facts about what makes the Prom special; four facts about how people keep it safe. (Source: Parks Victoria, retrieved 25 August 2026.)	Conclusions about preservation start by knowing what is worth keeping safe.
Step 2 — Analyse it. Every “special” fact has a “safe” fact that looks after it. The wilderness is special, and few buildings keeps it that way. The animals are special, and the sanctuary project gives them a safe home.	Looking for what goes together is analysing.
Step 3 — Think with the concepts. ENVIRONMENT does most of the work here. SPACE adds one fact: the southernmost tip of mainland Australia is a where-fact you cannot find twice.	A unique where-fact plus a unique environment is double evidence.
Step 4 — Write the conclusion, with <i>because</i> .	Same rule as always: point back to the evidence.
<i>Wilsons Promontory is unique, so people keep it safe with park rules, wilderness areas and the sanctuary project — because once a unique place is lost, it can never be brought back.</i>	

A **hectare** is a square 100 metres long on each side — about as big as a sports oval. A **wilderness** area is a place where nature is left wild, with almost no buildings. A **sanctuary** is a safe home for plants and animals. **Marine** means of the sea. **Granite** is a very hard rock.

A second real example, this time a unique animal. The Helmeted Honeyeater is Victoria’s bird **emblem** — the special bird that stands for Victoria. By 1989 only about 50 were left in the wild, so the bird was **endangered**: so few left that it might disappear.

Saving a unique bird: the Helmeted Honeyeater

Victoria's bird emblem, listed as critically endangered



A habitat is the place where a plant or animal lives and finds what it needs. Facts: helmetedhoneyeater.org.au, retrieved 25 August 2026.

A three-panel timeline about the Helmeted Honeyeater. By 1989: only about 50 Helmeted Honeyeaters were left in the wild and the bird was in serious trouble. In May 1989: people formed a group, Friends of the Helmeted Honeyeater, and decided to act before it was too late. Their work: protect the habitat the birds still have, plant new habitat for the future, and raise awareness.

A **habitat** is the place where a plant or animal lives and finds what it needs. The class's conclusion:

Unique animals get a better chance when people act early — because protecting and planting habitat gives the birds somewhere to live.

(Source: the Friends of the Helmeted Honeyeater website, retrieved 25 August 2026.)

Practice tasks

With help

Q1. Sort the cards. Look at the eight cards below. Sort each card into the concept basket it fits best: **space**, **interconnection** or **environment**. For each card, say the basket word and the clue word that gave it away.

Which concept does each card belong to?

Sort the eight cards into the three baskets below

Card 1 Darwin is much closer to the equator than Melbourne.	Card 2 Australia sells wheat and live cattle to Indonesia.	Card 3 Wombats, kangaroos and emus live at Wilsons Prom.	Card 4 Alice Springs sits almost on the Tropic of Capricorn.
Card 5 About 455,000 Australians visited Fiji in 2024.	Card 6 Desert plants like spinifex grow around Alice Springs.	Card 7 Melbourne Airport is north of Wilsons Prom.	Card 8 About 24,000 Indonesian students studied in Australia in 2025.

SPACE where? how far? pattern?	INTERCONNECTION joined to other places?	ENVIRONMENT land, water, plants, animals?
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Cards 1-8 are facts from this section. Each fits ONE basket best.

Eight statement cards to sort into three baskets labelled SPACE, INTERCONNECTION and ENVIRONMENT. Card 1: Darwin is much closer to the equator than Melbourne. Card 2: Australia sells wheat and live cattle to Indonesia. Card 3: Wombats, kangaroos and emus live at Wilsons Prom. Card 4: Alice Springs sits almost on the Tropic of Capricorn. Card 5: About 455,000 Australians visited Fiji in 2024. Card 6: Desert plants like spinifex grow around Alice Springs. Card 7: Melbourne Airport is north of Wilsons Prom. Card 8: About 24,000 Indonesian students studied in Australia in 2025.

Q2. Read the climate table (VC2HG4S04.E02 · VC2HG4S04.E06). Use the table and the column graph from Example 1.

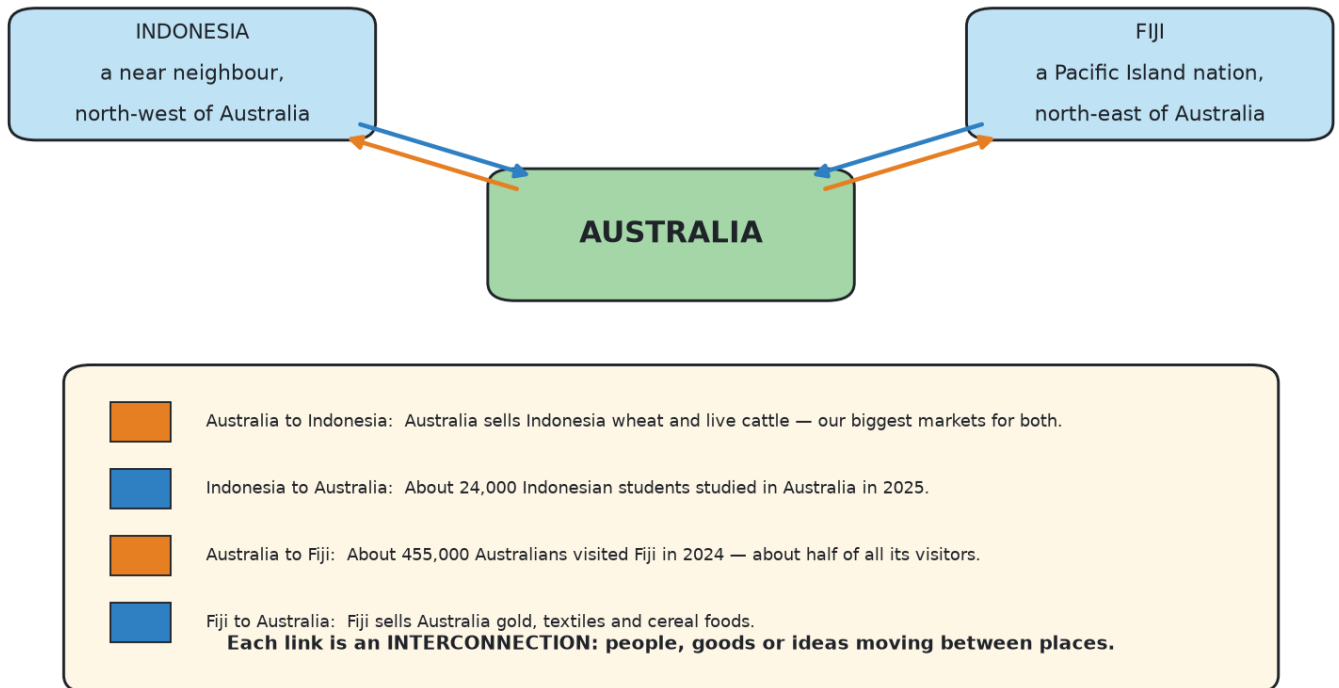
1. Which of the three places gets the most rain in a year? Which gets the least?
2. Which place is closest to the equator? Which is closest to the Tropic of Capricorn?
3. Match each climate to its plants: tropical, arid, temperate.
4. Finish this sentence: *The wetter the climate, the ...*

Q3. Read the connections web (VC2HG4S04 .E05). Look at the diagram of Australia, Indonesia and Fiji — two neighbouring countries we met in 2D. (Facts: DFAT, retrieved 25 August 2026.)

1. What does Australia sell to Indonesia?
2. What moves from Fiji to Australia?
3. Which link is about people, not goods?
4. Finish this sentence: *Australia and its neighbouring countries are connected because ...*

Places are joined to places

Real connections between Australia and two neighbouring countries



What could we conclude about Australia's links with its neighbours? Facts: DFAT country briefs, Indonesia and Fiji, retrieved 25 August 2026.

A diagram of Australia joined to Indonesia and Fiji with arrows in two colours, and a key. Australia to Indonesia: Australia sells Indonesia wheat and live cattle, our biggest markets for both. Indonesia to Australia: about 24,000 Indonesian students studied in Australia in 2025. Australia to Fiji: about 455,000 Australians visited Fiji in 2024, about half of all its visitors. Fiji to Australia: Fiji sells Australia gold, textiles and cereal foods.

Q4. Weak or strong? Two children wrote conclusions about the same evidence: *Alice Springs gets 283.8 mm of rain a year, and desert plants like spinifex grow there.*

- Child A: *Alice Springs is interesting.*
- Child B: *Alice Springs is too dry for forest, so desert plants like spinifex grow there instead.*

Which conclusion is stronger? Say why in one sentence. Then make Child A's conclusion strong by adding *because* and one piece of evidence.

Q5. The ecosystem question (VC2HG4S04 .E06). Answer the class's question — *How are the plants in an ecosystem connected to its climate?* — for all three places. Use the words *climate*, *vegetation* and *because* at least once each.

Q6. Space detective. Use the latitude map from Example 1.

1. Put the three places in order, starting with the one closest to the equator and ending with the most southern one.
2. Which place sits almost on the Tropic of Capricorn?
3. Melbourne Airport is north of Wilsons Prom. True or false? How does the map tell you?
4. Write one space conclusion that starts: *The further south a place is, the ...*

On your own

Q7. Your own climate conclusion (VC2HG4S04 .E02). Pick two of the three places from Example 1. Write one conclusion comparing them, using *I conclude that ... because ...*

Q8. Your own interconnection conclusion (VC2HG4S04 .E05). Look at the connections web again. Notice that every arrow has a partner going the other way. Write one conclusion about how Australia and its neighbouring countries are joined, using the word *both*.

Q9. Your own preservation conclusion (VC2HG4S04 .E04). Choose Wilsons Promontory or the Helmeted Honeyeater. Write one conclusion about why it is worth keeping safe. Quote two pieces of evidence from the diagrams, and use *because*.

Q10. Same and different (VC2HG4S04 .E05). In 2D we compared places in Australia with places in neighbouring countries. Using the connections web and what 2D taught you, write one thing that is the same and one thing that is different about life in Australia and in Indonesia or Fiji. Then write one conclusion that starts: *Even though they are different, Australia and its neighbouring countries ...*

Inquiry task — draw your own conclusion

This is the doing part of 4A. You gather, you analyse, you conclude.

1. Pick one question about your local environment. Starters: *Which side of our school has more trees, and why might that be? Where do puddles last longest after rain? Where do the birds gather at lunchtime?*
2. Go outside. Do your fieldwork: look, count, check. Write or draw **three pieces of evidence** in the frame below.
3. Analyse: what is the same, what is different, what goes together?
4. Tick the concept or concepts you used: space, interconnection, environment.

5. Write your conclusion: *I conclude that ... because ...*

My conclusion plan

My question:

Fill it in as you work through the inquiry task

My evidence (three pieces):

1. _____
2. _____
3. _____

The concepts I used (tick them):

SPACE

INTERCONNECTION

ENVIRONMENT

My conclusion:

I conclude that

Keep this frame safe. Section 4C is where you present your conclusions.

A blank writing frame titled My conclusion plan, with spaces for my question, my evidence as three numbered lines, three tick boxes labelled SPACE, INTERCONNECTION and ENVIRONMENT, and a line that begins I conclude that.

Keep your frame safe. 4C is where you present your conclusions.

Possible answers

Answers will be different in every class. These show the shape of a good response.

Q1. Space: cards 1, 4 and 7 — each is a where-fact (closer to, sits on, north of). Interconnection: cards 2, 5 and 8 — each is people or goods moving between places. Environment: cards 3 and 6 — each is about plants and animals.

Q2. (1) Darwin the most; Alice Springs the least. (2) Darwin closest to the equator; Alice Springs closest to the Tropic of Capricorn. (3) Tropical — tall grasses and open woodland; arid — spinifex and low bushes; temperate — grassy woodland and eucalypt forest. (4) Shape: *the wetter the climate, the taller and thicker the vegetation.*

Q3. (1) Wheat and live cattle. (2) Gold, textiles and cereal foods. (3) The student link (Indonesia to Australia) or the visitor link (Australia to Fiji). (4) Shape: *... because people, goods and ideas move both ways between them.*

Q4. Child B is stronger, because it joins the dry climate to the desert plants with *so*. A strong fix for Child A: *Alice Springs is interesting because a place that gets so little rain still grows living things like spinifex.*

Q5. Shape: *In each ecosystem the vegetation matches the climate. Darwin's tropical climate is wet and hot, so tall grasses and open woodland grow. Alice Springs' arid climate is dry, so desert plants grow. Melbourne's temperate climate is cooler, so woodland and forest grow.*

Q6. (1) Darwin, Alice Springs, Melbourne. (2) Alice Springs. (3) True — Melbourne sits near 37.7 degrees south and Wilsons Prom is further south still, so the airport is north of the park. (4) Shape: *the further south a place is, the cooler its climate.*

Q7. Shape: *I conclude that Darwin's climate grows savannah and Melbourne's climate grows forest, because Darwin is wetter and hotter and Melbourne is cooler.*

Q8. Shape: *I conclude that Australia and its neighbouring countries need each other, because goods and people travel both ways — we sell wheat to Indonesia and Indonesians study here; we visit Fiji and Fijian goods are sold here.*

Q9. Shape: *Wilsons Promontory is worth keeping safe because it is the southernmost tip of mainland Australia and wombats, kangaroos and emus live there — and unique places cannot be replaced. Or: The Helmeted Honeyeater is worth keeping safe because it is Victoria's bird emblem and by 1989 only about 50 were left.*

Q10. Answers will be different. A good response has one true same, one true difference, and a conclusion that joins the two, such as: *Even though they are different, Australia and its neighbouring countries are joined by the things they sell and the people who visit.*

Inquiry task. Look for: three pieces of evidence gathered outside; at least one concept ticked; a conclusion that uses *because* and points back to the child's own evidence.

Next in Chapter 4: **4B** takes the issues we have drawn conclusions about and asks: what should we do, and what will our actions change?

Choosing actions and thinking about their impacts

Code **VC2HG4S05** (Victorian Curriculum F–10 Version 2.0, Geography, Levels 3 and 4; taken from the VCAA Geography file VC2_AS-CD-Elab_29-07-2026.csv). This section draws on VC2HG4S05.E01, .E02, .E03, .E04 and .E05.

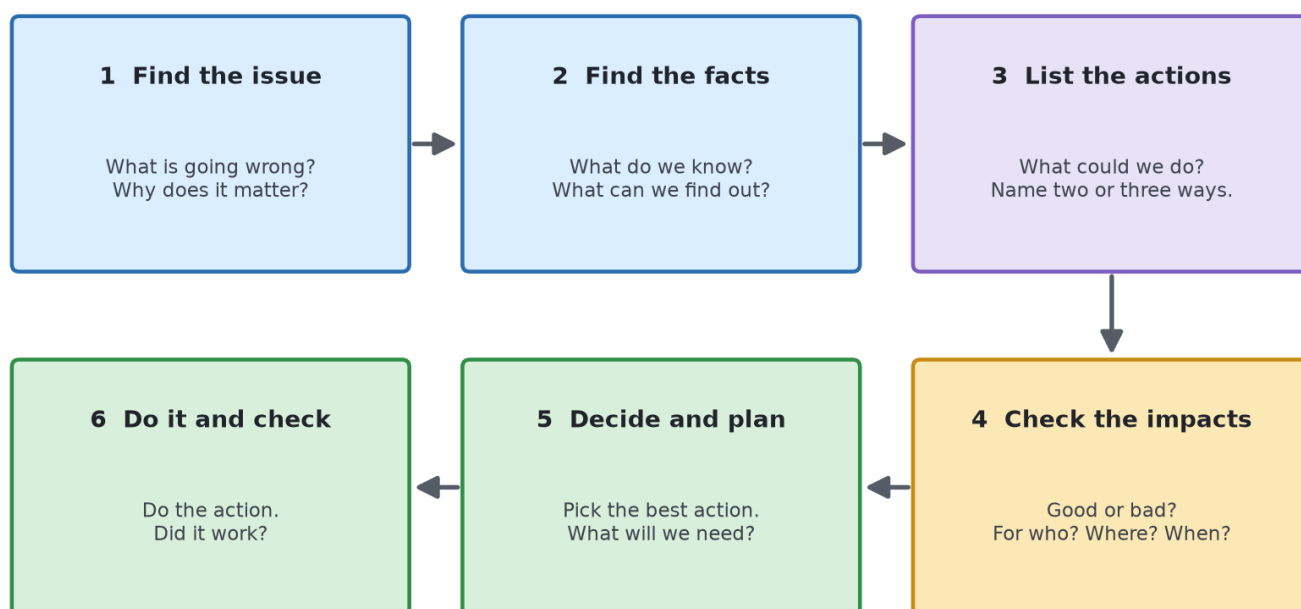
What you need to know

Some days you look at the playground and see lots of plastic on the ground. Some days you read that a small animal is losing its home. These are **issues** — problems we want to do something about. An **action** is one thing a person or a group does to fix the issue. A **response** is everything we do about it.

Every action has **impacts**. An impact is the change the action brings. Impacts can be good or bad. They can fall on people, on animals, and on places. They can land now, or later, here, or far away. Good decision-makers check the impacts before they pick the action.

The six steps. When your class faces an issue, use these steps in order.

The six steps for deciding on an action



A flowchart of six numbered boxes joined by arrows. The steps are: 1 Find the issue (what is going wrong, why does it matter); 2 Find the facts (what do we know, what can we find out); 3 List the actions (what could we do, name two or three ways); 4 Check the impacts (good or bad, for who, where, when); 5 Decide and plan (pick the best action, what will we need); 6 Do it and check (do the action, did it work).

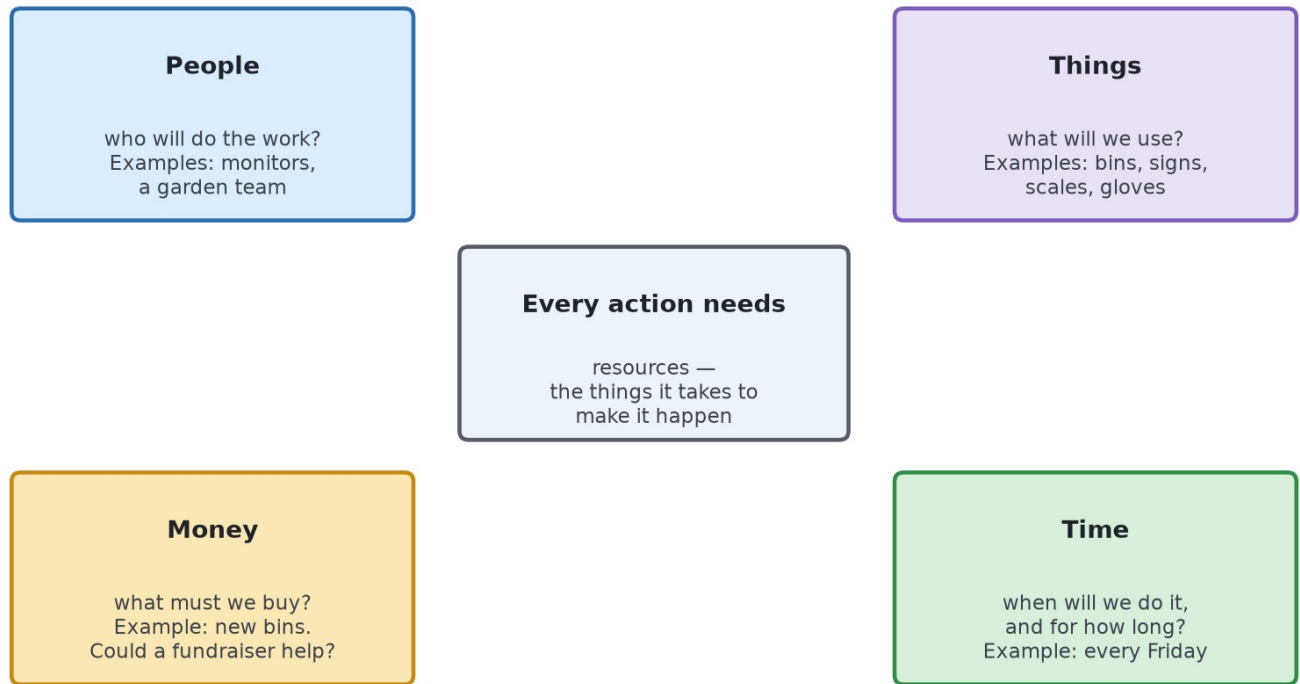
Words for animals and their homes. The **habitat** of a plant or an animal is its home — the place where it finds its food, its water and its shelter. A kind of animal or plant is **endangered** when so few are left that the whole kind could die out.

Words for waste. **Landfill** is a place where waste is buried in the ground. **Compost** is what food scraps become when they rot down into rich soil for gardens. **Biodegradable** things are made to break down into harmless bits in the soil, like food scraps and paper do.

Two kinds of future. When we look ahead, we can picture two futures. The **probable future** is the one that will most likely happen if nothing changes. The **preferred future** is the one we want to happen. Actions are how we walk from the first future towards the second.

What a plan needs. Every action needs **resources** — the things it takes to make it happen. There are four kinds: people, things, money and time.

The four kinds of resources a plan needs



Four boxes around a middle box. The middle box says every action needs resources. The four boxes are: People (who will do the work, examples: monitors, a garden team); Things (what will we use, examples: bins, signs, scales, gloves); Money (what must we buy, example: new bins, could a fundraiser help); Time (when will we do it and for how long, example: every Friday).

Places that matter. Different people care about different places, and a place can matter for more than one reason. Some places have **environmental** value — they keep nature safe. Some have **cultural** or **religious** value — they belong to the way a group of people lives or worships. Some have **historical** value — they hold the story of the past. One place can have all three at once. There is no single right list of special places; what matters is that a good plan thinks about **everyone** a place matters to.

Worked examples

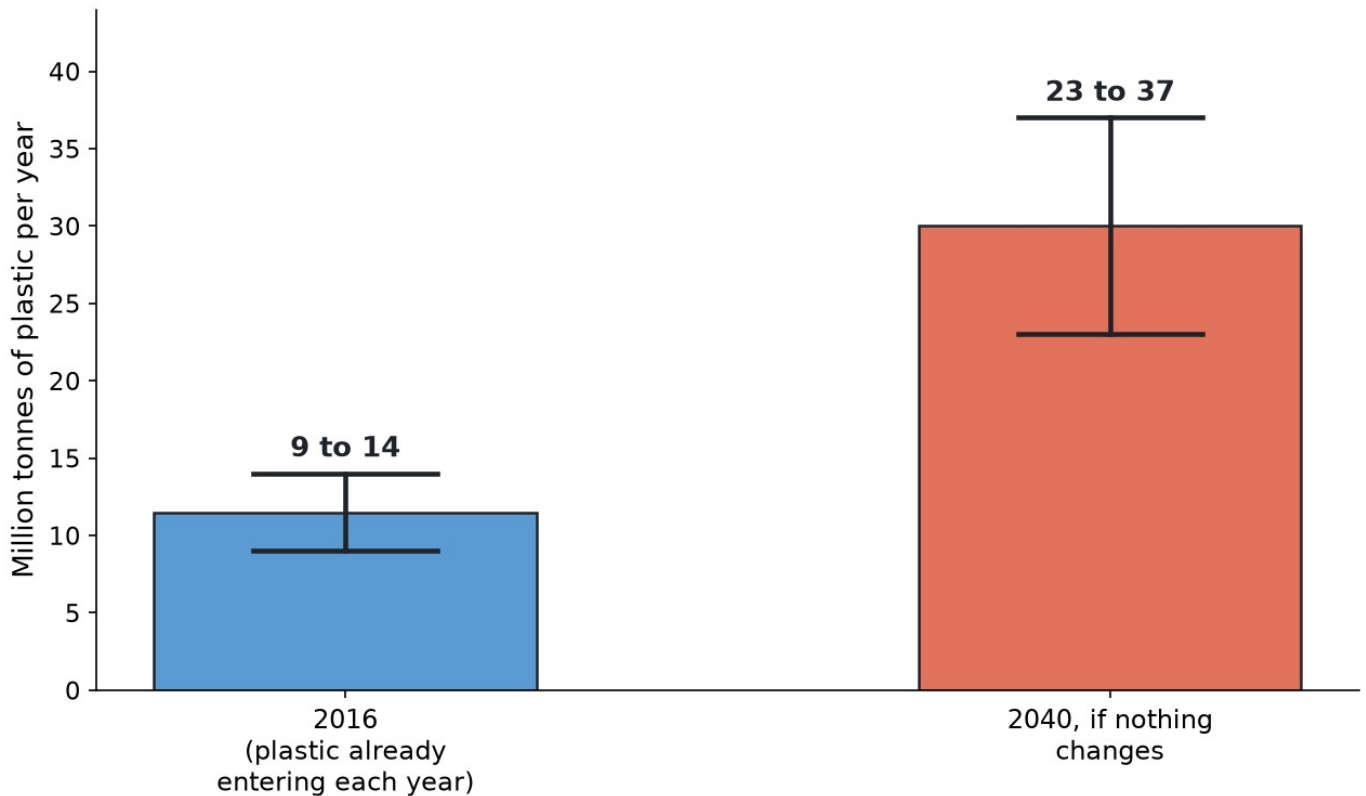
Example 1 — step by step: the lunch waste issue at your school

Step 1 — find the issue. At lunchtime, a lot of the waste from lunch boxes goes into one bin and is trucked to landfill. Most of it is plastic wrappers and bottles.

Step 2 — find the facts. Three real facts:

- Plastic from land gets into the sea. One million is written 1,000,000 — a 1 with six zeros after it. A tonne is 1,000 kilograms. A 2020 report, *Breaking the Plastic Wave*, found that in 2016 about 9 to 14 million tonnes of plastic waste entered the sea in one year, and that if nothing changes this could grow to 23 to 37 million tonnes a year by 2040 (Pew Charitable Trusts and SYSTEMIQ, 2020; retrieved 25 August 2026).

Plastic entering the sea each year



Data: Pew Charitable Trusts and SYSTEMIQ (2020), *Breaking the Plastic Wave*.

A bar chart of plastic entering the sea each year, in million tonnes. The 2016 bar shows a range of 9 to 14. The 2040-if-nothing-changes bar shows a range of 23 to 37.

- Victoria has already acted once: the sale of single-use plastic straws, cutlery, plates and stirrers is not allowed in Victoria, with straws still available for people who need them for disability or medical reasons (Victorian Government, Single-use plastics, updated 8 May 2026; retrieved 25 August 2026).
- Victoria also runs the Container Deposit Scheme: you get a 10-cent refund for each empty drink container the Container Deposit Scheme takes back (Wikipedia, Container deposit schemes in Australia; retrieved 25 August 2026).

Step 3 — list the actions. The class lists three: use metal cutlery at the canteen; collect drink bottles for the 10-cent refund; compost the food scraps for the school garden.

Step 4 — check the impacts. The class fills in a table, and finds every action has good and bad impacts.

Checking the impacts of three school actions

Action	Good impacts	Bad impacts	Who is affected	Where and when
Use metal cutlery at the canteen instead of plastic	Less plastic waste goes to landfill	The cutlery must be washed every day	Canteen workers and students	At school, from next term
Collect drink bottles for the 10-cent container refund	Fewer bottles littered; money raised for class projects	Bottles need sorting and a tidy spot to wait for pick-up	The whole school	At school, every Friday
Compost lunch scraps and use them on the school garden	Food scraps become soil for the garden beds	The bin needs turning and someone to watch it	The garden team and the garden	At the garden beds, all year round

A table checking the impacts of three school actions, with columns for the action, its good impacts, its bad impacts, who is affected, and where and when. Row 1: use metal cutlery at the canteen instead of plastic — less plastic waste goes to landfill, but the cutlery must be washed every day; canteen workers and students; at school from next term. Row 2: collect drink bottles for the 10-cent container refund — fewer bottles littered and money raised for class projects, but bottles need sorting and a tidy spot to wait for pick-up; the whole school; at school every Friday. Row 3: compost lunch scraps and use them on the school garden — food scraps become soil for the garden beds, but the bin needs turning and someone to watch it; the garden team and the garden; at the garden beds all year round.

Step 5 — decide and plan. The class picks the bottle collection and the compost bin. It writes a plan with steps, people, resources and a check.

Model action plan

Goal: cut the lunch waste that goes to landfill at our school

Step	What we will do	Who will do it	What we need	When
1	Do a lunch waste tally (see the audit sheet)	Year 4, in pairs	Tally sheet, pencils, gloves	Week 1
2	Set up three bins: landfill, recycling, compost	Class monitors	Three bins, signs, marker pens	Week 2
3	Make posters showing which waste goes where	Art groups	Paper, crayons, tape	Week 3
4	Weigh each bin every Friday and record it	Two bin monitors	Scales, record book	Every week from Week 4

How we will know it worked: less waste in the landfill bin after four weeks.

A model action plan table. The goal is to cut the lunch waste that goes to landfill at our school. Step 1: do a lunch waste tally, by Year 4 in pairs, needing a tally sheet, pencils and gloves, in week 1. Step 2: set up three bins for landfill, recycling and compost, by class monitors, needing three bins, signs and marker pens, in week 2. Step 3: make posters showing which waste goes where, by art groups, needing paper, crayons and tape, in week 3. Step 4: weigh each bin every Friday and record it, by two bin monitors, needing scales and a record book, every week from week 4. At the bottom: how we will know it worked — less waste in the landfill bin after four weeks.

Step 6 — do it and check. After four weeks the landfill bin holds less waste. The plan worked. If it had not, the class would have gone back to step 3.

Example 2 — step by step: saving the home of an endangered animal

Step 1 — find the issue. The Leadbeater's possum is Victoria's animal emblem. It is endangered, and it lives in the mountain ash forests of the Central Highlands, north-east of Melbourne. The Black Saturday bushfires of February 2009 burnt 43 per cent of its habitat, and logging also cut down the old trees it needs (Wikipedia, Leadbeater's possum; retrieved 25 August 2026).

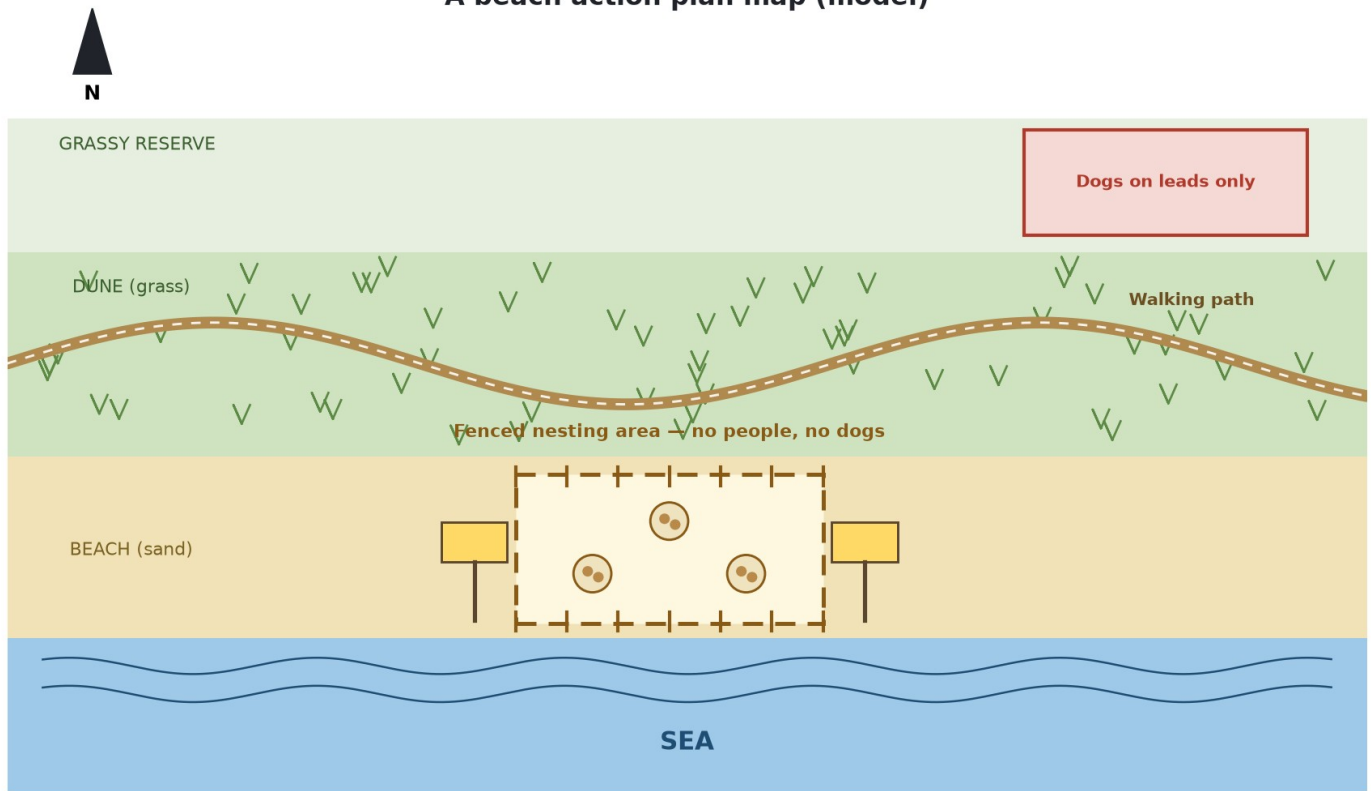
Step 2 — find the facts. The Victorian Government announced on 23 May 2023 that logging of native forests would end on 1 January 2024 (Wikipedia, VicForests; retrieved 25 August 2026). People also help in smaller ways, for example by putting up nest boxes where the old hollow trees are gone.

Step 3 — list the actions. End the logging. Protect forest as park. Put up nest boxes. Keep cats away from the forest.

Step 4 — check the impacts. Ending the logging makes the possum's habitat safer — a good impact for the possum and for everyone who values the forest. It also had a bad impact for some people: logging workers needed other jobs, so the government paid for retraining. A good plan names the bad impacts too, and tries to soften them.

A smaller scale. On Victorian beaches, the hooded plover is a small bird that nests in the open sand. It is listed as **vulnerable** in Victoria — that means one step below endangered: it could become endangered if things do not improve. Its nests are crushed by people, dogs and horses, or eaten by foxes and gulls (Wikipedia, Hooded plover; retrieved 25 August 2026). The map below shows the kind of actions a local council and a school can plan.

A beach action plan map (model)

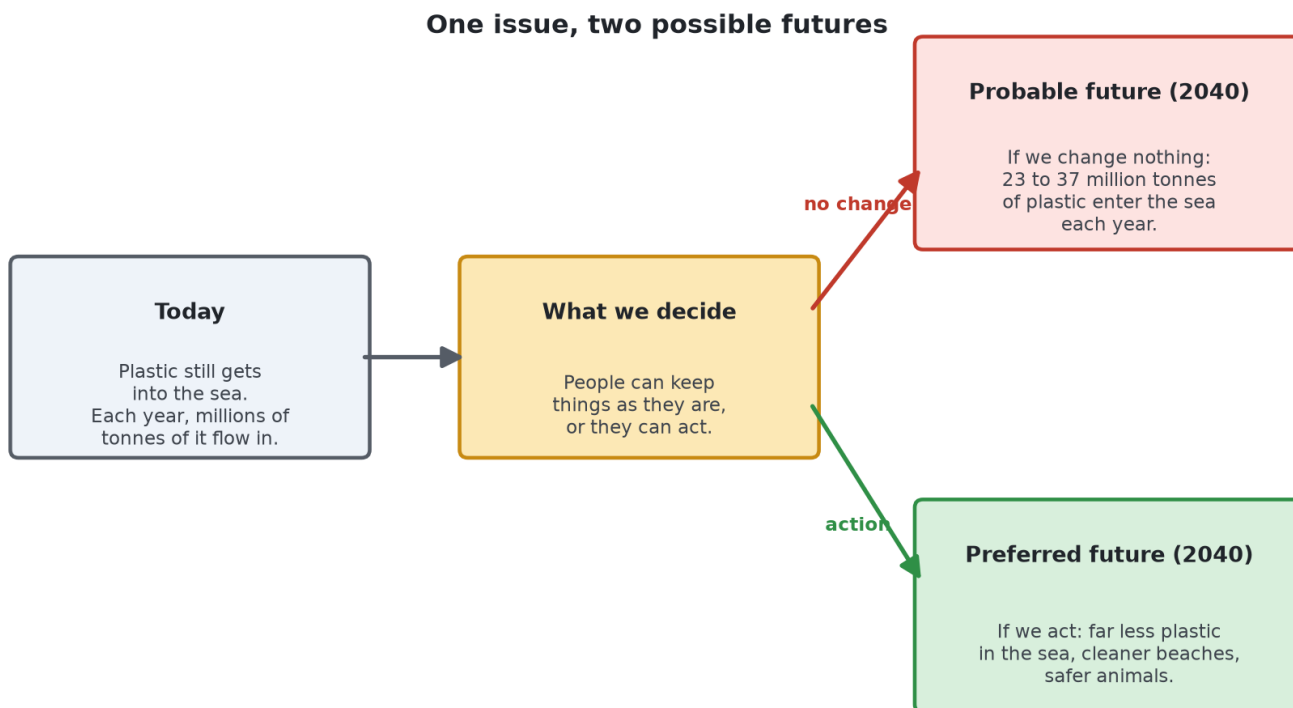


The signs ask for quiet and for dogs on leads.

A pictorial map of a beach, drawn from above, with a north point. At the bottom is the sea. On the sand is a fenced nesting area with three bird nests inside and two signs beside it; the fence means no people and no dogs inside. On the dune grass above the sand is a walking path. In the grassy reserve at the top is an area marked dogs on leads only.

Fencing the nests, putting up signs and keeping dogs on leads are small actions with a big impact: more chicks hatch and grow up. The resources are small too — fence poles, signs, and volunteers to check the area.

The two futures.



A branching diagram titled one issue, two possible futures. A box for today says plastic still gets into the sea and each year millions of tonnes of it flow in. An arrow leads to a choice box. From the choice, a red arrow labelled no change leads to a probable future for 2040: if we change nothing, 23 to 37 million tonnes of plastic enter the sea each year. A green arrow labelled action leads to a preferred future for 2040: if we act, far less plastic in the sea, cleaner beaches, safer animals.

The probable future is what happens if nobody acts. The preferred future is only reached by actions — like Victoria’s rule against single-use plastic things, or your class’s compost bin.

Investigation activity — a class waste audit and action plan

This is the doing task. First you do a **waste audit** — a careful count and check of your class’s lunch waste. Then you plan an action. Work in the roles your teacher gives you — tallyers, bin monitors, poster group and the weighing team. Sharing roles is part of the decision-making (step 5).

You will need: a printed tally sheet (or your own table), gloves, three bins or boxes, labels, scales, paper and crayons.

Part A — collect the data. For five school days, sort your class’s lunch waste after lunch. Wear gloves and wash your hands after. Draw one tally mark for each item on the sheet.

Lunch waste tally sheet (one week)

Type of lunch waste	Mon	Tue	Wed	Thu	Fri	Total
Plastic wrappers and packets						
Drink bottles and cans						
Food scraps (fruit, bread)						
Paper and cardboard						
Other (write it down)						

For five school days, sort your class's lunch waste. Draw one tally mark for each item, then add the totals. Wear gloves, and wash your hands after.

A blank tally sheet titled lunch waste tally sheet (one week). The rows are plastic wrappers and packets, drink bottles and cans, food scraps (fruit, bread), paper and cardboard, and other (write it down). The columns are Monday, Tuesday, Wednesday, Thursday, Friday and total. Below, a note: for five school days, sort your class's lunch waste, draw one tally mark for each item, then add the totals; wear gloves and wash your hands after.

Part B — show the data. Add up the week. Make a column graph with one column for each type of waste.

Part C — find the issue and list actions. Which type of waste was the biggest? That is your issue. List three actions that could shrink it. For each action, write one good impact and one bad impact, and say who is affected.

Part D — plan. Fill in an action plan like the one in Example 1: goal, steps, who will do each step, what you need (people, things, money, time), and how you will know it worked.

Part E — the two futures. Write one sentence for the probable future if your class does nothing, and one sentence for the preferred future if your plan works.

Part F — report back. Present your plan to the class. The class votes on which plan to run. Write one sentence about an impact on someone who did not vote for the plan.

Practice questions

Questions with help

Q1. Fill in the blanks with the words *issue*, *action* and *impact*. (a) Lots of plastic in the sea is an _____. (b) Putting up a sign is an _____. (c) Fewer bottles on the beach is a good _____.

Q2. Put the six steps from the flowchart in order. (a) Check the impacts. (b) Find the facts. (c) Do it and check. (d) Find the issue. (e) Decide and plan. (f) List the actions.

Q3. Look at the column graph of plastic entering the sea. (a) Give the 2016 range in million tonnes per year. (b) Give the 2040 range if nothing changes. (c) Which bar is taller, and what does that mean?

Q4. Look at the beach map. (a) Where are the bird nests? (b) Why is the nesting area fenced? (c) What do the two signs ask people to do? (d) Where is a dog allowed?

Q5. Look at the impact table of three school actions. (a) Name one bad impact of collecting drink bottles. (b) Who is affected by the compost action? (c) Which action makes soil for the garden?

Q6. Look at the resources diagram. Match each example to its kind of resource. (a) the garden team. (b) new bins. (c) scales and gloves. (d) every Friday.

Questions on your own

Q7. Pick one issue you have seen at your school. List two actions for it. For each action, give one good impact, one bad impact, and say who is affected.

Q8. Use the futures diagram. Write one sentence for the probable future of the sea, and one sentence for the preferred future. Name one action that moves us towards the preferred future.

Q9. Choose a place you care about — it may be one from the places table, or your own. Write an action plan to look after it: the goal, three steps, who will do them, the resources they need, and how you will know the plan worked.

Places people care about, and the actions that protect them

Place	Why people care about it	Actions that protect it
Wilsons Promontory National Park, Gippsland (about 157 km south-east of Melbourne)	Environmental value: rainforests, beaches and wild animals. A national park since 1898.	Park rules: stay on paths, take your rubbish home, do not feed wild animals.
Royal Exhibition Building, Carlton (Melbourne)	Cultural and historical value: in 2004 it became the first Australian building on the World Heritage list.	Careful repairs; sharing the building for events so it is used and looked after.
Shrine of Remembrance, Melbourne	A place to remember the people who served Australia in wars.	Kept as a quiet memorial; services and visits are held with respect.
Your special place	The places that people in your town or class care about.	Your class can plan its own action to look after it.

A table of places people care about and the actions that protect them. Wilsons Promontory National Park in Gippsland has environmental value — rainforests, beaches and wild animals — and has been a national park since 1898; park rules say stay on paths, take your rubbish home and do not feed wild animals. The Royal Exhibition Building in Carlton has cultural and historical value — in 2004 it became the first Australian building on the World Heritage list; it is protected by careful repairs and shared use. The Shrine of Remembrance in Melbourne is a place to remember the people who served Australia in wars, kept as a quiet memorial. A row for your special place says your class can plan its own action to look after it.

Q10. A grassy reserve near a school has two groups of friends. One group wants a bike track through it. The other group wants it left quiet for the animals that live there. (a) Give the strongest good point for the bike track group. (b) Give the strongest good point for the quiet reserve group. (c) Propose one action that listens to both groups, and name one impact of your action.

Answers

Q1. (a) issue; (b) action; (c) impact.

Q2. d, b, f, a, e, c.

Q3. (a) 9 to 14 million tonnes per year. (b) 23 to 37 million tonnes per year. (c) The 2040 bar is taller — nearly three times as much plastic would enter the sea each year if nothing changes.

Q4. (a) In the fenced nesting area on the sand. (b) To keep people and dogs away from the nests, so the eggs and chicks are not crushed. (c) To be quiet and to keep dogs on leads. (d) In the reserve area marked “dogs on leads only”, not on the nesting beach.

Q5. (a) Bottles need sorting and a tidy spot to wait for pick-up. (b) The garden team and the garden. (c) Composting the lunch scraps.

Q6. (a) people; (b) money; (c) things; (d) time.

Q7. Sample answer. Issue: drink bottles in the bin. Action 1: a collection point for the 10-cent refund. Good impact: money for class projects. Bad impact: someone must sort the bottles. Affected: the whole school. Action 2: a water fountain and bottle refill. Good impact: fewer bottles bought. Bad impact: the fountain costs money. Affected: students and the office.

Q8. Sample answer. Probable future: if nothing changes, the sea gets 23 to 37 million tonnes of new plastic each year by 2040. Preferred future: if we act, far less plastic enters the sea and beaches stay clean for the animals. One action: Victoria’s rule that single-use plastic plates, cutlery and stirrers must not be sold, or a class rule of nude food lunch boxes.

Q9. Sample answer. Place: the reserve by our school. Goal: keep it safe for the lizards and birds. Step 1: put up two signs asking for no litter (who: signs group; need: signs, tape; week 1). Step 2: a litter pick each Friday (who: two volunteers; need: gloves, bags; every week). Step 3: plant three native shrubs (who: garden team; need: plants, water, a little money; week 3). Check: count the litter after four weeks — less litter means it worked.

Q10. Sample answer. (a) The bike track group: kids need a safe, free place to ride, and a track keeps riders off the road. (b) The quiet reserve group: the grass and shrubs are a habitat; a track would scare or hurt the animals that live there. (c) Action: build the track around the edge of the reserve instead of through the middle. Impact: riders get a track, and the middle stays quiet for the animals (impact check: the edge plants are lost, so plant new shrubs along the track).

Presenting what we know about places

Section 4C · VC2HG4S06 (Communicating)

A geographer is a person who studies places and the world. Geographers find things out from **sources**, and then they present what they know so other people can understand it. That is what this section is about.

In this section you will:

- pick information from graphs, tables, photographs and pictures
- say where things are by direction and distance
- make an infographic about the world's climates and vegetation
- design a compass graphic about sustainability
- build a table listing what each map projection is good at and what it gets wrong

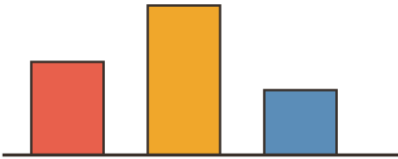
Theory

What is a source? A source is anything we get information from. Geographers use graphs, tables, photographs, pictures and maps. A good **description** (a piece of writing that tells what a place is like) always goes back to its sources.

Four kinds of sources

A source is anything that gives you information.

GRAPH



e.g. bars that show amounts

TABLE

Place	Rain (mm)
Darwin	1,733
Alice Springs	284

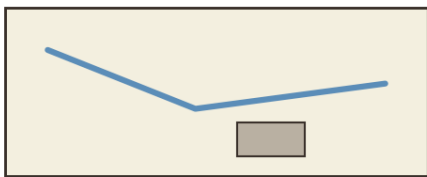
words and numbers in rows

PHOTOGRAPH



a photo shows a real place

PICTURE



a drawing, map or painting

You can pick facts from all four. In this book, the photographs and pictures are drawn for you.

Poster of the four source kinds a geographer uses: a graph, a table, a photograph and a picture, each in its own coloured box.

How to present a description. Follow the five steps every time.



Numbered poster of the five steps for presenting a description: read the task, choose your sources, pick the key facts, use geography idea words, then show it and check it.

The three big idea words. Geographers keep three idea words near every description they write.

- **Space** is about where things are and why they are there.
- **Interconnection** is about how things are joined and change each other. Rain and plants are joined: more rain helps more plants grow.
- **Environment** is the land, water, air and living things around us.

Relative location. The **relative location** of a thing is where it is compared to something else. We tell it with a compass **direction** (like north-east) and a **distance** (like 2 km). For example: how far your home is from the waste or recycling site nearest you. Compass work was taught in Section 2A.

Three things we will make.

- An **infographic** is a poster that shows information with pictures, boxes and short words. A **climate** is the usual weather of a place over many years. Sections 2B and 2C taught the world's climates and vegetation: hot, wet places near the equator (a line around the middle of the Earth) grow rainforest (thick, tall forest), while near the poles (the far north and far south ends of the Earth) almost nothing grows. An infographic can show that link.
- A **compass graphic** puts one idea on each direction of a compass. Ours will show **sustainability** — using things like water, power and materials so they do not run out (Section 2E).
- A **table** can show the advantages (what something is good at) and disadvantages (what it gets wrong) of map **projections**. A map projection is a way of drawing the round Earth on flat paper. You met four projections in Section 2A: Mercator, Robinson, Stereographic and Conic.

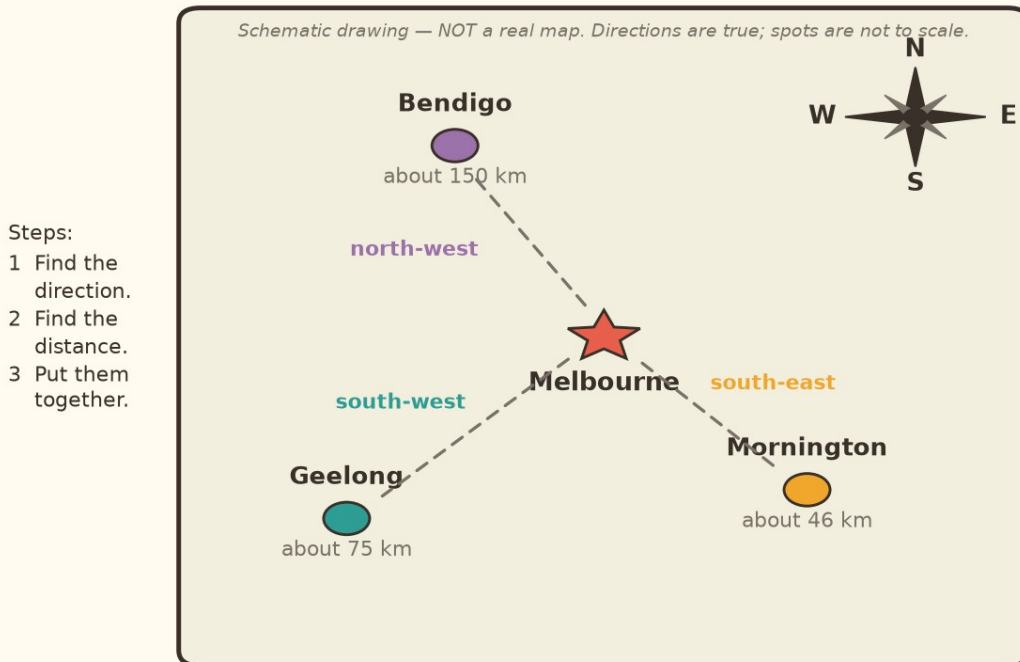
Worked examples

Worked example 1 — where is the town? (with help)

Look at the drawing below. It is not a real map. Only the directions are true; the sizes are not.

Worked Example 1 — where is it?

Say the direction first, then the distance: “about 75 km south-west”.



“Geelong is about 75 km south-west of Melbourne.”

Road distances from each town's Wikipedia page (checked 25 August 2026): Geelong 75 km, Bendigo 150 km, Mornington 46 km from Melbourne.

Simple drawing, not a real map, with Melbourne in the middle, Geelong about 75 km to the south-west, Bendigo about 150 km to the north-west and Mornington about 46 km to the south-east, a compass rose, and the model sentence *Geelong is about 75 km south-west of Melbourne.*

1. **Direction.** Finger on Melbourne. Geelong is to the south and to the west, so the direction is south-west.
2. **Distance.** The road from Melbourne to Geelong is about 75 km.
3. **Join them.** “Geelong is about 75 km south-west of Melbourne.”

Why it works: it names both places, it gives the direction, and it gives a real, checked distance.

Road distances from each town's Wikipedia page (checked 25 August 2026).

Worked example 2 — picking facts, then writing about Darwin (with help)

The task: *describe the climate of Darwin using the table.*

Step 1 — pick the facts. The table holds twelve numbers, and we only need a few. Darwin gets about 1,733 mm of rain in one year, and its hot days are around 32 °C. Ring the numbers you will use.

Picking the facts you need

Worked Example 2 — read the table, then ring only the numbers you will use.

Place	Rain in one year (mm)	Hot days (°C)	Cool nights (°C)
Darwin	1,733	32	23
Alice Springs	284	29	13
Melbourne	536	20	10

Darwin: about 1,733 mm of rain a year

Alice Springs: about 284 mm of rain

You do not copy the whole table. You pick the numbers that answer your task.

Source: Bureau of Meteorology long-term weather records for Darwin Airport, Alice Springs Airport and Melbourne Airport (checked 25 August 2026). Numbers are rounded.

Table of rain and hot-day and cool-night numbers for Darwin, Alice Springs and Melbourne, with the picked numbers ringed and arrows to two fact boxes.

Step 2 — write, and check your idea words. Here is a model description built from those facts.

Model text: a description of Darwin

Each coloured part uses one big geography idea.

Darwin, in the north of Australia

Darwin is a city in the north of Australia.

space — where it is

It is hot there all year, and it rains a lot from November to April: about 1,733 mm of rain in one year.

a fact from the table

So much rain and heat makes tall grasses and trees grow around the city, and rainforest grows in the wet spots.

interconnection — climate and plants

In the wet season the land changes: rivers fill with water and plants grow fast. The environment gives food and homes to the animals that live there.

environment — the living land

What makes this a good description?

- It names the place and says where it is.
- It uses a real number from a table.
- It links the climate to the plants that grow.
- It tells how the living land works.

Space, interconnection and environment are the three big idea words geographers use.

Model description of Darwin with each sentence coloured by the idea it uses: space, a fact from the table, interconnection, environment.

What makes it good?

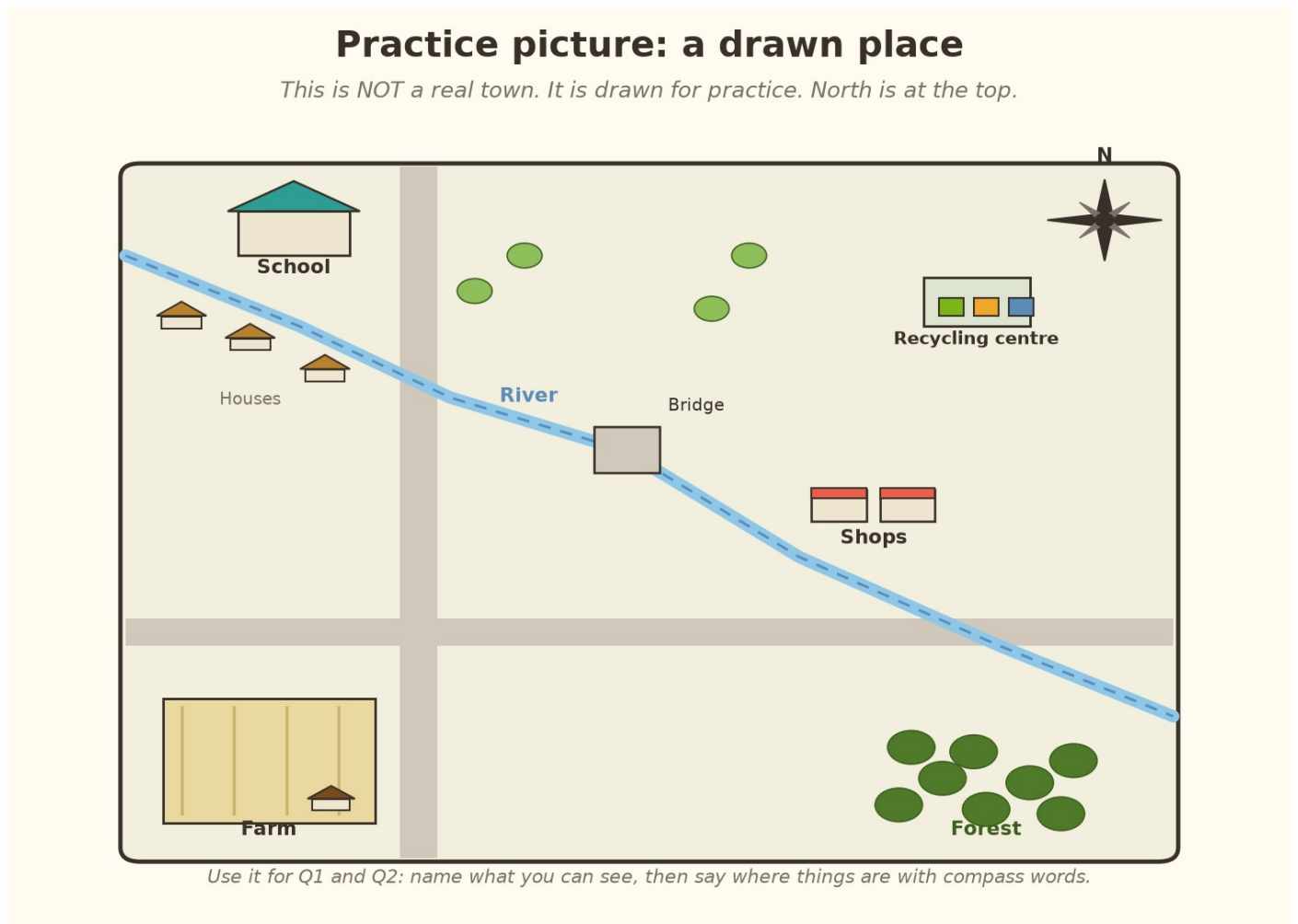
- It names the place and says where it is (space).
- It uses real numbers from the table.
- It links the climate to the plants that grow (interconnection).
- It tells how the living land works (environment).

Source: Bureau of Meteorology long-term weather records for Darwin Airport, Alice Springs Airport and Melbourne Airport (checked 25 August 2026). Numbers are rounded.

Practice questions

Practice with help

Q1. Look at the practice picture. Some things in it are **natural** (not made by people) and some are **constructed** (made by people). Copy the table and put each thing in the right column: river, bridge, school, farm, forest, shops, houses, and the recycling centre (a place where rubbish is sorted so some of it can be used again).



Drawn picture of a made-up place seen from above, not a real town, showing a school, houses, a river with a bridge, shops, a recycling centre with three bins, a farm and a forest, with north at the top.

Natural

Constructed

Q2. Use the same picture. Write one sentence for each of these: the farm, the recycling centre, the forest. Say where it is with a compass word and one other thing in the picture. Start like this: *The farm is in the south-west, ...*

Q3. Use this table.

Place	Rain in one year (mm)	Hot days (°C)	Cool nights (°C)
Darwin	1,733	32	23
Alice Springs	284	29	13
Melbourne	536	20	10

Source: Bureau of Meteorology long-term weather records for Darwin Airport, Alice Springs Airport and Melbourne Airport (checked 25 August 2026). Numbers are rounded.

- Which place gets the most rain in one year?
- How much more rain does Darwin get than Alice Springs in one year? Show your working.
- Which place has the warmest cool nights?
- How much hotter are Darwin's hot days than Melbourne's hot days?

Q4. Match each sentence to the label that fits: *space* · *a fact from the table* · *interconnection* · *environment*.

- Darwin is a city in the north of Australia.
- About 1,733 mm of rain falls there in one year.
- The rain and heat make tall grasses and trees grow around the city.
- In the wet season rivers fill with water and plants grow fast.

Q5. Write a “where is it” sentence for each town, the way Worked example 1 did. Every sentence starts from Melbourne. Use the word bank.

Word bank: north-west · south-east · about 150 km · about 110 km · about 46 km

Towns: Bendigo · Ballarat · Mornington

Road distances from each town's Wikipedia page (checked 25 August 2026).

Q6. Look at the model table of map projections.

Model table: good points and hard points of map projections

Every way of drawing the round Earth on flat paper gets some things wrong.

Projection	What it is good at	What it gets wrong
Mercator	Shapes of lands stay true. Good for sailing ships, because straight lines point the right way.	Lands near the poles look much too big.
Robinson	The whole world looks close to how it really is.	No part is perfect. Lands near the edge look stretched.
Stereographic	Good for one pole and the lands around it. Shapes near the middle stay true.	Shows only part of the world. Lands near the edge look too big.
Conic	Good for wide lands in the middle of the globe, like Australia.	Not good for the whole world.

You saw these projections in Section 2A. Each one is a different way to draw the round Earth on flat paper.

Now make your own table like this for two projections (Q10).

Model table of four map projections, Mercator, Robinson, Stereographic and Conic, saying what each is good at and what it gets wrong.

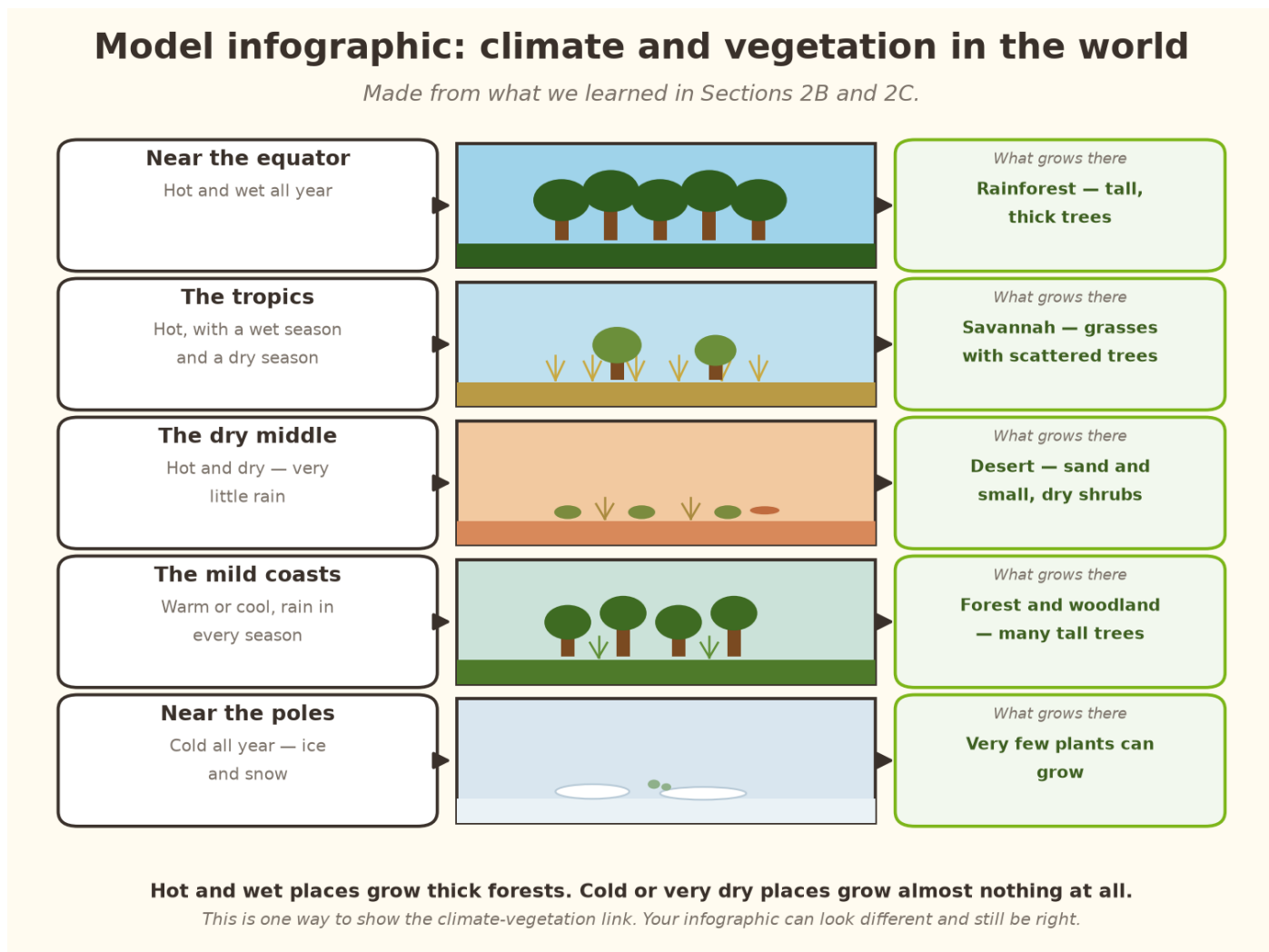
- Which projection is good for ships, because straight lines point the right way?
- Which projection makes lands near the poles look much too big?
- Which projection is good for a wide land in the middle of the globe, like Australia?

Practice on your own

Q7. Use the climate table in Q3. Write three sentences that describe Darwin. Do not copy the model in Worked example 2 — use your own words and at least two numbers from the table.

Q8. Think about your place. Write one sentence giving the distance and the direction from your home or your school to the local waste or recycling site. If you do not know the distance, make a good guess and say “about”.

Q9. Look at the model infographic. In two or three sentences, explain the link between climate and vegetation: what grows near the equator, what grows near the poles, and why.



Model infographic with five bands from the equator to the poles; each band shows a climate and the vegetation that grows there.

Q10. Make your own table for two map projections. Use the headings Projection | Advantages | Disadvantages. You may look at the model table in Q6 to help, but write the good points and hard points in your own words.

Presentation task — you choose

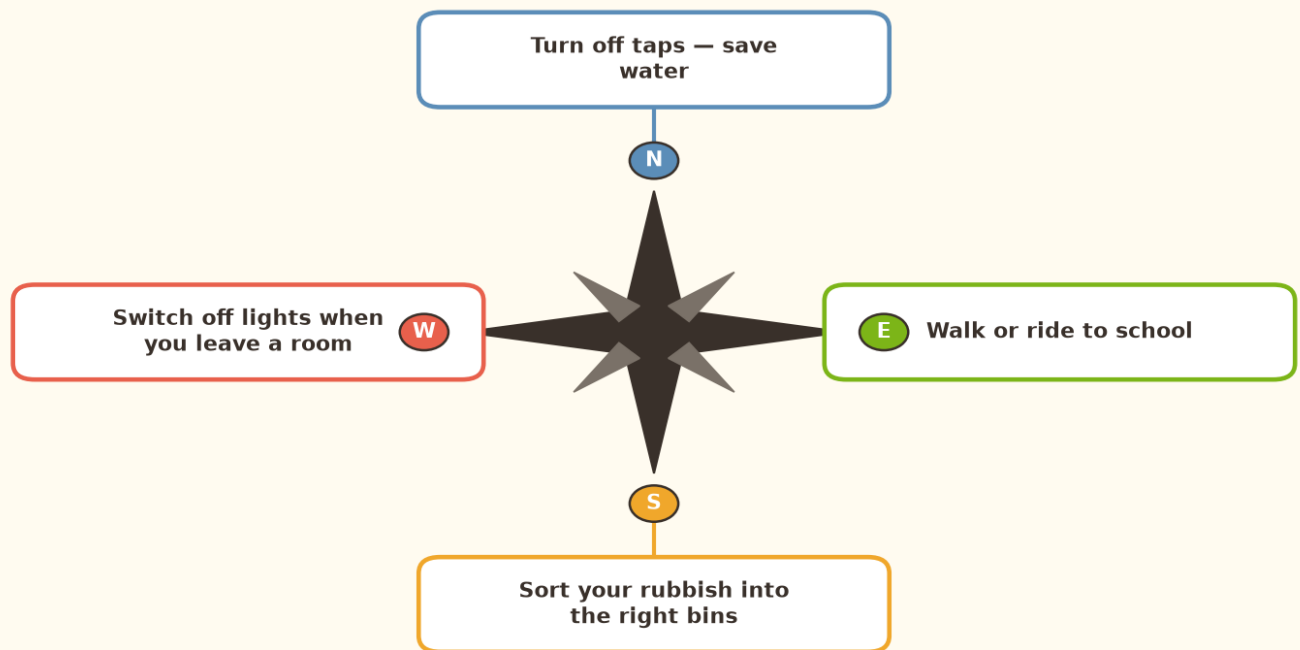
This is your chance to present like a geographer. Choose one task.

Choice A — infographic. Make an infographic that shows the link between the world’s climates and vegetation. Use what Sections 2B and 2C taught you, and the model infographic as a guide.

Choice B — compass graphic. Design a compass graphic with one sustainability action for each direction. Choose actions about water, power or materials, and waste.

Model compass graphic: caring for our resources

One action for each direction. The directions are just a way to lay out four ideas.



Sustainability means using things — like water, power and materials — so they do not run out (Section 2E).

Now design your own with four actions your class chooses.

Model compass graphic with one sustainability action on each direction: turn off taps to save water, walk or ride to school, sort rubbish into the right bins, and switch off lights.

Use the five-step poster while you work. Before you hand it in, check:

- Does it have a title?
- Are the facts from your sources?
- Did you use geography idea words?
- Does it make sense?

Answers

Q1. Natural: river, forest. Constructed: school, houses, bridge, shops, farm, recycling centre. (The farm is constructed because people built its buildings and fields.)

Q2. Answers will be different. Check each sentence has a compass word and names one other thing.

Q3. a) Darwin. b) $1,733 - 284 = 1,449$ mm more rain. c) Darwin. d) $32 - 20 = 12$, so 12°C hotter.

Q4. a) space. b) a fact from the table. c) interconnection. d) environment.

Q5. Bendigo is about 150 km north-west of Melbourne. Ballarat is about 110 km north-west of Melbourne. Mornington is about 46 km south-east of Melbourne.

Q6. a) Mercator. b) Mercator. c) Conic.

Q7. Answers will be different. A good answer names Darwin, says where it is, and uses at least two numbers from the table.

Q8. Answers will be different. A good answer gives a direction and a distance.

Q9. Near the equator it is hot and wet all year, so thick rainforest grows. Near the poles it is cold all year, so almost nothing can grow. The climate and the vegetation go together.

Q10. Answers will be different. See the model table at the end.

Fully-worked model answers

Q2 (model).

- The farm is in the south-west, west of the forest.
- The recycling centre is in the north-east, north of the shops.
- The forest is in the south-east, east of the farm.

Q3b (model). Darwin gets 1,733 mm of rain in one year. Alice Springs gets 284 mm. $1,733 - 284 = 1,449$. Darwin gets about 1,449 mm more rain than Alice Springs in one year.

Q5 (model). Bendigo is about 150 km north-west of Melbourne. Ballarat is about 110 km north-west of Melbourne. Mornington is about 46 km south-east of Melbourne. Each sentence names both places, gives the direction and gives the distance.

Q7 (model). Darwin is in the north of Australia. It is hot there all year, with hot days around 32°C . It gets about 1,733 mm of rain in one year, and most of it falls from November to April.

Q8 (model). My school is about 2 km north of the recycling centre. (Yours will be different — the point is a direction and a distance from your place.)

Q9 (model). Near the equator the climate is hot and wet all year, and that is why thick rainforest grows there. Near the poles the climate is cold all year, and that is why almost nothing can grow. So the vegetation in a place joins with its climate — that is interconnection.

Q10 (model).

Projection	Advantages	Disadvantages
Mercator	Shapes of lands stay true, and straight lines point the right way for ships.	Lands near the poles look much too big.
Robinson	The whole world looks close to how it really is.	No part is perfect, and lands near the edge look stretched.

Both columns come from the model table in Q6, reworded. A table for any two of the four projections is fine.