

Geography Level 6

Chapter 4 — Concluding, deciding and communicating

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Drawing conclusions from evidence about place management

Curriculum focus: VC2HG6S05 All five elaborations VC2HG6S05 .E01–E05 are drawn on in this section (tagged [E01]–[E05] where the task meets them). Sustainability cross-curriculum priority.

Every inquiry in this book ends the same way: with a **conclusion**. In Geography, a conclusion is not the ending of a story. It is a *judgement you build out of evidence* — an answer to your inquiry question that you can hold up and show the evidence under. This section teaches you how to build one, how to tell a strong conclusion from a weak one, and how to use the four concepts your question must be checked against: **place**, **interconnection**, **environment** and **sustainability**.

Theory — how geographers reach conclusions

Words we define

Some words in this section are the curriculum’s own words. The Victorian Curriculum (VC2HG6S05) uses them but does not define them, so this section states the working definition each one carries here. Other definitions exist; inside this section, these are the ones in force.

- **Evidence** — information you can check: numbers, measurements, maps, photographs, records, and reports from people whose job it is to know.
- **Valid evidence** [E01] — evidence that passes the evidence test below. It is about the question, from a reliable source, up to date, enough of it, and collected in a fair way.
- **Reliable source** — a source you can trust because the person or group behind it knows the subject, checks its facts, and has no reason to twist them.
- **Bias** [E01] — a lean towards what you already like, want or believe. Everyone has biases; the problem is letting one stand in place of evidence without saying so.
- **Conclusion** — a judgement stated from evidence, not a feeling stated with confidence.

Step 1 — The four concept questions [E02]

VC2HG6S05 names the four concepts your conclusion must use. They are the four questions a geographer asks of any judgement about how a place is managed.

Four concepts every conclusion should use

VC2HG6S05 names these four. Check your conclusion against each box before you call it finished.

PLACE What does this mean for this place and the people who live in it?	ENVIRONMENT What does this mean for the natural world — the land, water, air, plants and animals?
INTERCONNECTION How is this place linked to other places, and how do those links change things?	SUSTAINABILITY Can this keep working well into the future, without using up what later people will need?

A strong conclusion may not answer all four questions, but it never gets them wrong.

Four labelled boxes: place, environment, interconnection and sustainability, each with the question that concept asks of a conclusion

The concepts, in one line each:

- **Place** — what a location is like, and what it means to the people there.
- **Environment** — the natural world of a place: land, water, air, plants, animals.
- **Interconnection** — the links between places: trade, migration, travel, ideas.
- **Sustainability** — using a place so that it keeps working for the people who come after us.

Step 2 — Test your evidence [E01]

A conclusion is only as strong as the evidence under it. Before any source counts as evidence, put it through the five-question test.

The evidence test: five questions to ask

A conclusion is only as strong as the evidence under it. Check every source with these five questions.

- 1 Is it about the question?**
Good evidence actually answers the question you asked.
- 2 Does it come from a reliable source?**
Who collected it, and how do you know you can trust them?
- 3 Is it up to date?**
A map or number from long ago may not be true any more.
- 4 Is there enough of it?**
One source or one story is not enough to build a conclusion on.
- 5 Was it collected in a fair way?**
It should not be only one side of the story.

If a piece of evidence fails one of these tests, say so in your conclusion instead of hiding it.

Five numbered checks for evidence: is it about the question, from a reliable source, up to date, enough of it, and collected in a fair way

The same question can produce three very different conclusions, and the difference is never the writer's confidence — it is the evidence.

Same question, three ways to conclude

One question: "Which of the countries we studied will need more schools, hospitals and other services soonest?"

Personal preference "Nigeria, because I just like the sound of that country more."

Weak — a feeling, not evidence.

Limited sources

"Australia, because one travel website said it is the biggest country."

Weak — one unchecked source, and it is wrong: Australia is not the biggest country, and size is not what the question asks.

Evidence-based

"Nigeria and Australia. World Bank data for 2023 shows they have the fastest-growing populations of our six countries (+2.1% and +2.4% a year), so more families will need schools, hospitals and services there first."

Strong — real data, a named source, and a reason that answers the question.

Source of the data inside the strong conclusion: World Bank Open Data, population growth (annual %), indicator SP.POP.GROW, 2023 values. Retrieved 25 Aug 2026.

One question answered three ways: a conclusion from personal preference, one from a single unchecked source, and one from World Bank data with the source named

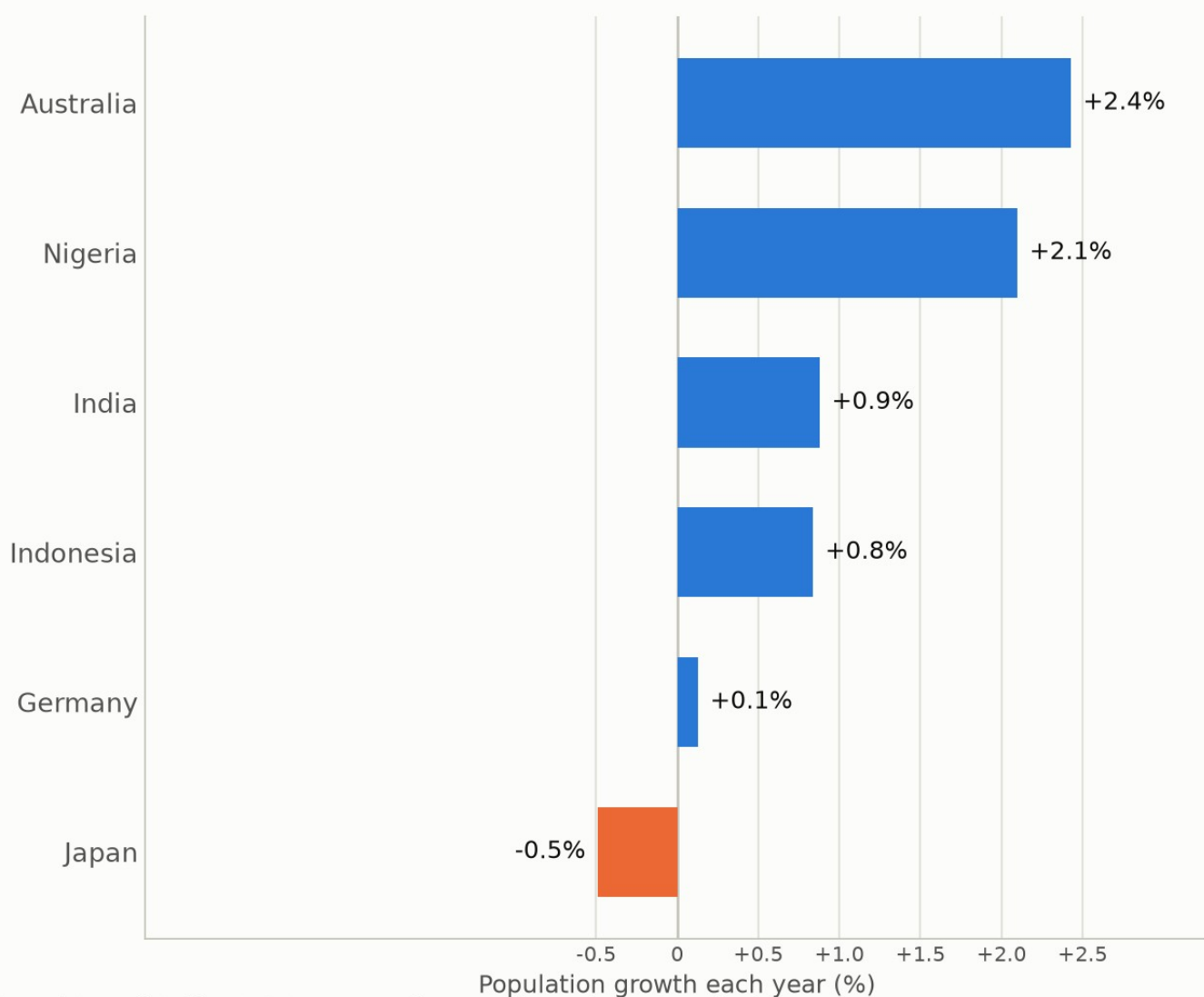
Notice the middle one. One source *can* be right — but a conclusion built on a single unchecked source is a bet, not a judgement [E01]. And a conclusion that leans on bias is not even a bet on the question; it is a report about the writer.

Step 3 — Take evidence from management plans and reliable global sources [E04] [E05]

Places are managed with written plans. A council or state **management plan** is a reliable source for concluding how a place should be handled, because it is the document the managers themselves must follow [E04]. In Victoria, *Plan Melbourne 2017–2050* (State of Victoria, May 2017) is the plan that sets Melbourne's **urban growth boundary** — the line the city should not grow past — and protects the farming land, bushland and parks outside it, called **green wedges**.

For conclusions about whole countries, geographers go to groups that collect numbers from nearly every country on Earth, using the same methods in each one. The **United Nations (UN)** and the **World Bank** are the two most-used of these groups [E05]. Their numbers let you measure real differences between countries: how fast populations grow or shrink, how long people live, and how much energy each person uses.

Growing or shrinking? Population change in six countries, 2023

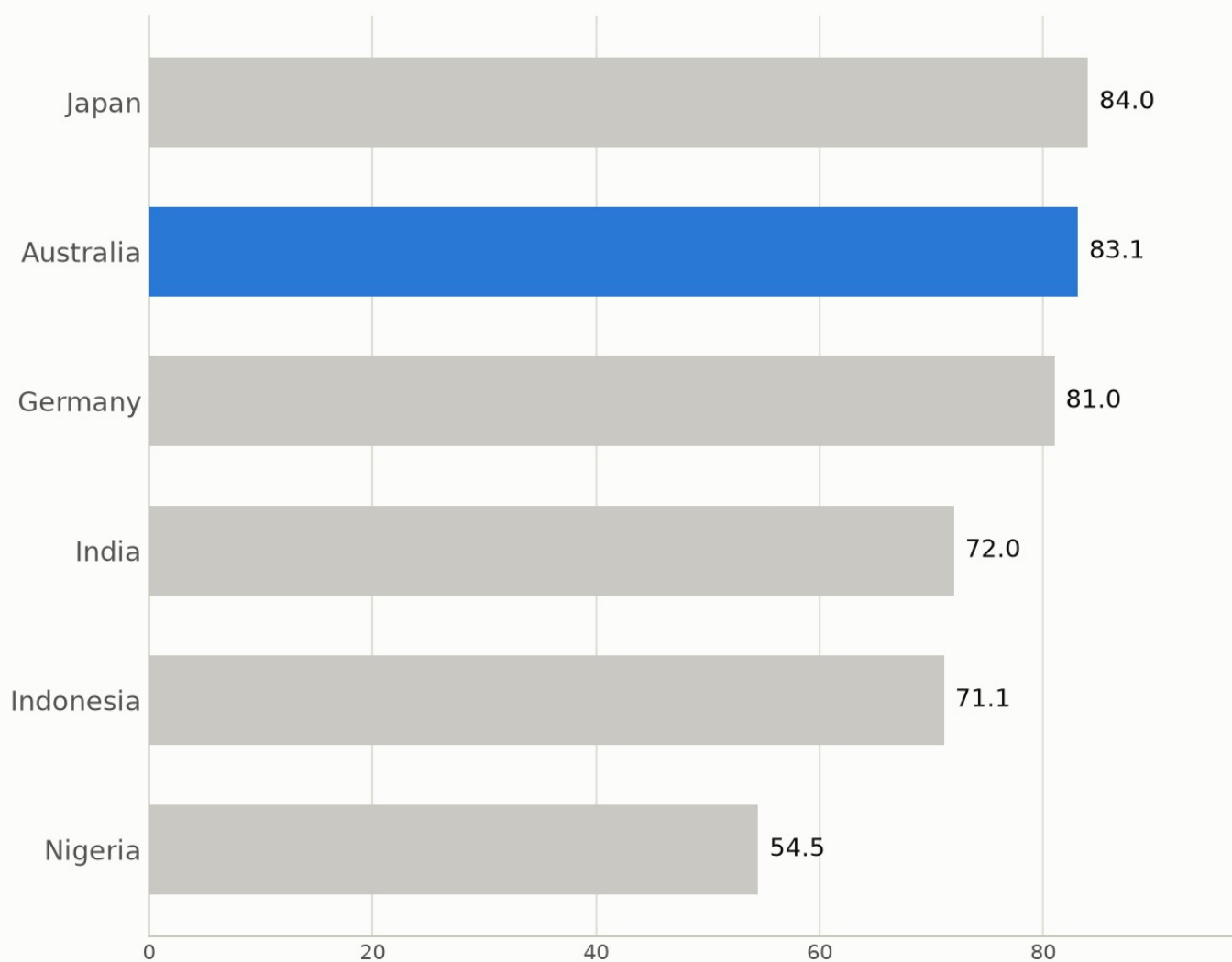


Most of Australia's big +2.4% year came from people moving to Australia from overseas.

Source: World Bank Open Data, population growth (annual %), indicator SP.POP.GROW, 2023 values. Retrieved 25 Aug 2026.

Horizontal bar chart of population growth in 2023 for six countries, from +2.4% a year for Australia down to -0.5% for Japan

Life expectancy in six countries, 2023



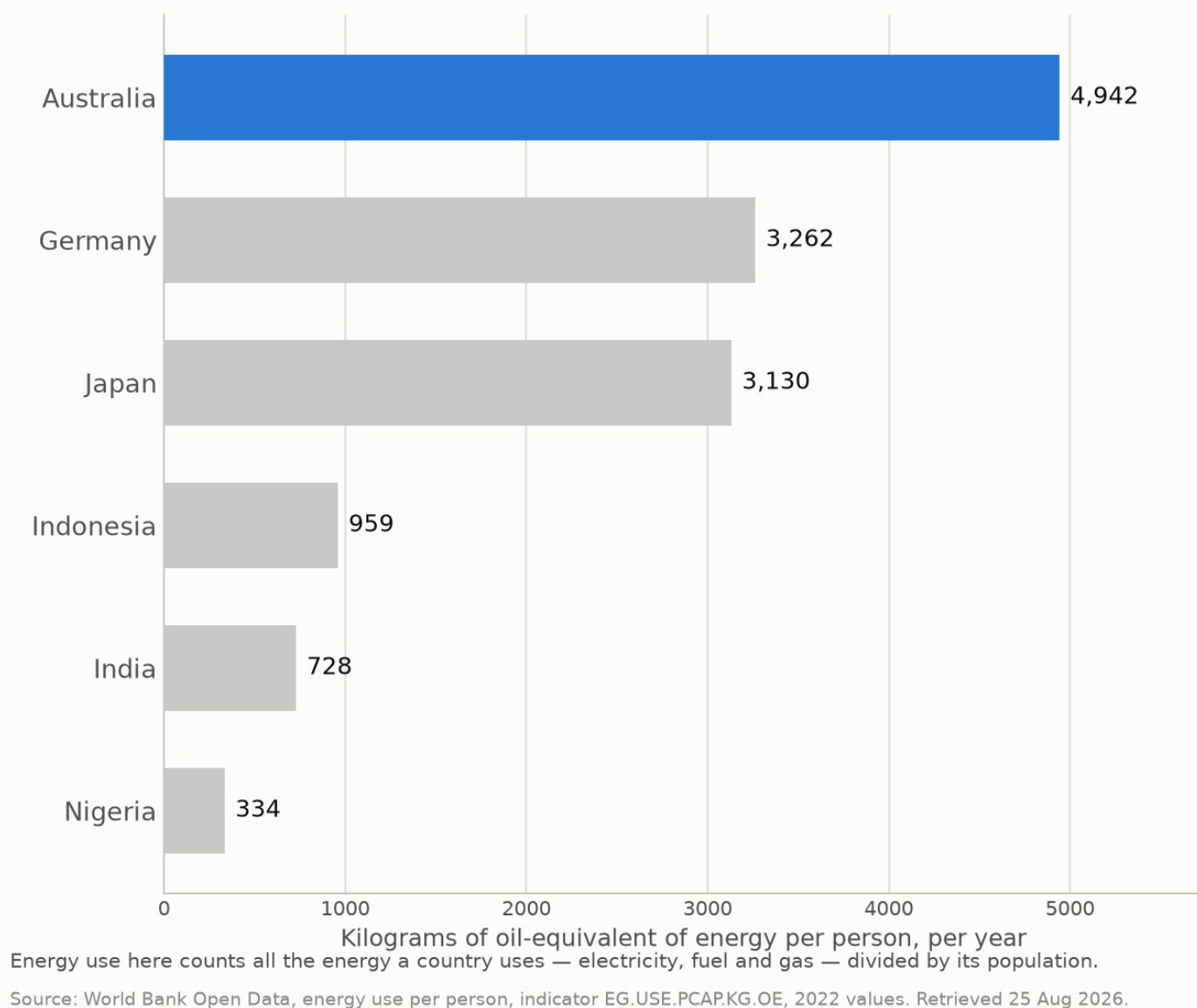
Average years a newborn baby is expected to live

Japan is highest at 84.0 years; Nigeria is lowest at 54.5 years.

Source: World Bank Open Data, life expectancy at birth, indicator SP.DYN.LE00.IN, 2023 values. Retrieved 25 Aug 2026.

Horizontal bar chart of life expectancy in 2023 for six countries, from 84.0 years in Japan to 54.5 years in Nigeria, with Australia highlighted

Energy use per person in six countries, 2022



Horizontal bar chart of energy use per person in 2022 for six countries, from 4,942 kilograms of oil-equivalent in Australia to 334 in Nigeria

Read those three graphs slowly: they are the evidence base for several tasks below. One country can be shrinking *and* old (Japan), while another is growing *and* young (Nigeria) — and the two face completely different jobs in managing their places. (These same graphs are used again in 2C, when countries of the world are compared.)

Step 4 — When people disagree, steelman both sides [E03]

Place management is full of honest disagreement. The rule in this book: present each side in its strongest form — its **steelman** — before you judge either. A side you have only ever heard in its weakest form has not been heard at all. Then ask what evidence would decide between the sides.

Debate map: steelman both sides first

The issue: should most of Melbourne's new homes be built in the suburbs that already exist, or out on the city edge? Plan Melbourne 2017-2050 keeps a line called the urban growth boundary around the city, and protects farming land, bushland and parks outside it called green wedges.

Side A — build in existing suburbs

- Farms, bushland and parks on the edge are kept for everyone.
- Water, power, trains and roads already exist there, so new homes cost less to service.
- People live closer to work and shops, so fewer long car trips.

Side B — build on the city edge

- New streets, schools and parks can be designed together from the start.
- Land on the edge is often cheaper, so house prices can be lower.
- Many families want a bigger block of land, which is easier to find on the edge.

Then ask: what evidence would help decide? For example — how much land is left inside the boundary, what houses cost in each place, and how far people travel to work and school.

Issue drawn from Plan Melbourne 2017-2050, State of Victoria (Department of Environment, Land, Water and Planning), May 2017. Retrieved 25 Aug 2026.

Debate map for a Melbourne housing issue: the issue, the strongest case for each side, and the question of what evidence would decide between them

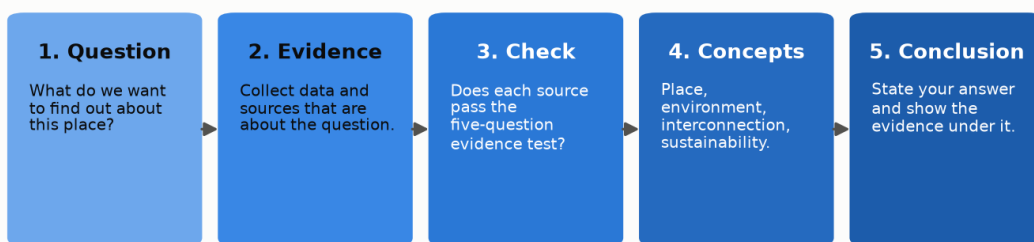
Two rules for debates in this section:

1. **Symmetry.** The same tests apply to the side you agree with and the side you do not. Swap the sides in your own argument and see if it still stands.
2. **Marking is on reasoning, not on the side you reach.** Two students can conclude opposite things about the same issue and both be right, if both built on defined terms and stated evidence.

Step 5 — Put it together [E02]

The whole method in one flow. You will use it again in 4B, where conclusions lead on to proposing actions.

From question to conclusion in five steps



You can run this flow on any inquiry in this book: your local planning study in 1C, the bushfire study in 1E, or the Asia-Pacific connections study in 2B.

Section 4B picks up the next step: proposing actions and judging them against criteria.

Five boxes with arrows: question, evidence, check, concepts, conclusion, with a note that the flow applies to the inquiries of 1C, 1E and 2B

And here is what a finished conclusion looks like when someone has followed the flow. The labels show the four moves: evidence with a named source, the conclusion stated clearly, and the concepts doing visible work.

A model conclusion, with its parts labelled

Question: which of our six countries will change the most in the next 20 years?

Japan's population is already getting smaller: it shrank by 0.5 per cent in 2023,¹ while Nigeria's population grew by 2.1 per cent in the same year (World Bank, 2023).¹ So in the next 20 years, Nigeria will need many more schools, hospitals and homes,² while parts of Japan will have fewer people to keep roads and services going.² Both countries are linked to Australia by trade and migration, so their changes will touch us too.³ How these changes are managed matters, because the choices made now will shape these places for a very long time.⁴

Key to the labels:

- 1** Evidence with a named source (real data, and who it came from)
- 2** The conclusion itself, stated clearly
- 3** Uses the concept: interconnection (links between places)
- 4** Uses the concept: sustainability (what lasts into the future)

Source of the numbers in the model text: World Bank Open Data, population growth (annual %), indicator SP.POP.GROW, 2023 values. Retrieved 25 Aug 2026.

A short model conclusion about Japan and Nigeria with its evidence, conclusion statement, interconnection and sustainability parts highlighted and keyed to a legend

Worked examples

Example 1 — guided [E05] [E02]

Using the population growth graph, conclude which of the six countries is shrinking and which is growing fastest, and say what that means for managing each place.

Working	Comment
Japan's bar is below zero: -0.5% a year in 2023.	A negative number means the population got smaller.
Australia's bar is longest: +2.4% a year; Nigeria is close behind at +2.1%.	Longest bar = fastest growth. Most of Australia's big year came from people arriving from overseas.
Conclusion: Japan must manage a shrinking, ageing place — fewer workers to run services — while Nigeria must manage fast growth — more schools, hospitals and homes each year.	The conclusion answers the question <i>and</i> names what each place must manage. That is the “management of places” part of VC2HG6S05.

Example 2 — guided [E01]

Your 1E bushfire inquiry asks: *does planned burning near towns lower the risk to those towns?* Sort these four sources with the evidence test.

Source	Test result	Comment
a. The CFA and Forest Fire Management Victoria web pages on planned burning, read this year	Valid	Reliable source (the agencies that do the burning), up to date, about the question.
b. Someone you know: “Backburning never works, I’ve never seen it help.”	Not valid — bias, one story	One person’s view, leaning on what they feel. It is not <i>wrong</i> to feel it; it is wrong to let it stand as evidence.
c. A newspaper story about one fire in 1983	Not valid — out of date, one event	Real, but old, and a single fire cannot answer a question about risk in general.
d. The VicEmergency warnings page, checked across one summer	Valid	Official, current, and checked across many events — enough of it, and collected in a fair way.

Notice the wording a good writer uses when a source fails: not “this source is rubbish” but “this source is one person’s view, so it cannot carry a conclusion.”

Example 3 — on your own [E04] [E03]

A local planning issue, like the one you investigated in 1C: *should most of Melbourne’s new homes be built in suburbs that already exist, or on the city edge?* Use the management plan as evidence.

Plan Melbourne 2017–2050 keeps the urban growth boundary and protects the green wedges, and aims for most new homes to be built in suburbs that already exist. The steelman of the other side is real too: land on the edge is often cheaper, and new areas can be planned from a blank page. Weighing the plan’s reasons (keep farms and bushland; services already exist) against that steelman, my conclusion is that the plan’s choice is the stronger one **on the evidence of the plan itself**, and I note the limitation: house prices on the edge would need checking against ABS data before I called the question closed.

That last sentence is the move [E04]: the conclusion follows the identified evidence, and its limits are stated instead of hidden.

Practice questions

Guided

Q1 [E05]. From the life expectancy graph: (a) which country is highest and which is lowest, and by how many years? (b) write one evidence-based conclusion about the difference in health services a baby born in Nigeria and a baby born in Japan can expect. Name your source.

Q2 [E02]. From the energy graph: (a) how many times more energy per person does Australia use than India? (round to the nearest whole number). (b) using the concept of **sustainability**, write one sentence of conclusion about what Australia's number means for how its places are managed.

Q3 [E01]. Apply the evidence test to this source for a 2B question about Australia's links with Asia: "An Australian trade report, published two years ago, listing what Australia sells to Indonesia, India and Japan." State your result and the test question that decides it.

Q4 [E02]. Each conclusion below leans on one concept more than the others. Match each to **place**, **interconnection**, **environment** or **sustainability**. (a) "Closing the wetland would save money now and cost the next generation far more." (b) "When the mine closed, the town lost both jobs and the people who filled them." (c) "The bay is part of who this city is; residents describe it as their backyard." (d) "The trees cool the street in heatwaves and soak up stormwater."

Q5 [E03]. Return to your 1C local planning issue. On the debate map (shaped like the steelman figure above): write the strongest case you can for the side you *disagree* with — in words its own supporters would accept — then list two pieces of evidence that would help decide between the sides.

On your own

Q6 [E02] [E05]. Using all three country graphs, write a conclusion of three or four sentences to the question: *how do these six countries differ, and what do those differences mean for how each manages its places?* Your answer must give at least two numbers with their source named, and use at least two of the four concepts by name.

Q7 [E04]. Your 1C inquiry again. Find the real management plan that covers your local place (your council's website holds it). Identify two pieces of valid evidence in it that bear on your planning issue, then state a conclusion that follows from them. Note one thing the plan cannot tell you.

Q8 [E01] [E02]. Your 1E bushfire inquiry. Using the prevention–preparedness– response–recovery ideas from 1E and at least two reliable sources, conclude: *what most reduces the harm a bushfire can do to a town?* State one limitation of your evidence.

Extended inquiry task

Q9 [E02]. Choose **one** of this book's open investigations: your local planning issue (1C), your bushfire study (1E), or Australia's Asia-Pacific connections (2B). Write an evidence-based conclusion of 150–200 words that follows the model text:

- state the question, then your conclusion, in plain sentences;
- carry at least two pieces of valid evidence, each with its source named;
- use at least two of the four concepts by name;
- end with one limitation of your evidence, or one opposing view you have weighed.

Use the five-step flow as your checklist before you hand it in.

Answers and sample responses

Q1. (a) Japan is highest at 84.0 years; Nigeria is lowest at 54.5 years — a gap of 29.5 years. (b) Sample: “A baby born in Japan in 2023 can expect about 30 more years of life than a baby born in Nigeria (World Bank, 2023), so Nigeria’s managers face a far bigger job building up child and maternal health services.” Any conclusion that names the source and answers the question scores. **Q2.** (a) $4,942 \div 728 \approx 7$ times. (b) Sample: “If Australia is to keep its services running for later generations (sustainability), its heavy energy use per person is the first number its managers must bring down.” **Q3.** Valid. It is about the question, from a reliable source (a government trade body), recent enough for trade figures, and it lists many trades, so it is enough and fair. The deciding test questions are “reliable source” and “up to date”. **Q4.** (a) sustainability; (b) interconnection; (c) place; (d) environment. **Q5.** Sample opposing steelman (growth side): “New estates give families cheaper land and let streets, schools and parks be designed together from the start.” Deciding evidence: how much land is left inside the urban growth boundary; house prices in each location (ABS data); travel-to-work figures. **Q6.** Sample: “The six countries split into two groups. Japan and Germany grow slowly or shrink (+0.1% and -0.5% in 2023) and their people live longest (81–84 years), so their managers plan for older, smaller populations. Nigeria, India and Indonesia grow faster (+0.8% to +2.1%) with shorter lives (54.5–71.1 years), so their job is building services for many more people. Australia sits between: fast growth (+2.4%) with long lives (83.1) and the heaviest energy use per person (4,942 kg), so sustainability is its sharpest question (World Bank, 2022–2023).” Full marks for two numbers with sources named and two concepts named, whatever the wording. **Q7.** Answers vary with the local plan; award for two identified plan extracts, a conclusion that follows from them, and one stated limit (e.g. “the plan does not say when the path will be built”). **Q8.** Sample: “The evidence says preparedness and prevention carry the most weight: towns with maintained asset protection zones and current bushfire plans take less damage, while response can only limit harm once a fire is going (CFA; VicEmergency). Limitation: every fire is different, so past fires are evidence, not proof.” **Q9.** Marking guide below.

How Q9 is marked. Marks are given for the reasoning steps, not the conclusion reached: (1) question and conclusion stated; (2) two pieces of valid evidence, sources named; (3) two concepts used correctly; (4) a limitation or a weighed opposing view. Two students may conclude opposite things and both score full marks, if both built on stated evidence and defined terms.

Sources, retrieved 25 Aug 2026 unless stated: World Bank Open Data — population growth (annual %), indicator SP.POP.GROW, 2023 values; life expectancy at birth, indicator SP.DYN.LE00.IN, 2023 values; energy use per person, indicator EG.USE.PCAP.KG.OE, 2022 values (most recent year with data for all six countries) — api.worldbank.org. United Nations Department of Economic and Social Affairs, World Population Prospects 2024, July 2024 (world population 8.16 billion in 2024; growth below 1% a year for the first time since 1950). Plan Melbourne 2017–2050, State of Victoria (Department of Environment, Land, Water and Planning), May 2017.

Proposing actions and responses to land management issues, and assessing impacts with criteria

Curriculum: VC2HG6S06. Drawn-on elaborations: VC2HG6S06.E01 .E02 .E03 .E04 .E05 .E06. This section sits in Chapter 4, the output end of a geographical inquiry: you take an issue you have been investigating (for example the local planning issue from 1C, the hazards work from 1E, or the connections work from 2B) and you decide what to do about it, then test your choices.

When people use land, their choices change it. Sometimes those choices cause a problem — a **land management issue** — and people must decide how to respond. In this section you will learn a careful way to (1) suggest actions, (2) work out what each action might cause, and (3) judge each action against clear tests called **criteria**.

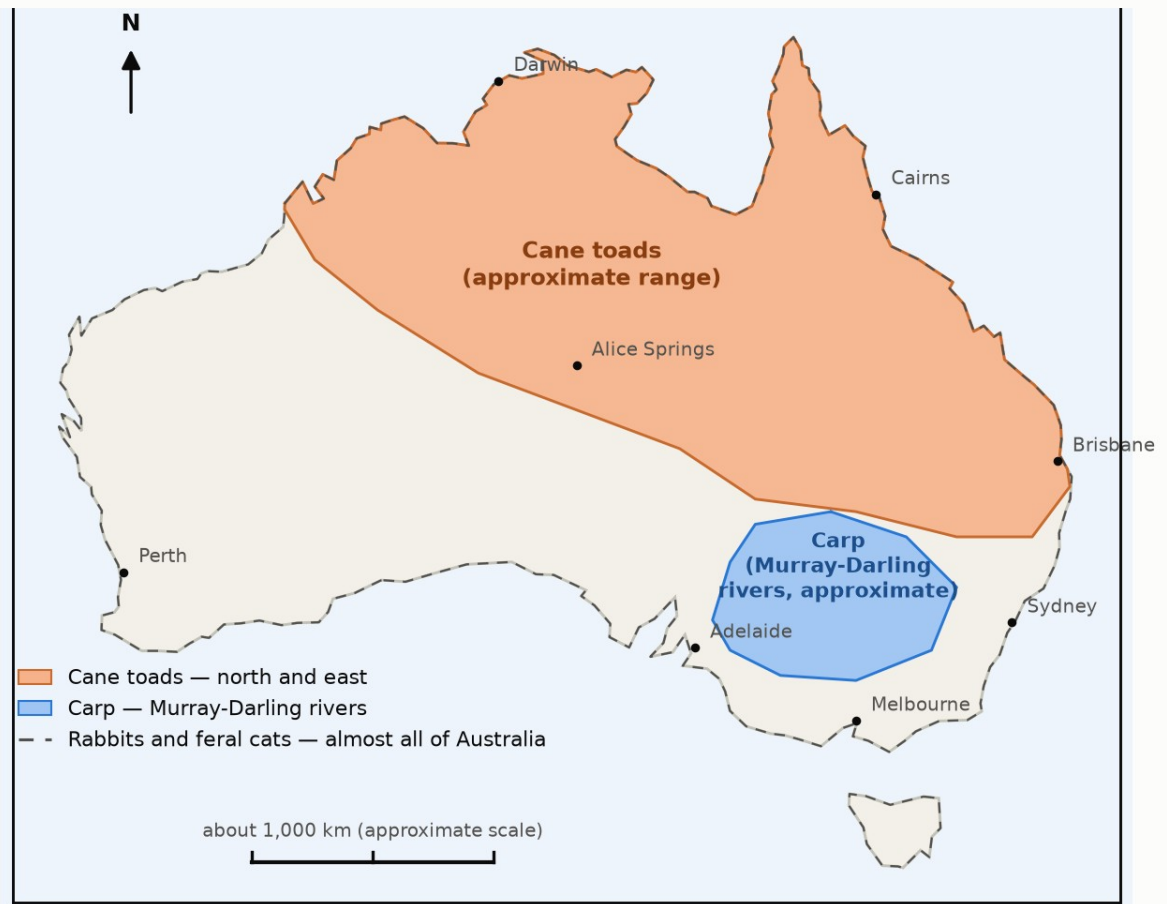
Theory

What is a land management issue?

A **land management issue** is a problem about how land is used or looked after, that people need to make decisions about. It might be too much waste, poor water quality, soil that is wearing away, or living things that do not belong in a place.

One big group of land management issues in Australia is **introduced species**. An **introduced species** is a living thing that people brought to a place where it did not live before. Once there, it can spread and harm the land, the farms and the native animals. Four well-known examples in Australia are the cane toad, the European rabbit, the feral cat and the European carp.

Where four introduced species live in Australia today (approximate)



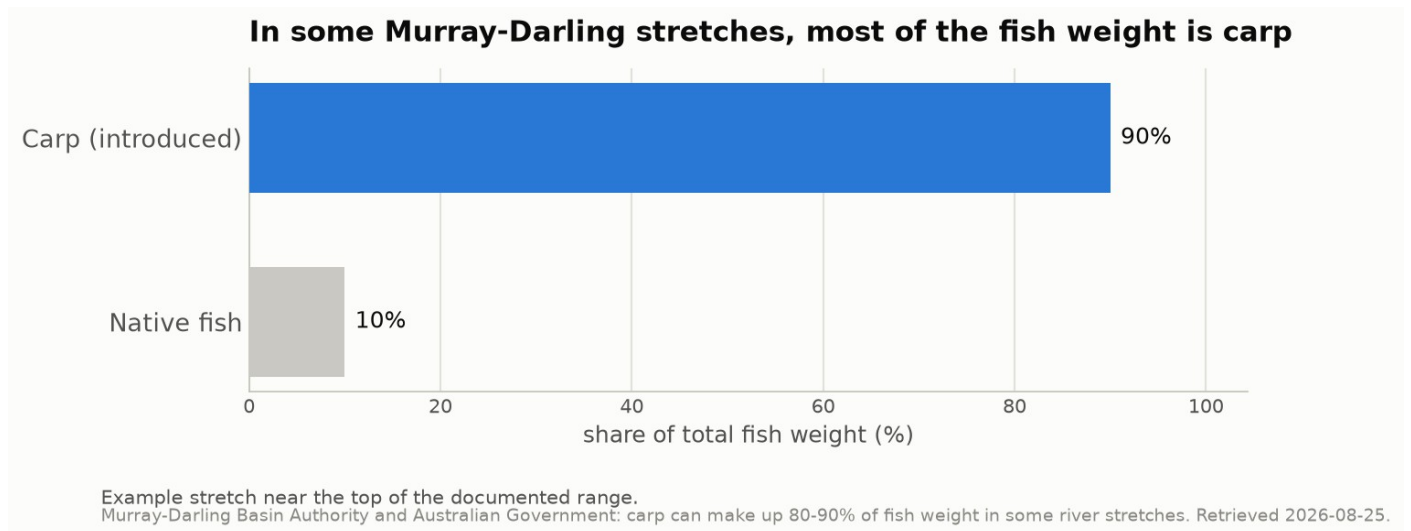
Map made by ClassBasics from Natural Earth country outlines. Ranges are approximate and drawn for learning. Species records: Australian Museum and Australian Government environment pages, retrieved 2026-08-25.

Map of Australia showing where cane toads, carp, rabbits and feral cats live today

Figure 1. Where four introduced species live in Australia today (ranges are approximate).

Look at Figure 1. The cane toad lives across the north and east. The carp lives in the Murray-Darling river system in the south-east. Rabbits and feral cats live across almost all of Australia. Each of these is a land management issue, because each one changes the land and harms native animals, farms or rivers.

How big is the carp issue? In some stretches of the Murray-Darling rivers, carp make up most of the weight of all the fish — up to about 90 in every 100. That leaves little room for native fish.

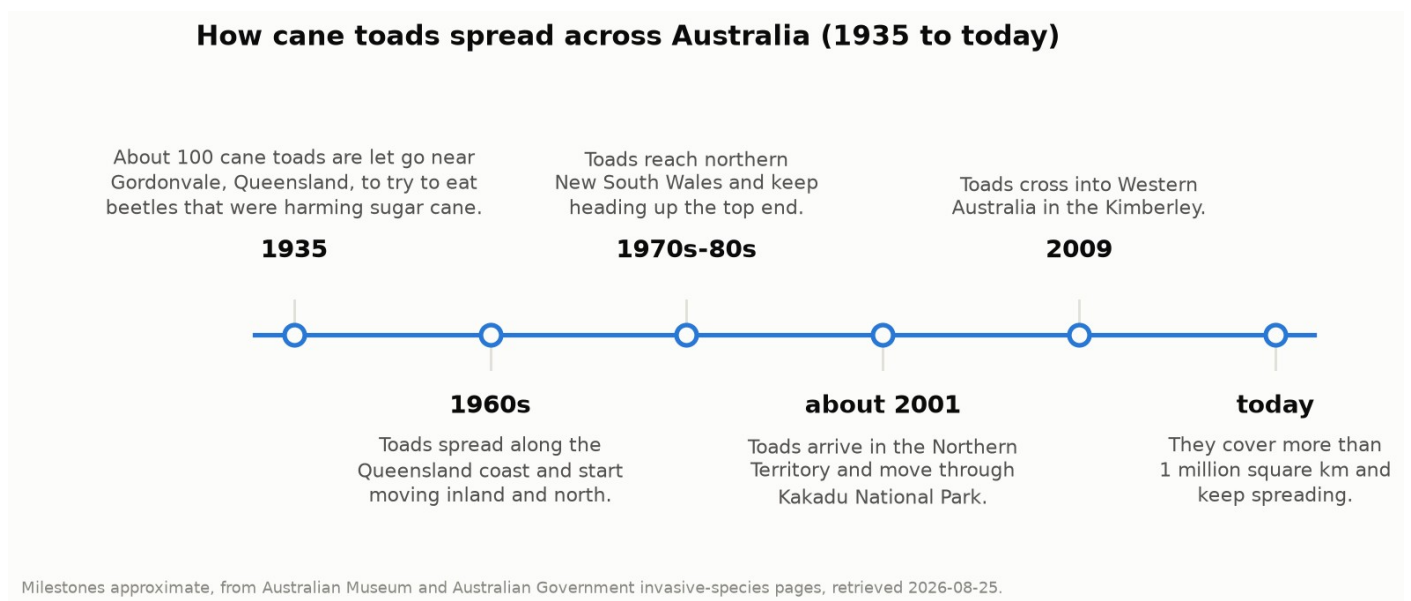


Bar chart showing that carp make up about 90 percent of fish weight in some Murray-Darling stretches

Figure 2. In some stretches of the Murray-Darling, most of the fish weight is carp (Murray-Darling Basin Authority, retrieved 2026-08-25).

Step 1 — Name the issue and see how it grew

Before you can respond, you must name the issue and understand how it started. The cane toad is a clear example.



Timeline showing how cane toads spread across Australia from 1935 to today

Figure 3. How cane toads spread across Australia, 1935 to today (Australian Museum and Australian Government, retrieved 2026-08-25).

The toads were let go near Gordonvale in Queensland in 1935 to eat beetles that were harming sugar cane. They did not stay put. They spread along the coast, into New South Wales, across the top end into the Northern Territory and, by 2009, into Western Australia. Today they cover more than one million square kilometres. Rabbits spread just as fast: a small number let loose for hunting near Geelong in Victoria in 1859 grew into hundreds of millions.

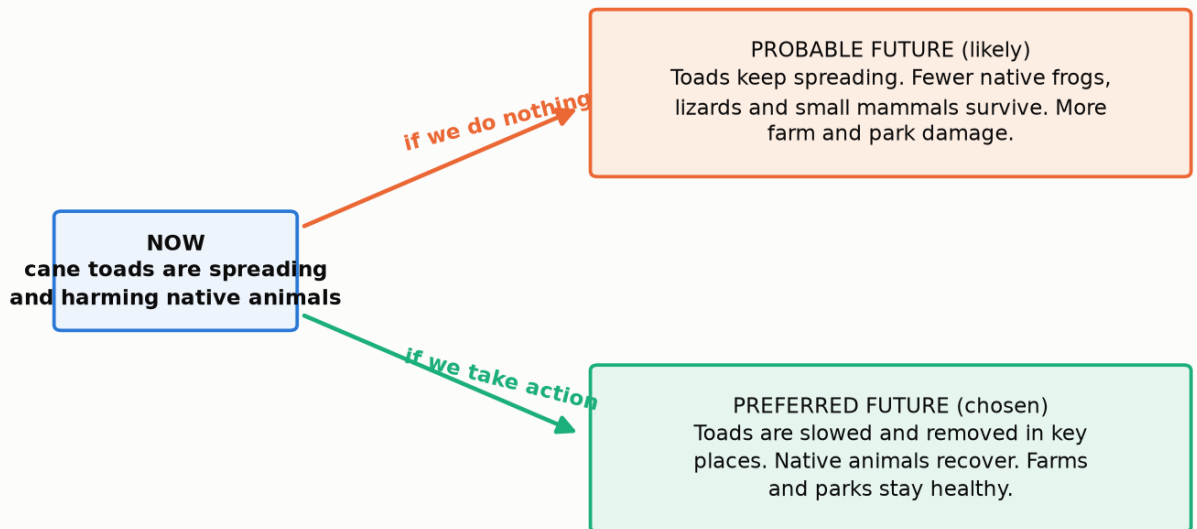
Step 2 — Forecast two futures: probable and preferred

To respond well, you forecast (look ahead at) two futures (VC2HG6S06.E01).

- The **probable future** is what is *likely* to happen if things keep going the way they are.
- The **preferred future** is the future you *choose* and aim for by taking action.

Two possible futures for one land management issue

Forecasting: the probable future is what is likely; the preferred future is what we aim for.



Teaching model. A worked example, not a real dataset.

Diagram showing a probable future if we do nothing and a preferred future if we take action

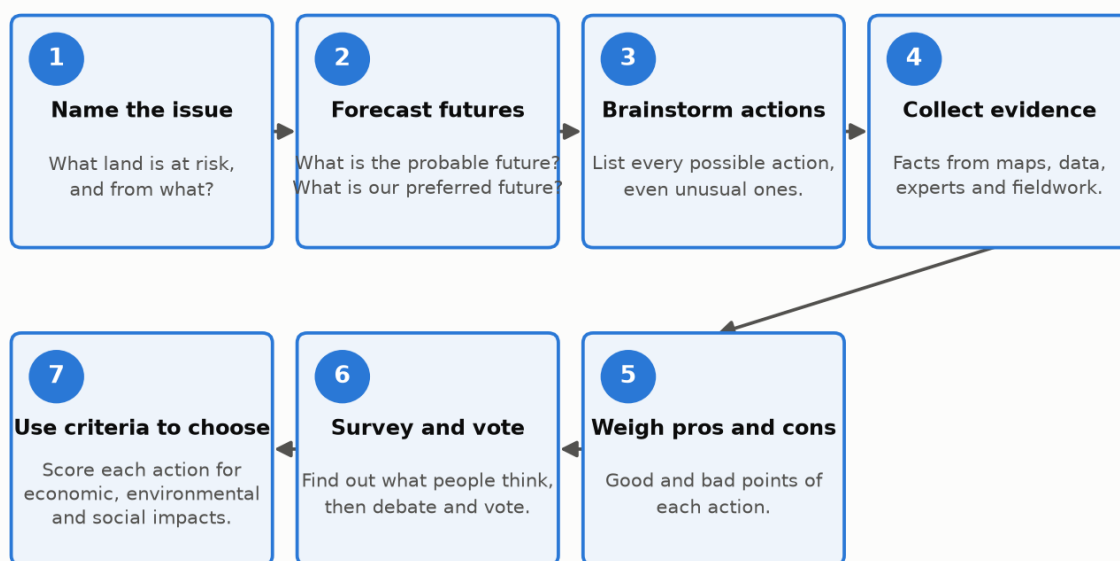
Figure 4. Two possible futures for one issue. The probable future is likely; the preferred future is chosen.

In Figure 4 the probable future for cane toads is more spread and fewer native frogs, lizards and small mammals. The preferred future is toads slowed and removed in key places, so native animals recover. Your job in geography is to propose actions that move a place from the probable future towards the preferred one.

Step 3 — Brainstorm actions, collect evidence, weigh pros and cons

Next you list possible actions — this is called **brainstorming** (VC2HG6S06.E04). List every idea, even unusual ones. Then collect **evidence** from maps, data, experts and fieldwork, and weigh the **advantages** (pros) and **disadvantages** (cons) of each action (VC2HG6S06.E05). Good decision-makers also listen to **alternative views**, try to reduce risks, and talk until most of the group agrees (reaching **consensus**).

A process for deciding how to respond to a land management issue



Teaching model built for this section; steps follow the curriculum's own decision-making elaborations.

Flow diagram of a seven-step process for responding to a land management issue

Figure 5. A seven-step process for deciding how to respond to a land management issue.

Step 4 — Use criteria to assess the impacts of each action

The last step is the heart of this section (VC2HG6S06.E06). You test each action against **criteria** — clear tests you judge it by. Geographers often use three kinds:

- **Economic** — costs, jobs and money. Who pays? Who earns?
- **Environmental** — nature: animals, plants, water, soil and air.
- **Social** — people: health, community, culture, sport and how a place feels.

You ask a question for each test, such as “How can we look after this place so it stays healthy for future generations?” (VC2HG6S06.E03), and you score every action against all three. You can also **survey** people’s views, **debate** the options and then **vote** (VC2HG6S06.E05). The action that does best across the criteria — not just the loudest idea — is the one to propose.

Worked examples

Example 1 — with help: forecasting futures for the carp

Task: use Figure 2 to forecast a probable and a preferred future for carp in the Murray-Darling.

Working	Comment
Read Figure 2: carp are about 90 of every 100 fish by weight in this stretch.	Start from the evidence.
Probable future: if nothing changes, carp stay near 90 and native fish stay near 10, so the river keeps losing native fish.	“Likely, if we do nothing.”
Preferred future: carp are cut to a small share and native fish recover.	“The future we aim for.”
Proposed action: build fish barriers on key branches to	An action that moves us from probable to preferred.

slow the carp's spread.

Example 2 — with help: scoring three actions with criteria

Task: score three ways to manage carp using economic, environmental and social criteria.

Worked example: using criteria to score three ways to manage carp

Option	Economic (costs, jobs, money)	Environmental (nature, water, animals)	Social (people, community)	Overall
A Build fish barriers to slow the carp's spread	Costs money to build; protects farm water	Helps native fish a lot in each blocked reach	Short-term loss of some river access	strong
B Catch and remove carp (fishing)	Creates some fishing jobs; costs money to run	Helps, but carp breed fast, so it must repeat	Anglers enjoy it; community events	medium
C Keep the river healthy so native fish compete	Cheap to start; slow to show results	Helps the whole river, not just one reach	Good for everyone, but patience needed	medium

Example built for learning in this section; scores are a model, not a real dataset. The carp facts behind it: Murray-Darling Basin Authority, retrieved 2026-08-25.

Table scoring three carp options against economic, environmental and social criteria

Figure 6. A worked example of a criteria table.

Read across each row of Figure 6. Option A (fish barriers) costs money to build (economic) but helps native fish a lot (environmental) and blocks some river access for only a short time (social), so overall it is a strong option. Option B (catch and remove) and Option C (keep the river healthy) are medium. Notice the decision is made from the *criteria*, not from a favourite idea.

Example 3 — on your own: weighing pros and cons, then voting

Figure 7 weighs one option, and Figure 8 shows how a class voted after the debate.

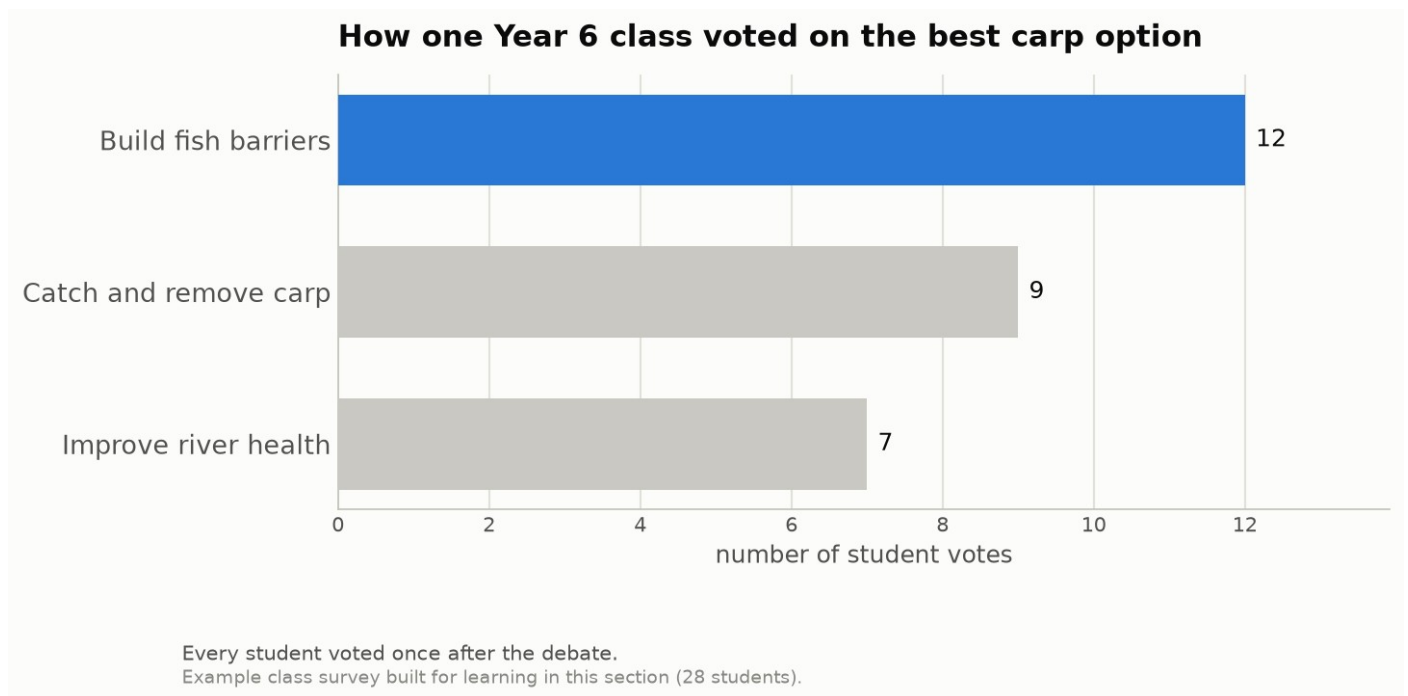
Worked example: weighing up one option - building fish barriers

Advantages (pros)	Disadvantages (cons)
+ Stops carp moving up a river to breed.	- Costs money to design and build.
+ Gives native fish a safe stretch of river.	- Can also block native fish if badly placed.
+ Keeps working for many years once built.	- Needs checking and looking after.

Example built for learning in this section.

Table of the advantages and disadvantages of building fish barriers

Figure 7. Advantages and disadvantages of building fish barriers.



Bar chart of how a Year 6 class voted on the best carp option after a debate

Figure 8. After weighing pros and cons and debating, one class voted 12-9-7 for barriers.

The class weighed the pros and cons (Figure 7), debated, then voted (Figure 8). Barriers won, but the vote was close — so the class agreed to review the choice after a year. That is what reaching consensus and then checking your decision looks like.

Practice questions

With help

- Q1.** What is a land management issue? Give one example from this section.
- Q2.** Name two introduced species shown in Figure 1.
- Q3.** In Figure 2, about how much of the fish weight is carp in that stretch?
- Q4.** What is the difference between a probable future and a preferred future?
- Q5.** Name the three criteria geographers often use to test an action.
- Q6.** From Figure 7, give one advantage and one disadvantage of fish barriers.

On your own

- Q7.** Choose one introduced species from Figure 1. Forecast its probable future if its numbers keep growing (VC2HG6S06.E01).
- Q8.** Propose two actions to respond to the issue you chose in Q7.
- Q9.** Pick one action from Q8. Score it against economic, environmental and social criteria, as in Figure 6 (VC2HG6S06.E06).
- Q10.** Write two questions you could ask to think about the impacts of your action (VC2HG6S06.E03).
- Q11.** Explain how surveying views, debating and voting could help a group choose an action (VC2HG6S06.E05).

Q12. A group cannot agree on one action. Suggest two ways they could reach consensus (VC2HG6S06.E04).

Extended inquiry task

This task uses VC2HG6S06.E02: undertake a project that responds to a challenge.

Choose one land management issue — the carp, the cane toad, rabbits, or a local issue such as litter or a worn-out park near your school. Then run the seven-step process from Figure 5 and present your proposal in one page or one slide.

You must:

1. Name the issue and say where it is.
 2. Forecast a probable future and describe your preferred future.
 3. Brainstorm at least three actions.
 4. Collect at least two pieces of evidence (a map, a figure, a fact with a source).
 5. Weigh the pros and cons of each action.
 6. Survey at least five people's views and show the results in a simple graph.
 7. Score each action against economic, environmental and social criteria, choose the best one, and say why it won.
-

Answers and model responses

Q1. A problem about how land is used or looked after that people must make decisions about; for example, introduced species such as carp harming a river.

Q2. Any two of: cane toad, European rabbit, feral cat, European carp.

Q3. About 90 percent (about 90 in every 100).

Q4. The probable future is what is likely to happen if nothing changes; the preferred future is the future we choose and aim for by acting.

Q5. Economic (money, jobs, costs), environmental (nature), social (people and community).

Q6. Advantage: stops carp moving up a river to breed (or gives native fish a safe stretch). Disadvantage: costs money to build (or can block native fish if badly placed).

Q7. Model: If rabbit numbers keep growing, they will keep eating young plants and crops, the soil will keep wearing away, and farms and native animals will keep losing. That is the probable future.

Q8. Model: (a) build rabbit-proof fencing around young plants; (b) work with experts on safe, targeted control of rabbits.

Q9. Model: Fencing — economic: costs money but protects crops; environmental: helps young plants grow; social: keeps farms working. Overall: a strong action for a small area.

Q10. Model: “Will this action harm any native animals?” and “How much will it cost, and who pays?”

Q11. Model: A survey shows what people think; a debate lets each view be heard and tested; a vote then picks the action most people support, so the choice is fair and not just one loud voice.

Q12. Model: (a) talk through each view and change the action until most people can accept it; (b) vote, and agree that everyone will support the winner.

Extended task — marking guide. Full marks show: the issue is named and located; both futures are forecast; at least three actions are brainstormed; evidence is included with a source; pros and cons are weighed; a survey result is graphed; and the chosen action is scored against all three criteria with a reason. Marking is on the quality of the reasoning, not on which action you chose — two students may pick different actions and both earn full marks.

Developing explanations: drawing on sources and geographical concepts

For the teacher — VC2 codes: VC2HG6S07, VC2HG6S07.E01, VC2HG6S07.E02, VC2HG6S07.E03, VC2HG6S07.E04, VC2HG6S07.E05

In this book so far, you have done real geographical work. You asked questions about how places are managed (3A), collected information and data (3B), made maps, graphs, tables and sketches (3C), and studied the patterns in your data (3D). You tested your evidence and drew conclusions (4A), and you weighed up choices for action (4B). You also ran three long investigations: your own place (1C), bushfires and other climate hazards (1E), and Australia's connections with the Asia-Pacific region (2B).

This section is the last step of the inquiry: **communicating**. It is where everything you found becomes an explanation that another person can read, follow and trust.

Theory

1. Describing is not explaining

From describing to explaining

EXPLANATION — tells WHY and HOW

It links causes and effects, and uses ideas from sources.

"Hot, dry and windy days make fires spread fast, so towns next to forests are most at risk on days of extreme fire danger."



climb by asking: why did this happen?

DESCRIPTION — tells WHAT, WHERE and WHEN

It gives the facts of what happened.

"In February 2009, bushfires burnt about 450,000 hectares across Victoria."

Both sentences use real facts from the 2009 Victorian Bushfires Royal Commission (2010). The explanation adds the why and how.

Two cards joined by an upward arrow: a grey description card telling what, where and when, and a blue explanation card telling why and how, with a worked bushfire sentence in each

A **description** tells *what, where and when*. It gives the facts of what happened. An **explanation** tells *why and how*. It links causes and effects, and it uses ideas from sources. Both matter — you cannot explain something you have not described — but the mark of a Level 6 geographer is the climb from one to the other.

The climb happens in your linking words. Explanation sentences lean on words like:



- **because** — gives the cause
- **so** — gives the effect
- **this means** — says what a finding shows
- **as a result** — links an event to what followed

If your paragraph has no *because*, *so*, *this means* or *as a result*, you are probably still describing.

2. Four concept lenses

Four lenses for a geographical explanation

PLACE

What a place is like, and what makes it different from other places.

You can ask:

"How did the fires change this town's place?"

INTERCONNECTION

How places are linked, and how what happens in one place travels to another.

You can ask:

"How are our town and the city linked by road, power and people?"

ENVIRONMENT

The living and non-living things around us — land, water, air, plants, animals.

You can ask:

"What happened to the forests, rivers and animals?"

SUSTAINABILITY

Meeting our needs now without making it harder for people in the future.

You can ask:

"Will this choice still keep our place safe and well in 20 years?"

These four concepts are named in the Level 6 achievement standard. Use at least one lens in each explanation you write.

Four coloured cards — place, interconnection, environment and sustainability — each with a short definition and a question you can ask through that lens

The Level 6 achievement standard names four concepts that your explanations should use:

- **place** — what a location is like, and what makes it different from other places
- **interconnection** — how places are linked, and how what happens in one place travels to another
- **environment** — the living and non-living things around us: land, water, air, plants and animals
- **sustainability** — meeting our needs now without making it harder for people in the future

Think of them as four lenses. The same event looks different through each lens, and a strong explanation picks at least one lens and says what it shows.

3. Six kinds of sources

Six kinds of sources you can draw on

Letters

What people say and feel about a place — their own words and points of view.

Graphs

How numbers change over time, or how two things move together.

Tables

Neat rows and columns of facts that are easy to look up and compare.

Timelines

The order of events — what happened first, next and last.

Photographs

What a place really looks like, at one moment in time.

Pictures

Drawings, maps and diagrams that show parts of a place or how it works.

Each kind of source is good at showing something different. A strong explanation draws on more than one kind.

Six cards for the six source types named in the skill: letters, graphs, tables and timelines, plus photographs and pictures, each saying what that source is good at showing

The skill you are learning names six kinds of sources: **letters, graphs, tables and timelines, plus photographs and pictures**. Each kind is good at showing something different:

- A **letter** gives you a person's own words — what they saw and how they felt. That is a *primary* source: made at the time, by someone who was there.
- A **graph** shows how numbers change over time, or how two things move together.
- A **table** keeps facts in neat rows and columns so you can look them up and compare them.
- A **timeline** puts events in order.
- A **photograph** shows what a place really looked like at one moment.
- A **picture** — a map, drawing or diagram — shows the parts of a place or how it works.

Graphs, tables and reports made later by big groups are *secondary* sources: one step away from the event, but often holding far more data than one person could collect. A strong explanation draws on **at least two kinds** of source, so the reader sees the event from more than one angle.

4. Referencing: name it, date it, use it

Anatomy of a referenced sentence

Part 1 — NAME the source

"According to the 2009 Victorian Bushfires Royal Commission"

Part 2 — GIVE the year

"in its 2010 final report"

Part 3 — SAY what it found

"found that 173 people died in the fires"

Part 4 — LINK it to your point

"— so every family needs a clear fire plan."

The whole sentence, read together:

According to the 2009 Victorian Bushfires Royal Commission, in its 2010 final report, 173 people died in the fires — so every family needs a clear fire plan.

Referencing means saying where an idea came from. Real data: 2009 Victorian Bushfires Royal Commission, Final Report (2010).

Four labelled bands building one referenced sentence: name the source, give the year, say what it found, and link it to your point, then the whole sentence read together

To *reference* an idea means saying where it came from. Every idea you borrow needs four parts:

1. **NAME** the source — who found it or published it
2. **GIVE the year** — when it was found or published
3. **SAY what it found** — the fact or idea you are borrowing
4. **LINK it to your point** — why it matters for your explanation

Read together, the four parts make one strong sentence: *"According to the 2009 Victorian Bushfires Royal Commission, in its 2010 final report, 173 people died in the fires — so every family needs a clear fire plan."* A Royal Commission is the biggest inquiry a government can run — when one speaks, its words are powerful evidence.

5. Two jobs for your writing: inform and persuade

Two kinds of texts, side by side

	Informative text	Persuasive text
Its job	To tell the reader what is true, using facts.	To get the reader to agree with a point of view.
Its tone	Calm and even-handed.	Strong and direct — but still fair.
Its evidence	Facts and findings from sources.	Facts from sources, chosen to support one side of the issue.
The other side	May show more than one view.	Names the other side's best point, then answers it.
Reader left thinking...	"Now I understand what happened and why."	"Now I see why this side of the issue is strong."

Both kinds must use real evidence. A persuasive text is not stronger when it hides the other side — it is stronger when it answers it.

A feature-by-feature table comparing informative and persuasive texts: their job, tone, evidence, treatment of the other side, and what the reader is left thinking

An **informative text** tells the reader what is true, using facts. A **persuasive text** gets the reader to agree with a point of view. Both must use real evidence — a persuasive text is not stronger when it hides the other side; it is stronger when it **names the other side's best point and answers it**. That rule follows you from 4A and 4B: fair arguing in speech becomes fair writing here.

6. Three shapes your explanation can take

A **management plan** (E01) sets out a change you want in your local area, and how it will happen: the goal, the steps, the people, the timing and the proof that it worked.

A management plan sets out the goal, the steps, the people and the proof

Model management plan (a made-up example — your plan will be about your own local change)

Our goal	What we will do	Who will do it	When	How we will know it worked
A safer walking route to school on Church Street	Ask the council for a new crossing near the school gate	Grade 6 class, with our teacher	Term 3	The council writes back with a decision
	Collect counts of cars and walkers at 8:30 am, as evidence	Pairs of students	Week 2	A table of counts we can show the council
	Write a letter to the council using our counts	Everyone drafts; class votes on the final words	Week 5	Letter sent, with our data attached

Model text written for this section. Plans like this are how councils and community groups manage change in real places.

A model management plan table with columns for goal, what we will do, who will do it, when, and how we will know it worked, filled in for a made-up safer-walking-route change

The plan in the figure is a made-up model — when you write your own, the place and the people will be real and local, from your own 1C work.

A documentary is a factual film: it tells a true story using photographs, video, maps and a narrator's words. Because a film is planned scene by scene, a documentary plan is a table — for each scene, what we show, what the narrator says, and which source each fact came from.

Plan before you present: scene, picture, words, source

Documentary plan — model (the data rows are real; the words are a sample script)

Scene	What we show	Narrator's words	Source
1 · Hook	A map of the two countries	"Australia and Indonesia are close neighbours — but how alike are their people's lives?"	World map (our own, with BOLTSS)
2 · Country A	Photos of Australian cities and farms	"About 26.7 million people live in Australia. Most live near the coast."	World Bank 2023; our photos
3 · Country B	Photos of Indonesian cities and villages	"Indonesia has about 281.2 million people — more than ten times as many."	World Bank 2023; our photos
4 · Compare	The three-panel bar graph	"People usually live longer in Australia. The two countries also make very different amounts of money per person."	Our bar graph (World Bank 2023)
5 · So what?	Trade ships and student photos	"These differences matter, because the two countries trade, travel and help each other."	2B findings; class discussion

Population and income data: World Bank, World Development Indicators, 2023 (retrieved 25 August 2026). BOLTSS = Border, Orientation, Legend, Title, Scale, Source (see section 3C).

A five-scene documentary plan table with columns for scene, what we show, the narrator's words and the source, comparing Australia and Indonesia using World Bank data

An infographic is a poster that mixes short words with pictures, numbers and colour to explain one big idea fast. Each tile makes one point; the whole poster makes the argument.

LESS BUSHFIRE HARM IN OUR TOWN

Five ways our community can reduce the impacts of bushfires

1

Make a plan — early

Every household writes a bushfire survival plan before the fire season starts: where to go, what to take, who to call.

2

Know the fire danger rating

On hot, dry, windy days, check the district fire danger rating and warnings from the CFA before you do anything else.

3

Prepare your place

Clear dry leaves, long grass and small branches near houses and sheds, so a small fire cannot reach buildings easily.

4

Decide early: leave early

Leaving well before a fire starts is the safest choice. Decide on bad-risk days — do not wait and see.

5

Pack an emergency kit

Water, medicines, phone and charger, battery radio, warm clothes and important papers — ready by the door.

Model infographic (layout idea). Steps follow the CFA's Prepare. Act. Survive. bushfire safety planning — see cfa.vic.gov.au (retrieved 25 August 2026).

A model infographic titled Less Bushfire Harm in Our Town with five numbered tiles: make a plan early, know the fire danger rating, prepare your place, leave early, and pack an emergency kit

7. The hand-in checklist

Check your explanation against this list before you hand it in



It draws on at least TWO sources

for example, a graph and a photograph, or a letter and a timeline.



It tells WHY and HOW, not only WHAT

look for your own words because, so, this means and as a result.



It uses at least one concept lens

place, interconnection, environment or sustainability.



It names its sources

say who found the idea and when — a name and a year.



It has a clear shape

opening: the big idea · middle: the points with evidence · end: the link back.

Every item on this list comes from the VC2HG6S07 skill: drawing ideas and findings from the sources you used, and applying geographical knowledge and concepts.

A five-tick checklist: draws on at least two sources; tells why and how, not only what; uses at least one concept lens; names its sources; has a clear shape with opening, middle and end

Before you hand in any explanation in this section, check it against the list in the figure. Every tick on it comes straight from the skill you are learning.

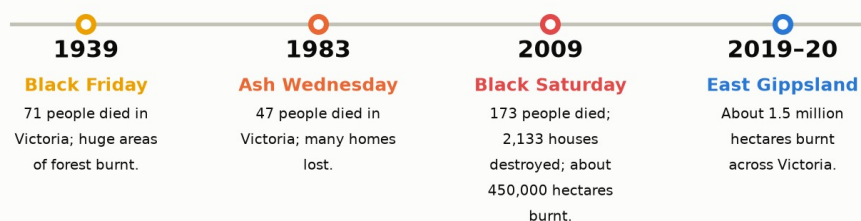
Worked examples

Example 1 — Turning a timeline into an explanation (with support)

Timeline: major Victorian bushfires

Big bushfires in Victoria's history — a timeline source

A timeline puts events in order. This one helps us explain WHY people now take fire danger seriously: the pattern repeats, and the biggest events cost lives.



Sources: 2009 Victorian Bushfires Royal Commission, Final Report (2010); AFAC and Victorian government records of past bushfire seasons (retrieved 25 August 2026). Deaths shown are Victorian totals.

A timeline of major Victorian bushfires: 1939 Black Friday, 1983 Ash Wednesday, 2009 Black Saturday and 2019–20 East Gippsland, each with sourced facts about deaths and area burnt

Step 1 — Read the source. The timeline holds four events with real facts: 71 people died in Victoria in 1939; 47 in 1983; in 2009, 173 people died, 2,133 houses were destroyed and about 450,000 hectares burnt; and in 2019–20 about 1.5 million hectares burnt. (Sources: the 2009 Victorian Bushfires Royal Commission's final report, 2010, and AFAC and Victorian government records of past fire seasons, retrieved 25 August 2026.)

Step 2 — Describe it. “Major bushfires hit Victoria in 1939, 1983, 2009 and 2019–20.” That sentence is true — and it is only a description.

Step 3 — Ask why and how. Why do the fires cluster in the same few weeks of summer? How did the 2009 fires grow so big?

Step 4 — Choose a lens. *Place*: towns next to forest and grassland carry the most risk. *Environment*: hot, dry, windy days turn dry fuel into fast fire.

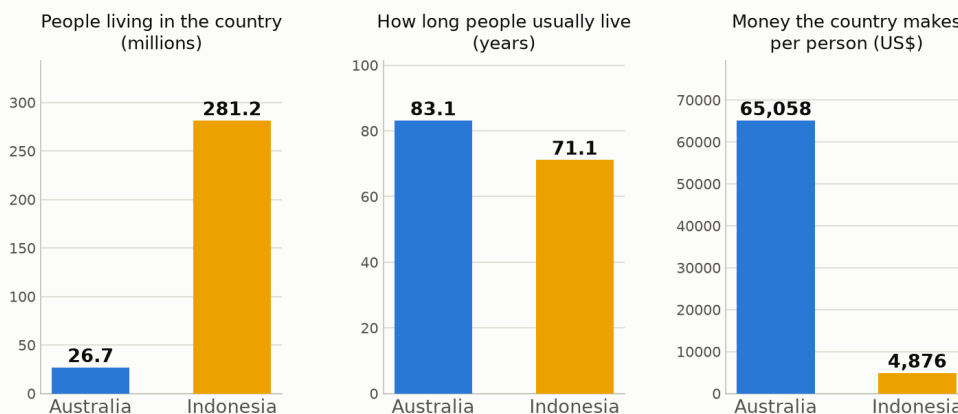
Step 5 — Write, and reference.

Model explanation. Victoria's bushfire story is a story that repeats. According to the 2009 Victorian Bushfires Royal Commission, in its 2010 final report, 173 people died and about 450,000 hectares burnt in the 2009 fires alone, and AFAC's records of past seasons show the same pattern in 1939, 1983 and 2019–20. These fires grew so big **because** hot, dry, windy summer days dried out forests and grasslands, so one spark could travel fast — an **environment** story. The Royal Commission also found that many of the deaths happened late, when people waited to see what the fire would do, **so** the state now teaches one clear rule: on bad days, plan early and leave early. **This means** a town's **place** — how close it sits to forest — changes how its people must prepare.

Find the parts: sentence 1 describes; the *because* and *so* sentences explain; the source names and years are the referencing; *place* and *environment* are the lenses.

Example 2 — Narrator’s words for a two-country documentary (with support)

Two countries, side by side — data for a documentary



World Bank, World Development Indicators, 2023 data for Australia and Indonesia (retrieved 25 August 2026). The three panels use different measures, so compare within a panel, not between panels.

A three-panel bar graph comparing Australia and Indonesia: population 26.7 million against 281.2 million; how long people live 83.1 against 71.1 years; money per person US\$65,058 against US\$4,876, all World Bank 2023

The graph holds three comparisons from the World Bank’s 2023 data (retrieved 25 August 2026):

	Australia	Indonesia
People	26.7 million	281.2 million
How long people usually live	83.1 years	71.1 years
Money made per person	US\$65,058	US\$4,876

These are facts about people — how many, how long they live, how much each person makes. Grown-up texts give these people facts and money facts long labels; in your narrator’s words, plain speech is stronger. Here is scene 4 of the documentary plan, written out:

Model narrator script (scene 4 — compare). “The bars tell two stories. First, Indonesia is home to more than ten times as many people as Australia — 281.2 million, against 26.7 million, according to the World Bank’s 2023 data. Second, the two countries are very different in how long people usually live and how much money each person makes: 83.1 years and US\$65,058 in Australia, 71.1 years and US\$4,876 in Indonesia (World Bank, 2023). These facts help explain why the two countries trade: Indonesia has many more workers and buyers, while Australia grows and digs much of the food and resources a big, fast-growing region needs. Close on the map, linked by trade — that is **interconnection**.”

Every number carries its source; the last two sentences climb from describing to explaining.

Example 3 — Explaining an infographic (model, on your own)

The model infographic in the Theory took its five steps from the CFA’s bushfire safety planning (*Prepare. Act. Survive.*, cfa.vic.gov.au, retrieved 25 August 2026). Here is a model paragraph that **explains** why the steps work:

Model explanation. The five tiles work because they attack the bushfire problem at three different times. Making a plan early and preparing the place (tiles 1 and 3) remove fuel and confusion **before** the fire season, so a small spark is less likely to become a big loss. Checking the fire danger rating and leaving early (tiles 2 and 4) keep people out of harm’s way **on** the dangerous day itself — the 2009 Victorian Bushfires Royal Commission (2010) found that late decisions cost lives in 2009. The emergency kit (tile 5) helps a family recover **after**. Seen through the **sustainability** lens, all five steps do the same job: they help a community keep its homes, schools and bushland working well, now and for the people who come after us.

Notice the shape: opening (the big idea), middle (the points, each with evidence), end (the lens and the link back).

Practice questions

With support

Q1. Here is a bare fact from the timeline: “*About 1.5 million hectares burnt across Victoria in 2019–20.*” Rewrite it as one full referenced sentence that ends by linking to this point: *communities near bushland need to plan early*. Name your source and give the year.

Q2. Match each sentence to the lens it uses best: *place*, *interconnection*, *environment* or *sustainability*.

- (a) “After the 2009 fires, ash washed into the rivers and made it hard for fish to breathe.”
- (b) “Many of our town’s workers drive to the city each day, so the two places are linked by work.”
- (c) “If we replant the reserve now, it will still be a cool green space for our grandchildren.”
- (d) “The town’s main street looks very different today from how it looked before February 2009.”

Q3. Label each sentence *informative* or *persuasive*.

- (a) “The World Bank’s 2023 data puts Indonesia’s population at about 281.2 million.”
- (b) “Every street in our town deserves a written fire plan — and the council should print one this term.”
- (c) “Some people say emergency kits cost too much; yet a kit costs about as much as one family pizza night, and it can save a photo album, a passport and a life.”
- (d) “Fire danger ratings are given out for each district, and they change with the weather.”

On your own

Q4. (Management plan + persuasive text) Choose **one** change you would like to see near your school or home — a new crossing, a litter-free reserve, more shade, a walking bus. Then:

- (a) Fill in a management plan like the model in the Theory: goal / what we will do / who will do it / when / how we will know it worked. Your *proof* column must include one piece of evidence you would collect yourself (a count, a survey, photographs).
- (b) Write one persuasive paragraph (5–7 sentences) arguing for your plan. It must reference your evidence by naming what you counted and how, name the other side’s best point and answer it, and use at least two of the linking words *because*, *so*, *this means*, *as a result*.

Q5. (Informative text) Using the country data graph, write the narrator’s words for **scene 4** of the Australia–Indonesia documentary. Your script must: name the World Bank and the year 2023; include one sentence of description and two sentences of explanation; and use at least one concept lens, named.

Q6. (Extended inquiry task — choose **one** of your investigations: 1C, 1E or 2B) Produce a finished explanation that draws your ideas and findings together and communicates them. Choose one shape:

- a management plan plus a persuasive paragraph (like Q4, but using your investigation findings), or
- an infographic plus an explanation of why its steps work (like Example 3), or
- a documentary plan plus narrator’s words (like Example 2).

Your work must: draw on **at least two kinds** of source from the six (one may be data you collected yourself in 3B); reference each borrowed idea with a name and a year; use and name **at least one concept lens**; use at least three linking words; and finish with the hand-in checklist, ticked. Length: 300–450 words plus your plan or infographic.

Answers

Q1. Model answer: “According to AFAC and Victorian government records of past fire seasons (2020, retrieved 25 August 2026), about 1.5 million hectares burnt across Victoria in 2019–20 — so communities near bushland need to plan early.” Accept any version with all four parts: name (AFAC / Victorian government records), year, the fact, and the link to the point.

Q2. (a) *environment* — the rivers, fish and ash are the living and non-living world. (b) *interconnection* — two places linked by work and travel. (c) *sustainability* — a choice now, judged by what it leaves for people in the future. (d) *place* — what the town is like, and how it changed.

Q3. (a) informative — it hands the reader a fact with its source. (b) persuasive — it argues for what *should* happen. (c) persuasive — it names the other side’s best point (kits cost money) and answers it. (d) informative — it tells how the ratings work, without taking a side.

Q4–Q6. These are writing tasks; the full solutions below show one strong model each. Your own answers will differ — mark them against the task’s must-have list and the hand-in checklist.

Full solutions, step by step

Q4 model — “A shade sail over the junior playground”

Plan (model text — the place and people are made up; yours will be real):

Our goal	What we will do	Who will do it	When	How we will know it worked
A cooler junior playground at lunchtime	Ask the council for one shade sail over the sandpit	The Grade 6 class, with our teacher	Term 3	The council’s written decision, and our own before-and-after temperature counts
	Count playground temperatures at 1 pm on five hot days, and survey the junior classes about where they play	Pairs of students	Weeks 1–2	A table of counts and a graph of the survey, ready to attach to our letter
	Write the letter to the council with our data attached	Everyone drafts; the class votes on the final words	Week 5	Letter sent

Persuasive paragraph (model):

Our junior playground needs one shade sail over the sandpit, and the council should fund it this year. On five hot days we measured the sandpit at 1 pm and it was the hottest spot in the yard every time — our own count, taken with the school’s thermometer, is the evidence this plan rests on. The sand stays hot **because** it sits in full sun all afternoon, **so** on bad days the juniors have nowhere cool to play. Some people will say the money should go to new play equipment instead; yet equipment does not make a 35-degree yard playable, and shade protects skin every single day of every single year. **This means** a sail is not a luxury — it is the cheapest way to keep the youngest kids playing, learning and safe. **As a result**, we ask the council to approve one sail in Term 3, and we will send our counts with the letter.

Marker’s eye: evidence named and sourced (our count, our thermometer) ✓; other side’s best point named and answered ✓; four linking words ✓; *place* and *environment* lenses at work, even though not every one is named.

Q5 model — narrator's words, scene 4

“Look first at the people panel. Australia is home to 26.7 million people, and Indonesia to 281.2 million — more than ten times as many (World Bank, 2023). That single fact explains much of what follows: **because** Indonesia carries so many more people, its cities, farms and schools must feed and teach a far bigger population. The other two panels show how different the two countries still are — people usually live to 83.1 in Australia and 71.1 in Indonesia, and the money made per person is US\$65,058 against US\$4,876 (World Bank, 2023). **So** the two countries sit close on the map yet at different steps of the same journey — and that difference is exactly why they trade, travel and help each other. Through the **interconnection** lens, the graph is a picture of two countries that need each other.”

Marker's eye: source named with year, twice ✓; one description sentence (the first) and two explanation sentences (*because*, *so*) ✓; lens named ✓. Notice the closing choice: “countries that need each other” says the geography plainly — plain and true beats a prettier word.

Q6 model — concluding the 1E investigation as an informative text

Shape chosen: an informative text that draws on two sources — the bushfire timeline (Royal Commission and AFAC records) and a letter. The letter below is model text written for this section; in your own work, a real letter from your 3B collecting would take its place.

Model letter (written for this section). “To the editor. I was twelve in February 2009, and I still remember the sky at midday. We left with ten minutes’ warning, and our car carried us past houses that were already gone. Please — teach every kid the fire plan before the season starts. — A resident of a Victorian bush town.”

Model informative text. *Why Victoria plans for bushfire season.* Victoria’s fire history reads like a drumbeat: 1939, 1983, 2009, 2019–20. According to the 2009 Victorian Bushfires Royal Commission, in its 2010 final report, the 2009 fires killed 173 people and destroyed 2,133 houses, and AFAC’s season records show that the 2019–20 fires burnt about 1.5 million hectares across the state. The numbers alone describe the problem; the *why* comes from putting the sources side by side. The timeline shows that the biggest fires arrived in hot, dry, windy weeks, **because** those weeks turn forest and grassland into dry fuel. The letter adds what a table cannot hold — how a fire *feels* from the inside, and why one resident wants children taught the fire plan “before the season starts”. Put together, the two sources explain Victoria’s big rule of recent years: plan early, warn early, leave early. **As a result**, fire danger ratings and community education now sit at the centre of the state’s fire story. **This means** the 1E answer to “how should a place manage this hazard?” is not one action but a cycle — prevention, preparedness, response, recovery — and every student who can now explain *why* the cycle exists has finished the inquiry the section started.

Marker's eye: two different source kinds (timeline + letter) ✓; both referenced with name and year, the letter flagged as model text ✓; description and explanation kept separate and labelled by their linking words ✓; *environment* and *place* lenses inside the reasoning ✓; the text closes the 1E investigation by returning to its framework.

Every fact about the real world in this section carries a source: the 2009 Victorian Bushfires Royal Commission, Final Report (2010); AFAC and Victorian government records of past bushfire seasons; the World Bank’s World Development Indicators (2023); and the CFA’s bushfire safety planning — all retrieved 25 August 2026. Model texts (the management plan, the infographic tiles, the letter) are written for this section and labelled as such.