

Mathematics Level 7

End-of-level review

This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

Attribution: Classbasics Pty Ltd, vwx.au

Curriculum codes refer to the *Victorian Curriculum F–10 Version 2.0*, published by the Victorian Curriculum and Assessment Authority (VCAA). Classbasics is not affiliated with the VCAA; the VCAA does not endorse this resource and makes no warranties regarding it.

Distribution note: this document may be distributed, and whole pages may be removed from it, provided only WHOLE pages are removed (never part of a page). This allows teachers to remove tests, exams and subtopics they do not want to issue.

Aboriginal and Torres Strait Islander content has been excluded as accuracy cannot be guaranteed, and it is better to be respectful than cover the entire curriculum inaccurately.

Significant effort has been made to ensure this content is legal. Please send any areas of concern to admin@vwx.au with appropriate document/legal references so errors can be verified and changes be made.

Contents

Section	Page
End-of-level review — Geography Level 9	2
Marking guide — Geography Level 9 end-of-level review	15

End-of-level review — Geography Level 9

Geography 9 · Level 9 · End-of-level review · Chapters 1–6 · 60 marks

Total: 60 marks · 26 questions in six parts — one part for each chapter of this book. Planned for about 90 minutes. **This paper is untimed — there is no time to beat.**

This is a school-designed paper. It is not a VCAA instrument. Achievement at Level 9 is reported against the Victorian Curriculum achievement standard on teacher judgement; the marks here are one source of evidence towards that judgement.

Conditions

- Completion is **untimed**. The 90 minutes is planning guidance only; take as long as you need.
- **Open book**. Your workbook — or the chapter booklets — may be open on your desk. Every question that needs data tells you which section and which figure or table to use: turn to it and read from it. You are marked on geographical reasoning, not on memory.
- **Reading support** is permitted. Your teacher may read any question out to you if you need it. Reading is not what is being looked at, and your teacher will not help with the answer.
- Answer every question in the space provided. Where a question asks you to explain, evaluate, justify or recommend, marks are awarded for the reasoning — for contested questions, a well-argued answer on either side can earn full marks.

The paper at a glance

Part	Chapter	Sections	Questions	Marks
Part 1	Biomes and food security	1A–1D	Q1–Q4	10
Part 2	Geographies of interconnection	2A–2E	Q5–Q9	10
Part 3	Environmental change and management	3A–3E	Q10–Q14	10
Part 4	Geographies of human wellbeing	4A–4D	Q15–Q18	10
Part 5	Skills: geographical inquiry	5A–5D	Q19–Q22	10
Part 6	Skills: concluding, decision-making and communicating	6A–6C	Q23–Q26	10
Total				60

Every item is tagged with the content description its section owns, so a teacher can see which code each answer is evidence for. The last item (Q26) is a cross-chapter synthesis question: it draws on knowledge and skills from across the book.

Part 1 — Biomes and food security

Questions 1–4 · 10 marks · drawn from sections 1A–1D

Q1 (2 marks · VC2HG10K01 · section 1A)

- (a) Figure 1 in section 1A draws a biome as a linked system. Name the three components its caption says “pull in one direction”. (1 mark)

- (b) The Miami model (Figure 6 in section 1A) gives every place two ceilings. Name them, and state which one decides the modelled NPP of a dry inland place such as Mildura. (1 mark)

Q2 (3 marks · VC2HG10K02 · section 1B)

- (a) Name the three families of factors that section 1B says influence where crops are grown and how much they yield. (1 mark)

- (b) Use Figure 6 in section 1B. State the printed range of Australia’s irrigated rice yields and Indonesia’s 2025 average rice yield. (1 mark)

- (c) Section 1B calls the Australia–Indonesia wheat trade an *interconnection*. Use Figure 3 to explain that description in one sentence. (1 mark)

Q3 (2 marks · VC2HG10K03 · section 1C)

- (a) State the three dimensions of sustainability that section 1C uses. (1 mark)

- (b) Use Figure 6 in section 1C. Explain why replacing deep-rooted native vegetation with shallow-rooted crops can cause dryland salinity. (1 mark)

Q4 (3 marks · VC2HG10K04 · section 1D)

- (a) State the four pillars of food security printed in Figure 2 of section 1D. (1 mark)

- (b) Use Figure 9 in section 1D. Name the event that drove the FAO food price index to its March 2022 peak, and state the printed peak value. (1 mark)

(c) Section 1D says the world already grows enough food to feed everyone. Give one fact printed in Figure 3 of section 1D that shows the real problem is access, not production. *(1 mark)*

Part 2 — Geographies of interconnection

Questions 5–9 · 10 marks · drawn from sections 2A–2E

Q5 (2 marks · VC2HG10K05 · section 2A)

- (a) Section 2A describes a “shrinking world”. State what the section means by it. (1 mark)

- (b) Figures 3 and 4 in section 2A trace two supply chains. Name the product in each, and explain why the second chain keeps its product cold at every step. (1 mark)

Q6 (2 marks · VC2HG10K06 · section 2B)

- (a) Use Figure 1 in section 2B. State Shenzhen’s printed population in 1980 and at the 2020 census. (1 mark)

- (b) Give one economic and one demographic impact of international trade in manufactured products that section 2B prints for Bangladesh’s ready-made garment industry, each with its supporting fact. (1 mark)

Q7 (2 marks · VC2HG10K07 · section 2C)

- (a) Define *embodied carbon* as section 2C uses the term. (1 mark)

- (b) The production-vs-consumption figure in section 2C counts Australia’s fossil CO₂ two ways. State which 2020 count is the larger, and explain in one sentence what the gap says about Australia’s trade. (1 mark)

Q8 (2 marks · VC2HG10K08 · section 2D)

- (a) Use Figure 6 in section 2D. Name two tools from the management toolkit, each with its printed real example. (1 mark)

- (b) Use Figure 5 in section 2D. State where most residents of the Venice local government area now live, and explain what that shows about tourism’s impact on the historic island. (1 mark)

Q9 (2 marks · VC2HG10K09 · section 2E)

- (a) Distinguish between contagious diffusion and hierarchical diffusion. (1 mark)

- (b) The ASX figure in section 2E marks the peak and the trough of the ASX 200 across the Global Financial Crisis. State both values with their dates. (1 mark)

Part 3 — Environmental change and management

Questions 10–14 · 10 marks · drawn from sections 3A–3E

Q10 (2 marks · VC2HG10K10 · section 3A)

- (a) Name the four environmental functions printed in Figure 3A.1. (1 mark)

- (b) Use Figure 3A.8. State what the waffle diagram shows about the native grassland of the Victorian Volcanic Plain, and name the Act it is listed under. (1 mark)

Q11 (2 marks · VC2HG10K11 · section 3B)

- (a) State the selected environmental issue that sections 3B and 3E share. (1 mark)

- (b) From the timeline in section 3B, give the year Victoria passed the *Discharged Soldiers' Settlement Act* and the year water quality was added to the River Murray Commission's duties. (1 mark)

Q12 (2 marks · VC2HG10K12 · section 3C)

- (a) State the definition of *custodial responsibility* that section 3C fixes, and name its three steps. (1 mark)

- (b) Use Figure 3 in section 3C. Name the five care practices, and give the printed Victorian example for one of them. (1 mark)

Q13 (2 marks · VC2HG10K13 · section 3D)

- (a) Name the three environmental worldview families of Figure 1 in section 3D, and state the core belief of one of them. (1 mark)

- (b) Use Figure 6 in section 3D. Describe how the “serious and pressing — act now” share moved between 2006 and 2026, giving two printed values. (1 mark)

Q14 (2 marks · VC2HG10K14 · section 3E)

- (a) Figure 3 in section 3E sorts real salinity strategies into four families. Name the four families. (1 mark)

(b) State the debate question printed under Figure 8 in section 3E, and outline the strongest case one worldview family of your choice would make on it. (1 mark)

Part 4 — Geographies of human wellbeing

Questions 15–18 · 10 marks · drawn from sections 4A–4D

Q15 (3 marks · VC2HG10K15 · section 4A)

- (a) Name the three dimensions the Human Development Index combines. (1 mark)

- (b) From the four-country comparison table in section 4A, give India's printed HDI value and rank. (1 mark)

- (c) Section 4A calls GDP per capita “a useful first look, not a full measure”. Give one reason the section prints for that, and name one other measure from its five-measures table that answers the reason. (1 mark)

Q16 (3 marks · VC2HG10K16 · section 4B)

- (a) State what SEIFA IRSAD is, and what it means for an Australian area to sit in decile 1. (1 mark)

- (b) A worked example in section 4B tests the claim “no part of Brimbank is badly off”. State the two printed facts that pull against each other in that test. (1 mark)

- (c) Name the two programs section 4B compares, and state one printed difference in the way they work. (1 mark)

Q17 (2 marks · VC2HG10K17 · section 4C)

- (a) From the Newtown–Norlane table in section 4C, give the unemployment rate and the share of adults with a bachelor degree or above for both suburbs. (1 mark)

- (b) Use the SA1 decile figure for Greater Geelong in section 4C. State how many of its SA1 small areas sit in national deciles 1–2, and explain in one sentence what that shows about mapping wellbeing at the LGA scale. (1 mark)

Q18 (2 marks · VC2HG10K18 · section 4D)

- (a) Define *remittances* as section 4D uses the term. (1 mark)

(b) Use Figures 7 and 8 in section 4D. Give one printed fact that shows Indonesia's JKN health insurance grew, and one that shows Indonesia's poverty fell. (1 mark)

Part 5 — Skills: geographical inquiry

Questions 19–22 · 10 marks · drawn from sections 5A–5D

Q19 (3 marks · VC2HG10S01 · section 5A)

- (a) Name the four families of questions in Figure 3 of section 5A, and state the job one of them does. (1 mark)

- (b) Sharpen the vague question “Why is human wellbeing uneven?” using the method of Figure 4 in section 5A: your sharpened question must add a concept, a scale, a real place, and a way to measure or check the answer. (2 marks)

Q20 (2 marks · VC2HG10S02 · section 5B)

- (a) From Figure 3 in section 5B, state the five-year period in which Point Cook’s recorded population grew the most, and give the two census values at its ends. (1 mark)

- (b) Name the three tests of Figure 7 in section 5B, and the two kinds of bias of Figure 8. (1 mark)

Q21 (3 marks · VC2HG10S03 · section 5C)

- (a) State what BOLTSS stands for. (1 mark)

- (b) Name the three families of geospatial technologies that section 5C prints, and state the job one of them does. (1 mark)

- (c) State the three analysis moves that section 5C says “turn a picture into an argument”. (1 mark)

Q22 (2 marks · VC2HG10S04 · section 5D)

- (a) Distinguish between a generalisation and a forecast, as section 5D defines them. (1 mark)

- (b) Use Figure 5 in section 5D. State the printed Global Hunger Index band for “alarming”, and classify India’s 2025 score against the bands. (1 mark)

Part 6 — Skills: concluding, decision-making and communicating

Questions 23–26 · 10 marks · drawn from sections 6A–6C. Q26 is the paper’s cross-chapter synthesis item.

Q23 (2 marks · VC2HG10S05 · section 6A)

- (a) State what it means to *steelman* the other side, as Figure 2 of section 6A defines it. (1 mark)

- (b) Name the seven geographical concepts that section 6A uses as criteria. (1 mark)

Q24 (3 marks · VC2HG10S06 · section 6B)

- (a) Name the three criteria section 6B uses to evaluate any strategy. (1 mark)

- (b) Define *effectiveness* as section 6B uses the term, and explain in your own words what “a strategy that is never monitored is a hope, not a plan” means. (1 mark)

- (c) Name the four parts of a recommendation printed in Figure 10 of section 6B. (1 mark)

Q25 (2 marks · VC2HG10S07 · section 6C)

- (a) State the rule printed under Figure 3 of section 6C about where a source must be visible. (1 mark)

- (b) Use Figure 10 in section 6C. Give two dated facts about Venice’s response to visitor pressure. (1 mark)

Q26 (3 marks · VC2HG10S06 · cross-chapter synthesis — Chapters 1 and 6)

Food waste is one thread that runs through this book: the four pillars of food security in Chapter 1, the individual strategies and the shape of a recommendation in Chapter 6, and the food-waste finding section 6C uses to model communication. Pull the thread into one short response, and name the sections and figures you use.

- (a) From Figure 8 in section 6C, state the printed world total of food waste and the sector with the largest share. (1 mark)

(b) Figure 2 in section 1D gives the four pillars of food security. Explain which pillar reducing household food waste touches, and why. *(1 mark)*

(c) Strategy A in Figure 9 of section 6B is an individual strategy on food waste. Recommend one way your school could act on it, and give one predicted impact — short term or long term — in the four-part shape of Figure 10 in section 6B. *(1 mark)*

End of paper — 60 marks

Marking guide — Geography Level 9 end-of-level review

Teacher-facing marking guide and fully-worked solutions for the Geography 9 end-of-level review — 26 questions, 60 marks, six parts. Keep this document with the paper: the solutions follow the paper's order exactly.

General marking rules

- Marks are whole numbers — no half marks on any part.
- Accept correct synonyms and paraphrases wherever an answer re-states a definition the book prints; the wording in this guide is the book's, not a required script.
- Where the same fact appears in more than one section with slightly different printed values (some indicators are sourced twice, from different agencies or years), mark against the section the question names.
- Contested questions — Q14(b), Q19(b), Q24(b) and Q26(b)–(c), and any part marked “reasoning” below — are marked on the quality of the reasoning, never on the conclusion reached. A well-argued answer on either side can earn full marks (CONTESTED_TERMS Rule 5).

Mark map

Part	Chapter	Sections	Questions	Marks	Content codes
Part 1	Biomes and food security	1A–1D	Q1–Q4	10	VC2HG10K01– VC2HG10K04

Part	Chapter	Sections	Questions	Marks	Content codes
Part 2	Geographies of interconnection	2A–2E	Q5–Q9	10	VC2HG10K05– VC2HG10K09
Part 3	Environmental change and management	3A–3E	Q10–Q14	10	VC2HG10K10– VC2HG10K14
Part 4	Geographies of human wellbeing	4A–4D	Q15–Q18	10	VC2HG10K15– VC2HG10K18
Part 5	Skills: geographical inquiry	5A–5D	Q19–Q22	10	VC2HG10S01– VC2HG10S04
Part 6	Skills: concluding, decision-making and communicating	6A–6C	Q23–Q26	10	VC2HG10S05– VC2HG10S07 (Q26 re-tags VC2HG10S06)
			Total	60	All 25 codes of the band carry at least one tagged item

Allocating marks, question by question

Q	CD	Mark allocation
Q1	VC2HG10K01	(a) 1 + (b) 1 = 2
Q2	VC2HG10K02	(a) 1 + (b) 1 + (c) 1 = 3
Q3	VC2HG10K03	(a) 1 + (b) 1 = 2
Q4	VC2HG10K04	(a) 1 + (b) 1 + (c) 1 = 3
Q5	VC2HG10K05	(a) 1 + (b) 1 = 2
Q6	VC2HG10K06	(a) 1 + (b) 1 = 2
Q7	VC2HG10K07	(a) 1 + (b) 1 = 2
Q8	VC2HG10K08	(a) 1 + (b) 1 = 2
Q9	VC2HG10K09	(a) 1 + (b) 1 = 2
Q10	VC2HG10K10	(a) 1 + (b) 1 = 2
Q11	VC2HG10K11	(a) 1 + (b) 1 = 2
Q12	VC2HG10K12	(a) 1 + (b) 1 = 2
Q13	VC2HG10K13	(a) 1 + (b) 1 = 2
Q14	VC2HG10K14	(a) 1 + (b) 1 = 2
Q15	VC2HG10K15	(a) 1 + (b) 1 + (c) 1 = 3
Q16	VC2HG10K16	(a) 1 + (b) 1 + (c) 1 = 3
Q17	VC2HG10K17	(a) 1 + (b) 1 = 2
Q18	VC2HG10K18	(a) 1 + (b) 1 = 2
Q19	VC2HG10S01	(a) 1 + (b) 2 = 3
Q20	VC2HG10S02	(a) 1 + (b) 1 = 2
Q21	VC2HG10S03	(a) 1 + (b) 1 + (c) 1 = 3
Q22	VC2HG10S04	(a) 1 + (b) 1 = 2
Q23	VC2HG10S05	(a) 1 + (b) 1 = 2
Q24	VC2HG10S06	(a) 1 + (b) 1 + (c) 1 = 3
Q25	VC2HG10S07	(a) 1 + (b) 1 = 2
Q26	VC2HG10S06	(a) 1 + (b) 1 + (c) 1 = 3

What the paper is evidence for

This book owns the whole Levels 9–10 band, so the paper is diagnostic against the band achievement standard (TOC.md, “By the end of Level 10”). A student’s marks map onto the standard’s two paragraphs like this — use it to decide where revision is worth the time, not to re-grade the student.

Achievement-standard point (this book’s words)	Evidence in this paper
explain how people and environmental processes, acting at different scales, change what places are like	Q2, Q5, Q8, Q11, Q17
explain what human activity does to environments, and what environments do to human activity, over time	Q3, Q7, Q10, Q13, Q18
judge where a geographical phenomenon is distributed, and what follows from that	Q6, Q9, Q17, Q20
judge the interconnections linking people, places and environments	Q2(c), Q6, Q18
analyse the changes these interconnections cause, and their consequences	Q6, Q13(b), Q18(b)
analyse sustainability, and how that concept helps make	Q3, Q10, Q14, Q26

Achievement-standard point (this book's words)	Evidence in this paper
sense of environmental issues	
judge strategies against the three criteria: environmental, social and economic	Q8, Q14, Q16(c), Q24, Q26(c)
build a set of relevant questions	Q19
gather, process, compare and represent information and data, including with geospatial technologies	Q20, Q21
read and judge information and data: make generalisations and forecasts, explain the patterns and trends, and draw out relationships	Q1(b), Q9(b), Q13(b), Q22
weigh the ethical values and perspectives involved, and give reasons for responses	Q12, Q14(b), Q23
build and judge strategies against criteria, recommend one, and explain its predicted impacts	Q24, Q26(c)
produce explanations and actions, pulling findings together and referencing the sources they came from	Q25, Q26

Score

Part	Marks available	Marks awarded
Part 1 — Biomes and food security	10	
Part 2 — Geographies of interconnection	10	
Part 3 — Environmental change and management	10	
Part 4 — Geographies of human wellbeing	10	
Part 5 — Skills: geographical inquiry	10	
Part 6 — Skills: concluding, decision-making and communicating	10	
Total	60	

Solutions

Fully-worked solutions in paper order. Expected answers quote the values and definitions the named sections print; the section's own source lines stand behind every figure cited here.

Worked solutions

Q1 (2 marks · VC2HG10K01 · section 1A)

- (a) Climate, vegetation and biomass — the three components Figure 1's caption says pull in one direction. **1 mark** for all three; 0 for fewer.
- (b) The two ceilings are the modelled NPP set by mean annual temperature and the modelled NPP set by mean annual rainfall; the model takes the lower of the two. For a dry inland place such as Mildura, the rainfall ceiling is the lower one, so rainfall decides. **1 mark** for both ceilings plus the rainfall call.

Q2 (3 marks · VC2HG10K02 · section 1B)

- (a) Environmental, economic and technological factors. **1 mark** for all three.
- (b) Australia's irrigated rice yields print as a range of 9.4–11.1 t/ha; Indonesia's 2025 average rice yield prints as 5.3 t/ha. **1 mark** for both values (accept tonnes per hectare for t/ha).
- (c) Expected reasoning: Figure 3 shows Australia supplying about 35% of Indonesia's wheat imports across the printed window (2013–14 to 2024–25). Indonesia's environment cannot grow wheat at the scale its people need, so its need and Australia's growing conditions are tied together through trade — each side depends on the other, which is what makes it an interconnection. **1 mark** for an explanation that uses the Figure 3 fact to show mutual dependence; 0 for restating the fact alone.

Q3 (2 marks · VC2HG10K03 · section 1C)

- (a) Environmental, economic and social. **1 mark** for all three.
- (b) Expected chain, per Figure 6: deep-rooted native vegetation uses most of the rainfall and keeps the watertable low; shallow-rooted crops let more water drain past the roots (recharge); the watertable rises, dissolving ancient salt stored in the soil and carrying it to the surface, where it stays as the water evaporates — dryland salinity. **1 mark** for the full chain (clearing → recharge → rising watertable → salt to the surface); 0 for “trees hold water” with no salinity link.

Q4 (3 marks · VC2HG10K04 · section 1D)

- (a) Availability, access, utilisation, stability. **1 mark** for all four.
- (b) The war in Ukraine — Russia and Ukraine together account for about 27% of world wheat exports, so the fighting hit supply; the index peaked at 160.2 in March 2022. **1 mark** for event plus printed peak value.
- (c) Either printed Figure 3 fact works: 2.7 billion people cannot afford a healthy diet, or 645 million people faced hunger in 2025. Both show food exists but people cannot reach it — an access problem, not a production problem. **1 mark** for one fact plus that link.

Q5 (2 marks · VC2HG10K05 · section 2A)

- (a) Distances have not shrunk; the time and cost of moving people, goods, money and ideas across them have fallen, so places are linked faster and more cheaply than ever — the world behaves as if it were smaller. **1 mark** for the time-and-cost-fallen idea; 0 for “the world is getting smaller” alone.
- (b) Figure 3 traces cotton into a T-shirt (cotton grown in the Namoi Valley near Narrabri); Figure 4 traces milk (Gippsland farms → processing at Leongatha → distribution from Truganina). The dairy chain stays cold at every step because milk is perishable — the cold chain stops it spoiling between farm and shelf. **1 mark** for both products plus the perishability reason.

Q6 (2 marks · VC2HG10K06 · section 2B)

- (a) Shenzhen in 1980: about 30,000 people. 2020 census: 17,560,000. **1 mark** for both.
- (b) Economic: garments earn 81.49% of Bangladesh's export income (US\$39.34 billion of US\$48.28 billion in 2024–25) — or about 5 million people work in the industry. Demographic: about 55% of garment workers are women, and the jobs pull young women to migrate to Dhaka. **1 mark** for one economic and one demographic impact, each with its supporting fact; 0 for two of the same kind.

Q7 (2 marks · VC2HG10K07 · section 2C)

- (a) The book's definition: the carbon dioxide released in growing, mining, making and transporting a traded good, which the good effectively carries with it when it is traded. **1 mark** for a paraphrase keeping both ideas — emissions released in production, carried by the traded good.
- (b) The production-based count is larger: 399.9 Mt in 2020, against 354.5 Mt consumption-based. The gap (about +45.4 Mt) shows Australia emits more carbon making goods — including goods it exports — than is embodied in what it consumes: it is a net exporter of embodied carbon. **1 mark** for the larger count plus what the gap says.

Q8 (2 marks · VC2HG10K08 · section 2D)

- (a) Any two tools from Figure 6, each with its printed example: limit visitor numbers (Machu Picchu, about 5,000 per day); price access (Mount Fuji's 2,000 yen fee; Venice's day-tripper fee); set rules on where tourism businesses operate (Barcelona's short-stay licences); educate and enforce (Kyoto's litter fine, about US\$92); monitor visitor pressure with data; spread the flow across time and space. **1 mark** for two tools each with a printed example.
- (b) Of the Venice local government area's 249,466 residents, about 199,000 now live in mainland districts such as Mestre — only about 50,000 remain on the historic island. It shows tourism pressure (crowding, costs, housing converted to short stays) has pushed residents off the island itself. **1 mark** for the mainland-majority fact plus that interpretation.

Q9 (2 marks · VC2HG10K09 · section 2E)

- (a) Contagious diffusion spreads evenly outward through contact between neighbours, like a wave across the whole surface; hierarchical diffusion jumps first to the biggest, best-connected places (major cities and hubs) and trickles down to smaller places later. **1 mark** for both patterns correctly distinguished.
- (b) Peak about 6,750 in November 2007; trough about 3,120 in March 2009. **1 mark** for both values with their dates.

Q10 (2 marks · VC2HG10K10 · section 3A)

- (a) Source, services, sink, spiritual. **1 mark** for all four.
- (b) The waffle has 100 squares, each 1% of the Natural Temperate Grassland the Victorian Volcanic Plain carried before 1750; 99 squares are lost, so less than 1% remains. It is listed under the *Flora and Fauna Guarantee Act 1988*. **1 mark** for what the diagram shows plus the Act.

Q11 (2 marks · VC2HG10K11 · section 3B)

- (a) Salinity — irrigation-induced salinity in northern Victoria's irrigation districts. **1 mark**.
- (b) 1917 (the *Discharged Soldiers' Settlement Act*); 1982 (water quality added to the River Murray Commission's duties). **1 mark** for both years.

Q12 (2 marks · VC2HG10K12 · section 3C)

- (a) The fixed definition: the responsibility to care for a place or part of the environment, keep it healthy, and pass it on to future generations. Its three steps: held in trust; a duty of care; protected and passed on. **1 mark** for the definition plus all three steps.
- (b) The five care practices of Figure 3: cleaning up land; restoring and planting habitat; protecting threatened species; monitoring and counting; building community capacity. Any printed Victorian example matching the chosen practice — e.g. volunteer groups clearing weeds and rubbish from grassland remnants (cleaning up), Landcare-style networks replanting habitat (restoring), or community groups counting threatened species (monitoring). **1 mark** for all five practices plus one matching example.

Q13 (2 marks · VC2HG10K13 · section 3D)

- (a) Human-centred, eco-centred and Earth-centred. Core belief of one: human-centred — the environment matters for what it provides people; eco-centred — living things and ecosystems have value in their own right, not only for human use; Earth-centred — the Earth as a whole system has intrinsic value and humans are one part of it. **1 mark** for all three families plus one correctly stated core belief.
- (b) The “serious and pressing — act now” share zigzags rather than trending: 68% in 2006, down to 41% in 2011, back up to 61% in 2019, down again to 49% in 2026. **1 mark** for the up-and-down description plus two printed values.

Q14 (2 marks · VC2HG10K14 · section 3E)

- (a) Spatial, engineering, environmental and interconnected strategies. **1 mark** for all four families.
- (b) The printed debate question: “Should irrigation be allowed to expand in districts where the watertable is already rising?” **Marked on reasoning (Rule 5) — any family, any conclusion.** Expected strongest cases: eco-centred (typically against) — expansion worsens a rising-watertable process already salting land and rivers; the damage outlasts the profit and the ecosystem has value beyond the crop. Human-centred (typically for) — irrigation supports farm incomes and towns; engineering strategies such as drainage can manage the watertable; people’s livelihoods come first. Earth-centred — the basin’s health as a whole system sets the limit, and expansion in already-rising districts crosses it. **1 mark** for the printed question plus a case that coherently follows the chosen family’s core belief; 0 for a conclusion with no family-aligned reasoning.

Q15 (3 marks · VC2HG10K15 · section 4A)

- (a) A long and healthy life; knowledge; a decent standard of living. **1 mark** for all three.
- (b) India: HDI 0.685, rank 130. **1 mark** for both.
- (c) Reason (any one the section prints): GDP per capita is an average that hides distribution — the country’s average can rise while most people get poorer; or it counts only market output, missing unpaid work and environmental damage; or it says nothing about health or education. Alternative from the five-measures table that answers it: e.g. HDI (adds health and knowledge), PQLI (social outcomes only), GPI (adjusts for environmental and social costs), or GNI per capita. **1 mark** for one printed reason plus one alternative that addresses it; 0 for a reason with no alternative or vice versa.

Q16 (3 marks · VC2HG10K16 · section 4B)

- (a) SEIFA IRSAD: the Index of Relative Socio-economic Advantage and Disadvantage — an ABS index that summarises an area’s income, education, employment and housing conditions into a single number, with the Australian average set at 1000; it is relative — it ranks areas against each other rather than measuring absolute poverty. Decile 1 = the most disadvantaged 10% of Australian areas. **1 mark** for both halves.
- (b) The two facts pulling against each other: Brimbank’s LGA-wide average sits in decile 4 (IRSAD 928) — moderately disadvantaged; yet 108 of its 454 SA1 small areas sit in national decile 1. The LGA average hides pockets of severe disadvantage inside the same municipality. **1 mark** for both facts.
- (c) The Latrobe Valley Authority — place-based: it rebuilds one region’s economy after the Hazelwood power station closure. India’s MGNREGS — an entitlement: a legal guarantee of 100 days of paid work per year for

rural households. The printed difference: a place-based program supports one named region, while an entitlement is a legal claim any eligible rural household can make. **1 mark** for both programs plus one difference in how they work.

Q17 (2 marks · VC2HG10K17 · section 4C)

- (a) Unemployment: Newtown 3.6%, Norlane 10.5%. Bachelor degree or above: Newtown 40.6%, Norlane 9.6%. **1 mark** for all four values; 0 if two or more are wrong or missing.
- (b) 116 of Greater Geelong's 621 SAIs — about 19% — sit in national deciles 1–2. What it shows: the LGA-wide average (IRSAD 989.6, decile 8) makes Greater Geelong look moderately advantaged, but averages hide extremes — the scale you map at changes what you can see. **1 mark** for the count plus the averages-hide-extremes point.

Q18 (2 marks · VC2HG10K18 · section 4D)

- (a) Money a worker earns in one country and sends to family in another. **1 mark**.
- (b) JKN growth (Figure 7): 133.4 million members in 2014 → 195 million (75% of the population) by April 2018 → about 223 million (83%) by 2020 — any one printed step. Poverty fell (Figure 8): the share living on under US\$3.00 a day fell from 21.6% in 2015 to 4.0% in 2025; or child stunting fell from 30.8% in 2018 to 19.8% in 2024. **1 mark** for one fact of each kind.

Q19 (3 marks · VC2HG10S01 · section 5A)

- (a) Descriptive — map or describe the phenomenon; explanatory — look for its causes; change and prediction — look through time and forecast; evaluative — weigh up what should be done. **1 mark** for all four names plus the job of one.
- (b) **2 marks, marked on the method of Figure 4 — the place and measure chosen do not matter, the four additions do.** The sharpened question must add: a geographical concept, a specific scale, a real place, and a way to measure or check the answer. Worked example: “Why does human wellbeing, measured by SEIFA IRSAD decile, differ between suburbs inside the City of Greater Geelong?” — concept (human wellbeing), scale (suburbs within one LGA), place (Greater Geelong), measure (IRSAD decile). **1 mark** for a question that is sharper than the original with place and scale; **2 marks** for all four additions and a question answerable with data. A still-vague rewrite scores 0.

Q20 (2 marks · VC2HG10S02 · section 5B)

- (a) 2006–2011; the recorded population rose from 14,162 to 32,413. **1 mark** for the period plus both endpoint values.
- (b) Three tests (Figure 7): relevance, reliability, bias. Two kinds of bias (Figure 8): information bias — presenting only one side of an issue; selection bias — selecting only the information or people that suit one story. **1 mark** for all five terms.

Q21 (3 marks · VC2HG10S03 · section 5C)

- (a) Border, Orientation, Legend, Title, Scale, Source. **1 mark** for all six.
- (b) Remote sensing — satellites, aircraft and drones observe the surface from above; GNSS such as GPS — pinpoints exact positions on Earth; GIS — stacks datasets in layers and produces statistical maps and layer-by-layer analysis. **1 mark** for all three families plus the job of one.
- (c) Describe the pattern; compare (between places or times); look for the exception. **1 mark** for all three moves.

Q22 (2 marks · VC2HG10S04 · section 5D)

- (a) A generalisation is a broad rule the evidence supports, stated with qualifiers — “most”, “often”, “tends to” — and never “all” or “always”; a forecast is a prediction that states how likely something is, often as a range. **1 mark** for both correctly distinguished.
- (b) The “alarming” band prints as 20.0–34.9. India’s 2025 Global Hunger Index score is 25.8, which falls inside that band — alarming. **1 mark** for the band plus the classification.

Q23 (2 marks · VC2HG10S05 · section 6A)

- (a) Steelmanning: stating the opposing view in the strongest form its own supporters would recognise — the opposite of arguing against a weak version of it. **1 mark**.
- (b) Place, space, environment, interconnection, sustainability, scale, change. **1 mark** for all seven.

Q24 (3 marks · VC2HG10S06 · section 6B)

- (a) Environmental, economic, social. **1 mark** for all three.
- (b) Effectiveness: how well a strategy does what it aimed to do, judged against the criteria. The monitoring line means: without monitoring there is no evidence about whether the strategy is working — you are only hoping it is; checking as you go is what turns an intention into a plan you can adjust. **1 mark** for both halves; the second half is reasoning-marked — accept any faithful paraphrase.
- (c) Name the strategy and who will act; evaluate it against the criteria; explain why it beats the alternatives; state the predicted impacts, now and later. **1 mark** for all four parts.

Q25 (2 marks · VC2HG10S07 · section 6C)

- (a) A source must be visible twice — once in the sentence (an in-text credit) and once in the source list. **1 mark**.
- (b) Any two dated Venice facts from Figure 10: 2021 — big cruise ships banned from the lagoon; 2023 — the historic island’s resident count fell below 50,000; 2024 — the €5 day-tripper fee trialled; 2025 — the fee set at €5–€10 with booking required on peak days. **1 mark** for two correctly dated facts.

Q26 (3 marks · VC2HG10S06 · cross-chapter synthesis — Chapters 1 and 6)

- (a) The printed world total: 931 million tonnes of food wasted in 2019; the largest share is households, at 61%. **1 mark** for both.
- (b) **Marked on reasoning (Rule 5) — either pillar can earn the mark.** Availability: wasted food is supply lost from the system, so cutting household waste makes more of the existing food supply count, without growing more. Stability: waste and loss add price and supply swings, so cutting waste smooths them. An access or utilisation argument earns the mark if it is genuinely tied to that pillar’s Figure 2 meaning (e.g. utilisation — wasted food delivers no nutrition to anyone). **1 mark** for naming a pillar and linking household waste to that pillar’s printed meaning; 0 for naming a pillar with no link.
- (c) **Marked on reasoning — any sensible school-level action following Strategy A (“waste less food, and less of its packaging”) earns the mark if it takes Figure 10’s shape.** Worked example: “Our student council should run a term-long canteen waste audit and a serve-what-fits campaign (strategy and who acts). It is environmentally sound — less food to landfill — and cheap, so economically and socially easy to sustain (evaluation against criteria). It beats simply adding more bins, which manages waste instead of preventing it (why it beats the alternative). Predicted impact: less canteen waste this term, and students who keep the habit after the audit ends (impacts now and later).” **1 mark** for a named action plus a predicted impact, with the recommendation following the four-part shape; 0 for a bare suggestion with no impact.

End of solutions — 26 questions, 60 marks