

Geography Level 6

End-of-level review

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End-of-level review

End-of-level review · All four chapters · End-of-Level-6 check

Geography Level 6 (Year 6) · Victorian Curriculum 2.0 · Levels 5–6 band

This paper was designed by the school-workbook publisher for classroom use. It is not a VCAA assessment.

This is a classroom check, not an exam. It uses only the content of this book — its sections, figures, tables and worked examples — and carries no data of its own. Where a question needs numbers, it sends you to the book's own figure or table.

Total: 60 marks — Part 1 (18 marks), Part 2 (14 marks), Part 3 (14 marks), Part 4 (14 marks).

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

Name: _____ Date: _____

Total marks	60
Timing	Untimed. This is a classroom check, not an exam; your teacher will let you finish. If it is run in two sittings, allow roughly 40–50 minutes for each.
Sittings	This paper may be run in one sitting or split by part — for example Parts 1 and 2 (32 marks) in one sitting, Parts 3 and 4 (28 marks) in the other.
Materials	Your workbook (Chapters 1–4). Many questions ask you to turn to a figure, table or worked example in your workbook and use it. No calculator or device is needed.
Support	Your teacher may read any question aloud and may explain any word.

This paper checks what you learned across all of Level 6: how places are changed and managed, Australia in a connected world, the skills of geographical inquiry, and how to conclude, decide and communicate. Level 6 is the last year of the Levels 5–6 band, so this paper reports against the band's achievement standard. Attempt every question. Where a question asks you to explain or give reasons, a one-word answer will not score the mark.

Part 1 — People, places and environments: how places are changed and managed (18 marks)

Questions 1–6 draw on Chapter 1 (sections 1A–1E). Turn to your workbook each time a question points at a figure, table or example.

Question 1 — Planning and protecting a place (3 marks)

Draws on section 1A (VC2HG6K01) — the planning flowchart and the Great Barrier Reef ring chart.

- (a) The planning flowchart in section 1A has six numbered steps. Name the step that comes straight after step 3, where the developer applies to the council for a planning permit. (1 mark)

- (b) Using the ring chart in section 1A, what share of the Great Barrier Reef Marine Park is made up of no-take zones? (1 mark)

- (c) What is forbidden in a no-take zone? (1 mark)

Question 2 — How connections change places (3 marks)

Draws on section 1B (VC2HG6K02) — Figures 1, 2 and 4.

- (a) Figure 1 in section 1B shows five things that move between connected places. List all five. (1 mark)

- (b) Using Figure 4 in section 1B, name Australia's biggest export market and give the value of Australia's exports to it. (1 mark)

- (c) Figure 2 in section 1B shows six characteristics of a place that a new connection can change. Name two of the six, and for one of them say how the trade connection with China could change it in an Australian town. (1 mark)

Question 3 — The place this book studied (3 marks)

Draws on section 1C (VC2HG6K03) — Figures 2, 3 and 7.

- (a) Give one feature of Mildura's relative location from Figure 2 in section 1C. (1 mark)

(b) Using the climate graph (Figure 3) in section 1C, name the wettest month at Mildura Airport. (1 mark)

(c) Figure 7 in section 1C shows change in Mildura between the 2016 and 2021 censuses. By how many people did the population of the Rural City of Mildura grow? (1 mark)

Question 4 — Sustainability and threats to places (3 marks)

Draws on section 1D (VC2HG6K04) — the three-circle diagram, the Aral Sea chart and the two threats tables.

(a) Name the three circles of the sustainability diagram in section 1D. (1 mark)

(b) Using the Aral Sea chart in section 1D, about what fraction of its old size was the sea by 2007? (1 mark)

(c) Section 1D has a table of natural threats and a table of human threats. Name one threat from each table. (1 mark)

Question 5 — Climate hazards and the four phases (3 marks)

Draws on section 1E (VC2HG6K05) — Figures 1E-1, 1E-3 and 1E-7.

(a) Figure 1E-1 in section 1E gives Australia's four main climate hazards. Name all four. (1 mark)

(b) Using Figure 1E-3 in section 1E, which Victorian bushfire event lost the most lives, and how many lives were lost? (1 mark)

(c) Figure 1E-7 in section 1E shows the four phases of managing hazards. Name them in order. (1 mark)

Question 6 — Putting Chapter 1 to work (3 marks)

Draws on sections 1D and 1E (VC2HG6K04, VC2HG6K05) — Worked example 2 and Figure 1E-6 in section 1E, and Example 3 in section 1D.

- (a) Worked example 2 in section 1E sorts the impacts of a hazard into three kinds. Name the three kinds. (1 mark)

- (b) Using Figure 1E-6 in section 1E, which hazard event cost insurance companies the most? (1 mark)

- (c) Example 3 in section 1D weighs two views: rebuild a flood town in place, or move its most at-risk homes. Choose one side and give one reason the example puts on that side. (1 mark)

End of Part 1.

Part 2 — Australia in a connected world (14 marks)

Questions 7–11 draw on Chapter 2 (sections 2A–2C).

Question 7 — Continents, bearing and direction (3 marks)

Draws on section 2A (VC2HG6K06) — the seven-continent model, the section's defined terms, and the compass diagram.

- (a) This book uses the seven-continent model. Name the seven continents. (1 mark)

- (b) Section 2A defines a *bearing*. What is a bearing? (1 mark)

- (c) Using the compass diagram in section 2A, give the compass direction you face from Melbourne to find (i) Tokyo and (ii) London. (1 mark)

Question 8 — Australia's nearest region (2 marks)

Draws on section 2A (VC2HG6K06) — the bar chart of straight-line distances from Melbourne to ten major Asian cities.

- (a) Using the distance chart in section 2A, which of the ten Asian cities is closest to Melbourne, and about how far away is it? (1 mark)

- (b) Which of the ten is the greatest distance from Melbourne, and about how far? (1 mark)

Question 9 — The Asia-Pacific region (3 marks)

Draws on section 2B (VC2HG6K07) — Figure 2.11, Figure 2.15 and the section's location language.

- (a) Section 2B follows the curriculum definition of the Asia-Pacific region as five parts. Name the five parts. (1 mark)

- (b) Using Figure 2.15 in section 2B, write the absolute location of Tokyo. (1 mark)

(c) What is the difference between a place's absolute location and its relative location? (1 mark)

Question 10 — Reading the region's data (3 marks)

Draws on section 2B (VC2HG6K07) — Figures 2.14, 2.18 and 2.20.

(a) Using Figure 2.14 in section 2B, which country on the chart has the most people per square kilometre, and about what is its number? (1 mark)

(b) Using Figure 2.18 in section 2B, which country has the longest life expectancy at birth, and about how long? (1 mark)

(c) Using Figure 2.20 in section 2B, which country of birth contributed the largest net overseas migration to Australia in 2024–25? (1 mark)

Question 11 — Comparing countries (3 marks)

Draws on section 2C (VC2HG6K08) — the income-group table, Figure 4 and the section's "Defined term" note.

(a) Section 2C sorts countries into four World Bank income groups. Name the four groups. (1 mark)

(b) Using Figure 4 in section 2C, name one country whose population was shrinking in 2023. (1 mark)

(c) Why does section 2C describe countries by income group instead of calling them "developed" and "developing"? (1 mark)

End of Part 2.

Part 3 — Geographical inquiry: questions, data, representation and analysis (14 marks)

Questions 12–16 draw on Chapter 3 (sections 3A–3D).

Question 12 — Strong geographical questions (3 marks)

Draws on section 3A (VC2HG6S01) — Figures 2, 4 and 7.

- (a) Figure 2 in section 3A gives the six question words. List all six. (1 mark)

- (b) Figure 4 in section 3A shows three types of question. Name the three types. (1 mark)

- (c) A student writes: “Why is tourism bad for Mildura?” This question carries a hidden idea. Rewrite it as a strong question using the rule under Figure 7 in section 3A: your question must name a place, a focus and a way to find evidence. (1 mark)

Question 13 — Sources and methods (3 marks)

Draws on section 3B (VC2HG6S02) — *primary and secondary sources, Worked example 1, and the school yard fieldwork task.*

- (a) Sort these four sources into *primary* or *secondary*: a photograph you took of the school yard; a library book about wetlands; ABS QuickStats for your local area; an interview you ran with the school groundskeeper. (1 mark)

- (b) Worked example 1 in section 3B compares East Gippsland and Greater Geelong using ABS 2021 Census QuickStats. Which area has the higher median weekly household income, and what are the two figures? (1 mark)

- (c) The fieldwork task in section 3B surveys the school yard. Besides “one thing you notice”, name the two things you record at each of your five sites. (1 mark)

Question 14 — Representing data (3 marks)

Draws on section 3C (VC2HG6S03) — BOLTSS, the “if a map is missing...” table and the “which form to try” table.

- (a) Maps in this book follow six conventions, remembered as BOLTSS. What does each letter stand for? (1 mark)

- (b) Using the “if a map is missing...” table in section 3C, choose one convention and state the reader’s problem when it is missing. (1 mark)

- (c) Using the “which form to try” table in section 3C, give the best form for each question: (i) change over time; (ii) how strong the connections between places are. (1 mark)

Question 15 — Scale and flow maps (2 marks)

Draws on section 3C (VC2HG6S03) — the large-scale/small-scale figure and the exports flow map.

- (a) Which zooms in on a small area with lots of detail — a large-scale map or a small-scale map? (1 mark)

- (b) On the flow map of Australia’s exports in section 3C, which market has the thickest line? (1 mark)

Question 16 — Interpreting maps (3 marks)

Draws on section 3D (VC2HG6S04) — the choropleth map in Figure 3 and the rainfall map in Figure 11.

- (a) What does a choropleth map show? (1 mark)

- (b) Figure 3 in section 3D shades people per square kilometre by state and territory. Which state or territory has the highest value, and what is that value? (1 mark)

- (c) On Figure 11 in section 3D, Mildura sits in a dry area, yet about 54,000 people live there. Give the geographical reason the town can still be there. (1 mark)

End of Part 3.

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

Questions 17–21 draw on Chapter 4 (sections 4A–4C). Question 21 is the cross-chapter question: it draws on the whole book.

Question 17 — Testing evidence (2 marks)

Draws on section 4A (VC2HG6S05) — the five checks for evidence and Worked example 2.

- (a) Section 4A gives five checks to run on evidence before you conclude with it. Name any three of the five. (1 mark)

- (b) In Worked example 2 of section 4A, one source is a newspaper story about a single fire in 1983, and the book judges it “Not valid — out of date, one event”. Name one of the five checks that this source fails. (1 mark)

Question 18 — Futures and introduced species (3 marks)

Draws on section 4B (VC2HG6S06) — the two futures, Figure 2 and the cane toad timeline (Figure 3).

- (a) What is the difference between the probable future and the preferred future? (1 mark)

- (b) Using Figure 2 in section 4B, about how much of the weight of all the fish in that stretch of the Murray-Darling is carp? (1 mark)

- (c) Using the cane toad timeline in section 4B (Figure 3) and the text beside it, when and where were cane toads let go in Australia, and why? (1 mark)

Question 19 — Deciding with criteria (2 marks)

Draws on section 4B (VC2HG6S06) — the decision grid in Figure 6 and the class vote in Figure 8.

- (a) The decision grid in Figure 6 of section 4B scores each option against three criteria. Name the three criteria. (1 mark)

- (b) Figure 8 in section 4B records one class's vote on the carp question. What did the class decide, and what were the three vote numbers? (1 mark)

Question 20 — Explaining and referencing (3 marks)

Draws on section 4C (VC2HG6S07) — description and explanation, the four parts of a referenced sentence, and the section's bushfire timeline.

- (a) Which question words does a *description* answer, and which does an *explanation* answer? (1 mark)

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-
- (b) Section 4C gives four parts that every referenced sentence needs. Name them in order. (1 mark)

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-
- (c) Here is a bare fact from the timeline in section 4C: "About 1.5 million hectares burnt across Victoria in 2019–20." Rewrite it as one full referenced sentence with all four parts, linking it to this point: *communities near bushland need to plan early*. (1 mark)

Question 21 — The whole book in one explanation (4 marks)

Draws on section 4C (VC2HG6S07) for the writing method and on the whole book for the content. This is the cross-chapter question.

A Year 5 class asks you: **"Why do towns near bushland in Victoria need to plan early?"**

Write an explanation of 5–6 sentences, the way section 4C teaches. Your explanation must:

- (a) open with a sentence that states your answer, then use at least three of the four concept lenses from section 4C — *place, interconnection, environment, sustainability* — and name each lens you use; (1 mark)
- (b) include at least one number from a figure, table or timeline in this book, naming the section and the figure you took it from; (1 mark)
- (c) include at least one idea from a chapter other than Chapter 4 — for example a management idea from Chapter 1, a connection from Chapter 2 or a skill from Chapter 3 — and name the chapter or section it comes from; (1 mark)

(d) end with one referenced sentence built from the four parts in section 4C: NAME the source, GIVE the year, SAY what it found, and LINK it to your point. (1 mark)

End of Part 4. End of paper — 60 marks.

Marking guide

*End-of-level review — Geography Level 6. **Total: 60 marks** — Part 1 (18 marks), Part 2 (14 marks), Part 3 (14 marks), Part 4 (14 marks). Worked solutions follow this guide, in the paper's order.*

What this paper is

A school-designed classroom check across all four chapters of the Level 6 book and all 15 content descriptions of the Levels 5–6 band. Level 6 is the band's last year, so the paper reports against the band's achievement standard directly. It is not a VCAA assessment. Every item points only at content the book already contains — its figures, tables, worked examples and defined terms — and adds no new data; no item requires any source beyond the student's own workbook.

How to mark it

- Point-based: each part scores its mark on its mark point below.
- Accept the same idea in different words. The rubric quotes the book's wording, but a student's own phrasing scores the mark if it carries the same idea.
- Shared error: a wrong value carried forward from an earlier part into an otherwise-correct later part still earns the later mark.
- Open items (Q6c, Q12c, Q21) are marked on the quality of the reasoning against the stated requirements, never on the side or view the student takes.
- The ruled space is a space to write in, not a set number of lines: a correct short answer in fewer lines scores full marks.
- Q21 is marked on its four requirements, 1 mark each; a requirement met in the student's own words counts.

Marks

Q	Part	Strand	Codes	Owner section	Marks
1	1	Knowledge	VC2HG6K0 1	1A	3
2	1	Knowledge	VC2HG6K0 2	1B	3
3	1	Knowledge	VC2HG6K0 3	1C	3
4	1	Knowledge	VC2HG6K0 4	1D	3
5	1	Knowledge	VC2HG6K0 5	1E	3
6	1	Knowledge	VC2HG6K0 4 + VC2HG6K0 5	1D + 1E	3
7	2	Knowledge	VC2HG6K0 6	2A	3
8	2	Knowledge	VC2HG6K0 6	2A	2
9	2	Knowledge	VC2HG6K0 7	2B	3
10	2	Knowledge	VC2HG6K0 7	2B	3
11	2	Knowledge	VC2HG6K0 8	2C	3
12	3	Skills	VC2HG6S0	3A	3

Q	Part	Strand	Codes	Owner section	Marks
			1		
13	3	Skills	VC2HG6S0	3B	3
			2		
14	3	Skills	VC2HG6S0	3C	3
			3		
15	3	Skills	VC2HG6S0	3C	2
			3		
16	3	Skills	VC2HG6S0	3D	3
			4		
17	4	Skills	VC2HG6S0	4A	2
			5		
18	4	Skills	VC2HG6S0	4B	3
			6		
19	4	Skills	VC2HG6S0	4B	2
			6		
20	4	Skills	VC2HG6S0	4C	3
			7		
21	4	Skills (cross- chapter)	VC2HG6S0 7	4C + whole book	4
Total					60

Achievement-standard extracts

What each part of this paper reports against in the band's achievement standard — referenced, not quoted, and restated in this guide's own words:

Aspect of the Level 6 achievement standard	Reported by
how people shape the character of places, how places change, and how that change is managed sustainably	Part 1 (Q1–Q4, Q6)
bushfires and the other climate hazards of section 1E, and how the harm they do can be reduced	Part 1 (Q5–Q6); Part 4 (Q21)
the world's major geographical divisions, how diverse places are, and what Australia's connections with other countries do	Part 2 (Q7–Q9)
the big economic, demographic and social differences among the world's countries	Part 2 (Q10–Q11)
asking questions, and finding, gathering and sorting information and data from both primary and secondary sources	Part 3 (Q12–Q13)
showing and reading information in formats such as maps, graphs and tables, to describe the patterns, trends and relationships in it	Part 3 (Q14–Q16)
analysing information and building conclusions from evidence	Part 4 (Q17)
suggesting what to do about a land management issue, and judging each possible impact against criteria	Part 4 (Q18–Q19)
choosing and organising ideas and findings drawn from sources, and using the four geographical concepts —	Part 4 (Q20–Q21)

place, interconnection, environment, sustainability — in
descriptions and explanations

Question-by-question rubric

Q1 — 3 marks (VC2HG6K01). - a. Step 4 of the planning flowchart: nearby residents and the community can look at the plans and object. 1 mark. - b. 33.3% of the park — about one third. 1 mark. - c. Nothing may be fished for or collected in a no-take zone. 1 mark.

Q2 — 3 marks (VC2HG6K02). - a. All five: people; goods; money; ideas and culture; information. 1 mark (accept “ideas” and “culture” as one item, per the book’s answer key wording). - b. China; A\$188,702 million. 1 mark. - c. Any two of the six characteristics in Figure 2 (people; jobs; buildings and shops; services; culture; environment), plus one effect the China trade connection could really have on the named characteristic. 1 mark.

Q3 — 3 marks (VC2HG6K03). - a. Any one feature of relative location from Figure 2: on the Victorian bank of the Murray River; beside the New South Wales border (the river is the border); about 545 km by road north-north-west of Melbourne; on the Calder Highway, the Sturt Highway or the railway line. 1 mark. - b. October (about 29 mm). 1 mark. - c. 3,094 people (53,878 to 56,972; about 6% growth in five years). 1 mark.

Q4 — 3 marks (VC2HG6K04). - a. Environment, economy, community. 1 mark. - b. About 1 in 10 of its old size (about 6,800 square kilometres by 2007, down from about 68,000 in 1960). 1 mark. - c. One natural threat (floods; drought; heatwaves and other extreme weather; storm weather that can set off thunderstorm asthma) and one human threat (outmigration; an industry closing down; services and facilities closing; rapid population growth; pollution; new roads). 1 mark.

Q5 — 3 marks (VC2HG6K05). - a. Bushfires, floods, droughts, cyclones. 1 mark. - b. Black Saturday (2009) — 173 lives lost. 1 mark. - c. Prevention, preparedness, response, recovery — in that order. 1 mark.

Q6 — 3 marks (VC2HG6K04 + VC2HG6K05). - a. Economic, social, environmental. 1 mark. - b. Cyclone Yasi (2011) — \$3.60 billion in insurance losses. 1 mark. - c. Either side, with one reason drawn from Example 3 in section 1D. Rebuild: it is home (families, jobs, memories); moving a whole town costs far more than good flood protection; with levees, early warnings and homes built higher the town keeps its school and shops; the farmland still needs workers. Move: every flood costs money and years of recovery; the bill is paid by everyone, not just the people on the floodplain; moving the most at-risk homes to higher ground and letting the river use its floodplain is cheaper and safer over fifty years; the town still exists, a little smaller, on safer ground. 1 mark for reasoning, whichever side is chosen.

Q7 — 3 marks (VC2HG6K06). - a. Asia, Africa, North America, South America, Antarctica, Europe, Oceania. 1 mark. - b. The compass direction you would face to look straight at a place. 1 mark. - c. (i) Tokyo: north. (ii) London: north-west. 1 mark for both.

Q8 — 2 marks (VC2HG6K06). - a. Jakarta — about 5,207 km. 1 mark. - b. New Delhi — about 10,205 km. 1 mark.

Q9 — 3 marks (VC2HG6K07). - a. South Asia, South-East Asia, East Asia, New Zealand, the Pacific Islands. 1 mark. - b. 36°N, 140°E. 1 mark. - c. Absolute location pins a place down exactly with latitude and longitude; relative location describes where it sits compared with other places. 1 mark.

Q10 — 3 marks (VC2HG6K07). - a. Bangladesh — about 1,352 people per square kilometre. 1 mark. - b. Japan — about 84.0 years. 1 mark. - c. India (+57,410). 1 mark.

Q11 — 3 marks (VC2HG6K08). - a. Low income, lower-middle income, upper-middle income, high income. 1 mark. - b. Any one of Japan (−0.4%), Italy (−0.3%), China (−0.2%), South Korea (−0.1%). 1 mark. - c. The World Bank itself stopped using “developed” and “developing” because there is no agreed line between the two; income groups are stated, sourced and testable. 1 mark.

Q12 — 3 marks (VC2HG6S01). - a. Where, what, why, how, when, who. 1 mark. - b. Probing questions, open-ended questions, practical questions. 1 mark. - c. The rewrite drops the hidden idea (“bad” — the question has already decided) and names a place, a focus and a way to find evidence, per the rule under Figure 7. Accept any rewrite that meets the rule. 1 mark.

Q13 — 3 marks (VC2HG6S02). - a. Primary: the photograph you took; the interview you ran. Secondary: the library book; ABS QuickStats. 1 mark for all four correct. - b. Greater Geelong — \$1,592 against East Gippsland’s \$1,110. 1 mark. - c. The surface (sealed or unsealed) and the shade (full, some or no). 1 mark.

Q14 — 3 marks (VC2HG6S03). - a. Border, Orientation, Legend, Title, Scale, Source. 1 mark. - b. Any one row of the “if a map is missing...” table: Border — cannot tell where the mapped area ends; Orientation — cannot tell which way is north, so directions are guesswork; Legend — the symbols are a secret code; Title — do not know what the map shows; Scale — cannot tell how big or how far anything is; Source — cannot check the information or find out more. 1 mark. - c. (i) A line graph (accept a futures timeline). (ii) A flow map. 1 mark for both.

Q15 — 2 marks (VC2HG6S03). - a. A large-scale map (a small area with lots of detail; a small-scale map zooms out over a big area with less detail). 1 mark. - b. China — the thickest line. 1 mark.

Q16 — 3 marks (VC2HG6S04). - a. It shades whole areas with one colour for each class of numbers (for example, people per square kilometre); the legend gives the classes. 1 mark. - b. The ACT — 206.6 people per square kilometre. 1 mark. - c. Mildura is on the Murray River and its farms use river water, so the town can sit in a dry area (about 300 mm of rain a year). 1 mark.

Q17 — 2 marks (VC2HG6S05). - a. Any three of: is it about the question; from a reliable source; up to date; enough of it; collected in a fair way. 1 mark. - b. “Up to date” (the 1983 story is old). Also accept “enough of it” (one event cannot answer a question about risk in general) — the book’s verdict names both. 1 mark.

Q18 — 3 marks (VC2HG6S06). - a. 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. 1 mark. - b. Up to about 90 in every 100 (of the weight of all the fish in that stretch). 1 mark. - c. Near Gordonvale in Queensland, in 1935, to eat beetles that were harming sugar cane. 1 mark.

Q19 — 2 marks (VC2HG6S06). - a. Economic, environmental, social. 1 mark. - b. The class chose fish barriers (Option A) — the vote was 12-9-7, with 12 votes for barriers and 9 and 7 for the other two options (catch and remove; keep the river healthy). 1 mark.

Q20 — 3 marks (VC2HG6S07). - a. A description answers *what, where and when*; an explanation answers *why and how*. 1 mark. - b. In order: NAME the source; GIVE the year; SAY what it found; LINK it to your point. 1 mark. - c. One sentence with all four parts: the name (AFAC and Victorian government records of past fire seasons), a year, the fact (about 1.5 million hectares burnt across Victoria in 2019–20) and the link (communities near bushland need to plan early). 1 mark.

Q21 — 4 marks (VC2HG6S07, cross-chapter). - Mark the four requirements separately, 1 mark each; a requirement met in the student’s own words counts. The explanation should run to 5–6 sentences. Never mark the view taken — mark the requirements. - a. An opening sentence that states the answer, then at least three of the four concept lenses (*place, interconnection, environment, sustainability*) used and named. 1 mark. - b. At least one real number from this book, with its section and figure named — for example 173 lives lost on Black Saturday 2009 (Figure 1E-3, section 1E); about 1.5 million hectares burnt in 2019–20 (the timeline in section 4C); \$3.60 billion of insurance losses after Cyclone Yasi (Figure 1E-6, section 1E). 1 mark. - c. At least one named idea from Chapters 1–3 — for example the four phases of managing hazards (section 1E), the rebuild-or-move weighing (Example 3, section 1D), planning schemes and permits (section 1A), or testing evidence before concluding (Chapter 3 or 4A). 1 mark. - d. A closing referenced sentence with all four parts from section 4C (name, year, what it found, link). 1 mark.

Totals check

- Parts: 18 + 14 + 14 + 14 = **60 marks; 21 questions**; every question’s parts sum to its stated marks.
- All 15 content descriptions assessed, each in the part for the chapter that owns it: K01 (Q1), K02 (Q2), K03 (Q3), K04 (Q4, Q6), K05 (Q5, Q6), K06 (Q7, Q8), K07 (Q9, Q10), K08 (Q11), S01 (Q12), S02 (Q13), S03 (Q14, Q15), S04 (Q16), S05 (Q17), S06 (Q18, Q19), S07 (Q20, Q21).
- Q21 is the cross-chapter item: owned by section 4C, it draws ideas from all four chapters.

Solutions

Q1. a. Step 4 — nearby residents and the community can look at the plans and object (say, with reasons, that they are against it). b. 33.3% — about one third of the park, the green part of the ring chart. c. Nothing may be fished for or collected; in the rest of the park (the other 66.7%), fishing, tourism and research are allowed under rules.

Q2. a. People; goods; money; ideas and culture; information (Figure 1). b. China — A\$188,702 million, the value at the end of the bar in Figure 4. c. Any two of the six cards in Figure 2 — people; jobs; buildings and shops; services; culture; environment — with one effect the China connection could really have on the named one. For example: *culture* — more Chinese foods, shops and festivals appear in the town; or *jobs* — more work in the ports, mines and farms that feed the exports. So a. five things that move; b. China, A\$188,702 million; c. two characteristics plus one effect.

Q3. a. Any one from Figure 2: Mildura sits on the Victorian bank of the Murray River; it is right beside the border with New South Wales (the river itself is the border there); it is about 545 km by road north-north-west of Melbourne; it sits on the Calder Highway, the Sturt Highway and a railway line. b. October, at about 29 mm of rain. c. 3,094 more people — the population rose from 53,878 (2016) to 56,972 (2021), growth of about 6% in five years.

Q4. a. Environment, economy and community — the three circles that meet at sustainability. b. About 1 in 10 of its old size: about 6,800 square kilometres in 2007, down from about 68,000 in 1960. c. For example: natural — drought; human — loss of an industry (such as when the Hazelwood Power Station closed in 2017). Any one threat from each table is accepted.

Q5. a. Bushfires, floods, droughts and cyclones. b. Black Saturday, 2009 — 173 lives lost, the most of the four events in Figure 1E-3. c. Prevention, preparedness, response, recovery — a cycle, because what is learnt after one event helps prevent the next.

Q6. a. Economic, social and environmental impacts — money, jobs and property; people's lives, health and safety; land, water, plants, animals and air. b. Cyclone Yasi (2011), with \$3.60 billion in insurance losses; the October 2022 south-east Australia floods are second at \$3.20 billion. c. Either side scores with a reason from Example 3. *Rebuild*: this is home — families, jobs and memories are here, moving a whole town costs far more than good flood protection, and with levees, early warnings and homes built higher the town keeps its school, shops and future. *Move*: every flood costs money and years of recovery, the bill is paid by everyone and not just the people on the floodplain, and moving the most at-risk homes to higher ground — letting the river use its floodplain — is cheaper and safer over fifty years. The mark goes to the reasoning, not the side.

Q7. a. Asia, Africa, North America, South America, Antarctica, Europe and Oceania — the seven-continent model this book uses. b. A bearing is the compass direction you would face to look straight at a place. c. From Melbourne: (i) Tokyo lies north; (ii) London lies north-west.

Q8. a. Jakarta, the capital of Indonesia — about 5,207 km, the closest of the ten major Asian cities on the chart. b. New Delhi — about 10,205 km, the greatest distance of the ten.

Q9. a. South Asia, South-East Asia, East Asia, New Zealand and the Pacific Islands (Australia is the starting point we measure from, not one of the five parts). b. 36°N, 140°E. c. Absolute location is the exact position on Earth, written as latitude then longitude; relative location describes where a place sits compared with other places — for example, its direction and distance from them.

Q10. a. Bangladesh — about 1,352 people per square kilometre, the tallest bar on Figure 2.14 (Singapore, at roughly 8,500, is left off the chart). b. Japan — about 84.0 years. c. India, with net overseas migration of +57,410 in 2024–25.

Q11. a. Low income (under US\$1,150 per person a year), lower-middle income (\$1,150 to \$4,450), upper-middle income (\$4,450 to \$13,850) and high income (over \$13,850). b. Any one of Japan (−0.4%), Italy (−0.3%), China (−0.2%) or South Korea (−0.1%). c. Because the World Bank itself stopped using “developed” and “developing”: there is no agreed line between the two, so the labels hide more than they tell. Income groups are a frame that is stated, sourced and testable.

Q12. a. Where, what, why, how, when, who — where and what describe and locate; why and how explain; when tracks change through time; who finds the people making the choices. b. Probing questions (dig for more detail), open-ended questions (draw out many ideas) and practical questions (guide choices about money and time). c. The weak

question carries the hidden idea that tourism is bad — it has already decided. A strong rewrite lets the evidence decide and names a place, a focus and a way to find evidence, for example: “*How has tourism changed jobs and shops in Mildura, and who decides how tourism is managed there?*” — the change could be counted from census figures and the decision-makers named from council pages. Any rewrite meeting the Figure 7 rule is accepted. (Section 3A’s own car-park example works the same way: “Why is closing the car park a bad idea?” carries the hidden idea that it is bad.)

Q13. a. Primary sources — collected by you: the photograph you took of the school yard; the interview you ran with the school groundskeeper. Secondary sources — collected by someone else: the library book about wetlands; ABS QuickStats for your local area. b. Greater Geelong — a median weekly household income of \$1,592, against \$1,110 in East Gippsland. c. The surface (sealed — a hard layer such as concrete or paving; or unsealed — grass, dirt or gravel) and the shade (full, some or no).

Q14. a. Border, Orientation, Legend, Title, Scale, Source. b. For example, no Scale — the reader cannot tell how big or how far anything is. Any row of the table is accepted with its stated problem. c. (i) Change over time — a line graph (or a futures timeline). (ii) How strong the connections between places are — a flow map.

Q15. a. The large-scale map: it zooms in on a small area with lots of detail, while the small-scale map zooms out over a big area with less detail. b. China — the thickest line on the flow map (A\$188.7 billion of exports in 2024–25), then Japan and South Korea.

Q16. a. A choropleth map shades whole areas with one colour for each class of numbers — for example, people per square kilometre — and the legend tells you what each colour means. b. The ACT, at 206.6 people per square kilometre — the book’s “odd result”: a city in a very small area, so its per-square-kilometre number is huge. c. Mildura sits on the Murray River and its farms use river water, which is why a town of about 54,000 people can sit in a dry area of about 300 mm of rain a year — one odd result sharpens the rainfall-and-towns relationship rather than killing it.

Q17. a. Any three of the five checks: is it about the question; is it from a reliable source; is it up to date; is there enough of it; was it collected in a fair way. b. It fails the “up to date” check — a story from 1983 is old. It also fails “enough of it” — a single fire cannot answer a question about risk in general. Either scores the mark, since the book’s verdict (“Not valid — out of date, one event”) names both.

Q18. a. 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. b. Up to about 90 in every 100 — carp make up most of the weight of all the fish in that stretch of the Murray-Darling. c. Near Gordonvale in Queensland in 1935, let go 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.

Q19. a. Economic (costs, jobs and money — who pays, who earns), environmental (nature) and social (people and community). b. The class chose the fish barriers (Option A): the vote was 12-9-7 — 12 votes for the barriers, with 9 and 7 for the other two options (catch and remove; keep the river healthy).

Q20. a. A description tells *what, where and when* — the facts of what happened. An explanation tells *why and how* — it links causes and effects and uses ideas from sources. b. NAME the source (who found it or published it); GIVE the year (when it was found or published); SAY what it found (the fact or idea you are borrowing); LINK it to your point (why it matters for your explanation). c. 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: the name (AFAC / Victorian government records), a year, the fact, and the link to the point.

Q21. Model explanation (5 sentences plus the referenced close; four marks, one per requirement):

*Towns near bushland in Victoria need to plan early, because the risk is built into where they are. Through the **environment** lens, hot, dry, windy days turn the bushland beside these towns into fuel, and Figure 1E-3 in section 1E records that the Black Saturday fires of 2009 took 173 lives. Through the **place** lens, these towns sit right beside the bush, so a fire that starts nearby reaches homes in minutes — the same tension section 1D weighs in Example 3, when a flood town argues about rebuilding or moving. Through the **interconnection** lens, what happens in the bushland travels into the town: roads close, power fails, hospitals fill, and the cost of recovery is paid by people far from the fire itself. Through the **sustainability** lens, planning early — the prevention, preparedness, response and recovery cycle of section 1E — keeps the town working for future people, not just through this season. According to AFAC and Victorian government records of past fire seasons (2020), about 1.5 million hectares burnt across Victoria in 2019–20 — so communities near bushland cannot wait for the first hot day to plan.*

Marking the model against the four requirements: (a) the opening sentence states the answer, and all four lenses are used and named — three would score the mark; (b) 173 lives lost, from Figure 1E-3 in section 1E — equally acceptable are about 1.5 million hectares (the timeline in section 4C), \$3.60 billion of insurance losses (Figure 1E-6, section 1E), or about 2 million hectares burnt by Black Friday in 1939 (section 1E); (c) named ideas from Chapter 1 — the four-phase cycle (1E) and the rebuild-or-move weighing (1D); an idea from Chapter 2 or 3 named by the student is equally acceptable; (d) the closing sentence carries all four referencing parts. The view taken is never marked — only the four requirements.

End of marking guide and solutions — 60 marks.