

Mathematics Level 7

End-of-level review

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End-of-level review

End-of-level review · All four chapters · Total: 60 marks

Geography Level 5 (Year 5) · Victorian Curriculum 2.0

This paper covers: the whole book — Chapters 1–4, sections 1A–4C

Codes assessed: VC2HG6K01 · VC2HG6K02 · VC2HG6K03 · VC2HG6K04 · VC2HG6K05 · VC2HG6K06 · VC2HG6K07 · VC2HG6K08 · VC2HG6S01 · VC2HG6S02 · VC2HG6S03 · VC2HG6S04 · VC2HG6S05 · VC2HG6S06 · VC2HG6S07

Name: _____ Date: _____

Total marks	60
Questions	20 questions in four parts — one part per chapter
Guidance time	about 65 minutes in total — about 1 minute per mark plus 5 minutes reading
Sittings	This paper may be run in one sitting or split across two sittings. A split that works well: sitting 1 = Parts 1 and 2 (32 marks), sitting 2 = Parts 3 and 4 (28 marks).
Timing	This is a classroom check, not an exam. There is no strict time limit. Your teacher will let you finish.
Materials	This workbook, open beside you. Every question points to a figure, table or example in sections 1A–4C. No question needs a calculator.

This is a school-designed paper. It is not a VCAA examination and VCAA examination rules do not apply. There is no external examination in Geography at this level; your teacher uses work like this as one source of evidence for reporting against the achievement standard.

Reading support is available. Your teacher may read any question aloud, and you may ask what a question means. Reading is not being tested.

No new facts live on this paper. Every number, place and case this paper asks about is already in your workbook, and every question names the section and figure where it lives. Turn to the figure, read it, and answer.

Attempt every question. Write your answers on the ruled lines. Where a question asks you to explain, give a reason, not just an answer. Where a question says “using Figure ...”, your answer must come from that figure.

Part 1 — Managing places: people, change, sustainability and hazards (18 marks)

Questions 1–6 · 18 marks · sections 1A–1E.

Question 1 — Build, protect, manage (3 marks)

- (a) Figure 1A.2 in section 1A names three ways people change and manage places. Name the three ways. (1 mark)
-
- (b) Choose one example from section 1A for each of the three ways, and say which way each example belongs to. (2 marks)
-
-
-

Question 2 — Growth and protection in Victoria (3 marks)

- (a) Look at Figure 1A.8 in section 1A. Which capital city gained the most people in 2024–25? (1 mark)
-
- (b) How many more people did that city gain than the next-highest city? Show how you worked it out. (1 mark)
-
-
- (c) Look at Figure 1A.9 in section 1A. What share of Victoria is protected land? Give the number out of 100 that the figure prints. (1 mark)
-
-

Question 3 — Four flows (3 marks)

- (a) Figure 1B.1 in section 1B shows four kinds of flow that connect places. Name the four flows. (1 mark)
-
- (b) Look at Figure 1B.2 in section 1B. Name Australia's biggest two-way goods trading partner and give the value the figure shows. (1 mark)
-
- (c) Figure 1B.3 in section 1B counts people arriving to live in Victoria, and Figure 1B.4 counts visitors. Which one of the four flows from part (a) do these two figures show? Give a reason. (1 mark)
-
-
-

Question 4 — How a planning decision is made (3 marks)

- (a) Figure 6 in section 1C shows the six steps of a planning permit decision. At which step do people in the community get their say? (1 mark)
-

(b) Give one example of a permit condition from section 1C. (1 mark)

(c) Figure 3 in section 1C shows the people and homes counted in Moonee Valley in 2016 and 2021. How many more people were counted in 2021? Show how you worked it out. (1 mark)

Question 5 — Sustainability and threats (3 marks)

(a) Figure 1 in section 1D shows the three rings of a sustainable place. Name the three rings. (1 mark)

(b) Using Figure 2 in section 1D, sort each of these as a natural threat or a human-made threat: (i) the Millennium Drought; (ii) the shrinking of the Aral Sea. (1 mark)

(c) Name one positive human action from section 1D and say what it protects or fixes. (1 mark)

Question 6 — Fire danger and hazard management (3 marks)

(a) Figure 3 in section 1E shows the four Fire Danger Ratings. What message goes with a Catastrophic rating? (1 mark)

(b) Figure 9 in section 1E shows the four stages of managing a hazard. Put each of these actions from the Rochester–Echuca floods (Figure 10 in section 1E) into its stage: (i) the SES rescuing more than 200 people; (ii) building the Echuca levee. (1 mark)

(c) Figure 2 in section 1E compares four big Victorian bushfires. Which fire burnt the largest area? (1 mark)

Part 2 — Australia in the world: continents, the Asia-Pacific and global differences (14 marks)

Questions 7–11 · 14 marks · sections 2A–2C.

Question 7 — Continents at a glance (3 marks)

- (a) Look at Figure 2.2 in section 2A. Which continent has the most people? Give the number the figure shows. (1 mark)

- (b) Figure 2.4 in section 2A shows how crowded each continent is. Using Figures 2.2 and 2.3, explain why Asia has the highest population density. (1 mark)

- (c) Figure 2.6 in section 2A gives directions and distances from Australia. Which country is closest to Australia, and about how far away is it? (1 mark)

Question 8 — Connected with the world (3 marks)

- (a) Figure 2.7 in section 2A shows seven ways Australia is connected with other countries. Name three of the seven. (1 mark)

- (b) In Figure 2.9 in section 2A, one bar is red and sits below zero. What does a red bar mean? (1 mark)

- (c) Look at Figure 2.8 in section 2A. Which country sent the most people to Australia in 2024–25, and about how many came? (1 mark)

Question 9 — Absolute location (3 marks)

- (a) Using Figure 4 in section 2B, write the absolute location of Wellington. (1 mark)

- (b) Using Figure 4 in section 2B, compare the latitude of Melbourne with the latitude of Beijing. What do you notice? (1 mark)

- (c) Figure 6 in section 2B sorts settlement types from largest to smallest. Name the type that comes just below a megacity, and give the example the figure shows for it. (1 mark)

Question 10 — Diversity in the Asia-Pacific (2 marks)

- (a) Look at Figure 7 in section 2B. Name the two countries in the region with the most people, and give their populations. (1 mark)

- (b) Figure 8 in section 2B shows life expectancy across the region. What is the gap between the highest country and the lowest? Give both numbers. (1 mark)

Question 11 — Differences between countries (3 marks)

- (a) Figure 2C.2 in section 2C sorts countries into income groups. Name the only low income country shown. (1 mark)

- (b) Figure 2C.3 in section 2C plots income against life expectancy. State the pattern in one sentence. (1 mark)

- (c) Using Figure 2C.9, name Australia's biggest goods customer. Using Figure 2C.10, name Victoria's biggest goods customer. Are they the same country? (Both figures are in section 2C.) (1 mark)

Part 3 — Geographical inquiry: questions, data, maps and interpretation (14 marks)

Questions 12–16 · 14 marks · sections 3A–3D.

Question 12 — Strong geographical questions (3 marks)

- (a) Section 3A gives four checks for a strong geographical question. Name two of the four checks. (1 mark)

- (b) Section 3A teaches three kinds of question. Name the three kinds. (1 mark)

- (c) “Tell me about bushfires.” This question is weak. Use one of the four checks to explain why it is weak, then rewrite it as a strong question. (1 mark)

Question 13 — Sources, families and methods (3 marks)

- (a) Section 3B sorts sources into two families. Name the two families and give one example of each. (1 mark)

- (b) Which method from section 3B fits this question best: “How many cars cross in front of the school gate each morning?” (1 mark)

- (c) Section 3B gives five questions for checking a source before you trust it. Name two of the five. (1 mark)

Question 14 — Maps and graphs (3 marks)

- (a) What does BOLTSS stand for? Name all six cartographic conventions from section 3C. (2 marks)

- (b) Figure 5 in section 3C shows visitor arrivals year by year from 2000–01 to 2025–26. Which year did arrivals fall almost to zero, and why is a line graph the right choice for this data? (1 mark)

Question 15 — Organisers and sketches (2 marks)

- (a) Section 3C teaches graphic organisers. Which organiser shows the steps of a decision, and which shows the consequences of one decision tagged good, watch or not sure yet? (1 mark)

- (b) Figure 9 in section 3C is a model field sketch. Name the four things that turn a quick drawing into useful data. (1 mark)

Question 16 — Reading thematic maps (3 marks)

- (a) Section 3D gives four checks for reading a thematic map. Name all four checks. (1 mark)

- (b) Figures 3.5 and 3.6 in section 3D show a choropleth map of life expectancy. What does the darkest blue band tell you about Australia? (1 mark)

- (c) Figure 3.9 in section 3D puts two maps of Australia side by side. State the relationship section 3D draws from them. (1 mark)

Part 4 — Concluding, deciding and communicating (14 marks)

Questions 17–20 · 14 marks · sections 4A–4C. Question 20 is the cross-chapter question: it draws on all four chapters.

Question 17 — Evidence-based conclusions (3 marks)

- (a) Section 4A gives four checks for valid evidence. Name two of the four checks. (1 mark)

- (b) The three-answers picture in section 4A shows Mia, Jack and Sofia answering the same question. Whose answer is built on evidence, and why does Jack’s answer fail the checks? (1 mark)

- (c) Section 4A asks you to draw conclusions through four concepts, called lenses. Name the four lenses. (1 mark)

Question 18 — From issue to action (4 marks)

- (a) Figure 1 in section 4B shows the five steps from issue to action. Name the five steps in order. (2 marks)

- (b) Figure 2 in section 4B shows three families of criteria. Name the three families. (1 mark)

- (c) Figure 6 in section 4B shows one class’s criteria matrix for three carp options. Which option did the class choose, and what total score did it get? (1 mark)

Question 19 — Building an explanation (3 marks)

- (a) Figure 4C.1 in section 4C shows the five parts of a geographical explanation. It starts with “your question” and ends with “your explanation”. Name the three parts in between. (1 mark)

- (b) Figure 4C.3 in section 4C shows how to reference each kind of source. Write a reference for a graph called “Victoria’s new people, 2024-25” made from ABS data. (1 mark)

- (c) Look at Figure 4C.4 in section 4C. Complete this sentence with the two biggest numbers on the figure: “In 2024-25, most of Victoria’s new people came from ... and” (1 mark)

Question 20 — Putting it together: the Rochester–Echuca floods (4 marks)

This question draws on all four chapters. The floods at Rochester and Echuca are described in section 1E, in Figure 9 (the hazard management cycle) and Figure 10 (the timeline of the floods). Use what you learned across the book to answer the parts below. Parts (b), (c) and (d) are marked on your reasoning and your use of evidence, not on the answer you reach.

- (a) Using the four stages in Figure 9 of section 1E, name one action from the floods (Figure 10 in section 1E) for each of two stages of your choice, and say which stage each action belongs to. (1 mark)

- (b) A geographer wants to study how well the town recovered. Write one strong geographical question they could ask, then use two of the four checks from section 3A to show your question is strong. (1 mark)

- (c) Propose one action that would help the town get ready for the next flood. Weigh it against one question from each of the three families of criteria in Figure 2 of section 4B. (1 mark)

- (d) Write your conclusion as one sentence using the frame from section 4A — “I conclude that ... because ...” — and name one concept your conclusion looks through. (1 mark)

End of paper — 60 marks

Marking guide and solutions — End-of-level review (60 marks)

*This is the marking guide and the full solutions for the **end-of-level review** — the one whole-book paper over Chapters 1–4 that closes the Geography Level 5 book. **Total: 60 marks** — Part 1 (18 marks, Chapter 1), Part 2 (14 marks, Chapter 2), Part 3 (14 marks, Chapter 3) and Part 4 (14 marks, Chapter 4, including the cross-chapter Question 20). The paper itself is in the student booklet; this guide follows the same order.*

This is a school-designed paper. It is not a VCAA instrument and it is not a VCAA examination. Geography Levels 5 and 6 carry no external assessment; achievement is reported against the Victorian Curriculum 2.0 achievement standard on teacher judgement, and the marks here are one source of evidence towards that judgement.

About this paper

- **Total: 60 marks** — Part 1 (18), Part 2 (14), Part 3 (14), Part 4 (14). Answer all 20 questions.
- **Planned for about 65 minutes** (about 1 minute per mark plus 5 minutes reading). The paper is untimed: students may take as long as they need. It may be split — sitting 1 = Parts 1 and 2 (32 marks), sitting 2 = Parts 3 and 4 (28 marks).
- **Open book by design.** Every question points the student to a figure, table or example in sections 1A–4C of this workbook. The paper contains no data of its own, so no fact sheet or atlas is supplied or needed. Reading the named figure is part of the skill being assessed (VC2HG6S03, VC2HG6S04).
- **Reading support is available.** Students may use the reading support the classroom normally provides — for example, a teacher reading a question aloud. Reading is not being tested.
- The paper draws on all four chapters, and every one of the fifteen codes printed on the paper is assessed by at least one question of its own.

How to mark it

- Marks are **point-based**: each mark point is either earned or not earned. There are no half-marks.
- **Accept any response that carries the same idea in different words.** Spelling, grammar and handwriting do not lose marks unless the answer cannot be read.
- **Values read off the book's figures:** accept the value as printed, and accept sensible rounding (for example “about 5,200” for 5,180, “about 74,500” for 74.5 thousand). Where a question says “give the number/value the figure shows”, the mark needs the number, not just the name.
- **Naming figures:** where a mark requires a figure to be named, accept the section-plus-figure form the paper uses (for example “Figure 1A.8 in section 1A”). A figure number without its section earns the mark only where no other section's figure could be meant.
- **Shared-error marking applies.** Where a student carries their own earlier (wrong) value into a later part and works correctly from it, award the later marks; the error is penalised once, where it was made.
- In Question 12(c) and in Question 20 parts (b), (c) and (d), marks are awarded for the quality of the reasoning and the fit of the evidence, not for the conclusion reached — the same rule the book itself applies to its debate questions in sections 1D and 4B.

Mark map

Part	Chapter (sections)	Questions	Marks
Part 1 — Managing places: people, change, sustainability and hazards	Chapter 1 (1A–1E)	Q1–Q6	18

Part	Chapter (sections)	Questions	Marks
Part 2 — Australia in the world: continents, the Asia-Pacific and global differences	Chapter 2 (2A–2C)	Q7–Q11	14
Part 3 — Geographical inquiry: questions, data, maps and interpretation	Chapter 3 (3A–3D)	Q12–Q16	14
Part 4 — Concluding, deciding and communicating	Chapter 4 (4A–4C)	Q17–Q20	14
Total		Q1–Q20	60

Marks question by question

Q	Section	Code	Mark points
1	1A	VC2HG6K01	(a) 1 · (b) 2 (1 for two examples sorted correctly, 1 for all three)

Q	Section	Code	Mark points
2	1A	VC2HG6K01	(a) 1 · (b) 1 · (c) 1
3	1B	VC2HG6K02	(a) 1 · (b) 1 · (c) 1
4	1C	VC2HG6K03	(a) 1 · (b) 1 · (c) 1
5	1D	VC2HG6K04	(a) 1 · (b) 1 · (c) 1
6	1E	VC2HG6K05	(a) 1 · (b) 1 · (c) 1
7	2A	VC2HG6K06	(a) 1 · (b) 1 · (c) 1
8	2A	VC2HG6K06	(a) 1 · (b) 1 · (c) 1
9	2B	VC2HG6K07	(a) 1 · (b) 1 · (c) 1
10	2B	VC2HG6K07	(a) 1 · (b) 1
11	2C	VC2HG6K08	(a) 1 · (b) 1 · (c) 1
12	3A	VC2HG6S01	(a) 1 · (b) 1 · (c) 1 (reasoning)
13	3B	VC2HG6S02	(a) 1 · (b) 1 · (c) 1
14	3C	VC2HG6S03	(a) 2 (1 for any four conventions, 1 for all six) · (b) 1
15	3C	VC2HG6S03	(a) 1 · (b) 1
16	3D	VC2HG6S04	(a) 1 · (b) 1 · (c) 1
17	4A	VC2HG6S05	(a) 1 · (b) 1 · (c) 1
18	4B	VC2HG6S06	(a) 2 (1 for any three steps in order, 1 for all five) · (b) 1 · (c) 1
19	4C	VC2HG6S07	(a) 1 · (b) 1 · (c) 1
20	1E + 3A + 4B + 4A	VC2HG6K05, VC2HG6S01, VC2HG6S06, VC2HG6S05	(a) 1 · (b) 1 (reasoning) · (c) 1 (reasoning) · (d) 1 (reasoning)

Mapping to the achievement standard

The band's achievement standard is the Levels 5–6 Geography standard. The rows below identify each of its sentences by owner codes — sentence text is not reproduced; the full mapping is in TOC §2 — with the questions of this paper that carry each sentence. (Teacher metadata — the same mapping the chapter tests use.)

Achievement-standard sentence (by owner codes; text not reproduced)

Carried by

The people-and-places sentence — VC2HG6K01, VC2HG6K03, VC2HG6K04

Q1, Q2 (1A), Q4 (1C), Q5 (1D)

The world-divisions and diversity sentence — VC2HG6K02, VC2HG6K06, VC2HG6K07

Q3 (1B), Q7, Q8 (2A), Q9, Q10 (2B)

The hazards sentence — VC2HG6K05

Q6 (1E), Q20(a)

The country-differences sentence — VC2HG6K08

Q11 (2C)

The questions-and-sources sentence — VC2HG6S01, VC2HG6S02

Q12 (3A), Q13 (3B), Q20(b)

The representing-and-interpreting sentence — VC2HG6S03, VC2HG6S04

Q14, Q15 (3C), Q16 (3D)

The conclusions sentence — VC2HG6S05

Q17 (4A), Q20(d)

Achievement-standard sentence (by owner codes; text not reproduced)

Carried by

The actions-and-criteria sentence — VC2HG6S06

Q18 (4B), Q20(c)

The communicating sentence — VC2HG6S07

Q19 (4C)

Score

Part	Score
Part 1 — Managing places	 / 18
Part 2 — Australia in the world	 / 14
Part 3 — Geographical inquiry	 / 14
Part 4 — Concluding, deciding and communicating	 / 14
Total	 / 60

Solutions

Model answers follow the order of the paper. Each block prints the marks and the code it assesses. These are model answers, not the only acceptable answers — accept any response that carries the same idea.

Part 1 — Managing places: people, change, sustainability and hazards (18 marks)

Question 1 — Build, protect, manage (3 marks; VC2HG6K01)

- (a) The three ways are **build**, **protect** and **manage** (Figure 1A.2 in section 1A). (1 mark)
- (b) Accept any example from section 1A sorted into the right way. Model: **build** — Fishermans Bend, the new city suburb planned on old industrial land (Figure 1A.6), or the urban growth boundary that decides where building may spread (Figure 1A.5); **protect** — Wilsons Promontory National Park, protected since 1898 (Figure 1A.10), or Victoria's protected areas, which cover 17.64 per cent of the state (Figure 1A.9); **manage** — the zoning system that sorts land into zones with rules for each (Figure 1A.3), or the three scales at which decisions are made (Figure 1A.4). 1 mark for two examples sorted correctly; 1 more mark for all three. (2 marks)
-

Question 2 — Growth and protection in Victoria (3 marks; VC2HG6K01)

- (a) Melbourne — the biggest gain of any capital city in 2024–25 (Figure 1A.8 in section 1A). (1 mark)
- (b) Melbourne gained 105,030 people and the next-highest city, Sydney, gained 75,200: $105,030 - 75,200 = 29,830$ **more people** (Figure 1A.8). Award the mark for the correct working even if the student's read values differ slightly. (1 mark)
- (c) **17.64 per cent** of Victoria is protected land — 5,081 protected areas covering 40,129 square kilometres (Figure 1A.9 in section 1A). Accept “about 17.6 per cent” or “about 18 per cent”. (1 mark)
-

Question 3 — Four flows (3 marks; VC2HG6K02)

- (a) The four flows are **people**, **goods**, **money** and **ideas** (Figure 1B.1 in section 1B). (1 mark)
- (b) **China** — about 320,488 million dollars of two-way goods trade in 2025–26, the biggest bar on Figure 1B.2 in section 1B. Accept “about 320 billion dollars” or any sensible rounding of the printed value. (1 mark)
- (c) The flow of **people**. Figure 1B.3 counts people arriving to live in Victoria (net overseas migration) and Figure 1B.4 counts visitors arriving — both are people moving between places. Accept “people and ideas” for the visitors if the reason names culture or knowledge travelling with visitors; the mark needs a flow named and a reason tied to the figures. (1 mark)
-

Question 4 — How a planning decision is made (3 marks; VC2HG6K03)

- (a) **Step 4** — people in the community get their say before the council decides (Figure 6 in section 1C). (1 mark)
- (b) Accept any condition printed in section 1C. Model: “building work only between 8 am and 5 pm” (the example condition on Figure 6). (1 mark)
- (c) $121,851 - 116,671 = 5,180$ **more people** counted in 2021 (Figure 3 in section 1C). Accept “about 5,200”. Award the mark for correct working from the student's own read values. (1 mark)
-

Question 5 — Sustainability and threats (3 marks; VC2HG6K04)

- (a) The three rings are **a healthy environment, jobs and money**, and **a fair, strong community** (Figure 1 in section 1D). (1 mark)
- (b) (i) the Millennium Drought — **natural**; (ii) the shrinking of the Aral Sea — **human-made**: people took away the river water that flowed into the sea (the Aral Sea case, Figure 2 and Figure 8 in section 1D). The mark needs both sorted. (1 mark)
- (c) Accept any positive action from section 1D with a correct “what it protects or fixes”. Models: **Landcare** — farmers and communities working together to repair farmland and bush, begun at St Arnaud in 1986 and now about 4,000 groups (Figure 7); the **Kok-Aral Dam** — helped the North Aral Sea recover from 2,550 to 3,300 square kilometres between 2003 and 2008 (Figure 8); the **Great Green Wall** tree-planting project — forest cover rose from about 10 per cent in 1949 to about 25 per cent in 2024 (Figure 6). (1 mark)
-

Question 6 — Fire danger and hazard management (3 marks; VC2HG6K05)

- (a) “**For your survival, leave bushfire risk areas**” — the message that goes with a Catastrophic rating (Figure 3 in section 1E). Accept any wording that keeps the same leave-now meaning. (1 mark)
- (b) (i) the SES rescuing more than 200 people — **response**; (ii) building the Echuca levee — **prevention** (accept **preparedness** with a reason — the levee is built before any flood arrives; both readings are sound and the mark is for placing each action in a stage with the stage named). Stages per Figure 9, actions per Figure 10, section 1E. (1 mark)
- (c) **Black Friday, 1939** — about 2,000,000 hectares burnt, the largest area of the four fires on Figure 2 in section 1E. (1 mark)

Part 2 — Australia in the world: continents, the Asia-Pacific and global differences (14 marks)

Question 7 — Continents at a glance (3 marks; VC2HG6K06)

- (a) **Asia** — about 4,800 million people (Figure 2.2 in section 2A). (1 mark)
- (b) Density is people divided by area. Asia has both the most people (Figure 2.2) and the largest area (Figure 2.3), but its population is so much bigger than every other continent’s that the division still comes out highest — about 108 people per square kilometre (Figure 2.4). The mark needs the people-and-area reasoning, not just “Asia is biggest”. (1 mark)
- (c) **Papua New Guinea** — about 150 km, north of the tip of Cape York (Figure 2.6 in section 2A). (1 mark)
-

Question 8 — Connected with the world (3 marks; VC2HG6K06)

- (a) Any three of: **migration, trade, tourism, education, aid, defence, culture** (Figure 2.7 in section 2A). (1 mark)
- (b) A red bar below zero means **more people left than arrived** — net overseas migration is negative. On Figure 2.9 the red bar is for Australia-born people: more Australians moved away than came home (−17,100 in 2024–25). (1 mark)
- (c) **India** — about 74,500 people arrived from India in 2024–25 (74.5 thousand on Figure 2.8 in section 2A). (1 mark)
-

Question 9 — Absolute location (3 marks; VC2HG6K07)

- (a) **41.29° S, 174.78° E** (Figure 4 in section 2B). The mark needs both numbers with their directions; accept “41.29 degrees south, 174.78 degrees east”. (1 mark)
- (b) The two cities sit about the same distance from the Equator on opposite sides of it — Beijing (39.90° N) is about as far north as Melbourne (37.82° S) is south (Figure 4 in section 2B). Accept any comparison that notes the matching distance with opposite directions. (1 mark)
- (c) **Big city** — the example shown is **Seoul** (Figure 6 in section 2B). (1 mark)
-

Question 10 — Diversity in the Asia-Pacific (2 marks; VC2HG6K07)

- (a) **India**, about 1438.1 million people, and **China**, about 1410.7 million (Figure 7 in section 2B). Accept “about 1.44 billion” and “about 1.41 billion”. The mark needs both countries with their values. (1 mark)
- (b) The highest is Japan at 84.0 years and the lowest is Papua New Guinea at 66.1 years: a gap of **17.9 years** (Figure 8 in section 2B). Accept “about 18 years”. (1 mark)
-

Question 11 — Differences between countries (3 marks; VC2HG6K08)

- (a) **Uganda** — the only low income country shown (Figure 2C.2 in section 2C). (1 mark)
- (b) Accept the book’s own sentence or any equivalent: “**in general, people in richer countries live longer**” — as per capita income rises, life expectancy tends to rise with it (Figure 2C.3 in section 2C). A student who notes the United States as an exception to the pattern has read the scatter plot well; the mark is for the general pattern. (1 mark)
- (c) Australia’s biggest goods customer is **China**; Victoria’s biggest is the **United States** — **no, they are not the same country** (Figure 2C.9 and Figure 2C.10 in section 2C). The mark needs all three parts. (1 mark)
-

Part 3 — Geographical inquiry: questions, data, maps and interpretation (14 marks)

Question 12 — Strong geographical questions (3 marks; VC2HG6S01)

- (a) Any two of the four checks from section 3A: **names a real place; asks one clear thing; answerable with information you can get; needs more than yes/no**. (1 mark)
- (b) The three kinds are **probing, open-ended and practical** questions (section 3A). (1 mark)
- (c) Marked on reasoning. Model: it is weak because it **names no real place** (and it is too big to answer — you could answer it with one sentence or a whole book). Strong rewrite: any question that passes the check the student named, e.g. the book’s own model “Which parts of Victoria burnt in the fires of February 2009?” The mark needs a named check applied to the weak question *and* a rewrite that satisfies it. (1 mark)
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Question 13 — Sources, families and methods (3 marks; VC2HG6S02)

- (a) **Primary sources** — information you collect yourself: fieldwork, a tally walk, a survey, an interview, your own photos. **Secondary sources** — information someone else collected: books, internet articles, maps and plans, reports, census data. One example of each needed. (1 mark)
- (b) A **tally walk** — personal observation with a tally sheet: you stand at the gate and count (the method-match cards in section 3B). Accept “personal observation” or “counting it yourself in a fieldwork tally”. (1 mark)
- (c) Any two of the five source-checking questions from section 3B: **who made it; when was it made; why was it made; is it primary or secondary; does it match other sources**. (1 mark)
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Question 14 — Maps and graphs (3 marks; VC2HG6S03)

- (a) **Border, Orientation, Legend, Title, Scale, Source** (the BOLTSS poster, Figure 6 in section 3C). 1 mark for any four correct; 1 more mark for all six. (2 marks)
- (b) **2020–21** — arrivals dropped almost to zero. A line graph is the right choice because the data shows **change over time**, and a line graph’s job is change over time (Figure 5 and the graph-choice rule in section 3C). The mark needs both the year and the reason. (1 mark)
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Question 15 — Organisers and sketches (2 marks; VC2HG6S03)

- (a) The **flow chart** shows the steps of a decision (Figure 1 in section 3C); the **consequence wheel** shows the consequences of one decision, tagged good / watch / not sure yet (Figure 2 in section 3C). The mark needs both. (1 mark)
- (b) **Title, date, direction and labels** — the four things that turn a quick drawing into useful data (Figure 9 in section 3C, the “mini-BOLTSS”). (1 mark)
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Question 16 — Reading thematic maps (3 marks; VC2HG6S04)

- (a) The four checks from section 3D: **Title, Key, One area, Source**. (1 mark)
- (b) Australia sits in the darkest blue band, which on the key means life expectancy of **80 years and over** (Figures 3.5 and 3.6 in section 3D). (1 mark)
- (c) **“Where the rain is, the people are”** — Australia’s people cluster near the wetter coasts, while the dry interior holds few people (Figure 3.9 in section 3D, which puts the rainfall isopleth map and the population circle map side by side). Accept any wording that states the rain–people relationship. (1 mark)

Part 4 — Concluding, deciding and communicating (14 marks)

Question 17 — Evidence-based conclusions (3 marks; VC2HG6S05)

- (a) Any two of the four checks from section 4A: **measured or counted, not guessed; says where and when; from a source you can trust; more than one source when possible**. (1 mark)
- (b) **Mia’s** answer is built on evidence — she uses measured numbers (Australia grew by 2.4 per cent in 2023 against a world average of 0.9 per cent) from a trusted source (the World Bank). **Jack’s** answer fails because it is a **preference** — a feeling about what he likes, which was never measured or counted, so it is not evidence at all. (1 mark)
- (c) The four lenses are **place, interconnection, environment and sustainability** (section 4A). (1 mark)
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Question 18 — From issue to action (4 marks; VC2HG6S06)

- (a) The five steps, in order (Figure 1 in section 4B): **see the issue → picture two futures → think of actions → weigh the impacts → decide and act**. 1 mark for any three steps in order; 1 more mark for all five in order. (2 marks)
- (b) The three families of criteria are **environmental, economic and social** (Figure 2 in section 4B). (1 mark)
- (c) The class chose **Option B** — catch more carp and turn them into products — with a total of **15 out of 20** (Figure 6 in section 4B). (1 mark)
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Question 19 — Building an explanation (3 marks; VC2HG6S07)

- (a) The three parts in between are **sources**, **ideas and findings**, and **geographical concepts** (Figure 4C.1 in section 4C: your question → sources → ideas and findings → geographical concepts → your explanation). (1 mark)
- (b) Accept any reference in the form Figure 4C.3 teaches for a graph — the graph’s name plus its maker. Model: “**Victoria’s new people, 2024-25 (graph), made from ABS data**”, or the in-sentence style the model text uses: “**(ABS, 2025)**”. The mark needs the name of the source and who made it. (1 mark)
- (c) “In 2024-25, most of Victoria’s new people came from **India (20,570)** and **China (10,980)**” (Figure 4C.4 in section 4C). The mark needs both countries; the numbers are needed because the question asks for the two biggest numbers on the figure. (1 mark)
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Question 20 — Putting it together: the Rochester–Echuca floods (4 marks; VC2HG6K05, VC2HG6S01, VC2HG6S06, VC2HG6S05)

Marked on reasoning and use of evidence, not on the answer reached.

- (a) Accept any two actions from Figure 10 (section 1E) correctly placed in the four-stage cycle of Figure 9. Models: **prevention** — the Echuca levee, built to hold floodwater back; **response** — the SES rescuing more than 200 people during the floods; **recovery** — the clean-up and repairs that followed; **preparedness** — warnings and emergency kits (Figure 11). The mark needs both actions with their stages named. (1 mark)
- (b) Model question: “How is Rochester recovering after the floods?” Marked on the student applying two of the four checks from section 3A to their own question — e.g. it **names a real place** (Rochester); it **asks one clear thing** (recovery); it is **answerable** (the council, the SES and news reports hold the information); it **needs more than yes/no**. The mark needs a question written and two checks actually run on it. (1 mark)
- (c) Accept any sensible action weighed against one question from each family of criteria (Figure 2 in section 4B). Model: **build a second levee on the far side of town**. Environmental — does it disturb the river and its wildlife? Economic — what does it cost, and who pays? Social — does it keep people safe, and does it split the town in two? The mark needs the action proposed and all three families actually used to weigh it, downside included — as section 4B teaches, weighing means the downside goes on the page. (1 mark)
- (d) Model: “**I conclude that** Rochester is better protected than it was in 2022, **because** the levee work and the SES plans are in place and were tested by the floods themselves.” The mark needs the frame used, a “because” clause tied to evidence from the section, and one concept named (place, interconnection, environment or sustainability) — e.g. a student who names **sustainability** and argues that a town that keeps its people, jobs and river healthy through floods is a sustainable place has met the standard. (1 mark)
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End of solutions — 60 marks