

Mathematics Level 7

Chapter 4 — Concluding, deciding and communicating

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Conclusions built on evidence: place, interconnection, environment and sustainability

Geography 5 · Chapter 4 · 4A

Owns: VC2HG6S05 (Geographical Skills — Concluding and decision-making) **Draws on:**

VC2HG6S05.E01 · VC2HG6S05.E02 · VC2HG6S05.E03 · VC2HG6S05.E04 · VC2HG6S05.E05

Where the pieces come from (D11): the local planning issue your class raised in 1C, the threats and positive actions of 1D, the hazard management of 1E, and the differences between countries from 2C. The asking, gathering and representing happened in Chapter 3. Deciding on actions and weighing them comes next, in 4B; presenting the finished explanation comes in 4C.

Teacher note. A conclusion is new and a little formal for Year 5, 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 theirs aloud or finish the sentence starter *I conclude that ... because ...* with a buddy. The three country charts are real World Bank figures for 2023 (rounded), and the council plan in Example 2 is a real, current document — the City of Greater Geelong Council Plan 2025–29 — so the evidence work is done on evidence that exists. If your class is not near Geelong, swap in your own council’s plan for the practice tasks; the skill is the same. “Answers will be different” is often true here: the possible answers show the shape of a good response, not the only one. This section pairs with Civics and Citizenship — local planning decisions involve local government.

What we are learning

A conclusion is what you work out — and why. In Chapters 1 to 3 we looked at places: how people change them (1A), how they are joined to other places (1B), what is happening in your own place (1C), and how countries differ across the world (2C). In Chapter 3 we gathered information: we asked questions (3A), collected and sorted data, including from **fieldwork** — going outside to look, count and check for yourself (3B) — made maps and graphs (3C) and read them for patterns (3D). Now we go one step further. We draw a **conclusion**. A conclusion is what you work out from the information you gathered, and the reason why. The information a conclusion is built on is called the **evidence**.

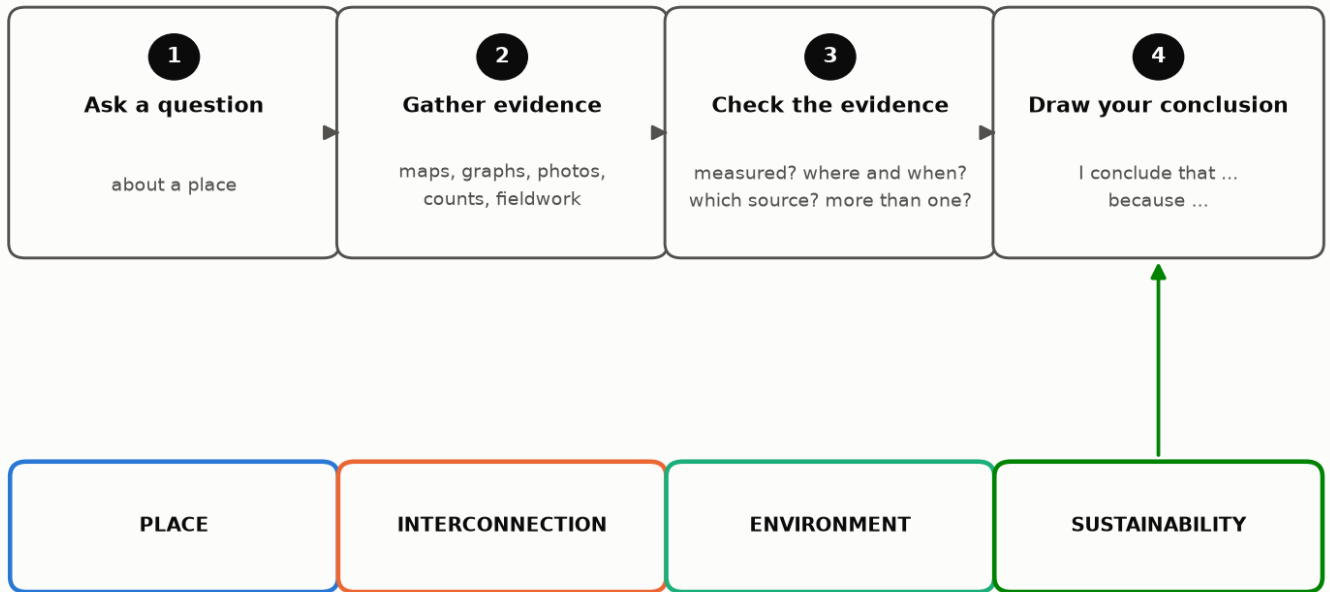
Here is the difference. *Australia’s population grew by 2.4 per cent in 2023* is evidence — it is a number someone measured. *Australia’s cities will keep growing, so councils need to plan for new houses, roads and parks* is a conclusion — it says what the evidence helps us work out. The word *because* is the heart of every conclusion. A conclusion always points back to the evidence that made you think so.

What makes evidence good enough to build on? An idea that can be checked is called **valid** evidence. In this section, evidence is valid when it passes four checks.

1. It was **measured or counted** by someone, not guessed.
2. It says **where and when** — a place and a date.
3. It comes from a **source you can trust** — a person or group that checks its facts. A **source** is where information comes from: a book, a map, a website, a graph, a person you asked.
4. It comes from **more than one source** when it can. One number from one place might be wrong. Two sources that agree are stronger.

You already know some trusted sources: the counts you made in your own fieldwork (3B), the Australian Bureau of Statistics (2B), the Bureau of Meteorology (1E) and your local council.

Drawing a conclusion, step by step



A good conclusion looks through at least one of these lenses — and says which one.

A flow of four steps read left to right. Step 1, ask a question about a place. Step 2, gather evidence, such as maps, graphs, photos, counts and fieldwork. Step 3, check the evidence: was it measured, where and when, which source, is there more than one? Step 4, draw your conclusion, I conclude that ... because ... Below the flow sit four round lenses labelled PLACE, INTERCONNECTION, ENVIRONMENT and SUSTAINABILITY, with an arrow from the lenses up into step 4, showing that a conclusion looks through at least one of the four lenses.

Feelings are not evidence. Sometimes a feeling can dress itself up as a conclusion. A **bias** is a leaning inside you that makes you want one answer to be the answer, without checking the evidence. A **preference** is liking one thing more than another. Preferences are fine — but they are not evidence. A conclusion can also go wrong when it is built on **limited sources** — only one source, or a source with no date or no name. The table below shows one question and three answers. Only one is built on evidence. (VC2HG6S05.E01)

One question: Is Australia's population growing, and what does that mean for our places?

A • Mia

Australia's population grew by 2.4 per cent in 2023, faster than the world's 0.9 per cent, and much of the growth is people moving here from other countries. Councils will need to plan for new houses, roads and parks.



Built on evidence

measured numbers, a date, and a trusted source (the World Bank)

B • Jack

I like our towns the way they are, so I don't think we need to plan for more people.



A preference, not evidence

it says what Jack likes — and liking is not a measure

C • Sofia

One web page says growth has stopped, so Australia's population is not growing.



Limited sources

one page only, with no date, no author and no way to check

Ask of any conclusion: what is this built on?

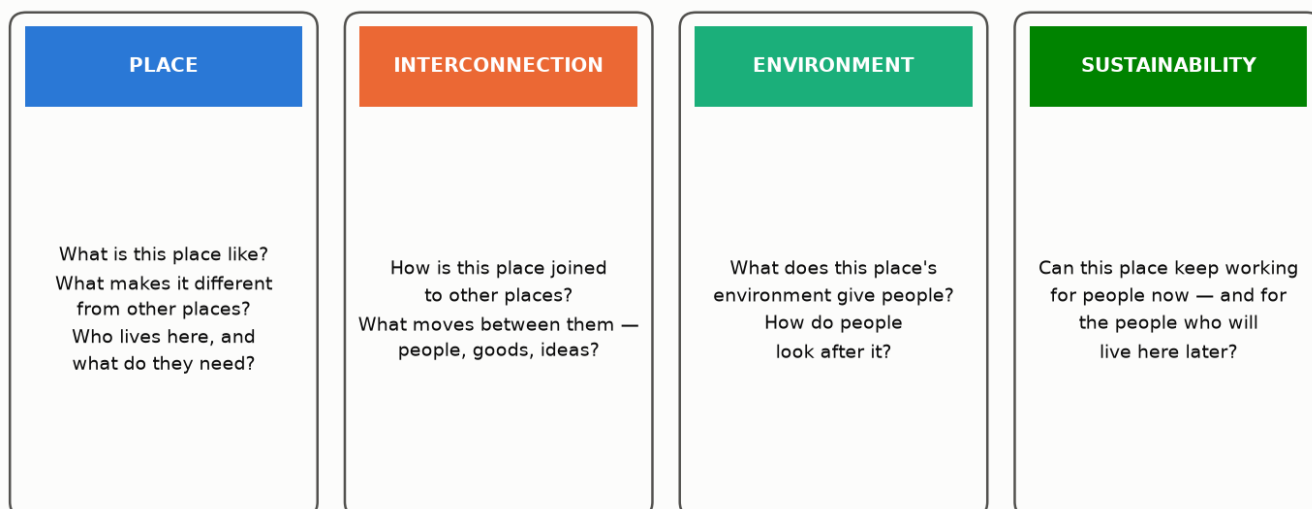
A table comparing three answers to the one question, Is Australia's population growing, and what does that mean for our places? Answer A, by Mia: Australia's population grew by 2.4 per cent in 2023, faster than the world's 0.9 per cent, and much of the growth is people moving here from other countries, so councils will need to plan new houses, roads and parks. Result: built on evidence, with a tick: it gives numbers that were measured, a date, and a trusted source, the World Bank. Answer B, by Jack: I like our towns the way they are, so I don't think we need to plan for more people. Result: a preference, not evidence, with a cross: it says what Jack likes, and liking is not a measure. Answer C, by Sofia: One web page says growth has stopped, so Australia's population is not growing. Result: limited sources, with a warning sign: one page only, with no date, no author and no way to check.

When you read any conclusion — yours or anyone else's — ask: *what is this built on?* If the answer is *a measurement, a date, a trusted source*, the conclusion stands on something. If the answer is *I just think so*, it does not.

Four lenses for thinking about places. A **lens** is a way of looking at something — put on a different lens and you notice different things. This book looks at places through four big ideas from geography. They are called **concepts**. A good conclusion uses at least one of them, and says which one. (VC2HG6S05.E02)

- **Place** — what a place is like, and what makes it different from other places. *What is this place like? Who lives here, and what do they need?*
- **Interconnection** — how places are joined to other places by the people, goods and ideas that move between them. *How is this place joined to other places? What moves between them?*
- **Environment** — the land, water, air, plants and animals of a place. *What does this place's environment give people? How do people look after it?*
- **Sustainability** — keeping a place healthy for the people who live there now, and for the people who will live there later. *Can this place keep working for a long time? What must we look after so it does?*

Four lenses for thinking about places



A good conclusion uses at least one lens — and says which one.

Four cards side by side, one for each big idea. PLACE asks: what is this place like, and what makes it different from other places? INTERCONNECTION asks: how is this place joined to other places, and what moves between them? ENVIRONMENT asks: what does this place's environment give people, and how do people look after it? SUSTAINABILITY asks: can this place keep working for people now and for people later?

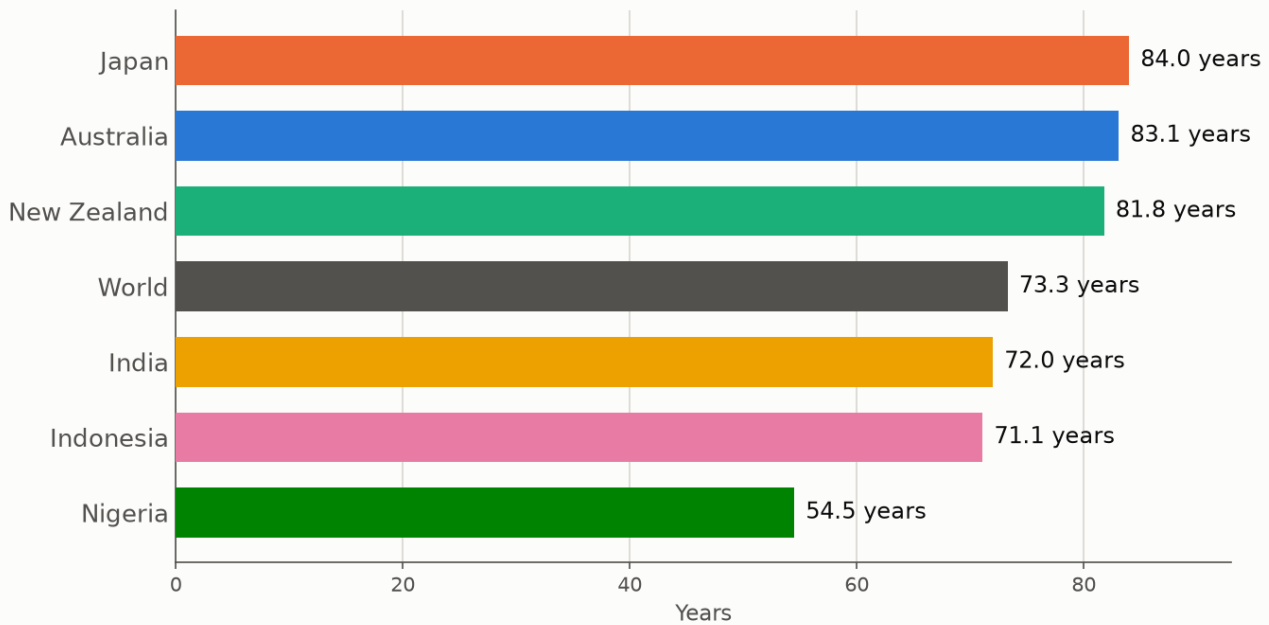
Trusted sources across the world. Some questions are bigger than one country. *Which countries' populations are growing? Where do people live the longest? Who uses the most energy?* No one school could measure all of that. So we use the work of big groups that collect facts from many countries and check them with care. The **United Nations** is a group that nearly all the world's countries belong to. It counts the world's people and publishes the results, and it is one of the most trusted sources on Earth. The **World Bank** is another trusted world group; its health and population figures are built on the United Nations' work. (VC2HG6S05.E05)

The three charts on the next pages use three ways of measuring countries. Each one is a number that tells you about something too big to see all at once.

- **Population growth** — how much a country's population changes in a year, as a part of 100. A growth of 2.4 per cent means the population got bigger by 2.4 people for every 100. Growth can also be negative: Japan's was -0.5 per cent in 2023, which means its population got smaller.
- **Life expectancy** — how long people live, on average. The life expectancy of a country is about how many years a baby born there today could expect to live.
- **Energy use per person** — how much energy one person uses in a year, on average. The World Bank measures it in kilograms of oil equivalent, a way of counting all kinds of energy — petrol, gas, electricity — with one number. In this book we will just say *energy use per person*.

The numbers in all three charts come from the World Bank's open data — the 2023 figures, rounded — built on United Nations work. Viewed 25 August 2026.

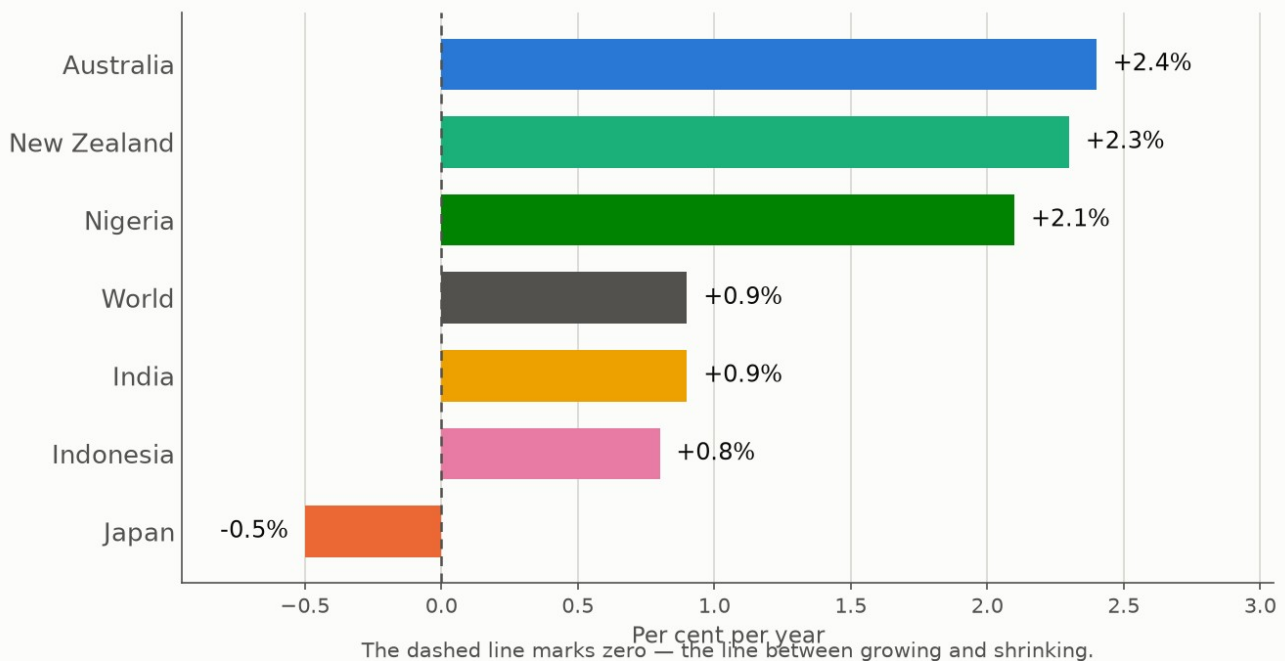
How long do people live, on average? Life expectancy, 2023



Source: World Bank Open Data, life expectancy at birth (2023 values, rounded). Built on United Nations estimates. Accessed 25 August 2026.

A horizontal bar chart of life expectancy in 2023 for seven places. Japan 84.0 years, Australia 83.1 years, New Zealand 81.8 years, the world average 73.3 years, India 72.0 years, Indonesia 71.1 years, Nigeria 54.5 years.

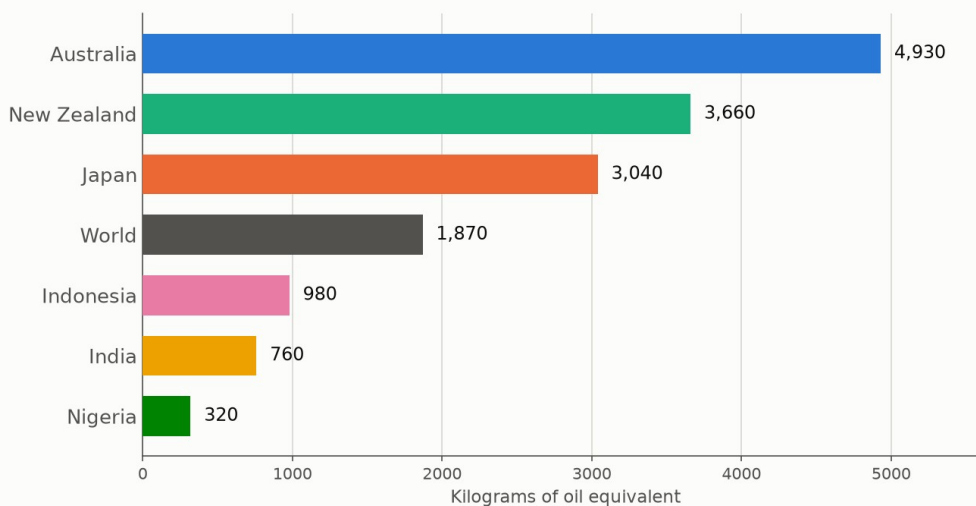
How fast are populations changing? Population growth, 2023



Source: World Bank Open Data, population growth (2023 values, rounded). Built on United Nations estimates. Accessed 25 August 2026.

A horizontal bar chart of population growth in 2023 for seven places, in per cent per year. Australia plus 2.4, New Zealand plus 2.3, Nigeria plus 2.1, the world average plus 0.9, India plus 0.9, Indonesia plus 0.8, Japan down 0.5. A dashed line marks zero, the line between growing and shrinking.

How much energy does one person use? Energy use per person, 2023



Source: World Bank Open Data, energy use per person in kg of oil equivalent (2023 values, rounded). Built on United Nations and IEA energy statistics. Accessed 25 August 2026.

A horizontal bar chart of energy use per person in 2023 for seven places, in kilograms of oil equivalent. Australia 4,930, New Zealand 3,660, Japan 3,040, the world average 1,870, Indonesia 980, India 760, Nigeria 320.

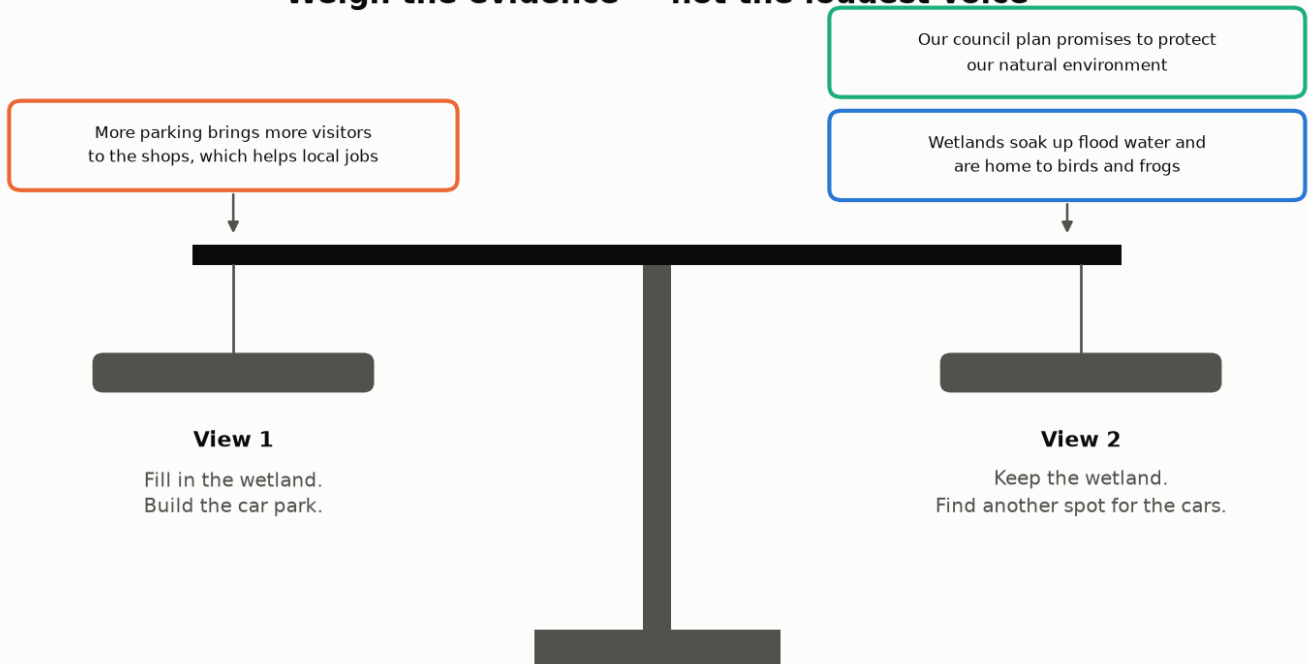
Read the charts slowly. Australia's population grew faster in 2023 than the world average, and much of that growth came from people moving here from other countries (2B). Japan's population shrank. People in Japan and Australia live, on average, about 30 years longer than people in Nigeria. Australians use more energy per person than anyone else on these charts — more than six times as much as Nigeria. Each of those facts is evidence. What do they help us work out? That is what conclusions are for.

When people see it in different ways. Often, two people look at the same issue and reach different conclusions. That is normal, and it is useful. The way to work through it is not to shout louder. (VC2HG6S05 . E03)

1. Say each view in its **strongest, fairest form** — so well that the person who holds it would say *yes, that is what I mean*.
2. Ask of each view: *what evidence do you have?*
3. Check the evidence against the four checks above.
4. Decide which view the evidence leans towards — or whether the answer is *we need more evidence first*.

Two people can look at the same evidence, reason carefully, and still reach different conclusions. That is allowed. What matters is that both showed their reasoning and their evidence — not which side they landed on.

Weigh the evidence — not the loudest voice



Say each view in its strongest, fairest form. Then ask: what is your evidence?

A pair of balance scales. The left pan holds one view: fill in the wetland and build the car park. The right pan holds the opposite view: keep the wetland and find another spot for the cars. Evidence chips are being placed on the pans: a chip on the right pan reads our council plan promises to protect our natural environment, another reads wetlands soak up flood water and are home to birds. The caption reads: we weigh the evidence, not the loudest voice.

A council plan is evidence too. Your local council — the group of people your community votes in to run local matters — makes plans that say how it will look after its places. A **council plan** is one kind of management plan: it sets the council's goals for the next few years. When your class works out what to conclude about a local issue, like the one you looked at in 1C, your council's own plan is a strong piece of evidence: it says what your council has already promised to do. (VC2HG6S05.E04)

Here is a real one. The **City of Greater Geelong Council Plan 2025–29** sets the goals of the City of Greater Geelong, a large Victorian city south west of Melbourne. The plan's six goals, in short, are: look after the things everyone needs, like roads, water and power; keep the community healthy and cared for; grow jobs and businesses; care for the area's heritage and culture; protect the natural environment; and lead with honesty and care. One goal says this, word for word: *"Protect and enhance our unique natural environment and surrounds."*

A council plan is evidence

Class question: Should the wetland at the edge of town be filled in for a car park?

The six goals of the City of Greater Geelong Council Plan 2025–29, in short:

Look after the things everyone needs, like roads, water and power

Keep the community healthy and cared for

Grow jobs and businesses

Care for the area's heritage and culture

Protect and enhance our unique natural environment and surrounds

Lead with honesty and care



Conclusion: the council has promised to protect its natural places — so the plan is evidence for our question.

Source: City of Greater Geelong, Council Plan 2025–29 page, geelongcity.vic.gov.au. Accessed 25 August 2026.

A flow from a class question to a conclusion. The question reads: *should the wetland at the edge of town be filled in for a car park?* Below it sit the six goals of the City of Greater Geelong Council Plan 2025–29 in short form: *look after the things everyone needs like roads, water and power; keep the community healthy and cared for; grow jobs and businesses; care for the area's heritage and culture; protect and enhance our unique natural environment and surrounds, shown highlighted; and lead with honesty and care.* An arrow points down to the conclusion: *the council has promised to protect its natural places, so the plan is evidence for the question.*

If a class asked, *Should the wetland at the edge of town be filled in for a car park?*, that one sentence from the plan is evidence — the council has promised to protect its natural places. Example 2 below shows the whole thinking, step by step.

Worked examples

Example 1 — step by step: which answer is built on evidence?

(VC2HG6S05.E01 · VC2HG6S05.E02 · VC2HG6S05.E05)

The class question: *Is Australia's population growing, and what does that mean for how we manage our places?* Three students answer. Their answers are in the table above (Mia is A, Jack is B, Sofia is C). We test each answer against the four evidence checks.

Step	Working	Comment
1	Mia gives a number that was measured: 2.4 per cent growth in 2023, and a world average of 0.9 per cent.	The World Bank measured it, built on United Nations work. It has a place, a date and a trusted source. Mia's answer passes all four checks.
2	Jack says what he likes: he likes	A preference is a feeling. Nothing

Step	Working	Comment
3	towns staying small. Sofia has one source: one web page, no date, no author.	was measured. It fails check 1. Limited sources. It fails checks 3 and 4 — we cannot tell if the page is trusted, and one source is not enough.
4	The class writes its conclusion together: <i>We conclude that Australia's population is growing fast, because it grew by 2.4 per cent in 2023 while the world grew by 0.9 per cent. Because so much of the growth is people moving here from other countries, our cities will need careful planning for houses, roads and parks.</i>	The conclusion answers the question, uses <i>because</i> , points back to measured evidence, and uses the lenses of place (what our cities are like) and interconnection (people moving between countries).

Notice what the class did not say. It did not say *everyone must move to the country* or *planning is always good*. A good conclusion stays close to what the evidence can actually show.

Example 2 — step by step: using a council plan to work through a local

issue (VC2HG6S05.E02 · VC2HG6S05.E03 · VC2HG6S05.E04)

A question like the one your class raised in 1C: *Should the wetland at the edge of town be filled in to make a car park for the shops?* Two views. One evidence trail. (The wetland and the shops stand in for your class's real issue; the council plan is real.)

Step	Working	Comment
1	Say View 1 in its strongest form: <i>More parking brings more visitors to the shops, which helps local jobs.</i> Say View 2 in its strongest form: <i>The wetland soaks up flood water, cleans the water that runs through it, and is home to birds and frogs. Once filled in, it cannot come back.</i>	Both views are fair. Both matter. Now each must show its evidence.
2	Gather evidence: the class's 1C fieldwork notes and photos of the wetland; the class survey of local views (3B); and the City of Greater Geelong Council Plan 2025–29.	Fieldwork and surveys are evidence you collected yourself. The council plan is evidence from the people who manage the place.
3	Check the plan. Its goals include keeping the community healthy and growing jobs — so parking and jobs really are the council's business too. But one goal says, word for word: <i>"Protect and enhance our unique natural environment and surrounds."</i>	The plan is evidence about what the council has promised. A wetland is part of the natural environment.
4	Weigh it: the plan promises to protect natural places, and the wetland cannot be rebuilt once it is gone. Parking helps the shops, but parking can go somewhere else —	One view's need (parking) can be met another way. The other view's need (the wetland) cannot. That is a strong reason.

Step	Working	Comment
	on land that is already cleared. The evidence leans towards keeping the wetland.	
5	Write the conclusion: <i>We conclude that the wetland should be kept and the car park found somewhere else, because our council's own plan promises to protect the natural environment, and a filled-in wetland cannot come back. The shops still need parking, so we conclude the council should look for parking on land that is already cleared.</i>	The conclusion answers the question, uses <i>because</i> , names its evidence, and looks through the lenses of environment , sustainability and place .

A conclusion like step 5 is ready for 4B — where the class proposes the action and weighs it — and then 4C, where it is presented.

Practice tasks

With help

Q1. Evidence or preference? (VC2HG6S05 . E01) Sort each sentence into **Evidence** or **Preference**.

- (a) Japan's population shrank by 0.5 per cent in 2023.
- (b) Japan is the most interesting country on our charts.
- (c) People in Australia use more energy per person than people in India.
- (d) Our town should not change at all.
- (e) The City of Greater Geelong Council Plan 2025–29 has six goals.

Q2. The one-source problem (VC2HG6S05 . E01). Sofia's answer came from one web page with no date and no author. Give two reasons that page is weak evidence, and one thing Sofia could do to make her answer stronger.

Q3. Reading the life expectancy chart (VC2HG6S05 . E05). (a) Which place on the chart has the highest life expectancy? (b) Which has the lowest? (c) About how many years higher is Australia's life expectancy than the world average? (d) Give one reason why life expectancy might differ between countries.

Q4. Reading the population growth chart (VC2HG6S05 . E05). (a) Which place on the chart grew the fastest in 2023? (b) Which place shrank? (c) In your own words, what does a growth of –0.5 per cent mean?

Q5. Reading the energy chart (VC2HG6S05 . E05). (a) About how many times more energy does a person in Australia use than a person in Nigeria, on these figures? (b) Using what you know about how people live, give one reason energy use might be higher in Australia. (c) Which lens are you thinking with — place, interconnection, environment or sustainability?

Q6. Build a conclusion (VC2HG6S05 . E02). Choose one country from the three charts. Write one fact from a chart, then finish: *I conclude that ... because ...* Say which lens you used.

Q7. Two views, one decision (VC2HG6S05 . E03). Some people want a new road built through a park. Some people want the park kept. (a) Write the strongest, fairest form of each view — one sentence each. (b) Write one piece of evidence each side could collect. (c) Which view does your evidence lean towards, or do you need more evidence first?

Q8. Council plan detective (VC2HG6S05 . E04). Think about your class's local planning issue from 1C. Write three questions you would ask your own council's plan, like: *What does the plan say about places like ours?*

On your own

Q9. Two numbers, one conclusion (VC2HG6S05.E02 · VC2HG6S05.E05). Choose two countries from the charts. Find one number for each (they can come from different charts). Write a conclusion that compares the two places and says what it might mean for how each place is managed. Use *because*, and name the lens or lenses you used.

Q10. The trust test (VC2HG6S05.E01). You watch a video that says: *Australia uses the most energy of any country in the world*. Explain why you cannot conclude that from this video alone. Then say what you would check, and where, before you decided.

Q11. A debate in writing (VC2HG6S05.E03). *Places whose populations are shrinking need new plans just as much as places whose populations are growing*. Write the strongest, fairest form of each side — for and against — and then write your own conclusion, built on evidence from this section.

Q12. Your local issue (VC2HG6S05.E04). Write a short paragraph that draws a conclusion about your class's issue from 1C. Use one piece of evidence your class collected, and one thing from your council's plan or website. Name two lenses you looked through.

Inquiry task — test a conclusion like a geographer

This is the doing part of 4A. You build a conclusion, and then you test it the way a geographer would.

1. **Choose a question** about a place you have studied this year — your own place (1C), a place changed by people (1A), a hazard and how people manage it (1E), or a country from Chapter 2. Starters: *Is our place changing, and how is the change managed? Why do people live longest in the places they do? What does our energy use mean for our place?*
2. **Gather three pieces of evidence.** For each one, write down its source — where it came from. At least one piece must come from a trusted source outside your classroom (a book, a website, an atlas, the charts in this section). At least one may come from your own fieldwork or survey.
3. **Write your conclusion:** *I conclude that ... because ...* Say which lens or lenses you used: place, interconnection, environment, sustainability.
4. **Swap with a partner.** Your partner tests your conclusion with the checklist, ticking what is there and writing one question that would make it stronger. You test theirs, kindly.

5. **Build it again.** Fix what the checklist found. Keep your frame safe — 4C is where you present it.

My conclusion plan

My question: -----

My evidence:

1. -----

source:

2. -----

source:

3. -----

source:

The lenses I used (tick at least one):

☐ PLACE

☐ INTERCONNECTION

☐ ENVIRONMENT

☐ SUSTAINABILITY

I conclude that -----

because -----

Before you finish, check each piece of evidence:

☐ Was it measured or counted?

☐ Does it say where and when?

☐ Is the source one I can trust?

☐ Is there more than one source?

A blank writing frame titled My conclusion plan. Spaces for: my question; my evidence, three numbered lines each with a small source box; four tick boxes labelled PLACE, INTERCONNECTION, ENVIRONMENT and SUSTAINABILITY; and a line that begins I conclude that ... because ... At the bottom, a row of checklist boxes: was it measured or counted, does it say where and when, is the source one I can trust, is there more than one source.

Is my conclusion built on evidence?

- ☐ It answers the question I started with.
- ☐ It says: I conclude that ... because ...
- ☐ Each piece of evidence was measured or counted — not guessed.
- ☐ My evidence says where and when.
- ☐ My sources are ones I can trust — and there is more than one.
- ☐ I have named the lens or lenses I used:
place, interconnection, environment, sustainability.

If you ticked all six, your conclusion stands on something.

A checklist poster titled Is my conclusion built on evidence? Six rows, each with a tick box. One: it answers the question I started with. Two: it says I conclude that ... because ... Three: each piece of evidence was measured or counted, not guessed. Four: my evidence says where and when. Five: my sources are ones I can trust, and there is more than one. Six: I have named the lens or lenses I used: place, interconnection, environment, sustainability. The last line reads: if you ticked all six, your conclusion stands on something.

Possible answers

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

Q1. (a) Evidence — a measured number with a date. (b) Preference — “most interesting” is a liking, not a measure. (c) Evidence — it can be checked against the chart. (d) Preference — it says what someone wants, with no evidence. (e) Evidence — it can be checked in the plan itself.

Q2. Shape: the page has no date, so we cannot tell if the number is still true; it has no author, so we cannot tell if anyone checked it; and it is only one source. A stronger move: check the same claim against a trusted source, such as the World Bank figures in this section or the Australian Bureau of Statistics.

Q3. (a) Japan. (b) Nigeria. (c) About 10 years (83.1 compared with 73.3). (d) Shape: answers may name health care, clean water, food, or how much a country can spend on these — accept any reason that could be tested.

Q4. (a) Australia (2.4 per cent). (b) Japan. (c) Shape: for every 100 people in the country, there were about half a person fewer by the end of the year — the population got a little smaller.

Q5. (a) Shape: About 15 times (4,930 compared with 320). (b) Shape: bigger houses to heat and cool; more car travel; many factories and farms; more things that use electricity in each home. (c) Accept any lens that the student can give a reason for — place and sustainability are the most common.

Q6. Shape: a measured fact, then *I conclude that ... because ...*, then a named lens. Example: *In 2023 Nigeria's population grew by 2.1 per cent and its life expectancy was 54.5 years. I conclude that Nigeria's towns and cities will need more schools, health care and housing, because a growing population needs more of everything, and a lower life expectancy shows there is already work to do.* Lens: *place*.

Q7. (a) Shape: for — *The road would cut travel time and help people get to work and shops faster.* Against — *The park is one of the few green places near these houses, and the road would take away trees and play space.* (b) Shape: for — count the cars on the existing road at busy times; against — count the people using the park, or survey local families. (c) Accept either lean, or *we need more evidence first*, if the reasons match the evidence named.

Q8. Shape: questions that point at the plan's own words, such as: *What does the plan say about protecting natural places? Does the plan promise anything about parks, wetlands or trees? Which of the plan's goals fits our issue?*

Q9. Shape: two real numbers, one per country; a comparison; a *because* that joins the numbers to managing places; named lenses. Example: *Japan's population shrank by 0.5 per cent in 2023 while India's grew by 0.9 per cent. I conclude that Japan will need to plan for fewer people in some towns — fewer school places, perhaps different housing — while India's cities will need to plan for more, because one country is getting smaller and the other bigger.* Lenses: *place and interconnection*.

Q10. Shape: the video is one source, and we do not know who made it or what they measured; the claim says *most of any country in the world*, but the charts in this section only show seven places, so they cannot prove “most” either. To decide, check a trusted world source that lists many countries — for example the World Bank's energy figures — and see whether any country sits above Australia.

Q11. Shape: for — *a shrinking population still needs plans: who keeps the services going when there are fewer people, as we saw with loss of services in ID?* Against — *a growing population needs more new things faster: houses, roads and schools cannot wait.* Then a conclusion with *because* and evidence. Both sides can reach full marks if the reasoning and the evidence are strong.

Q12. Answers will be different. A good response has one piece of class evidence with its source, one thing from the council's own plan or website, a *because* joining them, and two named lenses.

Inquiry task. Look for: three pieces of evidence, each with a source named; at least one source from outside the classroom; a conclusion that uses *because* and points back to the evidence; at least one lens ticked; and a partner's question answered in the rebuild.

Proposing actions on land issues — and judging their impacts with criteria

Curriculum tag. VC2HG6S06 (Victorian Curriculum 2.0, Humanities — Geography, Levels 5–6 band; this section carries the upper-year code).

Elaborations drawn on: VC2HG6S06.E01–.E06 — codes referenced here; text not reproduced.

Achievement-standard sentence owned here: mapped in TOC §2 (sentence text not reproduced).

Teaching sequence (one). Lesson 1 — futures: the five-step model, steps 1–2 on feral cats and cane toads (Theory, Example 1, Q1–Q2). Lesson 2 — criteria: the three families and the worked carp matrix, including the steelmanned virus debate (Example 2, Q5–Q6). Lesson 3 — views and deciding: fair surveys, debate, consensus and voting (Q8, Q11). Lesson 4 — project: the class’s 1C issue taken through the whole model to a letter to council (Q13). Practice Q1–Q8 (with help) and Q9–Q12 (on your own) run alongside.

Placement notes. Skills are taught through knowledge content (D11): forecasting, brainstorming, criteria-based assessment, surveying and consensus are all exercised on named Australian cases with sourced figures, never in the abstract. This section is the payoff of 1C: Q13 lands on the local land-use issue the class raised there. Elaborations are illustrations, not a syllabus (D10): the four introduced species appear because E01 names them; Figures 1, 2, 6 and 10 are original models built for this book and are labelled as such on the figure (D6). The matrix scores and the survey sheet are one imagined class’s judgements, not measured data.

Cross-subject link (Civics and Citizenship). Local planning decisions sit with local government (VC2HC6K03, VC2HC6S05). The Q13 letter to council is a natural shared assessment point with the Civics team; do not double-teach the civics content here.

Exclusions. No §2A exclusion applies to this section; per Rule 1 it contains no Aboriginal and Torres Strait Islander content (TOC §3 disposition: “none — Sustainability priority content”).

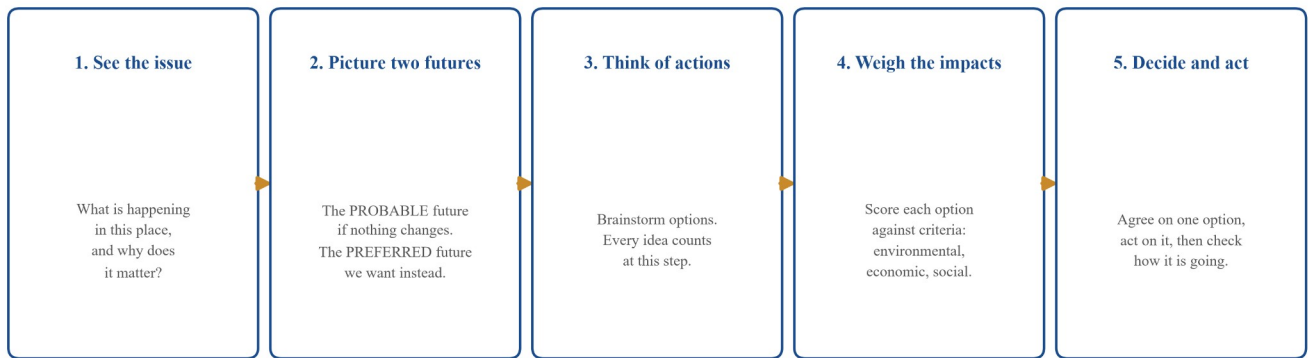
In 1C, your class took a close look at one place in your local area and raised a real issue about how its land is used. It might be rubbish in a park, erosion along a creek bank, a bushland patch losing its native plants, or too much waste at lunchtime. In this section you take the next step. You will propose actions for an issue like that, and you will assess what those actions could change — using criteria.

Theory

What we mean by the words. A land-management **issue** is something happening to a place that people worry about. **Land management** is the choices people make about looking after land and water: what is allowed, what is fixed, and what is protected. Those choices are made by farmers, park rangers, scientists, councils and governments — and, in a small way, by your class too. An **introduced** species is a plant or animal people brought to Australia that now lives and breeds in the wild. When introduced animals live wild and hunt or eat for themselves, we call them **feral**.

The five steps. Geographers and councils do not jump straight from “there is a problem” to “here is the answer”. They follow a path, and this book uses a five-step model (Figure 1). Step 1: see the issue — what is happening in this place, and why does it matter? Step 2: picture two futures — the **probable** future, which is what will most likely happen if nothing changes, and the **preferred** future, which is what we want instead. To **forecast** means to use evidence to say what is likely to happen, so a forecast is a careful guess built on evidence, not a feeling. Step 3: think of actions — **brainstorm**, which means every idea gets written down before anyone judges it. Step 4: weigh the impacts — score each action against **criteria**, the questions we judge it by. Step 5: decide and act — agree on one action, do it, then check how it is going.

From issue to action: five steps for land-management decisions



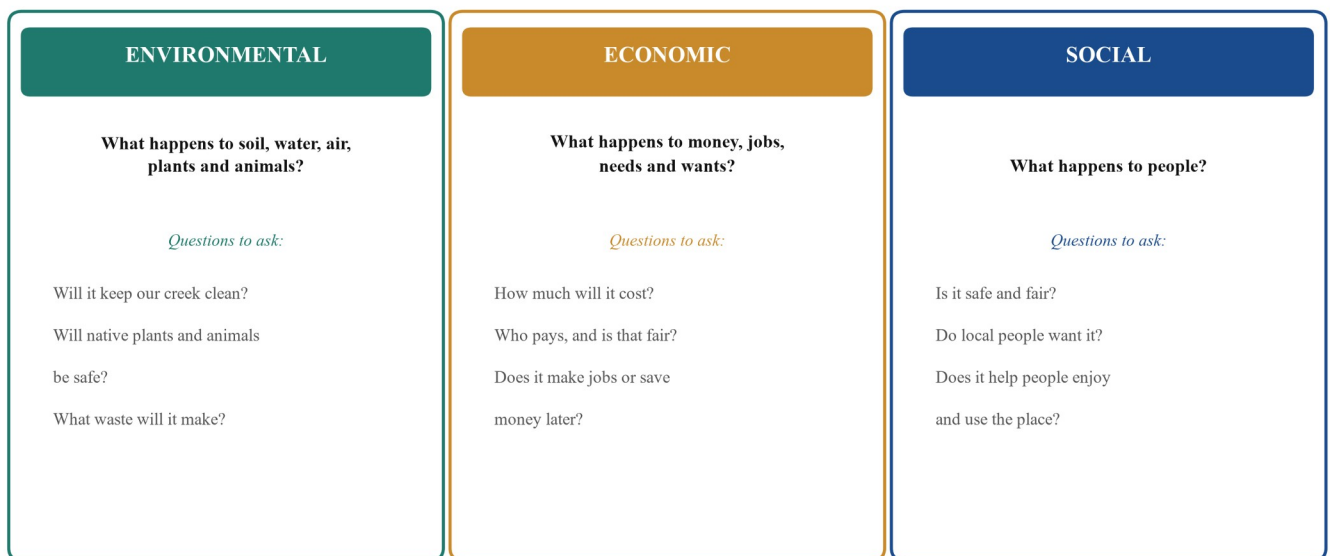
Model built for this book. Steps 1-2 forecast futures; step 4 is criteria-based assessment (VC2HG6S06).

Five boxes joined by arrows showing the steps: see the issue, picture two futures, think of actions, weigh the impacts, decide and act

Figure 1. From issue to action: the five steps this section teaches.

The three families of criteria. Criteria come in three families (Figure 2). **Environmental** criteria ask what would happen to the land, water, air and living things. **Economic** criteria ask what an action would cost, who would pay, and what jobs or savings it would bring. **Social** criteria ask what would change for people’s everyday lives, and whether that change is fair. The three families are the ones the Victorian Curriculum itself points to for this skill: environmental, economic and social. Using all three stops us from only ever asking “what does it cost?”

The three families of criteria



Model built for this book. The three families come from the curriculum’s own wording for VC2HG6S06: ‘environmental, economic and social factors’.

Three columns listing the environmental, economic and social questions to ask about an action

Figure 2. The three families of criteria, with the questions each family asks.

Deciding together. After the brainstorm, a class or a council hears people’s views — often with a survey — then debates the options. The goal is **consensus**: an agreement that everyone can support, even if it was nobody’s first pick. If consensus cannot be reached, a vote decides, and the majority view wins. Either way, the group has taken account of views different from its own before choosing.

Contested term — sustainability. The Victorian Curriculum uses the word *sustainability*, but it does not define it, and people genuinely disagree about what it asks of us. One view says protecting nature must come first: without healthy soil, water and native species, farms, towns and jobs fail in the end. Another view says keeping people’s work and living standards going must come first: if farms and towns cannot

keep operating, communities lose the means and the will to protect anything. Both views are held in good faith, and both are asking the same question — how a place keeps what people value about it working well. In this book we use this working meaning: a place is **sustainable** when it keeps the things people value about it working well into the future, and we test that with the three families of criteria.

Fact file — cane toads. Cane toads were brought to Queensland from Hawaii in 1935 to eat beetles that were damaging sugar cane crops. The 102 toads first released have become more than 200 million today. Native animals that try to eat the toads die from their poison, and the northern quoll, a small native animal that hunts at night, has disappeared from parts of Kakadu in the Northern Territory since toads arrived. Forecast two futures: the probable future, if nothing changes, is that toads keep spreading and more native animals that eat them decline; a preferred future is that toads are kept out of the last safe places for those native animals, so their numbers can recover. *Source: Wikipedia, 'Cane toad' and 'Invasive species in Australia' (retrieved 25 August 2026).*

Worked examples

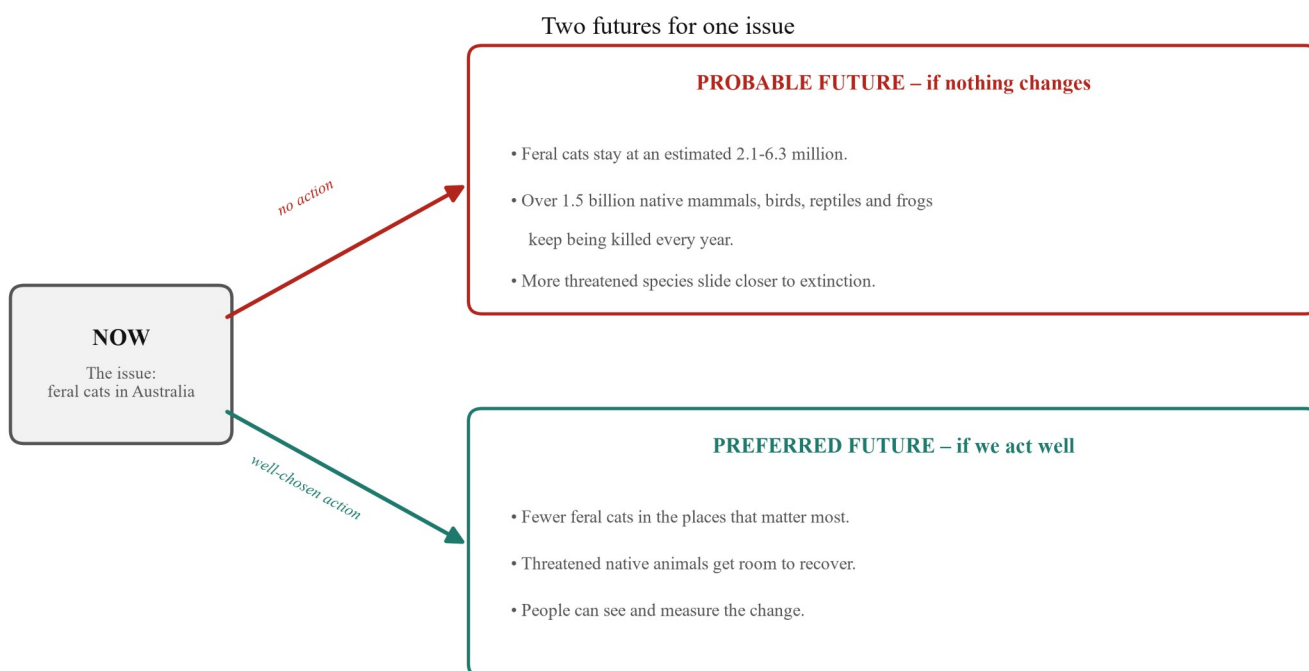
Example 1 — with help

Forecasting two futures: feral cats in Australia. Work steps 1 and 2 of the model on a real national issue.

Step 1 — See the issue. Australia has an estimated 2.1 to 6.3 million feral cats. Each year they kill over 1.5 billion — a billion is a thousand million — native mammals, birds, reptiles and frogs, and over 1.1 billion insects and other small animals. Over 200 threatened species are at risk from cats, and cats hunting native animals is a contributing factor in at least 28 mammal extinctions. That is the issue in one paragraph: a very large feral population, killing native animals at a very large scale, every single year. *Source: Wikipedia, 'Feral cat' and 'Invasive species in Australia' (retrieved 25 August 2026), from Australian Government figures.*

Step 2 — Picture the probable future. The probable future is what happens if nothing changes. With 2.1 to 6.3 million feral cats staying at that number, the kill each year stays at billions, and more threatened species slide closer to extinction (Figure 3). A good forecast leans on numbers we can check, like the bars in Figure 4, not on feelings.

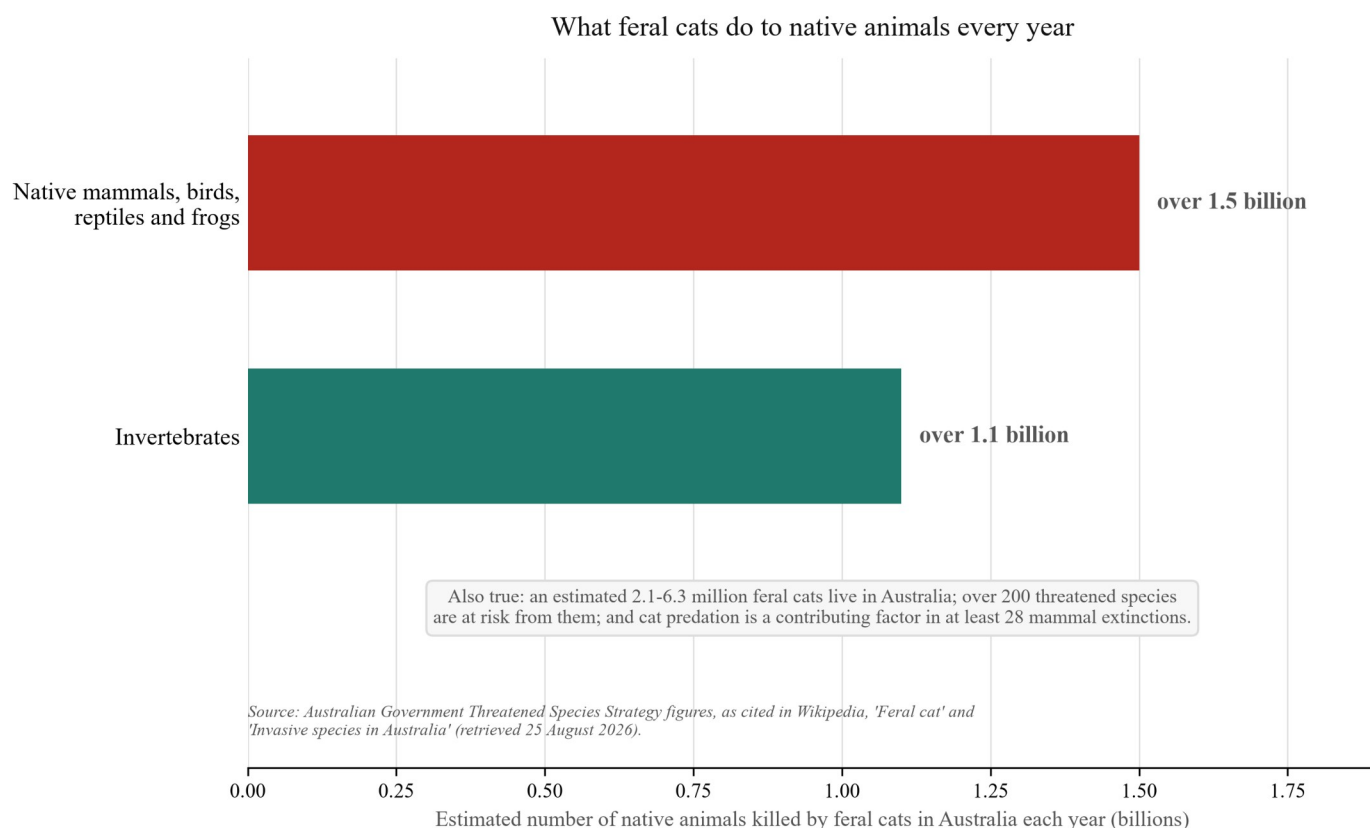
Step 2 — Picture the preferred future. The preferred future is what we want instead: fewer feral cats in the places that matter most, such as reserves holding threatened species; threatened native animals getting room to recover; and the change being something people can see and measure, for example by counting native animals in a reserve year after year.



Sources: cat numbers and kill estimates as cited in Wikipedia, 'Feral cat' and 'Invasive species in Australia' (retrieved 25 August 2026), from Australian Government figures.

A now box with two arrows leading to a probable future box and a preferred future box for feral cats

Figure 3. The two futures for the feral cat issue.



Bar chart of native animals killed by feral cats in Australia each year

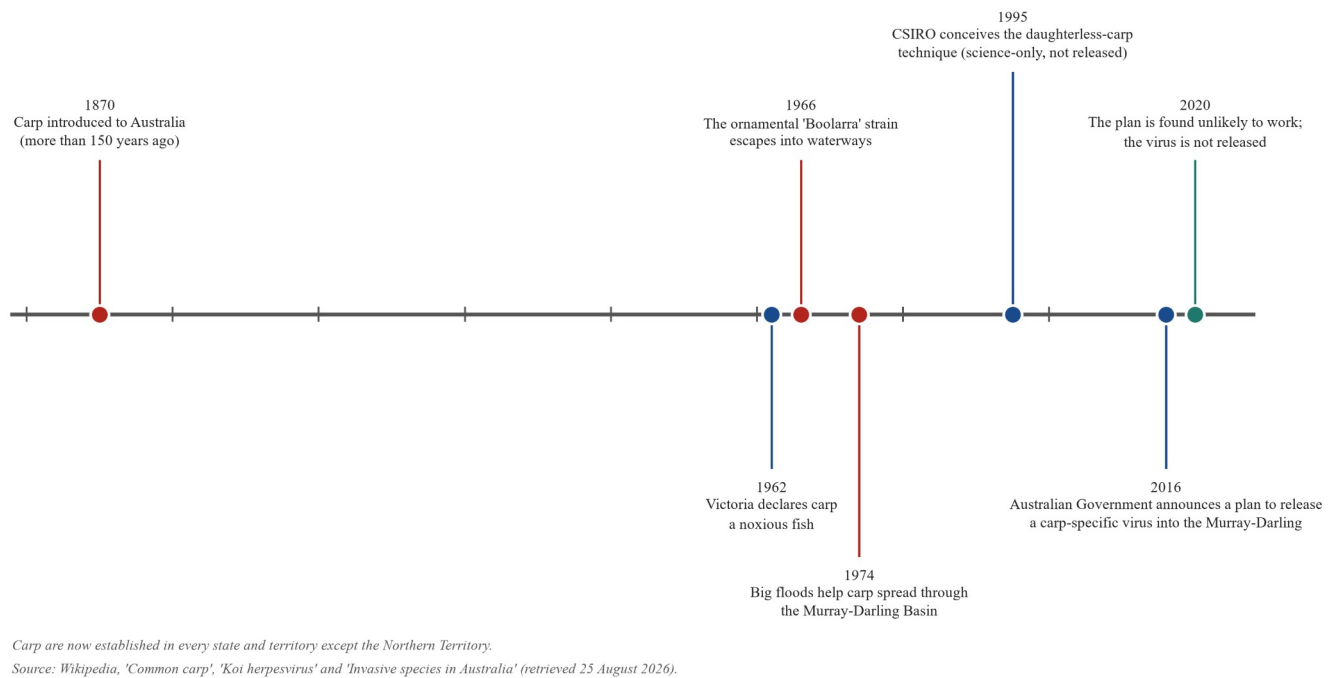
Figure 4. The kill by feral cats each year, and other true facts about the issue.

Why this is the skill. Nothing in steps 1 and 2 says what to do yet — and that is the point. Before anyone proposes an action, the probable and preferred futures give us something to assess the action against: an action is worth considering if it moves us from the first picture towards the second. Projects that protect threatened species in this way — for example fencing and trapping programs that keep cats out of a reserve so native animals can recover — are ecological preservation projects, and they are one real response to this issue.

Example 2 — with help

Weighing actions with criteria: carp in the Murray–Darling. Now steps 3 to 5, on a real river issue. Carp are a large introduced freshwater fish. They were brought to Australia more than 150 years ago, and after the ornamental ‘Boolarra’ strain escaped in the 1960s and big floods in 1974 helped them spread, carp spread through the Murray–Darling Basin and now live wild in every state and territory except the Northern Territory (Figure 5). Carp muddy the water and compete with native fish, so managing them is a land-management issue. *Source: Wikipedia, ‘Common carp’, ‘Koi herpesvirus’ and ‘Invasive species in Australia’ (retrieved 25 August 2026).*

Carp in Australia: spread and responses



Timeline from 1870 to 2020 showing how carp spread in Australia and how people responded

Figure 5. Carp in Australia: spread and responses.

Step 3 — Brainstorm actions. One imagined class brainstormed many ideas, then grouped them into three options. Option A: release a virus that attacks carp, to cut their numbers across the whole river system at once. Option B: catch more carp and turn them into products, such as fertiliser. Option C: protect native fish and their habitat directly, while carp numbers stay high. Every idea counted at the brainstorm — including ideas the class later set aside.

Step 4 — Weigh the impacts against criteria. The class scored each option 1 to 5 against four criteria, in a scoring table called a criteria matrix (Figure 6). Notice the judgements. Option A scored well on cutting carp numbers *if it worked*, but the class scored it low on safety and fairness because nobody could promise what releasing a new virus would mean for native fish, for the river, or for people who breed and keep carp as pets — and a 2020 check of the plan found it unlikely to work, so the virus was never released. Option B scored solidly across all four criteria: it cuts some carp, it is safe, it turns waste into products, and it is fair to river users. Option C scored highest on safety but lowest on cutting carp numbers. The scores are this class's judgements, not measured facts — a different class could weigh the same criteria and reach a different total.

Steelmanning the debate. Before voting, the class put the strongest case for each side of Option A. *For the virus:* carp damage native fish and water quality in every reach of the river at once, and only a disease that attacks carp and not other fish can reach every reach at once; early tests suggested the virus attacked carp and almost nothing else. *Against the virus:* the 2020 check found it unlikely to cut carp enough to matter; releasing a disease cannot be undone; and people who breed and keep carp would lose much. Both sides care about the river; they weigh the risk in different ways. Putting each side's strongest reason on the table is what makes the debate fair.

Step 5 — Decide and act. The totals were 8, 15 and 14 out of 20, so the class chose Option B, and agreed to borrow parts of Option C (protecting native fish habitat) at the same time. Not everyone had Option B as their first pick, but everyone could support it — that is consensus. The last part of step 5 matters most: after acting, check how it is going, by counting carp and native fish year by year. That check is itself an assessment against criteria.

Model: one class assesses three carp options against four criteria

	Option A Release a carp-specific virus	Option B Catch more carp and turn them into products	Option C Protect native fish and their habitat
Cut carp numbers	4 / 5	3 / 5	2 / 5
Safe for native species	1 / 5	4 / 5	5 / 5
Value for money	2 / 5	4 / 5	3 / 5
Fair to river users	1 / 5	4 / 5	4 / 5
Total (out of 20)	8 / 20	15 / 20	14 / 20

Each option is scored 1-5 against every criterion; higher is better. This is a worked model built for this book - the scores are one class's judgements, not measured data. A different class could weigh the same criteria and reach a different total (VC2HG6S06: use criteria to assess possible impacts).

Table scoring three carp actions against four criteria with totals out of twenty

Figure 6. One class's criteria matrix for the three carp options.

Practice questions

Practice with help

Q1. Look at Figure 1. Name the step where we picture two futures, and name the two futures we picture. **(2 marks)**

Q2. a. In your own words, what is the probable future for an issue? **(1 mark)**

b. What is the preferred future? **(1 mark)**

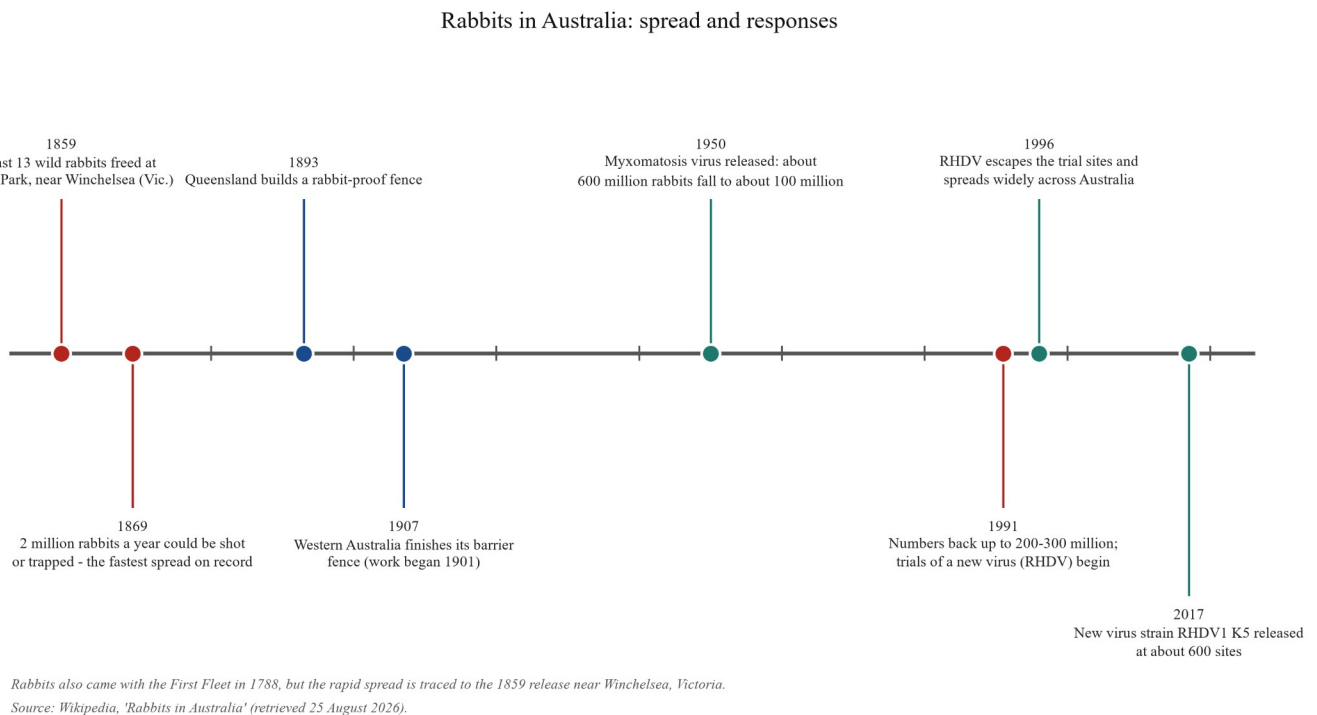
Q3. Use Figure 4. a. About how many native mammals, birds, reptiles and frogs do feral cats kill each year? **(1 mark)**

b. About how many feral cats live in Australia? **(1 mark)**

Q4. Use Figures 7 and 8. a. In what year were wild rabbits freed at Barwon Park, near Winchelsea in Victoria? **(1 mark)**

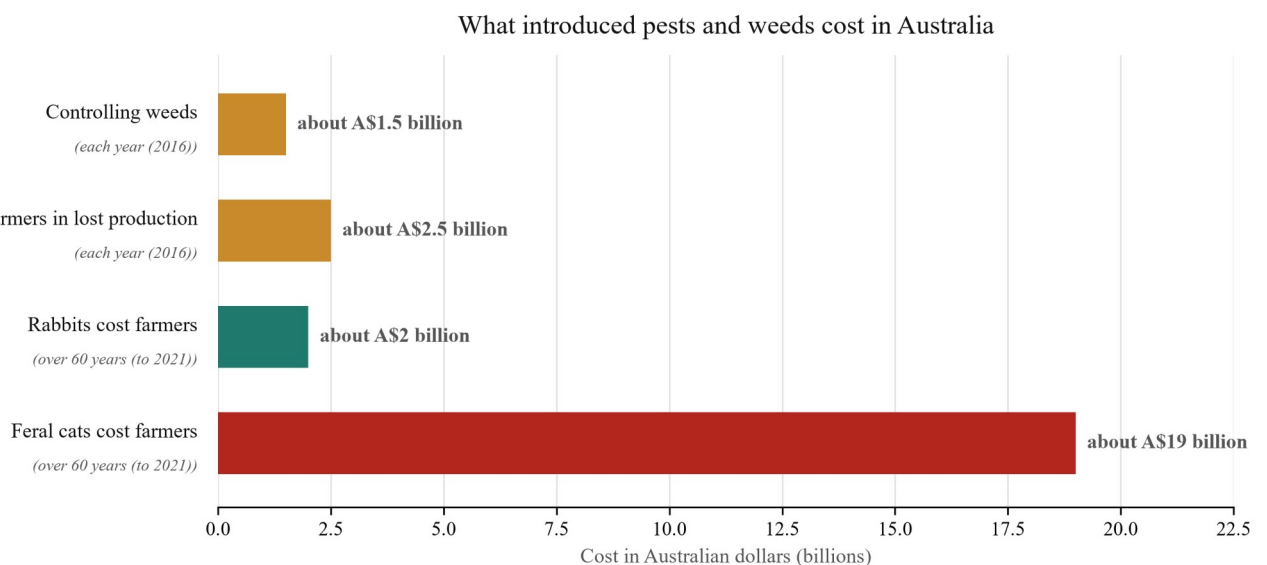
b. Name one thing people did to try to manage rabbits, and give its year from the timeline. **(1 mark)**

c. Over about 60 years to 2021, about how much have rabbits cost Australian farmers? **(1 mark)**



Timeline from 1859 to 2017 showing how rabbits spread in Australia and how people responded

Figure 7. Rabbits in Australia: spread and responses.



Source: Wikipedia, 'Invasive species in Australia' (retrieved 25 August 2026). Weed figures as of 2016; rabbit and cat figures from a 2021 study of costs over 60 years, which put the total cost of introduced species to farmers at about A\$390 billion over that time.

Bar chart of what weeds, rabbits and feral cats cost in Australia

Figure 8. What introduced pests and weeds cost in Australia. Read the time labels: two bars are one-year costs and two are 60-year costs.

Q5. Sort these three questions into the environmental, economic and social families of criteria (Figure 2). **(3 marks)**

- “Would it keep the creek water clean?”
- “How much would it cost, and who would pay?”
- “Would local people still be able to use and enjoy the park?”

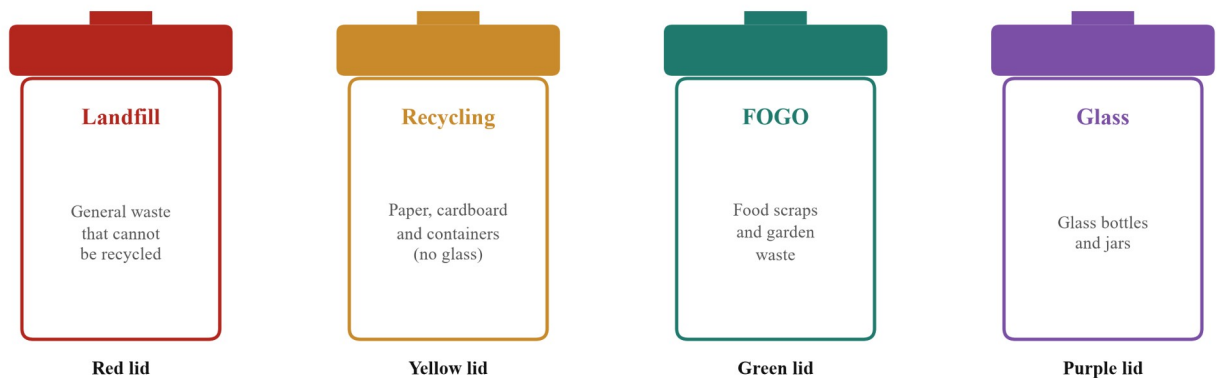
Q6. Use Figure 6. a. Which option scored highest on “Safe for native species”, and what was its score? **(1 mark)**

- Which option had the highest total, and what was the total? **(1 mark)**

Q7. Use the bins in Figure 9. (The figure shows the four bins Victoria is moving to: red lid for landfill, yellow lid for recycling, green lid for FOGO (food and garden waste), and purple lid for glass.) a. Which bin should a glass jar go into? **(1 mark)**

- What two kinds of waste go into the green-lid bin? **(1 mark)**

Victoria's four-bin system for household waste



Under the Victorian Government's 2020 overhaul, every household gets a purple-lid glass bin (rollout complete by 2027) and a food-waste bin (by 2030). A container deposit scheme also began in November 2023.

Source: Wikipedia, 'Recycling in Australia' (retrieved 25 August 2026).

Four bins with red, yellow, green and purple lids showing what goes in each

Figure 9. The four bins Victoria is moving to.

Q8. Use the model survey in Figure 10. a. Why should survey questions be short, and why should they not push people toward one answer? **(1 mark)**

b. Write one fair question the class could add to the survey. **(1 mark)**

c. How does surveying people's views help a class choose an action? **(1 mark)**

HAVE YOUR SAY

How should we care for the creek behind our school?

We are a Year 5 class. Your answers help us choose an action. It takes about 2 minutes.

1. How often do you visit the creek area?

☐ Every day	☐ Once or twice a week
☐ A few times a month	☐ Rarely

2. Which action do you support most? (tick one)

☐ Plant native trees along the banks
☐ Run working days to pull out weeds and pick up waste
☐ Put up signs and bins so people leave less waste

3. What do you value most about this place? (tick one)

☐ Native animals	☐ Clean water
☐ Space for people	☐ Something else

4. Is there anything else you would like to tell us?

Model built for this book. Fair surveys use short questions and do not push people toward one answer (VC2HG6S06.E05).

A model survey sheet asking four questions about caring for a creek

Figure 10. A model survey sheet for gathering people's views.

Practice on your own

Q9. Use the rabbit timeline (Figure 7). After 1950, rabbit numbers dropped from about 600 million to about 100 million, and by 1991 they were back to 200–300 million. Forecast a probable future for rabbits if no further control is used, and a preferred future, and give one measurable sign that would tell us which future is arriving. **(3 marks)**

Q10. Use Figures 3 and 4. Brainstorm three different actions for the feral cat issue. Choose one of them and assess it: give one way it would help the environment, one cost or other economic point, and one risk or downside with a way the plan could reduce that risk. **(4 marks)**

Q11. Use Figures 5 and 6 and the steelmanned debate in Example 2. Give the single strongest reason *for* releasing a virus that attacks only carp and the single strongest reason *against* it, and state which family of criteria (environmental, economic or social) each reason mainly belongs to. **(4 marks)**

Q12. Your council is deciding whether to give every home a green-lid FOGO bin so food scraps stop going to landfill.

a. Write three criteria for judging that plan — one environmental, one economic and one social. **(3 marks)**

b. Explain why judging the plan with all three families is better than judging it by cost alone. **(2 marks)**

Q13. *Your action project — the evidence task.* Take the local land-use issue your class raised in 1C and carry it through all five steps of Figure 1. a. Brainstorm and list three possible actions. **(1 mark)** b. Write two fair survey questions to find out what people in your school community think. **(1 mark)** c. Build a criteria matrix like Figure 6 with three criteria — one environmental, one economic and one social — and score your three actions. **(1 mark)** d. Hold a debate, then reach consensus or take a vote, and record one view different from your own that changed or improved the plan. **(1 mark)** e. Write a short letter to your local council proposing your chosen action. **(1 mark)** f. In the letter, assess two possible impacts of your action using your criteria. **(1 mark)**

Answers

- Q1.** Step 2. The probable future (what will most likely happen if nothing changes) and the preferred future (what we want instead).
- Q2.** a. The future that will most likely happen if nothing changes. b. The future we want instead.
- Q3.** a. Over 1.5 billion each year. b. An estimated 2.1 to 6.3 million.
- Q4.** a. 1859. b. Any one from the timeline, e.g. 1950, a disease (myxomatosis) was released and rabbit numbers dropped sharply; or 1893, Queensland built a rabbit-proof fence; or 2017, a new virus strain was released at about 600 sites. c. About A\$2 billion.
- Q5.** a. Environmental. b. Economic. c. Social.
- Q6.** a. Option C, 5 out of 5. b. Option B, 15 out of 20.
- Q7.** a. The purple-lid glass bin. b. Food scraps and garden waste.
- Q8.** a. So the answers show what people really think, not what the question pushes them to say — a fair survey is evidence, not a sales pitch. b. Any fair question, e.g. “How do you most like to use the creek area?” c. The answers become data the class can count and compare, so the chosen action has people’s views behind it.
- Q9.** Probable: rabbit numbers keep climbing towards the 200–300 million of 1991 or beyond, with more damage to crops, pasture and native plants. Preferred: rabbit numbers stay low enough that native plants and farms are not badly damaged. Measurable sign: the number of rabbits counted each year at fixed sites (or the damage counted, e.g. areas of regrowth lost).
- Q10.** Model answer. Actions brainstormed: trap and remove cats around threatened-species reserves; ask or require pet owners to keep cats in at night; build cat-proof fences around key reserves. Assessing the fencing action: environmental help — threatened native animals inside the fence get room to recover; economic point — fences cost money to build and check, paid from council or government budgets; risk and how the plan reduces it — a fence can fail at a gate or after a flood, so the plan includes weekly checks and quick repairs.
- Q11.** For: carp damage native fish and water quality in every reach of the river at once, and only a disease that attacks carp and not other fish can reach every reach at once — mainly an environmental reason. Against: the 2020 check found the virus unlikely to cut carp enough to matter, and releasing a disease cannot be undone, so the money and the risk would be wasted — mainly an economic reason (accept social: the people who breed and keep carp would lose much).
- Q12.** a. Model answers — environmental: “Would it keep food scraps out of landfill and cut pollution from rotting waste?” economic: “What would the bins and collection cost the council and each home?” social: “Is it fair and easy for every home, including flats and homes with small bins?” b. Cost alone hears only one family; a plan can cost money and still win on the environment and on fairness, and the three families together test whether the place keeps what people value working well.
- Q13.** Model outline in the solutions. The letter must propose one action, and assess two of its possible impacts against the class’s own criteria, after a fair survey and a debate that took account of a different view.
-

Fully-worked solutions

- Q1.** One mark for naming step 2 (“Picture two futures”); one mark for naming both futures: the probable future and the preferred future. Naming the step without the two futures earns one of the two marks.
- Q2.** One mark each. a. The probable future is the future that will most likely happen if nothing changes — “most likely” and “if nothing changes” are the two ideas that must appear. b. The preferred future is the future we want instead. A forecast that is only a feeling (“it will all go badly”) earns nothing, because a forecast uses evidence.

- Q3.** One mark each, read straight from Figure 4. a. Over 1.5 billion native mammals, birds, reptiles and frogs each year. b. An estimated 2.1 to 6.3 million feral cats. Note the word “estimated”: the true number is uncertain, and stating it as a range is the honest way to report it.
- Q4.** One mark each. a. 1859 — the timeline notes that rabbits also came with the First Fleet in 1788, but the rapid spread is traced to the 1859 release near Winchelsea. b. Any one entry with a matching year: 1869, 2 million rabbits a year could be shot or trapped (this is the spread, not a control — it earns nothing as a control); 1893 Queensland rabbit-proof fence; 1907 Western Australia barrier fence finished; 1950 myxomatosis released; 2017 new strain RHDV1 K5 released at about 600 sites. The year and the response must match the timeline. c. One mark: about A\$2 billion over the 60 years to 2021. The bar cannot be compared in length with the weed bars, because they count different periods of time — reading the time label is part of reading the chart.
- Q5.** One mark each. a. Environmental — water quality is about the creek itself. b. Economic — cost and who pays. c. Social — people’s use and enjoyment of a shared place. A question about money spent by the council is economic even when the spending is for the environment: the family is about what the question is asking, not about what it is for.
- Q6.** One mark each. a. Option C, scored 5 out of 5 on “Safe for native species”. b. Option B, with 15 out of 20 — one more than Option C’s 14. Reading the matrix carefully matters: Option C wins one column, but Option B’s steady scores across all four criteria give it the highest total.
- Q7.** One mark each. a. The purple-lid glass bin — glass has its own bin in the new Victorian system, rolled out to every home by 2027. b. Food scraps and garden waste (the green-lid FOGO bin, coming to every Victorian home by 2030). *Source: Wikipedia, ‘Recycling in Australia’ (retrieved 25 August 2026).*
- Q8.** One mark each. a. Short, neutral questions mean the answers show what people really think; a question that pushes people toward one answer collects noise, not evidence. b. Any question that is short and does not lead, e.g. “How do you most like to use the creek area?” A leading question such as “Don’t you agree the creek is dirty?” earns nothing. c. The answers are data: the class counts and compares them, so the chosen action carries the views of the people who use the place, not only the class’s own views.
- Q9.** One mark per part. Probable future: numbers keep climbing back towards the 200–300 million of 1991 (the timeline shows every control followed by recovery), with rising damage to farms and native plants. Preferred future: numbers held low enough that farms and native plants are not badly damaged, e.g. by combining fencing, trapping and disease controls. Measurable sign: rabbits counted each year at fixed sites, or damage measured (e.g. areas of regrowth lost, or crop losses in dollars). A forecast without a measurable sign is a wish, not a forecast.
- Q10.** Four marks: one for three genuinely different brainstormed actions; one for a clear environmental impact; one for an economic point (a cost, who pays, a job or a saving); one for naming a risk or downside *together with* a way the plan reduces it. Model: brainstorm — trap and remove cats around reserves; keep pet cats in at night; cat-proof fences around key reserves. Assessing fencing: environmental — threatened animals inside get room to recover; economic — building and checking the fence costs money from council or government budgets; risk — a fence can fail at a gate or after a flood, reduced by weekly checks and quick repair. An action assessed only with praise earns at most two of the four marks: assessing means weighing, and weighing means the downside is on the page.
- Q11.** Four marks: one per reason, one per correct family. For the virus — carp damage native fish and water quality in every reach of the river at once and only a disease that attacks carp and not other fish reaches every reach at once; this is mainly environmental. Against — the 2020 check found the virus unlikely to cut carp enough to matter and a release cannot be undone, so money and risk would be spent for little gain; this is mainly economic (accept social, argued as the people who breed and keep carp losing much). “It is bad” or “it is good” without a reason earns nothing; the reason is the mark.
- Q12.** a. Three marks, one per family, provided each of the three is a question or test and sits in the right family. Model: environmental — would it keep food scraps out of landfill and cut pollution from rotting waste? economic — what would the bins and their collection cost the council and each home? social — is it fair and easy for every home, including flats? b. Two marks: one for saying cost alone hears only one family, one for the consequence — a plan can cost money and still win on the environment and on fairness, so judging with all three families tests whether the place keeps what people value about it working well, which is what sustainability asks.

Q13. Six marks, one per part, awarded as follows. a. Three actions that are genuinely different (not three wordings of one action). b. Two survey questions that are short and do not push people toward one answer. c. A matrix with at least one question from each family of criteria and a score for every action against every one of them. d. A record of the debate showing one view different from the class's own that was taken on board, and whether consensus or a vote decided it. e. A letter addressed to the local council that proposes one chosen action — councils make local planning decisions, which is why the letter goes there. f. Two possible impacts of the chosen action, each assessed against one of the class's criteria, not just described. The project is the skill of this section in one piece: proposing actions, and judging their possible impacts against criteria.

Sharing your findings: explanations built from sources and geography

For the teacher

Owens: VC2HG6S07 (Geographical Skills, Communicating). **Draws on:** .E01 (management plan — Figure 4C.10; Q7, Q8, Q12); .E02 (country-comparison documentary — Figures 4C.8–4C.9; Q5, Q10); .E03 (hazard-impact infographic — Figures 4C.6–4C.7; Q6, Q11); .E04 (informative and persuasive texts — Figure 4C.5; Q3, Q4, Q9); .E05 (selecting and naming sources across all forms — Figures 4C.3–4C.4; throughout). Linkage keys per D7, not a teaching order; codes referenced here, elaboration text not reproduced.

Achievement standard sentence served here: mapped in TOC §2 (sentence text not reproduced). This is the book's exit standard (Chapter 4 notes): a student who can present an evidenced, referenced geographical explanation — as a management plan, a country-comparison documentary, a hazard-impact infographic, or an informative or persuasive text — has met the band's communicating standard at Level 5 pitch.

Where this sits: teach last in the book. 4C assumes 3A's questioning, 3C's and 3D's reading of maps, graphs and tables, 4A's evidence habit (a conclusion stands on evidence, not on preference) and 4B's criteria. The local planning issue the class raised in 1C is the live raw material for .E01; the interconnection work of 1B and the country knowledge of 2A–2C are the raw material for .E02, .E04 and .E05. The five elaborations name the *forms* an explanation can take; the section teaches one skill beneath them — big idea + findings from sources + geographical concepts + a reference for every source.

Teaching sequence: 1. Build the model of an explanation (Figure 4C.1) and meet the four concepts as questions (Figure 4C.2). 2. Meet the six source kinds and how to reference each (Figure 4C.3). 3. Read a real graph like a geographer and pull findings from it (Figure 4C.4). 4. Read the model informative text and label its parts (Figure 4C.5); work Example 1. 5. Read the Black Saturday panel (Figure 4C.6), meet the infographic zones (Figure 4C.7); work Example 2. 6. Compare two real countries (Figure 4C.8) and plan a documentary in six scenes (Figure 4C.9). 7. Meet the six parts of a management plan (Figure 4C.10). 8. Students attempt the with-support then on-your-own tasks, and close with the evidence task, self-checking against Figure 4C.11.

Vocabulary notes: *interconnection*, *concept*, *reference*, *documentary* and *infographic* are defined at first use in the student text; *place*, *environment* and *sustainability* keep their meanings from Chapters 1–2. All other student-facing vocabulary is at or below Year 5. The gate is `src/gate_4c.py`.

First Nations content: none is required or used in this section (CONTENT POLICY Rule 1; see the series front matter). No term in this section is listed in `CONTESTED_TERMS.md`; the section presents sourced facts and named sources rather than contested claims, and where people's views appear (a letter in the tasks) both sides of the view are treated fairly.

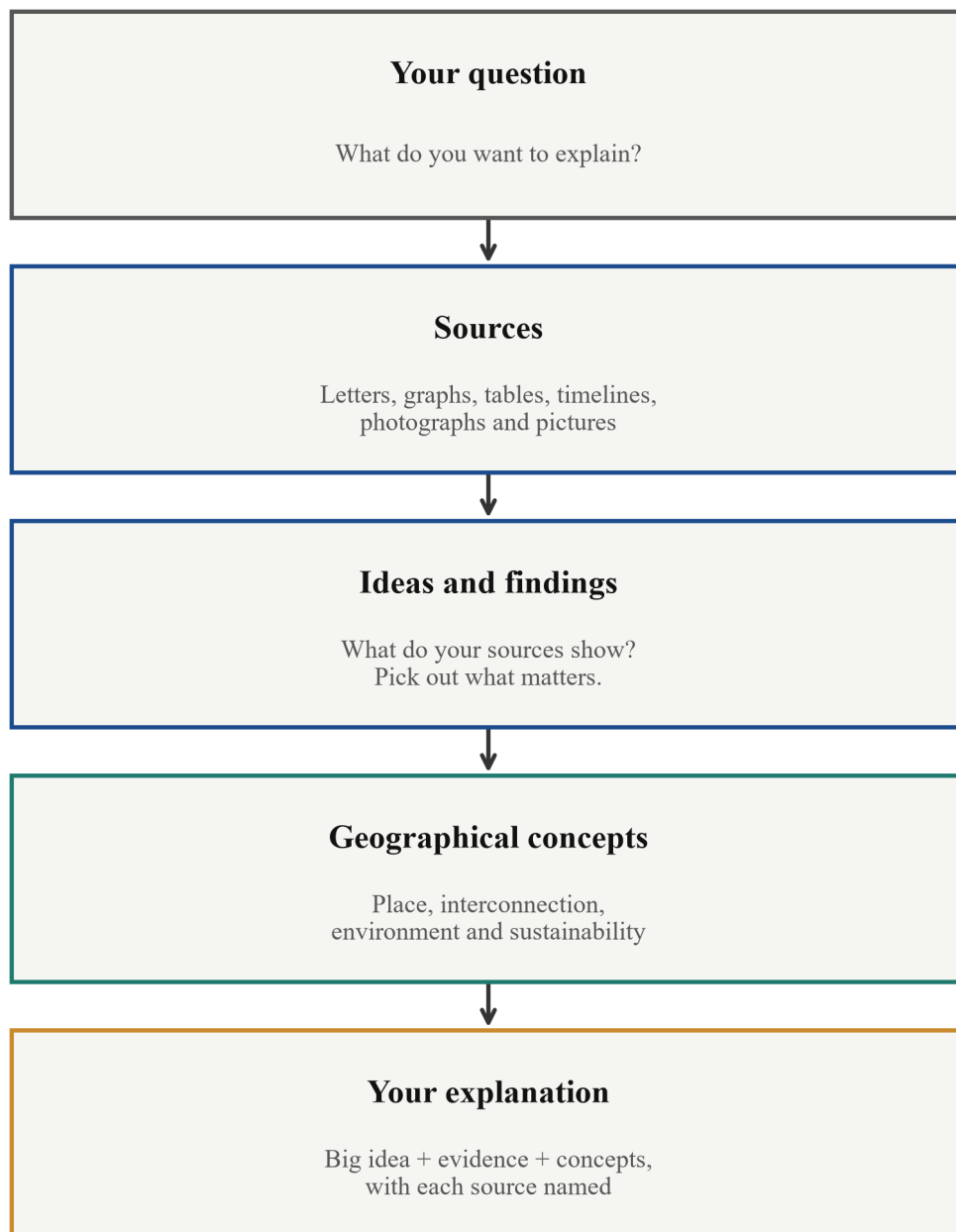
Theory

What is an explanation?

A description says *what is there*. An explanation says *how and why it is that way*. “Victoria's population is growing” describes. “Victoria's population is growing **because** more people arrive from overseas than leave, and most come from India, China and New Zealand” explains — it gives a reason, and the reason stands on something.

Every good geographical explanation has the same five parts, in the same order.

How a geographical explanation is built



A flow diagram with five boxes joined by arrows pointing down: your question, then sources (a letter, a graph, a table, a timeline, a photo, a picture), then ideas and findings (what do your sources show, pick out what matters), then geographical concepts (place, interconnection, environment, sustainability), then your explanation (big idea plus evidence plus concepts, with each source named).

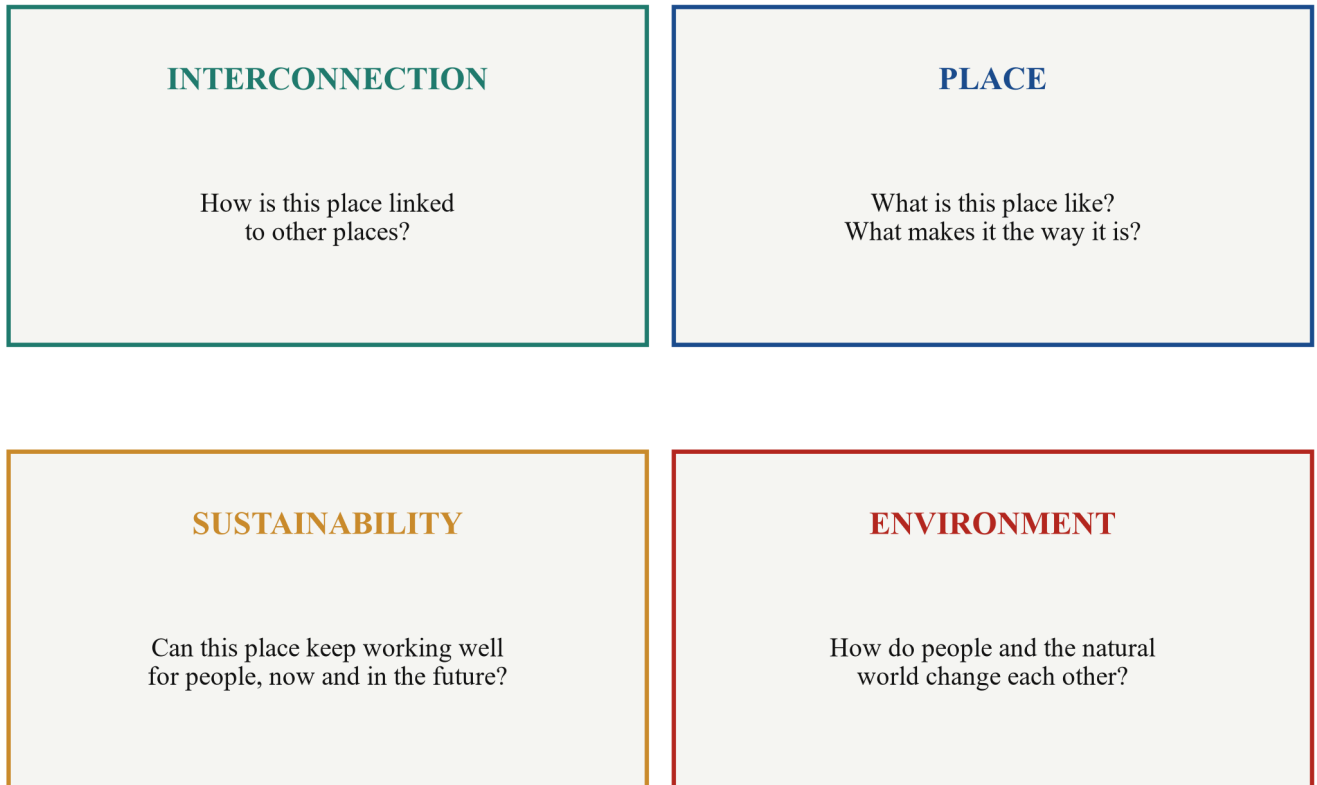
Figure 4C.1 — How a geographical explanation is built.

Notice the order. The question comes first, not the answer. The sources come before the ideas, because in geography the ideas must come *from* somewhere you can point to. And the concepts come before the explanation, because they tell you *what kind* of things to look for.

The four concepts as questions

The achievement standard names the four concepts this book uses: place, interconnection, environment and sustainability. A concept is a big thinking word — a lens you look through. Each one asks its own question of your sources.

The concepts that shape geographical explanations



Pick the concepts that fit your question. Let them shape what you say and write.

Four cards. PLACE: what is this place like, what makes it the way it is? INTERCONNECTION: how is this place linked to other places? ENVIRONMENT: how do people and the natural world change each other? SUSTAINABILITY: can this place keep working well for people, now and in the future?

Figure 4C.2 — The concepts that shape geographical explanations.

Interconnection — the links between places, met in 1B — is one of those lenses: it asks how this place is joined to the rest of the world.

You do not need all four in every explanation. Pick the ones that fit your question, and let their questions shape what you say and write.

Sources, and how to reference them

A source is where an idea or a finding comes from. Geography uses six kinds in this section. Each is good at a different job, and each is referenced in its own way.

Sources, and how to reference them

Kind of source	What it is good at	How to reference it
Letter	what one person thinks, in their own words	name the writer and the date
Graph	how something changes, or how groups compare	name the graph and who made it
Table	facts set out in rows and columns	name the table and who made it
Timeline	the order things happened in	name the timeline and its source
Photograph	what a place really looks like	name the photographer or source, and the date
Picture	a drawn image that shows an idea	name the artist or source

To reference a source is to say where an idea or a finding came from.

A table with three columns: kind of source, what it is good at, and how to reference it. Rows: letter — what one person thinks in their own words — name the writer and the date; graph — how something changes or how groups compare — name the graph and who made it; table — facts set out in rows and columns — name the table and who made it; timeline — the order things happened in — name the timeline and its source; photograph — what a place really looks like — name the photographer or source and the date; picture — a drawn image that shows an idea — name the artist or source.

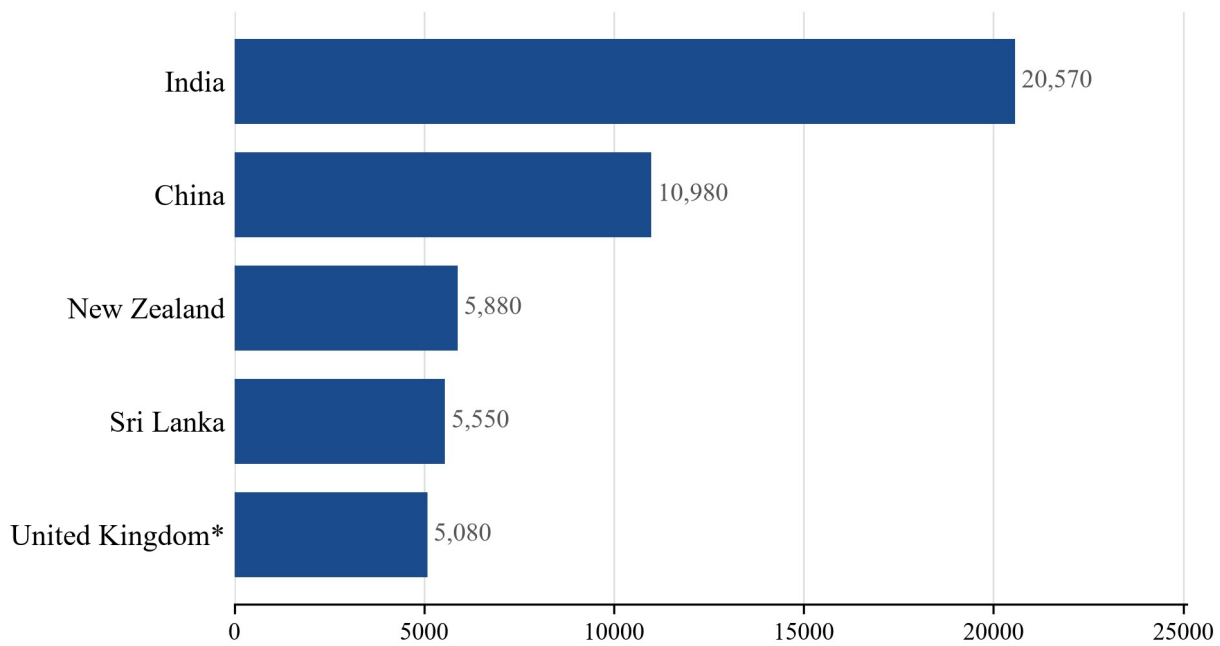
Figure 4C.3 — Sources, and how to reference them.

To reference a source is to say, in your writing or speaking, where the idea came from — “(ABS, 2025)” after a finding from the ABS, “the photo of Main Street taken in 2010” after a fact read from that photo. A finding with no reference is just a say-so. A finding *with* a reference is evidence.

Worked skill: pull a finding from a real graph

Here is a real graph from the Australian Bureau of Statistics (the ABS). Read it the way a geographer reads any graph: title first, then the labels, then the numbers, then — and only then — the finding.

Where did Victoria's new people come from, 2024-25?



People (net gain, year ending June 2025). *ABS category 'UK, Channel Islands & Isle of Man'; figures are rounded to the nearest 10 by the ABS.
Source: ABS, Overseas Migration, 2024-25 (cat. 3412.0), data cube 34070DO001, Table 1.3, Victoria. Released 19 December 2025.
Accessed 25 August 2026.

Horizontal bar chart titled “Where did Victoria’s new people come from, 2024-25?” showing net overseas migration to Victoria by country of birth: India 20,570; China 10,980; New Zealand 5,880; Sri Lanka 5,550; United Kingdom 5,080; with the ABS source line at the bottom.

Figure 4C.4 — Victoria’s new people, 2024-25 (net gain by country of birth).

Three findings a geographer might pull from Figure 4C.4, each referenced:

- More people came to Victoria from India than from any other country — 20,570 people (ABS, 2025).
- Nearly twice as many came from India as from China (20,570 against 10,980) (ABS, 2025).
- Four of the five biggest groups came from countries across Asia and the Pacific — India, China, New Zealand and Sri Lanka (ABS, 2025).

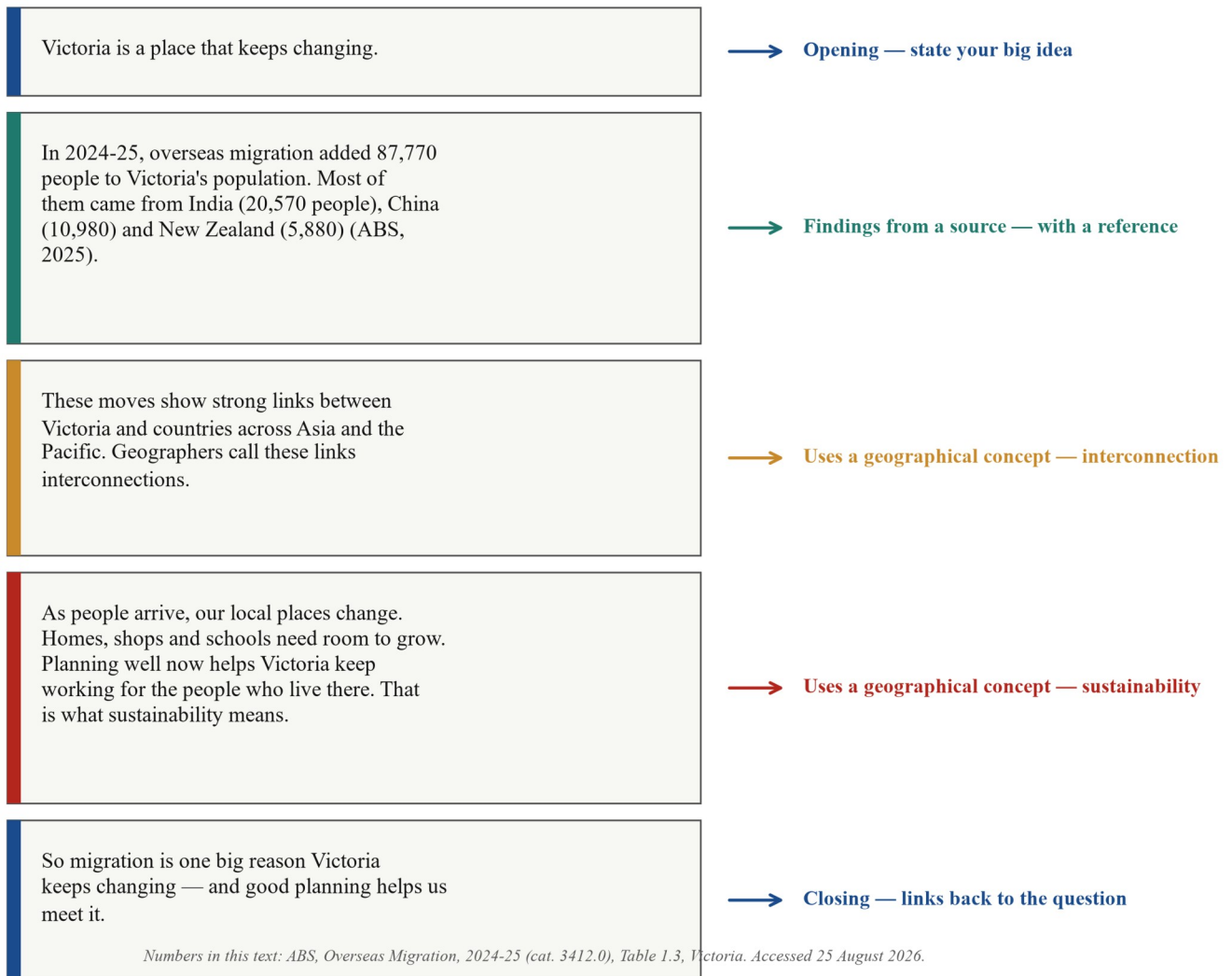
Each finding is one step: it says what the source shows, it uses a number, and it names the source. That is .E05 — selecting and referencing ideas from a graph.

Model text: an informative explanation

An informative text informs — it explains how or why something is the way it is, and it takes no side. Here is a model, with every part labelled.

A model informative text

Each part is labelled, so you can see how an explanation is built.



A model informative text in five labelled blocks. Opening (state your big idea): “Victoria is a place that keeps changing.” Findings from a source with a reference: “In 2024-25, overseas migration added 87,770 people to Victoria’s population. Most of them came from India (20,570 people), China (10,980) and New Zealand (5,880) (ABS, 2025).” Uses the concept interconnection: “These moves show strong links between Victoria and countries across Asia and the Pacific. Geographers call these links interconnections.” Uses the concept sustainability: “As people arrive, our local places change. Homes, shops and schools need room to grow. Planning well now helps Victoria keep working for the people who live there. That is what sustainability means.” Closing (links back to the question): “So migration is one big reason Victoria keeps changing — and good planning helps us meet it.”

Figure 4C.5 — A model informative text, with its parts labelled.

Count the moves: one big idea, three findings from one named source, two concepts doing real work (interconnection explains the links, sustainability asks the what-next question), and a closing that answers the opening. Every number in it matches Figure 4C.4 exactly — an explanation is only as good as its numbers.

A persuasive text works the same way but takes a side: it argues *for* something, and its evidence is there to win the reader over. Same parts, same references — a different job.

Infographics: explaining with numbers and pictures

An infographic explains fast. It gives a reader the true story of a place or an event in one page of numbers, pictures and short lines. First, a real set of facts to work with — the impacts of the Black Saturday bushfires in Victoria, which began on 7 February 2009.

What the Black Saturday bushfires did to people and places

Victoria, from 7 February 2009



A hazard becomes a disaster when it meets the places where people live.
These numbers are why communities plan to reduce the impacts of bushfires.

Source: 2009 Victorian Bushfires Royal Commission, Summary of Final Report (2010); checked against 'Black Saturday bushfires', Wikipedia. Accessed 25 August 2026.

Six fact tiles about the Black Saturday bushfires in Victoria from 7 February 2009: 173 people lost their lives; 414 people were injured; 2,029 houses were lost, more than 3,500 buildings in all; 450,000 hectares of land burnt, a hectare is a square 100 metres by 100 metres; 7,562 people had to leave their homes; the fires began on one of the hottest days on record. A line below reads: a hazard becomes a disaster when it meets the places where people live.

Figure 4C.6 — What the Black Saturday bushfires did to people and places.

Those numbers are the *why*. The *how* of reducing the impacts is what an infographic for .E03 must show. An infographic has four zones.

Planning an infographic about a hazard

An infographic tells a true story fast, with numbers and pictures.

Zone 1 — Title and hook

A short title that says what the infographic is about, plus one big number that makes people stop and look. Example: '173 lives lost on Black Saturday — here is how we can reduce the next bushfire's harm.'

Zone 2 — What happened (the facts)

Three or four key facts about the hazard, each with a number and a small picture. Set them out as tiles, like the Black Saturday panel in Figure 4C.6. Name the source under every fact.

Zone 3a — Before

How people can prevent harm and prepare:
clear land near homes,
make a fire plan,
keep a warning app.

Zone 3b — During

How people can act when the hazard is here:
follow warnings,
leave early,
help those who need it.

Zone 3c — After

How a community recovers and rebuilds:
repair homes,
support the people hurt,
plan so it hurts less next time.

Zone 4 — Source strip

Every number and picture named at the bottom, in small writing. No source means no trust.

Pick one hazard your class has studied. Choose the numbers first, then the pictures, then the words.

A planning frame with four zones. Zone 1, title and hook: a short title plus one big number that makes people stop and look. Zone 2, what happened: three or four key facts, each with a number, a small picture and a named source. Zone 3, three bands — before (prevent harm and prepare), during (act on warnings, leave early, help those who need it), after (recover, rebuild, plan so it hurts less next time). Zone 4, source strip: every number and picture named at the bottom.

Figure 4C.7 — The zones of a hazard-impact infographic.

Documentaries: explaining with scenes

A documentary explains with moving pictures and sound. On paper, a documentary is a plan of scenes — and the scenes carry the same parts as the text: a question, findings from sources, concepts, and a closing. To work with, here are two real countries compared with real numbers.

Two countries, two stories: Australia and Indonesia, 2023

Measure	Australia	Indonesia
People living in the country	26,659,922	281,190,067
People living in cities	87.5%	58.1%
Average income per person (US\$)	63,320	4,810
Average years of life	83.0	71.1
Population growth in 2023	2.4%	0.8%

Same region, different lives. A good comparison finds what is different, what is alike, and why — then asks what each country can learn from the other.

*Source: World Bank, World Development Indicators, 2023 (api.worldbank.org).
Income = GNI per person, Atlas method, current US\$. Urban share and life expectancy 2023.
Accessed 25 August 2026.*

A table comparing Australia and Indonesia in 2023: people living in the country — 26,659,922 against 281,190,067; people living in cities — 87.5% against 58.1%; average income per person in US dollars — 63,320 against 4,810; average years of life — 83.0 against 71.1; population growth in 2023 — 2.4% against 0.8%. World Bank source line at the bottom.

Figure 4C.8 — Two countries, two stories: Australia and Indonesia, 2023.

Each row of Figure 4C.8 is a finding waiting for a scene. A documentary about two different countries plans six scenes.

Planning a documentary: two countries compared

Six scenes. Each scene is one step of your story.

Scene 1 — The hook Open with a question. Example: "These two countries sit close together — but their people live very different lives. Why?"	Scene 2 — Country A Show the first country: its places, its people, how they live and work. Use a photograph and one real number.	Scene 3 — Country B Show the second country the same way, so the two can be compared fairly.
Scene 4 — Side by side Compare the two. Use your table of numbers. Say what is alike and what is different.	Scene 5 — Voices Let real people speak: read a letter, or a short talk, from someone in each country.	Scene 6 — The close What did you learn? What does the future hold for each country — and what can they learn from each other?

A six-scene planning frame for a country-comparison documentary. Scene 1, the hook: open with a question. Scene 2, country A: its places, its people, how they live and work, with a photograph and one real number. Scene 3, country B: the same, so the two can be compared in the same way. Scene 4, side by side: use your table of numbers; say what is the same and what is different. Scene 5, voices: let real people speak — read a letter or a short talk from someone in each country. Scene 6, the close: what did you learn, and what does the future hold for each country?

Figure 4C.9 — Planning a documentary: two countries compared.

Management plans: explaining with a plan

A management plan supports or guides a change in a place — your school garden, a new bus stop, the local planning issue your class raised in 1C. A plan is also an explanation: it says *what is changing, what should happen, and why those steps will work* — with sources behind the steps. It has six parts.

A management plan has six parts

Use it to support — or to guide — a change in your local area.

1. The change	What is changing, or could change, in your local area? Example: a new park, a busier road, more homes.
2. The goal	What do you want the change to bring about — and what do you want it not to do?
3. The people	Who will the change help? Who will it affect? Who can act — you, your school, your council?
4. The steps	What will happen, who will do it, and when? Set the steps out as a timeline.
5. The evidence	Which sources back your steps? Letters, graphs, tables, timelines, photographs and pictures — name each one.
6. The check	How will you know the plan worked? What will you look for, and when?

A management plan is a promise you can check: a goal, steps, people, and evidence — not just a wish.

A frame with the six parts of a management plan. 1. The change: what is changing, or could change, in your local area. 2. The goal: what do you want the change to bring about, and what do you want it not to do. 3. The people: who will the change help, who will it affect, who can act. 4. The steps: what will happen, who will do it and when, set out as a timeline. 5. The evidence: which sources back your steps — a letter, a graph, a table, a timeline, a photo or a picture, each one named. 6. The check: how will you know the plan worked, what will you look for and when.

Figure 4C.10 — A management plan has six parts.

Before you hand it in

No matter which form your explanation takes — text, infographic, documentary plan or management plan — it is checked the same way.

Before you hand it in

Check your explanation against this list — every box.

☐	My work answers the question I was asked.
☐	I used at least two sources.
☐	I named each source where I used it.
☐	I used at least one geographical concept: place, interconnection, environment or sustainability.
☐	Each of my ideas links to evidence — a number, a fact, or the words of a source.
☐	My numbers match my sources exactly.
☐	Someone else could follow my explanation without me saying a word.

If a box is empty, your explanation is not finished yet.

A checklist titled “Before you hand it in” with seven boxes: my work answers the question I was asked; I used at least two sources; I named each source where I used it; I used at least one geographical concept — place, interconnection, environment or sustainability; each of my ideas links to evidence, a number, a fact or the words of a source; my numbers match my sources exactly; someone else could follow my explanation without me saying a word.

Figure 4C.11 — The checklist every explanation is checked against.

Worked examples

Example 1 — with steps: build an informative explanation from Figure 4C.4 [E04] [E05]

Question: *How is overseas migration changing Victoria?*

Step 1 — Read the source three times. Title, labels, numbers. Figure 4C.4 shows the net gain of people to Victoria in 2024-25, by country of birth. “Net” means what is left after the people who left are taken away.

Step 2 — Select three findings and reference them. Use the three findings pulled in the Theory above (India largest at 20,570; nearly twice China’s 10,980; four of the top five from Asia and the Pacific), each tagged (ABS, 2025).

Step 3 — Choose your concepts. The question is about links between places and about change in a place — so *interconnection* and *place* do the work, and *sustainability* can carry the closing.

Step 4 — Draft in the Figure 4C.5 order. Big idea → findings → concepts → closing. Read the model text in Figure 4C.5 again and notice which sentence does which job.

Step 5 — Check. Run the Figure 4C.11 checklist. The numbers 87,770, 20,570, 10,980 and 5,880 must match Figure 4C.4 exactly, and every finding must carry its (ABS, 2025).

Example 2 — with steps: plan a bushfire infographic from Figure 4C.6 [E03] [E05]

Question: *How can a community reduce the impacts of bushfires?*

Step 1 — Zone 1, title and hook. “173 lives lost on Black Saturday — here is how we reduce the next bushfire’s harm.” The hook number comes from Figure 4C.6 and is named there.

Step 2 — Zone 2, the facts. Pick three tiles from Figure 4C.6 (for example: 2,029 houses lost; 450,000 hectares burnt; 7,562 people had to leave their homes). Under each tile, write the source line from the bottom of Figure 4C.6.

Step 3 — Zone 3, the actions. Before: clear plants and clean up near homes, make a family fire plan, keep a warnings app. During: watch for warnings and leave early — do not wait to see flames. After: rebuild, support the people hurt, and plan so the next fire hurts less.

Step 4 — Zone 4, the source strip. Copy the source line from Figure 4C.6 under your facts. No number without a name.

Step 5 — Check. Run the Figure 4C.11 checklist on the infographic. An infographic passes or fails on its source strip.

Practice tasks

With support

Q1 [E05]. Use Figure 4C.3. (a) Match each job to its source kind: (i) what a place really looks like; (ii) the order things happened in; (iii) what one person thinks, in their own words. (b) You use a photograph of your main street taken in 2010. Write the reference for it.

Q2 [E05]. Use Figure 4C.4. (a) Which country of birth sent the most new people to Victoria in 2024-25? (b) How many more people came from that country than from China? (c) Write one finding sentence from the graph and reference it.

Q3 [E04]. Here are three findings about Victoria in 2024-25: overseas migration added 87,770 people; the biggest group came from India (20,570); four of the top five groups came from Asia and the Pacific (ABS, 2025). (a) Write an opening big-idea sentence for an informative text using these findings. (b) Write a closing sentence that links back to your opening.

Q4 [E04]. A persuasive text takes a side and wins the reader over with evidence. Write two persuasive sentences *for* one of these claims, each backed by one piece of evidence (something you can see in your local area, or a number from this section): “Our suburb should plant more street trees”; “Our school should start a recycling collection”; “Our town needs more bike paths”. Name the concept you used — place, interconnection, environment or sustainability.

Q5 [E02]. Use Figure 4C.8. (a) Write two findings that show how Australia and Indonesia are *different*. (b) Write one finding that shows how they are *the same*. (c) Say which scene of Figure 4C.9 (2, 3 or 4) each finding belongs in.

Q6 [E03] [E05]. Use Figures 4C.6 and 4C.7. (a) Choose two facts from Figure 4C.6 for your Zone 2 and write a source line for each. (b) Write one “before” action and one “after” action for your Zone 3 bands.

Q7 [E01]. Think of a change in your local area — the planning issue your class raised in 1C, or one you have noticed (a new shop, a busier road, a park upgrade). Fill in parts 1, 2 and 3 of the management plan (Figure 4C.10): the change, the goal, and the people.

Q8 [E01] [E05]. Finish the plan from Q7. (a) Write parts 4 and 5: two steps set out as a small timeline, and one named source behind each step. (b) Write part 6: how you will check the plan worked.

On your own

Q9 [E04] [E05]. Write your own informative paragraph (5–7 sentences) answering: *How is overseas migration changing Victoria?* Use Figure 4C.4. You must include at least two referenced findings, at least one of the four concepts doing real work, and a closing that answers your opening. Underline your evidence.

Q10 [E02]. Plan a six-scene documentary comparing Australia with one other country you choose (Figure 4C.9 is your frame). Each scene must carry one named source — a graph, table, photograph, letter, timeline or picture — and Scene 4 must use at least two real numbers.

Q11 [E03]. Sketch an infographic about a climate hazard other than bushfire that your class has studied (heatwave, flood, storm). Use the four zones of Figure 4C.7. Zone 2 must carry two real facts with named sources, and Zone 3 must carry one action in each band.

Q12 [E01]. Draft a full management plan supporting a change in your local area. All six parts of Figure 4C.10, at least two named sources in part 5, and a timeline in part 4.

The writing task — evidence first

Your explanation, your form. Pick *one* form — informative or persuasive text, infographic, documentary plan, or management plan — and use it to answer a question about **your own place**. Examples: *How is our suburb changing?* *How is our town connected to other places?* *How can our community reduce the impacts of one hazard?* No matter which form you pick, your work must show: (1) at least two sources, each referenced where it is used; (2) at least two of the four concepts doing real work; (3) evidence underlined or boxed — every finding tied to a number, a fact, or the words of a source; and (4) a closing that answers your opening question. Finish by ticking every box of Figure 4C.11. This piece is the evidence for the band’s communicating standard at Level 5 pitch — the exit standard of this book.

Answers and suggested responses

- Q1.** (a) (i) photograph; (ii) timeline; (iii) letter. (b) Any reference that names the photographer or source and the date — for example, “Photo of Main Street, taken by the local historical society, 2010”.
- Q2.** (a) India. (b) $20,570 - 10,980 = 9,590$ more people. (c) Any true sentence with a number and (ABS, 2025) — for example, “5,550 people came from Sri Lanka (ABS, 2025)”.
- Q3.** (a) Any big-idea opening that the findings support — for example, “Overseas migration is one of the biggest changes happening in Victoria.” (b) Any closing that answers the opening — for example, “So Victoria keeps changing, and the numbers show where the change comes from.”
- Q4.** Award one mark per sentence that takes the chosen side and backs it with evidence; one mark for naming a fitting concept (trees and recycling sit under environment and sustainability; bike paths under place and sustainability).
- Q5.** (a) Any two true differences — for example, Indonesia has about ten times as many people (281,190,067 against 26,659,922); people in Australia live about 12 years longer on average (83.0 against 71.1); average income per person is much higher in Australia (US\$63,320 against US\$4,810). (b) Any true likeness — for example, in both countries most people live in cities, and both populations are still growing. (c) Differences and likeness all belong in Scene 4; the single-country facts belong in Scenes 2 and 3.
- Q6.** (a) Any two tiles with the source line named (2009 Victorian Bushfires Royal Commission). (b) Before-actions: clear plants near the house, make a fire plan, keep a warnings app. After-actions: rebuild homes, support the people hurt, plan so the next fire hurts less.
- Q7.** Check that the change is a real local change, the goal says what the change should and should not do, and the people name who is helped, who is affected, and who can act.
- Q8.** (a) Two steps in order with who and when, each backed by a named source (a letter from a resident, a council table, a photograph of the site, and so on). (b) A check that can actually be looked for — “count the new trees next winter”, “ask ten neighbours in six months”.
- Q9.** Check against the three requirements: two referenced findings from Figure 4C.4; one concept doing real work (not merely named); a closing that answers the opening. Mark on the reasoning, not the conclusion reached.
- Q10.** Check the six scenes are all present, every scene names one source, and Scene 4 uses at least two real numbers that match their sources.
- Q11.** Check the four zones are all present, Zone 2 carries two sourced facts about the chosen hazard, and Zone 3 carries one action per band.
- Q12.** Check all six parts are present, part 4 is a timeline, and part 5 names at least two sources. A plan whose steps are not backed by sources is a wish, not a plan.

Writing task. Check the four required parts: two referenced sources, two concepts doing real work, evidence underlined or boxed, and a closing that answers the opening. Then check the Figure 4C.11 boxes the student ticked. Mark on the reasoning and the referencing, not on which form was chosen or which side was taken.

Sources

Real-world facts and figures used in this section, with retrieval dates (SOURCE_USE Rule 3). All eleven figures are original artifacts of this build, generated by the scripts in `src/gen_4c_*.py`; no third-party figure or textbook layout is reproduced.

- **ABS, Overseas Migration, 2024-25** (cat. no. 3412.0), data cube 34070DO001, Tables 1.1 and 1.3 — net overseas migration by country of birth, Australia and Victoria, 2024-25 (preliminary): Australia total 305,570; Victoria total 87,770; Victoria top five — India 20,570, China 10,980, New Zealand 5,880, Sri Lanka 5,550, UK/CIs/IOM 5,080. Released 19 December 2025; retrieved 2026-08-25 (cached in `_tmp/nom_by_birth_state.xlsx`).

- **World Bank, World Development Indicators**, 2023 (api.worldbank.org) — population, urban share, GNI per capita (Atlas method, current US\$), life expectancy and population growth for Australia and Indonesia. Retrieved 2026-08-25 (cached in _tmp/wb_country_compare.json).
- **2009 Victorian Bushfires Royal Commission**, Summary of Final Report (2010) — 173 people died, 414 injured, 2,029 houses and more than 3,500 buildings lost, about 450,000 hectares burnt, 7,562 people displaced; checked against “Black Saturday bushfires”, Wikipedia. Retrieved 2026-08-25.
- **Victorian Curriculum F–10 Version 2.0 — Humanities: Geography (VCAA)** — content description VC2HG6S07, its five elaborations and the Level 5–6 achievement standard extract: codes referenced; text not reproduced.

Figures of this section

Figure	File	Used in	Audience
4C.1	diagrams/ 4c_parts.png	Theory, Teaching sequence	students
4C.2	diagrams/ 4c_concepts.png	Theory, Teaching sequence	students
4C.3	diagrams/ 4c_sources.png	Theory, Q1	students
4C.4	diagrams/ 4c_vic_migration.png	Theory, Example 1, Q2, Q3, Q9	students
4C.5	diagrams/ 4c_model_informative.png	Theory, Example 1	students
4C.6	diagrams/ 4c_black_saturday.png	Theory, Example 2, Q6	students
4C.7	diagrams/ 4c_infographic_plan.png	Theory, Example 2, Q11	students
4C.8	diagrams/ 4c_countries.png	Theory, Q5, Q10	students
4C.9	diagrams/ 4c_documentary_plan.png	Theory, Q5, Q10	students
4C.10	diagrams/ 4c_management_plan.png	Theory, Q7, Q8, Q12	students
4C.11	diagrams/ 4c_checklist.png	Theory, Examples 1–2, Writing task	students