

Geography Level 8

End-of-level review

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End-of-level review — Geography Level 8

This review is a piece of class work from your workbook. It is a school paper, not an outside exam — Geography Levels 7 and 8 has no outside exam. There is no time to beat. Take as long as you need. If you want, your teacher will read any question out to you.

You do this review once, after Section 6C. It looks back across everything you learned in Chapters 1 to 6. Keep your workbook beside you — some questions ask you to look at a figure or a table in it. Your teacher uses your marks to report on what you have learned across Levels 7 and 8.

End-of-level review · Codes VC2HG8K01–VC2HG8K22, VC2HG8S01–VC2HG8S07

Total: 64 marks · Part A — Questions A1 to A5 · 10 marks · Part B — Questions B1 to B6 · 12 marks · Part C — Questions C1 to C5 · 10 marks · Part D — Questions D1 to D5 · 10 marks · Part E — Questions E1 to E5 · 10 marks · Part F — Questions F1 to F5 · 12 marks

The marks for each question are written with the question.

Every question in this review points to a part of the Levels 7 and 8 achievement standard. Together, the review touches all twenty-nine content descriptions of the band. The standard has two halves: one for the Geographical Knowledge and Understanding strand (Chapters 1–4), and one for the Geographical Skills strand (Chapters 5–6).

The words in this review are words you learned in Chapters 1 to 6. If you need them, the word lists and glossaries are in every section.

In this review you will:

- say how much of Earth’s water is fresh, and read the residence chart (A1)
- read the national water chart, and explain water borrowed, not lost (A2)
- name the wettest and driest stations, and explain the confidence words (A3)
- sort two kinds of water scarcity, and two strategies by their jobs (A4)
- explain how a weaker cyclone killed more people than a stronger one (A5)
- tell objective measures from subjective ones, and explain the weights flip (B1)
- read the GP-visits figure, and say why the gap is not mainly money (B2)
- judge one air reading against two standards (B3)
- compare lone-person households, and explain the machinery of connection (B4)
- judge Richmond and Melton through the space lens, and name one limit (B5)
- read the canopy figure, and say who the shade helps (B6)
- name the biggest and smallest deserts, and describe their distribution (C1)
- state the reef’s listing, and explain how counting visits protects it (C2)
- order the sequence from cave to arch to stack, and explain the two engines (C3)
- explain how human change can make a hazard worse — or trigger one (C4)
- name the three shifts, and trace one through a real chain (C5)
- find the crossover year, and tell urban growth from urbanisation (D1)
- read the growth-drivers figure, and the model of origins and destinations (D2)
- compare concentration in two countries, and name two of its causes (D3)
- name the three growth paths, and one adaptation that lifts liveability (D4)
- name the five lenses, and explain one flow seen from its two ends (D5)
- sort one topic as phenomenon, issue and challenge, and apply the two question tests (E1)
- explain primary and secondary as roles, and pick the right census check (E2)
- name the six parts of BOLTSS, and explain the ACT inset tile (E3)
- tell a pattern from a trend, and say what two places cannot prove (E4)
- choose the honest format and the honest axis (E5)
- name the five parts of a conclusion, and the three test responses (F1)

- apply the three ethical questions and the everyone test (F2)
- sort individual and collective actions, and explain the reef mix (F3)
- name the four parts of a response, and say why the retrieval date matters (F4)
- write an evidence-based response that joins the whole book (F5)

Part A — Chapter 1 — Water in the world

Five questions, 10 marks. The marks for each part are written with the question. Write your answers in your own words.

A1. (2 marks · VC2HG8K01) Section 1A sorts water as a resource.

- Using the 100-litre model in part 2 of section 1A, state how many litres of Earth’s 100 litres are fresh water, and say where most of that fresh water sits. (1 mark)
- Using the residence chart in part 3 of section 1A, explain why a town that pumps deep groundwater fast is using a store that behaves “almost like a non-renewable resource”. (1 mark)

A2. (2 marks · VC2HG8K02) Section 1B studies the many ways people use and value water.

- Using the national water chart in section 1B, name the biggest user of Australia’s consumed water in 2023-24, and state how much it used. (1 mark)
- Section 1B says the water delivered to Barmah-Millewa Forest was “borrowed, not lost”. Using the Barmah-Millewa figure in section 1B, explain what that means. (1 mark)

A3. (2 marks · VC2HG8K03) Section 1C studies Australia’s water: how unevenly it is spread, how much it varies, and the climate change it faces.

- Using the station figures in section 1C, name the wettest and the driest of the thirteen rainfall stations. (1 mark)
- Section 1C gives the Basin forecasts with confidence words such as “virtually certain” and “likely”. Explain why forecasts carry confidence words instead of yes-or-no answers. (1 mark)

A4. (2 marks · VC2HG8K04) Section 1D studies water scarcity in Australia and West Asia.

- Using the two-scarcities figure in section 1D, distinguish physical water scarcity from economic water scarcity. (1 mark)
- Name two of the six strategies from the strategy tree in section 1D, and the job each one does — add supply, move or share, or manage demand. (1 mark)

A5. (2 marks · VC2HG8K05) Section 1E studies Cyclone Tracy (1974) and Cyclone Yasi (2011).

- Using the Tracy–Yasi figure in section 1E, state which cyclone was stronger, and which killed more people. (1 mark)

- (b) Using part 4 of section 1E, explain how the weaker of the two cyclones could have cost more lives than the stronger one. (1 mark)
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Part B — Chapter 2 — Place and liveability

Six questions, 12 marks. The marks for each part are written with the question. Write your answers in your own words.

B1. (2 marks · VC2HG8K06) Section 2A measures liveability.

- (a) Using the meanings section 2A gives, distinguish an objective measure from a subjective measure, and give one example of each. (1 mark)
- (b) In the weights-flip figure in section 2A, Hillcrest wins under one set of weights and Seaview wins under another. Explain what this tells you about liveability indexes. (1 mark)
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B2. (2 marks · VC2HG8K07) Section 2B studies services, facilities and accessibility.

- (a) Using the GP-visits figure in section 2B, state the number of GP visits per person in metropolitan areas and in very remote areas. (1 mark)
- (b) Section 2B reports the share of GP visits that were bulk-billed in very remote communities — visits where the patient paid nothing. Using that figure, explain why the access gap is not mainly about money. (1 mark)
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B3. (2 marks · VC2HG8K08) Section 2C studies environmental quality and people's perceptions.

- (a) A monitoring station reports an annual average PM2.5 reading of 6 micrograms per cubic metre. Using the standards figure in section 2C, judge this air against Australia's national standard and the WHO guideline. (1 mark)
- (b) Explain why the same air can be called clean by one measure and not clean by the other. (1 mark)
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B4. (2 marks · VC2HG8K09) Section 2D studies social connectedness and community identity.

- (a) Using the lone-person households chart in section 2D, compare the share of lone-person households in the City of Melbourne and the City of Casey. (1 mark)
- (b) Section 2D says a place where many people live alone needs more of the machinery of connection — libraries, community houses, clubs and events. Explain why, using one pathway from part 2 of section 2D. (1 mark)
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B5. (2 marks · VC2HG8K10) Section 2E evaluates liveability through three concepts.

- (a) Using the distance chart in section 2E, make a judgment — through the space lens — about which place, Richmond or Melton, is more liveable for access to city services. Give one piece of evidence from the chart. (1 mark)
- (b) Name one limit of this evidence that section 2E itself states. (1 mark)

B6. (2 marks · VC2HG8K11) Section 2F studies ways to improve liveability close to home.

- (a) Using the canopy figure in section 2F, state Melbourne's canopy cover now, and the target for 2040. (1 mark)
- (b) Explain one way more street-tree shade helps one of the three diverse groups section 2F keeps — young people, elderly people, or people with particular needs. (1 mark)

Part C — Chapter 3 — Landforms and landscapes

Five questions, 10 marks. The marks for each part are written with the question. Write your answers in your own words.

C1. (2 marks · VC2HG8K12) Section 3A describes Australia's landscapes and their distribution.

- (a) Using Table 2 in section 3A, name the largest and the smallest of Australia's ten deserts, and give the area of each. (1 mark)
- (b) Using the three-step method in section 3A, describe the distribution of the deserts in one or two sentences — say where they are, what pattern they make, and give your evidence. (1 mark)

C2. (2 marks · VC2HG8K13) Section 3B studies the value people give to landscapes and landforms.

- (a) Using the World Heritage table in section 3B, state the kind of listing the Great Barrier Reef holds — cultural, natural or mixed — and the year it was listed. (1 mark)
- (b) Section 3B says tourism works as a system: value draws visitors, visitors bring income and pressure, and management decides what survives. Using the visit-counting figure in section 3B, explain one way counting visits helps protect the reef. (1 mark)

C3. (2 marks · VC2HG8K14) Section 3C explains how landforms are shaped.

- (a) Using the coastal sequence in section 3C, put cave, arch and stack in the order the sea makes them, and name the process at work. (1 mark)
- (b) Section 3C says one landform can be started by one process and finished by another. Explain how both engines shaped the You Yangs — name each engine and say the job it did. (1 mark)

C4. (2 marks · VC2HG8K15 · VC2HG8K16) Section 3D studies how people change landforms; section 3E studies geomorphological hazards.

- (a) Using the two-way figure in section 3E, name two ways people can make a geomorphological hazard worse. (1 mark)
- (b) Section 3E tells how earthquakes followed the filling of a large dam at Koyna in India — what the section calls “one of the clearest known cases of human activity setting off earthquakes”. Using section 3D’s mechanisms, explain how a landform that people built could set off quakes. (1 mark)

C5. (2 marks · VC2HG8K17) Section 3F traces chains of cause and effect to make sense of a changing environment.

- (a) Section 3F says a change can travel three ways. Name the three shifts. (1 mark)
- (b) Using the Barmah–Millewa chain in section 3F, explain one of the three shifts with evidence from the chain. (1 mark)

Part D — Chapter 4 — Changing nations

Five questions, 10 marks. The marks for each part are written with the question. Write your answers in your own words.

D1. (2 marks · VC2HG8K18) Section 4A studies urbanisation — its causes, patterns and impacts.

- (a) Using the United States timeline figure in section 4A, state the census year in which the United States’ urban share first passed 50 per cent. (1 mark)
- (b) Section 4A says urban growth is not urbanisation. Distinguish the two, and explain how a country’s cities can grow while the country itself does not urbanise. (1 mark)

D2. (2 marks · VC2HG8K19) Section 4B studies migration to and within Australia and China.

- (a) Using the growth-drivers figure in section 4B, name the component that added most people to Australia’s eight capital cities in 2024-25. (1 mark)
- (b) Using the model of origins and destinations in section 4B, state one gain for the places migrants leave, and one pressure on the places they move to. (1 mark)

D3. (2 marks · VC2HG8K20) Section 4C compares urban patterns in Australia and the USA.

- (a) Using the concentration figure in section 4C, compare the share of the national population living in the five biggest cities in the two countries. (1 mark)
- (b) Name two of the six causes of Australia’s high urban concentration that section 4C gives. (1 mark)

D4. (2 marks · VC2HG8K21) Section 4D studies managing Australia’s cities.

- (a) Using the three-paths figure in Step 4 of section 4D, name the three paths for a growing city. (1 mark)
- (b) Using the adaptation menu in section 4D, give the response the section matches with more extreme heat, and explain one way that response also makes the city more liveable. (1 mark)

D5. (2 marks · VC2HG8K22) Section 4E understands urbanisation through five concepts.

- (a) Name the five concepts — the lenses — that section 4E uses. (1 mark)
- (b) Section 4E says two of the numbers in its growth-components chart are “the same flow seen from its two ends”. Using the chart and the section’s explanation, explain what this pair shows about interconnection. (1 mark)

Part E — Chapter 5 — Doing geography: the inquiry toolkit

Five questions, 10 marks. The marks for each part are written with the question. Write your answers in your own words.

E1. (2 marks · VC2HG8S01) Section 5A shows how a geographical inquiry begins, with good questions.

- (a) Section 5A gives three curriculum words: phenomenon, issue and challenge. Explain how competition for water in the Murray–Darling Basin can be all three at once. (1 mark)
- (b) State the two tests a question must pass to be a geographical question, and explain why “Is water important?” fails them. (1 mark)

E2. (2 marks · VC2HG8S02) Section 5B gathers and sorts data from fieldwork and other sources.

- (a) Section 5B says primary and secondary are roles, not fixed labels. Explain what this means, using the council-report example the section gives. (1 mark)
- (b) A class counted the homes on one street and compared its shares with ABS 2021 Census figures. Using section 5B, explain why the class compared its count with figures for the City of Greater Bendigo rather than figures for the City of Whittlesea, and why the small sample was expected to sit near — but not on — the Census shares. (1 mark)

E3. (2 marks · VC2HG8S03) Section 5C shows data in maps, graphs and tables.

- (a) Name the six parts of BOLTSS — the cartographic conventions every map needs. (1 mark)
- (b) In section 5C’s choropleth map of median ages, the ACT is drawn as an inset tile instead of being shaded on the map. Explain why. (1 mark)

E4. (2 marks · VC2HG8S04) Section 5D makes sense of data.

- (a) Using the meanings section 5D gives, distinguish a pattern from a trend. (1 mark)
 - (b) Section 5D runs a controlled comparison of Yarra and Melton, and says “two places can show a link but cannot prove one”. Explain why. (1 mark)
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E5. (2 marks · VC2HG8S03) Section 5C also teaches representing honestly.

- (a) Section 5C part 1 matches formats to questions. Choose the best format — map, line graph, bar graph or table — for each question, and say why for one of them: (i) How did Australia’s urban share change from 1960 to 2024?
 - (ii) What is the exact median age of each state and territory? (1 mark)
 - (b) The ethical-research checklist in section 5C says: start number axes at zero, or say clearly why not. Explain what can go wrong when a number axis does not start at zero. (1 mark)
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Part F — Chapter 6 — Concluding, deciding and communicating

Five questions, 12 marks. Question F5 joins the whole book together. The marks for each part are written with the question. Write your answers in your own words.

F1. (2 marks · VC2HG8S05) Section 6A draws evidence-based conclusions.

- (a) Name the five parts of an evidence-based conclusion, in the order section 6A gives them. (1 mark)
 - (b) Section 6A says a conclusion must be tested against opposing evidence, and gives three things you can do with that evidence. Name all three. (1 mark)
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F2. (2 marks · VC2HG8S05) Section 6A considers ethical values.

- (a) Name the three ethical questions section 6A asks of any decision. (1 mark)
 - (b) Apply the everyone test to this rule from section 6A: *in dry years, farms may take all the river’s water*. Would the rule still work if everyone followed it? Give your reasoning. (1 mark)
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F3. (2 marks · VC2HG8S06) Section 6B moves from conclusions to action.

- (a) Distinguish an individual action from a collective action, and give one example of each from section 6B. (1 mark)
 - (b) In section 6B’s Great Barrier Reef scorecard, four strategies (A to D) are judged, and the answer is a mix rather than one strategy. Explain why, naming the biggest pressure on the reef and the strategy that reaches it. (1 mark)
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F4. (2 marks · VC2HG8S07) Section 6C presents findings as geographical responses backed by sources.

- (a) Name the four parts of every strong response, as section 6C gives them. (1 mark)
- (b) Section 6C says a source appears in two places. Name both, and say why the retrieval date matters. (1 mark)

F5. (4 marks · VC2HG8S05 · VC2HG8S06 · VC2HG8S07) This question joins the whole book together.

Choose ONE challenge this book studies — for example, how a growing city keeps its water supply, how a river’s water should be shared between farms, towns and the environment, or how a significant natural place should be protected. Write a short evidence-based response. Your response must have all four of these in it:

- (a) State your challenge, and say which of the three curriculum words from section 5A it is — phenomenon, issue or challenge — and why. (1 mark)
- (b) Give two pieces of evidence from two DIFFERENT chapters of this book, naming the section each one comes from. (1 mark each — 2 marks)
- (c) Propose one strategy for action that includes one individual action and one collective action, and name one potential impact to watch for. Use one named concept — space, change, interconnection or environment — to connect your reasoning. (1 mark)

Mark record

Question	Code	Worth	Given
A1 — the 100-litre model, and a store that behaves like a non-renewable resource	VC2HG8K01	2	
A2 — Australia's biggest water user, and water borrowed not lost	VC2HG8K02	2	
A3 — the wettest and driest stations, and forecasts with confidence words	VC2HG8K03	2	
A4 — two scarcities, and the strategies' three jobs	VC2HG8K04	2	
A5 — Tracy and Yasi: the stronger storm that killed fewer people	VC2HG8K05	2	
B1 — objective and subjective measures, and the weights flip	VC2HG8K06	2	
B2 — the GP access gap, and why it is not mainly money	VC2HG8K07	2	
B3 — one air reading, two standards	VC2HG8K08	2	
B4 — living alone in Melbourne and Casey, and the machinery of connection	VC2HG8K09	2	
B5 — Richmond and Melton through the space lens, with one limit	VC2HG8K10	2	
B6 — canopy cover, and who the shade helps	VC2HG8K11	2	
C1 — the ten deserts: biggest, smallest, and the three-step distribution	VC2HG8K12	2	
C2 — the reef's listing, and how counting visits protects a valued place	VC2HG8K13	2	
C3 — cave, arch, stack, and the two engines at the You Yangs	VC2HG8K14	2	
C4 — how human change can make a hazard worse — or set one off	VC2HG8K15 VC2HG8K16	2	
C5 — the three shifts, traced through the Barmah–Millewa chain	VC2HG8K17	2	
D1 — the crossover year,	VC2HG8K18	2	

Question	Code	Worth	Given
and urban growth versus urbanisation			
D2 — what drove capital-city growth, and what migration does to both places	VC2HG8K19	2	
D3 — concentration in two countries, and two of its causes	VC2HG8K20	2	
D4 — three growth paths, and one adaptation that lifts liveability	VC2HG8K21	2	
D5 — the five lenses, and one flow seen from its two ends	VC2HG8K22	2	
E1 — one topic, three curriculum words, and the two question tests	VC2HG8S01	2	
E2 — primary and secondary as roles, and the right census check	VC2HG8S02	2	
E3 — BOLTSS, and the ACT inset tile	VC2HG8S03	2	
E4 — pattern versus trend, and what two places cannot prove	VC2HG8S04	2	
E5 — choosing the honest format and the honest axis	VC2HG8S03	2	
F1 — the five parts of a conclusion, and the three test responses	VC2HG8S05	2	
F2 — the three ethical questions, and the everyone test	VC2HG8S05	2	
F3 — individual and collective action, and the reef mix	VC2HG8S06	2	
F4 — the four parts of a response, and the retrieval date	VC2HG8S07	2	
F5 — an evidence-based response joining the whole book	VC2HG8S05 · VC2HG8S06 · VC2HG8S07	4	
Total		64	

Review solutions and marking guide — read this first

This file supports the end-of-level review paper in this booklet. The marking guide comes first — about the instrument, the extracts evidenced, the marks at a glance, the general marking rules and how to run the review. The fully-worked solutions follow, in the same order as the paper: Part A to Part F, question A1 to question F5.

About this instrument

This review is a school-designed paper written to accompany the Geography Level 8 workbook. It is not a VCAA assessment, not an examination and not externally moderated — there is no outside exam for Geography Levels 7 and 8. It is class work, marked with the guide below.

- **Untimed** — there is no time to beat. Students take as long as they need, in one sitting or spread across lessons.
- **Reading support** — any question may be read aloud to a student who asks, as the paper's opening note offers. Reading a question aloud is support; explaining its content is not (see *Ask once* below).
- **Workbook open** — the paper points students to figures and tables in their own workbook by section. Marks reward reading real data and reasoning with it, not memorising it.
- **When to run it** — once, after Section 6C, as the end-of-band review across Chapters 1–6.
- **Purpose** — to give the teacher one set of evidence, per student, across all twenty-nine content descriptions of Levels 7 and 8, for reporting what the student has learned across the band.
- **What a mark is** — one mark rewards one complete answer: the fact asked for, plus the reason where a reason is asked for. There are no half marks; within a lettered part, an incomplete answer scores 0 for that part. Parts are marked independently of each other.
- **Coverage** — Part A draws on sections 1A–1E, Part B on 2A–2F, Part C on 3A–3F, Part D on 4A–4E, Part E on 5A–5D, Part F on 6A–6C. Question F5 is the cross-chapter synthesis item. Together the paper touches all twenty-nine content descriptions; the code for each question is printed with it, and the paper's Mark record table lists every question against its code.

The extracts evidenced

The paper's questions evidence the two halves of the Levels 7 and 8 achievement standard (Victorian Curriculum F–10 Version 2.0, Geography): the Geographical Knowledge and Understanding half (Chapters 1–4; Parts A–D of the paper) and the Geographical Skills half (Chapters 5–6; Parts E–F of the paper).

The content descriptions covered, by part:

- Part A — VC2HG8K01 (1A), VC2HG8K02 (1B), VC2HG8K03 (1C), VC2HG8K04 (1D), VC2HG8K05 (1E)
- Part B — VC2HG8K06 (2A), VC2HG8K07 (2B), VC2HG8K08 (2C), VC2HG8K09 (2D), VC2HG8K10 (2E), VC2HG8K11 (2F)
- Part C — VC2HG8K12 (3A), VC2HG8K13 (3B), VC2HG8K14 (3C), VC2HG8K15 and VC2HG8K16 (3D, 3E), VC2HG8K17 (3F)
- Part D — VC2HG8K18 (4A), VC2HG8K19 (4B), VC2HG8K20 (4C), VC2HG8K21 (4D), VC2HG8K22 (4E)
- Part E — VC2HG8S01 (5A), VC2HG8S02 (5B), VC2HG8S03 (5C, twice), VC2HG8S04 (5D)
- Part F — VC2HG8S05 (6A, twice), VC2HG8S06 (6B), VC2HG8S07 (6C); F5 joins VC2HG8S05 · VC2HG8S06 · VC2HG8S07

Marks at a glance

Part	Chapter	Questions	Marks
A	Chapter 1 — Water in the world	A1–A5	10
B	Chapter 2 — Place and liveability	B1–B6	12
C	Chapter 3 — Landforms and landscapes	C1–C5	10

Part	Chapter	Questions	Marks
D	Chapter 4 — Changing nations	D1–D5	10
E	Chapter 5 — Doing geography: the inquiry toolkit	E1–E5	10
F	Chapter 6 — Concluding, deciding and communicating	F1–F5 (F5 worth 4)	12
Total		31 questions	64

General marking rules

1. **Own words.** Each part's intro asks students to write in their own words. A short phrase lifted from the workbook is acceptable where it answers the question exactly (the paper runs workbook-open, and several items ask students to *find* a figure), but an answer that is a copied paragraph with no selection in it earns 0 for the reasoning parts.
2. **Spelling.** Spelling is not marked, except where a word is unrecognisable or a place name's spelling changes the answer.
3. **Part marking.** Mark each lettered part on its own; do not carry credit or penalty between parts. Within a part, every element asked for must be present for the mark (see *What a mark is* above).
4. **Reasoning, not conclusions.** On judgment and explanation items (B5, C2, F2, F5 and similar), marks go to the quality of the reasoning against the book's evidence — not to which side the student lands on. Section 6A's own rule applies: two students can weigh the same values in different order and both reason well.
5. **Book-defined words.** Where the workbook defines a term — phenomenon, issue and challenge (5A); objective and subjective measures (2A); pattern and trend (5D); absorb, outweigh, yield (6A); individual and collective action (6B) — accept the book's meaning, not a general dictionary one.
6. **Numbers from figures.** Where a part asks for a value, accept the precision the book prints (for example “about 2 026 mm” or “2,026 mm” alike). A wrong reading scores 0 for that part even if the rest of the answer is good.
7. **Ask once.** If a question is unclear, the teacher may read it aloud or explain what the question asks — but not the content it tests, and not anything that points at the answer.

Running the review

- **Before:** make sure every student has the workbook (paper and digital both work — every item names its section). Offer the read-aloud option. Say plainly that it is untimed and workbook-open.
- **During:** students work Parts A–F in order. The parts may be split across lessons if the class needs; keep the same conditions each time.
- **After:** mark with the solutions below, enter the marks in the paper's Mark record table, and use the trace table at the end of this file to point each student back to the sections to revisit.

Solutions — Part A — Chapter 1 — Water in the world

A1 · VC2HG8K01 · 2 marks

- **Accept:** (a) 2.5 litres fresh, and most of it locked in ice caps and glaciers; (b) reasoning that ties deep groundwater's extremely slow refill to the town's fast pumping.
- **Marks:** (a) 1; (b) 1.
- **Evidences:** Section 1A part 2 (the 100-litre model) and part 3 (the residence chart).

Model (a). On the 100-litre model, 2.5 litres of Earth's water is fresh — and most of that fresh water (about 1.7 of the 2.5 litres, roughly 69 per cent) sits locked in ice caps and glaciers.

Model (b). The residence chart gives deep groundwater a residence time of up to about 10,000 years: it refills far more slowly than a town can pump it out. A store that is used far faster than it refills behaves like a non-renewable resource — it was filled once, over ages, and pumping it fast mines it rather than borrows it.

A2 · VC2HG8K02 · 2 marks

- **Accept:** (a) agriculture (agriculture, forestry and fishing), 11,760 GL;
(b) the borrowed-not-lost arithmetic: 482 GL delivered, 85 GL used by the forest, 397 GL flowed back to the river system for other users.
- **Marks:** (a) 1; (b) 1.
- **Evidences:** Section 1B Show 1 (the national water chart) and Show 2 (the Barmah-Millewa figure).

Model (a). The biggest user of Australia's consumed water in 2023-24 was agriculture, forestry and fishing: 11,760 giganlitres, out of 17,223 GL consumed nationally — roughly two out of every three litres.

Model (b). "Borrowed, not lost" means the environmental water came back. Of the 482 GL delivered to Barmah-Millewa Forest, the forest used 85 GL and the other 397 GL flowed back into the river system for users further down. The river lent the forest the water; it did not lose it.

A3 · VC2HG8K03 · 2 marks

- **Accept:** (a) wettest Cairns (about 2 026 mm a year), driest Birdsville (about 161 mm); (b) any answer saying forecasts carry different strengths of evidence and the confidence words state that strength honestly instead of a false yes-or-no.
- **Marks:** (a) 1 (both stations needed); (b) 1.
- **Evidences:** Section 1C's thirteen-station figures and the Basin forecast figure with its confidence chips (part 5).

Model (a). Wettest: Cairns, about 2 026 mm a year. Driest: Birdsville, about 161 mm a year.

Model (b). Each forecast rests on evidence of a different strength — some are backed by much stronger agreement than others, and scientists still argue about the size of future change. Confidence words such as "virtually certain" and "likely" carry that strength out loud, so planners can see how far to lean on each statement. A yes-or-no answer would hide the difference between what the evidence makes near-certain and what it only makes likely.

A4 · VC2HG8K04 · 2 marks

- **Accept:** (a) physical scarcity = not enough water in the place; economic scarcity = water exists but cannot be captured or delivered;
(b) any two of the six strategies, each with its correct job.
- **Marks:** (a) 1; (b) 1 (both strategies and both jobs needed).
- **Evidences:** Section 1D's two-scarcities figure and strategy tree.

Model (a). Physical water scarcity means there is not enough water in the place to start with — a dry climate, little rain, high evaporation. Economic water scarcity means the water exists, but people cannot get

it: the dams, pipes and treatment works have not been built or maintained. The fix for the first is making or saving water; the fix for the second is development.

Model (b). Any two of: *add supply* — desalination, stormwater harvesting, recycling and re-use; *move or share* — interregional transfers, trade in virtual water; *manage demand* — reducing water consumption, smarter farm irrigation. (Example: desalination adds supply; smarter farm irrigation manages demand.)

A5 · VC2HG8K05 · 2 marks

- **Accept:** (a) Yasi stronger, Tracy killed more; (b) an explanation using exposure and/or preparedness and response — strength alone does not decide the death toll.
- **Marks:** (a) 1 (both halves needed); (b) 1.
- **Evidences:** Section 1E's Tracy–Yasi figure and part 4 (exposure and the four-stage cycle).

Model (a). Yasi was the stronger cyclone — Category 5 at landfall with gusts to 285 km/h, against Tracy's Category 4 and 217 km/h. Tracy killed more people: 66 deaths against Yasi's zero direct deaths.

Model (b). The size of the event does not decide the impact on its own; exposure and preparedness do. Tracy struck a fast-growing Darwin whose houses were largely untied-down, with no cyclone shelters, little warning and no rehearsal. Yasi crossed a coast whose building codes had been cyclone-rated since Tracy: the storm was tracked for days, warnings went out early, and about 30,000 people were evacuated before landfall. Same kind of hazard, far less exposure and far better preparation — so the weaker storm cost no direct lives while the stronger-looking one on paper cost 66.

Solutions — Part B — Chapter 2 — Place and liveability

B1 · VC2HG8K06 · 2 marks

- **Accept:** (a) objective = measured/counted independently of feelings, subjective = based on how people feel or what they report, each with a workable example; (b) the point that the winner changed because the weights changed, not the scores — an index reflects the values built into its weights.
- **Marks:** (a) 1 (distinction plus both examples); (b) 1.
- **Evidences:** Section 2A's meanings and the weights-flip figure.

Model (a). An objective measure can be counted or measured the same way whoever does it — for example GP visits per person, a PM2.5 reading, canopy cover or the number of lone-person households. A subjective measure records how people feel or what they report — for example a resident rating “I feel I belong to this local area”, or how lonely someone felt last week.

Model (b). Hillcrest and Seaview's scores never change — only the weights do, and with them the winner. That tells you a liveability index is “liveability as someone weighed it”: there is no single true ranking, and an index's answer carries the values of whoever chose the weights. Always ask who weighed what.

B2 · VC2HG8K07 · 2 marks

- **Accept:** (a) 6.3 metropolitan, 3.3 very remote; (b) the bulk-billing logic — the very remote bulk-billed share (88%) is the highest of all, so cost was already removed and the gap remained; distance and availability explain it instead.
- **Marks:** (a) 1 (both values); (b) 1.
- **Evidences:** Section 2B's GP-visits figure and its bulk-billing fact (section 4 of 2B).

Model (a). In 2023-24, metropolitan areas averaged 6.3 GP visits per person; very remote communities averaged 3.3 — a gap of 3.0 visits per person.

Model (b). In very remote communities, 88% of GP attendances were bulk-billed — the patient paid nothing — a *higher* share than regional centres (74%) or metropolitan areas (77%). Cost was removed, and the gap in visits remained. So the gap cannot be mainly about money; distance and availability did the rest — fewer clinics, longer trips, harder bookings.

B3 · VC2HG8K08 · 2 marks

- **Accept:** (a) meets Australia's annual PM2.5 standard of 8, misses the WHO's 2021 guideline of 5; (b) the point that “clean” depends on which limit is applied and why the two limits differ.
- **Marks:** (a) 1 (both judgments needed); (b) 1.
- **Evidences:** Section 2C's standards figure and Worked demonstration 1 (“One number, two standards”) — the item reuses the section's own task.

Model (a). 6 micrograms per cubic metre is below Australia's annual PM2.5 standard of 8, so the air **meets** the national standard. It is above the WHO's 2021 annual guideline of 5, so the same air **misses** the guideline. The honest report: clean by the national measure, not yet by the stricter one.

Model (b). The air has not changed; the judgment has. Australia's standard is a national target set in law, weighing health against the cost and practicality of cleaning the air; the WHO's guideline states the level its research links to the smallest health harm. Two limits, two purposes — so the same air can pass one and fail the other. Every air-quality claim should carry its standard with it.

B4 · VC2HG8K09 · 2 marks

- **Accept:** (a) Melbourne 43.1% against Casey 15.6%, with any correct comparison; (b) any one of the four pathways of 2D part 2 — belonging, practical help, safety and trust, joining in — explained for places where many people live alone.
- **Marks:** (a) 1; (b) 1.
- **Evidences:** Section 2D's lone-person households chart (2021 Census) and the four-pathways figure (part 2).

Model (a). In the 2021 Census, 43.1% of households in the City of Melbourne were lone-person households (30,524 of them), against 15.6% in the City of Casey (17,639) — Melbourne’s share is nearly three times Casey’s.

Model (b). Where many people live alone, fewer of their everyday ties sit inside the home, so shared places must carry the connection. Take the **belonging** pathway: libraries, community houses, clubs and events are where people meet others and come to feel part of a place — without them, a lone resident’s web of ties can stay at zero and isolation pulls the liveability judgment down. (Equally acceptable: *practical help* — clubs and neighbours provide the help a lone household has no one at home to give; *safety and trust* — streets where people know each other feel safer; *joining in* — groups and events give a place its social life and pull people in, which makes them belong more.)

B5 · VC2HG8K10 · 2 marks

- **Accept:** (a) judgment for Richmond on the space lens, with one distance from the chart; (b) either of the two limits section 2E names itself.
- **Marks:** (a) 1 (judgment plus evidence); (b) 1.
- **Evidences:** Section 2E Demonstration 1 — the distance chart and the “two honest limits” paragraph.

Model (a). Through the space lens, Richmond is the more liveable of the two for access to city services. Evidence (any one): Flinders Street station is about 3.0 km from Richmond’s centre against about 37.0 km from Melton’s; the Royal Melbourne Hospital 4.7 km against 35.3 km; the University of Melbourne 4.5 km against 35.6 km — Melton sits roughly eight to twelve times farther from the same services.

Model (b). Either stated limit: (i) straight-line distance is not travel time — a fast road or rail line can shrink the gap; or (ii) Melton is not a service desert — it has its own schools, shopping centre and sports grounds, which this lens does not measure. The space lens gives a strong, sourced, *partial* answer.

B6 · VC2HG8K11 · 2 marks

- **Accept:** (a) 22% now, 40% by 2040; (b) one of the three groups the section keeps, with shade tied to that group.
- **Marks:** (a) 1 (both values); (b) 1.
- **Evidences:** Section 2F’s canopy figure (Figure 7) and its caption and issue/response table.

Model (a). Melbourne’s tree canopy covers 22% of the city today; the Urban Forest Strategy targets 40% by 2040 — 18 percentage points of extra shade.

Model (b). Example for **elderly people**: heat stress hits older bodies first, so streets with more shade keep older people able to walk, shop and meet others on hot days instead of staying shut indoors. (Equally acceptable: *young people* — shaded streets and parks give comfortable places to play; *people with particular needs* — shade and seats make outdoor trips possible for people who are less mobile or more sensitive to heat.) One response, three kinds of benefit.

Solutions — Part C — Chapter 3 — Landforms and landscapes

C1 · VC2HG8K12 · 2 marks

- **Accept:** (a) Great Victoria Desert 348,750 km² and Pedirka Desert 1,250 km²; (b) a distribution description carrying all three steps — where, pattern, evidence.
- **Marks:** (a) 1 (both deserts with both areas); (b) 1.
- **Evidences:** Section 3A Table 2 (the ten deserts with their areas) and the three-step method for describing a distribution.

Model (a). Largest: the Great Victoria Desert, 348,750 km². Smallest: the Pedirka Desert, 1,250 km².

Model (b). *Where:* Australia's deserts lie across the dry interior and west of the mainland. *Pattern:* they cluster into one broad arid band — together they cover about 18% of the mainland, with the biggest (Great Victoria, Great Sandy, Tanami) side by side across the centre and west. *Evidence:* Table 2's areas and the distribution map in section 3A.

C2 · VC2HG8K13 · 2 marks

- **Accept:** (a) natural listing, 1981; (b) any coherent counting → management → protection link consistent with the tourism-as-system sentence and the visit-counting figure.
- **Marks:** (a) 1 (kind and year); (b) 1.
- **Evidences:** Section 3B's World Heritage table and its visit-counting figure (including which visit kind best gauges use, and the section's trustworthiness note).

Model (a). The Great Barrier Reef holds a **natural** World Heritage listing, inscribed in **1981** (under natural criteria, covering about 34,870,000 hectares).

Model (b). Counting visits makes the pressure half of the system visible, so management can act before the value that draws visitors is damaged. With visit numbers — especially the full-day visits the section treats as the best gauge of real use — managers can see where pressure is growing, cap or spread use at sensitive sites, and direct visitor income into protection work. And because the section flags the count data as not fully checked, the counting also forces honesty about what the numbers can and cannot carry. In one line: you cannot manage a pressure you never measure.

C3 · VC2HG8K14 · 2 marks

- **Accept:** (a) cave → arch → stack, process named as (wave) erosion attacking weaknesses in the cliff; (b) both engines named with their jobs — the building engine made the granite underground, the carving engine uncovered and shaped it.
- **Marks:** (a) 1 (order plus process); (b) 1 (both engines with jobs).
- **Evidences:** Section 3C's coastal sequence and its two-engines framing (the You Yangs example).

Model (a). Order: cave, then arch, then stack. The process is erosion — waves attack joints and weaknesses in the cliff face, hollowing a cave; the cave breaks through the headland to form an arch; the arch collapses and leaves an isolated stack (as at the Twelve Apostles, where the sequence has left the stacks standing offshore).

Model (b). The You Yangs were started by one engine and finished by the other. The **building engine** (processes from inside the Earth) pushed magma up and cooled it into granite deep underground, about 365 million years ago — it made the rock. The **carving engine** (weathering and erosion at the surface) then wore away the overlying rock, uncovered the granite and shaped the rounded hills we see — it revealed and sculpted the landform.

C4 · VC2HG8K15 · VC2HG8K16 · 2 marks

- **Accept:** (a) any two of: cutting into slopes, adding water, clearing binding plants, building in the path; (b) an explanation that uses 3D's mechanisms — adding weight and controlling/channelling water — to show how the stored water's weight and pressure helped trigger the quakes.

- **Marks:** (a) 1; (b) 1.
- **Evidences:** Section 3E's two-way figure and Koyna case; section 3D's five mechanisms.

Model (a). Any two of the four ways on the “worse” panel of the two-way figure: cutting into slopes (removing support); adding water (soaking and loading ground); clearing the plants whose roots bind soil; building in the path a hazard already takes.

Model (b). Section 3D gives the mechanisms: people change landforms by (among others) **adding weight** and **controlling water**. Filling the Koyna dam did both at once — it placed the enormous weight of a reservoir onto the crust and drove water under pressure into the rock below. The added load and water pressure helped faults slip, and earthquakes followed the filling, including the magnitude 6.3 quake of 1967 — one of the clearest known cases of human activity setting off earthquakes. A landform people built changed the forces in the ground it sits on.

C5 · VC2HG8K17 · 2 marks

- **Accept:** (a) the three shifts: a different time, a different place, a different scale; (b) any one shift traced through the Barmah–Millewa chain with real evidence from the chain.
- **Marks:** (a) 1 (all three named); (b) 1.
- **Evidences:** Section 3F's three-shifts figure and its Barmah–Millewa chain (Worked demonstration 1).

Model (a). A change can travel as **a different time** (effects show up later), **a different place** (effects show up somewhere else), or **a different scale** (effects show up bigger or smaller). The geographer's three questions: later? somewhere else? at what scale?

Model (b), time shift example. Hume Dam opened in November 1936 after 17 years of building, and the river's effects arrived on a new clock: flows fell in winter–spring and rose in summer–autumn, the reverse of the natural rhythm — a change made at one moment that keeps arriving at different times ever since. Decades later still, the Millennium Drought (roughly 1997–2009) left three fish species locally extinct, and the recovery only shows up in the 2023-24 report card, where 482 GL delivered (85 used, 397 back) earns the forest an overall A.

(Place shift also acceptable: what happens at the dam upstream travels to the forest downstream — the effect moves along the river. Scale shift: a single local structure changed a basin-scale system, and the forest's recovery is read at swamp and species scale.)

Solutions — Part D — Chapter 4 — Changing nations

D1 · VC2HG8K18 · 2 marks

- **Accept:** (a) the 1920 census; (b) growth = numbers, urbanisation = share, plus the equal-pace explanation.
- **Marks:** (a) 1; (b) 1.
- **Evidences:** Section 4A's United States timeline figure and its growth-versus-urbanisation model.

Model (a). The 1920 census — the first in which the United States' urban share passed 50 per cent (51.2%).

Model (b). Urban growth is a rise in the *number* of people living in cities; urbanisation is a rise in the *share* of a country's people living in cities. A country's cities can grow without the country urbanising when the rural population grows at the same pace — section 4A's model adds 200,000 to the cities and 200,000 to the countryside: the cities grew, the share did not move.

D2 · VC2HG8K19 · 2 marks

- **Accept:** (a) net overseas migration; (b) one gain for origins and one pressure on destinations from the section's model.
- **Marks:** (a) 1; (b) 1 (both halves needed).
- **Evidences:** Section 4B's growth-drivers figure (2024-25) and its model of origins and destinations.

Model (a). Net overseas migration — it added 258,100 people to Australia's eight capital cities in 2024-25, against 96,300 from natural increase, while net internal migration *subtracted* 29,800. The capitals grew by 324,679 people (+1.8%) in total.

Model (b). Gain for the places migrants leave (either): money sent home raises incomes in origin villages and towns; or returning workers bring back skills and savings. Pressure on the places they move to (either): housing, schools and hospitals stretch as the workforce arrives; or farmland on the fringe becomes suburb. (The section's own contrast: Australia's cities filled from overseas; China's from their own countryside — one flow, two places changed.)

D3 · VC2HG8K20 · 2 marks

- **Accept:** (a) 62.3% against 5.6% (about eleven times), or any correct > reading of the five-biggest-cities comparison; (b) any two of the six > causes section 4C gives.
- **Marks:** (a) 1; (b) 1.
- **Evidences:** Section 4C's concentration figure and its six causes.

Model (a). The five biggest cities hold 62.3% of Australia's national population but only 5.6% of the United States' — Australia's top-five concentration is about eleven times America's. (The figure's other rows agree: top two 38.2% vs 3.6%; top twenty 78.4% vs 10.2%.)

Model (b). Any two of: (1) European settlement history — the coastal port cities' 181-year head start; (2) migration — new arrivals keep landing in the biggest cities; (3) export orientation — bulk exports funnel through a few big ports, and the jobs follow; (4) centralised state governments — six states and two territories concentrate services and jobs in capitals, against America's fifty states; (5) environmental constraints — Australia's drier rainfall limits inland cities; (6) radial transport networks — lines built to feed one centre, against America's grid.

D4 · VC2HG8K21 · 2 marks

- **Accept:** (a) build outward; build inward and upward; share growth with other cities; (b) street trees and shade, with any liveability explanation tied to them.
- **Marks:** (a) 1 (all three named); (b) 1.
- **Evidences:** Section 4D Step 4's three-paths figure, the adaptation menu, and the section's liveability note on shaded streets.

Model (a). The three paths for a growing city: build **outward** (expand the fringe), build **inward and upward** (more homes inside the existing city), and **share growth with other cities** (send growth to regional centres).

Model (b). The adaptation menu matches **more extreme heat** with **street trees and shade**. Liveability link: shaded streets are more pleasant and safer to walk on hot days, and cool public spaces protect people who cannot cool their homes — the same adaptation that manages the climate impact also lifts daily liveability (and joins 2F’s canopy target: one response, several kinds of benefit).

D5 · VC2HG8K22 · 2 marks

- **Accept:** (a) all five lenses named; (b) the pair identified as the capitals’ net internal loss and regional Australia’s growth, with the interconnection point.
- **Marks:** (a) 1; (b) 1.
- **Evidences:** Section 4E’s five concepts and its growth-components chart (“the same flow seen from its two ends”).

Model (a). The five lenses of section 4E: **space** (where things are, and why there), **place** (what a place feels like to the people in it), **interconnection** (the flows that join places), **change** (how fast, in which direction, driven by what), and **sustainability** (can it keep going without harm).

Model (b). The pair is the –29,800 and the +94,700: in 2024–25 the eight capitals lost 29,800 people to other Australian places through net internal migration, and in the same year regional Australia grew by 94,700 people, helped by that net move out of the capitals. The minus on one side and the growth on the other are one flow of people counted at its two ends. That is interconnection doing its work: you cannot understand a city’s numbers without the places it is joined to — the capitals’ loss is regional towns’ gain of workers, customers and, in some places, housing pressure.

Solutions — Part E — Chapter 5 — Doing geography: the inquiry toolkit

E1 · VC2HG8S01 · 2 marks

- **Accept:** (a) all three words applied to Basin water competition with reasons matching 5A's definitions; (b) both tests stated, plus why the question fails.
- **Marks:** (a) 1 (all three words); (b) 1.
- **Evidences:** Section 5A's three curriculum words (Figure 2) and the two tests for a geographical question — the section itself uses this exact example and verdict.

Model (a). It is a **phenomenon**: it happens and can be observed and measured — the Basin's water use can be counted. It is an **issue**: people disagree about it and a choice must be made — who should get the water? Farms, towns or the environment? It is a **challenge**: it is a problem that needs a response — the Basin needs a plan for dry years. One real topic, all three at once.

Model (b). Test 1: the question must be about a place, a group of people in a place, or the environment — it must point to *where*. Test 2: it must be answerable with evidence about places — data, maps or fieldwork. "Is water important?" fails both: it names no place, and no data about places can answer it — it asks for a value, not evidence. (5A's passing rewrite: "Where does the Basin's water go, and why does it go there?")

E2 · VC2HG8S02 · 2 marks

- **Accept:** (a) the role-not-label point made through the council report under two different questions; (b) same-area (like-with-like) comparison plus the small-sample point.
- **Marks:** (a) 1; (b) 1 (both halves needed).
- **Evidences:** Section 5B's roles-not-labels paragraph and its census check (Figure 7: the 20-home street count against Bendigo and Whittlesea shares).

Model (a). Whether a source is primary or secondary depends on your question, not on the source itself. A council report about street trees is a *secondary* source if your question is about street trees — someone else gathered the facts. But if your question is "what has the council published about street trees?", that same report is a *primary* source: it is the thing itself you are studying. Decide the role after the question is written, not before.

Model (b). The class counted a street in the City of Greater Bendigo, so the fair comparison is the Census for that same local government area (91.4% separate houses, 7.1% townhouses, 0.9% flats) — comparing to Whittlesea, a fast-growing outer-Melbourne area with a different housing mix (86.4%, 10.7%, 2.8%), would not be like with like. And a 20-home sample is small: it can sit *near* the city-wide shares without matching them exactly — one street cannot stand for a whole area, so closeness, not equality, is what a small sample should show.

E3 · VC2HG8S03 · 2 marks

- **Accept:** (a) all six parts; (b) the too-small-to-shade reason with the inset keeping the value readable.
- **Marks:** (a) 1 (all six); (b) 1.
- **Evidences:** Section 5C part 2 (BOLTSS) and Worked demonstration 2 (choropleth of median ages; Step 3 and Q10).

Model (a). BOLTSS: **B**order, **O**rientation, **L**egend, **T**itle, **S**cale, **S**ource — the six cartographic conventions that make any map readable by strangers.

Model (b). The ACT is far too small to shade at that map's scale — a shaded ACT would be an invisible sliver. The inset tile gives it its own small box, so its colour class (and its median age) stays readable without distorting the main map.

E4 · VC2HG8S04 · 2 marks

- **Accept:** (a) pattern = arrangement, trend = direction of change; (b) the other-differences point — the two places differ in more than the one thing being tested.

- **Marks:** (a) 1; (b) 1.
- **Evidences:** Section 5D's pattern-and-trend definitions (Figure 2) and Step 4 of the Yarra/Melton controlled comparison.

Model (a). A **pattern** is an arrangement — how something is laid out in space (or in time): where it clusters, what repeats. A **trend** is a direction of change — whether something is rising or falling over time. An arrangement is not a direction; a map shows patterns, a time series shows trends.

Model (b). Yarra and Melton differ in more than the one thing being tested: they also differ in income, age profile and history, and any of those could be doing some of the work behind the link the comparison suggests. A controlled comparison of two places rules out *some* explanations (it is not a difference between cities, years or counting rules), but it cannot isolate one cause — a real test would need many more suburbs, the same two measures, and the same link showing up again and again. Hence: two places can show a link but cannot prove one.

E5 · VC2HG8S03 · 2 marks

- **Accept:** (a) (i) line graph, (ii) table, with one correct reason; (b) the exaggeration point, ideally with 5C's Graph A/Graph B contrast.
- **Marks:** (a) 1 (both formats plus one reason); (b) 1.
- **Evidences:** Section 5C part 1 (matching formats to questions), Worked demonstration 2 (the median-age table), and part 6's honest-axes rule and Graph A vs Graph B figure.

Model (a). (i) A **line graph** — the question asks how something changed over time, and a line shows the direction and shape of the change (5C draws exactly this series, 1960–2024, as a line). (ii) A **table** — the question asks for *exact* values, and a table prints them precisely, where a graph can only be read approximately off an axis (5C's choropleth build starts with exactly such a table).

Model (b). When the number axis does not start at zero, small differences get stretched to look huge. Section 5C's pair shows it: Graph A starts its axis at 10 and makes a small change look dramatic; Graph B starts at zero and shows the honest picture. Same data, two different stories — and only one of them is honest. If an axis genuinely must not start at zero, the rule is to say clearly why.

Solutions — Part F — Chapter 6 — Concluding, deciding and communicating

F1 · VC2HG8S05 · 2 marks

- **Accept:** (a) all five parts in order, wording close to the section's;
(b) all three responses named.
- **Marks:** (a) 1; (b) 1.
- **Evidences:** Section 6A's five-parts-of-a-conclusion figure and its test paragraph.

Model (a). In 6A's order: **claim** (answers the question), **evidence** (real facts and data, with their sources), **reasoning** (links the evidence to the claim through a concept), **test** (the strongest opposing evidence, and how the conclusion survives it), and **limits** (what the evidence does not show).

Model (b). The three things you can do with opposing evidence: **absorb it** — it fits inside your conclusion ("yes, but only in these cases..."); **outweigh it** — there is stronger evidence on your side, and you show the comparison; **yield to it** — it is stronger, so you change or narrow your conclusion. If you yield, rewrite the conclusion.

F2 · VC2HG8S05 · 2 marks

- **Accept:** (a) all three ethical questions named; (b) the rule universalised honestly, the breakdown seen, and the verdict "no".
- **Marks:** (a) 1; (b) 1.
- **Evidences:** Section 6A's ethical-lenses figure, its everyone-test part, and the rule the section sets for exactly this task.

Model (a). **Fairness** — who benefits, and who pays? **Responsibility** — who should act, and who is affected without a voice (including future generations and the environment itself)? The **everyone test** — would the choice still work if everyone made it? (an idea the philosopher Immanuel Kant wrote about in 1785).

Model (b). No — the rule fails the everyone test. If *every* farm, in *every* basin, in *every* dry year, took all the river's water, there would be nothing left: the river, its wetlands and the water they store for future dry years would decline, downstream users — towns, other farms, the environment — would receive nothing, and eventually the farms themselves would lose the system they depend on. The test does not say farms get no water; it shows the rule cannot be applied without limit. A floor of water for the environment is what lets the arrangement survive everyone making it. (This mirrors 6A's own worked reasoning in its Q9 model.)

F3 · VC2HG8S06 · 2 marks

- **Accept:** (a) both definitions plus one example of each from 6B; (b) bleaching named as the biggest pressure, strategy D named as the one that reaches it, and the slow/global point explaining why A–C still matter.
- **Marks:** (a) 1; (b) 1.
- **Evidences:** Section 6B's individual/collective definitions and its Step 4 Great Barrier Reef scorecard (strategies A–D).

Model (a). An **individual action** is what one person chooses to do — for example, from 6B: reducing your water footprint, walking, cycling or taking public transport, or keeping e-waste out of landfill. A **collective action** is what people organise to do together — a class, a school, a local council or a whole country — for example a council's street-tree program, a national plan for the reef, or a country cutting its greenhouse gas emissions.

Model (b). Bleaching is now the biggest pressure on the reef, and bleaching comes from warming seas — so any plan that leaves out strategy D (cutting greenhouse gas emissions) ignores the root cause. But D works slowly and needs every country's help, so the local strategies still matter now: A (cutting land run-off), B (controlling crown-of-thorns starfish) and C (managing visitors) each carry the pressure they are best at. That is why the judged answer is a **mix**, not one strategy.

F4 · VC2HG8S07 · 2 marks

- **Accept:** (a) all four parts; (b) both places named plus the web-data-changes reason.
- **Marks:** (a) 1; (b) 1.
- **Evidences:** Section 6C's Figure 6C.3 (the four parts) and Figure 6C.4 (the two places a source appears).

Model (a). The four parts of every strong geographical response: **geographical knowledge**, **geographical concepts**, **geographical methods**, and **sources**. A response missing any one of the four is weaker — every form of response is just those four parts arranged for an audience.

Model (b). A source appears in **two places**: a short **in-text citation** in your writing (the maker's name and the year, in brackets), and a **full entry in the source list** at the end (who made it, what it is called, when it came out, and when you checked it). The **retrieval date** matters because web data changes: it tells a reader exactly which version of the numbers you saw — the same ABS release read in one month can be updated by the next.

F5 · VC2HG8S05 · VC2HG8S06 · VC2HG8S07 · 4 marks

- **Accept:** any challenge the book studies (the three examples in the question, or another book challenge such as managing a coast, an urban > growth debate or protecting a landform), provided all four elements are met from book material. Evidence must be real data or worked material from the named sections — not general statements.
- **Marks:** (a) 1 — challenge stated, one 5A word chosen, and the reason matches 5A's definition of that word (the section allows one topic to be all three, so *challenge*, *issue* or *phenomenon* is acceptable if the reason fits); (b) 2 — 1 for each piece of evidence: real, from the book, with its section named, and the two sections in two **different chapters** (two pieces from one chapter score at most 1); (c) 1 — one strategy containing one individual action, one collective action and one potential impact to watch, with reasoning connected by one **named** concept (space, change, interconnection or environment).
- **Evidences:** 5A (the three words), 6A (evidence-based conclusions and ethics), 6B (individual and collective action, potential impacts), 6C (the four parts, referencing); evidence may come from any chapter.

Model (river sharing).

(a) My challenge: how a river's water should be shared between farms, towns and the environment in dry years. It is a **challenge** in 5A's sense — a problem that needs a response or a plan of action — and the book shows it is also an issue (people disagree about who gets the water) and a phenomenon (the competition can be observed and measured).

(b) Evidence 1 — section 1B (Chapter 1): in 2023-24, 482 GL of environmental water was delivered to Barmah-Millewa Forest; the forest used 85 GL and 397 GL flowed back to the river, and the report card graded the forest's vegetation, waterbirds, fish and frogs A or B — environmental flows borrow water without losing it, and the borrowing shows results. Evidence 2 — section 6A (Chapter 6): agriculture takes about two-thirds of Australia's consumed water, so in a dry year the contest between farms, towns and the environment is fought over the largest share first; 6A's steelman shows both sides reasoning well from the same projections.

(c) Strategy: a shared water plan with a floor for the environment. **Individual action:** households and farmers cut their own water use (6B's reduce-your-water-footprint example). **Collective action:** basin governments agree and deliver environmental flows, as the Barmah-Millewa delivery shows a whole system doing together. **Concept — interconnection:** the river joins every user along it, so what upstream users take in a dry year arrives downstream as less; the floor exists because the environment is part of the same connected system, not a rival outside it. **Potential impact to watch:** in dry years the floor tightens allocations for farms and towns — watch whether towns' supply stays secure and whether the report-card grades hold, and be ready to narrow the claim if a dry stretch shows the floor costing a town.

Where each question traces in the book

Question	Code	Section(s)	What the question draws on
A1	VC2HG8K01	1A	the 100-litre model (part

Question	Code	Section(s)	What the question draws on
A2	VC2HG8K02	1B	2); the residence chart (part 3) the national water chart (Show 1); the Barmah-Millewa figure (Show 2)
A3	VC2HG8K03	1C	the thirteen-station figures; the forecast figure with confidence words (part 5)
A4	VC2HG8K04	1D	the two-scarcities figure; the strategy tree
A5	VC2HG8K05	1E	the Tracy–Yasi figure; part 4 (exposure and preparedness)
B1	VC2HG8K06	2A	objective/subjective meanings; the weights-flip figure
B2	VC2HG8K07	2B	the GP-visits figure; the bulk-billing fact (section 4)
B3	VC2HG8K08	2C	the standards figure; Worked demonstration 1 (one number, two standards)
B4	VC2HG8K09	2D	the lone-person households chart (part 3); the four pathways (part 2)
B5	VC2HG8K10	2E	Demonstration 1: the distance chart; the two honest limits
B6	VC2HG8K11	2F	the canopy figure (Figure 7); the three diverse groups
C1	VC2HG8K12	3A	Table 2 (the ten deserts); the three-step distribution method
C2	VC2HG8K13	3B	the World Heritage table; the visit-counting figure; the tourism-as-system sentence
C3	VC2HG8K14	3C	the coastal sequence; the two engines (the You Yangs example)
C4	VC2HG8K15 VC2HG8K16	3E, 3D	the two-way figure and the Koyna case (3E); the five mechanisms (3D)
C5	VC2HG8K17	3F	the three-shifts figure; the Barmah–Millewa chain (WD1)
D1	VC2HG8K18	4A	the United States timeline

Question	Code	Section(s)	What the question draws on
D2	VC2HG8K19	4B	figure; the growth-vs-urbanisation model
D3	VC2HG8K20	4C	the growth-drivers figure; the origins-and-destinations model
D4	VC2HG8K21	4D	the concentration figure; the six causes
D5	VC2HG8K22	4E	the three-paths figure (Step 4); the adaptation menu; the liveability note
E1	VC2HG8S01	5A	the five lenses; the growth-components chart (the same flow seen from its two ends)
E2	VC2HG8S02	5B	the three curriculum words (Figure 2); the two question tests
E3	VC2HG8S03	5C	roles not labels (the council report); the census check (Figure 7)
E4	VC2HG8S04	5D	BOLTSS (part 2); the ACT inset tile (Worked demonstration 2)
E5	VC2HG8S03	5C	pattern vs trend (Figure 2); the controlled comparison, Step 4
F1	VC2HG8S05	6A	formats matched to questions (part 1); the honest-axes rule (part 6)
F2	VC2HG8S05	6A	the five-parts conclusion figure; the three test responses
F3	VC2HG8S06	6B	the ethical-lenses figure; the everyone test; the dry-years rule
F4	VC2HG8S07	6C	individual vs collective action; the Step 4 reef scorecard
F5	VC2HG8S05 · VC2HG8S06 · VC2HG8S07	any	Figure 6C.3 (the four parts); Figure 6C.4 (the two places a source appears)
			the cross-chapter synthesis item; evidence from two different chapters

Total

64 marks — Part A 10 · Part B 12 · Part C 10 · Part D 10 · Part E 10 · Part F 12. Record the given marks in the paper's Mark record table.