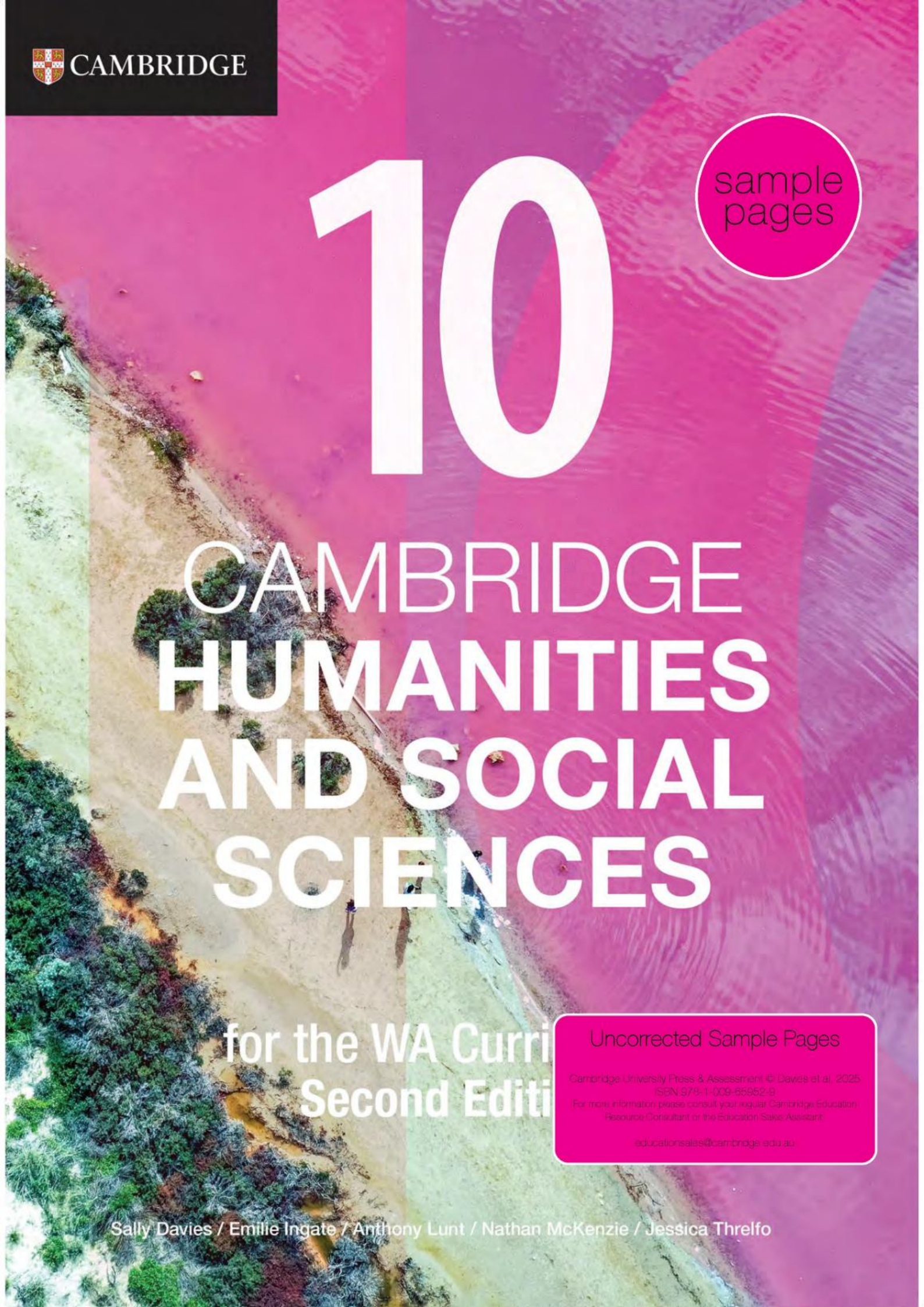


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# 10

# CAMBRIDGE HUMANITIES AND SOCIAL SCIENCES

## for the WA Curri
## Second Editi

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**About the cover**




Aerial view over Hutt Lagoon at Port Gregory. Western Australia's most famous pink lake, Hutt Lagoon is a salt lake covering 70 square kilometres and changes character according to the weather and the seasons. The lake's iconic pink colouring is due to the presence of the algae *Dunaliella salina*, which produces beta-carotene, a food-colouring agent.

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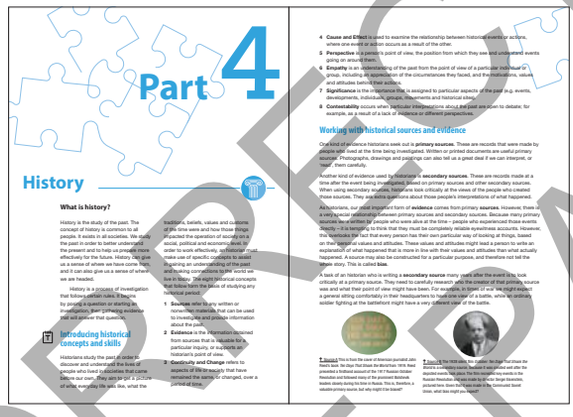
# How to use this resource

This book contains four parts, with each part covering one of the four topic areas: Civics and Citizenship, Economics and Business, Geography, and History.



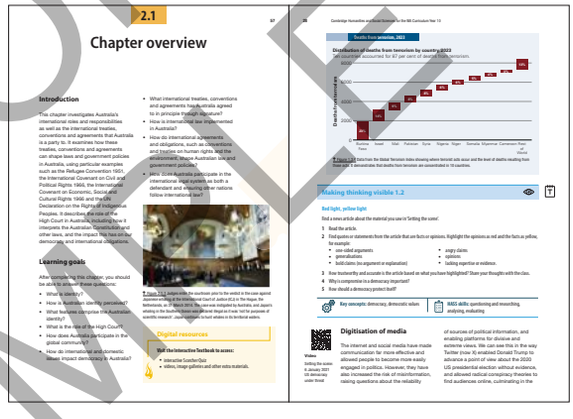

All chapters have been closely aligned to the Western Australian Curriculum for Humanities and Social Sciences (HASS) for this year level.

Each part of the book begins with a range of overview pages introducing you to the subject at hand.




The History topic includes a detailed **Historical overview**. Each chapter within the History topics also opens with timelines of key events.

**Chapter overview** pages provide an Introduction, list of Learning goals, and Digital resources available for the chapter. Some chapters also include a list of skills you will develop by working through the topic.




**Relevant videos** can also be viewed on your phone by accessing the QR code in the margin.

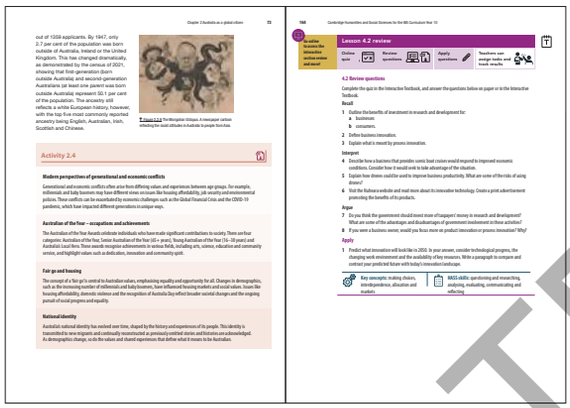
**Glossary terms** are bolded in the text, defined on the page and collated in the digital versions of the textbook for easy reference.




A variety of **activities** explore key concepts and enable you to develop HASS skills while engaging with the topic.

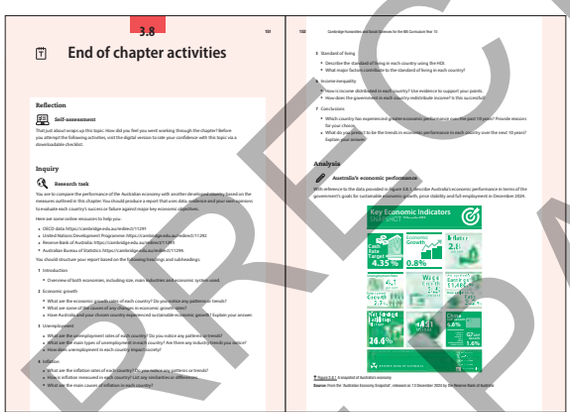
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Every chapter also includes many **skill-based activities** aligned to the curriculum.

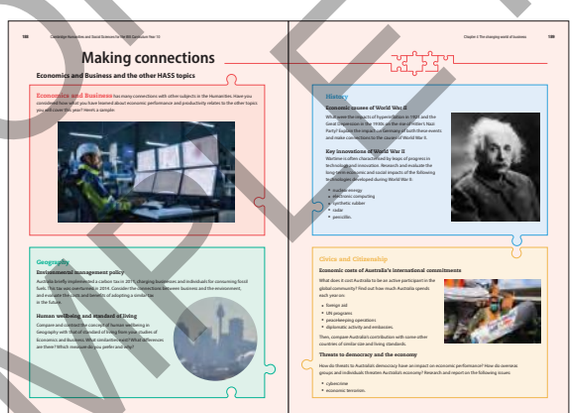



Each chapter section ends with a set of **end of section review questions**, to check your recall of the material, as well as your ability to interpret it and create arguments. Throughout the Year 9 and 10 books, there are also application questions for students looking for a challenge.

The **end of chapter activities** contain a variety of concluding tasks to consolidate and extend your learning.

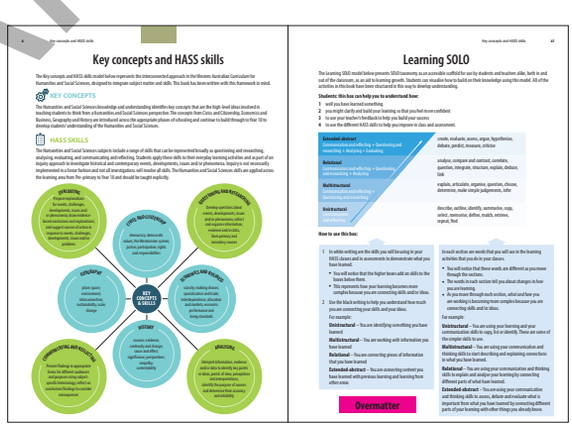



**Making connections between the HASS topics:** at the end of each topic area we include a range of activities to help students and teachers make connections between the topics and expand their understanding of HASS concepts.




These activities are different for each topic, so they are useful no matter in which order the topics are learned.

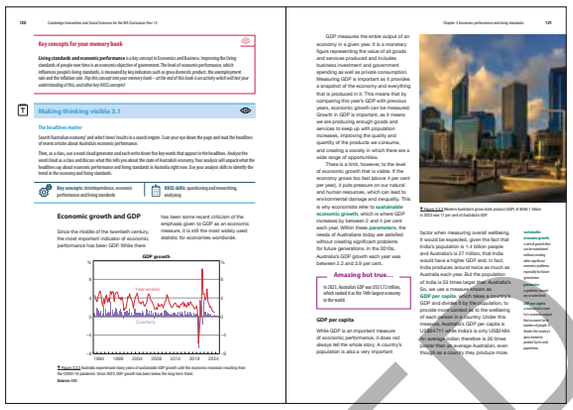
The **Key concepts and HASS skills** model on page x shows how this book has used an interconnected approach to integrate the subject matter and skills required throughout the Western Australian Curriculum for Humanities and Social Sciences.




The pedagogical approach to supporting and developing learning growth that underpins this resource is represented by the **Learning SOLO** model on p **xi**, including suggestions for students and teachers on how to use this framework.

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At the end of the book is another activity, which brings the four topics together, called **Putting it all together: key concepts for your memory bank**. The authors have chosen certain key concepts per topic area to highlight in each year of the course from the Western Australian Curriculum. This activity brings these concepts together and can be used to consolidate the year's learning in HASS, for revision or as an assessment task.



The Interactive Textbook includes a range of additional digital resources including videos, image galleries, interactive activities, Scorcher quizzes and more.

## Digital resources

- This series uses the interactive Edjin platform, and includes both a student and a teacher edition.

In the **Interactive Textbook** version of this book students will find the following key resources:

- Downloadable Self-assessment checklists (aligned to each chapter's Learning goals), for students to rate their progress
- Interactive Chapter quizzes and Scorcher quizzes (timed, competitive and fun tests of knowledge)
- Suggested solutions to all activities (enabled by teacher)
- A PDF downloadable version of the student textbook.

In the **Online Teaching Suite**, teachers will find:

- Guidance on using the digital versions of the book
- Teaching programs and teaching tips
- Curriculum grids for each topic area
- Additional activity worksheets.

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# Key concepts and HASS skills

The Key concepts and HASS skills model below represents the interconnected approach in the Western Australian Curriculum for Humanities and Social Sciences, designed to integrate subject matter and skills. This book has been written with this framework in mind.

## KEY CONCEPTS

The Humanities and Social Sciences knowledge and understanding identifies key concepts that are the high-level ideas involved in teaching students to think from a Humanities and Social Sciences perspective. The concepts from Civics and Citizenship, Economics and Business, Geography and History are introduced across the appropriate phases of schooling and continue to build through to Year 10 to develop students' understanding of the Humanities and Social Sciences.

## HASS SKILLS

The Humanities and Social Sciences subjects include a range of skills that can be represented broadly as questioning and researching, analysing, evaluating, and communicating and reflecting. Students apply these skills to their everyday learning activities and as part of an inquiry approach to investigate historical and contemporary events, developments, issues and/or phenomena. Inquiry is not necessarily implemented in a linear fashion and not all investigations will involve all skills. The Humanities and Social Sciences skills are applied across the learning area from Pre-primary to Year 10 and should be taught explicitly.




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# Learning SOLO

The Learning SOLO model below presents SOLO taxonomy as an accessible scaffold for use by students and teachers alike, both in and out of the classroom, as an aid to learning growth. Students can visualise how to build on their knowledge using this model. All of the activities in this book have been structured in this way to develop understanding.

**Students: this box can help you to understand how:**

1. well you have learned something
2. you might clarify and build your learning so that you feel more confident
3. to use your teacher's feedback to help you build your success
4. to use the different HASS skills to help you improve in class and assessment.

| | |
|---|---|
| **Extended-abstract**<br>Communication and reflecting + Questioning and researching + Analysing + Evaluating | create, evaluate, assess, argue, hypothesise, debate, predict, measure, criticise |
| **Relational**<br>Communication and reflecting + Questioning and researching + Analysing | analyse, compare and contrast, correlate, question, integrate, structure, explain, deduce, link |
| **Multistructural**<br>Communication and reflecting + Questioning and researching | explain, articulate, organise, question, choose, determine, make simple judgements, infer |
| **Unistructural**<br>Communication and reflecting | describe, outline, identify, summarise, copy, select, memorise, define, match, retrieve, repeat, find |

**How to use this box:**

1 In white writing are the skills you will be using in your HASS classes and in assessments to demonstrate what you have learned.
- You will notice that the higher boxes add on skills to the boxes below them.
- This represents how your learning becomes more complex because you are connecting skills and/or ideas.

2 Use the black writing to help you understand how much you are connecting your skills and your ideas.

For example:

**Unistructural** – You are *identifying* something you have learned

**Multistructural** – You are working *with* information you have learned

**Relational** – You are *connecting* pieces of information that you have learned

**Extended-abstract** – You are *connecting* content you have learned with previous learning and learning from other areas

In each section are words that you will use in the learning activities that you do in your classes.

- You will notice that these words are different as you move through the sections.
- The words in each section tell you about changes in *how* you are learning.
- As you move through each section, *what and how* you are working is becoming more complex because you are connecting skills and/or ideas.

For example:

**Unistructural** – You are using your learning and your communication skills to copy, list or identify. These are some of the simpler skills to use.

**Multistructural** – You are using your communication and thinking skills to start describing and explaining connections in what you have learned.

**Relational** – You are using your communication and thinking skills to explain and analyse your learning by connecting different parts of what have learned.

**Extended-abstract** – You are using your communication and thinking skills to assess, debate and evaluate what is important from what you have learned by connecting different parts of your learning with other things you already know.

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# About the authors


Sally Davies

**Sally Davies** *(lead author)* Sally has a degree in Classics and Ancient History and has been teaching Humanities, Ancient and Modern History and English for 22 years. She is passionate about her speciality, Roman (and all other things Ancient) History, but best loves working with young people to engage them in the core skills of critical thinking and problem solving, which the HASS Learning Area does best. Sally has worked extensively with the School Curriculum Standards Authority in roles such as Australian Tertiary Admission Rank (ATAR) Chief Examiner and Chief Marker and has written for the Australian, Curriculum and Assessment Reporting Authority (ACARA). She has also written ESTs and developed ATAR and General Course syllabuses through her involvement with the Ancient History Course Advisory Committee, which she currently chairs. Sally is Vice President of the History Teachers Association of WA (HTAWA). In this role, she has written study skills books, edited the *ATAR Good Answer Guide*, and enjoyed many opportunities to collaborate with teachers through facilitating professional learning with her HTAWA colleagues. Sally is also a local government councillor, allowing her very valuable insight into civics and democracy in action.

*Sally would like to thank her colleagues at the HTAWA and Cambridge University Press for their positivity and support, and her family for their endless patience with her increasing bookishness.*


Emilie Ingate

**Emilie Ingate** *(Civics and Citizenship author)* is a senior teacher who has been teaching HASS for over 12 years. She has recently added a Certificate IV in Legal Studies to her Bachelor of Arts in Politics and International Studies. She believes Civics and Citizenship is a subject connected in many ways to our everyday lives, showing students the relationships between laws, justice, people, power and decision making that influence their lives. She has experience teaching both ATAR and general subjects such as Politics and Law, Modern History and Psychology.

*Emilie would like to thank her people (too many to mention) who have provided encouragement and reassurance during this process, and she sincerely appreciates her fur family, who have calmly sat with her while writing and provided emotional support and distraction via walks*.


Anthony Lunt

**Anthony Lunt** *(History author)* has taught History for 30 years, in government, independent and Catholic schools. He has postgraduate qualifications in heritage studies and a PhD in History at the University of Western Australia. Anthony has been a Western Australian Certificate of Education (WACE) marker for many years, and presented numerous seminars for both students and fellow teachers. He has most recently been teaching at the School of Isolated and Distance Education in Leederville, Western Australia.

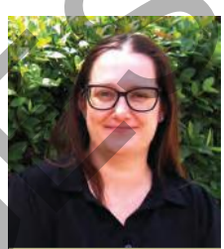
*Anthony would like to thank his wife, Susannah, for her patience and support during the writing of this book*.

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Nathan McKenzie

**Nathan McKenzie** *(Economics and Business author)* is an experienced HASS and Economics teacher with a growing role in pastoral care within the government sector. He has also taught Business Management and Enterprise as well as Workplace Skills Vocational Courses. Having studied Politics, Philosophy and Economics along with Business Management, he is an advocate for Economics and Business being understood as a study of collective and individual behaviour and decision making, interdependent with the other humanities strands. Nathan is passionate about improving economic and financial literacy among Western Australian students, helping young people understand the wider picture and their place in it.

*Nathan would like to thank his wife Kate, and their children Lachie and Elodie, for their support during the writing of this book*.


Jessica Threlfo

**Jessica Threlfo** *(Geography author)* is a HASS teacher, specialising in the delivery of ATAR Geography. She has taught a range of HASS subjects in Western Australian public secondary schools for more than 15 years, with a particular passion for differentiated learning and assessment. Jessica is a passionate advocate for the inclusion of skills-based learning and the use of digital technologies to enrich Geography education.

*Jessica would like to thank her husband Adrian and their two children, as well as her work family, for their support in the writing of this book*.

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# Part 1

# Civics and Citizenship



## What is Civics and Citizenship?

All Australians are citizens of a democracy, which is a system of government 'of the people, by the people, and for the people'. This means that, by voting, citizens indirectly decide the laws that are made and who will make them, and citizens have rights protected by the law. If laws do not reflect the values of a majority of people, the government is likely to be voted from power at an election.

Not all countries in the world are democracies. Political power and authority exist on a scale. On one end of the scale, people have no power, rights or freedoms. On the other end of the scale, people exercise supreme power over their lives. Civics and Citizenship studies different political and legal systems that make and enforce laws, and evaluates their effectiveness in protecting people's rights, freedoms and power.

Civics and Citizenship also considers the diverse range of people who are citizens in the world and their values and beliefs, what Australia's role is in the global community, and how these factors influence the laws made within Australia. Most importantly, studying Civics and Citizenship provides the knowledge needed to take part in – and protect – Australian democracy; demonstrating how to have a say in the issues you care about and the laws that affect your everyday life.

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↑ Figure A Chinese Premier Li Qiang, left, and Australian Prime Minister Anthony Albanese, at the Kaarta Gar-up lookout at Kings Park in Perth, Western Australia, on Tuesday, 18 June 2024

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# Topic 1

## Protecting democracy

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### Overview

**Protecting democracy looks at the key features and values of Australia's system of government and compares them with other systems in the Asia–Pacific region. Australia's government is characterised by democratic elections, the separation of powers, and representative and responsible government. These features ensure that power is balanced and that the government is accountable to the people.**

However, there are threats to Australia's democracy and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness. Misinformation and disinformation in the media, as well as the rise of populism and identity politics, also pose significant challenges. To safeguard democracy, Australia relies on shared values, the right to dissent within the bounds of the law, the importance of a free media, and anti-discrimination laws. These safeguards help protect the democratic system and ensure a fair and just society.

### Introducing Civics and Citizenship concepts and skills: *democracy*, *justice* and *accountability*

Throughout this unit there will be a focus on developing your understanding of **democracy**, **justice** and **accountability**. In Civics and Citizenship, the concept of **democracy** is a cornerstone of protecting people's rights and freedoms and measuring the political and legal system. It includes the broad definition of 'people power' and the characteristics of rule of law, open political participation, open and fair legal systems, separation of power and transparent and accountable governments. **Justice** is achieved when all people in a society have the opportunity to achieve equal outcomes. Justice is not simply about equality and not only applied to those within one country. After some significant atrocities during World War II, the world as a global community decided that all human beings had the right to achieve justice. Through international organisations such as the United Nations, countries agreed to help each other to

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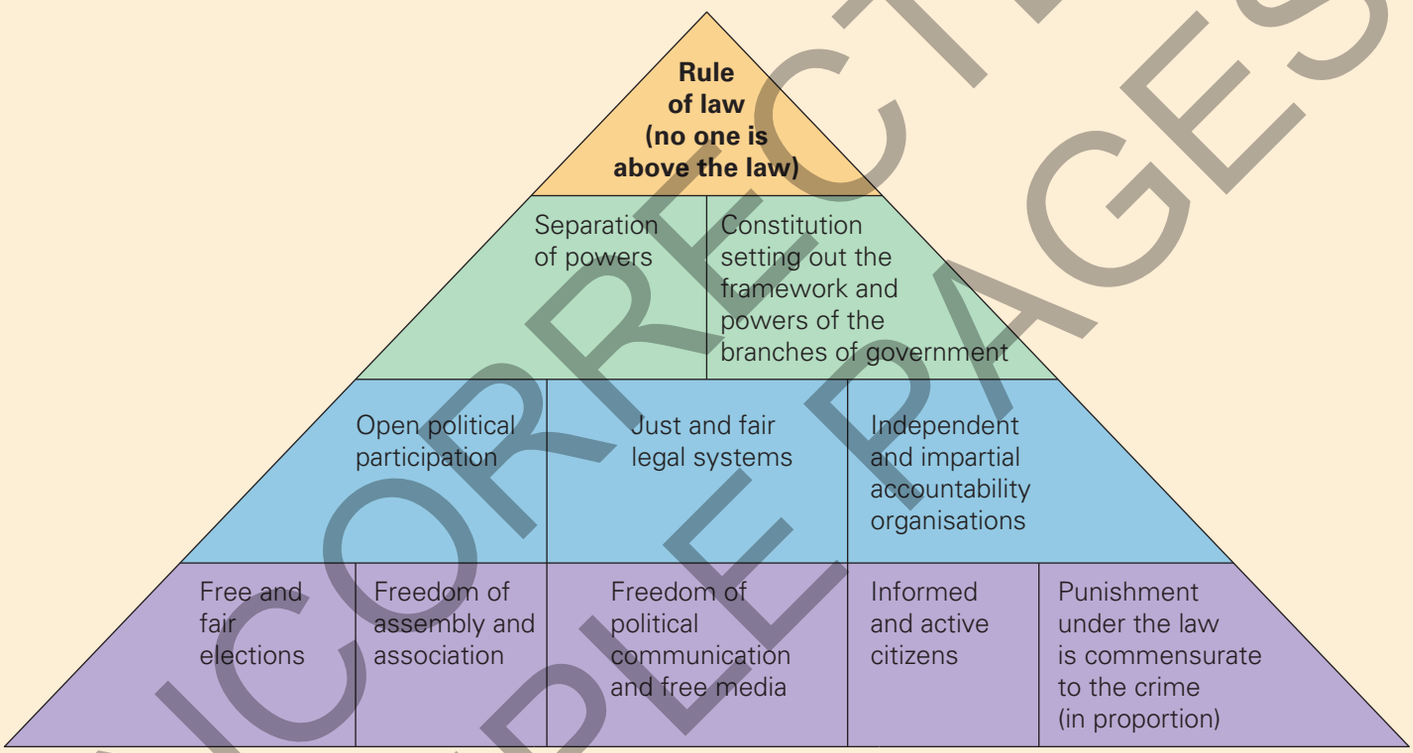
protect these rights and meet the needs of all people.

The concept of **accountability** is about being responsible to those agreements, and responsible to the laws made and the actions within and outside of the nation.

Accountability can be achieved through:

- Adherence to democratic principles and ideals.
- Protecting rights and freedoms.
- Ensuring multiple methods and independent and impartial organisations to monitor, investigate and apply consequences for corruption and misuse or abuse of power.

Although this unit has a specific focus on democracy, justice and accountability, these concepts are parts of the wider principles of rule of law and separation of powers.






← Figure B Australia's Foreign Minister, Penny Wong, meets with China's Premier, Li Qiang, with the Premier of South Australia, Peter Malinauskus, looking on. The meeting aims to strengthen bilateral ties between the countries. Adelaide Zoo will be home to a new pair of pandas, Xing Qiu and Yi Lan. China strictly controls hosting of the endangered species, with loans to zoos being given with substantial monetary arrangements and breeding and conservation programs. China is well known for using so-called 'Panda Diplomacy' to establish and maintain relationships between itself and other countries.

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# Chapter 1

## Protecting democracy

Aboriginal and Torres Strait Islander Peoples should be aware that this chapter contains images and names of people who have, or may have, passed away.



↑ Figure C (L-R) Australian Prime Minister Anthony Albanese, Laotian Prime Minister Sonexay Siphandone, Brunei Sultan Hassanal Bolkiah, Cambodian Prime Minister Hun Manet, Indonesian President Joko Widodo, Malaysian Prime Minister Anwar Ibrahim, Philippine President Ferdinand Marcos Jr, Singaporean Prime Minister Lee Hsien Loong, Thai Prime Minister Srettha Thavisin, Vietnamese Prime Minister Pham Minh Chinh, Timor Leste Prime Minister Xanana Gusmao and Secretary-General of ASEAN Dr Kao Kim Hourn attend the ASEAN-Australia Special Summit on 5 March 2024

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# Chapter overview

## Introduction

This chapter examines Australia's identity, its different perspectives and progression and how this has influenced its principles and ideals, which has then informed its democratic system of government. It then compares the Australian system with other governments within the Asia–Pacific region. It analyses international and domestic issues, and how they may threaten democracy in Australia; for example, terrorism, foreign influence and populism. Finally, it aims to connect the principles of democracy with how they can safeguard democracy, through citizen participation and strong independent and impartial institutions, such as the courts and anti-corruption commissions, that hold the government and parliament responsible for their actions.

## Learning goals

After completing this chapter, you should be able to answer these questions:

- What are the key features of Australia's system of government?
- How does Australia's system of government compare to its closest neighbours in the Asia–Pacific region?
- What are the threats to Australian democracy and the operation of democracy in the world?
- How can Australia ensure the continued operation of democracy within our society?
- What is the role of the High Court, particularly in protecting democracy and people's rights and freedoms?




↑ Figure 1.1.1 Former Australian Prime Minister Scott Morrison concedes defeat after the results for the 2022 federal election are announced. Elections are one way to hold government accountable for their actions while in power by electing new representatives.

### Digital resources

**Visit the Interactive Textbook to access:**

- interactive Scorcher Quiz
- videos, image galleries and other extra materials.

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1.2

# Australia's democracy and how it compares to governments in the Asia–Pacific region

## Focus questions

- **What are the key features of Australia's system of government?**
- **How does Australia's system of government compare to its closest neighbours in the Asia–Pacific region?**

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Winston Churchill once said, 'No-one pretends that democracy is perfect or all-wise. Indeed, it has been said that democracy is the worst form of government, except for all those other forms that have been tried from time to time.'

Churchill, as leader of a democratic nation fighting fascist Nazi Germany in World War II, understood the importance of protecting democracy. He acknowledged that while democracies did not always fulfil their aspirations, their core values – such as limiting government and protecting the power, rights and freedoms of their people – created a far more inclusive and representative system than the oppressive rule of **totalitarian**, non-democratic governments.

**totalitarian** the political system where control of government is absolute and no opposition party/ies are allowed, with strict control over society

**representative democracy** citizens vote for representatives to act on their behalf in parliament (legislative body)

Key to democracy is the concept of limited government. Democracy stems from the ancient Greek terms 'demos' (meaning 'people') and 'kratos' (meaning 'to rule'). In this respect, the people in a community or society should have the power; any authority the people give to a ruling government should be restricted. In Australia, which is a **representative democracy**, the parliament is given power through elections to act on behalf of citizens. Citizens can renew or remove this power by voting for the same or new representatives in the next election. There are two significant concepts that contribute to a limited government and are the basis of a democratic system. The first important concept is 'rule of law' and the second is 'separation of powers'.

Rule of law refers to the idea that the law is supreme and applied equally to all, including the lawmakers. This ensures that the government does not abuse its powers by making laws that benefit itself or particular groups. It also ensures that people are treated fairly and are more likely to follow laws. Separation of powers is a concept developed by French philosopher Baron de Montesquieu, who believed that any person with power was likely to abuse it. He developed a method of prevention whereby the powers of government could be separated, and each branch of government would be checked and held accountable by the others, ensuring that no one branch had too much power or could influence the

actions of another. The three branches of government in Australia are the **legislative** (the parliament) with the power to make laws, the **executive** (the King, Governor-General, government) with the power to enforce and carry out laws, and the **judiciary** (courts) with the power to judge, interpret and apply those laws (Figure 1.2.1). In Australia, the Australian Constitution outlines the three branches of government. These branches are able to check each other in several ways: the executive (government) may try to introduce a law that the parliament can examine through parliamentary committees and refuse to support if it is deemed unacceptable, while a law introduced by parliament may be taken to the High Court, which can decide whether it is unconstitutional or **ultra vires**. The executive also has influence over presiding judges on the High Court; as each judge retires, the current government can select a replacement, but it is limited from interfering in the time and income of judges in the courts, which is protected by the Constitution. It is important to note that in Australia the concept of separation of powers is not clearly defined, in that the executive (the government) is also a part of the legislative (parliament). In fact, the executive only attains its position through its dominance or majority within the House of Representatives. This principle is known as **responsible government**, and its origins are the Westminster political system inherited from Britain.

**legislative** the branch of government responsible for developing and amending statute laws

**executive** the branch of government responsible for governing and enforcing the laws. In Australia, this includes the King, Governor-General, Prime Minister and government.

**judiciary** the branch of government responsible for determining the validity of laws as well as making decisions when individuals break the law

**ultra vires** when a parliament or government acts beyond the authority given to them

**responsible government** a political principle in which a government must maintain a majority of support in the lower house (House of Representatives) to retain executive power. The government is therefore responsible or accountable to the parliament and, through it, to the people of Australia.

## Activity 1.1

### Separation of powers – accountability

The Rule of Law organisation (Australia) has created two videos that explain checks and balances and what could happen if they did not exist.

Watch these videos via the link at https://cambridge.edu.au/redirect/11257. Describe what you think might happen in the following situations:

- The people want to elect a new parliament.
- Protesters gather in the city to oppose a new law.
- A government parliamentarian commits a crime.
- A judge refuses to follow the government's instructions.
- A defendant wants to remain silent in court.
- An opposition or non-government parliamentarian speaks out against the government.

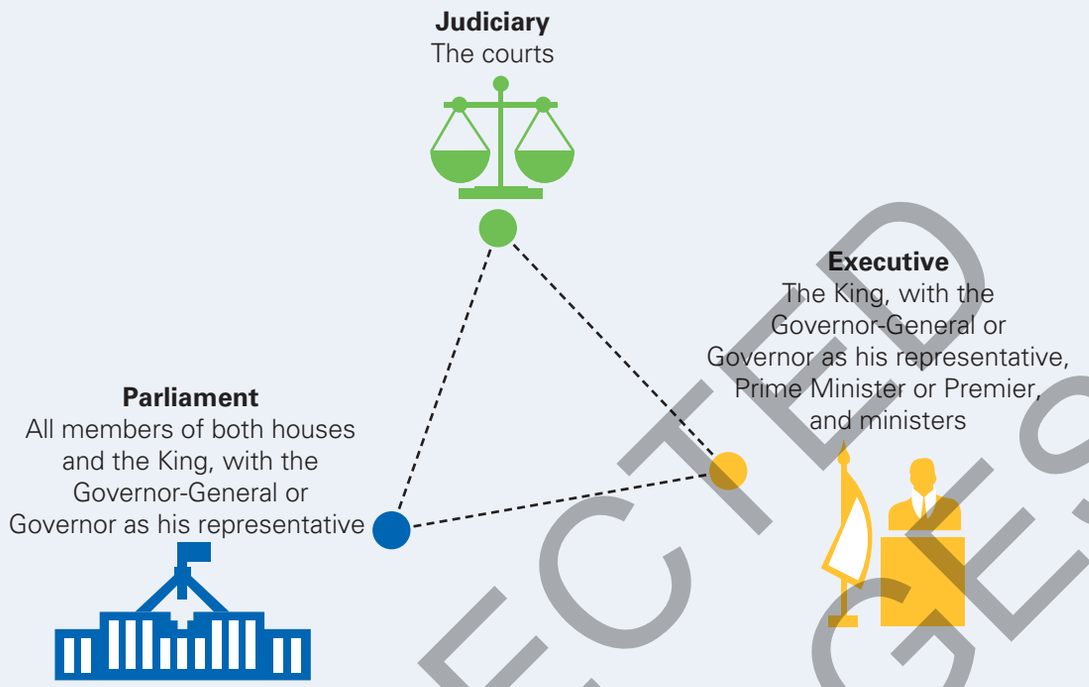
**Extension activity:** Can you identify a check on power for each of the above situations? What method could limit power or create accountability?

**Key concepts:** separation of powers, democracy

**HASS skills:** questioning and researching, analysing, evaluating

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**Separation of powers in Australia**




↑ Figure 1.2.1 The separation of powers as it operates in Australia. The three branches of government have separate and distinct roles in helping to govern the country.

### Amazing but true...

A 'rule book for government', a constitution is a document in which the powers, structure and responsibilities of government are detailed. It can also include the rights and freedoms of the citizens of a nation. A constitution is designed to limit the powers of government by – ideally – addressing how the branches of government are determined, what the branches of government are responsible for, the methods of review and resolution against the actions of government, the rights and freedoms of citizens, and how the constitution can be changed. Many constitutions are considered the highest law, and all laws within a country must align with what its constitution contains.

## Democratic ideals and features of Australian representative democracy

A society's ideals are the features or values to which it aspires. Democratic ideals are important in making sure people hold some power over their lives. A modern democracy is not simply the ability to vote in an election. It means the healthy ideals of open political participation, free and fair elections, representative parliaments, accountable and majority executives, just and fair legal systems and the protection of rights and freedoms.

Open political participation means that people are able to contribute to the political system by voting, forming political parties and organisations, and assembling and protesting peacefully. In Australia, citizens who are 18 years old and over can vote for candidates for federal and state/territory parliaments and local councils. The right to vote in federal elections is protected in the Australian Constitution, which outlines that each house of parliament will be 'directly chosen by the people'. Citizens are able to vote for a wide variety of political parties, and can also choose to run as parliamentary

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candidates if they meet the requirements. People can also voice their opinions through interest or lobby groups, and use freedom of assembly and association to organise demonstrations, which aim to influence parliament.

Free and fair elections make sure that the voting process does not disadvantage any citizen or candidate. This means that no voter is pressured by intimidation, threats of violence or imprisonment. It also means that citizens have a choice in who they vote for; there should be many parties and candidates to select from. In Australia, over 500 political parties are registered. Elections are run and monitored by the Australian Electoral Commission (AEC). The AEC is an independent organisation that creates rules about voting and the eligibility of candidates. It ensures that practices such as bribery are outlawed, that party representatives stay six metres away from the polling entrance on election day, and that each voter only votes once.

### Amazing but true...

The AEC travels thousands of kilometres to remote communities to ensure all eligible voters have an opportunity to vote in elections, no matter their location.

Representative parliament means that those making the laws are similar to the people who have voted them into parliament. This means having representatives from all communities, states and regions. It can also refer to the number of women, migrants and First Nations people within a parliament. Representation in Australia is often criticised, although it has improved over time. In the federal parliament, the House of Representatives (lower house) is dominated by the two major political parties: the Australian Labor Party (ALP) and the Liberal Party of Australia (which generally governs in a Coalition with the National Party when in government). A number of minor parties and independents make up the crossbench.

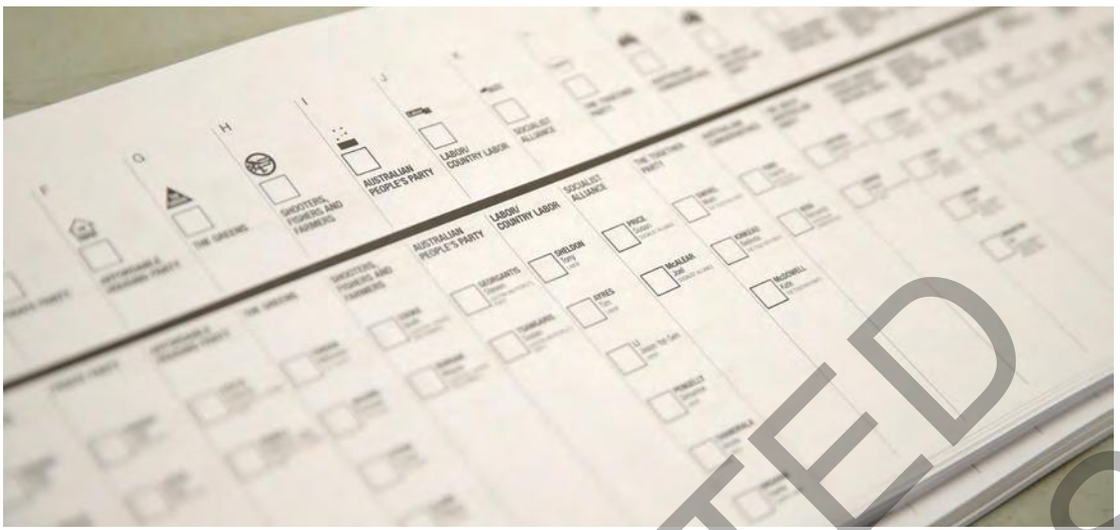
Due to the different voting system used, the Senate (upper house) has far greater representation of political parties. No party has an absolute majority in the Senate, and smaller parties like the Australian Greens often have the **balance of power**. In 1988, 11 per cent of representatives in the Australian parliament were born outside of Australia. The parliament's composition does not always reflect the composition of the population. By 2022, 6.6 per cent of representatives were of a non-European background, with 23 per cent of Australians born overseas, demonstrating that while the population has become more diversified, the parliament has not followed. In 1988, there were no Aboriginal or Torres Strait Islander representatives in parliament. This had increased to 4.8 per cent in 2022, a figure above the 3.3 per cent Indigenous population in Australia. In 1988, women in parliament numbered 11.6 per cent, and while this number had increased to 44 per cent in 2022, it is yet to mirror the 50 per cent of women that make up Australia's population.

**balance of power** a concept where a small number of individuals or members of a group can determine if a bill will pass or government remain in power




↑ Figure 1.2.2 Federal election votes being cast at the Arnhem Land outstation in the Northern Territory thanks to the AEC's remote polling program

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↑ Figure 1.2.3 A ballot paper for the Senate in Australia's 2019 federal election shows the choice of parties above the black line and the eligible candidates from each of those parties below the line.

In Australia, the government is formed by the majority party (or coalition) in the House of Representatives. Because this ensures the government represents the majority of citizen votes, it also ensures that the government is accountable by voting. In the House of Representatives, each state and territory has a number of electorates reflecting its population. The smaller the population, the less electoral representation a state or territory will have, and vice versa. This allows for the majority of Australians to be represented by the majority of representatives. Each state is also guaranteed five seats in the House of Representatives no matter the size of its population. This is significant for Tasmania, whose population is less than its representation in the House. The party or coalition that has the majority of the 151 electoral seats – that is, 76 seats – will form the government. At elections, citizens can either vote the government back into power or vote in a new government by voting for the opposition.

A fair legal system needs a democracy to ensure it can follow and protect the rule of law, while providing everyone access to the courts and dispute resolution methods. The court system should be independent from influence by the legislative and executive, while judges should be impartial (have no bias) when deciding cases. As discussed earlier, the rule of law and separation of powers are key principles that protect democracy.

A democracy must also protect rights and freedoms, so that the above features can exist. Such rights include the right to vote, and freedom of expression, association and assembly. These can be protected through the Constitution, legislation or parliamentary **statutes**, international agreements, conventions and court resolutions. The Australian Constitution expressly protects the right to religious choice, trial by jury and free trade between states. Other rights are indirectly implied by the Constitution, and have been validated through decisions made by the High Court, such as the implied right to political communication. Other rights are protected by legislation and created by parliament, such as the *Racial Discrimination Act 1975* (Cth), the *Sex Discrimination Act 1984* (Cth) and the *Disability Discrimination Act 1992* (Cth). These laws ensure people cannot be discriminated against based on race, ethnicity, gender or disability. The courts also protect some rights within **common law**. These include the right to a timely trial without undue delay, limited right to legal representation, **due process**, access to interpreters and the **right to appeal** unjust decisions.

**statutes** parliament-made law

**common law** court-made law, a body of law derived from the decisions of cases tried in court

**due process** the concept in which everyone is allowed 'a day in court' to resolve disputes or present their case, as well as the fair and equal trial process for both parties

**right to appeal** the right to have the outcome of a trial reviewed by a higher court

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## Activity 1.2

### Check your understanding

Create a table like the one below.

| Democratic | Undemocratic | Unsure – more information needed |
|---|---|---|
| | | |

Place the following ideas/activities into the column you think they belong in your table. If you do not know, place them in the 'Unsure' column. Think of three more ideas to place in the columns.

- Paying money to a political representative so they can put forward a motion relevant to your business interests
- All citizens over the age of 18 can vote
- Being able to form a political party
- Independent and impartial election monitoring body
- Flexible election terms for political representatives
- Imprisonment for an indefinite time with no charge
- The Prime Minister selecting the Governor-General
- No time limit between elections
- A government or leader chosen by the most votes, even if they have less than 50 per cent (this is called 'first past the post')
- Only one political party to vote for
- Ability to protest decisions of parliament
- A government member funding projects within their electorate
- Treating people equally
- Punishment given without trial in a court

Share your ideas with the class and be prepared to explain your choices.

**Key concepts:** democracy, democratic values, participation, rights and responsibilities

**HASS skills:** analysing, evaluating

## Case study 1.1

### How democratic is Australia?

In 2018, Australia implemented the Community Sport Infrastructure Grant Program, which allowed sporting clubs to apply for up to $500 000 to improve their facilities. A government agency assessed applications from clubs that had the most merit, or were most suitable for the grants, and gave the assessment to Sport Minister Bridget McKenzie (a National Party representative). An inquiry found that McKenzie allocated funds to clubs in marginal electorates, which the Liberal-led coalition hoped to win in the 2019 election, or clubs where Coalition (Liberal and National Party) Members of Parliament (MPs) were members, including a gun club where McKenzie was a member. After the inquiry, McKenzie resigned her ministerial position, although she has maintained there was no wrongdoing in her administration of the scheme.

### Analysis questions

1 Read the case study and identify what actions were committed that were wrong.

2 Using the democratic ideals discussed, outline which ideals have been upheld and which have been broken, and justify your answers. The democratic ideals are: separation of powers, rule of law, open political participation, free and fair elections, accountable and majority executives, representative parliaments, just and fair legal systems, and protection of rights and freedoms.

3 Do you think Senator McKenzie was right to resign in this situation? Why/why not?

**Key concepts:** democratic values

**HASS skills:** analysing, evaluating

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## Comparing Australia's system of government to its neighbours

### The constitutional monarchies

A constitutional monarchy is a system of government in which a king or queen is limited in their power and authority through a constitution, or a document that sets up the rules, structure and powers of the government.

**Thailand's** head of state is His Majesty King Maha Vajiralongkorn, who inherited the role in 2016. The head of government is the Prime Minister, who is selected by the parliament and approved by the king. Like Australia, Thailand has a **compulsory voting** system for citizens over 18. Elections are held every four or five years, depending on which house of parliament is due for re-election. There are two houses of parliament: the House of Representatives and the Senate. The House of Representatives is directly elected by the people; however, the Senate is far more complicated in its voting and candidacy requirements.

**compulsory voting** an electoral system where eligible citizens are legally required to vote in elections

**veto** to decide against or reject a proposal

Candidates represent a location, as well as an occupation (e.g. education, public health, tourism and agriculture). Candidates must pass a test related to their chosen occupation to be eligible for election. Only candidates for the Senate can vote in Senate elections. The judiciary is selected by an independent commission, but all nominations must be approved by the king. The judiciary verifies the qualifications of representatives, senators and ministers and can **veto** legislation created in parliament.

The Supreme Court of Thailand has the ability to remove a candidate from the election process if there is evidence of dishonesty and misconduct.

In 2018, Thailand had over 100 registered political parties. Thailand's constitution has been rewritten several times. The country experienced political turmoil in 2006 and 2014, with military coups that restricted political parties from meeting and campaigning. In 2019, Thailand held its first national elections since the 2014 coup.





↑ Figure 1.2.4 King Maha Vajiralongkorn of Thailand (left) and Emperor Naruhito of Japan (right)

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The **Japanese** constitution was created in 1946 after World War II, and helped to transfer decision-making power from the emperor to an elected parliament. Japan's head of state is Emperor Naruhito, who ascended the throne in 2019 after his father **abdicated**. As in Australia, the head of government is the prime minister; that is, the leader of a party or coalition with the majority of seats in the House of Representatives. Japanese citizens over the age of 18 are allowed to vote. Elections are held every three or four years, depending on which house of parliament is due for re-election. There are two houses in Japan's Parliament (the 'Diet'): the House of Councilors and the House of Representatives. The sitting terms of Representatives (lower house) is up to four years and Councilors (upper house) serve for six years. The Prime Minister and **cabinet** have the power to dissolve the House of Representatives, but not the House of Councilors. In reverse, the House of Representatives can take a **vote of no-confidence** that forces the cabinet to resign or the dissolution of the lower house.

The judiciary is selected by the cabinet, but all nominations must be approved by the emperor, and reconfirmed by a referendum of the people after their appointment at the next House of Representatives election. The judiciary has the power to review legislation created in parliament and interpret the constitution. There is also an appeals process in the Japanese court system, allowing review of the decisions made by lower courts. Although Japan has many parties, the Liberal Democratic Party has governed almost continuously since 1955. Japan's constitution states that all people are to be treated equally under the law, and citizens have the right to vote, guarantees freedom of religion, conscience and thought, freedom of the press and freedom of assembly. While access to the courts is provided, there has been criticism about a bias towards the prosecution.

**abdication** to formally resign from a royal position of authority

**cabinet** a group of senior ministers responsible for determining government policy

**vote of no-confidence** a vote that occurs in the lower house of parliamentary democracies if representatives believe the executive or government is not performing its duties. Requires a majority to pass.

## Case study 1.2

### Thailand's judicial influence

An aspect of the judicial process in Thailand was dissolved in August 2024. The Move Forward Party (MFP), a ruling political party, was removed based on claims that it aimed to subvert the monarchy through new laws. The Thai Constitutional Court has dissolved up to three political parties in the previous 20 years. In Thailand, defamation of, or insults to, the monarchy can lead to imprisonment of up to 15 years. The MFP wanted to revise the law reducing the penalty for defamation and insults to one year of imprisonment or a fine. The law had not been considered by the parliament before the Constitutional Court declared it a situation in which the MFP wanted to overthrow the monarchy. This decision was then used as evidence to show the MFP was trying to negatively influence voters against the monarchy. Dissolving political parties can limit democratic participation because it restricts opposition voices.

### Analysis questions

1 Use your communication skills to list the potential impacts that dissolving political parties could have on democratic participation in Thailand.

2 Use your questioning and communication skills to explain how the Constitutional Court's decision to dissolve the MFP reflects an imbalance of power between the judiciary and the legislative branches in Thailand.

3 Use your analysis and evaluation skills to explain the arguments for and against the MFP's proposal to reduce the penalties for defamation and insults of the monarchy.

**Key concepts:** democratic values, accountability, justice

**HASS skills:** analysing, evaluating, communicating and reflecting

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## The republics

A republic is a system of government where the head of state is elected by the people as well as the legislative body. The head of state is often titled the President.

**India** gained independence from the British Empire in 1947. India's head of state is the president, who is selected by a process involving MPs. There is no term limit for the president. The head of government is the prime minister, who is selected from the majority party in the House of the People (Lok Sabha). The current prime minister is Narendra Modi, who was first elected in 2014. Indian citizens over 18 are eligible to vote, with parliamentary elections held every five years. There are two houses of parliament: the Council of State (Rajya Sabha) and the House of the People. The Council of State's members are chosen by regional assemblies, with 12 chosen by the president. India also has an independent Electoral Commission. The president also selects the judiciary, which has the power to review parliamentary legislation, interpret the constitution and declare laws invalid. India enjoys a multi-party system. Its constitution protects equality before the law, freedom of religion, freedom from slavery, freedom to live in any part of India and freedom from discrimination based on **caste**. India assigns quotas to ensure members of particular groups have access to education and government jobs, although discrimination still occurs. There has been criticism about political corruption and bribery; prior to the election in 2024, two opposition chief ministers were arrested on charges of corruption, though both made claims that the arrests were politically motivated.

**caste** a hierarchical structure of social status formerly used in Hindu society and determined by birth

**sovereignty** a nation or country that is able to govern itself

**Indonesia** was a colony of the Dutch Empire from the seventeenth century until it gained **sovereignty** in 1949. Transition to democracy has not been straightforward in Indonesia, which experienced largely authoritarian rule until 1988. The current head of state is President Prabowo Subianto, who was directly elected by the people. To gain this position, a candidate must achieve an absolute majority of votes (50%+1). The president is eligible for two five-year terms. Indonesian citizens over 17 are allowed to vote. Elections for the parliament and presidency are held every five years. There are two houses of parliament: the Regional Representative Council and the House of Representatives. This is also known as the People's Consultative Assembly. The Regional Representative Council has no legislative or law-making power. The Supreme Court is selected by the Judicial Commission, but all nominations must be appointed by the President and confirmed by the Assembly. In the Constitutional Court, three judges are nominated by the president, three are nominated by the Supreme Court and three are nominated by the Assembly. The judiciary has the power to review parliamentary legislation, interpret the constitution and dissolve political parties. Indonesia has many political parties; however; communist political parties are banned as promotion of communism is a crime under the criminal code (by 2026). Political parties can only put forward presidential candidates if they have 25 per cent of the national vote or 20 per cent of seats in the Assembly.

The Indonesian Constitution ensures equal treatment under the law, the right to work, and freedom of assembly, association and expression. Article 29 of the Constitution says the 'state shall be based upon the belief in the One and Only God', allowing each person to worship within the faith of their choosing; thus, recognising many faiths, including Catholicism, Protestantism, Hinduism, Buddhism and Confucianism. In some regions, such as Aceh, sharia (Islamic) law dictates the behaviours and actions of residents, and punishments for breaking sharia can include public shaming and caning.

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↑ Figure 1.2.5 Prime Minister of India Narendra Modi and President Droupadi Murmu (left) and Indonesian President Prabowo Subianto (right)

## Case study 1.3

### Separation of powers at risk in Indonesia

In the 2024 presidential election campaign, outgoing President Joko Widodo (Jokowi) was accused of influencing his brother-in-law, Anwar Usman, the Chief Justice of the Constitutional Court, into achieving the majority decision needed to allow his nephew (and Jokowi's son), Gibran Rakabuming Raka, to run for vice-president despite not meeting the 40-year age requirement. While Usman was removed from his position, the decision was not reversed and Gibran and his presidential running mate, Prabowo Subianto, were allowed to campaign.

Another son of Jokowi, Kaesang Pangarep, had political ambitions of becoming the governor of Central Java. He also was restricted due to his age, as the law requires a candidate to be 30 years old. The Supreme Court decided that candidates could be 30 years of age by their **inauguration** day, allowing Kaesang to campaign as he would turn 30 on the expected inauguration day. This decision was overturned by the Constitutional Court.

### Analysis questions

1 Evaluate the impact of President Joko Widodo's actions on the principle of separation of powers in Indonesia. How might these actions affect public trust in the judicial system?

2 Analyse the role of the Constitutional Court and the Supreme Court in the political ambitions of Jokowi's sons. How do their decisions reflect on the independence of the judiciary?

3 Discuss the potential long-term consequences of allowing political candidates to bypass age requirements. What implications could this have for future elections and the rule of law in Indonesia?

**Key concepts:** rule of law, separation of power, accountability, justice

**HASS skills:** analysing, evaluating, communicating and reflecting

## Communist republics

The **People's Republic of China** was established in 1949 under the autocratic rule of Mao Zedong, leader of the Chinese **Communist** Party (CCP). While the country's official name suggests that people hold the political power in China, the reality is somewhat different. The CCP strictly controls life within the country. China's head of state is the president (currently Xi Jinping), who is selected by the National People's Congress (NPC) for five-year terms. A two-term limit was abolished in 2018, effectively allowing the president the position for life. Xi Jinping was chosen for his third presidential term in 2023.

China's constitution describes its system as 'democratic centralism'. Citizens over 18 can vote every five years, but only for regional congresses. These **provincial** congresses then elect representatives to the 3000-strong Congress, which

**inauguration** swearing an individual into an official government position, like minister or governor

**communism/communist** an economic ideology in which the factors of production or resources are owned by the state or the community

**provincial/province** a region within a nation

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**vet** examine or investigate something to ensure it meets requirements

**state** the organisation of a community or society that is governed, such as a country or nation

convenes for two weeks of the year to approve legislation. Citizens have few parties to vote for; the dominant CCP not only controls the eight smaller parties, but must **vet** any of their candidates, effectively eliminating any opposition. There is no independent electoral body to oversee the running of elections in China. The NPC selects the judiciary, which is recommended to conform to the principles and values of the CCP. Most judicial officials are CCP members.

Individual rights and freedoms are rarely protected in the Chinese state, because the nation's authority comes first. The Chinese Constitution does state that power belongs to the people, that all are equal, and all have the right to private property, freedom of speech, press, assembly and association. Yet, this contrasts with the wider limitations on people within the country. For example, the CCP controls all Chinese media. Many social media sites that Australians enjoy, such as Facebook, X (formerly Twitter) and YouTube, are blocked in China. Freedom of religion is allowed, unless it interferes with the purposes, aims and goals of the CCP. The country is criticised for its treatment of groups such as the Falun Gong, Uighur Muslims and Tibetan Buddhists. Those considered undesirable, or critical of the central government, are often imprisoned and sent to re-education camps. Trials can be held in secret and confessions can be televised. Even within the justice system, trials are often closed to the public, and many people suspected of crimes are held in detention before charges are laid, without access to lawyers.

The **Democratic People's Republic of North Korea**, in its official name, suggests that it adheres to the principles and ideals of democracy, but the single-party **state** ruled by a hereditary leader contradicts this notion. After the Korean War in the 1950s, the Korean Peninsula was split into two countries: South Korea gradually became democratic and North Korea took on the principles of communism. Its head of government is Kim Jong Un, who assumed the position from his deceased father in 2011, being elected through the Supreme People's Assembly (SPA). In 2019, Kim Jong Un was re-elected as 'supreme representative of all the Korean people and the supreme leader of the republic'. The SPA, the main parliamentary body, is elected by the people, and voting is compulsory for anyone aged 17 or over. SPA candidates belong to either the Korean Workers' Party or another of its smaller parties and organisations. Each candidate runs alone with no opposition, limiting citizens' ability to choose their representatives. Similarly to China, the ruling SPA selects the judiciary. As the constitution requires courts to conform to the principles and values of the SPA, the powers are not truly separated. The North



↑ Figure 1.2.6 Chinese President Xi Jinping (left) and North Korean Supreme Leader Kim Jong Un (right)

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Korean Constitution states that power of the people is exercised through the SPA and that citizens enjoy equal rights. It also mentions the people's freedom of religion, speech, press, assembly, association and travel. The last right is contradicted by the fact that most **emigration** is banned for North Koreans. Expression is limited, as media is controlled by the state. Smuggling foreign media into the country is harshly punished. Foreign visitors are also at risk, with no legal rights if they break North Korean law. Australian Alek Sigley was accused of **espionage** in 2019, due to his reporting of his life as a university student in Pyongyang. He was detained and charged with **incitement** against the North Korean Government, before being deported.

**emigration** to leave your country of origin and live elsewhere permanently

**espionage** to spy on others to gain information

**incitement** to provoke negative or criminal behaviour

## Case study 1.4

### China and Hong Kong (two states, one system)

Prior to 1997, Hong Kong was administered by the United Kingdom, after which authority was transferred to China. In 1984, Britain and China had agreed to Hong Kong having a democratic system under a document known as the Basic Law, essentially a constitution for Hong Kong. The Basic Law protects rule of law and voting rights. After many protests in Hong Kong in 2019 due to a law that would allow the Chinese Government to **extradite** people to China, China implemented a national security law in 2020, giving more power to the government in Hong Kong to handle treason, subversion and sedition. Many opposition figures were arrested, fled into exile or were restricted from speaking publicly due to the new powers.

**extradite** hand over a person to foreign authorities due to a crime being committed in their area or jurisdiction

### Analysis questions

1 Evaluate the impact of the 2020 national security law on the democratic freedoms promised under the Basic Law in Hong Kong. How has this law affected the rule of law and voting rights?

2 Analyse the reasons behind the 2019 protests in Hong Kong. What were the main concerns of the protesters, and how did the proposed extradition law contribute to these concerns?

3 Discuss the implications of the arrests and restrictions on opposition figures in Hong Kong. How might these actions influence political dissent and freedom of speech in the region?

**Key concepts:** rule of law, accountability, participation, justice

**HASS skills:** questioning and researching, analysing, evaluating

## Connecting Civics and Citizenship and Geography

### The Democracy Index

The Democracy Index 2024, shown in Figure 1.2.7, is based on data from the Economist Intelligence Unit (2006–24). It combines information on the extent to which citizens can choose their political leaders in free and fair elections, can enjoy civil liberties, can prefer democracy over other political systems, can and do participate in politics, and have a functioning government that acts on their behalf. The index ranges from 0 to 10 (most democratic).

You can investigate the interactive map on the Our World in Data Democracy Index website.

#### Analysis questions

Respond to the following questions to guide your analysis of the data shown in Figure 1.2.7 (or the most up-to-date Democracy Index data online).

1 Outline, in your own words, four factors that the Democracy Index takes into account when assessing the 'democracy' of a country.

2 Describe a pattern that you notice in the data (map).

   **a** Use at least three specific examples (countries and scores) when describing the pattern.

   **b** Identify one to two exceptions to the pattern.

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**3** Research a country to explain its democracy score.

**a** Choose a country that has a democracy score between 4 and 7. Conduct some research about that country to identify and explain:

- one factor that might have negatively impacted its democracy score
- one factor that might have positively impacted its democracy score.

*HINT: When explaining a factor, make it clear *how and why* it would impact the level of democracy.

**b** Complete step a above for Australia or another country of your choosing.

**4** For one of the countries you researched in Question 3, propose a new law, policy or initiative that might help improve the democracy rating of that country. You should:

**a** briefly outline your idea

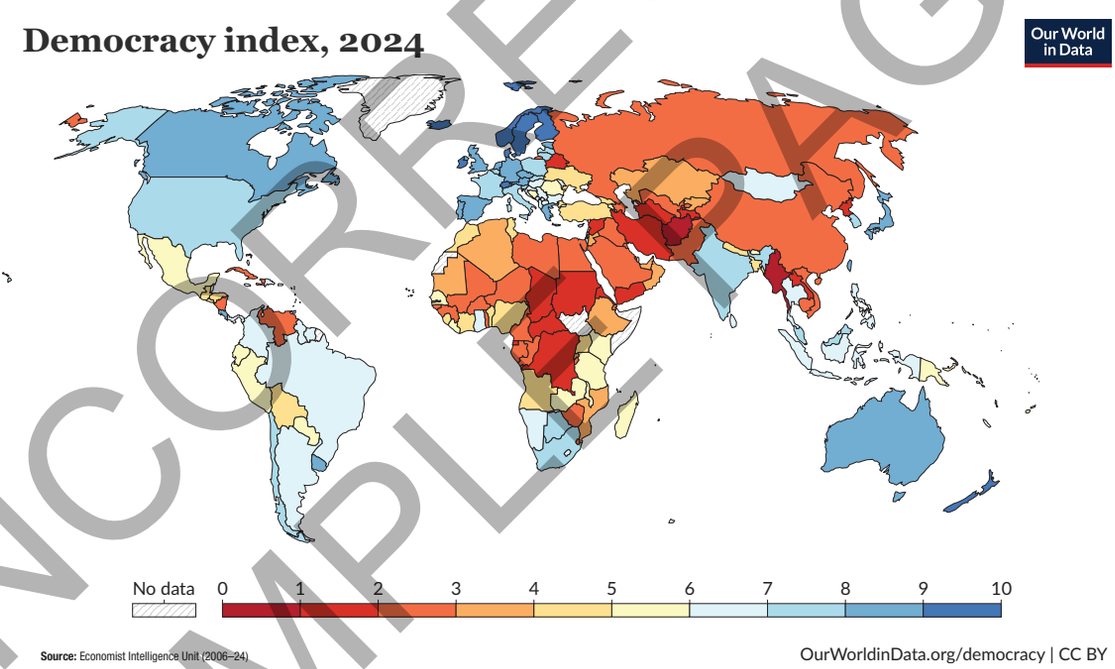
**b** explain why and how it might lead to an improved democracy rating in your chosen country

**c** discuss the advantages of your idea as well as the possible disadvantages or limits of your idea

**d** provide an overall evaluation of how influential your idea would be on democracy in that country.

**Key concepts:** democracy, rule of law

**HASS skills:** questioning and researching, analysing, evaluating




↑ Figure 1.2.7 The level of democracy in different countries

**Data source:** Econommist Intelligence Unit (2006–24)

## Activity 1.3

### Research task

Access the Freedom House website and view the freedom scores for the countries of the world listed under the 'Countries' tab. The website is accessible via https://cambridge.edu.au/redirect/11258.

**1** Select a country from the list.

**2** Read the report and find out:

**a** What is the country's overall freedom score out of 100?

**b** What are its scores for political rights and civil liberties?

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3 Outline the system of government from the overview.

4 Read the sections A1, A2 (free and fair elections), B1, B2, B3, B4 (open political participation), C1, C2, C3 (accountable governments) and D1, D2, F1, F2 (rights and freedoms), and note down in a table the positives and negatives you see.

5 Once you have compiled your list, write an evaluation about whether this country would be a good place to live. You could conduct further research and look into the history of the country to determine how it has influenced its level of democracy and freedom.

**Key concepts:** democracy, democratic values, justice, participation, rights and responsibilities

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

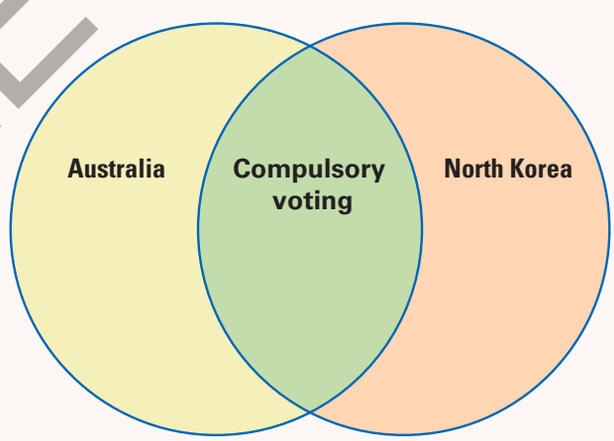
## Key concepts for your memory bank

**Democracy** is a key concept that is woven throughout studies of Civics and Citizenship and underpins the structure of the Australian political and legal systems that influence your day-to-day life, including going to school. It is a system of government based on the belief of equality between people with the freedom to make choices about their lives. Power is either held by elected representatives or directly by the people themselves. *Pop this concept into your memory bank – at the end of this book is an activity which will test your understanding of this and other key HASS concepts!*

## Activity 1.4

### Check your understanding

1 Create a Venn diagram for Australia's and North Korea's systems of government (like the one presented here). Place all aspects of government unique to Australia in one circle, and those unique to North Korea in the other. Where the circles overlap, place the similarities between the two countries.




To what extent (minimally, moderately, significantly) are the systems of government for Australia and North Korea alike? Provide evidence from your diagram.

2 Using the examples of Australia, Thailand, Japan, India, Indonesia, China and North Korea, place each country on a spectrum like the one below. Justify your placements.

**Most democratic** ——— **Undemocratic**

People have all the power — People have no power

**Key concepts:** democracy, democratic values

**HASS skills:** analysing, evaluating, communicating and reflecting

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Go online to access the interactive section review and more!

## Lesson 1.2 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

### 1.2 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Define 'separation of powers'.

2 Identify three features of free and fair elections.

3 How can a constitution limit the power of a government?

4 Outline one advantage and one disadvantage of a government elected by the majority of people.

#### Interpret

5 Australia, Japan and Thailand are all constitutional monarchies. Explain why constitutional monarchies have both democratic and non-democratic features.

#### Argue

6 Explain why voting and elections are not the only requirements for a functioning democracy. Use examples from the text to justify your ideas.

### Apply

1 Access the 2018 article 'What is it like to live in a well-governed country?' by Lindsey Galloway from the BBC, via https://cambridge.edu.au/redirect/11259. Read the article and answer the following questions:

- **a** What three factors do well-governed countries score highly in?
- **b** What needs does the government of Denmark provide for its people? Who are the people?
- **c** How does the Danish Government provide these services?
- **d** In what areas does New Zealand fare better than Australia? Give an example of a service New Zealand provides to its citizens.
- **e** Compare Japan, Botswana and Chile. Which country would be better to live in, and why? Justify and explain your ideas with evidence from the article.

2 Using the World Justice Project Rule of Law Index website via the link at https://cambridge.edu.au/redirect/11260, look at the global insights interactive graphic of the world map (which shows countries' Rule of Law Index scores).

- **a** Which regions of the world have stronger adherence to the rule of law?
- **b** Which regions of the world have weaker connections to the rule of law?
- **c** Investigate the factors that influence the scores of each country (there are eight factors and they are listed on the left-hand side of the webpage). How do the scores change as you switch between factors?

**Key concepts:** democracy, democratic values, the Westminster system

**HASS skills:** questioning and researching, analysing, evaluating

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# Threats to Australia's democracy

## Focus question

**What are the threats to Australian democracy and the operation of democracy in the world?**

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## Challenges to sustaining a resilient democracy

In the early hours of 1 February 2021, democratic representatives of Myanmar's parliament were detained by the military, just as they were due to meet for the first time since November 2020 elections. Myanmar's (formerly Burma) political history has been fraught with conflict. In the 1960s, the country's military seized control of the country and set up a police state. In 1990, elections were held and the National League for Democracy (NLD) won by a significant majority. The military then arrested the party leader, Aung San Suu Kyi, and asserted its rule. It thwarted any attempts to rewrite the constitution, and cracked down on protests in 2007. In 2008, a new constitution guaranteed the military 25 per cent of the parliamentary seats, meaning it could control changes to the constitution. In 2010, the **military junta** released Aung San Suu Kyi and allowed the first elections in 20 years. Yet it banned the NLD from running until 2012. In the 2012 and 2015 elections, the NLD won the majority of seats in parliament. Myanmar's government then faced scrutiny for its brutal treatment of Rohingya Muslims in the period up to the 2020 elections, which the NLD dominated. The military claimed the election was fraudulent, enabling the recent coup of 2021. To prevent people from organising against the coup on social media, internet and mobile networks were shut down. This did not stop thousands from protesting in the streets of the capital, Yangon, wearing red, the colour of the NLD.

**military junta** a government led by a committee of military leaders



↑ Figure 1.3.1 Myanmar's deposed pro-democracy leader, Aung San Suu Kyi (left), and military chief Senior General Min Aung Hlaing (right)

## Making thinking visible 1.1

### Connect, extend, challenge

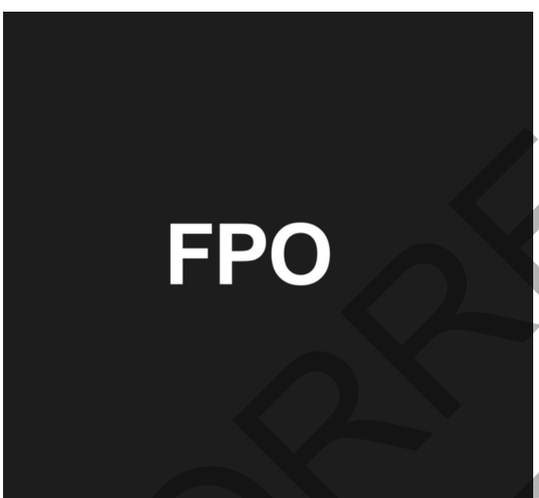
1 How are the ideas and information about Myanmar's government connected to what you have already learned about democratic ideals?

2 What new ideas extended your thinking or pushed it in new directions?

3 What is still challenging or confusing for you? What questions or puzzles do you now have?

**Key concepts:** democracy, democratic values

**HASS skills:** analysing, evaluating




↑ Figure 1.3.2 Campaign poster for Dr Monique Ryan, an independent candidate who was voted into the electorate of Kooyong

Election outcomes in Australia favour a two-party system; that is, when candidates are selected using our preferential voting system, the result is that one of the two major political parties (or a coalition) becomes the government. This was the case in the federal election in 2022, when the ALP formed government after achieving a majority of 77 seats out of 151 in the House of Representatives. However, some significant changes occurred in the way Australians voted. In the 2022 election, 16 independent and minor candidates were elected to the House of Representatives, a large increase from the six independent and minor party candidates elected in 2019. Several factors may have influenced the swing away from the major parties, including poor government performance, a change in leadership for the ALP and a change in voting patterns due to younger generations.

Scott Morrison's tenure as Prime Minister was clouded by his handling of devastating events such as the COVID-19 pandemic, negative opinions over behaviour during the bushfires in 2019–20 and unsatisfactory economic performance. In the 2022 election, the ALP campaign was led by Anthony Albanese instead of Bill Shorten, who was leader of the ALP during the 2019 election. Voter demographics have also shifted to favour younger generations, and their interests and party alignment are more towards progressive socially and environmentally focused political policies.

This example illustrates how effective democracy can be if the political and legal institutions uphold democratic ideals. In Australia, political parties and candidates do not have to worry that opposition parties will be dissolved, such as in Thailand, or critics will be arrested, such as in Hong Kong. Independent bodies such as the AEC, the National Anti-Corruption Commission, independent judiciary and a largely free press ensure that governments' actions are made known to the public, they cannot manipulate elections and that misconduct of representatives and officials is investigated and consequences can be given through the courts. The 2022 election results

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also made two things clear for the major political parties: first, to avoid becoming too complacent and expecting to always win an election, as smaller parties and independents who represent the interests of their electorate, matter to voters; and, second, that the interests and values of Australians have changed and are more diverse than the traditional left (progressive) and right (conservative) divisions. This means focusing less on the 'us versus them' identity politics, as seen in countries like the USA, Hungary, Russia and Brazil, and instead on more inclusive policies to meet the needs of all Australians.

The many challenges faced by Australian democracy include:

- divisions in the community and a rise in populist politics centred on identity
- the threat of terrorism
- the increasing digitalisation of the media, distrust of politicians and indifference of voters
- foreign influence in domestic politics.

## Populism and the rise of identity politics

Populism refers to the view that society is comprised of two groups: the people and an elite. Populist leaders claim to represent the many against a small, powerful group such as politicians or bankers. They can be identified by a few features: an 'us and them' mentality, atypical political behaviour, bad manners towards opposition, and using a 'crisis', negative perspective or a constant enemy to promote their policies or agendas. In Australia, One Nation leader Senator Pauline Hanson and businessperson Clive Palmer have used such tactics. Hanson controversially entered the Senate chamber wearing a burqa (a traditional Muslim dress), claiming she wished to start a debate about face coverings. She also controversially responded on X (formerly Twitter) to Senator Mehreen Faruqi after Senator Faruqi commented following the death of Queen Elizabeth II.

> 9 September 2022, Mehreen Faruqi – *'Condolences to those who mourn the Queen. I cannot mourn the leader of a racist empire built on stolen lives, land and wealth of colonized people. We are reminded of the urgency of Treaty with First Nations, justice & reparations for British colonies & becoming a republic.'*

↑ Figure 1.3.3 Senator Mehreen Faruqi comments on the death of Queen Elizabeth II

**Source:** https://www.hrlc.org.au/human-rights-case-summaries/2024/11/25/faruqi-v-hanson

Senator Pauline Hanson responded with the following tweet:

> *'Your attitude appals [sic] and disgusts me. When you immigrated to Australia you took every advantage of this country. You took citizenship, bought multiple homes, and a job in a parliament. It's clear you're not happy, so pack your bags and piss off back to Pakistan. – PH'*

↑ Figure 1.3.4 Senator Hanson responds to Senator Faruqi's comments

**Source:** https://www.hrlc.org.au/human-rights-case-summaries/2024/11/25/faruqi-v-hanson

After a complaint was made by Senator Faruqi to the Australian Human Rights Commission about the response, Senator Hanson refused to participate in conciliation and Senator Faruqi then filed a formal legal complaint in the Federal Court. Stating a breach in section 18C of the *Racial Discrimination Act 1975* (Cth), Senator Faruqi claimed that Senator Hanson had engaged in public conduct that 'offend(ed), insult(ed), humiliate(d), or intimidate(d) her based on race, colour, ethnic or national origin'. The Federal Court upheld Senator Faruqi's claims and found Senator Hanson had engaged in offensive public comments based on race. Senator Hanson was ordered to remove the tweet and pay the legal

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costs of Senator Faruqi. These widely condemned incidents highlight that, although populism can exist across the political spectrum, it is often associated with far-right and conservative groups. Some associate populism's rise with growing multiculturalism and globalism – trends that should, in essence, support democracy as they involve more values and beliefs being heard, and compromises occurring through the democratic process. However, many populist politicians promote highly divisive arguments and policies, which instead of representing the 'people', aim to exclude minority and ethnic groups. In Australia, support for populist groups is spread across several parties, which limits their ability to gain positions in the parliament because their votes are not concentrated towards one political group.

## Terrorism

Terrorism is the intentional use of violence to further political or religious goals. It is usually directed towards civilians and aims to produce a state of fear. Terrorist acts breach the human rights to life, freedom of religion and belief, and freedom of assembly and association. Acts of terrorism can destabilise political and legal systems, both because this is usually the perpetrator's aim and because government counter-terrorism measures can often breach rights and freedoms. Many countries with less-developed economies experience greater levels of terrorism due to protracted periods of internal and external conflict. Global deaths from terrorism have increased over recent years, as domestic far-right terrorist acts have begun to rise. The Christchurch shootings in New Zealand in 2019 are an example of a far-right terrorist attack targeting a minority ethnic or religious group. Muslims in Christchurch were attacked while praying in a mosque. Fifty-one people died and 40 were injured. This attack was carried out by a white supremacist from Australia, who targeted unarmed and defenceless people based on his extremist beliefs and hatred of those different to himself. The terrorist was sentenced to life imprisonment in 2020.

In August 2024, the Australian Security and Intelligence Organisation (ASIO) declared that a terrorist threat to Australia 'is probable' due to an increase in the number of people embracing extremist ideologies. Such announcements aim to generate awareness and prepare people by implementing precautions and preventative measures in the community.

Other instances of terrorism have included the following:

- In April 2024, a 16-year-old boy stabbed Bishop Mar Mari Emmanuel during a service in Sydney. The bishop survived and this event was classified as a terrorist attack due to the motivations of the attacker and his interactions with organisations online. Terrorism does not happen in isolation and is part of a broader and collective belief. Five more teenagers were charged in relation to the offence, some for possessing extremist material.
- On 6 December 2024, a fire destroyed the Adass Israel Synagogue in Victoria. Initially, the act was investigated as arson, but the Australian Federal Police (AFP) upgraded it to a terrorism investigation after further examination.

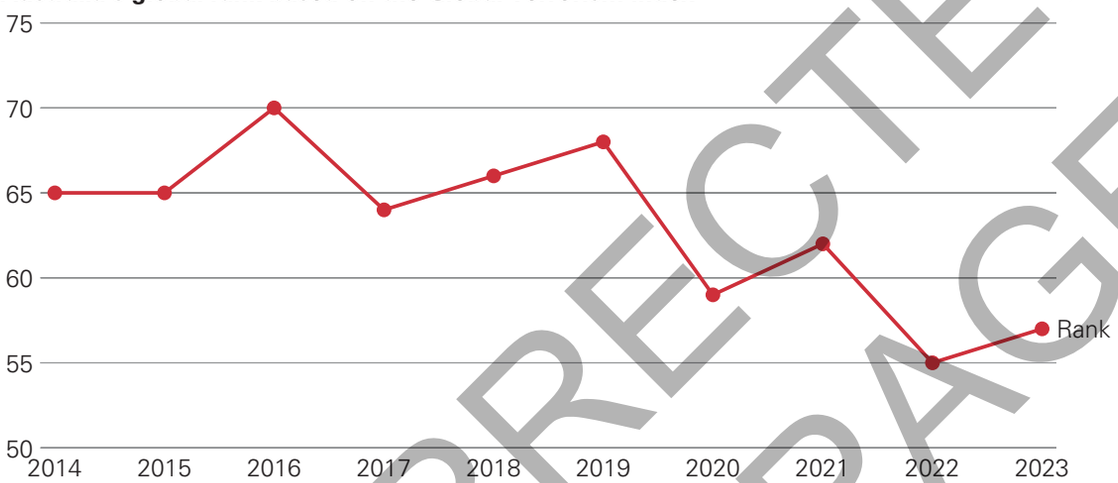
Australia has implemented several counter-terrorism laws that are controversial, especially regarding their implications for human rights. The laws are intended to protect Australian democracy by targeting terrorist organisations, threats and acts. They strip citizenship from convicted terrorists, and the *Counter-Terrorism (Temporary Exclusion Orders) Act 2019* (Cth) ('TEO Act') was passed by Parliament in July 2019, receiving

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royal assent and coming into effect on 30 July. The Act empowers the relevant Minister to make a 'temporary exclusion order' ('TEO') preventing a person from entering Australia for a specified period of up to two years. While these methods are intended to prevent terrorism, critics argue that excluding people from Australia risks further driving people into communities of extremism. Arguably, targeting the risk of one individual committing terrorist acts could lead to the radicalisation of larger numbers.

As seen in Figure 1.3.5, Australia's ranking on the Global Terrorism Index decreased between 2016 and 2022. An increase has been noted more recently, with young people a target for groups online to radicalise individuals.

**Australia's global rank based on the Global Terrorism Index**




↑ Figure 1.3.5 Be alert but not alarmed: Australia ranks 57th on the Global Terrorism Index with a score of 1.48. The lower score and position indicates more favourable and safe conditions.

**Source:** https://theconversation.com/asio-has-now-declared-the-terrorist-threat-to-australia-is-probable-what-does-this-mean-236131

**Chart:** The Conversation Source: Vision of Humanity

## Activity 1.5

### Young people and radicalisation

Read the article 'Rates of youth radicalisation are climbing in Australia and abroad. Here's what to look out for' on *The Conversation*, available via the link at https://cambridge.edu.au/redirect/11261.

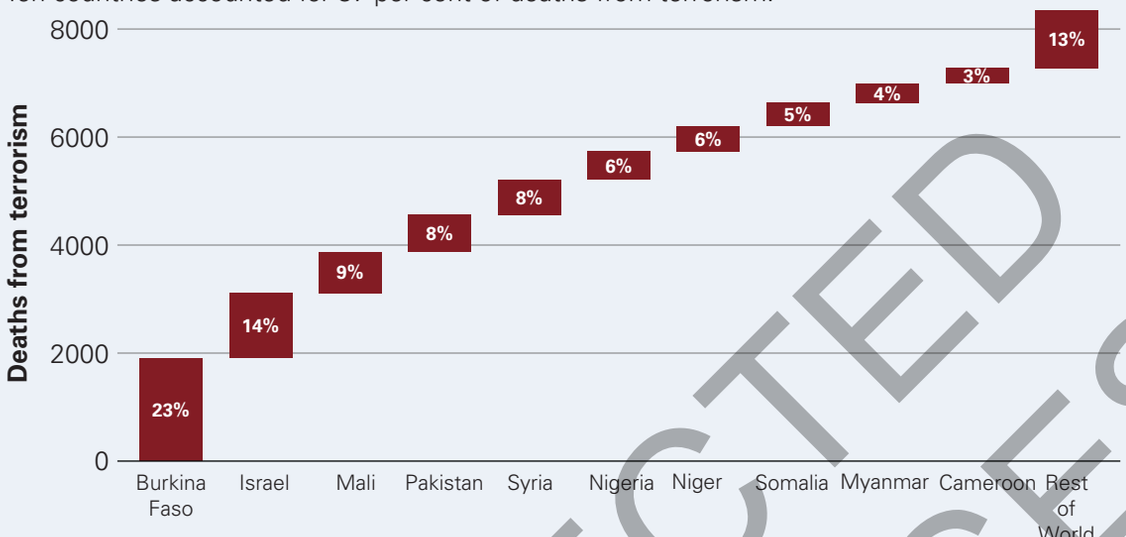
1. Identify the percentage of counter-terrorism investigations by the AFP that involve minors.
2. Identify two groups that seek to radicalise young people. Describe, in your own words, what you think 'online radicalisation' is.
3. Explain the three behavioural changes that might indicate online radicalisation.
4. Explain some of the key situations or scenarios that could potentially lead to radicalisation.
5. 'Social media and online gaming access leads to teenagers becoming terrorists.' Discuss the accuracy of this statement by providing two arguments that support the statement and two arguments against the statement. Evaluate (make a judgement) whether this statement is true based on your evidence.

Protracted periods of internal and external conflict can lead to increased violence from terrorists and subsequent deaths. Figure 1.3.6 indicates that the majority of deaths caused by terrorism are centred on countries experiencing ongoing conflict. For example, the Global Conflict Tracker describes extremist violence in the Sahel as affecting Nigeria, Niger, Burkina Faso and Mali.

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**Deaths from terrorism, 2023**

**Distribution of deaths from terrorism by country, 2023**
Ten countries accounted for 87 per cent of deaths from terrorism.




↑ Figure 1.3.6 Data from the Global Terrorism Index showing where terrorist acts occur and the level of deaths resulting from those acts. It demonstrates that deaths from terrorism are concentrated in 10 countries.

## Making thinking visible 1.2

### Red light, yellow light

Find a news article about the material you saw in 'Setting the scene'.

1 Read the article.
2 Find quotes or statements from the article that are facts or opinions. Highlight the opinions as red and the facts as yellow, for example:
   - one-sided arguments
   - generalisations
   - bold claims (no argument or explanation)
   - angry claims
   - opinions
   - lacking expertise or evidence.
3 How trustworthy and accurate is the article based on what you have highlighted? Share your thoughts with the class.
4 Why is compromise in a democracy important?
5 How should a democracy protect itself?

**Key concepts:** democracy, democratic values

**HASS skills:** questioning and researching, analysing, evaluating

## Digitisation of media

**Video**
Setting the scene: 6 January 2021 US democracy under threat

The internet and social media have made communication far more effective and allowed people to become more easily engaged in politics. However, they have also increased the risk of misinformation, raising questions about the reliability of sources of political information, and enabling platforms for divisive and extreme views. We can see this in the way Twitter (now X) enabled Donald Trump to advance a point of view about the 2020 US presidential election without evidence, and allowed radical conspiracy theories to find audiences online, culminating in the

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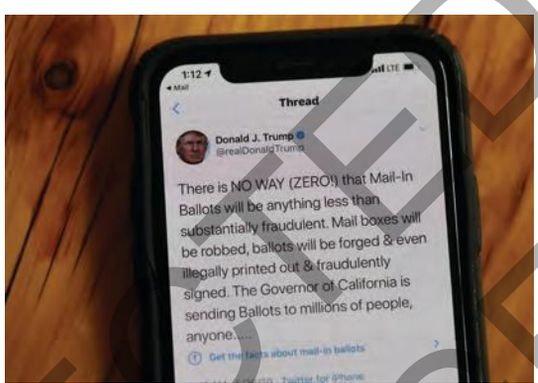
Capitol riots. Twitter and Facebook were criticised for their roles, although they swiftly banned Trump after the event. Yet, things inevitably change, and in the four years since the 2020 election, Twitter has become X, owned by Elon Musk, and both X and Facebook have wound back fact checking within the social media domains. This can make it more difficult for consumers of online culture to effectively filter facts from fiction. While restricting radical social media activity may prevent such groups from disseminating information and recruiting members, it may also drive these groups into a more isolated and extreme position.

Even as social media promises to open people to a wider array of political perspectives, its algorithms mainly match people to their likes and interests. This can create online bubbles that reinforce users' points of view, undermining democratic discussion. Some also believe that by allowing the extreme left and right to voice their views loudly, more moderate political views on social media are gradually drowned out.

Another issue is the increasing use of artificial intelligence (AI). The creation of artificial content that appears realistic can lead to misinformation that may undermine the electoral processes and democracy, both in Australia and elsewhere. A Commonwealth parliamentary inquiry into the adoption of AI assessed both the positives and negatives of using AI in elections. While AI may assist in helping voters understand issues and policies, it can also help them to express their opinions and beliefs about these topics.

The associated risks can include the following:

- An increase in information (that may be false) can make it difficult for voters to assess whether what political candidates and parties say is authentic, as it can be seen as overwhelming.
- False information can create division and conflict between groups, leading to mistrust of government, candidates and parties.
- The use of deep fake technology can influence voters' opinions and therefore their choices at election time.




↑ Figure 1.3.7 A notification from Twitter (now X) by US President Donald Trump that the social media platform says violated its policy on 29 May 2020 in San Anselmo, California

## Distrust and indifference

The 2022 Australian Election Study found that 70 per cent of Australians are satisfied with the way democracy is working; however, the proportion of citizens who think 'people in government … can be trusted to do the right thing nearly all the time' fell to 25 per cent in 2019, but experienced a slight increase to 30 per cent in 2022. Seven in 10 Australians believe that politicians are more interested in looking after themselves. Voter indifference and distrust of politicians presents a difficult challenge for democracy. It contributes to the rising number of people who feel better connected with 'outsider' parties, while disillusioned voters may disengage from the democratic process completely. Disengaged voters do not make informed votes, if they vote at all, allowing for sitting governments to retain power rather than be held accountable for their actions. Although the Howard government was called into question for the 2001 'children overboard' scandal, in which it alleged asylum seekers had thrown children into

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the sea, it remained in power until 2007. The Gillard government came under fire when the misuse of Health Services Union funds was connected to a Labor Party member. The Morrison government had to confront the sports funding and robodebt scandals. In these incidents, very few people were held accountable, and no government resigned for the part it played. More recently, politicians from both sides of Parliament, such as Shadow Transport Minister Bridget McKenzie and Prime Minister Anthony Albanese, have been confronted by the media in relation to receiving free upgrades on flights. Such actions by those in power make it more likely for ordinary people to see politicians as self-interested.

Indifference is reflected in a 2017 Lowy Institute poll that showed only 60 per cent of voters (52 per cent of 18-year-olds) believe that democracy is preferable to other systems of government. The 'crisis of democracy' is in part due to the division, inaction and instability described in the examples in this section, but also from a feeling that democratic governments are making decisions for the benefit of **vested interests** rather than the majority of citizens. The perceived influence of lobbyists and political donations, as well as ministerial scandals, all contribute to this feeling. Yet the more engaged and informed voters are, the more likely they are to hold leaders responsible by ballot. By disengaging from politics, people are making it likelier that the issues that disillusioned them could continue or worsen.

**vested interests** individuals or groups that benefit directly from a government decision or change in the law

## Foreign influence

There are two ways foreign nations can influence democratic processes in Australia: first, by transnational repression and, second, by using information technology to disrupt online debate and accessing secure information. The 2024 *Strengthening Australian Democracy* report by the Home Affairs Department quotes the Director General Mike Burgess:

> 'while the terrorism threat level is POSSIBLE, if we had a threat level for espionage and foreign interference it would be at CERTAIN - the highest level on the scale.'

↑ Figure 1.3.8 Quote from *Strengthening Australian Democracy*, 2024

**Source:** https://www.homeaffairs.gov.au/about-us-subsite/files/strengthening-australian-democracy.pdf

Transnational repression allows authoritarian governments to restrict and silence criticism and opposition in other countries. This can be in the form of physical aggression, harassment (including of family members) and illegal surveillance. In 2017, Kim Jong Nam, the older half-brother of Supreme Leader of North Korea Kim Jong Un, was assassinated in Kuala Lumpur. In 2018, Jamal Khashoggi, a US-based journalist from Saudi Arabia who was critical of the Saudi regime, was killed by agents of the Saudi Government inside the Saudi consulate in Istanbul. In 2023, Canadian Sikh independence activist Hardeep Singh Niijar was murdered in Canada, allegedly at the hands of Indian security forces. Democracies can be undermined if they seem unable to protect groups or individuals, and it undermines the rule of law if the laws and legal system of a country are disregarded in the pursuit of authoritarian aims.

Disinformation spread by foreign actors can take many forms. It:

- can generate or mimic conspiracy theories, such as vote-rigging during elections
- mislead representatives as to genuine concerns and opinions of voters, by sending false letters and emails to local electorate offices
- unfairly influence community concerns through online smear campaigns.

Freedom House has found:

- 44 governments have engaged in 1000 cases of transnational repression since 2013
- 47 governments have used human commentators to manipulate online discussions in their favour up to May 2023.

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## Activity 1.6

### Check your understanding

The Democracy 2025 project (a collaboration of the Museum of Democracy and the University of Canberra) warns that, 'Across the world, trust in democracy is in retreat. Urgent action is needed'. The 2018 project report notes that satisfaction in democracy has more than halved to 41 per cent since 2007, and trust in key institutions and social leaders is eroding. Australians with the lowest incomes are least satisfied with how democracy works. The report warns that by 2025, if nothing is done and current trends continue, fewer than 10 per cent of Australians will trust their politicians and political institutions, and that this would result in ineffective and illegitimate government, and declines in social and economic wellbeing.

Consider the list of potential reforms to Australian democracy as suggested by Australians in the report, *How Australians Imagine Their Democracy: The 'Power of Us'.*

**The top 10 democratic reforms**

Q. What could be done about it?

What Australians think:

- citizens' juries
- online plebiscites
- citizens' legislature
- a lower voting age
- a maximum voting age
- optional preferential voting or 'none of the above'
- caps on political advertising and donations
- party democratisation
- increase role for local decision-makers
- right for recall for MPs
- reducing the size of electorates
- allowing all MPs a free vote in Parliament.

Choose one of the democratic reforms that you believe would be the best option to restore trust in our political system.

1 Describe what you think it would look like.
2 How might it work?
3 Why would it be an effective option for changing people's opinions about politicians and democracy? Outline the impacts it would have.
4 Present your ideas to the class.

**Key concepts:** democracy, democratic values, the Westminster system, participation

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

## Amazing but true...

Australia is one of only 22 countries where voting is compulsory. This means that, by law, eligible voters must vote in elections. In practice, voters are only required to attend the polling place, where – because voting is secret – no one knows if or how they complete the ballot. Usually, over 90 per cent of eligible voters participate in Australian elections. This is much higher than countries with voluntary voting, such as the US, where roughly half of those who are eligible vote. Supporters argue that this ensures that Australian politicians represent a true majority of the population. Critics claim that making voting compulsory breaches civil rights, and lowers the standard of political debate, as politicians attempt to attract the support of voters who are disinterested or uninformed.




↑ Figure 1.3.9 It is compulsory to attend the polling place and collect your ballot, but what is written on it is secret. This may explain the high number of informal (invalid) votes: over 5 per cent.

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Go online to access the interactive section review and more!

## Lesson 1.3 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

### 1.3 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 List two challenges to sustaining democracy in Australia.

2 What percentage of Australian 18–29-year-olds believed that democracy is the best form of government?

3 Outline how social media and AI can be a positive and a negative force in democracy.

4 Define the term 'populism'.

#### Interpret

5 Why do you think there has been an increase in far-right terrorist acts in the world?

6 Why is the influence of vested interests over government decision-making a challenge to effective democracy?

#### Argue

7 'Social media is not a force for good in democracy.' Discuss two arguments in support of this statement and two arguments against this statement. Start your response by looking at the purpose of social media and the impact that social media has in a democratic society.

### Apply

1 Other issues that can impact democracy include organised crime. A report into countries that have connections with large criminal organisations has found that there is a correlation between less trust in government and a less honest community.

Read about the report via the link at https://cambridge.edu.au/redirect/11262.

**a** Identify at least four activities that a criminal organisation might engage in that undermines democratic institutions; for example, bribe a police officer to ignore a crime.

**b** Describe how each of the four actions identified might influence the community to act.

**c** Explain how a democracy might handle the actions of criminal organisations.

2 Design and conduct a survey assessing other young people's knowledge of and interest in Australia's democratic political system. Consider asking questions about the strengths and weaknesses of Australia's system of democracy. Collate your responses. What do they tell you about young people's engagement in politics?

**Key concepts:** democracy, democratic values, participation

**HASS skills:** analysing, evaluating

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# Safeguarding Australia's democracy

## Focus question

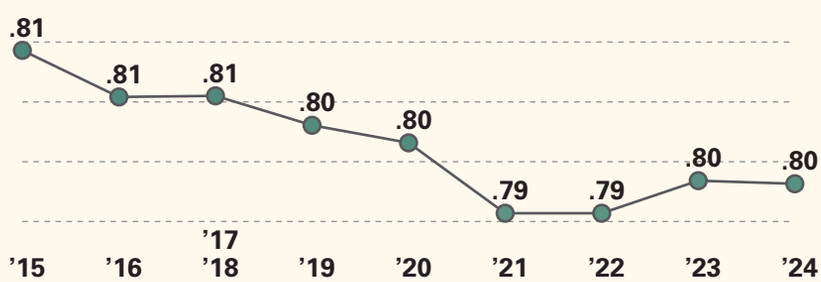
**How can Australia ensure the continued operation of democracy within our society?**

The earlier example of Myanmar's coup illustrates how democracy can be fragile when its principles and institutions are not protected. The greatest safeguard to democracy is the people, who – by democracy's very definition – are the highest authority, and grant leaders legitimacy through free and fair elections. For democracy to flourish, people from across society must be able to take part in civic, social and economic life. This can include peaceful protest, joining political parties and community organisations, and fair treatment in society through the courts, at work and in school. Through an open and free media, the public can access (and communicate) information that is important for political decisions; for instance, information on government corruption. This also requires strong and independent institutions that can hold governments accountable, such as the judiciary. Finally, it requires laws that protect whistleblowers from government persecution and limit the influence of lobbyists within politics.

Figure 1.4.1 shows that Australia maintained a relatively consistent score in the Rule of Law Index between 2015 and 2024. However, the overall decrease has been marked by decreases in the following measures: constraints on government powers; absence of corruption; fundamental rights; order and security; regulatory enforcement and criminal justice. Open government has been the only aspect to increase since 2015. This shows that while government may have gained more power and less accountability, participation of the people, publication and right to information have improved.

**Australia's overall rule of law score, 2015–24**

Australia scores for overall rule of law from 2015 to 2024 (use the left menu to explore other scores).




↑ Figure 1.4.1 The Rule of Law Index for Australia between 2015–2024

**Source:** World Justice Project

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## Rights and freedoms (civil liberties) – association, assembly and expression

**activism** activities and efforts aimed to support or oppose a controversial issue

**political parties** groups of people with similar views who join together with the aim of having their members elected to parliament or forming government

**interest/pressure groups** groups of people formed to promote change to the law in a particular area or issue

**advocacy** to help protect and promote the rights of an individual or group

**demonstration** a public gathering of citizens in support of a change to the law

**petition** a collection of signatures from citizens in support of a proposal or law

**lobbyist** a person employed to persuade members of government to make decisions in favour of a particular group or individual

While in jail for his **activism**, Martin Luther King Jr wrote a letter to religious leaders who criticised his activities against segregation. He wrote: 'One may well ask, "How can you advocate breaking some laws and obeying others?" The answer lies in the fact that there are two types of laws, just and unjust. I would be the first to advocate obeying just laws. One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws.'

King spoke of the rule of law, believing citizens should follow laws that are designed for the good order of society and do not unfairly disadvantage individuals and groups. However, he also advocated for assembly and peaceful protest. Through history, the most significant changes that helped democracy flourish have relied on the activism and engagement of the community, which is only possible through the freedoms of association, assembly and expression. Freedom of association allows individuals with similar beliefs to organise as groups. In Australia, **political parties**, such as the ALP and the Liberal Party, are formed with the goal of having their members elected to parliament and forming government. **Interest** or **pressure groups** are formed to influence government policies and laws. Groups motivated by a particular issue are known as 'single issue' interest groups. For example, the Friends of Point Peron group formed to clean the bushland around a marine park in Rockingham, Western Australia, and has lobbied government to prevent harmful development. Other groups represent the interests of a certain section of the community, such as a geographic area, an industry, a religion or a broad policy area. Examples of these 'sectional' interest groups include the Centre for Asylum Seekers, Refugees and Detainees, which provides support and **advocacy**; the Minerals Council of Australia, representing the mining industry; the Australian Christian Lobby, advocating for the values of conservative Christians; and Greenpeace, campaigning on a broad range of environmental issues.

Through freedom of assembly and expression, interest groups attempt to pressure the decisions of governments in many different ways. Traditionally, they have sought to draw public attention to their causes through rallies, **demonstrations** and protests, by gathering signatures for **petitions**, or making appearances in media such as newspaper or television. These methods show government and other MPs the strength of public support for an issue. Direct representations can also be made to MPs, or via **lobbyists** employed to make representations on the cause's behalf. The internet has provided interest groups with new methods for gathering support via social media, or placing pressure on governments through online petitions and emails.

In Australia, there is no explicit law to protect freedom of expression or speech as there is in the US Bill of Rights. The difficulty in having freedom of expression is the possibility that someone can be accused of defamation or discrimination. Past High Court decisions have led to legal principles that protect an 'implied right to freedom of political communication'. The scope of what this principle allows is determined by the courts as they are responsible for its existence through interpretation of the constitution. Section 24 of the Australian Constitution provides for the direct election of House of Representatives members. The High Court has interpreted the section to require an informed public who must be able to access relevant political information to make their choice of representative. This requires information

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to be politically relevant and of public interest. The previous topic on populism as a threat to democracy mentioned Senator Pauline Hanson being taken to court over a response to a comment she made to Senator Mehreen Fahruqi on X. Senator Hanson's defence in this case used the 'implied freedom of political communication' principle. Her lawyers argued that her comments could not be racist or discriminatory as the relevant sections of the *Racial Discrimination Act 1975* (Cth) (RDA) were invalid under the 'freedom of political communication' principle as her comments were in the public interest. The court did not agree with these arguments, stating the RDA is designed to regulate racial vilification that aims to silence and limit the rights of ethnic and migrant groups from exercising their freedom of political communication, as Senator Faruqi was doing.

### Pause for thought – freedom of assembly or criminal offence?

Five states in Australia have implemented anti-protest regulations in response to actions by environmental activists. In New South Wales, protestors could face fines and imprisonment if they block major roads, tunnels or ports. In Tasmania, protestors could face jail if they are found to be obstructing a workplace. In Victoria, specifically any anti-logging protestors who hinder, obstruct or interfere with timber harvesting operations can be prosecuted. More recently, Victorian Premier Jacinta Allen's government has banned the wearing of face masks, locking devices, rope and glue from protests. In Queensland, the use of locking devices (which make it harder for police to remove individuals) at protests has been banned. If radical change is required, is radical action needed by protestors? Would further limitations on the freedom of assembly undermine democracy and limit political communication?

## People power – Russia and Belarus

In a democracy, majority rule is considered just. This does not mean that minority views can be dismissed; rather, freedom of expression lets individuals present any ideas that do not infringe on the rights of others. In flawed democracies or authoritarian systems, people may seek power in expression, demonstration and protest. This undermines the legitimacy of a government that reacts in a violent and repressive way. Pakistani education activist Malala Yousafzai has said that 'we realise the importance of our voices only when they are silenced'.

In August 2020, mass protests broke out in Belarus against President Alexander Lukashenko, who claimed his sixth election win. Lukashenko had used internet blackouts, detained journalists, and arrested opposition figures and forced them to flee the country to maintain his control. Protestors, denying the election was free or fair, rallied behind opposition




↑ Figure 1.4.2 An inflatable whale placed in the streets of Sydney by Greenpeace activists protesting against Japanese whaling in the Southern Ocean



↑ Figure 1.4.3 Police arrest and detain protestors in Russia supporting opposition leader Alexei Navalny

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leader Svetlana Tikhanovskaya. Despite a violent police reaction, protesters continue to speak out, focusing on local and neighbourhood demonstrations.

In Russia, similar scenes have played out in support of opposition leader Alexei Navalny. After a poisoning attempt and months spent recovering in a German hospital, Navalny returned to Russia in January 2021, where he was arrested. Navalny's associates then released his documentary on the excesses of Russian President Vladimir Putin and his secret palaces. Thousands gathered across Russia to protest Navalny's arrest and the **Kremlin**'s corruption. Similar to Belarus, journalists, critics and opposition have been detained, and the police have reacted with violence to break up the protests. While the outcome of both movements remains to be seen, they demonstrate that people will risk their freedom for things they believe in.

**Kremlin** the symbol of Russian power and authority, as it is the residence of the President of Russia

## Free media

The Australian Press Council states that, 'In a truly democratic society open debate, discussion, criticism and dissent are central to the process of generating informed and considered choices➜ A free press is a symbol of a free people. The people of Australia have a right to freedom of information'. In Australia, many media organisations aim to inform the people with expert analysis and opinion, while also reporting on the actions of government. The media observes parliament in action from the press gallery, and within public committee hearings and press conferences. It can request information from government members and departments. It also relies on information from whistleblowers – government employees who wish to reveal confidential information. In the USA, freedom of the press is guaranteed in its **Bill of Rights**, as an essential measure of government accountability. This is not the case in Australia. In fact, in the 2023 World Press Freedom Index, Australia ranked 29th in the world, down from 19th in 2018. In 2024, Australia was ranked 39th. This is due to the restrictive laws surrounding national security, hyperconcentration of media outlets, and poor protections for those that provide information to the media – even, arguably, their criminalisation.

**Bill of Rights** a list of rights of citizens of a country that is usually incorporated into a constitution

The media provides people with diverse perspectives from many sources. On one hand, this can help people to critically analyse information. On the other, it has increased the amount and ease with which people obtain information, which is often shared with little contemplation of where it has come from. We should check the accuracy of what we read and hear, and be aware of media bias.

### Your right to know or a criminal action? The case of Annika Smethurst and the ABC

Part of the media's role is to inform the public about the actions of government, exposing corruption and wrongdoing. In 2017, the ABC published the 'Afghan files', which alleged that Australian forces committed many human rights abuses in Afghanistan, including killing unarmed civilians. In 2018, Annika Smethurst reported that the Australian Signals Directorate was considering obtaining digital information from Australians without a warrant. This would expand its powers beyond simply gathering information overseas, and put ordinary Australians' privacy at risk. Although both stories were considered to be in the public interest, the AFP conducted raids on the ABC and Smethurst's private residence. Warrants claimed that journalists had obtained information in breach of the Commonwealth *Crimes Act 1914*. These raids led international media to portray Australia's press freedom as restrictive.

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↑ Figure 1.4.4 Front covers of Australian newspapers that have been blacked out to represent the Australian Government's censorship of publication about its actions

Under the media coalition Your Right to Know, newspapers organised a front-page blackout. They demanded wider protections for whistleblowers, reform of Freedom of Information laws, and the creation of laws to prevent unwarranted police raids or prosecution of journalists and their sources. The tagline on the group's website asks, 'When government keeps the truth from you, what are they covering up?' Smethurst and the ABC challenged the actions of the AFP in the High Court. Smethurst succeeded in having the raids on her property declared invalid. The ABC, meanwhile, was unsuccessful in claiming that the warrants were illegal.

## Strong institutions founded on democratic values – limiting corruption by limiting the power of government

In 2020, the Dutch Rutte Government resigned over a scandal where citizens were falsely accused of illegally claiming child welfare. These citizens received fraudulent debts, totalling thousands. Many people, who were financially and emotionally affected, received compensation. A similar situation occurred in 2016 in Australia, commonly known as 'robodebt'. The Commonwealth Government implemented an online compliance scheme that aimed to make debt recovery fully automatic. The system was flawed; one in five letters claiming a person had a debt to Centrelink was based on false information, generating $721 million in debts. While the government acknowledged the problems in the system, and was sued for $112 million towards the 400 000 victims, the government did not resign. The two democracies faced similar situations, but these resulted in two different outcomes for government accountability.

Limited government is a concept essential to a democracy, as it constrains a government's influence over the decisions and lives of its people. This can be achieved through **constitutionalism** that incorporates checks and balances between the branches of government, and **bicameralism**. In the USA, checks and balances have been expressly written into the constitution, so that no one branch can influence or overpower another. For example, Congress (parliament) can limit the President's actions through its control of funding, while the President (executive) can only nominate officials that the Senate approves. Veto power enables the President to stop a bill before it becomes a law, Congress can also veto a Presidential order with a two-thirds majority vote, and the Supreme Court (judiciary) can declare laws made by Congress unconstitutional. The most significant check and balance in the USA is the power of impeachment, which allows Congress to investigate a President or a judge for misconduct. Impeachment's effectiveness as a measure of accountability is debatable; while a guilty individual may lose their position, no impeached president has ever lost power. This includes President Trump, who was impeached twice.

**constitutionalism** an idea in which governments and countries are bound by the limits written in a constitution

**bicameralism** when two chambers of parliament share law-making responsibility

The Australian Constitution is the rulebook for government in Australia. It divides the government into three branches, and outlines the roles and functions of each. It tells us how the branches will be structured, the powers they have and how they can check the

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other branches. Such checks include the Governor-General's ability to dismiss or appoint ministers (including the Prime Minister) for whichever term they see fit. Such dismissals rarely occur, as ministers have been directly elected by the people. In 1975, however, the Governor-General John Kerr dismissed Prime Minister Gough Whitlam, claiming Whitlam's government was unable to effectively do its job. This was controversial, as Whitlam still had a majority in the House of Representatives prior to his dismissal, and Kerr appointed the Opposition leader Malcolm Fraser as leader of the caretaker government.

Bicameralism means that Australia has a House of Representatives and a Senate chamber, and both houses must pass a bill before it becomes law. Because the government holds a majority in the House of Representatives, it can initiate bills and pass them through the House easily. However, the Senate must then review the bill. The Senate often has more diverse political parties represented among its members, and no government majority, which ensures bills can be scrutinised fairly and critically. The Senate also investigates government spending twice a year through the Senate Estimates Committee. It has the power to request individuals, including ministers and public servants, to appear and produce documents. In this way, the Senate checks the power of the government.

The judiciary – independent and impartial – is the third branch of government, and one of the more significant checks and balances. The Constitution allows the High Court to declare laws unconstitutional or outside of parliamentary responsibility (ultra vires). This is further clarified in the section on the High Court in Chapter 2 of this book. The High Court is also able to review decisions of government. Individuals, groups and states can bring cases to the High Court where seven judges determine if government has breached a law, if a law is beyond the responsibility of the parliament or whether a law meets the wording or intentions of the Constitution.

## Civics through Acts and actions

### Protection of the state or threat to democracy and the rule of law?

**Clive Palmer, Mineralogy, WA Government, and the High Court**

In 2012, the Western Australian Government provided Clive Palmer's Mineralogy company with a list of requirements to develop his mining lease in the state. Palmer disputed the requirements, claiming they limited the site's operation and earning potential. He filed a claim in the courts for $30 billion in compensation. In August 2020, a new WA Government led by Premier Mark McGowan passed the *Iron Ore Processing (Mineralogy Pty Ltd) Agreement Amendment Act 2020 ('Mineralogy Act')*. The *Mineralogy Act* was designed to prevent Palmer from making any court claim that could severely impact Western Australia's finances. It invalidates earlier compensation agreements and protects the government from any criminal or civil liability in Palmer's case.



↑ Figure 1.4.5 Clive Palmer (centre) sits in the Gallery during Question Time in the House of Representatives on 12 February 2019

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Palmer challenged the WA Government in the High Court of Australia, claiming that the *Mineralogy Act* was unconstitutional on a number of grounds (legal reasons), including that it breached the separation of powers and rule of law. In 2021, the High Court of Australia unanimously (all judges on the High Court bench agreed) rejected Palmer's claims and upheld the validity of the *Mineralogy Act*.

The separation of powers:

- Palmer argued that the *Mineralogy Act* was the WA Parliament interfering with the role of the state courts.
- The High Court held that although the *Mineralogy Act* may be extreme and changed existing legal rights, it did not amount to a breach of the separation of powers.

The rule of law:

- Palmer argued that because the *Mineralogy Act* prevented him and his company from suing the WA Government, it breached the rule of law.
- The High Court has previously stated that although the Australian Constitution does not expressly refer to the rule of law, it is assumed that the rule of law is an implied principle of the Constitution. However, it has also stated that the High Court should avoid giving further meaning to the rule of law that is not found in the Constitution.
- In this case, the High Court held that the WA Government had not breached the rule of law. To prove that it had, Palmer would have had to point to specific sections of the Constitution that supported his argument, and he had been unable to do this.

**Your response**

1 Explain, in your own words, what is meant by 'separation of powers' and 'rule of law'?

2 Although Palmer suing the WA Government for billions of dollars could have been financially crippling for Western Australia and, as permitted by the Constitution, in passing the *Mineralogy Act* the WA Government was protecting the peace and good order of the state, the actions of the WA Government could be considered an abuse of power. Do you think it is ever justified for the governments to put themselves above the law? Explain your thinking.

3 What do you think the implications (effects) could be of the High Court's decision in this case?

**Key concepts:** democratic values, justice, rights and responsibilities

**HASS skills:** analysing, evaluating, communicating and reflecting

## Making thinking visible 1.3

### Peel the fruit

Read the case study above.

1 Determine the surface issues. Why did the government enact the law that it did? Was this decision a good one?

2 Consider the implications or flesh of the issue. What principles of democracy or safeguards are threatened by this law? Is this unfair to the individual or group targeted?

3 Get to the core of the issue. How could this impact other individuals or groups in the future, such as yourself? Do you agree with the government's actions?

4 Has your opinion changed as you have considered the issue?

**Key concepts:** democratic values, justice, rights and responsibilities

**HASS skills:** analysing, evaluating, communicating and reflecting

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## Amazing but true…

A measure of accountability in a democracy is its anti-corruption commissions, which investigate misconduct and **corruption** within the public sector. Australia's world ranking in the Global Corruption Perception Index has dropped – previously it sat in the top 10 and now it sits at 14th position. While this could be considered a good standing, a decrease means that trust in government is declining. Corruption undermines democracy by giving the powerful or wealthy the ability to unfairly influence laws, exploit the vulnerable in society and take advantage of weaknesses in institutions. This can include using public money or resources to fund personal activities, or accumulating wealth through one's position, and taking bribes to influence outcomes. Anti-corruption commissions can hold government accountable by requiring public sector employees, politicians and police officers to answer questions about suspected corruption, and then recommending consequences or further action, such as court proceedings.

**corruption** abuse of power or criminal action through dishonest means, for personal benefit or that of vested interests

The National Anti-Corruption Commission (NACC) was formed in 2022 as an independent body that monitors, investigates and reports on corruption in the Commonwealth public sector. Four areas of concern for its investigations are public officials breaching public trust, public officials abusing their public office, former or current public officials misusing information gained while in public office and anyone who acts to influence or negatively affect a public official's power or performance. In Western Australia, the Corruption and Crime Commission (CCC), created in 2004, performs a similar function. Its role is to investigate allegations of misconduct, examine witnesses, gather evidence for prosecution and confiscate unexplained wealth. Many states in Australia have a form of the CCC. At the federal level, as well as the NACC, the Auditor-General is an independent organisation that can investigate Commonwealth departments, financial activities and performance to ensure they are meeting standards, although funding has been reduced over the past few years, limiting its ability to effectively investigate all claims.

## Activity 1.7

### Check your understanding

Use a Venn diagram or similar graphic organiser to compare and contrast the checks and balances in the Australian and US Constitutions. Which country has the most effective system for limiting abuses of power? Use evidence from your diagram to justify your response.

**Key concepts:** democracy, democratic values

**HASS skills:** analysing, evaluating, communicating and reflecting

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## Lesson 1.4 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

Go online to access the interactive section review and more!

### 1.4 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Identify three safeguards to democracy.

2 Using examples, describe how individuals and groups can protest against the actions and power of governments.

3 Outline how an anti-corruption commission holds governments accountable.

4 Describe why a 'free and open media' is essential to a democracy.

#### Interpret

5 The American statesperson John Madison said, 'In framing a government which is to be administered by men over men, the great difficulty is this: You must first enable the government to control the governed; and in the next place, oblige it to control itself.' Explain what you think he meant and why this helps ensure democracy is protected.

#### Argue

6 In Australia there is an implied freedom of political communication, based on interpretation of the Constitution by the High Court. In 2021, social media organisations such as Twitter (now X) and Facebook restricted and banned a number of individuals, including Donald Trump, and extremist groups from posting information, and Facebook also controversially banned the sharing of news in Australia, including essential government media releases and those of non-profit organisations, in response to its opposition to a proposed law requiring it to pay for Australian news content.

Do these actions by social media companies protect democracy by limiting publication of misinformation, or do they demonstrate an abuse of power by restricting the publication of information? Discuss.

7 Using examples from the text, explain why courts are an essential safeguard to democracy. Refer to principles such as separation of powers, rule of law and natural justice.

### Apply

1 Investigate the actions of the Russian and Belarusian governments in response to opposition and dissent in their countries regarding Alexander Navalny and the results of the 2020 elections, respectively. How have people responded to the governments in each instance? Does the government reaction undermine government power or increase it?

2 In class, investigate one of the following cases involving Australian whistleblowers:

- *Comcare v Banerji*
- Witness K and Bernard Collaery
- Richard Boyle
- Nauru and Manus Island employee laws against revealing information
- Julian Assange.

Find out what information the person had revealed or made public and how the government responded. After weighing up the evidence, debate whether the government action is appropriate or if the person has been unfairly targeted.

**Key concepts:** democracy, democratic values, the Westminster system, justice, participation, rights and responsibilities

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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1.5

# The role of the High Court

## Focus question

**What is the role of the High Court?**

Australia's courts are the main institutions used to resolve legal disputes. In adjudicating disputes as the third branch of government, courts play another important role: they (the judiciary) must independently check the powers of government (executive) and parliament (legislative). This role was demonstrated in the case of Nades and Priya Murugappan, with the courts suspending the Australian Government's decision to deport the family and a stateless refugee, known as 'NZYQ', from immigration detention. The decision overturned previous judgments to determine that immigration detention could be a breach of separation of powers if there was no reasonable or foreseeable chance of return or release.

The High Court is established by Chapter 3 of the Australian Constitution. According to the Constitution, the High Court is at the top of a **hierarchical** system, meaning the courts are ranked based on their **jurisdictions**, and the type and seriousness of the cases they adjudicate. The High Court is the only court that can hear cases regarding constitutional law and interpretation. The jurisdiction of the High Court is classified by whether it is an **original** or **appellate** case. The original and appellate jurisdictions of the High Court are shown in Table 1.1.

**hierarchy** a structure arranged from low to high based on importance or power

**jurisdiction** the type of cases a court has the right to hear

**original jurisdiction** a court's right to hear a legal dispute for the first time

**appellate jurisdiction** a court's right to hear a trial on appeal from a lower court

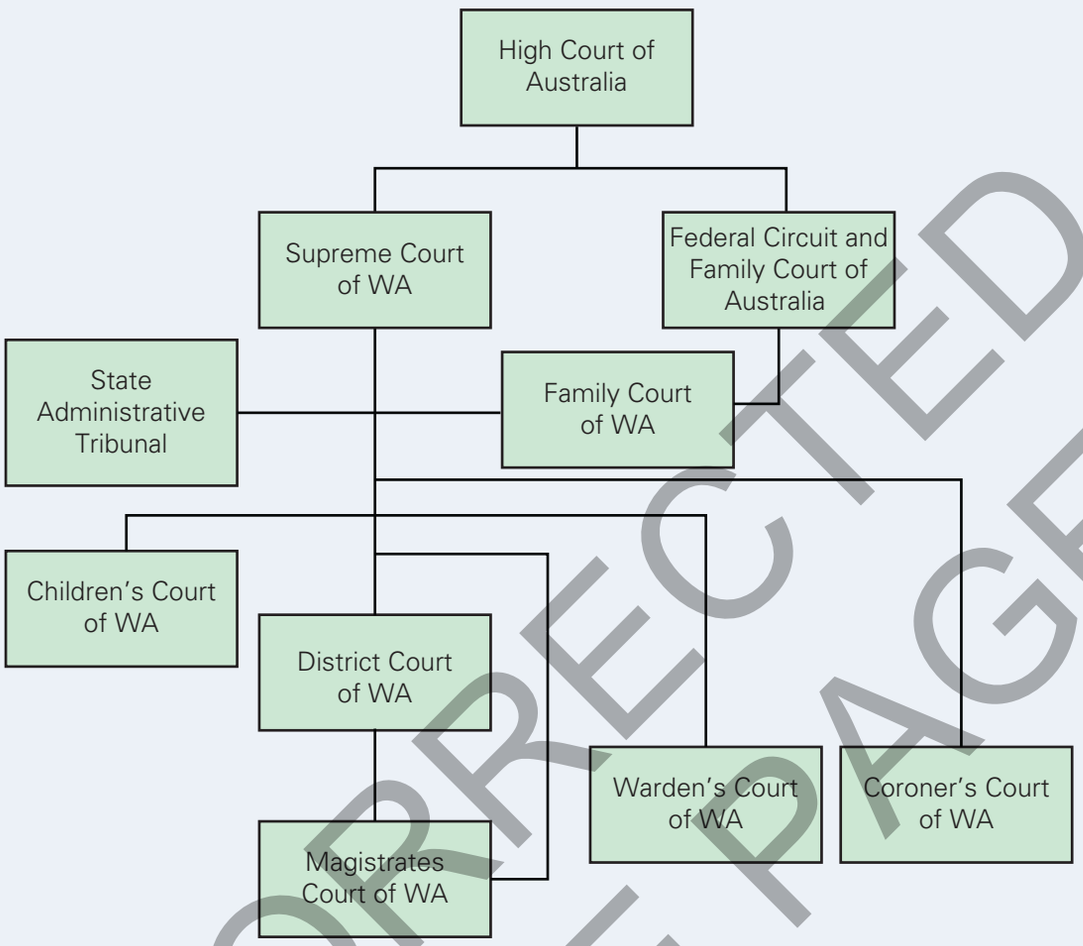
### Original vs appellate jurisdiction

Table 1.1 The original and appellate jurisdictions of the High Court

| Original jurisdiction | Appellate jurisdiction |
|---|---|
| Treaty matters | Cases from the federal courts |
| Cases involving consuls and diplomats | Cases from state Courts of Appeal |
| Cases where the Commonwealth is being sued or suing another | Cases from the High Court |
| Disputes between the states/territories in Australia | |
| Writs of mandamus – cases to stop or halt a government action | |
| Constitutional cases (including interpretation) | |
| Laws made by parliament | |
| Conflict between state/territory and Commonwealth laws | |

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**Court hierarchy**




↑ Figure 1.5.1 The Australian court hierarchy

The High Court has seven judges who are able to hear disputes between states/territories and the Commonwealth where their powers clash, or where a citizen believes a law has breached their rights or is outside the parliament's law-making jurisdiction. Appeals to the High Court can be made from the highest courts in the state and federal hierarchies – for example, the Supreme Court of Western Australia or the Federal Court. The decision of the High Court in an appeal is final; there are no further options to review the case. Nades and Priya Murugappan unsuccessfully appealed the decision to deny them refugee status through all levels of the Federal Court hierarchy to the High Court. For this reason, the order to detain and deport the family could be given only after their appeal to the High Court was unsuccessful.

The High Court has an additional role in the *Electoral Act 1918* (Cth). This is known as the Court of Disputed Returns, where the High Court can make decisions about the disqualification of elected candidates after an election. In 2020, two new High Court justices were announced due to the pending retirement of two existing justices. Justices Jacqueline Gleeson and Simon Steward replaced Justices Virginia Bell and Geoffrey Nettle, who retired, as prescribed by the Constitution, when they turned 70 years of age. Justices are nominated by the Prime Minister and appointed by the Governor-General.

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↑ Figure 1.5.2 A new justice being sworn into the High Court in Canberra

## The role of the High Court in protecting the Westminster system

Section 44 of the Constitution outlines the causes for disqualification as a representative in parliament. Some of these reasons for disqualification include allegiance to a foreign power – sometimes thought to mean dual citizenship – treason, criminal conviction, bankruptcy, insolvency and receiving funds from a Commonwealth organisation. In 2017, the High Court was asked to determine whether seven elected officials could sit in parliament, given they potentially held citizenship in another country. Barnaby Joyce (Nationals), Malcolm Roberts (One Nation), Larissa Waters (Greens), Fiona Nash (Nationals) and Scott Ludlam (Greens) were disqualified. They had to renounce their secondary citizenship and stand for re-election in 2019.

## The role of the High Court in protecting democratic values

### Rule of law and separation of powers

The High Court has an essential role in protecting key democratic values. As mentioned, rule of law means that the law should apply equally to everyone. In 1951, the Commonwealth Government, under Prime Minister Robert Menzies, introduced a law that banned the Communist Party of Australia, confiscated their property and prevented those found to be communists from working in particular jobs. This law treated those who belonged to the Communist Party differently to other political parties, and effectively criminalised them. The High Court declared this law unconstitutional. It broke the principle of rule of law as the Communist Party was being treated differently in the law to other political groups. It stated that

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while parliament was able to make laws to protect Australia against threats, it acted outside its powers by determining specifically who was a threat. That was a decision for the courts. The case of NZYQ is also an example of the High Court enforcing separation of powers and the specific roles of the three branches of government. The legislative makes laws, the executive enforces the laws through its public service and ministerial decisions and the judiciary applies the laws by setting consequences for breaking the laws. These cases also demonstrate the checks and balances that the High Court carries out under the separation of powers, ensuring the legislative make laws within its power according to the Constitution and that the executive is making judgments according to the law.

### Democracy and participation

In 2006, Prime Minister John Howard's government **amended** the Commonwealth *Electoral Act 1918*, prohibiting all prisoners from voting in federal elections. Prior to this amendment, only those serving sentences over three years were prohibited from voting. Imprisonment in Australia is skewed towards Indigenous Australians, who at only 3 per cent of the country's population account for 27 per cent of its prisoners. This change would have unfairly impacted Indigenous communities. In the High Court case *Roach v the Electoral Commissioner* (2007) HCA 43, Vicki Roach, an Indigenous woman who had been imprisoned, challenged the amendment. The court found that imprisonment was not a substantial enough reason to ban citizens from their constitutional right to vote, a key feature of our representative democracy. The law reverted back to the original ban on sentences over three years.

A second case, *Rowe v Electoral Commissioner* [2010] HCA 46, concerned a change to the *Electoral Act 1918* related to amendments to the deadlines of enrolments for new voters and those updating details. Previously, this deadline was set at seven days after the issue of the writ for an election. The changes would mean that voters would have the day of the writ being issued to enrol and only three days to ensure their details were correct. A longer period of time enables a larger number of voters to ensure they are enrolled to vote, particularly younger and first-time voters. The High Court found that the changes to the law were unconstitutional under ss. 7 and 24 that require parliament to be 'directly elected by the people'. They explained that a decrease in time allowed to enrol could deny the right to vote to some individuals and this could affect the outcome in a representative democracy where some people could not directly choose their parliament. This case was brought to the High Court by the Human Rights Law Resource Centre and GetUp! advocacy and pressure groups, which aim to protect rights and keep government accountable.

**amended/amendment**
a change to legislation

## Rights and responsibilities

### Freedom of assembly and freedom of political communication

In a democratic country, protest is considered one of the most effective ways for the public to demonstrate to the wider community issues of public concern. It can both attract more public support for the cause and show to parliament that the community wants them to act. This right is not protected explicitly in law but is given implied status through the Constitution as the implied right to political communication. As the right is not explicitly defined, it is often the High Court that must investigate cases and interpret them in relation to political communication. Recently, many state governments have implemented laws that have restricted the activities of protestors, generally in response to protests that have caused traffic disruption and business shutdowns.

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## Restrictions on protesting

Table 1.2 States and the restrictions placed on protesting activities with accompanying consequences

| State or territory | Restrictions | Consequence |
|---|---|---|
| NSW | Not allowed to block major roads or tunnels, disrupt port operations | $22 000 fine or 2 years imprisonment |
| QLD | Bans on locking devices | $6 000 fine or 2 years imprisonment |
| SA | Conduct that obstructs the free passage of a public place | $750 – $50 000 fine or 3 months imprisonment |
| TAS | Not allowed to obstruct workplaces | 12 months imprisonment |
| VIC | Restriction of PVC and metal pipes during protests, bans on glue, locks and face masks<br>Activity in forestry logging areas | $20 000 fine or 12 months imprisonment |

### *Brown v Tasmania* [2017] HCA 43

Tasmania introduced laws in 2014 to prohibit protestors from activities in and around business premises. Former Greens political party leader, Bob Brown, and his associate Jessica Hoyt were arrested near forestry premises as they were filming the area for a video to be published to promote awareness of logging in Lapoinya Forest. They commenced proceedings in the High Court, arguing that the Tasmanian laws restricted the implied right of political communication in the Australian Constitution. A majority of justices agreed that, in this situation, protesting in forestry areas, the laws were unconstitutional. They found the laws' purpose to be to protect businesses from protesters that hindered, prevented or obstructed the business from its own activities, but that due to the controversial and political nature of forestry operations the laws prevented individuals from carrying out activities required in a representative and responsible democracy, that is, gathering political information.

↓ Figure 1.5.3 Bob Brown speaks during a stop-Adani rally outside Parliament House on 5 May 2019 in Canberra, Australia. The stop-Adani convoy of environmental activists led by former Greens leader, Bob Brown, travelled from Tasmania to Canberra via New South Wales and Queensland to bring to light the issue of the Adani coal mine and climate change.




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***Comcare v Michaela Banerji* [2019] HCA 23**

Michaela Banerji was employed by the Australian Public Service (APS) in the Department of Immigration and Citizenship. While employed she operated a Twitter (now X) account that published comments and statements critical of the department, its policies and employees, and government and opposition MPs. After an investigation, Ms Banerji was terminated as it was found that she had broken th APS Code of Conduct related to acting in an impartial and professional manner. Ms Banerji made a claim of workers compensation due to injury suffered from her termination to the courts. The decision was found in her favour based on the APS infringing on her implied right to political communication. This judgment was appealed by the APS to the High Court. The High Court found that her termination was lawful due to the nature of the APS having to remain impartial and apolitical in a representative and responsible democracy.

***Kathleen Clubb v Alyce Edwards & Anor; John Graham Preston v Elizabeth Avery & Anor* [2019] HCA 11**

In Victoria, 'safe access zones' had been implemented into law to protect the privacy, safety and wellbeing of patients accessing abortion services. These zones have been set to 150 m in the majority of states (except South Australia). The claimants, Kathleen Clubb and John Preston, had been convicted in Victoria and Tasmania of engaging in prohibited behaviour in the exclusion zone. They took their cases to the High Court, claiming that the safe access zones impacted their implied right of political communication as they were dealing with matters related to government and the public. The High Court dismissed the claims made by looking at the purposes of the laws and finding that the restriction on political communication was justified to protect the safety, dignity, wellbeing and privacy of individuals accessing lawful medical services.

## Activity 1.8

### Class discussion

Answer the following questions with reference to the three case studies above:

- *Brown v Tasmania* [2017] HCA 43
- *Comcare v Michaela Banerji* [2019] HCA 23
- *Kathleen Clubb v Alyce Edwards & Anor; John Graham Preston v Elizabeth Avery & Anor* [2019] HCA 11.

### Analysis questions

1. Compare and contrast the protection of freedom of political communication in the cases of *Brown v Tasmania* and *Comcare v Michaela Banerji*. Why was freedom of political communication protected in one case but not the other?
2. Evaluate the High Court's judgment in *Kathleen Clubb v Alyce Edwards & Anor; John Graham Preston v Elizabeth Avery & Anor*. Do you agree or disagree with the court's decision to uphold the safe access zone laws? Justify your response.
3. Hold a class discussion or debate on whether governments should make laws restricting protests, considering they are a safeguard to democracy. What are the potential benefits and drawbacks of such laws?

**Key concepts:** democratic values, participation, rights and responsibilities, justice

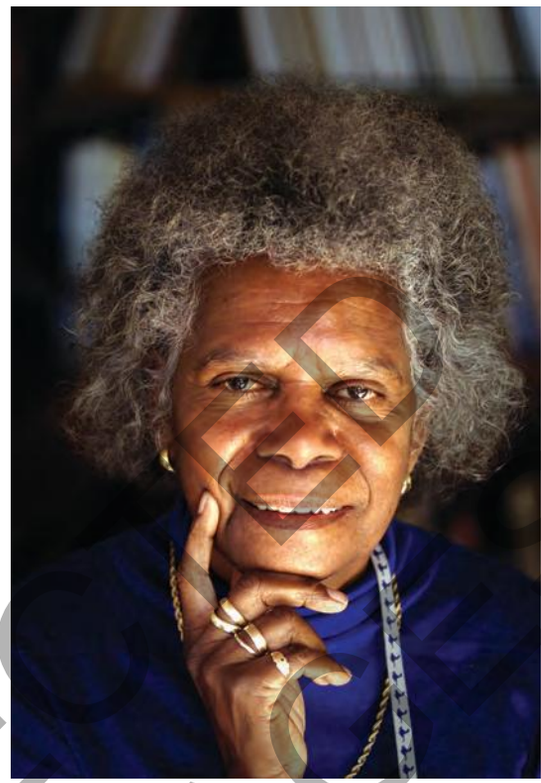
**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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### Indigenous rights

**native title** a system of ownership by Indigenous people over their traditional lands

One of the most significant High Court decisions involving rights was the Mabo decision, which found that Aboriginal and Torres Strait Islander people had the right to **native title**, a system of ownership over their traditional lands. Prior to the decision in *Mabo v Queensland (No 2)* (1992), ownership of land was considered *terra nullius*, or land belonging to no one. Colonisers had used this principle to deny Indigenous ownership of land. The Murray Islands in the Torres Strait, to the north of Australia, had been reserved as lands for the Indigenous inhabitants. In 1982, Eddie Mabo took his case to the High Court to claim ownership over the land, seeking recognition of past and current rights to it. In 1985, the Queensland Government enacted a law that made the islands 'Crown' or government land. Mabo took his fight back to the High Court, which found that the Meriam people of the Murray Islands were entitled to possession, occupation, use and enjoyment of the islands ('native title') and that the Queensland law was inconsistent with the *Racial Discrimination Act 1975* (Cth), which prevented laws from discriminating against groups based on their race. This case established native title, where Indigenous groups who could show a continuous connection to their traditional lands (through culture and law) could claim ownership.



↑ Figure 1.5.4 Bonita Mabo in Canberra on the anniversary of the Mabo decision that established native title in Australia. Her husband, Eddie, the lead plaintiff in the case, sadly died before the final decision was handed down.

## The role of the High Court in upholding international laws

**injunctions** legal methods to stop someone from doing something

By checking other branches, the High Court can ensure Australia's international commitments to the rights of groups and individuals. The 2010 Malaysia Solution was a controversial executive decision of the Gillard Labor government. It involved a bilateral deal where Australia would resettle 800 asylum seekers who arrived by boat (including children) to Malaysia. In return, Australia would take in 4000 refugees from Malaysia. This was controversial because Malaysia had never signed the Refugee Convention of 1951. As a signatory to the convention, Australia is obliged to ensure that asylum seekers are not sent anywhere they might be treated inhumanely. This meant that Malaysia had to meet three requirements under the *Migration Act 1958* (Cth) before Australia could send asylum seekers there, these being that the country is legally bound by international law to:

1. provide access to procedures to be assessed as refugees
2. provide protection while they are being processed
3. provide protection once processed as a refugee.

**Injunctions** were put in place to stop the removal of asylum seekers from where they were being held on Christmas Island to Malaysia. Lawyers working

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on their behalf claimed that the Gillard government could not guarantee that Malaysia was a suitable place, and the agreement could not guarantee their safety before and after processing, or that processing would be swift and just.

As Malaysia was not legally bound to the UN Refugee Convention, the High Court found that it failed the requirements and, therefore, Australia must cancel its agreement. The Malaysia Solution was abolished.

## Lesson 1.5 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

**Go online to access the interactive section review and more!**

### 1.5 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Describe the main role of the judiciary.
2 Identify two types of cases each that exist under the High Court's original and appellate jurisdiction.
3 Describe the High Court's function as the 'court of disputed returns'.

#### Interpret

4 Using an example, explain how the High Court has protected rights and democratic values in Australia.
5 Discuss one argument for and one argument against High Court justices being nominated by the Prime Minister.
6 Explain how the High Court upholds international laws. Provide an example.

#### Argue

7 'The High Court plays an essential role in protecting and safeguarding the democratic principles and values that underpin Australia's political and legal system.'

To what extent is this statement accurate? Outline in two or more paragraphs the role of the High Court, examples of cases it has heard and how well it has achieved its role.

### Apply

1 Choose one of the following High Court cases:

- *Dietrich v Queen* (1992)
- *Rowe v Electoral Commissioner* (2010)
- *Commonwealth v Tasmania* (1983)
- *Commonwealth v Australian Capital Territory* (2013)
- *Coleman v Power* (2004)
- *Monis v the Queen* (2013)
- *Attorney-General for the State of South Australia v Corporation of the City of Adelaide* (2013)
- *Lange v Australian Broadcasting Corporation* (1997).

Find out: who were the parties to the case? What were the facts of the case? What did the High Court have to decide? What was the outcome of the case? How does the case demonstrate the High Court's role in protecting either democratic values, democracy or rights?

**Key concepts:** democracy, democratic values, justice, rights and responsibilities

**HASS skills:** questioning and researching, analysing, evaluating

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## 1.6 Conclusion: why does it matter?

Democracy is not easy. To develop, maintain and sustain an effective democratic society is hard work. A government of the people and for the people requires compromise and negotiation between different goals and viewpoints. This requires respect for others, and the ability to critically analyse and process information to make decisions that will benefit all people. We can see this throughout history. The process of building a successful democracy does not happen overnight. Some of the most successful democracies took hundreds of years to move from absolute monarchies to representative democracies. Monarchs ruled Britain with absolute power until the signing of the Magna Carta. Even today, Britain remains a constitutional monarchy but a strong, representative democracy. France was one of the first nations in the 1700s to move to republicanism, with executive government and legislative parliaments elected solely by the people. Yet under Napoleon Bonaparte in 1804, it returned to dictatorship for decades to come. The United States threw off the chains of colonial rule to establish a strong democracy, founded on principles of separation of powers, rule of law and accountability. Even robust democracies, like those established in Australia and the United States, have not always fulfilled their core principles of equality and inclusivity. In Australia, Indigenous peoples were not allowed to be citizens until the late twentieth century, 200 years after colonisation. The right to vote was not universally recognised in Australia until 1965. African Americans were segregated, discriminated against and abused in the Southern states until the US implemented its *Civil Rights Act* in 1964. Ensuring we uphold our international agreements and protect people from abuses of power by those in authority is one way to ensure democracy outlasts and overcomes authoritarianism.

Over the past few years, a decline in democracy has become evident. Populist political parties have gained majorities, and instead of serving the people, they have sought to create social division, exclude opponents from power, and pass laws that threaten civil and political freedoms. COVID-19 intensified these issues by limiting peoples' ability to achieve a good quality of life. Many minority groups have been further discriminated against and their opportunities squashed. Those in power have made decisions that benefit themselves, without consequences for misconduct; consider that although US President Donald Trump has been found criminally guilty for falsifying business records, he has been given an 'unconditional discharge', meaning there will be no jail time, fine or probation. If a democracy does not ensure everyone is held accountable under the rule of law through the courts and other independent anti-corruption organisations, it is likely to lead to inequality and continued corruption and abuses of power that disadvantage those most vulnerable in our society.

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# End of chapter activities

## Reflection

### Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the digital version to rate your confidence with this topic via a downloadable checklist.

## Inquiry

### Research an issue

**Australia Talks Data Explorer**

Access the Australia Talks Data Explorer online and click on the 'Values' topic.

Select five survey topics to investigate. Some starting points are: people should be able to say what they want even if it offends others; people should keep their religious beliefs to themselves; sometimes people's freedoms need to be restricted to keep Australia safe; and Australians should show more respect for one another.

For each topic, record the percentage of people that agree and disagree.

Do the statistics support the Australian values presented in this chapter or do they show that Australian society is changing because the values presented are not followed consistently or practised?

In 2021, a line from Australia's national anthem was changed, from 'for we are young and free' to 'we are one and free'. Debate has begun about the appropriateness of the anthem: whether it encapsulates freedom and democracy or does not acknowledge that Australia has a long First Nations history and freedom was often restricted for many. Is the change appropriate and significant? Provide justification for your answer. To extend, analyse the Australian national anthem, specifically looking for other lyrics that could be interpreted in different ways. Identify these lyrics and describe what they could mean to different groups.

Using the internet, look up the lyrics of the song 'I Am Australian' by The Seekers. Write a persuasive text (at least two paragraphs) as to why this song should be considered as a replacement for our national anthem.

Choose a famous Australian or an Australian of the Year. Investigate why they are famous or well regarded, how they demonstrate Australian values and why they are uniquely Australian.

### Free press

Research the stories of the following whistleblowers, journalists or news and journalism in particular countries – finding out what happened/is happening to them, what was the government response to their actions, two arguments in support of what the media/journalist is doing/did and two arguments against what they do/did.

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Evaluate if their role in society is important to public knowledge and information. Within your discussion consider: what do good journalists do? What does it mean to be a responsible consumer of news? How can the media help people be politically active citizens?

- Jamal Khashoggi
- Edward Snowden
- Julian Assange and WikiLeaks
- journalists in Türkiye
- journalists in Russia
- Facebook deleting news and media in Australia 2021.

## Analysis

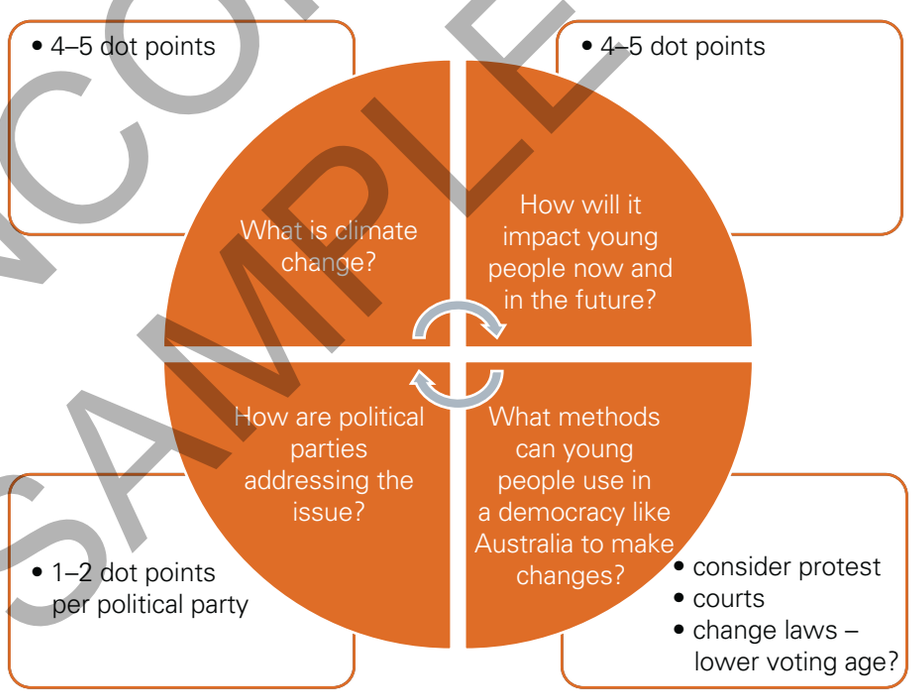
### Problems with democracy and youth

Young people can be disadvantaged when it comes to open political participation; they are often unable to vote until they are adults and excluded from the conversation on issues that affect them significantly (or are likely to), such as the ban on social media for under 16s, or climate change.

The following articles focus on climate change and young people:

- Climate Change and elections, available via the link at https://cambridge.edu.au/redirect/11263.
- Court challenges to government action, available via the link at https://cambridge.edu.au/redirect/11264.

Read both articles and create a fact sheet that breaks the problem down into its core components. An example showing how you might do this is included below.




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## Writing

### Australia's democratic values

Research Australia's democratic performance by going online and utilising current data from a number of indexes such as:

- Freedom House
- Human Rights Watch
- Corruption Index
- Reporters Without Borders
- World Press Freedom Index
- Rule of Law Index.

Using the data you gather, write a report card for Australia and how it has done in meeting its democratic values and safeguards (separation of powers, rule of law, strong democratic institutions, civil and political rights, free and fair elections, open and free press). Provide a grade, a percentage/result, areas of strength and areas for improvement.

### Participating in Australia's democracy

You have been appointed Minister for the Environment, with the responsibility of handling government policies on climate change. You know that we have agreed with other nations in the world to reduce carbon emissions and limit global warming. Gather information from different groups in the community and stakeholders such as businesses, consumers, youth, environment groups and mining groups about what they would like to happen. Using this information, develop a policy on tackling climate change that you think would be acceptable to all groups and why. Present your strategy to the class as a speech, report or other format agreed with your teacher.

### Australia's identity

'Australia does not have a single identity.' Describe one argument in support of this statement and one argument against this statement. Do you agree with this statement? Provide justifications to support your stance.

**Key concepts:** democracy, democratic values, the Westminster system, justice, participation, rights and responsibilities

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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# Topic 2

## Australia as a global citizen

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### Overview

**Australia as a global citizen explores how Australia's national identity and citizenship are understood and debated. It looks at what it means to be an Australian citizen in a globalised world, including the unique perspectives of Aboriginal and Torres Strait Islander peoples as the original owners of their lands. Factors like place, immigration and living standards shape these debates.**

The High Court plays a crucial role in protecting rights under the Australian Constitution, government legislation and common law. Notable cases include *Mabo v Queensland (No. 2)* [1992], which recognised native title, and the *Citizenship Seven* case [2017], which addressed eligibility to sit in Parliament.

Australia also has significant roles globally, such as providing foreign aid, peacekeeping and participating in international organisations like the United Nations (UN). The country's policies and laws are influenced by international agreements, including the UN Declaration on the Rights of Indigenous Peoples and the Paris Agreement on climate change.

### Introducing Civics and Citizenship concepts and skills: *questioning and researching, analysing, communicating and reflecting*

This chapter has a primary focus on participation in the global community and the effects within Australia of being a member of the global community. Globalisation is a concept and process that describes the greater interconnections between people and places in the world through communication and transport technology, trade and commerce, travel and migration and international relationships. Globalisation shapes and is shaped by political and legal systems within and between nations. Nations can participate in the creation of international laws to create uniform systems that assist in trade and transport, such as international shipping laws; those same nations can also create their own laws restricting entry into their country. Nations can work together to help all humans thrive

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economically, socially and culturally, through foreign aid, training and the provision of vaccines or working together to bring down international human or wildlife trafficking networks. Just as globalisation has positive and negative outcomes, the international agreements, organisations and relationships between nations can also result in positive and negative outcomes. There can often be a disconnect between making agreements within the global community, upholding these agreements within your own country, maintaining your own sovereign policies and laws and ensuring other nations are also held accountable.




↑ Figure A Protesters hold a rally in Sydney to urge the Australian Government to end the refugee crisis on Manus Island on 4 November 2017. Australia has signed the Refugee Convention 1951, making agreement to assist refugee and asylum seekers who seek protection in Australia. It has been criticised widely over its policy of 'offshore detention', which sends refugees and asylum seekers that arrive by sea to Nauru. In January 2025, Australia was found by the UN Human Rights Committee to have breached international human rights law by detaining a group of young asylum seekers aged 14 to 17 in detention on Nauru in 2013. The group experienced severe health problems and their legal rights to review were denied.

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# Chapter 2

## Australia as a global citizen

Aboriginal and Torres Strait Islander peoples should be aware that this chapter contains images and names of people who have, or may have, passed away.



↑ Figure B Israel-Palestine conflict sparked demonstrations across Australia. Here, pro-Palestinian demonstrators rally on 28 October 2023 in Perth.

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# Chapter overview

## Introduction

This chapter investigates Australia's international roles and responsibilities as well as the international treaties, conventions and agreements that Australia is a party to. It examines how these treaties, conventions and agreements can shape laws and government policies in Australia, using particular examples such as the Refugee Convention 1951, the International Covenant on Civil and Political Rights 1966, the International Covenant on Economic, Social and Cultural Rights 1966 and the UN Declaration on the Rights of Indigenous Peoples. It describes the role of the High Court in Australia, including how it interprets the Australian Constitution and other laws, and the impact this has on our democracy and international obligations.

## Learning goals

After completing this chapter, you should be able to answer these questions:

- What is identity?
- How is Australian identity perceived?
- What features comprise the Australian identity?
- What is the role of the High Court?
- How does Australia participate in the global community?
- How do international and domestic issues impact democracy in Australia?
- What international treaties, conventions and agreements has Australia agreed to in principle through signature?
- How is international law implemented in Australia?
- How do international agreements and obligations, such as conventions and treaties on human rights and the environment, shape Australian law and government policies?
- How does Australia participate in the international legal system as both a defendant and ensuring other nations follow international law?



↑ Figure 2.1.1 Judges enter the courtroom prior to the verdict in the case against Japanese whaling at the International Court of Justice (ICJ) in The Hague, the Netherlands, on 31 March 2014. The case was instigated by Australia, and Japan's whaling in the Southern Ocean was declared illegal as it was 'not for purposes of scientific research'. Japan continues to hunt whales in its territorial waters.

### Digital resources

**Visit the Interactive Textbook to access:**

- interactive Scorcher Quiz
- videos, image galleries and other extra materials.

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2.2

# Australian identity – different perspectives

## Focus questions

- **What is identity?**
- **How is Australian identity perceived?**
- **What features comprise the Australian identity?**

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To become an Australian citizen, apart from numerous tests and fees and other requirements that need to be met, an individual must pass a test based on Australian history, values and responsibilities. The Commonwealth Government document, *Australian Citizenship – Our Common Bond*, states that it is important for those wanting to become citizens to understand our community and population and Indigenous heritage and how we have developed into a successful and stable multicultural nation.

To successfully pass the Australian citizenship test, a person must know about Indigenous history; European settlement; our federal system; important national holidays and why they exist; the flags and symbols; values and democratic beliefs, rights and freedoms; responsibilities and duties such as voting; and the system of government and its components such as the parliament and courts. They must also pass this test at a significant achievement rate of 75 per cent or more.

A national **identity** is a complicated construct and while often associated with citizenship, they are not mutually exclusive. Citizenship is a legal concept in which you belong to a political community (in fact, you can be a citizen of multiple countries), whereas national identity is a more psychological construct. A group identity can exist without physical or political constructs if there is value and significant emotional attachment to a community with shared experiences. These experiences can include language, history, habits and values. Often a national identity, as with any social identity, is marked by comparison with other groups.

An Australian identity would be something that is shared between members who feel they belong within the national community, that this feeling of belonging extends when they are not physically in the country, and they feel kinship with others who identify as Australian. Stereotypical ideas of an Australian identity will commonly incorporate generalisations about the nature and lives of Australians; for example, example, every Australian has a kangaroo in their backyard, shortens words if they can and knows how to surf. While the previous examples may seem comical, stereotypes about groups can often be damaging and hurtful as they are not based in fact and do not apply to all members of the group. This can make historical perspectives on Australian

**identity** the qualities, beliefs, traits and appearance that make an individual who they are or the above in addition to; the experiences, history and values that are common to a group of individuals

identity quite limiting, as in the past many groups' experiences and stories were excluded from the development of an Australian identity. The focus for this chapter will be on the values and ideals that are considered to be significant to Australians:

- equality of opportunity (a fair go) and outcomes
- freedoms of participation, religion and expression
- accountability through rule of law and separation of powers.

We will then examine how different groups and perspectives see and shape these values in our political and legal systems.

## Equality

The simple definition of this concept is that everyone, no matter their age, gender, religion, ethnicity or nation, is treated the same. However, in Australia the concept has also incorporated the idea of 'a fair go', meaning that while people can be treated the same, this may not always result in an equal outcome, so it is important to give people opportunities that may lead to more equal outcomes. For example, in Australia, English is the language spoken in our court system. While equality says that this is acceptable because using and understanding one language means everyone is treated the same, its outcome is unfair as not everyone speaks English as a first language, or at all, making it more difficult to defend themselves in court. This is why translators are provided in court to assist those who may have difficulty with English. This gives them a fairer opportunity to use the court system. Historically, this idea is often shown in Australia with the support of the underdog over the powerful authorities; think about those seeking fortune on the goldfields, Ned Kelly and other bushrangers resisting the police; and unions and workers making claims against their bosses.

## Rights and freedoms

While Australia has signed numerous international conventions on rights and freedoms, its recognition in law (ratification of these international conventions and declarations) of rights and freedoms within Australian law is checkered. The Australian Constitution recognises only five explicit rights: trial by jury (s. 80); freedom of religion (s. 116); freedom from discrimination based on state residence (s. 117); free trade between states (s. 92); and adequate compensation (just terms) if the Commonwealth Government acquires your property (s. 51xxxi). There is a sixth implied right to vote (ss. 24 and 41). Other rights are protected by Commonwealth and state statute laws, such as the *Racial Discrimination Act 1975* (Cth), *Sex Discrimination Act 1984* (Cth), *Disability Discrimination Act 1992* (Cth) and *Age Discrimination Act 2004* (Cth). These might be termed 'negative rights', whereby they protect rights and freedoms by restricting the actions and behaviours of others from discriminating against people based on qualities or features. Some states and territories (Victoria, Queesnland and the Australian Capital Territory) have created their own human rights legislation. Australia is a nation that highly values individual rights and freedoms; however, anti-discrimination legislation has only existed nationally since 1975. It would seem that Australia's value of rights and freedoms has either not been equally applied or, when examined critically, is seen to be a much more modern practice.

## Legal perspectives on identity

The Department of Home Affairs has an expectation that potential Australian citizens understand traditional symbols and days of celebration and commemoration. In this sense, it can be thought of as a very limited concept of identity: Australians are much more

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than a contested flag, national colours, flowers and national holidays, which it can be argued exclude minorities in our community. However, more importantly, citizenship is a balance of enjoying rights, equality and freedoms with the responsibilities and duties of belonging to a democratic community. Being a citizen in Australia requires an individual to obey its laws, vote in elections and referendums and serve on a jury if called to do so. With citizenship, individuals can actively participate in civic life; join a political party or run independently for election to a state or federal parliament; vote in state and federal elections; apply for an Australian passport; and be employed by the Australian public service or defence force. Not being a citizen in Australia does not exclude you from other aspects of civic life. For example, permanent residents must pay taxes; can receive Medicare; receive welfare payments and join volunteer and non-profit organisations; and practise or abstain from religious faith. All individuals are subject to the laws of the country and can be charged and prosecuted in the courts for breaking the law. Section 201 of the *Migration Act 1958* (Cth) also gives the Commonwealth Government the power to remove or deport individuals from Australia. Case study 2.1 details a case in the High Court of Australia in which the Commonwealth Government tried to use this power. Citizens can also have their Australian citizenship removed under the *Australian Citizenship Act 2007* (Cth) by ministerial application to the courts. Contrary to some beliefs, individuals who are neither citizens nor permanent residents, such as those who are asylum seekers or refugees, are often excluded from the benefits that other Australians receive; they have no access to Medicare, welfare, social housing or the National Disability Insurance Scheme.

## Case study 2.1

### *Lesianawai v Minister for Immigration, Citizenship and Multicultural Affairs* [2024] HCA 6

The plaintiff, a citizen of Fiji and permanent resident of Australia (granted in 1999 after arriving in 1988 at the age of four) had been sentenced to offences between 1996–2001 in New South Wales while a juvenile (under 18 years). In 2013, the Minister cancelled the plaintiff's visa. The plaintiff took their case to the High Court of Australia, with claims that the offences made as a juvenile could not be considered in the application to cancel the visa. The High Court upheld the plaintiff's claim and quashed the Minister's decision.

Character tests are an unusual ministerial power and can often result in the cancellation of permanent residency visas. This has had a substantial impact on permanent residents from New Zealand. Under the Trans-Tasman Travel Arrangement, New Zealanders do not require a visa to enter Australia, and vice versa. This allows them to work and reside in Australia indefinitely. However, s. 501 of the *Migration Act 1958* (Cth) provides for the deportation and cancellation of visas based on 'character tests'. These tests usually regard criminal convictions, imprisonment, membership of criminal organisations and/or the risk of any of these occurring in Australia. Some of the 1500-plus deportees have lived in Australia their whole lives and must leave behind their families and children.

### Losing your citizenship

Section 36D of the *Australian Citizenship Act 2007* (Cth) provides for the Minister of Home Affairs to apply to the courts to cease or terminate Australian citizenship. Section 36C provides the requirements for such an application:

- aged 14 years and above
- individual is a dual national
- conviction of one or more serious offences (terrorism, treason, foreign interference, foreign incursions and recruitment offences)
- imprisonment of 3-plus years has been given as a sentence for offences
- the offences committed demonstrate that allegiance to Australia has ceased.

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### Analysis questions

1 Evaluate the High Court's decision in *Lesianawai v Minister for Immigration, Citizenship and Multicultural Affairs*. Why did the court uphold the plaintiff's claim that juvenile offences should not be considered in visa cancellation decisions?

2 Analyse the impact of the High Court's ruling on the application of 'character tests' under s. 501 of the *Migration Act 1958* (Cth). How might this decision affect future cases involving visa cancellations?

3 Discuss the implications of the Trans-Tasman Travel Arrangement for New Zealand citizens living in Australia. How do 'character tests' and visa cancellations impact their lives and families?

4 Compare and contrast the treatment of juvenile offences in immigration law with their treatment in the criminal justice system. What are the key differences, and how do they affect individuals like Lesianawai?

5 Explain the significance of the High Court's decision for the rights of permanent residents in Australia. How does this case study highlight the balance between immigration control and individual rights?

**Key concepts:** rights and responsibilities, justice

**HASS skills:** questioning and research, analysing, evaluating, communicating and reflecting

## Indigenous perspectives on identity

The Aboriginal flag was created by Harold Thomas in 1970, and the Torres Strait Islander flag was created in 1992 by Bernard Namok. These symbols represent the identity of their respective groups and the beliefs and connections they have, particularly to the land and sea.



↑ Figure 2.2.1 The black top half of the Aboriginal flag represents the Aboriginal people, the bottom red half represents the land and ochre, and the yellow circle represents the sun.



↑ Figure 2.2.2 The green panels of the Torres Strait Islander flag represent the land and islands and the blue represents the sea. The black panels represent the Torres Strait Islander peoples and the white symbol is a '*dhari*', a dancer's headdress to represent culture, with the white star symbolising traditional navigation and the five island groups.

Comments made by the former federal Opposition leader, Peter Dutton, in 2025 indicated that he would remove the Aboriginal and Torres Strait Islander flags from the background during news conferences, stating that 'we [Australia] are asking people to identify with different flags➜ we are dividing our country unnecessarily'.

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↑ Figure 2.2.3 Cathy Freeman waves the Australian and Aboriginal flags after her 2000 Olympics gold medal win in the 400-m sprint

The nation of Australia as an independent political entity has only existed since 1901, whereas for at least 65 000 years prior to this Aboriginal and Torres Strait Islander peoples occupied the land and islands surrounding the continent, with their cultural practices and custodianship of Country ongoing since then. While there are many First Nations peoples throughout Australia, some common experiences, such as a close connection to the land and sea, have been passed down across generations through oral traditions and cultural practices. Traditional oral histories inform law, lore and social practices, kinship rules and connections. Language groups can differ across the continent, and there were an estimated 250 groups at the time of European occupation. For example, in Western Australia, Whadjuk Noongar groups are local to the Perth areas, and Broome is the country of the Yawuru. If you head further north along the Dampier Peninsula, you will travel on the Country of Jukan, Nimanburu, Ngumbarl, Jabirrjabirr, Nyul Nyul and Bardi. The Exmouth peninsula is the Country of the Thalanyji, and Mardu Country covers areas of the Sandy and Gibson deserts.

## Connecting Civics and Citizenship and History

### The significance of First Nations flags and the debate over their display

The Aboriginal flag and the Torres Strait Islander flag are important symbols of identity for their respective groups. These flags represent their sovereignty and continuing connections to, and custodianship of, the land, air and waters. In 2024, then Opposition leader Peter Dutton stated his intention to remove these flags during press conferences, arguing that showing multiple flags is divisive.

### Analysis questions

1 Using the information at on the AITSIS website, available via the link at https://cambridge.edu.au/redirect/xxxxx, and in this chapter, create a timeline of at least six events related to the Australian Aboriginal and Torres Strait Islander flags.

2 Use the following questions to guide your analysis of the article available via the link at https://cambridge.edu.au/redirect/xxxxx.

**a** Identify when and where the article was published.

**b** According to the article, what did officially recognising the Aboriginal and Torres Strait Islander flags mean?

**c** Explain the message of the source. To do this you should:

- summarise the main or overall point the author was making
- provide one to two quotes of phrases that support your interpretation.

UNCORRECTED SAMPLE PAGES

**d** Evaluate the reliability of the source. To do this you should:

- identify and explain any factors that increase the reliability of the source
- identify and explain any factors that limit the reliability of the source
- provide an overall evaluation (judgement) of *how* reliable the source is, based on your discussion of the above factors.

**3** Access and read the article 'Political fury aflutter over Aboriginal flag' published in *The Canberra Times* (1995, July 5), available via the link at and available via the link at https://cambridge.edu.au/redirect/xxxxx. Answer the following questions:

**a** Identify who the Prime Minister and who the Leader of the Opposition were at the time the Aboriginal and Torres Strait Islander flags were officially recognised as flags of Australia.

**b** Explain the the perspective of the government at the time on recognising the Aboriginal and Torres Strait Islander flags.

- Describe its perspective in your own words.
- Identify one to two arguments referred to in the article to justify its perspective.
- Provide one quote that supports your interpretation.

**c** Explain the perspective of the Opposition at the time on recognising the Aboriginal and Torres Strait Islander flags.

- Describe its perspective in your own words.
- Identify one to two arguments referred to in the article to justify its perspective.
- Provide one quote that supports your interpretation.

**Key concepts:** democracy; democratic values; the Westminster system; justice; participation; right and responsibilities

**HASS skills:** analysing, evaluating, communicating and reflecting

Australian identity for Aboriginal and Torres Strait Islander peoples is a contested and controversial topic. The contestable nature of national identity from a First Nations perspective can be found in the varied language used to describe the arrival of Europeans in Australia: occupation and invasion; settlement and colonisation. The modern lived experience and collective memory of First Nations peoples since European arrival has historically been excluded from consideration as part of Australian national identity. The values, rights and freedoms that are considered important to being Australian (those of equality, freedom and accountability) have been an ongoing struggle for Aboriginal and Torres Strait Islander peoples to attain.

Successive colonial governments implemented policies that did not encourage harmonious relationships, but instead treated Indigenous peoples as other than people and thus created violent conflicts. The concept of *terra nullius* is a Latin term translating as 'land belonging to no one', and it was applied as a legal principle following British colonisation to justify colonists' and settlers' occupation and ownership of the land, restricting Indigenous peoples from access to their traditional homelands. Aboriginal and Torres Strait Islander peoples who had been caring for the land for thousands of years came into conflict with settlers when these imported British concepts and laws conflicted with their deep history of custodianship, culture and knowledge.

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## A history of exclusion and disadvantage

In 1834, during early settlement in Western Australia, Governor James Stirling commented to the Colonial Office in London about the difficulty he was having with the 'Murray Tribe'. He claimed they 'threatened the lives of the whites' and, if not checked, could work together with other groups to exterminate them. This came after the raiding of Shenton's Mill by the Bindjareb people, who were promptly caught and punished publicly in Perth. After escaping, the Bindjareb attacked and killed a white servant and injured a retired military officer. On 28 October 1864, Stirling took 25 people to the Bindjareb Noongar camp and initiated an attack, killing between 15 and 80 people (sources vary as to the numbers). John Septimus Roe, present at the event, wrote that the event lasted an hour 'until it was considered that the punishment of the tribe for the numerous murders it had committed were sufficiently exemplary'. This event is remembered as the Pinjarra Massacre.

Later policies in Western Australia segregated Indigenous children from their families and communities, established the Aborigines Protection Board in 1890, and enacted the *Aborigines Act 1905* (WA), which was described as 'an Act to make provision for the better protection and care of the Aboriginal inhabitants in Western Australia'. 'Protectors' could remove children from their homes and have them boarded in Aboriginal institutions where they were restricted from speaking their first languages and were only allowed to speak English. They were subjected to religious and domestic labour education. The Chief Protector became the legal guardian of all Aboriginal children until the age of 16. The Aborigines Act gave the Governor permission to set up Aboriginal reserves to contain people or from which to remove children. Aboriginal people required permission from the Chief Protector to work. Aboriginal people were not given citizenship, or the rights that accompanied it, such as voting, and were not counted in the census.

On 26 January 1938, the 150th anniversary of the landing of the First Fleet was celebrated across the country. However, at Australia Hall in Sydney, a group of people from the Australian Aborigines League (AAL) and the Aborigines Progressive Association (APA) gathered in protest. These two groups worked towards improving the living conditions and representation of Aboriginal peoples in Australia. They declared that the day, for Aboriginal and Torres Strait Islander peoples, was one of mourning. The Day of Mourning refers to the misery and disadvantage experienced by Aboriginal and Torres Strait Islander peoples due to the actions and policies of white Australians.

Pearl Gibbs spoke a month or so later in February 1938 and said:

> *'What has any white man or woman done in this country to help my people, the Aborigines? The Aborigines are now taking up the matter for themselves and asking for citizenship. It is not ridiculous or silly for them to ask for citizenship in a country that is their own.'*

↑ Figure 2.2.4 Pearl Gibbs speaks on citizenship for Aboriginal and Torres Strait Islander people

**Source:** *Sydney Morning Herald,* 12 February 1938

Australia Day was not recognised as a national holiday until 1988 and still remains contentious due to its exclusionary history.

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↑ Figure 2.2.5 The first Day of Mourning

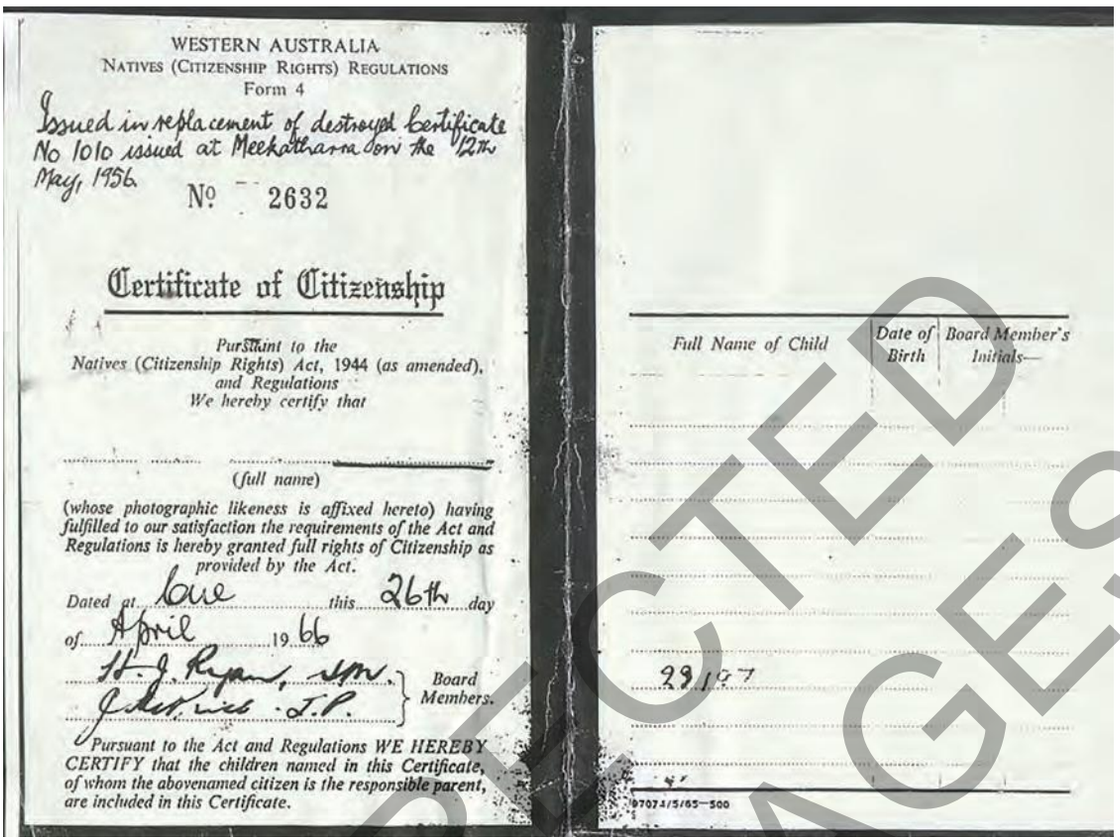
**Source:** AIATSIS Collection HORNER2.J03.BW

Historically, Aboriginal and Torres Strait Islander peoples were required to assimilate into white society in order to be considered Australian citizens. In Western Australia, the government instituted a form of Indigenous citizenship under the *Natives (Citizenship Rights) Act 1944* (WA). Citizenship was granted on meeting certain conditions, and this legislation is often referred to as the 'dog tag/collar Act' because the government could encourage behaviour and conformity in return for citizenship. These requirements included disassociation with their Aboriginal community, Country and language; undergoing medical examinations; and speaking English and being industrious with 'the manner and habits of civilised life' for a period of two years. They would have to carry their citizenship certificates at all times or face discrimination, such as risking fines and imprisonment if they entered pubs and drank with others, or were out in public past curfew times. These laws meant that people were considered either an Australian citizen or an Aboriginal person, but not both together.

In May 1946, 800 workers across two dozen pastoral stations in the Pilbara walked off the job, protesting for better pay and living conditions and to be able to own and manage their own land. Some Aboriginal workers were paid less than half that of non-Indigenous workers or only in rations. They even had to ask for permission to leave the stations. Organised by Clancy McKenna, Dooley Bin Bin and Don McLeod, the primary demand was better pay. While some station owners offered better pay, others called in the police. McKenna and Dooley were both arrested but the movement garnered the support of 19 other Western Australia trade union groups. The pastoralists believed the strikers would eventually succumb to hunger; however, traditional skills and the use of the land helped them to survive and work in other ways, such as through pearl shelling and kangaroo hunting. The movement helped develop a sense of **self-determination**. While the WA Government agreed to improve wage conditions in 1949, ultimately, it backtracked, forcing future negotiations to occur with each station individually.

**self-determination** the ability of a group or individual to make decisions about the governance of their own life/lives

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WESTERN AUSTRALIA
NATIVES (CITIZENSHIP RIGHTS) REGULATIONS
Form 4

Issued in replacement of destroyed certificate No 1010 issued at Meekatharra on the 12th May, 1956.

No. 2632

Certificate of Citizenship

Pursuant to the Natives (Citizenship Rights) Act, 1944 (as amended), and Regulations We hereby certify that

(full name)

(whose photographic likeness is affixed hereto) having fulfilled to our satisfaction the requirements of the Act and Regulations is hereby granted full rights of Citizenship as provided by the Act.

Dated at Cue this 26th day of April 19 66

H. J. Ryan, J.P. } Board Members.
J. Morris J.P. }

Pursuant to the Act and Regulations WE HEREBY CERTIFY that the children named in this Certificate, of whom the abovenamed citizen is the responsible parent, are included in this Certificate.

| Full Name of Child | Date of Birth | Board Member's Initials— |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | 29/1/67 | |
| | | |

97071/5/65—500

↑ Figure 2.2.6 Aboriginal citizenship certificate in Western Australia

In World War I, Aboriginal and Torres Strait Islander peoples could not serve in the AIF (Australian Imperial Force), although some were accepted where their ancestry was not revealed. It has been stated that this service allowed them to experience equality during their time in the military, where they were treated the same as other recruits, until they returned home, and racist and discriminatory attitudes and laws continued to negatively impact their lives. It is thought about 400 Aboriginal men served in World War I. In World War II, Aboriginal and Torres Strait Islander men were given the opportunity to enlist in the 2nd AIF and Civilian Militia Force. However, it was not until northern Australia was threatened that they were actively encouraged to serve. Many of the same restrictions that existed previously (curfews, residences) on Aboriginal people were reimplemented after the war.

In 1949, Prime Minister Ben Chifley implemented an electoral amendment that allowed any Indigenous member of the defence forces the right to vote in Commonwealth elections. It wasn't until a national referendum in 1967 that all Indigenous people were granted the right to vote in Commonwealth and state elections. The UN Declaration on the Rights of Indigenous People (UNDRIP), released in 2007, was endorsed by the Australian Government in 2009. This international document sets out standards and rights particular to Indigenous communities. Some of the rights recognised include:

- Article 2: Indigenous peoples and individuals are free and equal to all other peoples.
- Article 3: Indigenous peoples have the right to self-determination.
- Article 18: Indigenous peoples have the right to participate in decision making in matters that would affect their rights through representatives chosen by themselves.

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- Article 21: Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions (education, employment, housing, health).

An endorsement is a recognition that the declaration is important and is a symbolic agreement to stand by the principles; however, the UNDRIP has not been ratified into Commonwealth law, meaning that there are no international or domestic consequences for failing to uphold or protect the rights and freedoms within it. The topic of ratification of international law is covered in the next chapter.

A federal referendum in October 2023 aimed to provide an Indigenous Voice to Parliament that would recognise Article 18 of the UNDRIP within the Australian Constitution by setting up an advisory body of Aboriginal and Torres Strait Islander representatives to Parliament. These representatives would be able to make recommendations regarding bills, but have no legislative power to make or amend laws. In contrast to the 1967 Referendum, which gave power to the Commonwealth parliament to make laws for Indigenous people and was approved by 90 per cent of Australian voters, the 2023 Voice referendum was not passed. It did not achieve the required double majority, only receiving 40 per cent of 'Yes' votes from the population with no states approving the change.

Past disadvantage and exclusion have led to First Nations Australians experiencing differences in living standards compared with many other Australians. There is a gap in many measures of social, economic and health indicators between Indigenous and non-Indigenous Australians. Large differences in some areas are shown in the Australian Bureau of Statistics (ABS) data in Table 2.1.

Such gaps in these wellbeing indicators reflect both historical and contemporary discrimination and disadvantage.

The contested nature of Aboriginal and Torres Strait Islander peoples in Australian national identity was highlighted by the actions of Senator for Victoria Lidia Thorpe, a member of the Gunnai, Gunditjmara and Djab Wurring peoples. During a visit to Australia by King Charles III in October 2024, Senator Thorpe approached the stage during a formal reception, yelling, 'This is not your country...This is not your land, you are not my king. You are not our King.' Following this event, Thorpe indicated that she had substituted the word 'hairs' for 'heirs' when she read the Oath upon her inauguration to the Senate. She received a censure in the Senate for her initial actions, which is a symbolic 'slap on the wrist' and has no consequences other than acknowledgement by the Senate that they did not approve of her actions.

### Differences in indicators

Table 2.1 Differences in indicators between Indigenous and non-Indigenous Australians

| Indicator | Indigenous | Non-Indigenous |
|---|---|---|
| Life expectancy | Males: 71.9 years<br>Females: 75.6 years | Males: 80.6 years<br>Females: 83.8 years |
| School completion (Year 12) | 68.1% | 91% |
| Employment (15–64 years) | 52% | 75% |
| Out-of-home care | 56.8 per 1000 | 4.8 per 1000 |
| Imprisonment | 2151 per 100 000<br>WA (highest in the nation):<br>3569 per 100 000 | 151 per 100 000<br>WA: 549 per 100 000 |

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## Historical perspectives of national identity

Held annually on 26 January, Australia Day is celebrated as a national holiday, on the date representing British arrival in Australia. On 26 January 1788, Captain Arthur Phillip arrived with a contingent of soldiers and convicts, offering a solution to many issues in Britain: to relieve overcrowded prisons; to prevent the French from colonising the continent; to seek raw materials; and to provide labour and the workers to establish infrastructure in the new colony. The arrival of free settlers did not occur until later. The Swan River Colony began with the arrival of settlers before it was decided that convict labour was essential to the establishment of the colony in Perth. The convicts who arrived in Australia had generally committed minor offences and had been sentenced to a period of seven or 14 years, or life imprisonment with transportation (being sent to a penal colony). Generally, connection to criminals is not something people wish to acknowledge. However, in recent times it has become a mark of pride for those who can trace their ancestry back to the First Fleet in Australia, representing a connection to the modern history and development of Australia as a nation. Convicts in Australia are linked to the establishment and growth of Australia, as without their contribution (generally unskilled labour), the colonies would have not been able to survive. The conditions and treatment by the military of convicts in the Botany Bay colony made survival hard, and working through these hardships is often recognised as a mark of resilience. It is equally important to note that convicts were also responsible for some of the atrocities committed against the Aboriginal and Torres Strait Islander peoples living in these newly colonised areas.

### Activity 2.1

#### First Fleet connections

Visit the First Fleet connections website via the link at https://cambridge.edu.au/redirect/11265. This site provides a searchable database of 780 convicts who were transported to Australia on the First Fleet. Users can search by surname, crime, sentence and other details. The site also highlights multicultural stories, including those of Jewish and African convicts, and provides access to various source documents.

The article about the convict impact on Indigenous people, available via the link at https://cambridge.edu.au/redirect/11266, reveals the significant and often devastating effects of the arrival of convicts on Aboriginal communities. The British colonisation led to the dispossession of land, introduction of diseases and violent conflicts, which had long-lasting impacts on the ways of life of First Nations peoples.

#### Analysis questions

1. Evaluate the significance of the First Fleet database in understanding Australia's colonial history. How does the inclusion of multicultural stories enhance our knowledge of the convicts' backgrounds?
2. Analyse the impact of British colonisation on Indigenous communities as described in the article. What were the main consequences for Aboriginal people following the arrival of the First Fleet?
3. Discuss the importance of using source documents in studying historical events. How do these documents help us understand the experiences of both convicts and Indigenous people during the early years of colonisation?

**Key concepts:** democratic values, justice

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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### Bushrangers – rebel underdogs

Continuing the criminal connections to Australian identity, most people would have heard about the Kelly gang and the infamous Ned Kelly. He was not the only bushranger in Australia; Ben Hall, Lachlan Gardiner, Dan 'Mad Dog' Morgan and Captain Thunderbolt are some other recognisable names. Words used to describe bushrangers range from thieves and robbers, to heroes and rebels. Ned Kelly was often considered part of the oppressed Irish minority struggling against the British authorities and represents a Robin Hood-style character, fighting against injustice, seemingly polite and courteous to anyone but authority, and supporting and protecting their mates. However, all of the Kelly gang had criminal histories, and Kelly and his gang were responsible for the murder of three policemen at Stringybark Creek and the subsequent killing of Aaron Sherritt.

## Activity 2.2

### Ned Kelly – hero or murderer?

Access the Digital Classroom article available via the link at https://cambridge.edu.au/redirect/11267.

This article explores the controversial figure of Ned Kelly, the infamous Australian bushranger. Ned Kelly is a polarising character in Australian history, seen by some as a hero and by others as a murderer. Born in 1854, Kelly became involved in criminal activities at a young age, forming the Kelly Gang with his brother Dan and friends Joe Byrne and Steve Hart. The gang was involved in various crimes, including the murder of three policemen at Stringybark Creek, Victoria, in 1878. Kelly's final stand against the police at Glenrowan in 1880 ended in his capture, trial and execution.

Use your analysis skills to examine evidence from different sources and form your own opinion about whether Ned Kelly was a hero or a murderer.




↑ Figure 2.2.7 The 6m statue of Australian bushranger Ned Kelly stands guard on the main street of Glenrowan, the location of his final stand.

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**Analysis questions**

1. Evaluate the different perspectives on Ned Kelly's actions. Why do some people view him as a hero while others see him as a murderer?
2. Analyse the impact of Ned Kelly's criminal activities on Australian society during the late 19th century. How did his actions influence public opinion and law enforcement?
3. Discuss the significance of the evidence presented in the article. How do historical documents and personal accounts shape our understanding of Ned Kelly's legacy?

**Key concepts:** democratic values, justice

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

British arrival and the establishment of the colonies was distinguished by imperial and monarchical rule. This meant that decisions and laws had to be given or approved by Parliament or the Monarch in London. One key event that illustrates the democratic ideals of an emerging Australia is the Eureka Stockade. In the 1850s, gold had been found in Victoria and New South Wales, leading to an influx of fortune seekers to mine for the precious metal. The colonial governments of Victoria and New South Wales implemented a mining tax on those arriving in the goldfields in order to both monitor and restrict the numbers of people migrating. At 30 shillings a month, the cost of a licence was expensive for most people, and became unpopular. Miners made complaints that were often ignored, including about treatment by corrupt police who accepted bribes or targeted groups of people and arrested them for not paying their fees. A series of events, including a murder and fire, led to the miners organising, designing a flag and electing representatives to act on their behalf. They built a stockade on Bakery Hill near Ballarat on 30 November 1854. Three days later, 300 soldiers and police attacked the stockade. Twenty-two miners and five soldiers died in the 15-minute battle. The miners were ultimately successful, when after a commission of inquiry into the Stockade, the licence fee was removed and replaced with a 1-pound yearly miner's right, and many corrupt police and gold commissioners were sacked. The miners were also able to elect eight representatives to the Legislative Council in Victoria (the Commonwealth Parliament did not exist until 1901).



← Figure 2.2.8 The Eureka Flag flying over the Ballarat Town Hall

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You can learn more about the Eureka Stockade and view an animation about the rebellion via the link at https://cambridge.edu.au/redirect/11268.

### Anzacs

In 1914, the newly federated Australia was confronted with a global conflict that presented an opportunity to establish its own foreign policy. Inevitably, it remained aligned with its colonial founder and became part of the Imperial Forces under the command of the British. The Australian Imperial Force was established in 1914 and many men willingly volunteered to enlist in the fighting overseas. The Anzacs (Australian and New Zealand Army Corps) firmly established themselves in the nation's mind during the Gallipoli campaign in Türkiye as they dug into the hills and ridges above what is now known as Anzac Cove. The stories and reports that made their way back home highlighted not only the immense loss of life but the heroic, courageous and brave sacrifices that the 'diggers' made for king, country and mates. The conditions of the battlefields in Gallipoli and along the Western Front in France forged soldiers who were tough, resilient and still able to have a laugh, despite the circumstances.

Australia's popular bush poet, A.B. 'Banjo' Paterson, published a poem in 1915 called 'We're All Australians Now', as an open letter to the troops of the Australian Imperial Force. One stanza is shown below and the poem can be read in full on the English Verse website.

> The mettle that a race can show
> Is proved with shot and steel,
> And now we know what nations know
> And feel what nations feel.

Anzac Day was first celebrated in 1916 and became a recognised holiday in all states during the 1920s. With a focus on the soldiers in Gallipoli, stories of the nurses and Indigenous Anzacs were not reflected in the commemorations on Anzac Day, with some nurses opting to create their own separate traditions to recognise their service. The Anzac spirit and legend was resurrected during World War II, as conditions and stories similar to those in World War I began to emerge, especially when the battlefield came much closer to Australia. During World War II many women were still restricted from official military service and instead joined women's auxiliary forces. The women in these special services not only lost their roles after the war, but they were also not allowed to march on Anzac Day until 1985.

## Activity 2.3

#### Pause for thought

'Diggers' is a term used to refer to the miners during the gold rush in Australia. It was adopted and used to refer to Australian troops in World War I due to both the nature of the warfare they engaged in 'digging' trenches and and the historical connection of Australians with the gold rush and mining. Now one of our largest exports in Australia is mined materials, including iron ore, gold and nickel. Can the term 'digger' still apply to the nation's miners?

**Set up a classroom debate:** The 'digger' is still an essential part of Australian culture and history.

One side is the affirmative: modern miners have their place. One side is the opposing team: 'digger' should be preserved for our Anzacs.

**Key concepts:** democratic values, participation

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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## Gender perspectives – can you find the women in Australia's history?

In each of the previous historical perspectives on Australia's identity, it is difficult to find where women fit into the picture and how they are represented as 'Australian'. The proportion of women at British arrival was much smaller than men, with only 220 women in the first fleet. The number of Aboriginal and Torres Strait Islander women who were living in Australia at the time is not known. The population of women in Australia according to the 2021 census data is 50.7 per cent. With population growth, the contribution of women to Australian identity is significant, but often excluded from more traditional stories. This is reflective of a broader global belief in women's roles and power that was dictated by those in authority, usually white men. Historically, women have been excluded from the values of equality and a 'fair go' because they have not enjoyed the same freedoms as men in Australia. Women in South Australia were the first women in the world to receive the right to vote in elections, and even though able to stand for Commonwealth elections since 1902, the first woman in a parliament was Edith Cowan in Western Australia in 1921. The first women in the Commonwealth parliament were in 1943 (Enid Lyons for the House of Representatives and Dorothy Tangney for the Senate). Indigenous women were still restricted from voting and standing for election. The right to equal pay was not given legal status until 1972 and this has still not yet been achieved in practice. Until the implementation of the *Sex Discrimination Act 1984* (Cth), women were unable to have their own bank account or purchase property without a male family member's permission (a legal principle called **coverture**). Many of the women whose stories are remembered vividly in Australian history are those who pioneered the women's rights and liberation movement, achieving in fields or areas where women had been previously excluded. Some examples include Miles Franklin (who used a male pseudonym to publish her writing); Dame Nellie Melba (an Australian opera superstar), Fanny Durack and Mina Wylie (Australia's first female Olympians in 1912, but only after having to pay their own way to Stockholm); Evonne Goolagong Cawley (Indigenous tennis champion); Mary Gaudron KC (first female High Court of Australia judge); and Julia Gillard (first female Prime Minister of Australia).

**scapegoat** a person who is blamed for something that someone else has done

**coverture** a legal principle of a husband and wife forming one entity. This resulted in women relinquishing ownership of their property upon marriage, becoming joint assets belonging to both

## Migrant perspectives – where to be Australian is to be of white European ancestry

Upon the discovery of gold in Australia, the population surged from 430 000 to 1.7 million. Many migrants came from European backgrounds, but approximately 3 per cent of migrants came from China and were discriminated against due to their different customs and language. Chinese diggers were used as **scapegoats** by the other miners if they were unsuccessful. The Victorian Government introduced a 10-pound visa fee for Chinese migrants and many anti-Chinese riots occurred in Bendigo. At Federation in 1901, the *Immigration Restriction Act 1901* (Cth) was implemented, commonly known as the White Australia Policy. This law allowed immigration to be restricted through a dictation test, initially in any European language and then in any chosen language. The test allowed officers to set a language that an applicant would inevitably fail if they did not wish them to migrate to Australia. The desired outcome was to produce an Australia that was populated by white Europeans with similar values, beliefs and history (disregarding convict history and the atrocities committed against Aboriginal and Torres Strait Islander peoples). Between 1901 and 1909, only 52 people passed the test,

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out of 1359 applicants. By 1947, only 2.7 per cent of the population was born outside of Australia, Ireland or the United Kingdom. This has changed dramatically, as demonstrated by the census of 2021, showing that first-generation (born outside Australia) and second-generation Australians (at least one parent was born outside Australia) represent 50.1 per cent of the population. The ancestry still reflects a white European history, however, with the top five most commonly reported ancestry being English, Australian, Irish, Scottish and Chinese.




↑ Figure 2.2.9 The Mongolian Octopus. A newspaper cartoon reflecting the racist attitudes in Australia to people from Asia.

## Activity 2.4

### Modern perspectives of generational and economic conflicts

Generational and economic conflicts often arise from differing values and experiences between age groups. For example, millennials and baby boomers may have different views on issues like housing affordability, job security and environmental policies. These conflicts can be exacerbated by economic challenges such as the Global Financial Crisis and the COVID-19 pandemic, which have impacted different generations in unique ways.

### Australian of the Year – occupations and achievements

The Australian of the Year Awards celebrate individuals who have made significant contributions to society. There are four categories: Australian of the Year, Senior Australian of the Year (65+ years), Young Australian of the Year (16–30 years) and Australia's Local Hero. These awards recognise achievements in various fields, including arts, science, education and community service, and highlight values such as dedication, innovation and community spirit.

### Fair go and housing

The concept of a 'fair go' is central to Australian values, emphasising equality and opportunity for all. Changes in demographics, such as the increasing number of millennials and baby boomers, have influenced housing markets and social values. Issues like housing affordability, domestic violence and the recognition of Australia Day reflect broader societal changes and the ongoing pursuit of social progress and equality.

### National identity

Australia's national identity has evolved over time, shaped by the history and experiences of its people. This identity is transmitted to new migrants and continually reconstructed as previously omitted stories and histories are acknowledged. As demographics change, so do the values and shared experiences that define what it means to be Australian.

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### Analysis questions

1. Evaluate the impact of economic challenges like the Global Financial Crisis and the COVID-19 pandemic on generational conflicts. How have these events affected different age groups differently?
2. Analyse the significance of the Australian of the Year Awards in promoting national values. How do the achievements of award recipients reflect the values of dedication, innovation and community spirit?
3. Discuss the concept of a 'fair go' in the context of housing affordability and social progress. How have changes in demographics influenced these issues in Australia?
4. Explain how Australia's national identity has been shaped by its history and the experiences of its people. How does the acknowledgement of previously omitted stories contribute to this evolving identity?



**Key concepts:** democratic values, participation, rights and responsibilities, justice



**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

## Activity 2.5



### Check your understanding

Access the Australian Citizenship Practice test via the link at https://cambridge.edu.au/redirect/11269, and answer the following questions:

1. Were you able to achieve the required pass rate?
2. Can you create a more modern and representative citizenship test using the information from the previous section?
3. Use the template provided to construct 15 to 20 questions covering each of the perspectives on national identity with answers. Some examples have been provided for you. Will you set a high, medium or low pass rate?

### Examples

Who is Don McLeod?

- Aboriginal rights activist of the Gurindji people
- Aboriginal athlete
- First aboriginal elected to parliament

When did Australian women get the right to have their own bank account?

- 1975
- 1984
- 1992

What was the White Australia Policy?

- Australian law to keep all houses painted white
- Australian law to remove Indigenous peoples from their communities
- Australian law to only allow migration to people from European and North American ancestry

How many scoops of Milo are acceptable in a single drink?

- 2 only, large spoon
- 3 teaspoons
- It is a decision made with your heart

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Is the following statement true or false? Tim Tams are Australia's greatest biscuits.

- This is true. But don't discount the Monte Carlo, Scotch Finger and Iced VoVo.

**Question template**

- Who is _____?
- What are the _____?
- When did _____?
- Is the following statement true or false? '_____'
- Where is _____?
- Why do Australians _____?
- How many _____?

**Key concepts:** democratic values, participation, rights and responsibilities, justice

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

## Activity 2.6

### Group activity

**Objective:** Students will explore different perspectives in Australian history, identify common values, principles or ideals, and discuss how these contribute to a common Australian identity, with a focus on civics and citizenship.

### Instructions

1 *Form groups:* Divide the class into small groups. Each group will choose one of the following perspectives to research:
   - Indigenous Australians
   - Miners/diggers
   - Early settlers
   - Convicts
   - Women in colonial Australia

2 *Research:* Each group will research the history and stories related to their chosen perspective. They should focus on identifying four to five common values, principles or ideals important to that perspective, particularly those related to civic participation, rights and responsibilities. Groups should find supporting evidence for each value.

3 *Develop values:* Based on their research, each group will develop a list of values, principles or ideals. For example:
   - Indigenous Australians: Community, tradition, kinship, respect for the land, oral traditions.
   - Miners/diggers: Having a voice, self-determination, fairness, resilience, solidarity.

4 *Prepare a presentation:* Each group will prepare a brief presentation to share their findings with the class. The presentation should include:
   - a summary of the perspective they researched
   - the four to five values, principles or ideals they identified
   - supporting evidence for each value.

5 *Class discussion:* After all groups have presented, bring the class together for a discussion. Compare the values identified by each group and see if there are common values that cross over. Create a list of these common values to discuss how they contribute to a common Australian identity, focusing on civic values and responsibilities.

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**Analysis questions**

6 Evaluate the significance of the values identified by each group. How do these values reflect the civic experiences and perspectives of different groups in Australian history?

7 Analyse the common values that cross over between different perspectives. What do these shared values tell us about the development of a common Australian identity in terms of citizenship and civic responsibility?

8 Discuss the importance of understanding different perspectives in history. How does this activity help you appreciate the diversity and complexity of Australian society and its civic values?

9 Explain how the values identified in this activity can be seen in contemporary Australian society. Are these civic values still relevant today?

**Key concepts:** democratic values, participation, rights and responsibilities, justice

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

**Go online to access the interactive section review and more!**

## Lesson 2.2 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

### 2.2 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

**Recall**

1 Identify the year in which Australia was recognised as an independent nation.

2 Describe two events of significance in Western Australian history that demonstrate the inequality and disadvantage experienced by First Nations Australians.

3 Define the term 'assimilate'.

4 Identify the Act that restricted immigration into Australia after Federation.

**Interpret**

5 Describe how Australia has changed in terms of it 'multicultural' composition. Use census evidence within the section to support your answer.

6 Explain the term 'coverture' and how it impacted women's property rights.

7 Describe why a 'convict' ancestry is highly valued in modern society.

**Argue**

8 'Always was. Always will be.' Discuss this statement in relation to Indigenous claims of Country and how this has been controversial in Australian history.

9 Evaluate whether Australian values such as equality, rights and freedom have been consistently protected and applied throughout Australian history.

### Apply

1 Create a new Australian flag and/or national anthem that reflects a more modern vision of Australian identity.

**Key concepts:** democratic values, participation, rights and responsibilities, justice

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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# Australia's roles and responsibilities at a global level

## Focus question

**How does Australia participate in the global community?**

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## Australia's participation in the world

Within a democratic country, citizens enjoy rights, but also have responsibilities to ensure that democracy functions effectively and that they can live freely. These rights and responsibilities include voting, paying taxes and following the law. As the world has become increasingly connected through trade and migration, rights and responsibilities have evolved on a global scale. Through their governments, nations must act as global citizens to promote the freedom and prosperity of everyone who lives in the world community.

Australia participates in the global community in many ways: cooperation with other countries through bilateral and multinational agreements; membership and participation in international organisations such as the UN, support of peaceful resolutions to conflict by providing peacekeeping forces and foreign aid to developing countries; and support of **NGOs** (non-government organisations), whose aims include health, education and economic development.

## Bilateral and multinational agreements

Modern nations cannot exist in isolation (yet may practise policies of **isolationism** and **protectionism**). They need to interact and engage with their neighbours, primarily for trade, to maintain diplomatic relations to assist citizens in foreign lands, to uphold international laws and to promote democracy, security and crime prevention. Australia has established and maintains many international relationships with governments of foreign nations. Often agreements can take the form of a **treaty**. A treaty is a very formal agreement that needs to be proposed to executive and approved before negotiations can begin. Bilateral agreements exist when two countries negotiate and compromise on a topic, with an understanding that each country will abide by the rules. Multinational agreements are similar, except that the agreement is between more than two countries. Once an agreement is reached, the legislative (parliament) must scrutinise the document and provide recommendations, and then parliament must make any changes to the law so that the requirements of the treaty can come into effect. Any multinational treaty requires further approval by executive council (select ministers and the Governor-General).

**isolationism** a policy of remaining independent from the affairs of other countries and not being involved in international activities

**protectionism** an economic policy of supporting domestic or homegrown industries by taxing goods bought from other countries

**treaty/ies** binding agreement between two or more countries that has been proposed and accepted by government

**NGOs** non-government organisations created by citizens, often in support of community building or humanitarian projects

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## AUKUS

AUKUS is a tripartite agreement between the USA, the UK and Australia, created in 2021 with a focus on defence and security in the Indo-Pacific region. Two major features of this agreement include the provision of nuclear-powered submarine capabilities to Australia and advanced security capabilities (such as information sharing and undersea robotics).




↑ Figure 2.4.1 Australian Prime Minister Anthony Albanese (left), US President Joe Biden (centre) and British Prime Minister Rishi Sunak (right) hold a press conference after a trilateral meeting during the AUKUS summit on 13 March 2023 in San Diego, California, to discuss the procurement of nuclear-powered submarines under a pact between the three nations.



↑ Figure 2.3.2 Prime Minister Anthony Albanese (far left) at the QUAD Leaders' Family Photo, in Tokyo, Japan on 24 May 2022

## The QUAD

The QUAD is international partnership between Australia, India, Japan and the USA with its origins in 2004 and the global response after the Boxing Day tsunami. Its focus is also the Indo-Pacific region, but its features extend beyond defence and security to include health, climate change, infrastructure, technology, cyber security, humanitarian assistance and disaster relief.

## Five Eyes

This intelligence alliance exists between Australia, the UK, Canada, New Zealand and the USA. Australia joined this alliance in 1956 with New Zealand, and its

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existence was publicly revealed in 2010. The key features are radio, satellite and internet communications and signals. The most recent focus for this alliance has been to disrupt cyber-attacks from foreign nations and criminal organisations that aim to access communication networks, infrastructure and control systems. While its operations are often secretive, it has made it known that a foreign nation of interest is China, with its government sponsoring aggressive cyber activities.



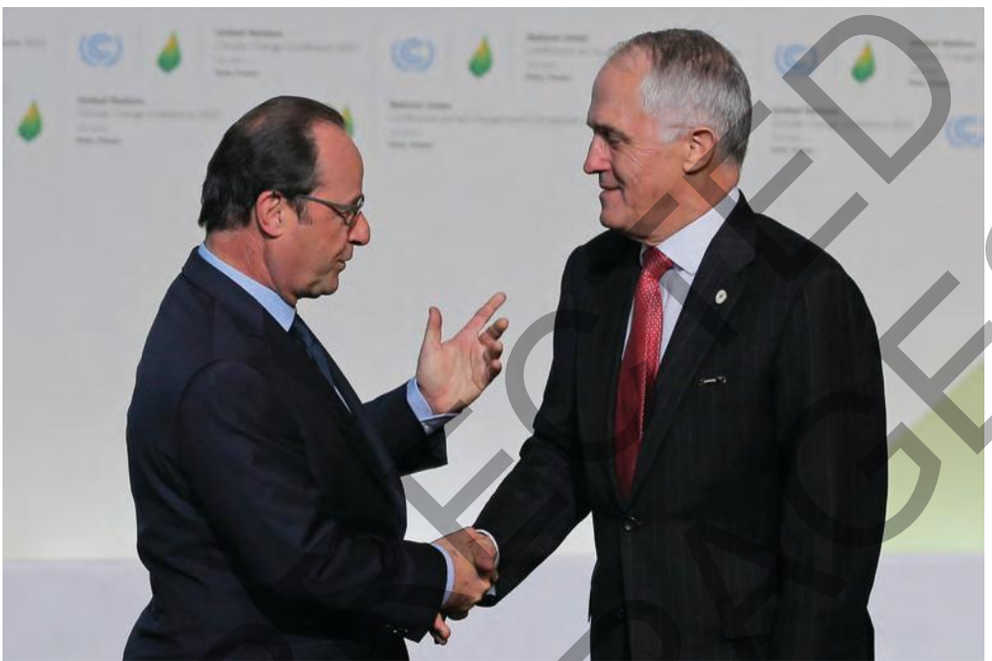
↑ Figure 2.3.3 Australian Treasurer Jim Chalmers, UK Chancellor of the Exchequer Jeremy Hunt, US Treasury Secretary Janet Yellen, Canadian Deputy Prime Minister and Finance Minister Chrystia Freeland and New Zealand Finance Minister Nicola Willis, following a Five Eyes Finance Ministers meeting at the Treasury Department in Washington, DC, US, on Thursday, 18 April 2024

## International organisations – membership and participation

Conflict disrupted the global community many times in the twentieth century, causing extensive instability, and economic and humanitarian crises. At the end of World War II, many nations had the goal of creating an organisation to prevent such a tragedy reoccurring, and to create a world based on peace, security and universal human rights. Australia has been an integral member of that organisation, the United Nations, since its founding in 1945. The UN is comprised of 193 nations with five common goals: peace and security, protecting human rights, delivering humanitarian aid, working towards sustainable development and upholding international law. Australia has agreed to pursue these five goals and work with other nations to achieve them through several agencies, treaties and conventions. Such agencies include the World Health Organization (WHO), World Food Program, UN International Children's Emergency Fund (UNICEF), UN Environmental, Scientific and Cultural Organization (UNESCO) and UN High Commissioner for Refugees (UNHCR). Australia was a member of the UN Human Rights Council from 2018 until its position ended in 2020. The council sets human rights standards and authorises investigations into human rights issues. Some of the issues Australia has presented before the council include the

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humanitarian crises in Myanmar against Rohingya refugees, in Xinjiang in China against Uigher Muslims, and ongoing conflicts in Yemen, Syria and Ukraine. As a UN member, Australia is also subject to a five-year review of its own human rights record. In past years, Australia has been asked to address its treatment of asylum seekers and refugees, its high incarceration rates of Aboriginal and Torres Strait Islander peoples, and its strict anti-terrorism legislation.



↑ Figure 2.3.4 Former Australian Prime Minister Malcolm Turnbull (right) and former French President François Hollande (left) at the 2015 UN Climate Change Conference in Paris, France

## Case study 2.2

### The right to enjoy culture and family life in the Torres Strait Islands

**sceptic** a person who doubts accepted beliefs, values or ideas

In 2007, Labor leader (and later Prime Minister) Kevin Rudd proclaimed climate change the 'great moral, environmental and economic challenge of our age'. Despite this, there has been little agreement about the importance of the issue and how to handle it within Australia. The Australian Government signed the 2015 Paris Agreement, along with 195 other countries, agreeing to meet nationally determined contributions, reduce greenhouse gas emissions and move to more sustainable methods of energy production. Many Australians support climate action, and believe in its long-term benefit, while others are discouraged by the short-term trade-offs. Some are **sceptics**, who deny or downplay the connection between human activity and rising global temperatures. There are also industries that worry climate action will affect their profits – notably, coal – while people located near these industries worry how the loss of jobs will impact upon their communities.

The conflict of views and interests over the climate crisis has contributed to Australia's political instability, with six different prime ministers holding office between 2007 and 2019 (including Kevin Rudd twice). This instability is reflected in government policies on climate change. The Rudd government's Emissions Trading Scheme was blocked in the Senate. Julia Gillard's Labor government introduced a carbon tax that was overturned on the election of the Abbott Coalition government. The Abbott and Morrison governments introduced 'Direct Action' policies to tackle climate change.

In 2022, the Albanese Labor government's Climate Change Bills were passed by the Senate, ensuring Australia's emissions reduction target of 43 per cent and net zero emissions by 2050 would be enshrined in legislation. This follows many of Australia's contemporaries such as Britain, France and New Zealand implementing legislation to bring net zero into action. With failure to reach a consensus on the climate crisis, new groups have emerged to campaign on the issue. These include school students, inspired by Swedish climate activist Greta Thunberg, who began a series of strikes in 2019 to demand government action. Some Australians have even taken their case against government inaction to the UN.

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The Torres Strait Islands are a group of 274 islands located in the Torres Strait to the north of Cape York in Queensland. Inhabitants of these low-lying islands have long worried about the impact of rising sea levels on their way of life. Climate change not only threatens to erode (shrink) these islands, but also to intensify the area's storms, contaminate freshwater sources and reduce traditionally hunted species, such as dugongs and turtles. The continued negative impacts of climate change will force residents to leave their homes and become climate refugees.

In 2019, eight Australians and six of their children lodged a case with the UN Human Rights Committee against the former Commonwealth Coalition government for failing to protect Torres Strait Islanders' human rights to culture, family and life through its failure to address climate change. The residents of these islands are vulnerable to rising sea levels due to climate change. An increase in extreme weather events, such as cyclones and storms, exacerbates tidal surges, which destroy ancestral graveyards and scatter human remains across the islands. The claimants said that increased rainfall had degraded the land and sea, reducing available plants and fish. In one specific example, saltwater from rising seas had leached into the soil, causing disease in coconut trees and killing the fruit that is a staple of the Islanders' diet. The complaint claims that the following articles of the Universal Declaration of Human Rights have been breached:

- 2. States who have signed the declaration must use appropriate and available resources to protect these rights
- 6. Right to recognition before the law
- 17. The right to own property and not have it illegally taken away
- 24. (1) Everyone has the right to rest and leisure
- 27. The right to freely participate in the cultural life of the community . . . and protection of moral and material interests.

In the absence of a national institution or body to seek a remedy, the claimants took their case to the UN Human Rights Committee. While Australia has signed the Universal Declaration of Human Rights, it has not been ratified into domestic or national law, so there are no constitutional undertakings or Commonwealth laws to protect these rights. In September 2022, the UN Human Rights Committee found that the government of the time had failed in its duty to protect the human rights of the Torres Strait Islanders. Despite some temporary works on seawalls, the Committee indicated that the government needed to take further timely actions to prevent loss of life.



↑ Figure 2.3.5 The Murray Islands in the Torres Strait are at significant risk of erosion, inundation and more frequent weather events due to climate change. Eight residents appealed to the UN Human Rights Committee, saying the lack of action against climate change breaches their rights to life and culture.



↑ Figure 2.3.6 A view of Saibai Island, which is one of the more than 250 islands that make up the Torres Strait Islands, on 26 March 2021. These islands are highly vulnerable to climate change. As sea levels continue to rise, tides have become more destructive and coastal erosion is occurring at a faster rate.

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Access the Interactive Textbook to watch a video about the Universal Declaration of Human Rights.

## Analysis questions

The UN has ruled on the claims made by the Torres Strait Islander peoples against the Australian Government. Research online to learn more about the complaint and the decision of the UN Human Rights Committee. In pairs, choose a side to support and debate the opposing arguments. Consider what it could mean for the future if your argument wins.

**Key concepts:** democratic values, participation, justice

**HASS skills:** analysing, evaluating

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## Activity 2.8

### Court case by Australian teens to prevent mine extension due to impacts on their future

Read the article 'Climate change will cost a young Australian up to $245,000 over their lifetime, court case reveals' on *The Conversation* website, available via the link at https://cambridge.edu.au/redirect/11270.

In this case, a group of Australian teenagers sought to prevent the extension of the Whitehaven Vickery coal mine in New South Wales, arguing that the expansion would significantly harm their future due to climate change. The Federal Court dismissed their request for an injunction, but the case highlighted the financial impacts of climate change on young Australians. The court accepted evidence showing the tangible harm of climate change, marking a significant development in climate litigation.

### Analysis questions

1. Evaluate the outcome of the court case involving Australian teenagers and the Whitehaven Vickery coal mine extension. How did the court's decision reflect on the judicial system's role in addressing climate change?
2. Analyse the financial impacts of climate change on young Australians as presented in the court case. How do these impacts relate to the broader issue of environmental justice?
3. Discuss the rights impacted by climate change, referencing the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights (ICESCR). How can international organisations and agreements help protect these rights for Australians?
4. Explain how courts can be used to protect rights in the context of environmental issues. Define an injunction, and explain how it was relevant in this case.

## Activity 2.9

### Investigation activity

Access the article about ASEAN and Australia available via the link at https://cambridge.edu.au/redirect/11271. This article discusses the relationship between Australia and the Association of Southeast Asian Nations (ASEAN), which consists of 10 member countries. Australia is not a member but has strong trade links with ASEAN. The partnership includes various agreements, such as the ASEAN–Australia–New Zealand Free Trade Area and the Regional Comprehensive Economic Partnership. Australia also provides aid and development support through initiatives like the Aus4ASEAN Futures Initiative, focusing on regional challenges and economic integration. The engagement is driven by shared interests in regional stability, prosperity and mutual benefits.

### Analysis questions

1. Identify the 10 member countries of ASEAN. Why is Australia not a member, and how does it engage with ASEAN despite this?
2. Analyse the trade links between Australia and ASEAN. How do agreements like the ASEAN–Australia–New Zealand Free Trade Area benefit both parties?
3. Evaluate the impact of Australia's aid and development initiatives, such as the Aus4ASEAN Futures Initiative. How do these initiatives address regional challenges and promote economic integration?
4. Discuss the reasons for Australia's engagement with ASEAN. What shared interests and benefits drive this partnership?

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## Peacekeeping

The term 'peacekeeping' means what it sounds like: to keep the peace. After World War II, it became a core priority of the UN to ensure that disputes between nations and groups did not escalate into armed conflict. The UN will often step in and deploy peacekeepers, including military personnel, doctors, engineers, diplomats and political advisers, to resolve conflict, maintain ceasefires and help areas transition to peace. Peacekeeping units will protect civilians, assist in the **disarmament**, **demobilisation** and reintegration of former combatants into non-combative roles, and support the implementation and organisation of elections. Peacekeepers must be impartial, and only use force in self-defence. According to the Department of Foreign Affairs and Trade, Australia has participated in more than 62 UN peace and security operations involving over 65 000 personnel, and in 2023 there were 26 uniformed personnel from Australia currently serving in missions around the world. Australia has been a leader in missions in the Solomon Islands, Timor-Leste (East Timor), and Bougainville in Papua New Guinea. In 2019 Australia sent a contingent of three Australian Defence Force (ADF) personnel to the UN Korean Command, where Australian Vice Admiral Stuart Mayer was appointed Deputy Commander.

**disarmament** reducing, limiting or abolishing weapons

**demobilisation** moving towards peace through disarming soldiers and disbanding military and militia groups




↑ Figure 2.3.7 An Australian member of the INTERFET forces plays football with children at a refugee camp in Dili, Timor-Leste

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## Case study 2.3

### INTERFET and foreign aid

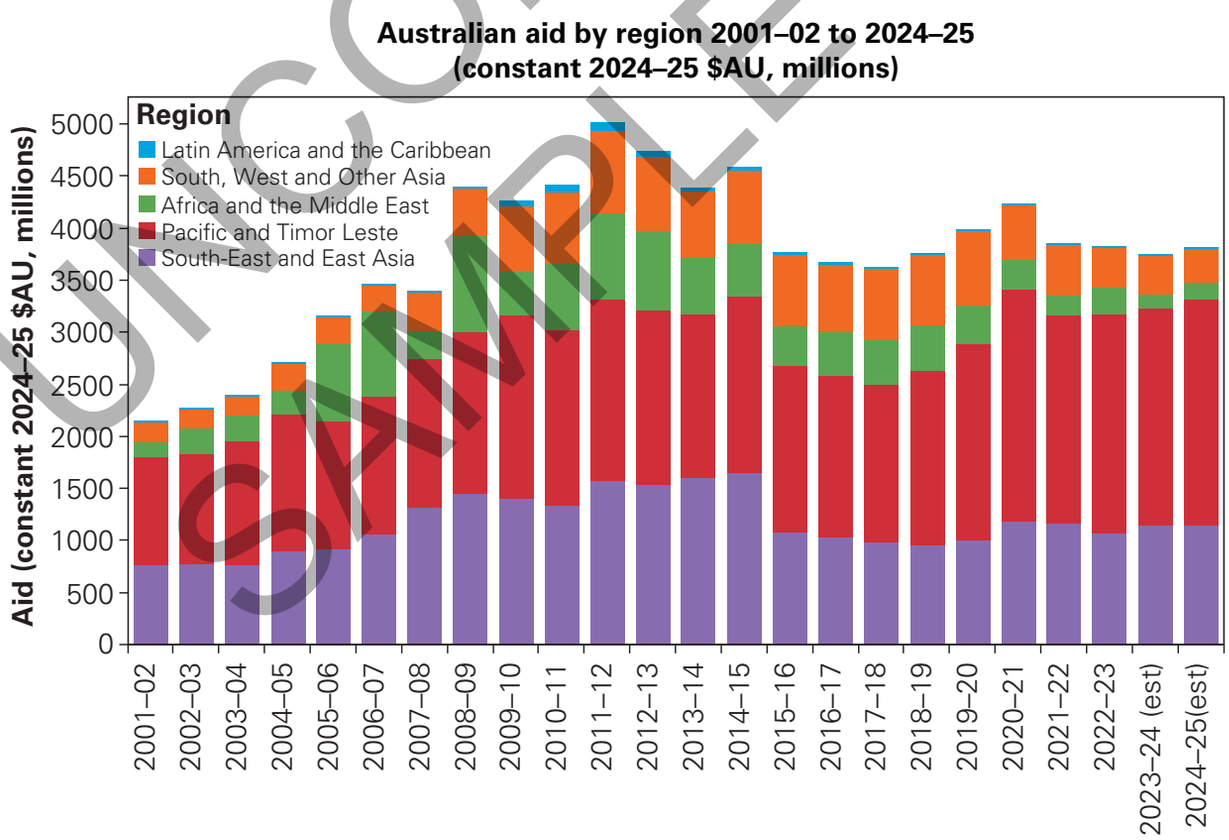
After decades of Portuguese rule, East Timor became an independent nation in 1975, but was invaded by Indonesia. Under Indonesian rule, East Timor was one of the poorest provinces, and its people were often treated unfairly and harshly. In 1999, the East Timorese voted for independence in a referendum organised by a UN mission. Pro-Indonesian **militia** forces reacted violently to the outcome, killing or displacing many East Timorese in the violence. The International Force in East Timor (INTERFET) was a group of 22 countries and 10 000 people led by Australian Major General Peter Cosgrove (who would later become Australian Governor-General). INTERFET helped disarm militias, provided medical and humanitarian assistance, and assisted the UN personnel already in the country. INTERFET was dissolved in 2000, and Timor Leste achieved formal independence in May 2002.

**militia** an armed group formed of ordinary citizens that may engage in rebel or terrorist actions

Fair prices for resources and foreign aid are essential to developing the world's nations and reducing inequality. Monetary aid can be provided directly to governments or NGOs to fund programs and build important infrastructure. Development aid aims to reduce poverty and improve living conditions, while emergency aid may be given during humanitarian crises such as earthquakes and floods. The two regions receiving the majority of aid from Australia are South-East Asia and East Asia, as well as the Pacific, particularly Australia's closest neighbours, such as Papua New Guinea and Indonesia. You can see in Figure 2.4.8 that aid can also be prioritised based on the UN's development goals. The greatest portion of funding is for education and health and wellbeing programs.

Australia often provides aid to NGOs, which have their own expertise and connection to local, and perhaps remote, areas. As they are separate to government, NGOs can theoretically develop their own policies and priorities without government influence. Some NGOs include the Australian Red Cross, Oxfam Australia, World Vision Australia and SurfAid Australia. While Australia contributed $4.77 billion in Official Development Assistance in 2023–24, a slight increase from $4.044 billion in aid in 2019, overall this has been steadily decreasing since a peak in 2013–14. In proportion to its GNI (gross national income), Australia's aid contribution is only 0.2119 per cent of what it earns, and this is far less than the UN commitment of 0.7 per cent. The complexities of COVID-19 also made the delivery and implementation of aid more difficult for NGOs – for example, face-to-face fundraising was reduced.

### Total Australian Official Development Assistance by region of benefit, 2001–25




Data for years up to 2022–23 are sourced from DFAT statistical summaries. For 2023–24 and 2024–25, they are sourced from budget estimates. ODA for global programs is not included here. For actual allocations, administration costs prior to 2020–21 were grouped under global programs, yet since 2020–21 they have been attributed to geographic regions.

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## Australian Official Development Assistance 2030 Agenda

Sustainable Development Goals, Primary Intent, 2018–19



NO POVERTY
**$545.7 million**



ZERO HUNGER
**$275.8 million**



GOOD HEALTH AND WELL-BEING
**$664.2 million**



QUALITY EDUCATION
**$659.5 million**



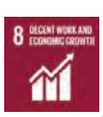
GENDER EQUALITY
**$64.8 million**



CLEAN WATER AND SANITATION
**$185.1 million**



AFFORDABLE AND CLEAN ENERGY
**$142.5 million**



DECENT WORK AND ECONOMIC GROWTH
**$334.3 million**



INDUSTRY, INNOVATION AND INFRASTRUCTURE
**$237.8 million**



REDUCED INEQUALITIES
**$143.0 million**



SUSTAINABLE CITIES AND COMMUNITIES
**$168.2 million**



RESPONSIBLE CONSUMPTION AND PRODUCTION
**$114.2 million**



CLIMATE ACTION
**$3.1 million**



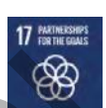
LIFE BELOW WATER
**$20.7 million**



LIFE ON LAND
**$18.9 million**



PEACE, JUSTICE AND STRONG INSTITUTIONS
**$467.1 million**



PARTNERSHIPS FOR THE GOALS
**$109.1 million**

TARGET NOT FURTHER DEFINED
**$335.3 million**

TOTAL AUSTRALIAN OFFICIAL DEVELOPMENT ASSISTANCE: **$4379.1 million**

↑ Figure 2.3.8 Overview of Australia's foreign aid funding by region and by Sustainable Development Goal

### Further investigations

Read the information on the Australian Aid Tracker website, available via the link at https://cambridge.edu.au/redirect/11272.

1 What has happened to monetary aid over time? Provide examples.

2 Does this fit in with requirements of developing countries/increasing populations/pandemic responses/cost of living and inflation pressures?



**Key concepts:** democratic values, participation, rights and responsibilities, justice



**HASS skills:** questioning and researching, analysing, evaluating

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## Activity 2.10

### Research task

Access the list of accredited NGOs on the DFAT website via https://cambridge.edu.au/redirect/11273.

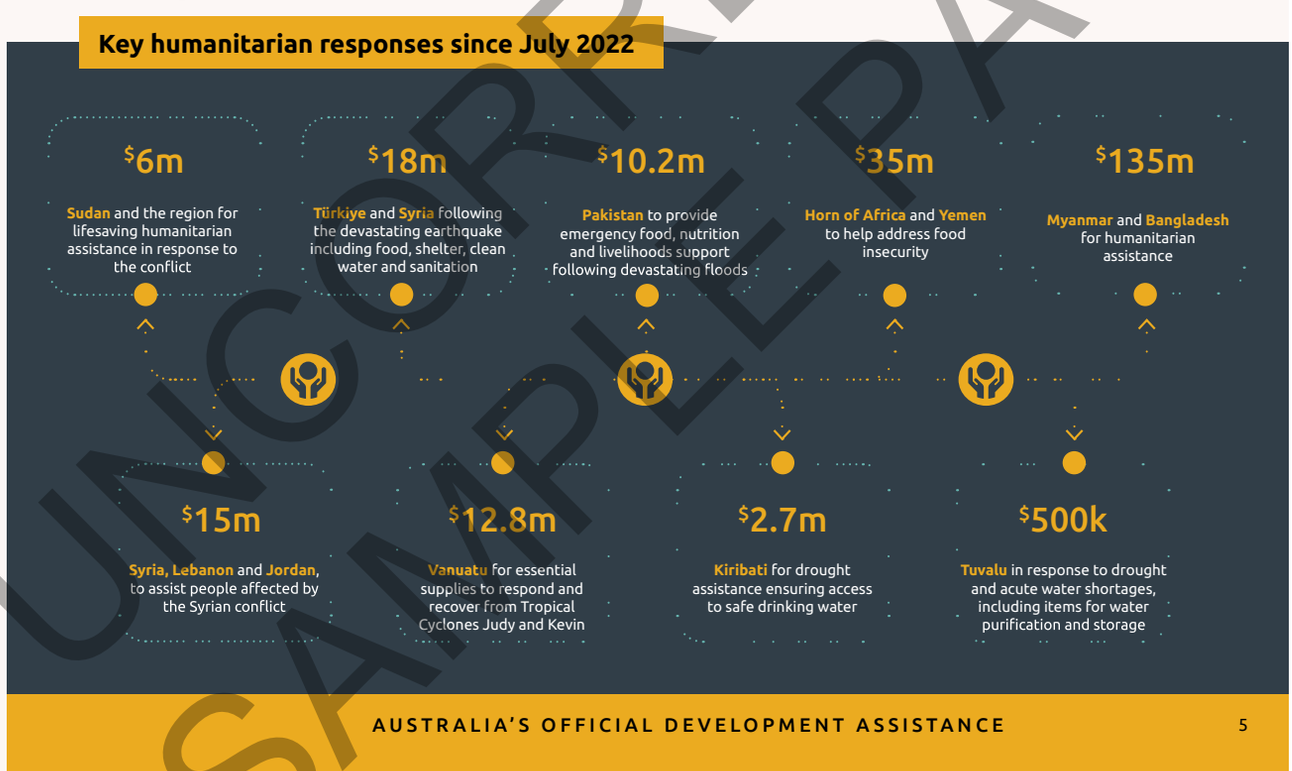
Select one NGO from the list and conduct research on its work. Find out its goal, aim or mission statement, the places and locations it works, an example of a project or projects it has implemented, and the impact it has had in the region (use people's personal stories or statistics and data).

**Key concepts:** justice, participation, rights and responsibilities

**HASS skills:** questioning and researching, analysing, evaluating

## Activity 2.11

### Further investigation




↑ Figure 2.3.9 Key humanitarian responses since July 2022

Considering the information in Figure 2.3.9, choose a humanitarian response and investigate the following country issue (5Ws and H) example questions:

- What type of assistance needs to be provided?
- Why is assistance needed?
- When did it start?
- Who is involved? Who is most at risk/vulnerable?
- Where is this place? On what continent is the area of conflict?
- How did it start/history? How many people were impacted?

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**Discussion:** Do you think Australia's contribution is fair and making an impact? What else could/should be done?

**Key concepts:** justice, participation, rights and responsibilities

**HASS skills:** questioning and researching, analysing, evaluating

## Lesson 2.3 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

Go online to access the interactive section review and more!

### 2.3 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Identify the five aims of the United Nations.

2 Describe three actions of peacekeeping forces.

3 Distinguish between development aid and emergency aid. Provide an example of each.

4 Describe why NGOs are often better prepared and organised to assist in the development of poorer countries.

#### Interpret

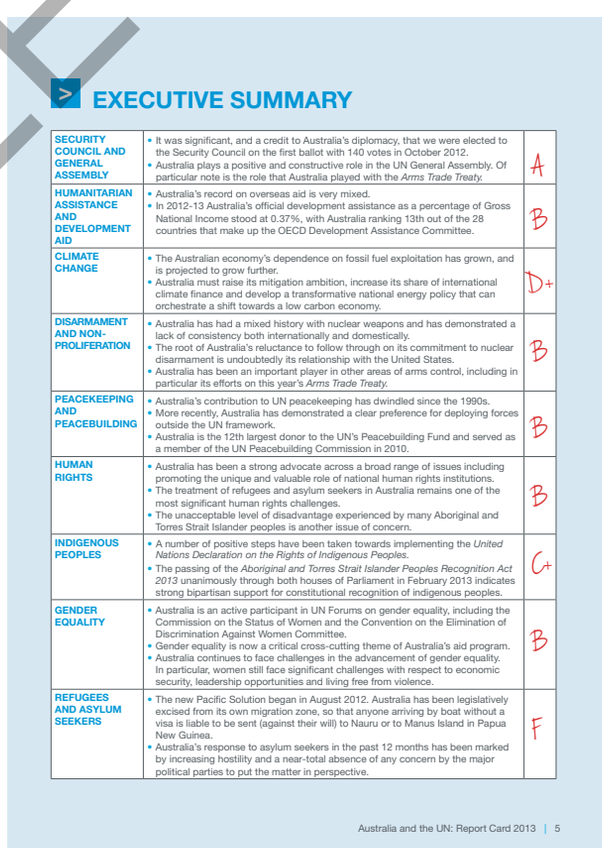
5 Refer to Australia's Report Card on its global citizenship and participation created by the UNAA in 2013 (see Figure 2.4.10). Identify the areas Australia performed well in and areas where it required improvement, using evidence from the source to justify your answer.

6 Explain why Australia would provide more aid funding to regions such as South Asia and South-East Asia and the Pacific than say, Latin America. What would be the benefits of doing so?

7 Visit the Australian Government Department of Defence Operations page via the link at https://cambridge.edu.au/redirect/xxxxx and investigate the current global, regional and domestic operations involving Australian Defence Force personnel.

Use your questioning and researching skills to identify a peacekeeping operation in which Australia is currently active, and summarise the nature and objectives of this operation. Describe one benefit of this operation and explain how it contributes to democracy or human wellbeing.

Analyse the reasons behind Australia's involvement and the strategies used in this deployment. Compare and contrast your selected operation with another peacekeeping mission Australia has been involved in, and provide one example of the challenges encountered in each.



EXECUTIVE SUMMARY

| | | |
|---|---|---|
| SECURITY COUNCIL AND GENERAL ASSEMBLY | • It was significant, and a credit to Australia's diplomacy, that we were elected to the Security Council on the first ballot with 140 votes in October 2012.<br>• Australia plays a positive and constructive role in the UN General Assembly. Of particular note is the role that Australia played with the *Arms Trade Treaty*. | A |
| HUMANITARIAN ASSISTANCE AND DEVELOPMENT AID | • Australia's record on overseas aid is very mixed.<br>• In 2012-13 Australia's official development assistance as a percentage of Gross National Income stood at 0.37%, with Australia ranking 13th out of the 28 countries that make up the OECD Development Assistance Committee. | B |
| CLIMATE CHANGE | • The Australian economy's dependence on fossil fuel exploitation has grown, and is projected to grow further.<br>• Australia must raise its mitigation ambition, increase its share of international climate finance and develop a transformative national energy policy that can orchestrate a shift towards a low carbon economy. | D+ |
| DISARMAMENT AND NON-PROLIFERATION | • Australia has had a mixed history with nuclear weapons and has demonstrated a lack of consistency both internationally and domestically.<br>• The root of Australia's reluctance to follow through on its commitment to nuclear disarmament is undoubtedly its relationship with the United States.<br>• Australia has been an important player in other areas of arms control, including in particular its efforts on this year's *Arms Trade Treaty*. | B |
| PEACEKEEPING AND PEACEBUILDING | • Australia's contribution to UN peacekeeping has dwindled since the 1990s.<br>• More recently, Australia has demonstrated a clear preference for deploying forces outside the UN framework.<br>• Australia is the 12th largest donor to the UN's Peacebuilding Fund and served as a member of the UN Peacebuilding Commission in 2010. | B |
| HUMAN RIGHTS | • Australia has been a strong advocate across a broad range of issues including promoting the unique and valuable role of national human rights institutions.<br>• The treatment of refugees and asylum seekers in Australia remains one of the most significant human rights challenges.<br>• The unacceptable level of disadvantage experienced by many Aboriginal and Torres Strait Islander peoples is another issue of concern. | B |
| INDIGENOUS PEOPLES | • A number of positive steps have been taken towards implementing the *United Nations Declaration on the Rights of Indigenous Peoples*.<br>• The passing of the *Aboriginal and Torres Strait Islander Peoples Recognition Act 2013* unanimously through both houses of Parliament in February 2013 indicates strong bipartisan support for constitutional recognition of indigenous peoples. | C+ |
| GENDER EQUALITY | • Australia is an active participant in UN Forums on gender equality, including the Commission on the Status of Women and the Convention on the Elimination of Discrimination Against Women Committee.<br>• Gender equality is now a critical cross-cutting theme of Australia's aid program.<br>• Australia continues to face challenges in the advancement of gender equality. In particular, women still face significant challenges with respect to economic security, leadership opportunities and living free from violence. | B |
| REFUGEES AND ASYLUM SEEKERS | • The new Pacific Solution began in August 2012. Australia has been legislatively excised from its own migration zone, so that anyone arriving by boat without a visa is liable to be sent (against their will) to Nauru or to Manus Island in Papua New Guinea.<br>• Australia's response to asylum seekers in the past 12 months has been marked by increasing hostility and a near-total absence of any concern by the major political parties to put the matter in perspective. | F |

Australia and the UN: Report Card 2013 | 5

↑ Figure 2.3.10 Australia's Report Card

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### Argue

**8** In 2018, the United States left the Human Rights Council, claiming it was ineffective, and that the actions of some member states (China, Cuba, Venezuela and the Democratic Republic of the Congo) contradicted the very aims of the council. Do you think the United States was justified in leaving the political body for believing it was not doing its job? Or do you think it is important for all nations and countries to participate in political discussions and debate in order to effect change?

**9** *Foreign aid is not money well spent.*

Discuss arguments in support of this statement and arguments against. Find evidence to support each argument. You could consider amounts spent on aid and where it is spent, and how development targets have changed or been achieved over time.

**10** The following table from the 2023–24 Australian ODA Budget summary shows in which areas money was spent and how much. Provide three reasons why more money would be spent on building up political and legal institutions (governance, police, courts, public service departments like welfare, education, health, transport) than on education and agriculture.

**Table 4:** Total ODA Sector Flows

| Sector | 2023–24 Budget Estimate $m |
|---|---|
| Governance | 1098.0 |
| Health | 840.8 |
| Multisector and General Development Support | 680.0 |
| Humanitarian | 643.3 |
| Education | 577.7 |
| Economic Infrastructure and Services | 539.5 |
| Agriculture, Trade and other Production Sectors | 388.9 |
| **Grand Total** | **4768.4** |

↑ Figure 2.3.11 Total ODA Sector Flows

Source: Australia's Official Development Assistance Budget Summary 2023–24

## Apply

**1** The infographic in Figure 2.3.12 comes from the UN. Utilising the information, answer the following questions:

- **a** How long have peacekeeping operations been in place?
- **b** What is the current number of UN peacekeeping operations?
- **c** Which mission is the longest running and which has the greatest number of personnel? Do any of these missions also have the largest budget?
- **d** In which continent are these two operations taking place? Can you suggest a reason why so many resources are directed here?

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**e** What might be the impacts in these places if funding for peacekeeping missions were reduced or simply not paid?

**f** Do you think the large funding is justified for peacekeeping missions?

United Nations Peacekeeping

## Peacekeeping Operations Fact Sheet

**31 August 2024**

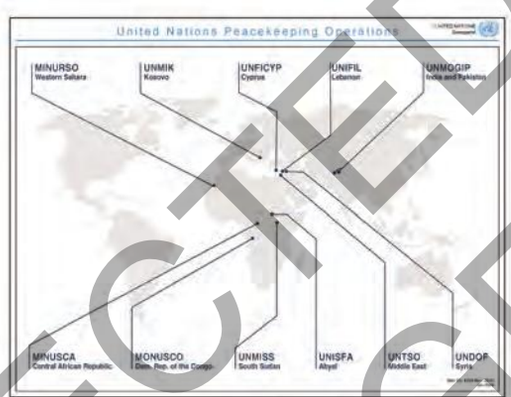
| | |
|---|---|
| Peacekeeping operations since 1948 | 71 |
| Current peacekeeping operations | 11 |

### PERSONNEL

| | |
|---|---|
| Uniformed personnel | 60,264 |
| Troops: 51,580 — Military observers: 1,017 | |
| Police: 6,007 — Staff officers: 1,660 | |
| Countries contributing uniformed personnel | 121 |
| International civilian personnel**** | 2,915 |
| Local civilian personnel**** | 4,577 |
| (****Civilian numbers as of August 2024) | |
| UN Volunteers | 1,036 |
| Total number of personnel serving in 11 peacekeeping operations*** | 68,792 |
| Number of fatalities in current UN peace operations | 1,403 |

### FINANCIAL ASPECTS (US$)

| | |
|---|---|
| Approved budgets for the period from 1 July 2023 to 30 June 2024 | About 6.1 Billion** |




*Includes fatalities for all UN peacekeeping operations, as well as political and peacebuilding missions.

**The approved budget for UN Peacekeeping operations for the fiscal year 1 July 2023 30 June 2024 is $6.1 billion. (A/C.5/77/29<https://undocs.org/A/C.5/77/29>). This amount finances 9 of the 11 United Nations peacekeeping missions, including the liquidation budget for the United Nations – African Union Hybrid Operation in Darfur (UNAMID), supports logistics for the African Union Mission in Somalia (AMISOM), and provides support, technology and logistics to all peace operations through global service centres in Brindisi (Italy) and a regional service centre in Entebbe (Uganda). The remaining two peacekeeping missions, the UN Truce Supervision Organisation (UNTSO) and the UN Military Observer Group in India and Pakistan (UNMOGIP), are financed through the UN regular budget (A/77/6 Section 5).

↑ Figure 2.3.12 UN Peacekeeping operations fact sheet from 31 August 2024. You can use the digital versions of the book to zoom in on this image, as needed.

**Key concepts:** justice, participation, rights and responsibilities

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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2.4

# Australia's international agreements and obligations

## Focus questions

- **How do international agreements and obligations, such as conventions and treaties on human rights and the environment, shape Australian law and government policies?**
- **How do international and domestic issues impact democracy in Australia?**

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Imagine that Perth requires a new energy source. The government decides to build a new hydroelectric dam, but to do this, it will need to dam the Swan River. The consequences will be:

- flooding of residential and commercial land
- loss of natural habitat
- less reliance on coal for energy
- new transport routes in and out of the city.

How would you feel about this? How do you think other stakeholders, such as farmers, First Nations peoples, environmental groups and river residents, would feel about this decision?

A situation like this occurred in Tasmania in 1983. The Tasmanian Government wanted to build a hydroelectric dam on the Franklin and Gordon rivers. Many groups protested this, claiming that a dam on sacred Indigenous land would destroy important artefacts, flora and fauna. In agreement, the incoming federal government, under Labor leader Bob Hawke, ratified the earlier World Heritage Convention of 1972, which encouraged governments to list significant sites on the World Heritage list, and added areas of the Franklin and Gordon rivers. Still, Tasmania's government went ahead with the construction, and the Commonwealth Government took the case to the High Court. The court ruled in favour of the federal government, asserting it had the power to create laws that implemented international treaties domestically. This decision highlights how Australia, as a global citizen, not only participates in the global community but is internally affected by it.

## International treaties and conventions

International obligations are the responsibilities Australia has as a member of the international community, such as peacekeeping and foreign aid. Just as citizens of a country are expected to obey the law and respect the rights of other citizens, countries have an obligation to act as 'good international citizens'. This involves the responsibility to consider the rights and welfare of people in other countries, and the formal obligation to abide by international law. Treaties (also known

as *conventions* or *protocols*) are the main form of international law. These are binding agreements between two countries (a bilateral treaty) or more (a multilateral treaty). Most multilateral treaties are negotiated by **international organisations** such as the UN. Countries demonstrate their support for a treaty when they **sign** it. If they then **ratify** the treaty, they agree to incorporate the terms of the treaty into the country's laws. Australia, as a global citizen, signs these treaties with the intention to abide by them and help bring awareness to the international community whenever another country breaches them. A treaty does not become law in Australia – even if it is signed by the government – unless parliament makes it law. Since helping to establish the UN, Australia has signed and ratified over 480 treaties covering many areas, including human rights, security, trade and the environment. In 1948, for instance, Australia signed the Universal Declaration of Human Rights. Although some rights and freedoms are not ratified by specific Australian laws, they are already protected in various sections of its Constitution, statute and **common law rights**. Treaties can cause conflict in Australia, when governments attempt to pass laws that enforce the treaties or noticeably fail to uphold them.




↑ Figure 2.4.1 Steps to ratification of international treaties and conventions

**international organisations** organisations with a membership of two or more countries established to manage and resolve international issues

**sign** signing a treaty demonstrates a country's support for the intention of a treaty

**ratify** a country agreeing to be bound by the terms of a treaty and to incorporate them into its own laws

**common law rights** rights individuals have within court, such as the presumption of innocence, in addition to decisions made in courts that set precedent for future cases

## International and domestic rights laws

Table 2.3 International laws and corresponding domestic laws

| International convention | Australian law |
|---|---|
| International Covenant on Civil and Political Rights (ICCPR) | |
| International Covenant on Economic, Social and Cultural Rights (ICESCR) | |
| International Convention on the Elimination of All Forms of Racial Discrimination (CERD) | *Racial Discrimination Act 1975* (Cth) |
| Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) | *Sex Discrimination Act 1984* (Cth) |
| Convention on the Rights of the Child (CRC) | |
| Convention on the Rights of Persons with Disabilities (CRPD) | *Disability Discrimination Act 1992* (Cth) |
| Convention Against Torture and Other Cruel, Inhumane or Degrading Treatment or Punishment (CAT) | |
| World Heritage Convention | *World Heritage Properties Conservation Act 1983* (Cth) |

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**pluralist society** a society comprised and tolerant of a diverse range of cultural and social groups

**asylum** a country providing protection to a refugee from another country

Australia, as a democracy, encourages the diversity of opinions, beliefs and people found in our **pluralist society** to participate in the political system. However, this variety of viewpoints can sometimes create conflict in the community or lead to policy inaction. In an increasingly interconnected world, there are often global issues that have effects or causes beyond Australia's borders, such as refugees, terrorism or the climate crisis.

## The Refugee Convention of 1951

After the atrocities of World War II, the nations of the world developed the Refugee Convention, which outlined the rights of refugees and **asylum** seekers, and the responsibilities of countries towards them. A refugee is a person who has been processed and found to be in genuine risk of persecution, torture, imprisonment or death in the country they are fleeing from. An asylum seeker is someone with the same fears, who is not yet documented as a refugee. Both may have faced persecution for their religion, race, nationality, sexuality, membership of a particular group or political opinion. Refugees and asylum seekers should be given protections in the country they seek asylum in. The principle of non-refoulement also forbids any country from deporting refugees back to where they fled. Australia's *Migration Act 1958* (Cth) determines the requirements of those seeking to enter the country, and how the government will deal with them. The Australian Government accepts refugees from many countries and resettles them in Australia using special humanitarian visas. Others may arrive in the country by plane, and apply for refugee status after landing. Under the *Migration Regulations 1994*, and subsequent amendments, asylum seekers and refugees that arrive by boat are deemed irregular maritime arrivals. Australia does not permit them entry, and boats are turned around and returned to their point of origin, or people sent to offshore detention centres on Manus Island and Nauru. Australia has been widely criticised for this treatment, and many stories of neglect, abuse and self-harm due to the conditions in the offshore detention centres have been revealed. In 2016, the Supreme Court of Papua New Guinea declared the detention of asylum seekers on Manus Island as unconstitutional and breached s. 42 of the island nation's constitution that guarantees personal liberty.

### Activity 2.12

#### Human cost of detention

Read the article 'We knew offshore detention was bad for the mental health of people seeking asylum. Our new research shows exactly how bad', available via the link at https://cambridge.edu.au/redirect/11274.

The study highlights the severe psychological consequences of Australia's offshore detention policies and suggests that these policies have a lasting detrimental effect on the mental health of asylum seekers.

1 Identify how many people were surveyed and the groups they represented.

2 Describe the findings of the study for:
   - **a** people detained offshore
   - **b** onshore detention.

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3 Explain why offshore detention is not effective. Provide evidence to support your argument.
4 Identify three countries that have used Australia as an example in developing their immigration policy.
5 Describe an alternative to offshore detention suggested and discuss two arguments to support its implementation and two arguments against its implementation.

**Key concepts:** democratic values, participation, rights and responsibilities, justice

**HASS skills:** questioning and researching, analysing




↑ Figure 2.5.2 A young Congolese refugee at a UNHCR camp in Uganda

## Civics through Acts and actions

### Australia's international legal obligations: the case of the Biloela family

Tamil couple Nades and Priya Murugappan met in Australia after arriving separately by boat in 2012 and 2013. They sought protection in Australia as refugees, and moved to the central Queensland town of Biloela, where their two daughters, Kopica and Tharnicaa, were born. Nades worked in the local abattoir and Priya volunteered in an opportunity shop. In 2018, after unsuccessfully challenging the finding in the courts, the couple's claim for 'refugee status' was denied. They were detained by Border Force officers, and taken to an immigration centre in Melbourne to await deportation to Sri Lanka. The couple's plight attracted widespread support, with the local Biloela community, refugee advocates and various politicians calling for the government to reverse the decision and allow the family to remain in Australia.

The Commonwealth Government refused these requests, and on 29 August 2019 the family were placed on a Sri Lanka-bound flight. A last-minute injunction (court order) forced the flight to land in Darwin. The family was subsequently taken to the Christmas Island immigration detention centre, awaiting the outcome of a court challenge. The Federal Court ruled that by not processing her claim for refugee status, the Australian Government had not provided the youngest daughter Tharnicaa procedural fairness. The family remained in detention while the government appealed to the full bench of the Federal Court. However, the appeal in 2021 upheld the original decision. The Coalition government at the time maintained that no one in the family was found to be owed protection and that no one who attempts illegal maritime travel to Australia will be settled here.

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The family was given temporary community detention in Perth after Tharnicaa contracted a blood infection while in detention, and was flown to Perth with her mother to receive treatment. In 2022, after the federal election, a new Labor government came into power and Immigration Minister Andrew Giles granted the family permanent residency visas and the opportunity to return to their home in Biloela.




↑ Figure 2.4.3 Protesters marching in support of Nades, Priya and their children at a rally in Melbourne on 1 September 2019

### Your response

1 Refer to the information on the Department of Home Affairs website, available via the link at https://cambridge.edu.au/redirect/xxxxx.
   - **a** Describe, in your own words, three types of 'unique and exceptional' circumstances in which the minister can use their 'ministerial powers' to intervene in a migration case.
   - **b** Why do you think the Minister ultimately intervened in the Biloela family's case?

2 Do you think that ministers should have powers to intervene in such cases? Discuss arguments for and against ministerial intervention.

3 What are the implications of ministerial intervention for democracy? Consider the principles of 'separation of powers' and 'rule of law'.

**Key concepts:** democratic values, justice, participation, rights and responsibilities

**HASS skills:** analysing, evaluating

The story of Nades, Priya and their children's fight against deportation reflects the themes of this chapter. It raises questions about Australia's obligations under international law and human rights principles to assist others. It also highlights the role of the courts in interpreting legislation and engaging in judicial review to ensure justice, and illustrates how individuals and groups influence Australian democracy. If Nades and Priya were found to meet the convention's definition of a refugee (i.e. someone in genuine fear of persecution

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in their own country), the Australian Government would have been obliged to let them remain in the country. The court challenge to the deportation was also based in part on a treaty – the UN Convention on the Rights of the Child – with the family's lawyers stressing the government's signed obligation towards the 'best interest of the child'. Australia's treatment of maritime refugees has caused tension between supporters and opponents, from the 'turning back' of boats to the **offshore detention** of boat arrivals. Nades and Priya's case highlights the issue of whether asylum seekers who have already become part of the community should be deported if their claims for refugee status are unsuccessful. It also indicates that different governments view Australia's obligations differently, with the newly elected federal Labor government making the Murugappan family's permanent residency status one of its first actions in 2022.

**offshore detention** where asylum seekers arriving in Australia are sent to another country, such as Nauru or Papua New Guinea, and detained for processing

## Making thinking visible 2.1

### Red light, yellow light

Find a news article about the story in Civics through Acts and actions. Find the issues regarding truth and accuracy in the article.

1 Read the story.

2 Find quotes or statements from the article that are facts or opinions. Highlight the opinions as red and the facts as yellow, for example:
- one-sided arguments
- generalisations
- bold claims, no argument or explanation
- angry claims
- opinion
- lacking expertise or evidence.

3 How reliable and accurate is the article based on what you have highlighted? Share your thoughts with your class.

4 What are the rights of children born in Australia whose parents are not Australian citizens or permanent residents?

5 Should the family have been deported?

**Key concepts:** democracy, democratic values, justice, participation, rights and responsibilities

**HASS skills:** questioning and researching, analysing, evaluating




↑ Figure 2.4.4 An Australian lifeboat, now moored in Indonesia, used by the Australian Navy to 'turn back' 34 asylum seekers attempting to reach the Australian territory of Christmas Island

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## Case study 2.4

### The case of *NZYQ v the Minister for Immigration, Citizenship and Multicultural Affairs*

Australia's policy regarding 'unlawful non-citizens' instructs that any visitor without a valid visa must be placed in immigration detention and deported to their country of origin or another country that will accept them. You may remember the term 'non-refoulement' from the Refugee Convention that restricts a country from deporting a person to their country of origin if there is a threat of persecution or a risk to their life.

This presents a problem if an asylum seeker has been refused a visa due to their criminal record, but they have been found to be a refugee and cannot be sent to their country of origin. In this situation, although immigration detention is intended to be a short-term administrative process while applications are processed, they could remain in immigration detention indefinitely. Courts are intended to be the only branch of government to impose detention for a criminal conviction, under the separation of powers principle.

In 2004, this **precedent** was established in Australia by *Al-Kateb v Godwin* [2004] HCA 37. This judgment found that indefinite (no end) immigration detention was legal in particular circumstances under the *Migration Act*; for example, a decision made by an immigration minister, where the intention is not criminal punishment.

**precedent** a decision or judgment made by a higher court that must be followed in similar cases and/or lower courts unless a difference can be proven

NZYQ, a stateless refugee, had been refused a visa in Australia due to a past criminal conviction and could not be returned to Myanmar, nor be deported to another country. He had spent five years in immigration detention, with no available path to be released. NZYQ took the case to the High Court, claiming that an outcome of a potential lifetime in immigration detention was similar to a criminal punishment, yet he had already been punished by the courts for his previous criminal offence.

The case of NZYQ overturned the 2004 precedent, when the High Court ruled unanimously that there could not be an exception to the principle of separation of powers. They explained that if there was no reasonable expectation that someone could be released from immigration detention through deportation, this detention was no longer for temporary administrative purposes but became punishment, which only the courts could impose. As NZYQ had no realistic expectation of removal from the country, his detention was deemed illegal and the court ordered his release. The court noted that a person in immigration detention cannot be subjected to continued detention unless a court imposed an order after the initial imprisonment. Such court orders could be made on the basis of evidence if a person presents a high risk of reoffending.

The immediate effect of this decision was that many people were released from immigration detention. These men had been previously convicted of serious crimes such as assault, armed robbery, attempted murder and murder, although some of these offences had not been committed in Australia. Of those released, 65 have since been charged with new offences. The government responded by introducing legislation to provide the minister with powers to impose severe visa restrictions and monitoring in the most serious cases.




↑ Figure 2.5.5 The High Court of Australia in Canberra

### Analysis questions

Hold a class discussion about the case of *NZYQ v the Minister for Immigration, Citizenship and Multicultural Affairs*, and summarise your ideas on how to protect the community and meet the requirements of domestic and international law at the same time.

To help you, refer to the case notes available via the link at https://cambridge.edu.au/redirect/11275.

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### Further investigation

In the case of ASF17, the High Court of Australia dealt with the issue of immigration detention. ASF17, an Iranian citizen, had been held in immigration detention in Australia for nearly a decade. He sought release from detention, arguing that his ongoing detention was unlawful because he feared harm if returned to Iran due to his bisexuality. The High Court ruled that his detention was lawful because he could be removed to Iran if he cooperated in obtaining travel documents, which he chose not to do. The court concluded that his detention did not exceed constitutional limits as there was a real prospect of his removal in the reasonably foreseeable future.

The case of ASF17 highlights that the High Court considers and applies the law to every case, and does not make decisions based on reviewing the merits of a government decision.

Read more in the article available via the link at https://cambridge.edu.au/redirect/11276, and answer the following questions:

1 Identify the facts of ASF17's refugee application.
2 Outline the government's arguments against ASF17's claims.
3 Explain the High Court's finding in this case.
4 Based on Australia's relationship with Iran, discuss if you think the government made the right decision.



**Key concepts:** democratic values, participation, rights and responsibilities, justice



**HASS skills:** questioning and researching, analysing, evaluating

## Case study 2.5



### The UN Declaration on the Rights of Indigenous Peoples, the 'Voice' and the referendum

Australia often identifies with values such as equality and a 'fair go'. Its Western democratic political system should reasonably be expected to protect human rights in national law or the Australian Constitution. Its treatment of refugees and asylum seekers demonstrates one criticism of Australia's treatment of minority and vulnerable groups that fails to reflect these values. Human Rights Watch reports that Australia has many groups whose rights are not being protected. It includes examples such as the treatment of aged care residents and the use of 'chemical restraints', treatment of children in criminal detention, criminal charges against whistleblowers reporting on public interest matters, and the over-representation of Aboriginal and Torres Strait Islander peoples in the prison system.

According to Closing the Gap, the numbers of First Nations people in jail and children in foster care are increasing. Suicide rates among Aboriginal and Torres Strait Islander peoples have increased from 25.1 to 29.9 per 100 000 people, especially in remote areas with limited mental health services. While there have been some improvements in education, targets have not been fully achieved. Other data shows that:

- First Nations people make up 66 per cent of Australia's prison population, despite making up 3 per cent of the population
- 25 Indigenous people died in custody in 2024.

One of the key issues remains a lack of First Nations input and community control over setting and achieving goals. Often, non-Indigenous groups provide services with no Aboriginal and Torres Strait Islander cultural knowledge and understanding to make the changes needed. This shows that for First Nations peoples, self-determination and participation in decision-making is restricted.

The right to self-determination is Article 3 of the UN Declaration on the Rights of Indigenous Peoples (UNDRIP). The focus of this document is self-determination for Indigenous peoples; participation in decision-making; respect for and protection of culture; and equality and non-discrimination. The ability of Indigenous peoples worldwide to exercise their right to self-determination is limited as a result of the colonial and imperialist histories of many countries, and affected by culturally inappropriate and unsafe policies that lead to individual and community harm. Where Indigenous communities have control over their own economic, social and cultural development, positive outcomes result.

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The UNDRIP was agreed to in principle by the Australian Government in 2009, but has not been ratified by the Commonwealth Government and incorporated into federal law. Australia's historical treatment of and relationship with Aboriginal and Torres Strait Islander peoples has been fraught with conflict and disadvantage. Discrimination based on race is illegal under the *Racial Discrimination Act 1975* (Cth), which protects people from discrimination in areas such as employment, education and property. However, this law is broadly applicable and not specific to First Nations people experiencing discrimination. The Albanese government made it a priority to implement a 'Voice to Parliament' within the Constitution. The 'Voice' would satisfy primarily the first two focuses of the UNDRIP: providing Indigenous people with the ability to be involved in decision-making that affected them and increasing self-determination.

## The Aboriginal and Torres Strait Islander Voice to Parliament

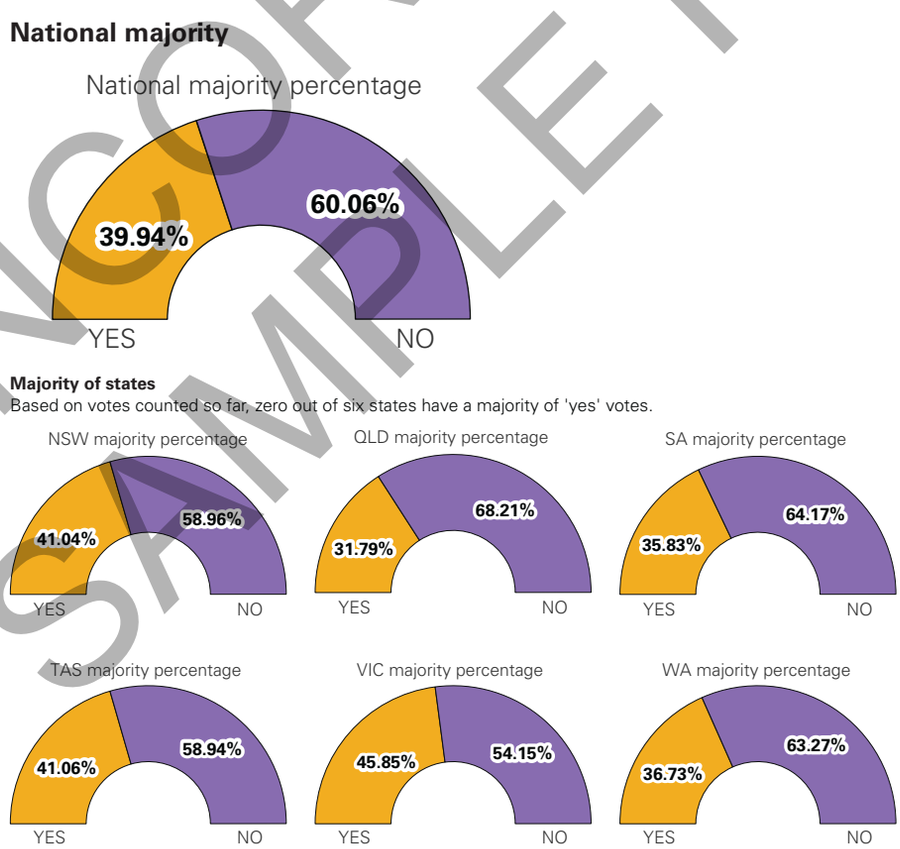
The Voice was proposed as a body representing Aboriginal and Torres Strait Islander peoples across Australia. It would consult with Parliament on decisions, policies and laws relating to Aboriginal and Torres Strait Islander peoples. This is consistent with the unratified UNDRIP, which states that Indigenous peoples have the right to participate in decision-making that affects their rights and institutions. The Voice was intended to form a new chapter of the Constitution, ensuring future stability. Constitutional recognition is a powerful method to protect rights because it is Australia's highest law and is challenging to amend. The role of the Voice was to provide advice and input in parliament, with no obligation for the parliament to accept its recommendations. The Voice could not veto parliamentary or government decisions. It was intended to provide a practical way to empower and involve First Nations peoples in government decision-making processes in Australia.

## The referendum

To change the Australian Constitution requires a national referendum, which was scheduled for 14 October 2023. For a successful referendum proposal to pass, it must achieve the 'double majority' required by the constitution:

- A majority of the total population must vote 'YES'.
- A majority of voters in a majority of the states (four out of six) must vote 'YES'.

You can access the referendum booklet by going to the AEC website.




↑ Figure 2.5.6 National and state results of the Voice referendum

**Source:** https://results.aec.gov.au/29581/Website/ReferendumNationalResults-29581.htm

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The referendum met neither requirement. The reasons for its failure are complex. It has been argued that a 'populist' narrative influenced voters; that it was not supported by both major political parties; that voters did not wish to change a system they believed worked; and the difficulty of referendums succeeding due to the double majority is a high standard to meet. Of 45 referendums since 1901, only eight have passed. The low number of successful referendums supports the argument that the dual legal and symbolic nature of the Constitution, as the highest and most important law in Australia (since all laws must abide by its features), means that people are reluctant to change it.

The failure of the referendum now requires a new approach to protecting Indigenous rights of self-determination, which may be by ratifying the UNDRIP alone or simultaneously incorporating it into a wider Human Rights Act for all Australians.

### Analysis questions

#### The UN Declaration on the Rights of Indigenous Peoples

1 Evaluate the significance of the UNDRIP. How does it aim to protect the rights and dignity of Indigenous communities worldwide?
2 Analyse the impact of the UNDRIP on the policies and practices of countries that have endorsed it. How has it influenced the treatment of Indigenous peoples?
3 Discuss the challenges faced in implementing the UNDRIP. What barriers exist, and how might they be overcome?

#### The Aboriginal and Torres Strait Islander Voice to Parliament

4 Explain the purpose of the Aboriginal and Torres Strait Islander Voice to Parliament. How was it intended to represent Indigenous communities in Australia?
5 Evaluate the potential benefits and drawbacks of establishing the Voice to Parliament. How might it have impacted Indigenous representation and policy-making?
6 Discuss the reasons why the proposal for the Voice to Parliament was significant for Indigenous Australians. What historical and social factors contributed to its importance?

#### The Referendum on the Voice to Parliament

7 Analyse the outcome of the 2023 referendum on the Aboriginal and Torres Strait Islander Voice to Parliament. Why did the majority of Australians vote against the proposal?
8 Evaluate the implications of the referendum's failure for Indigenous Australians and the broader Australian community. How might this outcome affect future efforts for Indigenous recognition and representation?
9 Discuss the role of referendums in Australian democracy. What are the strengths and weaknesses of using referendums to decide on significant constitutional changes?



**Key concepts:** democratic values, participation, rights and responsibilities, justice



**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

## Enforcing international law

While Australia has signed many commitments to the global community, there need to be methods to ensure it lives up to them. Individuals and groups can use the High Court to ensure international rights and obligations are upheld. This will be further explored in the next section. Within Australia, the Human Rights Commission (HRC) and the Joint Parliamentary Committee on Human Rights are two ways people can ensure Australia is acting responsibly. The role of the HRC is to investigate complaints regarding human rights issues in employment. When people have been discriminated

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against based on gender, race, age or disability, they utilise the international covenants and treaties Australia is party to, as well as Commonwealth law, to make recommendations and carry out conciliation. While the HRC's decisions are non-binding, it can provide evidence for courts that are binding. The HRC also provides education and training resources for Australians and international groups, provides research into human rights issues and pressures the government to consider human rights in its laws. It also acts as a monitoring body and scrutinises Australia's human rights performance, regularly reporting to the UN. The parliament also has a committee that scrutinises bills before parliament, to ensure they meet human rights standards. Drafters of legislation need to be able to document that the bills submitted to parliament are compatible with human rights.

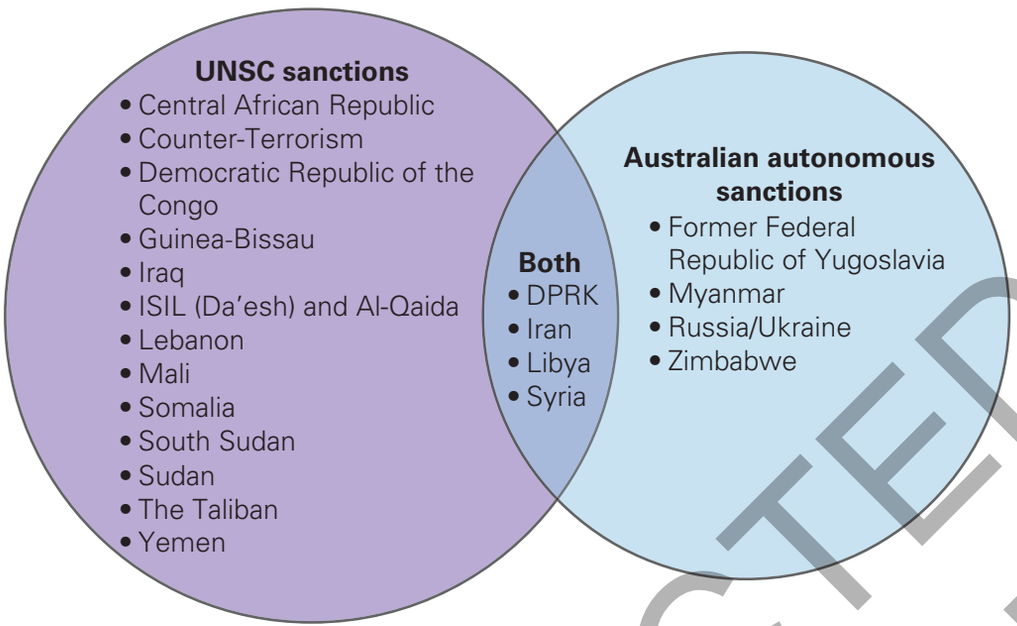
Domestic law enforcement is often limited in its capacity to regulate and capture those committing criminal acts that span nations and continents. International treaties and conventions are only as effective as their signatories make them. The UN has a judicial branch known as the International Court of Justice (ICJ). The ICJ was established in 1945 and resides in The Hague, Netherlands. Its major role is to resolve disputes between nations, using international laws and conventions. One limitation is that court cases must be voluntary; if a nation does not consent to action, a case cannot proceed. Australia has been a party to a number of ICJ cases. In 2010, Australia brought Japan to the ICJ, claiming that its annual whale hunts for scientific purposes breached several international laws. Commercial whaling had been banned since 1986, and Australia helped establish a Southern Ocean whale sanctuary. In 2010, it claimed that Japan exploited a loophole allowing for scientific research and the killing of whales in the sanctuary area. Japan does not recognise any of Australia's claims to the Southern Ocean. In 2014 the ICJ determined that Japan had to cease this whaling. Japan withdrew itself from the International Whaling Convention, and resumed commercial whaling in 2019. It claims that its whaling operations will only be within its territorial waters in the north Pacific Ocean.

In 2014, Timor-Leste took Australia to the ICJ, claiming Australia had spied on the Timorese Prime Minister to gain the advantage in maritime border negotiations. These negotiations concerned vast gas fields between the two nations in the Timor Sea, which were worth billions of dollars. The Australian Government took the security operative who leaked the information to court, over breaches to national security. The Timorese Government eventually dropped the case in 2015, after the Australian Government returned documents it had requested. The issue was resolved in 2017, with a new agreement determining maritime rights to the gas fields.

### Economic sanctions

As a member of the UN, Australia is obligated to impose any sanctions set by the UN Security Council. A sanction is a method of persuasion to force a particular action without using armed force. Australia is also able to impose its own sanctions based on foreign policy. Most sanctions have an economic basis, including restrictions on trade, business and commercial activities, and accessing financial assets. Travel bans can also be imposed.

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↑ Figure 2.4.7 Sanctions regimes implemented by Australia

**Source:** https://www.dfat.gov.au/sites/default/files/sanctions-snapshot-what-you-need-to-know.pdf

## Case study 2.6

### The International Criminal Court: enforcing international law against other countries

Domestic law enforcement is often limited in its capacity to regulate and capture those who commit criminal acts that span nations or continents. International criminal law penalises crimes that are especially horrific, violating moral values and capable of causing widespread harm, such as crimes against humanity or genocide. It also addresses crimes considered 'international', either committed by states or their agents (like war crimes and acts of aggression) or those of a transnational or multi-jurisdictional nature, such as terrorism, drug trafficking, piracy and the slave trade.

The International Criminal Court (ICC) charges individuals, rather than governments (the role of the ICJ). The international law that governs the ICC is the Rome Statute of 1998, which has been signed by 124 nations. This means that those nations agree to be bound by the rules and authority of the court. Australia has ratified the Rome Statute through the *International Criminal Court Act 2002* (Cth). A significant number of countries have signed but not ratified the Rome Statute, including Iran, Israel, Russia and the USA.

Cases begin in the ICC at the request of a member state. The case may require investigation followed by a trial before a panel of judges. If a country does not recognise the ICC because it has not ratified the Rome Statute, individuals may not be prosecuted even if a complaint is made. As there is no ICC police force, it relies on its member states to enforce arrests. This creates political and diplomatic challenges for member states, as the consequences of getting involved in international conflicts are highly complex.

Such a situation emerged in 2024 during Israel's conflict with Palestine. In November 2024, the ICC issued arrest warrants for:

- Israeli Prime Minister Benjamin Netanyahu
- former Israeli Defense Minister Yoav Gallant
- senior Hamas official Mohammed Deif.

The warrants charged the individuals with crimes against humanity and war crimes committed in the Israel-Gaza conflict. Deif was charged with crimes against humanity and war crimes such as murder, torture, rape and hostage-taking. Netanyahu and Gallant were charged with the crime of starvation as a method of warfare and crimes against humanity including murder, persecution and inhumane acts. The ICC found Netanyahu and Gallant responsible for Israel's failure to meet its obligations under international law by impeding humanitarian aid. It found the lack of food, water, power, fuel and medical supplies in Gaza was calculated to reduce the civilian population and deprive them of their human rights to life and health.

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Issue of these warrants highlighted the importance of upholding the rule of law and offer a legal path to justice to the victims of the conflict. Israel challenged the legality of the charges, claiming the ICC held no authority over Israeli citizens. This was rejected, since Palestine falls within the jurisdiction of the ICC. Member countries that recognise the ICC are obliged to enforce these warrants. If these individuals travel to a country that has not ratified the Rome Statute, they need not fear arrest; however, if they were to visit any of the countries under the ICC's jurisdiction, the authorities in those countries should arrest them. ICC arrest warrants do not expire unless recalled by the court, and statutory limitations do not apply to ICC crimes. Although these defendants are unlikely to come to trial, the warrants send a signal to people, based on the evidence and the rule of law as interpreted by the ICC, that the law exists for them and that justice can be done.

### Analysis questions

1 Evaluate the role of the ICC in enforcing international law. How does the ICC address crimes that are beyond the reach of domestic law enforcement?

2 Analyse the challenges faced by the ICC in enforcing arrest warrants, especially in cases where countries have not ratified the Rome Statute. How do these challenges impact the effectiveness of the ICC?

3 Discuss the significance of the ICC issuing arrest warrants for individuals involved in the Israel-Gaza conflict. What does this action indicate about the ICC's commitment to upholding international law and providing justice for victims?

**Key concepts:** democratic values, participation, rights and responsibilities, justice

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

**Go online to access the interactive section review and more!**

## Lesson 2.4 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

### 2.4 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Identify two international treaties Australia has signed and ratified into domestic law.

2 Describe why treaties and conventions are important in the global community.

3 Define the term 'non-refoulement'.

4 Outline the roles of the ICJ and ICC.

#### Interpret

5 Distinguish between signing an international treaty or convention and ratification of a treaty or convention.

6 Using an example from the text, explain how Australia's obligations under international treaties and conventions can conflict with what happens in reality.

7 Discuss how individuals and groups in Australia can hold the government to account or to be responsible for its actions under international law.

#### Argue

8 The Australian Government has signed the UN Declaration on the Rights of Indigenous Peoples but accepts this as non-legally binding and has not ratified this convention into Australian law. Why do you think the government has not ratified this convention?

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### Apply

1 Go to the UNHCR website and use the information to prepare a pamphlet or other resource informing young people about the agency. The resource should include:
   - the history and role of the UNHCR
   - current statistics on refugees and asylum seekers
   - the type of assistance the UNHCR offers refugees
   - a story from at least one refugee/family.

2 Go to the Human Rights Watch website and the Australian page. Click on the most current HRW report.
   Read through the report and outline the areas that have been identified as areas of improvement for Australia as a nation in upholding its international obligations. Choose one of the areas and delve deeper into it. Find:
   - what our international obligations are according to international conventions and treaties
   - Australia's current laws regarding the issue
   - statistics or data that demonstrate Australia's performance
   - a case study of an individual or group impacted by this issue
   - possible resolutions to deal with the issue.



**Key concepts:** democratic values, justice, participation, rights and responsibilities



**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

## 2.5 Conclusion: why does it matter?

The key issue in a globalised world is maintaining national sovereignty while at the same time participating in the global community and upholding the laws a nation has agreed to. Sovereignty is the idea of a nation governing itself. National policies and laws are framed by history and values and are often developed prior to joining international organisations and agreeing to international laws. International laws are designed for the protection of all humans, in addition to vulnerable groups in the world, who are often exploited by powerful players. They can also help nations by creating uniformity across the globe, assisting trade, travel and communication. Think, for example, what are the colours of the traffic lights in Italy, Thailand and Brazil? Or how do container ships know which side of a channel they must navigate along? They do this through common international laws that dictate red and green as the colours of the port and starboard markers of a shipping channel. While a nation may agree in principle to international treaties and conventions, its sovereignty will always mean that its laws and actions within the country and for its citizens will have greater priority. It can mean nations like Australia are often criticised for their actions because they have said one thing to the world but practise something different and to the detriment of individuals and groups within the borders of their country. This is why ratification is important in the process of adopting international law because, if a nation ratifies international law, then its own political and legal systems must accommodate the changes to ensure it practises and upholds the law. If nations can begin to ratify international agreements more consistently, working together they may reduce global conflict, promote equality and help tackle global problems like climate change.

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2.6

# End of chapter activities

## Reflection

### Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the digital version to rate your confidence with this topic via a downloadable checklist.

## Inquiry

### Online learning

The Australian Human Rights Commission has developed short courses that introduce people to human rights and the UN framework of human rights documents and organisations. The links are:

- https://cambridge.edu.au/redirect/11285
- https://cambridge.edu.au/redirect/11286.

### Research an issue

Investigate one area of policy or an issue that is contested or has created conflict in the Australian community. This could be an issue covered in this chapter (such as refugees, age of criminal liability, Indigenous incarceration rates, the climate crisis and the Torres Strait 8, or anti-terrorism laws) or another topic that interests you.
Then complete the following tasks:

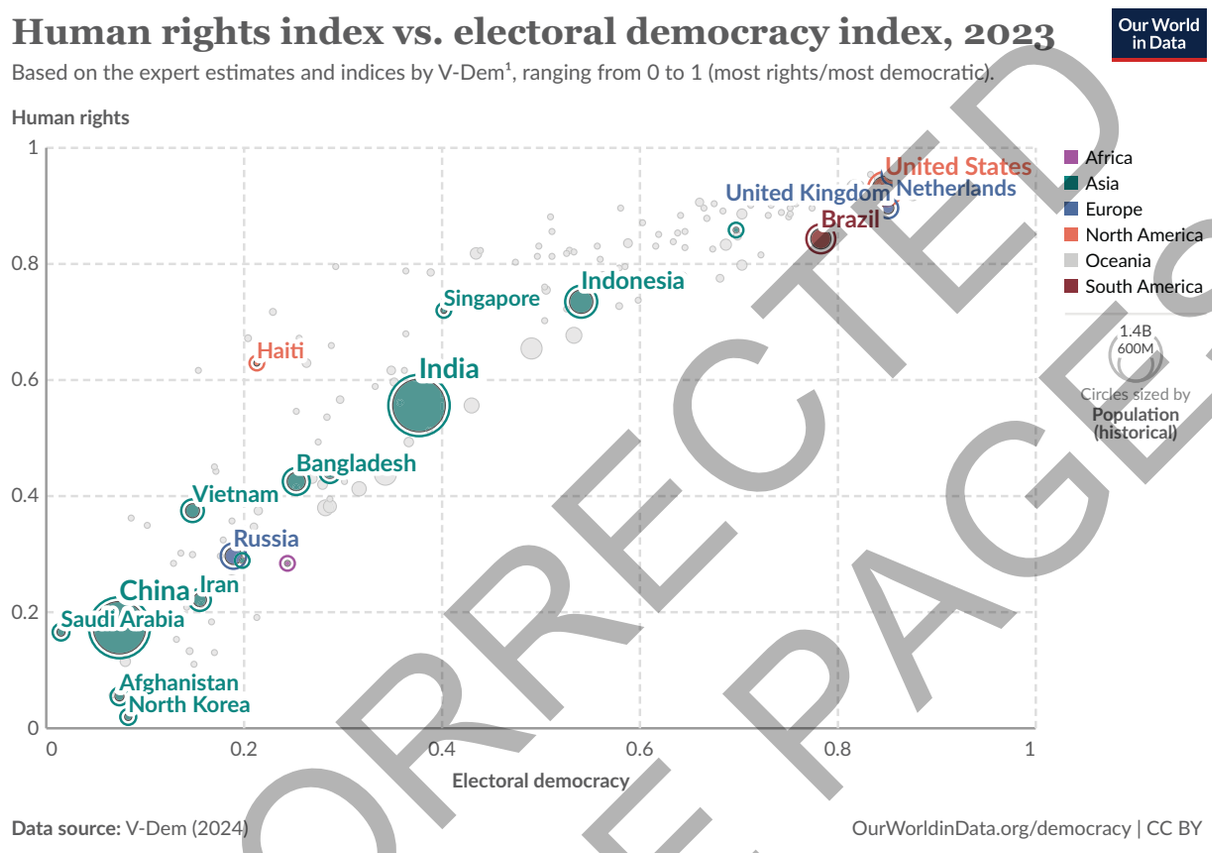
Conduct research to discover the following:

- an overview of the issue
- international treaties ratified by Australia that cover the issue
- the different views on the issue in the community (including from at least two political parties and one interest/pressure group) and examples of how these groups have attempted to influence government decision-making and public opinion on the issue
- examples of media coverage from both 'traditional' and 'social media' and an assessment of how the coverage has shaped attitudes to the issue
- a court case related to the issue (outline the facts of the case and court it was heard in).

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## Analysis

Our World in Data is a useful website for gathering information about different countries covering multiple topics, including democracy and human rights. It presents these in various formats that can be interpreted and adjusted to cater for the needs of users.




**1. V-Dem**: The Varieties of Democracy (V-Dem) project publishes data and research on democracy and human rights. It relies on evaluations by around 3,500 country experts and supplementary work by its own researchers to assess political institutions and the protection of rights. The project is managed by the V-Dem Institute, based at the University of Gothenburg in Sweden. Learn more: Democracy data: how do researchers measure democracy? The 'Varieties of Democracy' data: how do researchers measure democracy? The 'Varieties of Democracy' data: how do researchers measure human rights?

**Source:** https://ourworldindata.org/grapher/human-rights-index-vs-electoral-democracy-index?country=AFG~BGD~BRA~KHM~CHN~COG~DNK~TLS~DEU~HTI~IND~IDN~IRN~NLD~PRK~NOR~RUS~SAU~SGP~SWE~THA~GBR~USA~VNM

The above chart measures two indicators in multiple countries – the level of protection of civil and political rights and the level of freedom and fairness in their electoral processes and voting for parliament and government. The greater the index number, the better the country is at achieving these things.

### Starter activity

Describe Australia's level of human rights protections and how free and fair its electoral processes and system are. Use indicators such as high/significant, moderate/medium and minimal/low. Provide evidence using the data from the source *and* your knowledge about Australia's civil and political rights learned in this chapter.

Compare and contrast Australia to another country in the Asia–Pacific region. This means describing the similarities and differences in the measures presented. Can you explain the similarities and differences?

Consider using a country that has been written about in Chapter 1 and use the presented information to explain why each country has received its ranking and position.

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### Further research

Access Our World in Data and the following charts and tables (this activity works better with the interactive elements, but can be used with single images). Definitions of key terms and measurements are based on the tables and charts, so ensure you 'read around' the image to understand what you are looking at. Your teacher may demonstrate these aspects to the whole class first.

- Political regime 2023
  - https://cambridge.edu.au/redirect/11280
  - Scrolling over countries can highlight all with similar regimes.
- Participatory democracy index 2023
  - https://cambridge.edu.au/redirect/11281
  - Scrolling over countries can bring up extra information such as specific levels and a timeline of changes.
  - You can also view the data as a table to see individual countries and scroll to highest and lowest rankings.
- GDP per capita vs electoral democracy index 2023
  - https://cambridge.edu.au/redirect/11282
  - Countries can be selected to show only what you want to know.
- Life expectancy vs liberal democracy index 2023
  - https://cambridge.edu.au/redirect/11283
  - Countries can be selected to show only what you want to know.
- Trust: Confidence in the United Nations
  - https://cambridge.edu.au/redirect/11284

### Areas to consider analysis of data



#### Australia:

- Type of political regime
- Areas of the world it shares a similar political regime with
- Compare and contrast political regimes with closest neighbours
- Level of political participation
- Compare and contrast level of political participation with closest neighbours and/or bilateral partners
- GDP (gross domestic product) per capita and electoral democracy index
- Compare and contrast GDP per capita and electoral democracy index with closest neighbour and/or bilateral partners. Explain what relationship or correlation between the indicators seems to occur. Are there any exceptions to this relationship?
- Life expectancy and liberal democracy index
- Compare and contrast life expectancy and liberal democracy index with closest neighbour and/or bilateral partners. Explain what relationship or correlation between the indicators seems to occur. Are there any exceptions to this relationship?
- Level of trust and confidence in the United Nations

### Areas of the world with:

- Closed autocracy, electoral autocracy, electoral democracy and liberal democracy
- Areas of highest and lowest levels of political participation
- Highest and lowest levels of GDP per capita and electoral democracy
- Highest and lowest levels of life expectancy and liberal democracy
- Highest and lowest levels of confidence in international organisations such as the UN

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Students can use the data and information to answer possible interpretive or discussion questions such as:

- Democracy and protection of human rights is essential to ensure high living standards such as life expectancy.
- Political participation of citizens is the most important factor in ensuring democracy.
- Higher levels of political participation and free and fair elections lead to higher incomes and living standards.
- International organisations such as the UN are only as effective and trustworthy as the countries that support them.

Responses should include evidence from the sources, facts and knowledge about political participation, elections and human rights as well as critical analysis; what other factors need to be considered (e.g. populations, conflict); and exceptions to apparent relationships and correlations with possible explanations for these.

## Writing



Not covered in great detail is whether there are any international laws, treaties, conventions and agreements for LGBTIQA rights. There are no specific documents but rights regarding treatment can be covered by many other international conventions and Commonwealth and state laws; for example, the *Sex Discrimination Act 1984* (Cth) and *Equal Opportunity Act* (WA).

Should the international community develop a specific document in this area? What would it look like? What rights would it guarantee and protect?

In pairs or as an individual, create a rights document for LGBTIQA (or any vulnerable group requiring specific protections – a brainstorm here might be useful) with 10 to 20 articles outlining rights, protections and obligations of governments to meet these requirements and standards.

The links below take you to factsheets on rights in Australia for further information and research:

- https://cambridge.edu.au/redirect/11277
- https://cambridge.edu.au/redirect/11278
- https://cambridge.edu.au/redirect/11279



**Key concepts:** democracy, democratic values, the Westminster system, justice, participation, rights and responsibilities



**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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# Making connections

## Civics and Citizenship and the other HASS topics

**Civics and Citizenship** has many connections with other subjects in the Humanities. Have you considered how what you have learned about democracy, its threats and safeguards, as well as Australia's international roles and responsibilities, relates to the other topics you will cover this year? Here's a sample:




### Economics and Business

#### The role of government in providing economic security and income redistribution




In Economics and Business you will learn about the role of government in redistributing income, claimed through taxation and given as welfare payments, or spent on public goods and services.

Consider how the provision of public goods and services (such as schools and health care) and welfare payments (such as JobSeeker, the Age Pension) and other government subsidies (such as first homebuyers grants):

- connects to rights contained within the ICESCR (International Covenant on Economic, Social and Cultural Rights 1966)
- helps safeguard democracy.

As part of this task, you will need to find out what rights are provided for in the ICESCR and how the provision of these rights helps protect democracy.

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## Geography

### Kyoto Protocol and Paris Agreement

Australia is a signatory to the Kyoto Protocol and the Paris Agreement, which are both international agreements on climate change. Yet, arguably, very little significant change has occurred in Australia since the signing of these agreements, and global warming is set to increase by 3°C by 2100.

Investigate Australia's requirements under each agreement and our progress towards meeting these requirements. Why are these particular international agreements important as human rights documents? What issues, both within Australia and internationally, prevent these international agreements from being effective in meeting their targets and goals?



Climate activists gather at Sydney Town Hall during the School Strike 4 Climate rally on 21 May 2021. Strikes were held across Australia, with students protesting government inaction on climate change.

## History

### The nuclear non-proliferation agreement

The Treaty on the Non-Proliferation of Nuclear Weapons is a significant international treaty enacted in 1970 that aims to limit the spread of nuclear weapons and weapons technology. So far 191 countries have signed this document.

- Research this treaty, its origins and its development.
- Outline some of its key articles/conditions.
- Find out if Australia is a signatory and has ratified this treaty into domestic law. If Australia has done so, what Act was created?
- Examine whether the treaty has been effective in achieving its goals 50 years after its development.



### Declaration on the Rights of Indigenous Peoples

The Declaration on the Rights of Indigenous Peoples was adopted by the UN in 2007. Australia has signed the treaty and has acknowledged it as non-legally binding on its internal or domestic laws.

- What are some of the main articles and principles on this treaty? (There are 46, select 10.)
- After your study in History on Indigenous rights in Australia, do you think Australia should ratify this treaty?
- Why do you think it hasn't?

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# Part 2

# Economics and Business



## What is Economics and Business?

Have you ever considered why some occupations are highly paid and others are poorly paid? Do you wonder why the government doesn't just provide money to everyone, and what would happen if it did? Do you notice that the prices of some goods and services seem to be increasing over time? As a Year 10 student, you are probably either in the workforce part-time or have friends who are thinking about their careers. What training should be provided for young job-seekers and how should it be made available? When you hear about 'Australia's economy', what does that mean and how is it measured? And how is Australia's economy performing compared to other countries?

Economics and Business is the study of how the decisions made by millions of individuals and by groups contribute to the wellbeing of everyone. The answers to many of the questions above come from analysing these decisions and identifying trends. We will investigate how the performance of the Australian economy is measured, and what indicators are most revealing, as well as understand what businesses and governments do to try to improve that performance. We will also analyse how consumers make decisions and the consequences of these choices. Once you have completed this course, you should be able to look critically at Australia's economy and understand the causes and effects of the way we live.

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↑ Figure A Perth Central Business District

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# Topic 1

# Economic performance and living standards

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## Overview

**Economic perfomance and living standards explores how the business cycle model illustrates changes in economic activity over time. Key indicators of economic performance include the economic growth rate, unemployment rate and inflation rate, which help assess how well Australia's economy is performing. There are links between economic performance and living standards, with variations existing within and between economies due to factors like gross domestic product (GDP) and housing affordability.**

Income and wealth distribution in the economy can be measured using tools like the Gini coefficient and Lorenz curve. Governments can redistribute income through progressive and regressive taxation, transfer payments such as pensions and family tax benefits, and one-off payments. To improve economic performance and living standards, governments may fund tertiary education to address skills shortages, ban single-use plastics to reduce pollution costs, and mandate compulsory superannuation payments for all workers.

## Introducing Economics and Business concepts and skills: *questioning and researching, analysing, communicating and reflecting*

The business cycle refers to the fluctuations in economic activity over time, measured by changes in GDP and other economic indicators. Changes in economic activity can be caused by factors such as consumer confidence, government policies and global events. Economies are measured using indicators like GDP, unemployment rates and inflation.

Economic growth is the increase in the production of goods and services over time, and sustainable growth means achieving this without depleting resources or harming the environment. Unemployment is measured by the percentage of people actively seeking work but unable to find it. Inflation is the rate at which prices for goods and services rise and is measured using the consumer price index (CPI).

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Living standards refers to the quality of life and economic wellbeing of people, measured by factors like income, education and health. The performance of economies is compared using indicators like GDP per capita and the Human Development Index (HDI), and Australia generally performs well in these comparisons. Wealth and income distribution in Australia can be uneven, with disparities between different groups. Governments act to improve economic performance through policies like taxation, spending on infrastructure and social welfare programs.




↑ Figure B Shoppers at Fremantle Markets

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# Chapter 3

## Economic performance and living standards

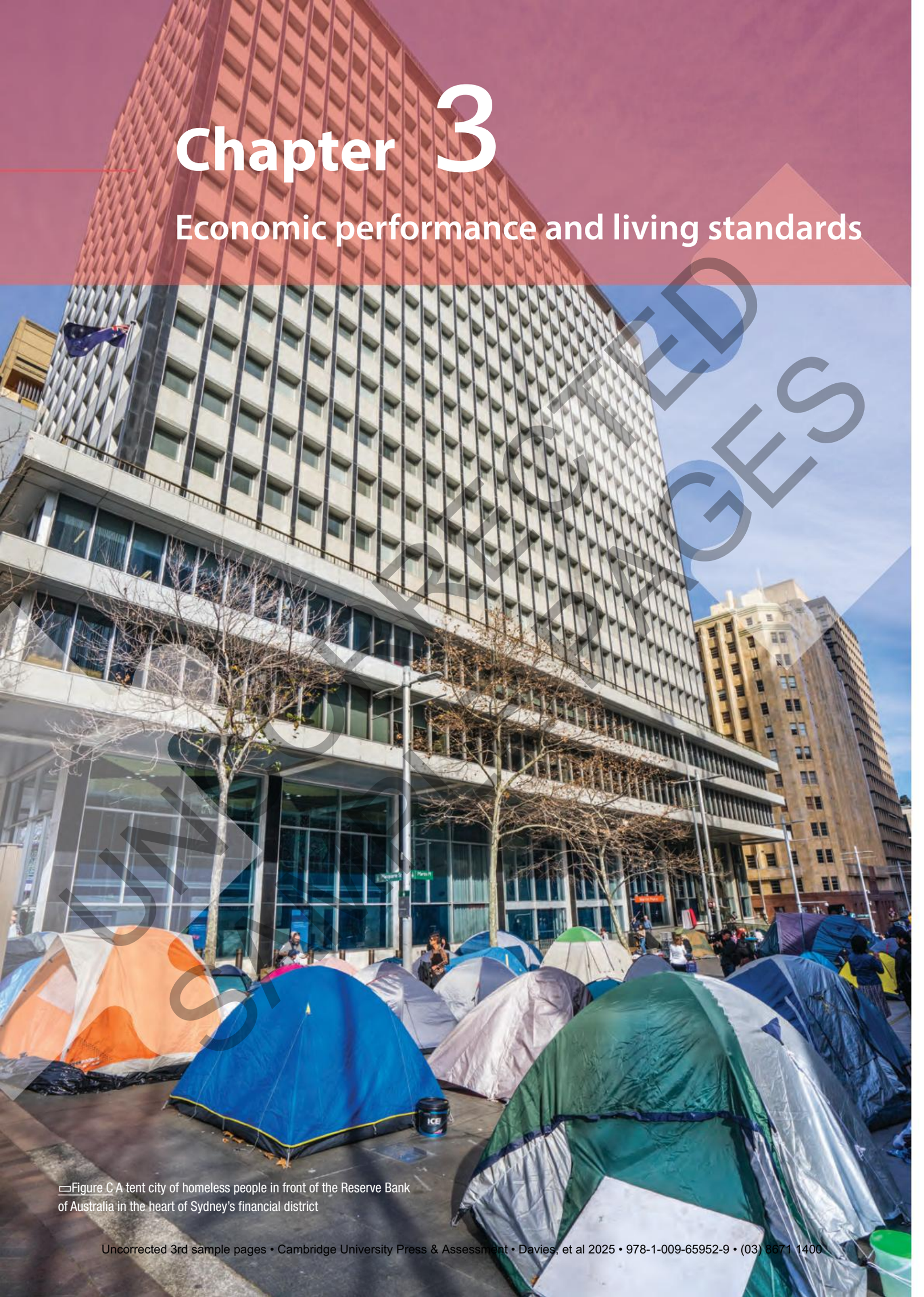


Figure C A tent city of homeless people in front of the Reserve Bank of Australia in the heart of Sydney's financial district

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# Chapter overview

## Introduction

In this chapter, you will begin to understand how the performance of the Australian economy is measured, what we mean by economic growth, and how Australia's economy and standard of living compare with the rest of the world. You will also analyse links between economic performance and living standards, with a focus on the way income and wealth are distributed through the economy. Finally, you will learn about and evaluate the ways that governments manage the economy to improve this performance, with the aim of improving the lives of all Australians.

## Learning goals

After completing this chapter, you should be able to answer these questions:

- What is the business cycle and what does it measure?
- What causes changes to economic activity?
- How are economies measured?
- What is economic growth and what does it mean to grow sustainably?
- How do we measure unemployment?
- What is inflation and how is it measured?
- What are living standards and how are they measured?
- How do we compare the performance of economies and how does Australia perform?
- How are wealth and income distributed in Australia?
- How do governments act to improve economic performance?
- How successful are governments in their involvement in the economy?



↑ Figure 3.1.1 Australian Prime Minister Anthony Albanese and Treasurer Jim Chalmers. The government plays a major role in Australia's economic performance and development.

### Digital resources

**Visit the Interactive Textbook to access:**

- interactive Scorcher Quiz
- image gallery tour of key locations in this chapter
- videos, image galleries and other extra materials.

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3.2

# How the business cycle model shows changes to economic activity over time

## Focus questions

- **What is the business cycle and what does it measure?**
- **What causes changes to economic activity?**

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As you begin to earn an income, plan and manage your short- and long-term expenses and consider your financial future, you may begin to notice that sometimes it feels like the economy is performing well, while at other times people might refer to a **recession** or an economic downturn. Because the economy is simply a large collection of people making decisions, a relatively minor shift in the way people consume or produce can have wide-reaching impacts. Consider technological progress, changes in governments, natural disasters and even public opinion as driving the way people make decisions, and it is only natural that an economy may **fluctuate** over time.

Economists refer to these regular fluctuations in general economic activity as the **business cycle**. As you'll explore throughout this section, an important aspect of understanding the economy is measuring production and consumption activity, and observing how this changes over time is a significant element of the study of **macroeconomics**.

**recession**
a period of two successive quarters (six months) of negative GDP growth

**fluctuate**
change or vary periodically between one level and another

**business cycle**
the regular fluctuations in economic activity over time. It is categorised with distinct phases and is measured in real GDP.

**macroeconomics**
the study of the overall economy, which encompasses markets, businesses, consumers and governments

Much of the next section will be expanded upon in the remainder of this chapter, as you explore the way economies behave and understand how challenging it can be to predict the market.

## The phases of the business cycle

The business cycle is characterised by distinct phases, depending on the short-term trend in real GDP. As you'll discover in the next chapter, GDP is simply the sum of all the spending by businesses, consumers and government in a year. If GDP growth is positive and above average, the economy is often referred to as being in an expansion phase. During this time, people become confident that projects will make it to completion, most people are employed and there is investment in new businesses. People spend on goods and services too, which drives up prices. In the recovery phase following the COVID-19 recession, the Australian economy grew at record high rates.

## The peak

As prices continue to rise, consumer and business confidence begins to fall. This was the case in Australia throughout 2021 until 2023. This high inflation is the responsibility of institutions such as the Treasury and the Reserve Bank of Australia (RBA) to manage by changing tax rates, welfare payments or interest rates, which slows spending and reduces growth rates. It becomes riskier to hire more staff or take out a business loan, and the economy begins to slow down.

### Amazing but true...

Australia holds the record for the longest period without a technical recession: almost 29 years, from 1991 until June 2020. This was mostly due to the enormous resources boom that created the modern Western Australian economy.

## The contraction

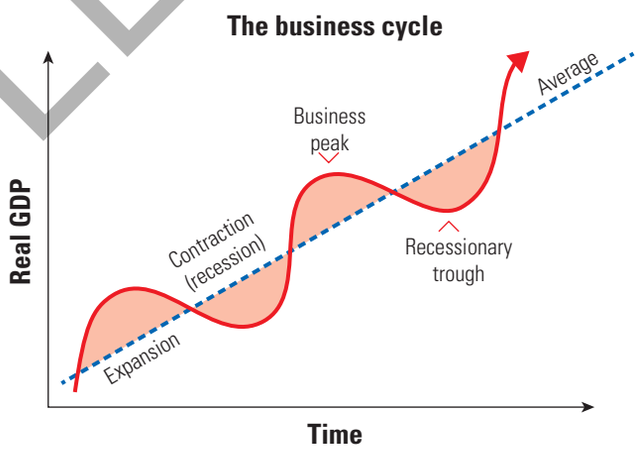
Businesses begin to close down or reduce their size in some industries. Consider the things you tend to buy. Certain items, known as luxury or **discretionary goods or services**, may see large decreases in sales, while other, more necessary goods, may see innovation or investment. There can be unemployment as people move around for better opportunities or because their business closed down. Interest rates may begin to fall, which makes borrowing money cheaper. Opportunities exist for entrepreneurs to buy up resources, staff and equipment that are available as other businesses close. The economy changes, and then begins to grow again.

It typically takes until around two quarters (six months) after the recessionary trough for economists to recognise a sustained expansion. Shifts in economic cycles can be gradual or dramatic. Throughout history, there have been numerous economic cycles that have transformed the face of the global landscape. The Wall Street crash of 1929 gave way to the Great Depression, while the 2008 Global Financial Crisis contributed, in part, to the huge explosion in wealth inequality across the world.

### Key to understanding the business cycle

Remember that all the charts you see throughout this chapter represent the individual decisions of millions of people, you included. Carefully observing the world of producers and consumers is part of economic literacy, which is a critical life skill. Reading the graphs is important, but knowing your place in it is even more so.

**discretionary goods or services** those nonessential items that people could easily cut down or replace with cheaper alternatives if their income falls




↑ Figure 3.2.1 Economists use diagrams to visually represent the business cycle. While the business cycle diagram is typically illustrated with smooth curves, in reality the changes in economic activity can be sudden and growth trends can be unpredictable.

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Go online to access the interactive section review and more!

## Lesson 3.2 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

### 3.2 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Draw an accurate business cycle diagram and label all the phases.

2 Describe the economic events that happen at each phase of the business cycle – expansion, peak, contraction and trough.

#### Interpret

3 List five things that you currently buy on a regular basis that would be considered *discretionary goods or services*.

4 Complete the table below by determining which phase of the business cycle an economy would be in, based on the level of economic activity, unemployment and inflation.

| Economic activity (spending and production) | Unemployment | Inflation (prices) | Business cycle phase |
|---|---|---|---|
| Increasing | Decreasing | Increasing | |
| High | Low | High | |
| Decreasing | Increasing | Decreasing | |
| Low | High | Low | |

#### Argue

5 Which phase of the business cycle would be the best time to start a new business? Justify your answer.

**Key concepts:** economic performance, living standards

**HASS skills:** analysing, communicating and reflecting

UNCORRECTED SAMPLE PAGES

# 3.3 Indicators of economic performance

## Focus question

**How are economies measured?**

The performance of any economy is of great interest and importance to those who participate in it. Workers want to know if there are opportunities for promotion or change, while businesses need to understand the risks of making decisions based on the underlying **trends** occurring in the wider business environment. Measuring the economy is a precise science, but analysing the trends is more subjective and can be open to interpretation. The three main indicators of economic performance, as listed by the RBA, are **economic growth**, **unemployment** and **inflation**.

These key indicators are known as **quantitative indicators**, meaning that they can be counted, measured and expressed using numbers. Data is collected regularly from individuals and businesses and collated by a number of organisations, then presented to the public in order to communicate the state of the economy. As the numbers increase and decrease over time, predictions can be made and decisions taken by governments, businesses and individuals with more certainty than if the economy was not being measured at all.

**trend** the overall direction of movement in a set of information or data. Trends are usually increasing, decreasing, stable or fluctuating.

**economic growth** an increase in the value in the goods and services produced by an economy over time. It is usually measured as a percentage change in real GDP.

**unemployment** those of working age who are not in employment and are willing and able to work

**inflation** a general rise in the level of prices in an economy over time

**quantitative indicator** information that can be counted or measured numerically




↑ Figure 3.3.1 The Australian Bureau of Statistics (ABS) is a national agency providing trusted official statistics on a wide range of economic, social, population and environmental matters.

**Source:** ABS homepage, https://www.abs.gov.au/

Australia is a medium-sized, open economy, which means that changes overseas have a significant impact on its performance. If China experiences economic expansion, Australia will export more resources and increase its economic output. If interest rates in Japan increase, investors might move some of their Australian savings to Japan, changing the financial markets in both countries. It is important to understand that we live in a globalised world and there are numerous external and internal factors that influence Australia's economy.

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## Key concepts for your memory bank

**Living standards and economic performance** is a key concept in Economics and Business. Improving the living standards of people over time is an economic objective of government. The level of economic performance, which influences people's living standards, is measured by key indicators such as gross domestic product, the unemployment rate and the inflation rate. *Pop this concept into your memory bank – at the end of this book is an activity which will test your understanding of this, and other key HASS concepts!*

## Making thinking visible 3.1

### The headlines matter

Search 'Australian economy' and select 'news' results in a search engine. Scan your eye down the page and read the headlines of recent articles about Australia's economic performance.

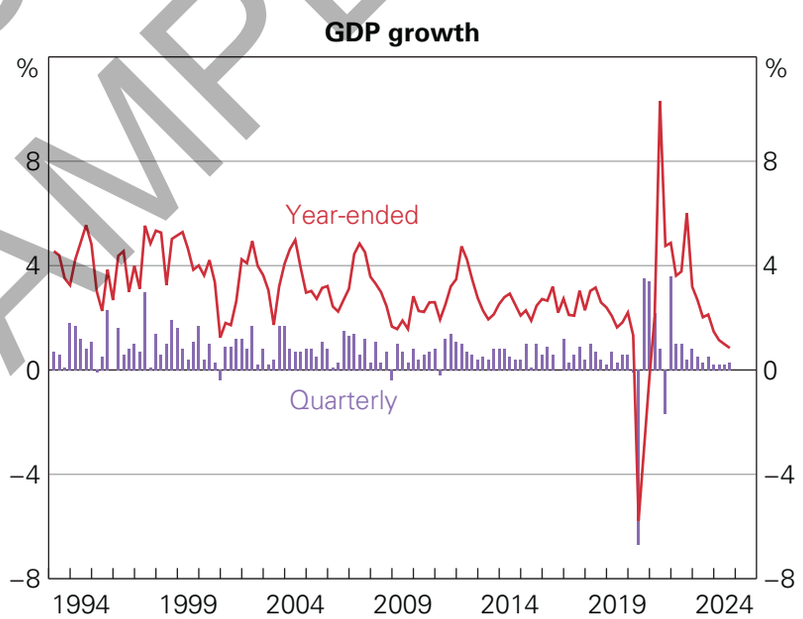
Then, as a class, use a word cloud generator and each write down five key words that appear in the headlines. Analyse the word cloud as a class and discuss what this tells you about the state of Australia's economy. Your analysis will unpack what the headlines say about economic performance and living standards in Australia right now. Use your analysis skills to identify the trend in the economy and living standards.

**Key concepts:** interdependence, economic performance and living standards

**HASS skills:** questioning and researching, analysing

## Economic growth and GDP

Since the middle of the twentieth century, the most important indicator of economic performance has been GDP. While there has been some recent criticism of the emphasis given to GDP as an economic measure, it is still the most widely used statistic for economies worldwide.




↑ Figure 3.3.2 Australia experienced many years of sustainable GDP growth until the economic recession resulting from the COVID-19 pandemic. Since 2023, GDP growth has been below the long-term trend.

**Source:** ABS

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GDP measures the entire output of an economy in a given year. It is a monetary figure representing the value of all goods and services produced and includes business investment and government spending as well as private consumption. Measuring GDP is important as it provides a snapshot of the economy and everything that is produced in it. This means that by comparing this year's GDP with previous years, economic growth can be measured. Growth in GDP is important, as it means we are producing enough goods and services to keep up with population increases, improving the quality and quantity of the products we consume, and creating a society in which there are a wide range of opportunities.

There is a limit, however, to the level of economic growth that is viable. If the economy grows too fast (above 4 per cent per year), it puts pressure on our natural and human resources, which can lead to environmental damage and inequality. This is why economists refer to **sustainable economic growth**, which is where GDP increases by between 2 and 4 per cent each year. Within these **parameters**, the needs of Australians today are satisfied without creating significant problems for future generations. In the 2010s, Australia's GDP growth each year was between 2.2 and 3.9 per cent.

### Amazing but true...

In 2023, Australia's GDP was US$1.72 trillion, which ranked it as the 14th-largest economy in the world.

## GDP per capita

While GDP is an important measure of economic performance, it does not always tell the whole story. A country's population is also a very important factor when measuring overall wellbeing. It would be expected, given the fact that India's population is 1.4 billion people and Australia's is 27 million, that India would have a higher GDP and, in fact, India produces around twice as much as Australia each year. But the population of India is 53 times larger than Australia's. So, we use a measure known as **GDP per capita**, which takes a country's GDP and divides it by the population, to provide more context as to the wellbeing of each person in a country. Under this measure, Australia's GDP per capita is US$64 711 while India's is only US$2484. An average Indian therefore is 26 times poorer than an average Australian, even though as a country they produce more.



↑ Figure 3.3.3 Western Australia's gross state product (GSP) of $446.1 billion in 2023 was 17 per cent of Australia's GDP.

**sustainable economic growth** a rate of growth that can be maintained without creating other significant economic problems, especially for future generations

**parameter** a guideline, boundary or outer limit

**GDP per capita** a measure of a country's economic output that accounts for its number of people. It divides the country's gross domestic product by its total population.

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## Limitations of GDP




↑ Figure 3.3.4 GDP per capita can be a more accurate measure of the wellbeing of a country than GDP alone.

**Source:** Our World in Data



↑ Figure 3.3.5 The Kalgoorlie Super Pit. Industries such as mining contribute greatly to Australia's GDP, but have some negative consequences for the environment.

There has been a lot of recent criticism about the narrow focus on GDP and economic growth by governments, partly due to their limitations as measures of performance and the wellbeing of citizens. There are factors that we would consider important to people's wellbeing that are not calculated in GDP, and there are also activities included in GDP that many people would consider as not productive. Some are listed below.

Factors not included in GDP are:

- caring for young or sick relatives
- volunteer work
- housework and maintaining a pleasant neighbourhood
- leisure time
- quality of the natural environment.

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Factors included in GDP are:

- rebuilding after a natural disaster
- production of weapons
- production of unhealthy food and drink, and tobacco
- production of pollutants such as coal.

While GDP and economic growth rates are important indicators of how an economy is performing, they must be looked at in combination with a range of other factors, which will be explored later in this chapter.

## Unemployment

The second significant indicator of economic performance is the unemployment rate. It is important to individuals, as it allows people to make decisions about whether to take the risk of finding a different job. It is important to businesses, providing evidence for making hiring decisions, and important to government for issues such as taxation and welfare.

The unemployment rate is not strictly a measure of how many people in Australia are working. Many people choose not to work, such as students, stay-at-home parents and sick or injured individuals. These people are not included in the unemployment rate. The ABS conducts the **Labour Force Survey** each month and asks a series of questions of people to calculate the following information:

**Labour Force Survey** a monthly survey that collects information about the employment status of Australians aged 15 and over

The labour force = everyone in Australia who is either working or actively seeking work

Employed = people working at least one hour per week (including self-employed)

Unemployed = people actively seeking work but not currently working

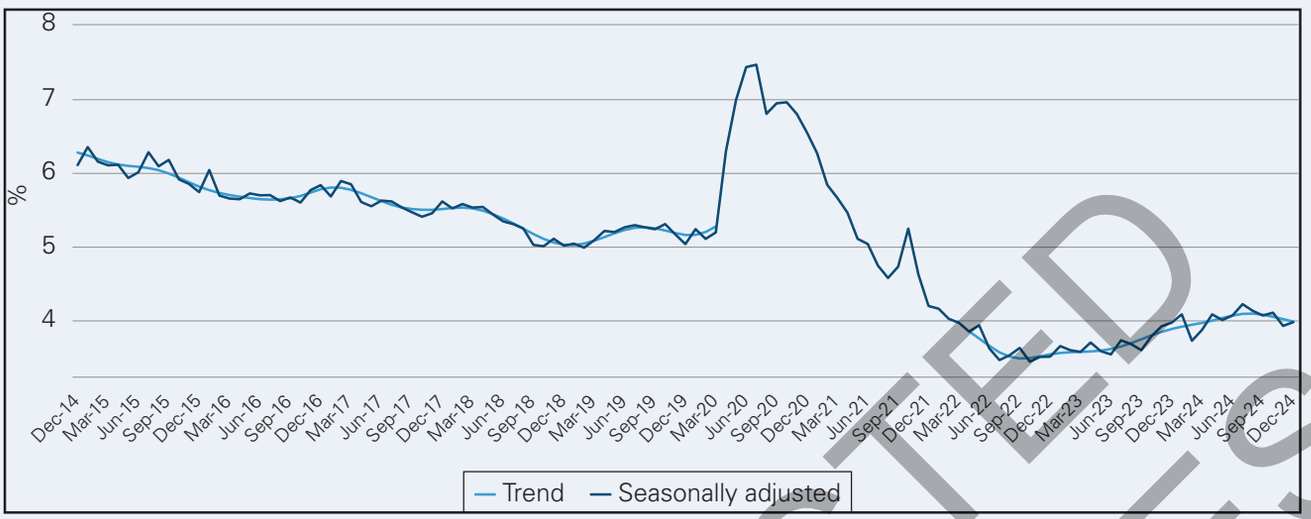
$$\textit{Unemployment rate} = \frac{\textit{Number of unemployed people}}{\textit{Labour force}}$$

The unemployment rate is calculated by dividing the number of unemployed people by the number of people in the labour force. Australia's unemployment rate during the 2010s fluctuated between 5 and 6.5 per cent, but in 2020 it rose as high as 7.5 per cent due to the impact of COVID-19. Since 2022, Australia's unemployment rate has been at historically low levels, as shown in Figure 3.3.6. This appears positive, but it is somewhat misleading, as a growing proportion of the participants in the workforce are part-time employed or **underemployed**. This is due to the changing nature of work, which will be explored further later in the chapter. A high unemployment rate usually corresponds with a decrease in economic growth and leads to an overall lower standard of living for the population.

**underemployment** when a person works fewer hours than they would ideally like or takes a job that does not reflect their actual training and skills

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**Unemployment rate, seasonally adjusted**




↑ Figure 3.3.6 Australia's unemployment rate since the COVID-19 pandemic has been historically low – between 3.5 and 4 per cent.

**Source:** Australian Bureau of Statistics, Labour Force, Australia in December 2024




↑ Figure 3.3.7 The COVID-19 pandemic caused a major increase in unemployment in Australia in 2020.

## Amazing but true…

Young people tend to be much more likely to be unemployed. The youth unemployment rate in Australia in 2023 was 8.6 per cent, around double the overall rate. This is because young people often find it difficult to convince employers they have the skills and experience to be selected for a job.

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## Types of unemployment

Not all unemployment is the same. Economists consider some unemployed people more desirable for a healthy economy than others. Consider the situations described in Table 3.1.

**Types of unemployment**

Table 3.1 Different kinds of unemployment, when they occur and examples

| Type of unemployment | Explanation | Example |
|---|---|---|
| **Frictional** | Occurs when people are unemployed between finishing one job and starting another, or entering the workforce for the first time | Someone who was working as a receptionist but is now seeking work as a lawyer |
| **Structural** | Occurs due to changes in the way goods and services are produced, leading to a mismatch of skills | Someone who was working in a factory but whose job was replaced by an automated technology |
| **Cyclical** | Occurs when the level of spending in the economy falls | A business is making fewer sales so has to cut employees |
| **Seasonal** | Results from the termination of jobs at the same time each year due to the regular change in seasons | Someone working as a fruit picker, sheep shearer or ski-lift operator |

UNCORRECTED SAMPLE PAGES

## Making thinking visible 3.2

### Unemployment across Australia

Use your inquiry skills to research data on unemployment across Australia. Your goal is to analyse the way different types of unemployment affect different groups. You could compare states, age brackets, income and education levels or gender differences.

Communicate your findings by creating an infographic. Make sure to include graphs, maps and other visual elements.

**Key concepts:** interdependence, allocation and markets, economic performance and living standards

**HASS skills:** questioning and researching, analysing, communicating and reflecting

A small amount of frictional unemployment is important in an economy because it means people are seeking opportunities and are able to change jobs if they wish. Cyclical and structural unemployment, however, are less desirable because they indicate jobs being lost to economic problems or a mismatch of skills. Automation and outsourcing are major causes of structural unemployment in Australia and tend to disproportionately affect lower-paid and lower-skilled jobs.

Economists often refer to the concept of the **natural rate of unemployment**, which is the level of unemployment that includes structural and frictional unemployment only – in other words, a rate of zero per cent cyclical unemployment. An economy experiencing strong performance will likely be operating at this natural rate of unemployment. Given the current structure of Australia's economy, the natural rate of unemployment is estimated to be around 4.5 per cent.

**natural rate of unemployment** the rate at which there is only cyclical and structural unemployment, or zero per cent cyclical unemployment

## Inflation

Have you ever noticed that the prices of common goods have increased since you were young? Or have older friends and relatives mentioned how they might have paid only a few cents for things that are far more expensive today? This phenomenon is known as inflation. Prices do increase over time, and this is a sign of a healthy economy because it means there are a lot of transactions occurring and we are adding value to what we produce and consume. The RBA has an inflation target of between 2 and 3 per cent per year, on average.

### Amazing but true…

There have been times throughout history where prices have increased at incredible rates, known as hyperinflation. In Germany in the 1920s, for example, inflation reached 29 500 per cent per month, and prices doubled every 3.7 days. A loaf of bread that cost 250 marks in January 1923 had risen to 200 000 million marks in November 1923. This caused a catastrophic failure of the economy and eventually the creation of an entirely new currency.



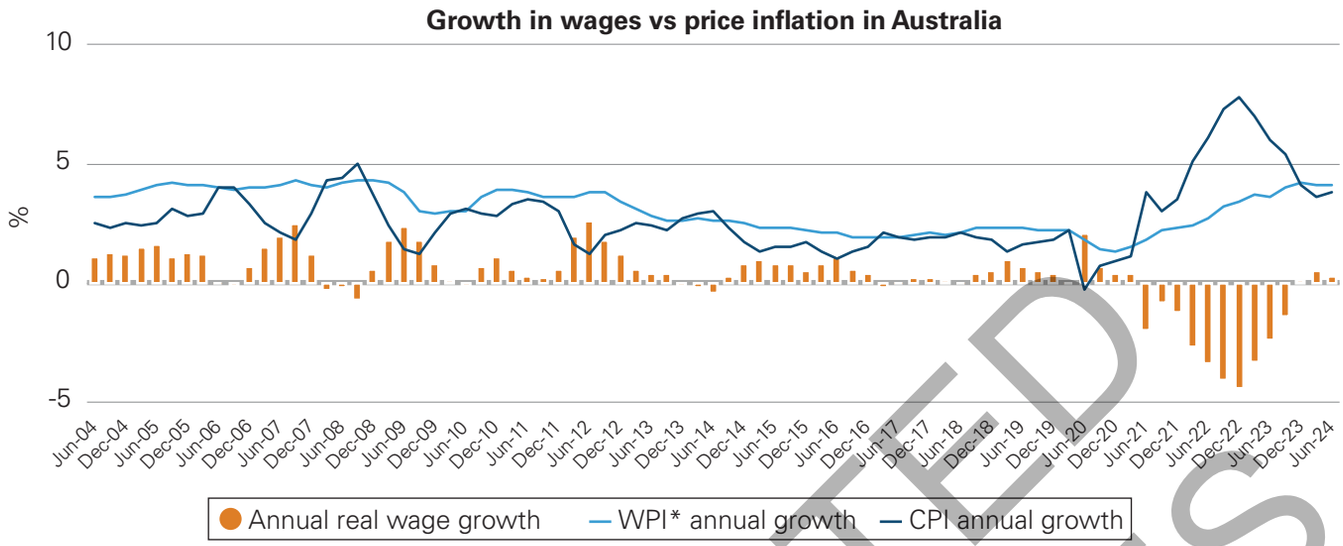

↑ Figure 3.3.8 The price of Coca-Cola has increased significantly over time, just like almost every other consumer good and service. On the left is a bookmark from 1905 advertising Coca-Cola for 5 cents a bottle, and on the right is what you might see at a typical modern supermarket for over 30 times that cost.

**real wages** income expressed in terms of purchasing power as opposed to actual money received

**real GDP** a measure of a country's gross domestic product that has been adjusted for inflation

Even within this low inflation target, prices increase significantly over time. For example, a basket of goods that cost $100 in 1998 would have cost exactly double at $200 in 2023. People's incomes, though, have also increased, so economists refer to **real wages** and **real GDP** in order to take inflation into account when comparing performance over time. As long as wages are rising faster than prices, people's living standards are increasing on average.

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* WPI – Wage Price Index: a measure of changes in the price of labour

↑ Figure 3.3.9 Comparing inflation and wages is an effective method for determining changes in living standards. Since 2020, prices in Australia have risen at much faster rates than wages.

Since the COVID-19 pandemic, inflation has risen sharply, while wages in Australia have been relatively constant. Most significantly, it has been relative necessities such as housing, insurance and energy costs that have been increasing most rapidly. This change in the cost of living has had wide-reaching effects on the economy.

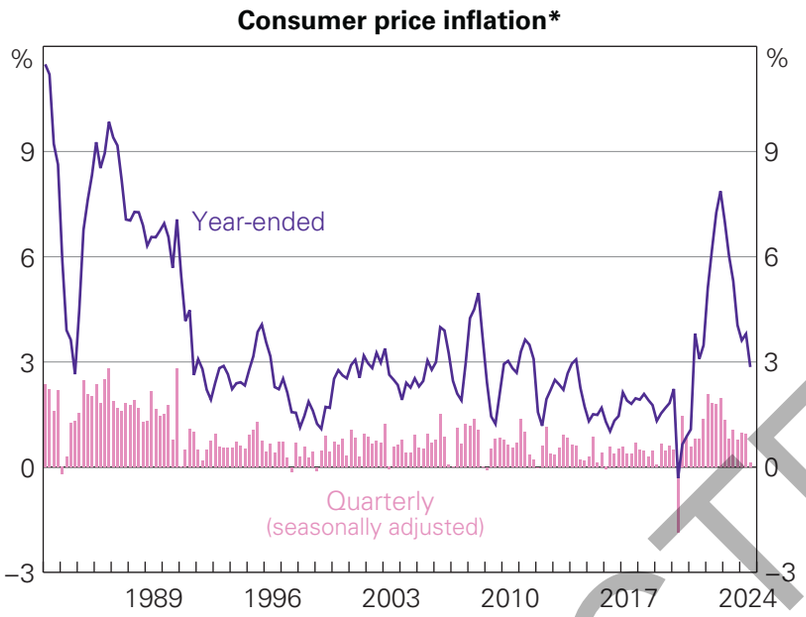
Inflation is calculated by the ABS, using the **consumer price index (CPI)**. This is a quarterly measurement of the prices of around 100 000 commonly used goods and services that shows the overall changes in prices. These goods and services are weighted by their significance to household spending. This means items that households spend more on make up a greater proportion of the overall CPI. In 2024, for example, housing had a 22 per cent weighting in the CPI, whereas clothing and footwear only had a 3 per cent weighting. It is important to note that the CPI is an average. Some items, such as electronics and clothing, have seen large decreases in prices over time, while others, such as education, have increased significantly.

## Causes of inflation

Prices increase for two main reasons. The first is due to consumer activity. As people increase their demand for goods and services, prices increase. This is one of the fundamental laws of economics. If demand increases across the whole economy, inflation will occur. This was a feature of the high levels of inflation in Australia during 2022–23 following the COVID-19 recovery. The government injected billions of dollars of welfare spending into the economy and the RBA reduced interest rates to record low levels, stimulating demand in the economy and pushing prices up. The second cause of inflation is increasing costs. Over time, if the costs of land, labour or capital increase, these costs are passed on in the form of higher prices for the things those resources go to producing. An example is the price of oil. Oil is a factor of production for many other products, and Australia imports all the oil it consumes. Therefore, if oil prices rise, the price of many other goods will rise too. Supply chain disruptions and a series of major conflicts in Europe and the Middle East have recently contributed to the rising costs of production for many goods, also causing higher than average inflation rates in Australia.

**consumer price index (CPI)** a measure of the average change over time in the prices paid by households for a fixed basket of goods and services

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*Excludes interest charges prior to the September quarter 1998; adjusted for the tax changes of 1999–2000.

← Figure 3.3.10 Australia's inflation rate fluctuated between 1 and 4 per cent per year during the 2010s, until the impact of the COVID-19 pandemic temporarily caused prices to fall, known as deflation. This was followed by above-average inflation rates of up to 7 per cent during 2022 as the economy recovered.

**Source:** ABS; RBA

## Case study 3.1

### The rising costs of living: the price of bread

Bread is a great example of how prices rise over time. This product has changed little for hundreds of years, yet we pay a lot more now for it than our parents or grandparents did. This is mostly due to the increased costs of wheat and labour that go into producing bread. Look at the information presented in Table 3.2 and consider whether the price increases reflect what you know about inflation. Do you notice the price increases getting larger or smaller over time? What do you predict will happen over the next decade?

### Price of bread

Table 3.2 The rising price of bread from 1970–2024

**Source:** State Library of Victoria

| Year | Price per loaf |
|---|---|
| 1970 | $0.21 |
| 1980 | $0.54 |
| 1990 | $1.37 |
| 2000 | $2.33 |
| 2010 | $2.99 |
| 2020 | $3.40 |
| 2024 | $4.40 |

### Analysis questions

1 How many times more expensive was bread in 2024 compared with 1970?

2 Describe the trend in the price increases. Have prices been increasing at a faster or slower rate in recent decades?

3 Would this increase in the price of bread impact low-income or high-income families more? Explain your answer.

**Key concepts:** interdependence, allocation and markets, economic performance and living standards

**HASS skills:** analysing, evaluating

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## Lesson 3.3 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

Go online to access the interactive section review and more!

### 3.3 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 State Australia's three main indicators of economic performance and the target rates for each.
2 Explain the difference between GDP and GDP per capita.
3 Define unemployment and state the formula for calculating the unemployment rate.
4 Explain two reasons why inflation occurs.

#### Interpret

5 Outline the limitations of GDP as a measure of a country's wellbeing and development.
6 Provide your own example for each type of unemployment listed in the text.

#### Argue

7 What action should be taken in Australia to reduce youth unemployment rates? What could governments, businesses and education providers do to help more young people find work?
8 Is inflation good for the economy? Wouldn't it be better if prices stayed the same? Discuss.

### Apply

1 Using the RBA's inflation explorer via the link at https://cambridge.edu.au/redirect/11287, track the changes in prices for goods and services over time. Write a short answer to compare the inflation rates of two categories of your choice, suggesting reasons for the similarities or differences you observe.
2 English economist Kate Raworth has proposed a different way of thinking about the economy as an alternative to economic growth. Her framework, called doughnut economics, includes factors such as environmental damage, food security and gender equality, along with traditional measurements of economic activity.

Research Raworth's ideas and her economic model and hold a class debate to argue for or against the following statement:

*Australia should replace its economic growth target with a doughnut economics framework*.

**Key concepts:** making choices, interdependence, allocation and markets, economic performance and living standards

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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3.4

# Living standards

## Focus question

**What are living standards and how are they measured?**

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## Making thinking visible 3.3

### Think, puzzle, react

In groups of three to four students, share ideas and questions in response to the following prompts.

What do you know about this topic?

- Write a list of things you know about Australia's economic performance. Draw upon your personal experiences or use things you have heard about from recent current events.

What questions are there?

- Look at the questions posed in 'Setting the scene'. Discuss these with your group and see if you can begin to come up with answers to some of them. Create a list of further questions you have about this topic.

How do you react to this information?

- How does the information in the text make you feel? What do you think about Australia's status? What other important issues does it relate to?

**Key concepts:** making choices, interdependence, economic performance and living standards

**HASS skills:** questioning and researching, communicating and reflecting

**Video**
Setting the scene: the state of living in Australia

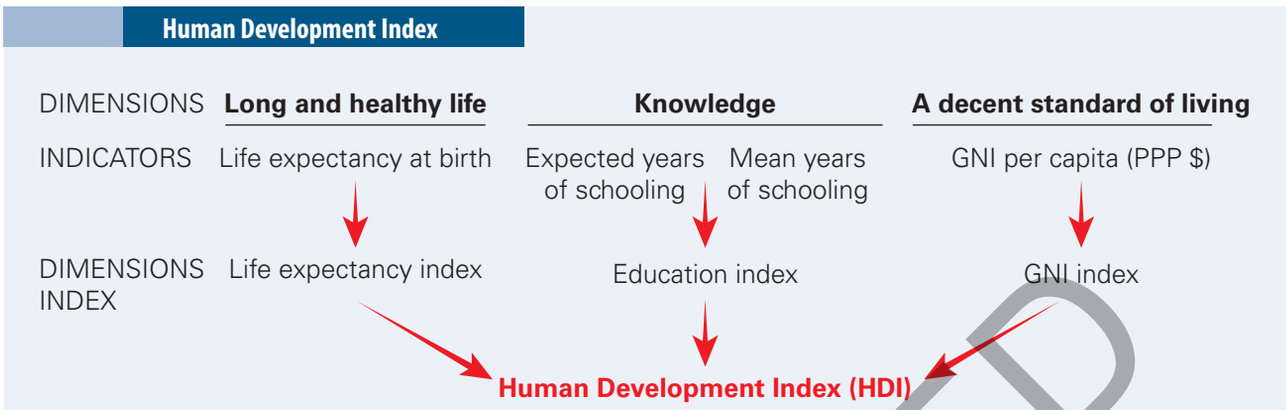
## Living standards and human development

**standard of living** the quantity and quality of material goods and services available to a given population

**Human Development Index (HDI)** a statistic composite index of life expectancy, education and per capita income indicators

While measuring things such as economic growth and unemployment are important, the fundamental objective of modern societies is to ensure a high **standard of living** for all its members. This goal is related to the economic objectives of the previous section, and can also include other factors such as health, education and environment.

Many experts consider the United Nations **Human Development Index (HDI)** to be an important tool for comparing the standard of living among countries. The HDI was created to emphasise that people and their capabilities should be the ultimate criteria for assessing the development of a country, not economic growth alone. It includes indicators such as life expectancy, education and income to present a final numerical value of a country's development. As can be seen in Figure 3.4.2, countries from the north and west of Europe tend to rank highly, while Australia was placed a credible 10th in 2023.




↑ Figure 3.4.1 The HDI is one of the most used measures of living standards around the world. It combines income, education and health outcomes.

| | Rank | Country | HDI value (2023) | Life expectancy at birth (years) SDG 3 | Expected years of schooling (years) SDG 4.3 | Mean years of schooling (years) SDG 4.6 | Gross national income (GNI) per capita (PPP $) SDG 8.5 |
|---|---|---|---|---|---|---|---|
| | 1 | Switzerland | 0.967 | 84.3 | 16.6 | 13.9 | 69 433 |
| | 2 | Norway | 0.966 | 83.4 | 18.6 | 13.1 | 69 190 |
| | 3 | Iceland | 0.959 | 82.8 | 19.1 | 13.8 | 54 688 |
| | 4 | Hong Kong, China (SAR) | 0.956 | 84.3 | 17.8 | 12.3 | 62 486 |
| | 5 | Denmark | 0.952 | 81.9 | 18.8 | 13.0 | 62 019 |
| | 5 | Sweden | 0.952 | 83.5 | 19.0 | 12.7 | 56 996 |
| | 7 | Germany | 0.950 | 81.0 | 17.3 | 14.3 | 55 340 |
| | 7 | Ireland | 0.950 | 82.7 | 19.1 | 11.7 | 87 468 |
| | 9 | Singapore | 0.949 | 84.1 | 16.9 | 11.9 | 88 761 |
| | 10 | Australia | 0.946 | 83.6 | 21.1 | 12.7 | 49 257 |

↑ Figure 3.4.2 Australia ranked 10th globally on the HDI in 2023.

**Source:** Human Development Report Office 2024

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## Quality of life

While it is important to measure people's material standard of living, to get a full picture we must also consider the quality of people's lives. This involves analysing **qualitative indicators**, or those that are not easily measured or counted. Some of the things that many people would consider important are the vibrancy of culture, equal rights for people of all backgrounds and freedom of expression. These factors are challenging to measure as they are subjective; that is, people feel differently about them depending on their situation. It is, however, easy to see the connection between factors such as high incomes, quality infrastructure and productivity and the quality of people's lives. Of course, even in the richest countries there is relative poverty and millionaires exist in the world's poorest nations, but when we look at countries as a whole the trends are clear – high economic performance tends to equal high quality of life.

**qualitative indicator**
information that cannot easily be counted or measured numerically; often subjective measures

### Making thinking visible 3.4

#### What's important to you?

Many factors contribute to a high quality of life. Using the list below, rank them from 1–10 by how important you believe they are for a good life. Compare your list with a partner or small group and discuss why you ranked them as you did.

| | | | | |
|---|---|---|---|---|
| Feeling safe walking around your local area | Having a network of family and social connections | Being employed in a job that gives you satisfaction | Earning a very high income | A clean environment, including air and water |
| Access to training, education and development opportunities | Equal rights for all people | Freedom of speech, religion and ideas | Great transport and infrastructure | Having a good balance between work and personal time |

**Key concepts:** making choices, interdependence

**HASS skills:** evaluating, communicating and reflecting

## Causes of variation in living standards

Many factors contribute to the differences in living standards between and within countries, and often there are underlying historic causes for these variations. Countries that were colonial powers, such as Britain, France and the USA, have high standards of living in part because they used their power and influence to obtain resources from other countries, which they then used to drive their own economies.

Similarly, nations with a history of war and political upheaval tend to have lower standards of living. Many developing nations borrow large sums of money to build infrastructure, but if these funds are not managed well the countries can become stuck in a **debt trap** and see their development stall.

**debt trap**
a situation in which a debt is difficult or impossible to repay, typically because of high interest payments

The reality is that wealth accumulates over time, and nations that developed earlier than others attract more foreign investment, skilled migrants and trade partners than those that are still developing. The rapid recent economic rise of countries such as China, Japan and Korea is in part due to productivity growth and a flow of European and American investment into these

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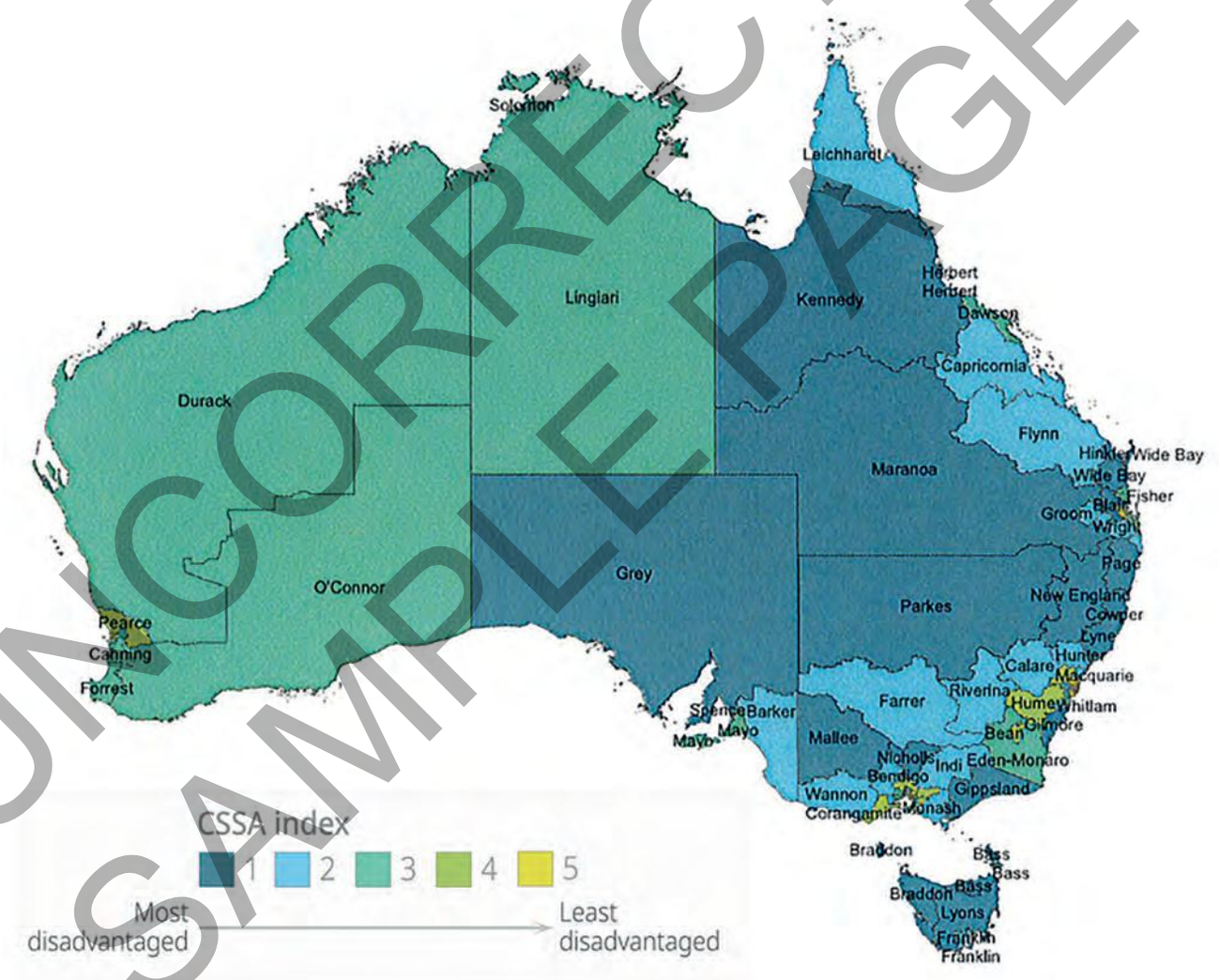
economies. This money has been used to create industry and encourage businesses to open and grow.

Within Australia, the variations are also complex and open to debate. Some economists consider inequality to be a result of political failures throughout the past decades, while others argue that living standards vary because of entrenched biases and the fact that wealth and privilege accumulate over time. The most important determinant of future wealth is property ownership. Many Australians simply cannot afford to buy property and, therefore, cannot grow their stock of wealth. These concepts will be further explored in the next section.

## Case study 3.2

### The performance of the Australian economy

The following is an article from *The Conversation* website from 2020 written by Kristy Muir, Isabelle Saunders and Megan Weier.




↑ Figure 3.4.3 CSSA disadvantage index for Australian electorates (you can zoom in on this map in the digital versions of this book)

**Source:** ANU Centre for Social Research and Methods

### Today's GDP figures won't tell us whether life is getting better – here's what can

We are a country that has become richer than we possibly ever could have imagined. We have had 29 years of unprecedented, world-record holding economic growth.

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Although economically things are a little precarious in the midst of the coronavirus outbreak and our worst bushfires in recorded history, ahead of the first gross domestic product (GDP) announcement for the year, it's worth acknowledging this remarkable achievement.

But what has it meant for people's lives? The figures tell us little about whether life is getting better.

In 1991, the last time GDP went backwards for two consecutive quarters, 258,226 babies were born in Australia.

## Samantha and Andrew

Let's call one of them Samantha, born in Bently, an area of high socioeconomic disadvantage in Western Australia, and the other Andrew, born in the suburb of Griffith in the Australian Capital Territory.

During the first two years of their lives, around one in 10 families with children were in a jobless household.

Andrew's parents had jobs. Samantha's didn't.

By the time Samantha and Andrew were 25, in 2016, average household disposable income was twice what it had been when they were born, even after accounting for higher prices.

But it's not hard to see that, despite economic growth, their lives were different.

Samantha had less education, was underemployed, in housing stress and skipping meals to feed her kids. Andrew had higher education, was employed full-time, lived with high-income parents and was saving for a deposit for a place of his own.

While economic growth made us wealthier as a country, it hasn't been good for all of us.

We need a measure that sits alongside gross domestic product that tells us whether we are actually getting better off.

## What matters is whether we are really better off

The idea of a broader measure of social progress isn't new – a collaboration called the Australian National Development Index has been underway a few years now, and the Australian Bureau of Statistics used to publish 'Measures of Australia's Progress' until budget cuts in 2014.

New Zealand introduced a 'well-being budget' last year, targeting mental health, child welfare, Indigenous reconciliation, the environment, suicide, and homelessness, alongside traditional measures of productivity and investment.

Labor's treasury spokesman, Jim Chalmers, has promised to do the same when Labor is next in office.

Australia's Social Progress Index, launched last month by the Centre for Social Impact at UNSW Sydney and the Social Progress Imperative will go further, and much further than the national accounts to be released today.

It will enable the well-being and opportunities to be ranked and compared by location and time.

The online tool enables anyone to explore how we are tracking on 12 components grouped into three domains: basic human needs, foundations of well-being, and opportunity.

Finding the components wasn't easy.

We needed to consider data availability, data detail, sample sizes, and reliability. We considered more than 400 possibilities.

While it is by no means the only (or perfect) way of understanding Australian living standards, it pushes us significantly beyond GDP.

It asks and answers universally important questions, such as:

- Do people have adequate housing with basic utilities?
- Do people have access to an educational foundation?
- Are people free to make their own life choices?
- Is this society using its resources so they will be available to future generations?

## Economic growth doesn't tell us much

The results show a stark disconnect between economic and social progress. While our GDP has been rising, we have fared poorly on environmental quality and access to information and communications.

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At a state and territory level, despite having high gross state product per capita, Western Australia and the Northern Territory ranked 7th and 8th on most of the indicators.

The rising tide has not lifted all boats.

This is evident in Andrew and Samantha's lives (the Australian Capital Territory ranks first overall, Western Australia 7th) and also in the aftermath of the bushfires.

People were cut off from power, information, communication, and access to resources. Many struggled to breathe. We lost much of our ecosystem.

The economy is fundamental to improving our well-being and fuelling our social progress, but it isn't everything and it isn't necessarily inclusive.

If we had inclusive growth we wouldn't be able to predict babies' futures by the postcodes in which they were born. We would be able to meet basic human needs regardless of how much was spent and earned each quarter.

Today's national accounts will be important, as a spur to asking other important questions, rather than as the final answer.

**Source:** Kristy Muir, Isabelle Saunders and Megan Weier, 'Today's GDP figures won't tell us whether life is getting better – here's what can', *The Conversation*, 4 March 2020.

### Analysis questions

1 Describe the overall performance of the Australian economy since 1991.
2 Outline the key differences in standard of living between Samantha and Andrew.
3 Suggest reasons for the differences you have outlined in Question 2.
4 What are some alternative measures of whether a country has a high quality of life, as suggested in the article?
5 Explain what the authors of the article mean by 'economic growth doesn't tell us much'.



**Key concepts:** making choices, interdependence, allocation and markets, economic performance and living standards



**HASS skills:** analysing, evaluating, communicating and reflecting

## Connecting Economics and Business and Geography



**Mapping the relationship between health and wealth**

Use the following questions to guide your analysis of these maps, showing global life expectancy in 2023 and global GNI per capita.

Explore the interactive maps available via the following links:

- https://cambridge.edu.au/redirect/xxxxx
- https://cambridge.edu.au/redirect/xxxxx.

1 Describe the patterns you notice in *each* map.
   **a** Use at least three specific examples (countries and scores) when describing each pattern.
   **b** Identify one to two exceptions to the pattern.
2 Describe a pattern or correlation that you notice *across both* maps.
   **a** Use at least three specific examples (countries and scores) when describing the pattern.
   **b** Identify one to two exceptions to the pattern.

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3 Using the 'time lapse feature' in the online interactive versions of the maps, describe how life expectancy and GNI has changed globally over the past 50 years.

4 Choose one country that has experienced a significant change in life expectancy rates over time.

**a** Describe this change using data.

**b** Conduct some research on the country you have chosen to suggest factors (social, historical, economic, environmental, technological) that may have contributed to this change. For the factors you identify, explain how they link to life expectancy.

**Key concepts:** economic performance, living standards

**HASS skills:** questioning and researching, analysing, communicating and reflecting

**Go online to access the interactive section review and more!**

## Lesson 3.4 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

### 3.4 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 What is meant by a high standard of living?

2 What does the Human Development Index measure?

3 Describe the difference between standard of living and quality of life.

#### Interpret

4 Using an example, outline why each of these factors is important in measuring standard of living:
**a** life expectancy **b** educational achievement **c** income.

5 Explain some of the reasons why some countries are rich and others are poor.

#### Argue

6 Should Australians be more concerned about improving material standards of living such as income or focusing on quality of life factors such as equality? Does improving the material standard of living in a country automatically lead to improved quality of life? Why/why not?

7 Some people suggest that rich countries should simply 'wipe out' the debt owed to them by poorer countries so that they can escape the debt trap. Do you agree with this? Research both sides of the debate and write a paragraph outlining your opinion.

### Apply

1 Select a country and research the historical reasons for its living standards. You should frame your research around the following questions:

**a** Describe the living standards in your chosen country. Use data to support your description.

**b** Explain three factors that cause this country's living standards to be as described in Question 8a.

**c** Explain how the living standards in your chosen country are interconnected with the history of one other country.

**d** Discuss two ways that your chosen country's living standards have changed over time, and suggest reasons for these changes.

**Key concepts:** making choices, interdependence, economic performance and living standards

**HASS skills:** analysing, evaluating, communicating and reflecting

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# 3.5 Distribution of wealth and income

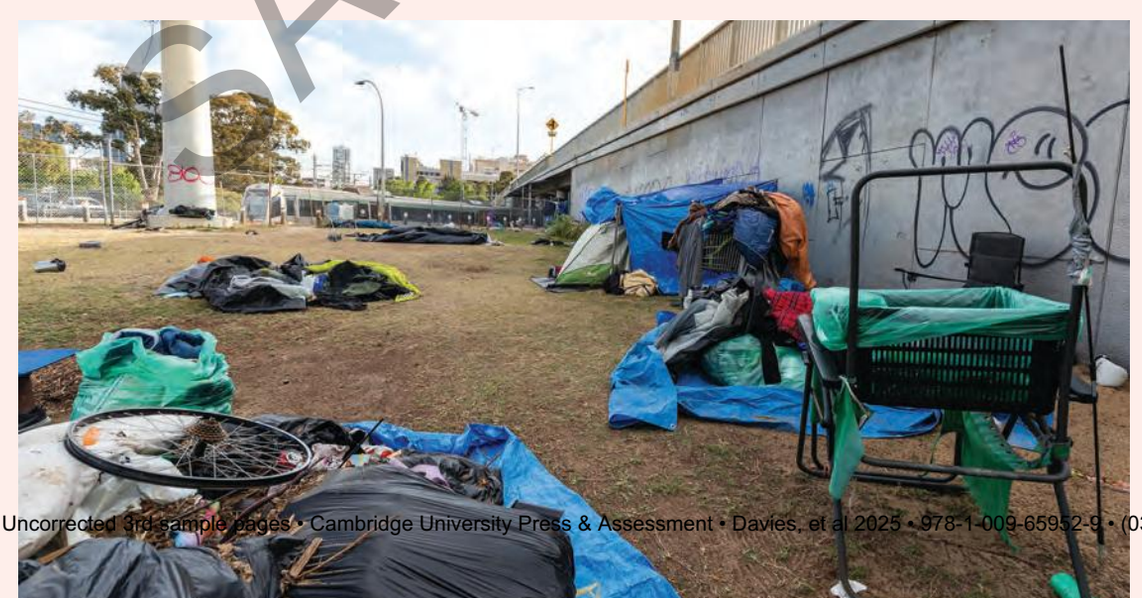
## Focus question

**How are wealth and income distributed in Australia?**

It is obvious when you walk down the street, turn on your television or scroll through your smartphone: some people have higher standards of living than others. Across the globe, the difference is vast in the extreme. The world's richest people live in opulent mansions, own planes and yachts and control the lives of thousands through their wealth and influence. At the other extreme, millions of people live on a few cents each day and suffer from starvation and preventable disease. Within countries, too, there can be huge disparities in living standards. In this section, we focus on the distribution of wealth and income within Australia and discover what the government can do to address this issue.

↓ Figure 3.5.1 Western Australia is home to vast amounts of wealth and privilege; however, these are not spread evenly. In this image, waterfront mansions in Applecross contrast with homelessness in Fremantle.





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## Wealth and income

**wealth**
the stock of assets a person owns, including savings, properties, shares or valuable items

**income**
the flow of money a person earns from providing their labour or other productive resources

Before exploring the concept of inequality, it is essential to understand the difference between **wealth** and **income**. Income is what people earn from work. It is often in the form of an hourly wage or a yearly salary and is a regular flow of money. Wealth refers to the stock of assets a person owns. This includes savings, properties, shares in businesses or other valuable items. Many people with high wealth also earn an income from these assets, such as being paid rent for owning property or dividends from shares. In this way, wealth can generate more wealth and is therefore spread out more unevenly than income.



↑ Figure 3.5.2 Many people use their wealth and assets to generate future income.

## Distribution of income

**quintile**
a group of 20 per cent or 1/5 of a population

If you think about the professions that are the highest paid in Australia, you might come up with a list including television and sports stars, corporate executives and specialist surgeons. These people can be paid millions of dollars each year in exchange for their labour, but there are only very few individuals who earn this much. Around 40 per cent of all Australians earn between $37 000 and $80 000 each year, while only 3 per cent earn over $180 000. This suggests that Australia's income is relatively evenly distributed; however, if Australia's population was split into five equal parts:

- the highest-earning 20 per cent would have an average income of $288 000 per year
- the lowest-earning 20 per cent would have an average income of $25 000 per year
- the highest-earning 20 per cent would earn 48 per cent of the total income – almost as much as the other 80 per cent of households combined
- the lowest-earning 20 per cent would earn only 4 per cent of the total income in Australia.

These numbers demonstrate that there is a wide gap between the highest- and lowest-earning households in Australia, and inequality of income has been increasing over time.

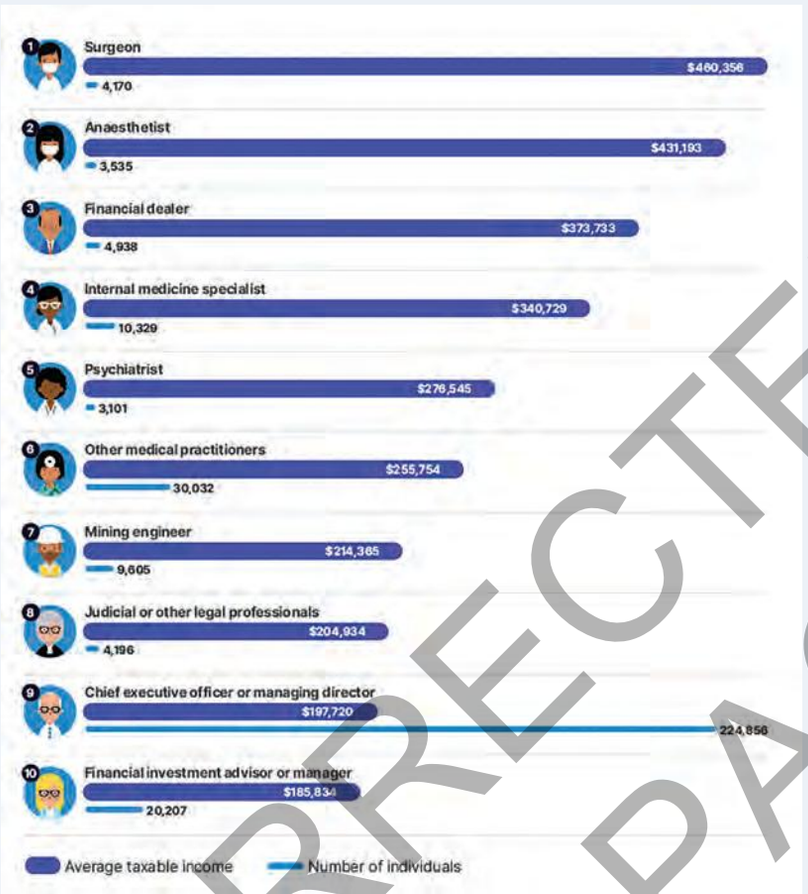
### Lorenz curves

It is possible to graph income inequality, based on a percentage breakdown similar to the points listed in the previous section. As you can see in Figure 3.5.4, the *x*-axis measures the people in an economy, broken down as before into 20 per cent brackets, or **quintiles**. The *y*-axis measures the proportion of total income earned in an economy. Those who earn less income fall at the bottom left of the Lorenz curve, while the highest income earners are at the top right. If all the earners in the economy were spread along a line, it would look like a bowed-in curve. The more curved the line, the more of the income is being earned by those at the top, and the less equal the distribution.

Economists use Lorenz curves to illustrate income inequality to compare countries or regions. Governments are also interested in how their policy

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**Individuals – top 10 occupations, by average taxable income**




↑ Figure 3.5.3 According to the Australian Taxation Office (ATO), in 2023 the average taxable income for all Australians was $72 884. The table above gives a snapshot of the highest-earning professions. Choose one profession and research what you would have to do to become qualified for such a job.

**Source:** ATO, Taxation Statistics 2021–22, Individuals Statistics, published June 2024

decisions may affect higher or lower income earners over time.

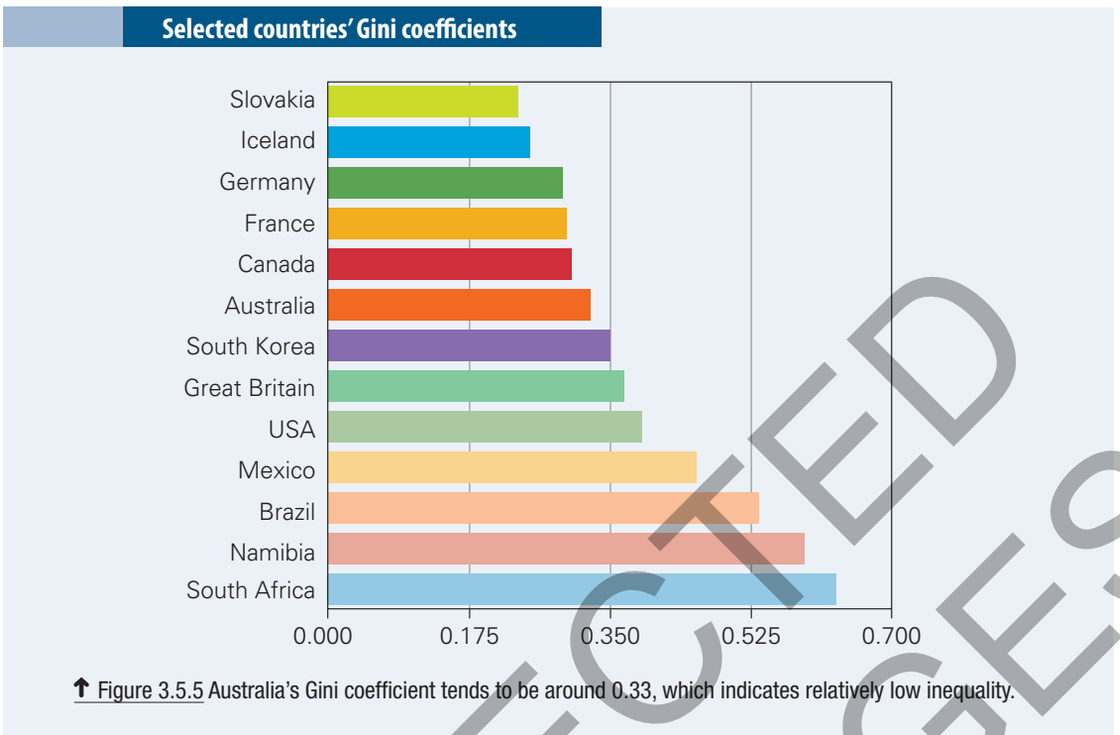
## Gini coefficient

The Gini coefficient is a way of measuring and comparing income inequality between countries. It is calculated by comparing people at different levels of income across a population. A country in which every resident has the same income would have an income Gini coefficient of 0. A country in which one resident earned all the income, while everyone else earned nothing, would have an income Gini coefficient of 1. See the chart in Figure 3.5.5 to compare the income inequality of some selected countries.




↑ Figure 3.5.4 The closer to the line of perfect equality, the more evenly distributed is a country's income. Population A would be less equal than Population B.

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↑ Figure 3.5.5 Australia's Gini coefficient tends to be around 0.33, which indicates relatively low inequality.

## Economics through data

### Understanding income inequality with the Lorenz curve and Gini coefficient

Table 3.3 Disposable* household income, Australia, 2019–20

* This table presents data on Australia's 'disposable' household income. This means income *after* taxes.

| | A | B | C |
|---|---|---|---|
| | Estimate mean income per week | % of total income | Cumulative % of income |
| Lowest quintile | $415 | 7% | 7% |
| Second quintile | $710 | 13% | 20% |
| Third quintile | $966 | 17% | 37% |
| Fourth quintile | $1294 | 23% | 60% |
| Highest quintile | $2234 | 40% | 100% |

**Source:** Australian Bureau of Statistics (2019–20), Household Income and Wealth, Australia, ABS website

**1** Read about the Lorenz curve and Gini coefficient via the link at http://cambridge.edu.au/redirect/?id=7171.

**2** Complete the following statements, using the data from the table:

- **a** Ranked from lowest mean income per week to the highest, the first 20 per cent of the population (i.e. the first quintile) earns $_____, or 7 per cent of the total income per week.
- **b** The second quintile earns $_____, or _____ per cent of the total income per week.
- **c** The first three quintiles cumulatively earn $_____, about _____ per cent of the total income.
- **d** The highest quintile earns $_____, or _____ per cent of income.

**3** Referring to the data in the table, how would you describe the distribution (spread) of Australia's disposable income?

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4 Create and plot the data on a line graph. This will give you the Lorenz curve for Australia's disposable household income.
   a Hint: The *y*-axis should show the cumulative percentage of weekly disposable income, the *x*-axis should show the cumulative percentage of households (population).
   b Draw in the line of perfect income equality (i.e. if each quintile earnt the same percentage of the total income).
5 Explain what the Lorenz curve you have drawn tells you about Australia's disposable income distribution.
6 How do you think Australia's distribution of **gross** income (before taxes) would differ from the data presented?
7 Research the Gini coefficient of Australia and your choice of five other countries, via the link at https://cambridge.edu.au/redirect/xxxxx.
   a Which country has the highest income inequality and which has the lowest?
   b What factors do you think influence the distribution of income?
8 Why is it important to study income distribution in a country?

**Key concepts:** allocation and markets, economic performance and living standards

**HASS skills:** communicating and reflecting, analysing

## Distribution of wealth

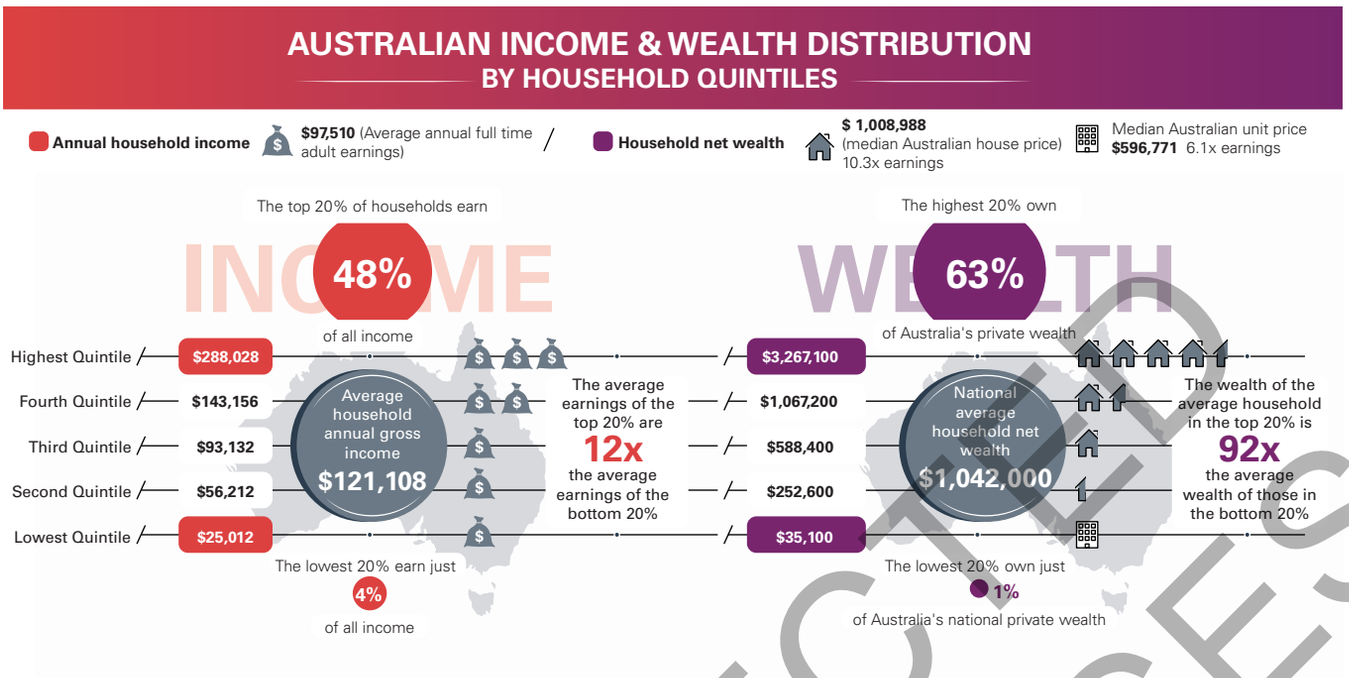
People use their income to buy goods and services, but also to save for assets, which contribute to their wealth. Because wealth is a stock value, it increases over time. This is why wealth is far less equally distributed than income. Lower-income earners often cannot afford to buy houses or shares, so they never build up their wealth, while the highest earners continue to generate multiple sources of income.

Compare the wealth of the top 20 per cent of households in Australia, at over $3.2 million, with the bottom 20 per cent at only $35 000. That's 92 times more wealth. And the top 1 per cent of households in Australia each own over $14 million in assets. Some might argue that those households deserve their high wealth, while others consider it the responsibility of the rich to contribute to those in need. This is an ongoing debate in government.



← Figure 3.5.6 Gina Rinehart and Andrew Forrest are Western Australia's wealthiest individuals, worth an estimated US$29.9 billion and US$14.9 billion, respectively, in 2023. Both billionaires have seen their net worth double since 2019.

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↑ Figure 3.5.7 Data about wealth and income inequality is regularly published in Australia, and trends show that there has been limited progress in reducing inequality.

**Sources:** ABS; McCrindle, 2023

## Making thinking visible 3.5

### Visualising inequality

Take 100 tokens and distribute them among your class based on the distribution of income in Australia. If you have a class of 25 students, each representing one million Australians, the tokens should be spread out as follows:

- 1 person receives 18 tokens
- 4 people receive 8 tokens each
- 5 people receive 4 tokens each
- 5 people receive 3 tokens each
- 5 people receive 2 tokens each
- 5 people receive 1 token each.

Then engage in a class discussion about inequality based on this activity.

**Key concepts:** economic performance and living standards

**HASS skills:** analysing, communicating and reflecting

**progressive tax system**
imposes a greater percentage of taxation on people at higher income levels

**social welfare**
a type of government support intended to ensure that all members of a society can meet basic human needs

## The role of government in income distribution

Governments, and indeed most citizens, around the world consider some income inequality to be desirable, as it provides an incentive for people to work hard, develop their skills and take entrepreneurial risks. Too much inequality, however, can lead to significant social issues. This is why Australia operates a **progressive tax system** combined with **social welfare**. The highest income earners pay more of their income as tax, and much of this money is redistributed to lower income

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earners to help them satisfy their basic needs for food, housing and utilities.

While different governments choose to make adjustments to the system, the basic principle remains the same. The tax system operates using income brackets, as illustrated in Table 3.4. Individuals earning in the lowest bracket pay no tax at all, and as income rises, more of it is taxed. In 2023, the Commonwealth Government spent around $250 billion of this tax revenue on a broad range of payments and services including:

- income support payments such as pensions and allowances (for example, JobSeeker)
- family payments such as Family Tax Benefit
- paid parental leave pay
- child care fee assistance payments
- funding for aged care services
- funding for disability services
- payments and services for veterans and their dependants.

This government involvement in the economy helps to redistribute some income from those with the most to those who have very little.

**Resident tax rates, 2024–25**

Table 3.4 The five tax brackets in 2024–25, with the percentage of tax on income increasing the more people earn

**Source:** Australian Taxation Office

| Taxable income | Tax on this income |
|---|---|
| 0–$18 200 | Nil |
| $18 201–$45 000 | 16c for each $1 over $18 200 |
| $45 001–$135 000 | $4288 plus 30c for each $1 over $45 000 |
| $135 001–$190 000 | $31 288 plus 37c for each $1 over $135 000 |
| $190 001 and over | $51 638 plus 45c for each $1 over $190 000 |

## Making thinking visible 3.6

### Comparing income levels

Use the 'Compare your income' online tool accessible via https://cambridge.edu.au/redirect/11289 to analyse how different levels of income compare to others in Australia and around the world.

If you are unsure of your household income, estimate or search online for average incomes for the occupations held by income earners in your household.

Discuss your results with a partner or in small groups.

**Key concepts:** making choices, interdependence, economic performance and living standards

**HASS skills:** analysing, evaluating, communicating and reflecting

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Go online to access the interactive section review and more!

## Lesson 3.5 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

### 3.5 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Explain the difference between income and wealth and describe their relationship.

2 How does the progressive tax system work in Australia?

3 List the ways the government redistributes income using social welfare.

#### Interpret

4 Using the resident tax brackets in Table 3.4, calculate the amount of tax paid by individuals earning the following yearly incomes:

- **a** $12 000
- **b** $29 500
- **c** $72 000
- **d** $145 750
- **e** $450 000.

5 Research Western Australia's wealthiest individuals. How did they become so wealthy? What (if anything) are they doing to share their wealth with others?

#### Argue

6 Do you consider the distribution of wealth and income in Australia to be at an acceptable level? If not, what distribution would you argue is ideal and how would you propose to reach this target?

7 Which types of government action do you think are most effective in reducing income inequality in Australia? Are there any that you think are ineffective? Write a paragraph to explain your answer.

### Apply

1 Select a country (other than Australia) and conduct research into its income and wealth inequality. Prepare a report to present your findings, which should include:

- **a** income inequality statistics (including Gini coefficient)
- **b** wealth inequality statistics
- **c** trends in inequality over the past 25 years
- **d** causes of inequality
- **e** government action to redistribute income.

**Key concepts:** interdependence, economic performance and living standards

**HASS skills:** questioning and researching, analysing, communicating and reflecting

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3.6

# Management of the economy

## Focus questions

- **How do governments act to improve economic performance?**
- **How successful are governments in their involvement in the economy?**

As discussed in the previous section, government involvement in the economy helps to redistribute income and reduce inequality. In Australia, the government also plays several other important roles in economic management. It encourages businesses to be productive and upskill their workforce, with the aim of increasing the living standards of all Australians.

## Productivity

Businesses are always trying to be more productive, and improved economic performance is a direct result of an increase in production. Governments, therefore, aim to aid businesses in their efforts. This includes investment in road and rail infrastructure, as well as projects such as the National Broadband Network (NBN). These initiatives by governments seek to help businesses save time and money, improving their output and the performance of the economy overall.

This, in turn, generates tax revenue and helps the government justify its economic position and decisions. An effective government should seek to invest in both short- and long-term initiatives in order to promote sustainable long-term growth. Reducing input costs and improving efficiency are key goals of both businesses and governments.

The government also encourages businesses to seek **productivity** improvements by providing incentives. Businesses that minimise waste or are able to reduce pollution receive payments from the Western Australian Government, helping the economy and the environment.

Driving growth in sectors that involve cutting-edge technology or world-leading operations is a focus of governments. This investment is intended to maintain Australia's position as a strong, developed economy and attract and retain highly skilled labour. This, in turn, improves material living standards.

**productivity** how much output can be produced with a given set of inputs. Productivity increases when more output is produced with the same amount of inputs or when the same amount of output is produced with fewer inputs.

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## Case study 3.3

### Community and business grants

The following is an article by Rebecca Todesco, published on 6 November 2024 in *Mining Magazine Australia*.

### Boosting WA's e-waste management

An $850,000 Western Australian Government grant will assist Envirostream Australia, a Livium subsidiary, in developing a battery recycling facility in the state.

The grant marks a significant milestone in Envirostream's efforts to build a nationwide electronic waste (e-waste) management solution. The grant will be used to establish a cutting-edge battery sorting and dismantling recycling facility.

The Western Australian facility will focus on collecting, sorting, discharging and storing batteries. Batteries will then be transported to Envirostream's Campbellfield facility for final processing to mixed metal dust and other metals. The facility is expected to play a pivotal role in transforming Envirostream's collection capabilities and service footprint across the country.

The grant was awarded after a rigorous evaluation process by the State Government, which noted the facility's quality, innovation and potential impact. The Western Australian Government recognises the value it will bring to the community and acknowledges Envirostream's dedication and commitment to making a positive difference. The grant is subject to entering into a funding agreement with the Western Australian Government and customary due diligence checks, which are materially complete.

This grant forms part of the State Government's broader commitment to e-waste recycling. It is part of recently announced $5.4 million in additional grants allocated to support e-waste recycling initiatives across the state. To date, the Western Australian government has allocated around $10 million in grants to boost the local e-waste recycling industry. This commitment underpins the importance of sustainable recycling infrastructure in Western Australia and aligns with the company's objectives to drive environmental progress across Australia.

Developing this recycling facility is a core component of Livium's strategic recycling roadmap. This roadmap envisions a comprehensive national battery collection, sorting and recycling network that establishes integrated end-of-life battery processing domestically.

Livium CEO and Managing Director, Simon Linge, said the grant represents a meaningful step forward in the company's mission to establish a sustainable national battery recycling ecosystem.

'Western Australia's grants seek to increase e-waste reuse, storage, collection, processing and recycling capabilities, creating jobs and supporting the state's circular economy.'

'We are grateful for the support and are committed to building a facility that will contribute to a greener future by efficiently managing e-waste and recovering valuable materials.'

Mr Linge said the company's long-term recycling strategy also involves the development of battery processing capabilities in Western Australia and other states once minimum collection volumes are met.

'By fostering local recycling capabilities, we aim to strengthen Australia's position in the global battery recycling industry and contribute to a circular economy.'

**Source:** Rebecca Todesco, 'Boosting WA's e-waste management', *Mining Magazine Australia*, 6 November 2024.




↑ Figure 3.6.1 A lithium battery pack module with a battery management system (BMS) is essential for electric vehicles and energy storage systems, ensuring safe operation, optimising performance, and extending battery lifespan by monitoring and managing voltage, charge and temperature.

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### Analysis questions

1 What is an e-waste recycling grant?
2 Who is eligible for these payments and what do they need to do in order to receive them?
3 Why has the WA Government decided to invest $10 million in this way?
4 Explain how reducing waste can improve productivity in the Western Australian economy.

**Key concepts:** making choices, interdependence, allocation and markets

**HASS skills:** analysing, evaluating, communicating and reflecting

## Training and development

A skilled and well-trained workforce is essential for an economy looking to improve its performance. The cornerstone of this is the education system, and governments provide billions of dollars each year to support the education of Australians. Governments also seek to develop links between education providers and businesses, and workplace learning programs are an important feature of this aspect of education for adults.

The WA Government provides a range of skilling solutions to help workers to learn, adapt and grow. These include:

- funding apprenticeships and traineeships
- short courses
- significant reduction in course fees at TAFE
- employer incentives
- Job Ready program that provides training pathways to employment and support industry attraction
- jobs and careers assistance.

There are a number of grants, payments and tax incentives available for taking on apprentices or providing training to staff across all industries. For example, the Apprenticeship and Traineeship Reengagement Incentive WA provides a one-off payment of $6000 for an apprentice and $3000 for a trainee. This is to maintain the supply of skilled workers across a range of trades and occupations that will be essential to Western Australia's economic recovery post-COVID-19.

Governments tend to focus on the objective of sustainable economic growth, as discussed in the previous sections. Training and development of **human capital** is one of the best ways to increase the output of the economy, with very little or no negative impact on future generations. Money spent in this area tends to have a very high return on economic performance and is also rewarded in lower unemployment and underemployment figures.

**human capital** the skills, knowledge and experience possessed by an individual or population, viewed in terms of their value or cost to an organisation or country

## Regulation

Governments will also seek to influence the economy through well-considered laws and regulations. There is always a balance needed between governments creating laws to improve efficiency or safety and making it difficult for businesses to operate through excessive rules. The ban on single-use plastic, for example, has wide-ranging economic consequences. Some businesses may experience a short-term negative shock, but the longer-term positive impact on the environment and innovation far exceeds this over time.

## Superannuation

Since the Australian Government made employer superannuation contributions compulsory in 1992, the long-term benefit to the economy and to individuals has been measured in trillions of dollars.

Saving for retirement is hard. Most people find it difficult to budget the right

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amount of their income to ensure they have enough to maintain their standard of living once they stop working. This is especially true for young people or those on low incomes. Another challenge is deciding what to do with the money to make sure it appreciates in value over time. Superannuation funds make this process much easier for people. These funds also create a pool of money that can be used to invest in the economy.

In 1992, the *Superannuation Guarantee Act* (Cth) made it compulsory for employers to pay a percentage of all workers' income into a special account called a superannuation account. The percentage has been increasing over time, rising by 0.5 per cent each year until it reaches 12 per cent in 2025. This means that if you are earning $70 000 per year, your employer will pay an extra $8400 into this account, on top of your normal earnings. The World Bank endorses Australia's system as the world's best practice for the provision of retirement income.

The benefits of this to individuals are numerous. It creates a pool of money that can be accessed upon retirement and allows people to satisfy their needs and wants when they stop working. It also removes the burden of saving from individuals and eliminates a lot of the temptation to spend the money on other things. Finally, the money is usually invested by trained financial experts and earns interest over time, creating more wealth for everyday Australians.

There are also substantial advantages in a wider context. By June 2024, the pooled value of funds under management had soared to $3.9 trillion, one of the largest in the world, and over 1.5 times Australia's GDP. This vast sum of money is not sitting doing nothing. It is used to fund infrastructure projects, business opportunities and research. This creates jobs, grows the economy and has established Australia as a major player in world investment. Young people today will continue to benefit from this scheme long into the future.



↑ Figure 3.6.2 Superannuation funds are like savings accounts that provide extra financial support during retirement.



↑ Figure 3.6.3 Super is often referred to as a 'nest egg' – what do you think this means?

## Making thinking visible 3.7

### Think, puzzle, evaluate

In groups of three to four students, share ideas and questions in response to the following prompts.

What do you know about this topic?

- Write a list of things you know about how superannuation works.

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What questions do you have?

- Create a list of questions that you have about how superannuation works in Australia.

Who are the winners and losers from this?

- Create a list of costs and benefits of compulsory superannuation in Australia.

**Key concepts:** making choices, allocation and markets, economic performance and living standards

**HASS skills:** questioning and researching, evaluating

## Lesson 3.6 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

**Go online to access the interactive section review and more!**

### 3.6 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

**1** List the ways that governments support businesses to increase productivity.

**2** Why is training and development an important factor in improving economic performance?

#### Interpret

**3** Explain how each of the following government initiatives can help to improve economic performance in Australia:

**a** encouraging skilled migrants to move to Australia

**b** building interstate highways

**c** maintaining positive relationships with other countries

**d** ensuring a fair tax system

**e** engaging with Indigenous Australian perspectives and promoting cultural collaboration.

**4** Using the Jobskills website (access it via https://cambridge.edu.au/redirect/11290), choose an industry that interests you and find training courses you could complete to further your skills in this area. Record the details and locations of these courses and consider applying for them if you feel they are suitable.

#### Argue

**5** Some people argue that providing incentives not to pollute and reduce waste doesn't solve the problem as such incentives simply encourage businesses to cheat the system for payments rather than act responsibly. Research both sides of this argument and write a paragraph to outline your opinion.

### Apply

**1** Look up the website of your state or federal Member of Parliament. Read about the policies they support that might improve productivity. Then summarise and critique them, based on how effective you think they would be for your local community. What are their strengths and weaknesses? Who do they benefit most?

**Key concepts:** making choices, interdependence, allocation and markets, economic performance and living standards

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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## 3.7 Conclusion: why does it matter?

Having financial and economic literacy is more than simply being able to manage your own personal finances. It also means being able to read, interpret and understand wider economic information, such as unemployment rates, economic growth and inequality figures. This knowledge will allow you to make better decisions in your own life, helping you to become a more thoughtful participant in the world. When citizens are able to critique government action designed to improve the wellbeing of Australians, only the best policies end up being put into action, benefiting you and those around you.



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# End of chapter activities

## Reflection

### Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the digital version to rate your confidence with this topic via a downloadable checklist.

## Inquiry

### Research task

You are to compare the performance of the Australian economy with another developed country based on the measures outlined in this chapter. You should produce a report that uses data, evidence and your own opinions to evaluate each country's success or failure against major key economic objectives.

Here are some online resources to help you:

- OECD data: https://cambridge.edu.au/redirect/11291
- United Nations Development Programme: https://cambridge.edu.au/redirect/11292
- Reserve Bank of Australia: https://cambridge.edu.au/redirect/11293
- Australian Bureau of Statistics: https://cambridge.edu.au/redirect/11294.

You should structure your report based on the following headings and subheadings.

1 Introduction

- Overview of both economies, including size, main industries and economic system used.

2 Economic growth

- What are the economic growth rates of each country? Do you notice any patterns or trends?
- What are some of the causes of any changes in economic growth rates?
- Have Australia and your chosen country experienced sustainable economic growth? Explain your answer.

3 Unemployment

- What are the unemployment rates of each country? Do you notice any patterns or trends?
- What are the main types of unemployment in each country? Are there any industry trends you notice?
- How does unemployment in each country impact society?

4 Inflation

- What are the inflation rates of each country? Do you notice any patterns or trends?
- How is inflation measured in each country? List any similarities or differences.
- What are the main causes of inflation in each country?

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5 Standard of living

- Describe the standard of living in each country using the HDI.
- What major factors contribute to the standard of living in each country?

6 Income inequality

- How is income distributed in each country? Use evidence to support your points.
- How does the government in each country redistribute income? Is this successful?

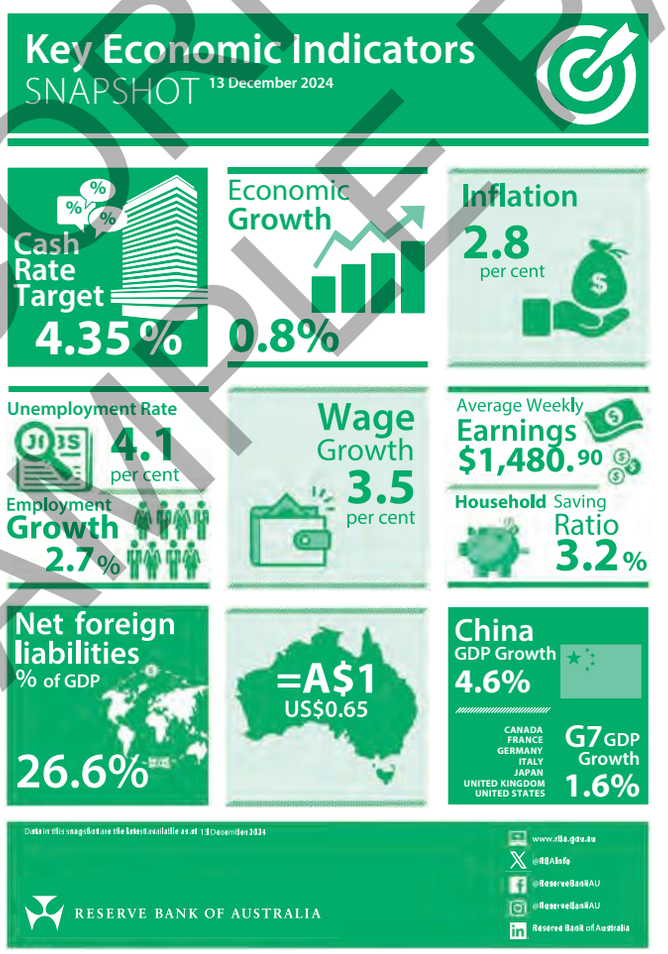
7 Conclusions

- Which country has experienced greater economic performance over the past 10 years? Provide reasons for your choice.
- What do you predict to be the trends in economic performance in each country over the next 10 years? Explain your answer.

## Analysis

### Australia's economic performance

With reference to the data provided in Figure 3.8.1, describe Australia's economic performance in terms of the government's goals for sustainable economic growth, price stability and full employment in December 2024.




↑ Figure 3.8.1 A snapshot of Australia's economy

**Source:** From the 'Australian Economy Snapshot', released on 13 December 2024 by the Reserve Bank of Australia

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## Writing

### Analysing the causes of unemployment

Explain the causes of unemployment and their effects on the Australian economy. You should structure your response as a series of paragraphs that include:

1. a definition of 'unemployment'
2. an explanation of how the unemployment rate is calculated, the Australian Government target and the current unemployment rate percentage
3. two causes of unemployment, including examples
4. two effects of unemployment (economic, social and/or political), including examples and data.

**Key concepts:** making choices, interdependence, allocation and markets, economic performance and living standards

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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# Topic 2

## The changing world of business

### Overview

**The Changing world of business examines how businesses adapt to economic changes and improve productivity. Businesses respond to changing economic conditions by investing in research and development, implementing marketing strategies and adjusting their output based on consumer spending. To boost productivity, they focus on workforce training, technology investments and just-in-time inventory systems.**

Ethical decision-making is crucial in business, addressing issues like discriminatory workplace practices and labour conditions. Campaigns promoting ethical practices, such as animal rights activism and Fairtrade, are also important. The work environment in Australia is evolving due to megatrends like demographic changes, technological advancements and economic power shifts. Emerging trends include the gig economy and the casualisation of the workforce, which have significant implications for current and future employment.

### Introducing Economics and Business concepts and skills: *questioning and researching, analysing, communicating and reflecting*

Successful businesses use various processes and systems including continuous improvement practices, quality management systems and effective supply chain management. Business decisions can significantly impact the economy and society by influencing employment rates, consumer confidence and overall economic growth. Factors like technological advancements, demographic shifts and economic policies can influence the work environment.

As Year 10 students, you are entering a work environment that is constantly changing, evolving and adapting. This creates both opportunities and challenges, and those who can predict and respond to change fastest and most creatively are likely to succeed in this dynamic future economy.

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↑ Figure A Aerial view of the city of Perth and central business district

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# Chapter 4

## The changing world of business




↑ Figure B A freight train carrying iron ore travels along a rail track towards Port Hedland, a two-day drive from Perth. Port Hedland is the nexus of Australia's iron-ore industry, the terminus of one of Australia's longest private railways that hauls ore about 400 km from the mines of BHP Group and Fortescue Metals Group Ltd. The line ran a record-breaking test train weighing almost 100 000 tonnes that was more than 7 km long in 2001, and even normal trains haul up to 250 wagons of ore.

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# Chapter overview

## Focus question

**How do businesses create a competitive advantage by making decisions that benefit others?**

## Introduction

In this chapter, the focus will be on businesses and how they organise themselves to improve productivity. Changing economic conditions offer opportunities for businesses and the way they respond to these developments often determines their success or failure. The economy as a whole also benefits from increased business productivity, as it often creates jobs and leads to the production of new and better-quality goods and services for consumers. The business environment is competitive, and those who are able to be innovative and creative can benefit in terms of increased profits and market share. As discussed in the previous chapter, the economy is simply the collection of decisions made about producing and consuming by the millions of people who participate in it. Businesses that respond most efficiently and creatively to changes in those decisions are likely to be profitable and experience growth.

## Learning goals

After completing this chapter, you should be able to answer these questions:

- How do businesses respond to changing economic conditions?
- How do businesses organise themselves to improve productivity?
- How do businesses create a competitive advantage by making decisions that benefit others?
- What processes and systems do successful businesses use?
- How do business decisions impact the economy and society as a whole?
- What are the factors that influence the ways people work?
- How is the work environment changing in contemporary Australia?



↑ Figure 4.1.1 Training and development of the workforce is a key area for productivity growth.

## Digital resources

**Visit the Interactive Textbook to access:**

- interactive Scorcher Quiz
- image gallery tour of key locations in this chapter
- videos, image galleries and other extra materials.

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4.2

# Business responsiveness

## Focus question

**How do businesses respond to changing economic conditions?**

All businesses exist within a wider economic cycle, where there are regular periods of growth and contraction. The key is to be responsive and adapt when conditions change, capitalising on the good times and riding out the difficult periods. The Australian economy, like most around the world, began the 2020s in a major downturn due to the COVID-19 pandemic. This caused many businesses to close, but those that were able to respond fastest and be innovative in this challenging environment were still able to thrive. As the economy changes, there will be winners and losers, and businesses are always looking for ways to create an advantage over their competitors.

## Research and development

Many businesses invest in technology to improve their productivity. This means funding research and development (R&D). Small businesses tend to struggle in this area, as there are often very high costs involved in researching product improvements. Sometimes smaller organisations will combine their resources through industry groups, which are then able to run programs to benefit the whole sector. Big companies such as Apple or Mitsubishi, on the other hand, spend millions each year on product development, which provides them with huge advantages in the market.

When economic conditions improve, businesses tend to allocate more money to R&D, looking to take advantage of not only having more money available but also increased consumer confidence to try new products and spend money. The success of a new product can often rely on the general performance of the economy when it is released.

### Amazing but true…

Amazon spent the most of all companies on research and development in 2024, spending US$87 billion.

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## Connecting Economics and Business and History

Henry Ford pioneered assembly line production and revolutionised production efficiency. Read the short article on the Ford company website about the revolutionary ideas about systems in manufacturing that Ford was responsible for, available via the link at https://cambridge.edu.au/redirect/11295.

**Analysis questions**

1 Identify three changes Ford introduced to vehicle manufacturing. For each change, explain how it led to more efficient manufacturing.

2 Outline, in your own words, the importance of investing in systems for the success of a business.

3 Henry Ford revolutionised factory production and made cars affordable for middle-class Americans. Think of a contemporary businesses or individual that has disrupted or had a significant impact on their industry (for example, Amazon, Airbnb, Google, Apple, Uber).

- Research this business or individual to identify and explain how they changed their industry.
- Evaluate how significant you think their impact has been or will be. Support your ideas with specific evidence and details from your research.

4 Using your evidence and explanations from your answers to Questions 1–3 above, write one short paragraph OR create a mind map or an infographic that brings all your ideas together about the importance of investment in systems that build efficiency in businesses.

**Key concepts:** the changing world of business, systems, technology, entrepreneurs

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

## Making thinking visible 4.1

### What to research?

Many industries don't receive as much funding for R&D as others. Imagine you had a huge budget and could invest in any industry you chose.

- Which industry would you fund research in and why?
- What would you hope to improve within this industry?
- What challenges would you expect to face?

**Key concepts:** scarcity, making choices, interdependence, allocation and markets

**HASS skills:** evaluating, communicating and reflecting

The government often supports ideas in areas of R&D because of the general benefits it provides to the economy. Funding for research centres and universities comes from the government and can lead to new and improved technologies. The development of drones, for example, benefits businesses in many industries, from farming to media. Drones were initially designed by the military with government funding and are now used throughout the world.



← Figure 4.2.1 The use of drone technology in farming has become widespread, particularly for tasks such as spraying pesticides on crops.

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## Innovation

Business innovation refers to organisations introducing new or improved processes, services or products to effect positive change within the business. When economic conditions change, businesses tend to look to innovate and adapt in order to maintain or increase their market share. Businesses that do not embrace change are always at risk of losing their customers. For example, Kodak failed to adapt to digital photo technology and went bankrupt in 2012, while Nokia did not respond fast enough to the smartphone revolution and saw its market share fall from 49.4 per cent in 2007 to less than 1 per cent in 2019.

When the economy is strong, businesses tend to have surplus funds available to invest in new products or services. If these ideas fail, the harm to the business can be minimised because there are still traditional sources of revenue to fall back on. Innovation in new products can be risky, but the potential reward for developing an industry-changing idea can be enormous. Nokia was the victim of the success of Apple and Samsung, companies that are now valued in the hundreds of billions of dollars.



↑ Figure 4.2.2 Innovation and the use of technology have revolutionised engineering and architecture.

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## Case study 4.1

### Nuheara – changing lives through innovation

Nuheara, headquartered in Perth, Western Australia, is an innovative hearing health company that has developed exclusive and multi-functional intelligent hearing technology that augments a person's hearing and allows for wireless connection to smart devices.

Nuheara's product, IQbuds2 MAX, was launched in 2020 and won three awards at the CES Innovation Awards. It was also included in the prestigious *Time* magazine top 100 inventions of 2020 list. The product sets a new standard in hearables technology by combining high-end headset technology, including Active Noise Cancellation, and sophisticated hearing technology found in high-end hearing devices.

NUHEARA
Hearing Intelligence

↑ Figure 4.2.3 Nuhearea is a world-leading Western Australian innovator.



↑ Figure 4.2.4 Augmented hearing technology can assist people with a number of conditions, from hearing loss to autism.

Through its range of hardware and software products, Nuheara is dedicated to solving major hearing challenges that exist in the global hearing healthcare market.

The benefits range from assisting people who suffer from hearing loss and tinnitus to aiding children with autism to control their sound experience.

This Western Australian business is changing lives through its innovative technology and is a great example of how what is good for business can also be good for customers.

### Analysis questions

1 What makes Nuheara's IQBuds such an innovative product?

2 Describe why businesses like Nuheara invest in technological innovation.

**Key concepts:** making choices, interdependence

**HASS skills:** analysing

When economic conditions are on the decline, however, businesses tend to look to process or systems innovation. It is less costly, and often comes with decreasing staff numbers or merging resources to save on costs. Innovation in this area does not have the same potential for success as a world-shattering product, but it can deliver important cost savings. A small investment in some tablets and software can streamline the way businesses keep track of their inventory or communicate with customers, cutting down on staff costs and saving the businesses money.

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It is often a combination of technology and process innovation that makes the biggest difference to a business and there is great potential for those that can think creatively.

## Marketing strategies

Here are some facts about consumer spending and marketing:

- Consumers buying goods and services makes up half of all spending in Australia – a total of around $1.4 trillion in 2024.
- This equals a per capita spend of $53 400.
- Spending is cyclical, meaning there are certain times of the year that see higher spending, such as Christmas. Western Australians alone spent $6 billion during Christmas 2024.
- Discretionary spending, such as on luxury items or services, is the most volatile category of consumer spending.
- The total spending on marketing in Australia was $31.67 billion in 2024.
- Marketing is not just advertising – it is all spending on the consumer buying experience.

It is no surprise that the experience of consuming a high-quality product is completely different to a cheaper alternative. This can include the service you receive while consuming, the association you may feel with a celebrity or a peer group from choosing to buy that product, or the in-store or online buying experience. Businesses spend in the knowledge that shifting people's buying habits by a small amount can lead to a large increase in their market share and revenues.

Effective marketing strategies can significantly boost a brand's visibility and engagement. Here are a few notable examples:

1 **Tourism Western Australia:** The 'Just Another Day in WA' campaign effectively showcased the unique experiences available in Western Australia. By leveraging stunning visuals and personal stories, the campaign highlighted the state's natural beauty and diverse attractions, encouraging both domestic and international tourism.




↑ Figure 4.2.5 The 'Just Another Day in WA' campaign by Tourism Western Australia

**Source:** Tourism WA tells the world it's 'just another day in WA' in a new campaign via Cummin&Partners – Campaign Brief.

2 **Little Creatures Brewery:** This Fremantle brewery used a grassroots marketing approach, focusing on local events and community engagement. By hosting brewery tours, tastings and sponsoring local events, Little Creatures built a strong local following and expanded its brand presence organically.

3 **Apple Inc.:** Known for its innovative marketing, Apple's 'Think Different' campaign is a classic example. This campaign celebrated creativity and innovation, aligning the brand with iconic figures like Albert Einstein and Martin Luther King Jr. It effectively positioned Apple as a leader in technology and innovation.

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↑ Figure 4.2.6 Apple's 'Think Different' campaign logo

**Source:** File:Apple logo Think Different vectorized.svg – Wikimedia Commons

4 **Coca-Cola:** The 'Share a Coke' campaign personalised the brand by printing individual names on bottles. This strategy created a personal connection with consumers, encouraging them to find and share bottles with their names or the names of friends and family. It significantly boosted sales and social media engagement.




↑ Figure 4.2.7 A selection of labels from Coca-Cola's global 'Share a Coke' campaign

**Source:** File:Share a Coke Name Promotional Coca Cola Bottles (14483573386).jpg – Wikimedia Commons

5 **Nike:** The 'Just Do It' campaign is one of the most successful marketing strategies ever. It inspired people to push their limits and pursue their goals, regardless of the obstacles. This powerful message resonated with a wide audience, reinforcing Nike's brand identity as a motivator and enabler of athletic achievement.




↑ Figure 4.2.8 Nike's iconic 'Just Do It' campaign was one of the most successful marketing strategies ever.

**Source:** File:JUST DO IT. (NIKE).gif – Wikimedia Commons

These examples illustrate how effective marketing strategies can vary widely but share common elements of creativity, emotional connection and strong brand alignment.

### Adjusting output to reflect consumer spending

Output refers to the quantity of a good or service a business produces. As described earlier in the chapter, most modern businesses seek to operate as efficiently as possible. Having a surplus of resources, staff or finished products adds costs to businesses, and minimising wastage can be an important way to remain profitable. Successful businesses will continually track and measure customer buying habits, and will adjust their output to reflect any changes they may observe. This could mean increasing or decreasing production to meet seasonal demand, changing their product design or completely redesigning the way they operate.

Consider the way many businesses arrange their staffing requirements. Effective owners and managers will seek to employ just enough staff to meet demand, responding to consumer orders or changes in spending habits by adjusting their roster. In this way, businesses also drive the business cycle.

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Go online to access the interactive section review and more!

## Lesson 4.2 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

### 4.2 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Outline the benefits of investment in research and development for:
   - **a** businesses
   - **b** consumers.

2 Define business innovation.

3 Explain what is meant by process innovation.

#### Interpret

4 Describe how a business that provides scenic boat cruises would respond to improved economic conditions. Consider how it would seek to take advantage of the situation.

5 Explain how drones could be used to improve business productivity. What are some of the risks of using drones?

6 Visit the Nuheara website and read more about its innovative technology. Create a print advertisement promoting the benefits of its products.

#### Argue

7 Do you think the government should invest more of taxpayers' money in research and development? What are some of the advantages and disadvantages of government involvement in these activities?

8 If you were a business owner, would you focus more on product innovation or process innovation? Why?

### Apply

1 Predict what innovation will look like in 2050. In your answer, consider technological progress, the changing work environment and the availability of key resources. Write a paragraph to compare and contrast your predicted future with today's innovation landscape.

**Key concepts:** making choices, interdependence, allocation and markets

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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# Business productivity

## Focus question

**How do businesses organise themselves to improve productivity?**

Productivity refers to the efficiency with which resources can be converted into goods and services. From a business point of view, this means getting the most out of their raw materials, workforce and management systems in order to produce as much as possible. Productivity in general has been increasing over time, with increases in skills and technology driving this improvement. Businesses aim to make profits, and by increasing their productivity they are able to earn more revenue and often reduce costs. This money can then be reinvested into the businesses to enable them to grow further.



↑ Figure 4.3.1 Part of investing in human capital is providing staff with opportunities to demonstrate leadership and present their ideas.

## Investment in training

The entrepreneur and philanthropist Bill Gates is quoted as saying that 'human capital is the main base of competition. The leading indicator of where you're going to be in 20 years is how you are doing on education and training'. This applies not only to economies and nations, but to businesses as well. Development of people is one of the critical features of successful organisations and is a key driver of productivity.

Consider two businesses that are both producing the same product. One business spends time and resources training its staff to be more independent, gives them responsibility and promotes them within the business. Its staff are engaged and committed because they see their efforts being rewarded, and therefore the majority stay for many years. The other business tries to save money by cutting spending on training and prefers to limit opportunities for existing staff, instead contracting people from outside the business to do many higher-level tasks. This business has a high turnover of staff and its employees rarely do more than the minimum requirements.

It should be obvious that, over time, the first business will far surpass the productivity of the second. For a start, in the first business, staff will be continually improving their skills and using their time more effectively. In addition, its customer service should be much better as its staff know their customers well and can give lasting, quality service. Also, the costs of

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hiring new staff when employees leave can be high and will impact upon the second business's profits. It is clear that the benefits of training and upskilling staff go well beyond their individual capabilities and can lead to the improvement of the entire company.

### Amazing but true…

Research suggests that on average in Australia it costs $23 000 to hire one new employee and filling a vacant role takes 44 days.

## Making thinking visible 4.2

**Video**

Setting the scene: productivity and mental health

### Think, evaluate, propose

- What do you think about this topic?

  Individually, write a list of things you know about how mental health impacts productivity. Draw upon your personal experiences or use the information from the *Productivity and mental health* video.

- What is being recommended?

  With a partner, look at the recommendations from the Productivity Commission report. For each recommendation, come up with a specific way that this could be put into practice. What are the best ways to get these recommendations implemented in the real world?

- What should be done?

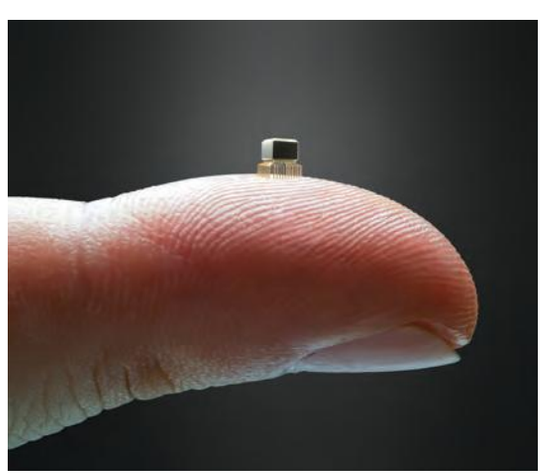
  Share with the class one of your ideas. If you were in a position of leadership, what one thing would you do straight away to address this issue? As a class, have a discussion and decide on the five best ideas.

**Key concepts:** scarcity, making choices, interdependence

**HASS skills:** analysing, evaluating, communicating and reflecting

## Investment in technology

When most people think of increased productivity, the first thing that comes to mind is usually technology. If you look around the room you are sitting in, almost everything that you can see relies on some form of mechanised production process. As these processes improve, more and higher-quality goods and services can be produced. Microchips are a great example. In 1971, Intel launched its first commercial microprocessor chip, known as the 4004. It contained 2300 tiny transistors. By 2024, the Blackwell B200 GPU, created by US tech giant Nvidia, contained around 208 billion transistors and had 8 000 000 times as much power as the 4004. Transistors are so small now that billions fit on a chip the size of a fingernail and cost a fraction of a cent. With these advances in innovation and technology, processors have been incorporated into many different appliances, from vehicles to electronics and even clothing.



↑ Figure 4.3.2 Microchips have become smaller and more powerful over the past 50 years.

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This example illustrates two key truths. First, the production of microchips has been experiencing rapid productivity growth and, second, the improvement of microchips has contributed to productivity growth in many other areas of the economy. As computer processing becomes faster, more information can be transmitted in shorter time frames, allowing for increased production of all goods and services. Communication technology has been a significant contributor to productivity growth over the past 250 years, and has accelerated this century.

Businesses spend large amounts of money to improve their technology, mainly because they expect to see a return on this investment over time. As production improves, they will be able to develop an advantage over their competitors and earn more profits. This also benefits consumers and, for this reason, there are a number of government initiatives and publicly funded research facilities that also contribute to the development of technologies.

## Making thinking visible 4.3

### Timeline of technological progress

Choose a product from the list below and research the way technology has influenced its production over time:

- phone
- camera
- car
- computer
- plane.

Create a timeline to illustrate the key technological developments in the making and use of your chosen product. Ensure that you include images of the way the product has changed.

**Key concepts:** interdependence, allocation and markets

**HASS skills:** questioning and researching, analysing, communicating and reflecting

## Investment in systems

Businesses are complex. To produce even a simple product requires organisation. Each business must decide how it will turn its raw materials into finished goods and services. This often means moving or changing physical items, distribution of ideas and information and short-term and long-term planning. Producers that are most efficient at these processes are often most successful in the market.

Businesses hire managers and pay experts to make sure their systems and processes are streamlined, limit wasted time and materials, and include planning for unexpected events. In large organisations, making changes to processes can be a very costly exercise, so getting them right from the beginning is of huge importance. To illustrate this, consider a McDonald's hamburger. Many people would claim to be able to cook a better-tasting burger, but to date McDonald's sells more hamburgers than any other business. It is the systems McDonald's has established to make burgers that are cooked quickly, are uniform in taste and appearance and low in cost that have seen the company dominate the fast-food industry, rather than the product itself.

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↑ Figure 4.3.3 It is the systems of production, rather than the product itself, that make fast-food restaurants so successful.

**just-in-time inventory (JIT)** a strategy of managing inventory and/or production that links the ordering of raw materials to production scheduling

**inventory** the array of finished goods waiting for sale or materials used in production held by a company

**change fatigue** a condition characterised by lingering mental and physical tiredness associated with organisational change

### Just-in-time inventory (JIT)

systems work by creating efficiencies in the movement of goods and materials in the production process. Many businesses spend lots of money storing **inventory** waiting to be sold or produced. JIT systems instead involve creating, storing and keeping track of only enough orders to supply the actual demand for the company's products. The JIT method ultimately helps companies cut down on the waste of making too many products (or supplying too many goods). Therefore, they don't use up raw materials that may or may not actually be necessary to fulfil the orders they have. In turn, this cuts down on the costs they have for inventory, freeing up cash flow.

Changing processes and systems can be a costly and time-consuming activity for businesses, and there is a danger of staff experiencing **change fatigue**. It is often, however, riskier to remain stagnant in business and be overtaken by competitors who are more efficient with their business systems.

## Key concepts for your memory bank

**Scarcity** refers to the shortage of resources relative to wants. The wants of a society might be unlimited but the resources available to satisfy these wants are limited. *Pop this concept into your memory bank – at the end of this book is an activity which will test your understanding of this, and other key HASS concepts!*

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## Lesson 4.3 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

Go online to access the interactive section review and more!

### 4.3 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Define what is meant by productivity.

2 Explain the benefits to businesses from investing in the training of staff.

3 Describe the JIT inventory system.

#### Interpret

4 Outline how a business that produces clothing could use each of the three forms of productivity investment described in the text to improve its profits.

5 Explain how artificial intelligence (AI) technology could be used to improve business productivity. What are some of the risks of using AI?

6 Using the internet, research ordinary products that are now being embedded with microchips. Record your findings, and for each write down one positive and one negative feature of the technology being used in this way.

#### Argue

7 What forms of staff development are most effective for businesses to invest in? Consider the skills people need to improve their performance over the long term.

8 If you ran a business, would you choose to use JIT inventories? Why/why not?

### Apply

1 Create a flowchart for organisational change. Consider the steps in the process, how to communicate and implement the change and how you will deal with resistance from people within the organisation. Use the internet to research common change management strategies.

**Key concepts:** scarcity, making choices, interdependence, allocation and markets

**HASS skills:** questioning and researching, evaluating, communicating and reflecting

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4.4

# Ethical decision-making

## Focus question

**How do businesses create a competitive advantage by making decisions that benefit others?**

Ethical decision-making in production and consumption is increasingly recognised as a critical component of sustainable business practices. It involves making choices that are not only legally compliant but also morally sound, considering the broader impact on society, the environment and future generations. This approach is essential in addressing various ethical issues that businesses face today, such as discriminatory workplace practices, labour conditions and environmental sustainability.

## Current ethical issues for businesses

1 **Discriminatory workplace practices:** Discrimination in the workplace remains a significant ethical issue. This can manifest in various forms, including gender, race, age and disability discrimination. Companies are increasingly held accountable for creating inclusive environments where diversity is not only accepted but celebrated. Ethical decision-making in this context involves implementing fair hiring practices, providing equal opportunities for advancement, and fostering a culture of respect and inclusion.

2 **Labour conditions:** Labour conditions, particularly in developing countries, are a major concern. Issues such as child labour, forced labour and unsafe working conditions are prevalent in industries like textiles, electronics and agriculture. Ethical decision-making requires businesses to ensure that their supply chains are free from exploitation. This involves conducting regular audits, working with suppliers to improve labour standards and being transparent about the business's sourcing practices.

3 **Environmental sustainability:** The environmental impact of production processes is another critical ethical issue. Businesses are increasingly expected to minimise their carbon footprint, reduce waste and use resources responsibly. Ethical decision-making in this area involves adopting sustainable practices, such as using renewable energy, reducing emissions and promoting recycling and reuse.

## Campaigns encouraging ethical practices

1 **Animal rights activism:** Animal rights campaigns have been instrumental in raising awareness about the ethical treatment of animals in various industries, including food production, fashion and cosmetics. Organisations like PETA (People for the Ethical Treatment of Animals) have led campaigns to end animal testing,

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promote veganism and ban the use of fur and exotic skins. These campaigns often use powerful imagery and celebrity endorsements to highlight the plight of animals and encourage consumers to make ethical choices.

2 **Fairtrade:** The Fairtrade movement aims to ensure that producers in developing countries receive fair compensation for their work. Fairtrade certification guarantees that products are made under fair labour conditions, with fair wages and without child or forced labour. This movement has gained significant traction, with many consumers actively seeking out Fairtrade products. Companies that adopt Fairtrade practices often benefit from enhanced brand loyalty and a positive public image.

3 **Environmental campaigns:** Environmental campaigns, such as those led by Greenpeace and the World Wildlife Fund (WWF), focus on promoting sustainable practices and protecting natural resources. These campaigns address issues like deforestation, ocean pollution and climate change. They encourage businesses to adopt ecofriendly practices and consumers to make environmentally responsible choices. For example, campaigns to reduce plastic use have led to increased adoption of reusable bags, bottles and packaging.

## Economics through data

### Fairtrade premium distribution system

Fairtrade aims to create lasting sustainable change for farmers and workers by addressing power imbalances in global trade. Below are some key figures:

- Over two million farmers and workers are part of Fairtrade, spread across 1930 producer organisations in 70 countries.
- More than 2500 businesses in 145 countries sell over 37 000 products with the FAIRTRADE Mark.
- In 2022, producers earned more than €220 million (A$378 million) in Fairtrade Premium, which is an extra sum of money invested in community projects.

Investigate the Fairtrade International website via https://cambridge.edu.au/redirect/11296 and the data shown in the graph 'Total Fairtrade premium received by produces in recent years' (see the link at https://cambridge.edu.au/redirect/11297) to discover the positive impact of Fairtrade on improving the livelihoods of farmers and workers worldwide.

### Your response

Use the data from Fairtrade.net to demonstrate the benefits of Fairtrade between 2010 and 2022.

1 Use the graph to identify the amount of Fairtrade Premiums paid to producers and workers in:
   **a** 2010 **b** 2014 **c** 2018 **d** 2022.
2 Use the graph to identify the top products where Fairtrade has had an impact.
3 In your own words, explain what Fairtrade is trying to achieve.
4 In your own words, use the information from the graph to explain what the goals were of the farmers and workers involved in Fairtrade.
5 Using your answers to the above and further analysis of the data, write a paragraph OR create an infographic evaluating the impact of Fairtrade on developing countries.

**Key concepts:** scarcity, making choices, allocation and markets

**HASS skills:** questioning and researching, analysing, communicating and reflecting

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## The role of ethical decision-making

Ethical decision-making in production and consumption involves a holistic approach that considers the impact of business practices on all stakeholders, including employees, consumers, communities and the environment. It requires businesses to go beyond compliance with laws and regulations and to adopt a proactive stance on ethical issues.

1 **Corporate social responsibility (CSR):** Many companies have integrated ethical decision-making into their CSR strategies. CSR initiatives often include efforts to improve labour conditions, reduce environmental impact and support community development. By aligning their business goals with ethical principles, companies can build trust with stakeholders and enhance their long-term sustainability.

2 **Consumer influence:** Consumers play a crucial role in promoting ethical practices. Increasingly, consumers are making purchasing decisions based on the ethical stance of companies. They are more likely to support brands that demonstrate a commitment to social and environmental responsibility. This shift in consumer behaviour has prompted many businesses to adopt more ethical practices to meet the growing demand for transparency and accountability.

3 **Regulatory and industry standards:** Governments and industry bodies are also playing a role in promoting ethical decision-making. Regulations and standards, such as the *Modern Slavery Act 2018* (Cth) and the Global Reporting Initiative (GRI), require companies to disclose their efforts to address ethical issues. Compliance with these standards not only helps businesses avoid legal repercussions, but also enhances their reputation and competitiveness.

Ethical decision-making in production and consumption is essential for creating a sustainable and just world. By addressing current ethical issues and supporting campaigns that promote ethical practices, businesses can contribute to positive social and environmental outcomes. Consumers, in turn, can drive change by making informed choices and supporting companies that align with their values. Together, these efforts can lead to a more ethical and sustainable future.

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Go online to access the interactive section review and more!

### Lesson 4.4 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

### 4.4 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 What is ethical decision making?
2 Explain three current ethical issues for businesses in Australia, with examples.
3 Describe how governments play a role in promoting ethical decision making.

### Interpret

**4** Discuss the benefits to businesses of making ethical decisions.

**5** Describe how ethical business practices have changed over the past 30 years.

### Argue

**6** What is more important: the way businesses use and maintain the natural environment to make products or the way businesses treat the people involved in making their products? Explain your answer.

## Apply

**1** What should be the penalty for businesses that don't act ethically? Consider or research some situations and create a system of consequences for at least three levels of unethical behaviour.



**Key concepts:** making choices, interdependence



**HASS skills:** analysing, evaluating, communicating and reflecting

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4.5

# The various influences on the work environment

## Focus question

**What are the factors that influence the ways people work?**

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## Globalisation

In its simplest form, globalisation is the increasing interconnection we have with different parts of the world. Today, the operation of many businesses has changed from companies being associated with a single country to operating in multiple countries, creating a global marketplace. Such large companies are no longer considered national firms. They are known as **multinational corporations (MNCs)** and many of them have **subsidiary** firms in other countries. Globalisation has been enabled by a number of factors, including technology and free trade agreements.

**multinational corporations (MNCs)** companies that are located in several different countries, or businesses producing and selling goods in several different countries

**subsidiary** a company that is owned by a larger company



↑ Figure 4.5.1 Developments in modern technology, such as video conferencing and instant messaging, have ensured that international barriers such as time zones have become irrelevant to cross-country productivity.

## Technology

Technology has grown to enable the extension of traditional workspaces. The use of the internet allows workers to connect with colleagues in different countries, often working in different time zones. Telephone, video conferencing, email and instant messaging are different ways we communicate with our counterparts in offices worldwide. This enables the quick and efficient exchange of information between global co-workers and their customers.

The growth of technology also means that you are more likely to not have a job or career for life. Research has indicated that by the time you retire at age 70, you will likely have had at least seven careers. It is anticipated that:

- Permanent full-time jobs will be replaced by part-time, casual and temporary jobs. Greater flexibility of working hours and conditions are needed to accommodate the needs of all staff.
- Workers will be required to retrain in order to keep up with the changing nature of the workforce as jobs are redesigned to keep pace with new technology.

- The number of people who work from home will continue to increase due to the impact of COVID-19 in the short term and technological advancement in the long term.

Many Australians working in multinational companies have colleagues in different countries. To allow for a seamless transition, global companies worldwide have adopted the 'follow the sun' workflow model. It uses the analogy that as the sun does not set, issues and problems can be passed on from one office to another office in a different time zone through the use of internet technology. This increases the responsiveness of the company. Therefore, companies are able to provide round-the-clock customer service by following the sun around the globe.

## Free trade agreements

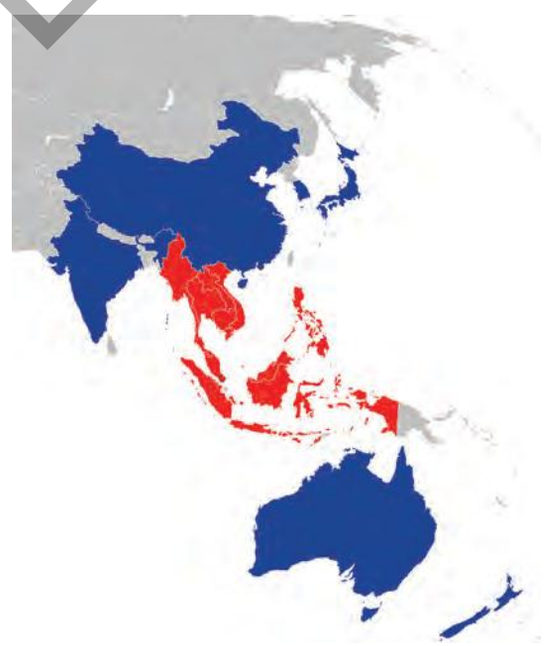
Free trade agreements (FTAs) between countries enable goods and services to be traded with more ease. Australia has FTAs with countries including New Zealand, Singapore, China and many others. They are designed to benefit Australian importers, exporters, producers and investors by reducing or eliminating international trade and investment barriers.

The Australian Government Department of Agriculture states that:

> *FTAs promote stronger trade and commercial ties between participating countries, and open up opportunities for Australian exporters and investors to expand their business into key markets. They are particularly beneficial when they seek to remove barriers in highly protected markets or gain a foothold in potential or expanding markets.*
>
> *By facilitating access to these markets, FTAs provide significant commercial benefits to Australia's exporters and in turn, wider economic benefits to all Australians.*

One example of an FTA in force is the Association of Southeast Asian Nations (ASEAN)–Australia–New Zealand Free Trade Agreement (AANZFTA), which became effective on 1 January 2010. Its benefits are:

- **tariff** reductions
- new opportunities for Australian exporters to tap into supply chains in the region
- legal protection for Australian investors in the region
- ongoing economic engagement with ASEAN.



↑ Figure 4.5.2 The Association of Southeast Asian Nations (ASEAN)–Australia–New Zealand Free Trade Agreement includes 12 countries, as shown on the map.

**tariff** a tax on goods coming into or going out of a country

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## Effects of globalisation

### Outsourcing

Companies outsource their workforce overseas due to the lower cost of labour in developing countries. Telstra, for example, was one of the first telecommunications companies to outsource their call centres overseas to India and Indonesia. This saved the company costs, due to the lower wage levels and overall infrastructure costs. However, the types of jobs being outsourced are no longer limited to customer service call centre jobs. In January 2019, Telstra announced that it was outsourcing 1500 emerging tech roles to India. In Bangalore, a new Telstra innovation and capability centre was being built to help the business hire quickly and then train new talent across its business. The Australian skilled labour market was considered too small to meet Telstra's specific needs.



↑ Figure 4.5.3 Just one of the many call centres based in Bangalore, which is now known globally as the 'tech capital' of India.

## Labour exploitation

A United Nations Children's Fund paper, *How Sensitive Are Estimates of Child Labour to Definitions?* (2017), found that in the poorest countries, around one in four children between the ages of five and 17 years are engaged in child labour. The International Labour Organization (ILO) estimates that 170 million are engaged in child labour. Child labour is defined by the UN as 'work for which the child is either too young – work done below the required minimum age – or work which, because of its detrimental nature or conditions, is altogether considered unacceptable for children and is prohibited'.

The rise of sweat shops in developing countries has been a significant contributing factor to the issue of child labour. Many children work to support their families and siblings. As children leave for work in neighbouring towns and cities, it displaces them, with many living in shelters and on the streets. Many children work in factories in difficult and unsafe conditions. This also removes them from formal education before they can master the basics of reading, writing and numeracy, and leaves them with little prospects for future work opportunities.

A 2013 report conducted by the Australian Council of Superannuation Investors (ACSI) studied the sourcing patterns of 34 Australian companies. It found that more companies were using lower-skilled and lower-wage workers in developing Asian countries. Of concern was the fact that only one-third of the companies had child and forced labour policies. A report in 2013 produced by *Four Corners*, an investigative TV program on the Australian Broadcasting Corporation (ABC) network, also revealed that big Australian brands such as Rivers, Coles, Target and



↑ Figure 4.5.4 Wednesday, 24 April 2013 in the Savar Upazila of Dhaka, Bangladesh, the day after an eight-storey commercial building named Rana Plaza collapsed. The search for the dead ended on 13 May 2013 with a death toll of 1134.

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Kmart had ordered clothes from factories in Bangladesh that did not meet international standards in working conditions. This came after the tragic collapse of Rana Plaza in Bangladesh on 23 April 2013. Thousands of workers were forced to enter the building to begin their shifts despite cracks appearing on its facade a day before. More than 1100 garment workers lost their lives in what has been called one of the world's worst industrial disasters.

## Making thinking visible 4.4

### See, think, wonder

Look at the image in Figure 4.5.4.

- What do you see?
- What do you think about that?
- What does it make you wonder?

**Key concepts:** specialisation and trade, allocation and markets, economic performance and living standards

**HASS skills:** analysing, evaluating

## Lesson 4.5 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

**Go online to access the interactive section review and more!**

### 4.5 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

**Recall**

1 Define globalisation.
2 List two examples of globalisation.
3 What are free trade agreements? Give one example of an FTA and list its benefits.

**Interpret**

4 How has technology changed the way we work? Give two examples in your answer.
5 What are the strengths and weaknesses in outsourcing?
6 What should businesses put more focus on – cost saving or customer service? Justify your answer.

**Argue**

7 Labour exploitation remains a grave issue in business. Research on the internet to find recent issues relating to labour exploitation in the world.
   a Explain why this occurs.
   b How can Australian businesses combat this issue?
   c How can Australian consumers help with this issue?

**Key concepts:** making choices, specialisation and trade, allocation and markets, economic performance and living standards

**HASS skills:** questioning and researching, analysing, evaluating

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4.6

# The way the work environment is changing in contemporary Australia

## Focus question

**How is the work environment changing in contemporary Australia?**

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## The fourth industrial revolution

**Internet of Things (IoT)** objects with computing devices in them that are able to connect to each other and exchange data using the internet

**robotics** the science of making and using robots

**nanotechnology** an area of science that deals with developing and producing extremely small tools and machines by controlling the arrangement of separate atoms

**virtual reality (VR)** a set of images and sounds produced by a computer that seem to represent a place or a situation in which a person can take part

**artificial intelligence (AI)** the study of how to produce machines that have some of the qualities that the human mind has, such as the ability to understand language, recognise pictures, solve problems and learn

The fourth industrial revolution is the environment in which technologies and trends such as the **Internet of Things (IoT)**, **robotics**, **nanotechnology**, **virtual reality (VR)** and **artificial intelligence (AI)** are changing the way we live and work. The fourth industrial revolution is seen as a point in time that will reshape the future of work. More than half of the students entering schools today will likely one day work in jobs that do not currently exist. Office jobs, along with manufacturing and production jobs, will also decline, but with these declines come opportunities. Jobs with a STEM (science, technology, engineering and mathematics) focus on computer functions will continue to increase. The central driver for the future of work is technology.

According to the World Economic Forum (Weforum), technology is a key factor in how we currently make, manage and deliver services. Future places of work might not be open-plan offices, but interconnected workspaces. These workplaces will, if not already, be underpinned by virtual conferencing, complete and constant connection and portability.

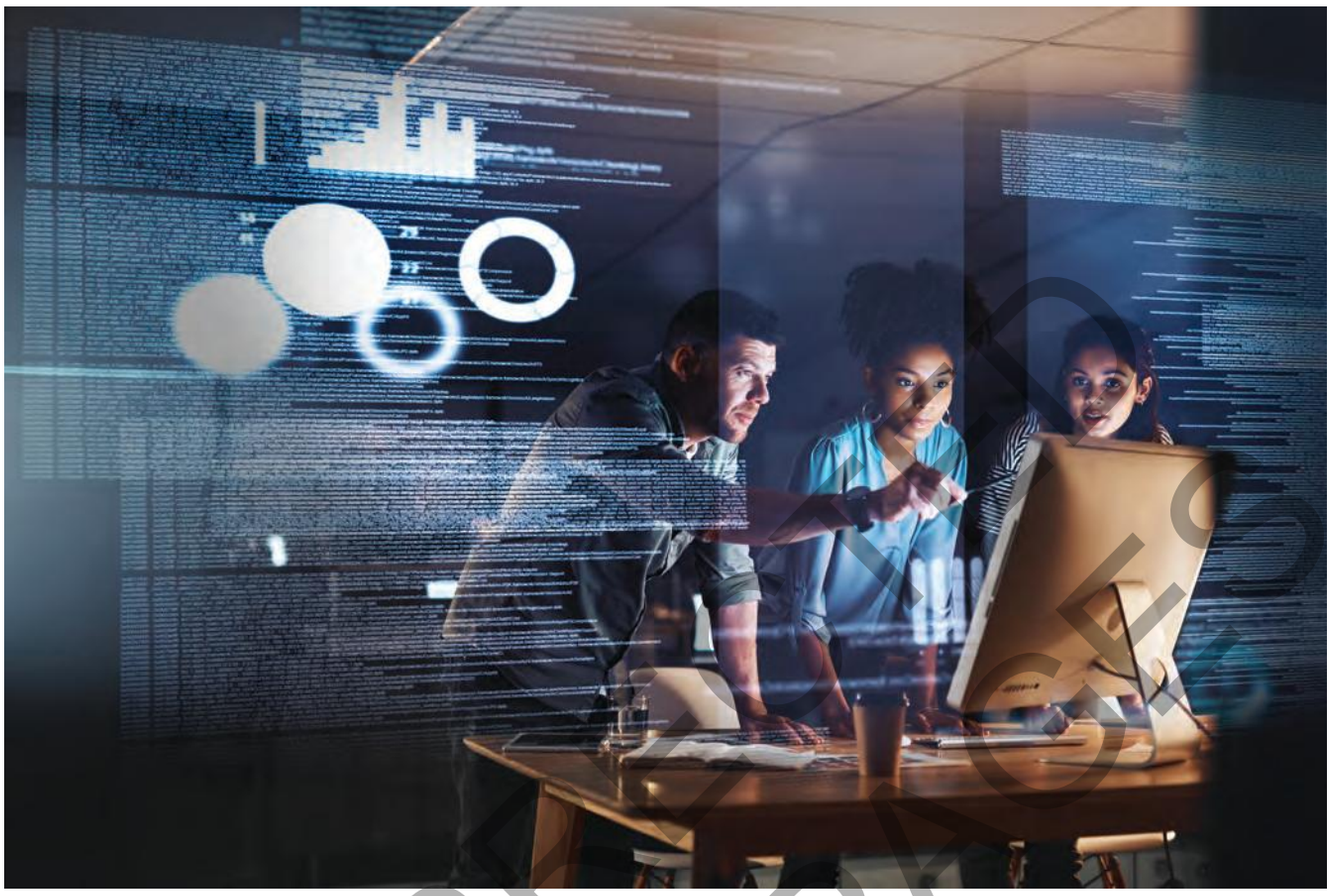
As already shown by the growth in businesses that have embraced and incorporated technology, such as Airbnb and Uber, personally owned assets, from cars to spare bedrooms, can expand entrepreneurship and provide new money-making streams.

Equipping the future workforce for this constantly evolving working environment requires us to embrace this technology and change our ways of thinking to help make our world a better place.

Embracing the technological needs of the future workplace in the 2020s means providing incentives for students to embrace some STEM and computer-based subjects to ensure they stay at the cutting edge of technological advancement. The speed at which this technology moves means reinventing the ways schools and students view their work future, and encouraging them to continually reassess and provide for the training needs of the future throughout their schooling life.

We must ensure that, through school and tertiary institutions, we educate the future workforce appropriately so that current and future generations are not left behind in the global digital skills race.

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↑ Figure 4.6.1 Technology is increasingly changing the way people work.

## Activity 4.1

### Check your understanding

1 What is the fourth industrial revolution?
2 Explain the following terms:
   **a** artificial intelligence
   **b** Internet of Things
   **c** robotics
   **d** virtual reality.
3 What are the key things students should do to prepare themselves for the future of work? Explain why these things are important for a future in the workforce.
4 Do you think future generations will be left behind, or could they pick up skills easily if nothing changes in schools?

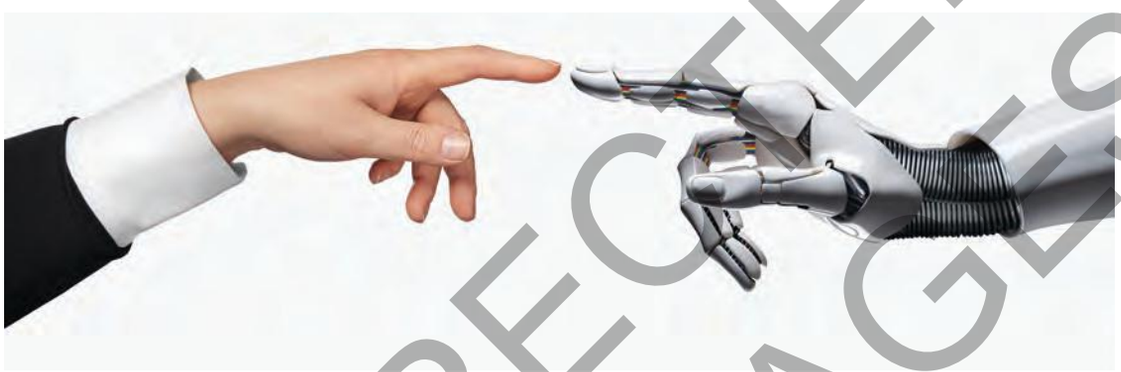
**Key concepts:** scarcity, making choices, interdependence, economic performance and living standards

**HASS skills:** analysing, evaluating

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## From jobs to super jobs

The use of technology in the form of AI robotics, deep learning and the IoT has meant that many jobs have been redesigned in a number of industries and opened up opportunities in many other areas. The jobs of tomorrow are likely to be powered by new technology and driven by use and manipulation of data. But these jobs still require 'human' skills such as communication, problem solving, creativity and design. As technology takes over the repetitious tasks, jobs of the future may well evolve into *super jobs* – jobs that require those irreplaceable human traits of creativity and communication, but also incorporate cutting-edge technology to meet the demands of the future.



↑ Figure 4.6.2 The use of machines is likely to increase in future work.

Many people have predicted that AI and robotics will do away with traditional jobs because the market for these technologies is growing rapidly. Does this mean that many jobs will be made redundant? There are arguments that automation, through removal of routine work, makes jobs more human, making the role and contribution by people more important and meaningful. The value of AI and automation lies not in the ability to replace human labour with machines, but in rebuilding the workforce to incorporate new knowledge and new skills. As machines replace humans in doing routine or manual work, jobs are evolving to require new combinations of human skills and capabilities.

These new super jobs bring together technical skills, including technology operations and data analysis, with more 'human' skills in areas of communication, service and collaboration. Super jobs will not only change the nature of job skills but also the nature of work.

## Making thinking visible 4.5

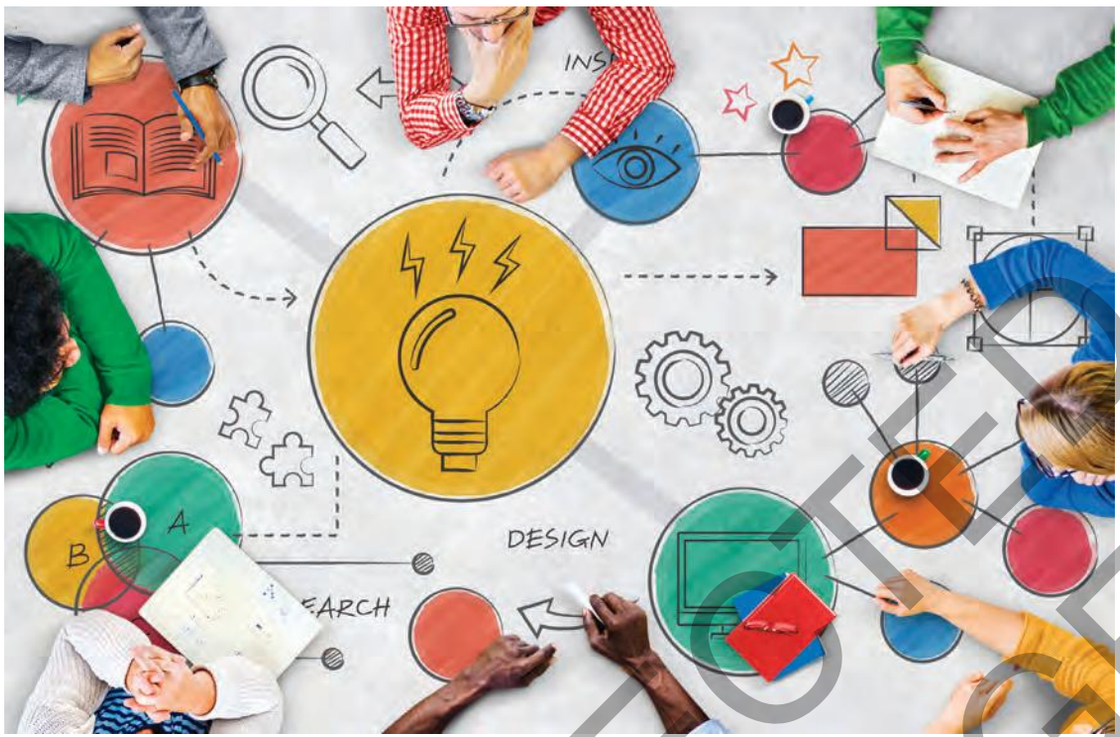
### Think, pair, share

What kind of job do you want in the future? Does it involve an aspect of AI or robotics? Take a few minutes to think about your future and find a partner to discuss these ideas about a future job.

**Key concepts:** making choices, interdependence

**HASS skills:** communicating and reflecting

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↑ Figure 4.6.3 Work in the future is expected to be more creative and collaborative.

According to the ABC article 'Artificial intelligence and automation are coming, so what will we all do for work?', the answer to this question is that future workers need to be flexible and have an ability and willingness to learn new things. The article explains that AI scientists and experts in the future of work describe a work future in which there are fewer full-time, traditional jobs requiring one skill set, fewer routine administrative tasks, fewer repetitive manual tasks and more jobs working for and with machines. From chief executives to cleaners, they argue that everyone will do their job differently working with machines over the next 20 years.

Given that future workers are predicted to change their careers multiple times within their lifetime, the experts argue that a broad, basic education with a strong STEM focus will be required to provide the core skills and flexibility that people will need to have success in the future job market.

Research done for Foundation for Young Australians (FYA) predicts that school leavers will have 17 jobs and five careers over their lifetime. The FYA research says that it is important not to focus on one specific job or career, but rather students should aim to develop a skill set that is transferrable, including financial and digital literacy, collaboration, project management and the ability to critically assess and analyse information.





↑ Figure 4.6.4 Potential areas that could have more AI influences include nursing (left), aged care (centre) and childcare (right).

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## Activity 4.2

### Check your understanding

1 What is meant by 'traditional jobs'?
2 Explain what you understand by the term 'super jobs'.
3 According to the ABC article 'Artificial intelligence and automation are coming, so what will we all do for work?', how do future of work experts and AI scientists describe the future of work?
4 What does STEM stand for? What kinds of subjects come under STEM? Why do you think these subjects are important?
5 How many careers and jobs does the FYA anticipate workers of the future will have? Why do you think FYA comes to this conclusion?

**Key concepts:** making choices, interdependence, economic performance and living standards

**HASS skills:** analysing, communicating and reflecting

### Say hello to your robot partner

According to Deloitte Consulting, future work will fall into one of three categories:

- **Category One:** people who work *for* machines, such as drivers, online store pickers and some health professionals who are working to a schedule.
- **Category Two:** people who work *with* machines, such as surgeons using machines to help with diagnosis.
- **Category Three:** people who work *on* machines, such as programmers and designers.

As mentioned earlier, the qualities of empathy and creativity are now considered valuable human skills. These skills, yet to be replicated in the domain of technology, are skills that can be leveraged for income. Humans, unlike robots, are social and emotional beings, so the jobs that require lots of emotional intelligence will be those most likely to continue to be demanded into the future. This includes nursing, psychology, childcare and education. These fields all involve human interactions with other people and therefore cannot be easily replaced by robots. These jobs belong to the 'caring economy', a sector of the economy where machines do not perform well but most people perform brilliantly. Growth in employment in the 'caring economy' is strong, with high demand for people in areas such as aged care, health care, childcare and education. However, compared with other sectors of the economy, the caring sector is not well paid.

Nonetheless, it is important to remember the future is ours, and the possibilities that lie beyond school and the society we develop depend on the values we place on the 'caring economy'. We need to recognise the value in education and aged care and pay workers accordingly. Remember, while AI, technology and robotics are a large part of the future, computers are not imaginative or creative and certainly cannot express empathy, kindness, love or care.

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## Activity 4.3

### Check your understanding

1 Identify and explain two human skills mentioned in this section.
2 What are some of the traditional jobs that require interpersonal skills?
3 Outline the three future categories of work as described by Deloitte Consulting. Which category of job would you like to work in, and why?
4 Explain why it is important to value 'caring' jobs such as nursing, aged care and psychology.

**Key concepts:** making choices, economic performance and living standards

**HASS skills:** evaluating, communicating and reflecting

### The future of jobs

The future of jobs lies in a number of areas that are currently being developed through making use of technology such as AI and robotics. In the fourth industrial revolution, the skills and ability to work in these areas are paramount. To be able to work across a number of areas is even more desirable. Some examples of work areas that are becoming more popular now, and are predicted to continue to become more popular in the future, include robotics and social media.



↑ Figure 4.6.5 Robotic engineer



↑ Figure 4.6.6 Social media influencer

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## Robotics

According to Builtin.com, a tech company located in offices around the world, robotics is the intersection of science, engineering and technology that produces machines, called robots, that substitute for (or replicate) human actions.

Robots have always been a part of our pop culture, as illustrated in films like *Blade Runner* and *Star Wars*. These robots have many overly exaggerated human characteristics that give them a personality. However, this is not a realistic expectation of what robotics means for the workplace of the future. While some real-life robots have human-like features, including voice, they do not possess a natural intelligence or an ability to think. Nonetheless, they do have an enormous capacity to problem solve.

Robotics can be useful in a variety of workplaces, from completing repetitious work on assembly lines to teaching Russian students Japanese. The examples of AI in the field of robotics are plentiful and the development of skills in this area has led to successful innovation in the creation of new goods and services using AI and robotics. Examples of robotics can be as broad as virtual offices or home assistants to financial robo-advisors. These robo-advisors use AI and **algorithms** to scan share market data and make predictions on the best-performing shares or portfolios.

**algorithm** a set of mathematical instructions or rules that, especially if given to a computer, will help to calculate an answer to a problem

## Social media

You have most likely heard of social media influencers. This industry has boomed, and many young people are using the power of social media and technology to create new opportunities to earn an income.

According to the Influencer Marketing Hub, a social media influencer is an individual who has the power to influence the purchase decisions of others in certain markets. Social media influencers can be celebrities, industry experts or well-known bloggers. It is the size of their following on social media platforms, as well as their engagement with their audience, that determines their success and ability to make money from this kind of venture.

Using technology, social media influencers have created a new industry and make money through product promotion and sponsored media posts in which the influencer is paid by a business to promote their products. Influencers can also make money by becoming product ambassadors on their social media accounts. In these circumstances, many of the influencers will have an agreement with the brand developer to promote their brand on their social media posts. In return, the influencer receives free products or payments for each promotion they create on their social media account.

These social media influencers have embraced the new technology and social media platforms, and use these to reach out to a possible market of more than a billion active users worldwide, across platforms like Instagram, X (formerly Twitter), Facebook and Snapchat. Social media influencers have identified a niche market incorporating technology where they can personalise and cultivate worthwhile experiences for users and capitalise on word of mouth.

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## Lesson 4.6 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

Go online to access the interactive section review and more!

### 4.6 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

**Recall**

1 Robotics are used in many workplaces. Identify two jobs that make use of robotics.

2 Name three movies that have robots as their main focus. How were the robots depicted in each movie?

**Interpret**

3 List some reasons why a social media influencer can sway opinion.

4 How do social media influencers make money from what they do? Who pays them and why?

**Argue**

5 Many people argue that social media influencers do not have real market power and are just freeloaders. They should get a real job. Do you agree with this statement?

### Apply

1 Investigate the growth of robots in the workplace by holding a debate within your class arguing for or against the statement: 'Robots and artificial intelligence will make most humans jobless in 50 years.'

**Key concepts:** making choices, economic performance and living standards

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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## 4.7 Conclusion: why does it matter?

The distinguished US economist Paul Krugman said that 'productivity isn't everything, but in the long run it is almost everything. A country's ability to improve its standard of living over time depends almost entirely on its ability to raise its output per worker'. This is truer than ever in this decade, as work changes and technology augment human capital in ways we have never considered before. Australia's labour productivity in recent years has fallen well below the rates achieved in the past, and solving this problem is one of the key challenges for the next generation. How it will be achieved depends on the creativity and expertise of those in leadership and in the workforce.

4.8

# End of chapter activities

## Reflection

### Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the digital version to rate your confidence with this topic via a downloadable checklist.

## Inquiry

### Research task: changing working conditions

The way in which people work has changed dramatically over the past few years. As a result of evolving views and the impact of COVID-19, many employees have begun working remotely or from home. This can affect their productivity both positively and negatively.

Investigate some of these changes to work and create a series of recommendations for businesses for the future.

Structure your inquiry around the following key questions:

1. How has the way people work changed since 2020? Use evidence and qualitative data to explain your answer.
2. What impact has this change had on people's productivity? Use evidence and qualitative data to support your answer.
3. How have innovation and R&D influenced these changes to work?
4. What training and development has been associated with these changes to work?
5. What are some of the downsides of remote working? Consider individual wellbeing along with overall economic production.
6. Which industries have been most impacted? Why has this been the case?
7. What do you predict will happen over the next 10 years? Will remote working continue? Support your answer with evidence from your research.

Based on your findings, create a 'Road-map to remote working' pamphlet for businesses to help them navigate these changes to the working environment. Consider what businesses need to know and what advice you would provide to help them both increase their productivity and maintain the wellbeing of their staff.

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## Analysis

Using the data in Table 4.1, sourced from a Productivity Commission report, answer the questions that follow.

### Price of household goods

Table 4.1 The price of household goods in 1901, 2000 and 2019

| Number of hours of work needed to purchase particular goods in 1901, 2000 and 2019* | | | |
|---|---|---|---|
| | 1901 | 2000 | 2019 |
| | Hours | Hours | Hours |
| Rent (3-bedroom house) | 22.1 | 13.9 | 11.8 |
| Bicycle | 527.4 | 17.8 | 7.5 |
| Game of football | 1.7 | 1.2 | 1.2 |
| | Minutes | Minutes | Minutes |
| Rump steak (1 kg) | 142.9 | 41.8 | 38.0 |
| Cigarettes (1 packet) | 51.0 | 37.4 | 92.5 |
| Antibiotics | – (didn't exist) | 18.0 | 8.6 |
| Bread (a loaf) | 20.4 | 7.7 | 5.5 |
| Milk (1 litre) | 30.6 | 4.7 | 2.2 |

* Calculated as the ratio of the average price of a good as a proportion of the average hourly earnings multiplied by the average working week length.

**Source:** Productivity Commission website

1 Describe the general trend in the number of hours of work needed to buy the items in the table since 1901.
2 Describe the general trend in the number of hours of work needed to buy the items in the table since 2000.
3 Outline what your answer for Question 2 tells you about productivity in Australia over this time.
4 Calculate the percentage change in the number of hours you would need to work to afford rent between 2000 and 2019.
5 Propose a reason for the dramatic decrease in hours of work needed to buy a bicycle between 1901 and 2000.

## Writing

Write a letter to your local Member of Parliament outlining how important investment in research, development and innovation is to Australia's future. In your letter, you should suggest ways that the government could support R&D and the reasons why this would be a worthwhile investment. You should use persuasive language and letter-writing conventions.

**Key concepts:** scarcity, making choices, interdependence, allocation and markets, economic performance and living standards

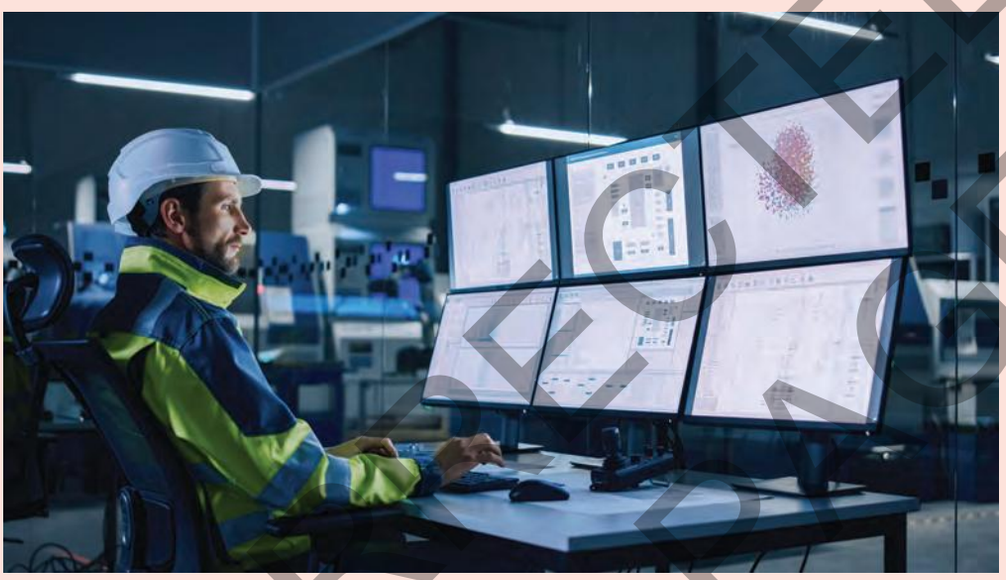
**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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# Making connections

## Economics and Business and the other HASS topics

**Economics and Business** has many connections with other subjects in the Humanities. Have you considered how what you have learned about economic performance and productivity relates to the other topics you will cover this year? Here's a sample:



### Geography

#### Environmental management policy

Australia briefly implemented a carbon tax in 2011, charging businesses and individuals for consuming fossil fuels. This tax was overturned in 2014. Consider the connections between business and the environment, and evaluate the costs and benefits of adopting a similar tax in the future.

#### Human wellbeing and standard of living

Compare and contrast the concept of human wellbeing in Geography with that of standard of living from your studies of Economics and Business. What similarities exist? What differences are there? Which measure do you prefer and why?

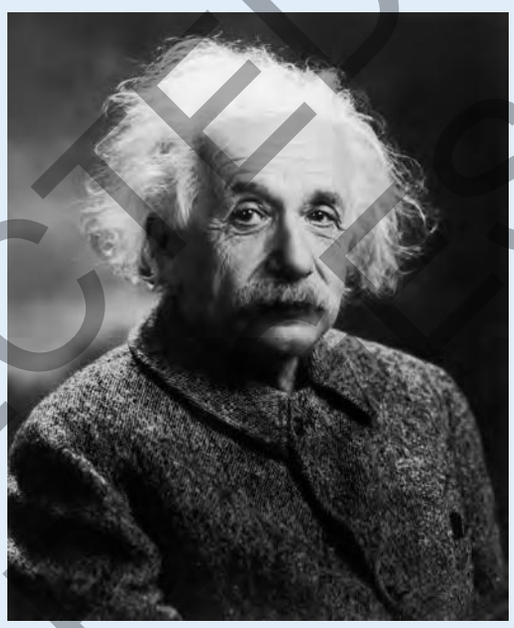


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## History

### Economic causes of World War II

What were the impacts of hyperinflation in 1923 and the Great Depression in the 1930s on the rise of Hitler's Nazi Party? Explain the impact on Germany of both these events and make connections to the causes of World War II.



### Key innovations of World War II

Wartime is often characterised by leaps of progress in technology and innovation. Research and evaluate the long-term economic and social impacts of the following technologies developed during World War II:

- nuclear energy
- electronic computing
- synthetic rubber
- radar
- penicillin.

## Civics and Citizenship

### Economic costs of Australia's international commitments

What does it cost Australia to be an active participant in the global community? Find out how much Australia spends each year on:

- foreign aid
- UN programs
- peacekeeping operations
- diplomatic activity and embassies.

Then, compare Australia's contribution with some other countries of similar size and living standards.




### Threats to democracy and the economy

How do threats to Australia's democracy have an impact on economic performance? How do overseas groups and individuals threaten Australia's economy? Research and report on the following issues:

- cybercrime
- economic terrorism.

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# Part 3

# Geography

## What is Geography?

Geography combines the study of the physical features of the Earth and the relationships people have with both natural and human environments. For example, geographers might measure changes in the water quality of a river, the biodiversity of a wetland or the rate of bleaching of a coral reef. They might also consider a range of factors that are responsible for these environmental changes and analyse their economic, social and environmental impacts. Geographers examine management strategies that seek to reduce or reverse environmental damage, and evaluate whether or not these management strategies are socially, economically and environmentally sustainable.

Asking questions about the world is an essential part of any geographical study. How did Aboriginal and Torres Strait Islander peoples use fire to manage forests and how can we apply these techniques in modern forest management? What was causing the decline in the number of penguins at Phillip Island's Penguin Parade throughout the twentieth century? Why is the average life expectancy only 52.7 years in Nigeria but 84.8 years in Japan? What is climate change and how will it affect different world regions? Studying Geography will provide you with the skills and knowledge needed to answer these questions while helping you to gain a greater appreciation for the natural and human world.

↓ Figure A The world can learn a lot about environmental management from First Nations peoples.



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# Introducing geographical concepts and skills: *geographical thinking* and *using data* and *information*

Throughout this section you will learn to interpret and analyse a range of data, including maps, graphs, statistics and **satellite imagery**.

Geographers collect, analyse and present data in order to answer questions and draw conclusions. This data often has a spatial component in the form of a map, a **geotagged photo** or a digital interactive map known as a **Geographic Information System** (GIS; see Figure B). Geographical data is used to compare different environments, determine why environments change, assess the impacts of these changes and evaluate how changes are managed.

Geographers collect their own **primary data** on a local scale by undertaking fieldwork. Techniques used to assess environmental change might include drawing profiles using surveying equipment, taking photographs to record change over time, using field sketches to record observations and measuring natural processes such as **longshore drift**.

**Secondary data** might also be used, including field data collected by others, historical accounts, data gathered remotely by satellites and data collected on a larger scale, such as in a national census.

Geographic concepts are used to help direct a geographer's thinking. The seven concepts used in Chapters 5 and 6 are: **place**, **space**, **environment**, **interconnection**, **sustainability**, **scale** and **change**.

Figure C demonstrates the disastrous impacts that the erosion of a coastline can have on the safety, cost of management and general aesthetics of an area. A geographer might investigate the spatial and temporal scale of this erosion and compare it with the erosion at other nearby places. The extent of the changes to the local environment could be assessed to determine the sustainability of local areas and the wellbeing of their inhabitants.

The seven concepts mentioned earlier will be expanded upon throughout this and the following chapter as you explore various examples of environmental change, assess their management, and investigate the causes and consequences of variations in the wellbeing of people across the globe.



↑ Figure B Geographers use Geographic Information Systems to organise and analyse spatial data.

**satellite imagery** images taken by satellites orbiting the Earth

**geotagged photo** photo that contains information about where it was taken, such as latitude, longitude and elevation

**Geographic Information System** digital tool used to collect and analyse spatial data using layers on an interactive map

**primary data** information collected in the field by the person undertaking research

**longshore drift** transportation of sediment, such as sand, along a coast parallel to the shoreline owing to wave action

**secondary data** information collected from research, such as studies, statistics and satellite imagery




↑ Figure C Properties on the famous cliffs of Bondi Beach stand perilously close to the edge.

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# Topic 1

# Environmental change and management

## Overview

**As the global population continues to grow, the increasing demand for natural resources, agriculture, infrastructure and energy production is having a disastrous impact on natural environments. In 2023 alone, approximately 28.3 million hectares of tropical tree cover was lost, another 1.7 billion kilograms of plastic flowed into our oceans, and global carbon emissions reached a new high of 37.4 billion tonnes. These changes are causing irreversible damage to fragile ecosystems across the world.**

This unit explores the ways in which human activities are changing different types of environments. You will investigate the direct and indirect factors causing these changes, compare the positive and negative impacts of these changes and evaluate environmental management strategies. A variety of contrasting case studies will prepare you with the skills needed to undertake your own research of an environmental change, including using fieldwork techniques to explore environmental management in your local area.

## Introducing geographical concepts and skills: *environment*, *change* and *sustainability*

Throughout this unit there will be a focus on developing your understanding of **environment**, **change** and **sustainability**. In Geography, the concept of **environment** is quite broad. It includes the characteristics of an environment, the processes that occur within an environment, the ways in which environments support life, and the interrelationships between people and environments. Environmental **change** occurs when any of these components are altered. Changes can occur on a variety of spatial and temporal scales as a result of human activities, natural processes or a combination of both.

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↑ Figure D The mountain pygmy-possum (*Burramys parvus*) is highly vulnerable as its cold alpine environment in the Australian Alps is shrinking in scale due to climate change.



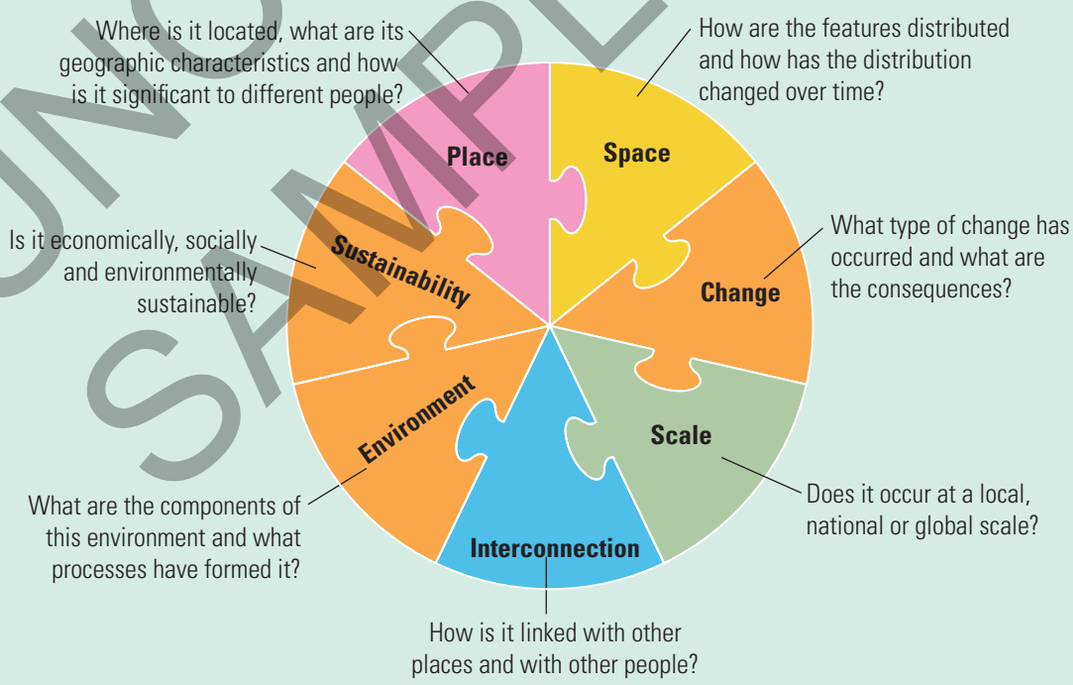
↑ Figure E A polar bear struggles to find solid ground north of Spitsbergen, Norway.

When environmental change leads to degradation, it can threaten the **sustainability** of a place or region. The concept of sustainability is about whether or not an environment is able to maintain current needs without compromising the ability to meet the needs of future generations. Sustainability is often described as having three pillars:

- Environmental sustainability involves the ability of an environment to maintain its natural functions.
- Social sustainability considers the wellbeing of people within this environment.
- Economic sustainability seeks to ensure that economic growth is maintained and that management is economically viable.

Although this unit has a specific focus on **environment**, **change** and **sustainability**, these concepts are part of a group of seven interrelated key ideas that help us to think geographically.

## Geographical concepts




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# Chapter 5

Aboriginal and Torres Strait Islander peoples should be aware that this chapter contains images and names of people who have, or may have, passed away.

## Environmental change and management



↑ Figure F Perth Central Business District lies along the Swan River.

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# Chapter overview

## Introduction

As societies develop, their thirst for resources and their need to modify landscapes to house a growing population can have devastating impacts on environments around the world. Modern technology has allowed people to explore and change almost all corners of the globe, with the exception of only the most remote and inhospitable places. Our intrinsic connection to the natural world, coupled with our desire to visit it and live among it, is having a negative impact on these places. Ironically, by modifying environments to suit people, we are degrading the characteristics that attracted us to them in the first place.

The plight of the jarrah forest is just one of many examples of environmental change and management discussed throughout this chapter. Using a series of case studies, you will explore the reasons why different types of environments are unique and significant, the ways in which these environments are changing, and how management strategies are aiming to improve environments in order to achieve economic, social and environmental sustainability.

## Learning goals

After completing this chapter, you should be able to answer these questions:

- What is an environment and how are environments classified?
- What are some of the main types of environments?
- What are environmental worldviews and how do they impact environmental management?
- In what ways do environments change and what are the causes of these changes?
- What are the social, economic and environmental impacts of environmental change?
- How are environmental changes managed?
- How effective are responses to environmental management?
- How can fieldwork techniques be used to observe environmental change and assess its management?

## Geographical skills

After completing this chapter, you should be able to:

- Predict changes in the characteristics of places over time and identify the possible implications of change for the future
- Identify, analyse and explain significant spatial distributions and patterns, and identify and evaluate their implications, both over time and at different scales
- Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences

### Digital resources

**Visit the Interactive Textbook to access:**

- interactive Scorcher Quiz
- image gallery tour of key locations in this chapter
- videos, image galleries and other extra materials.

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# 5.2 Environments

## Focus question

**What is an environment and how are environments classified?**

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## What is an environment?

The term 'environment' comes from the French word *environ*, meaning 'that which surrounds'. In Geography we define the environment as being all the living and non-living components within and surrounding a place.

In a forest environment, living components range from the tallest tree receiving the most sunlight right down to the tiniest insects breaking down plant matter on the forest floor. Non-living components, such as the shape of a landscape, the amount of sunlight, soil types and moisture levels, determine the types of **habitat** within an environment and therefore the types of organisms that live there. As shown in Figure 5.2.1, these components can be broadly grouped as the **atmosphere**, **lithosphere**, **hydrosphere** and **biosphere**.

People are a significant part of environments, both in the way they rely on them for harvesting resources and the ways in which they modify and manage them. This section introduces the difference between an environment and an ecosystem and the different ways that environments can be classified, based on their geographic characteristics.

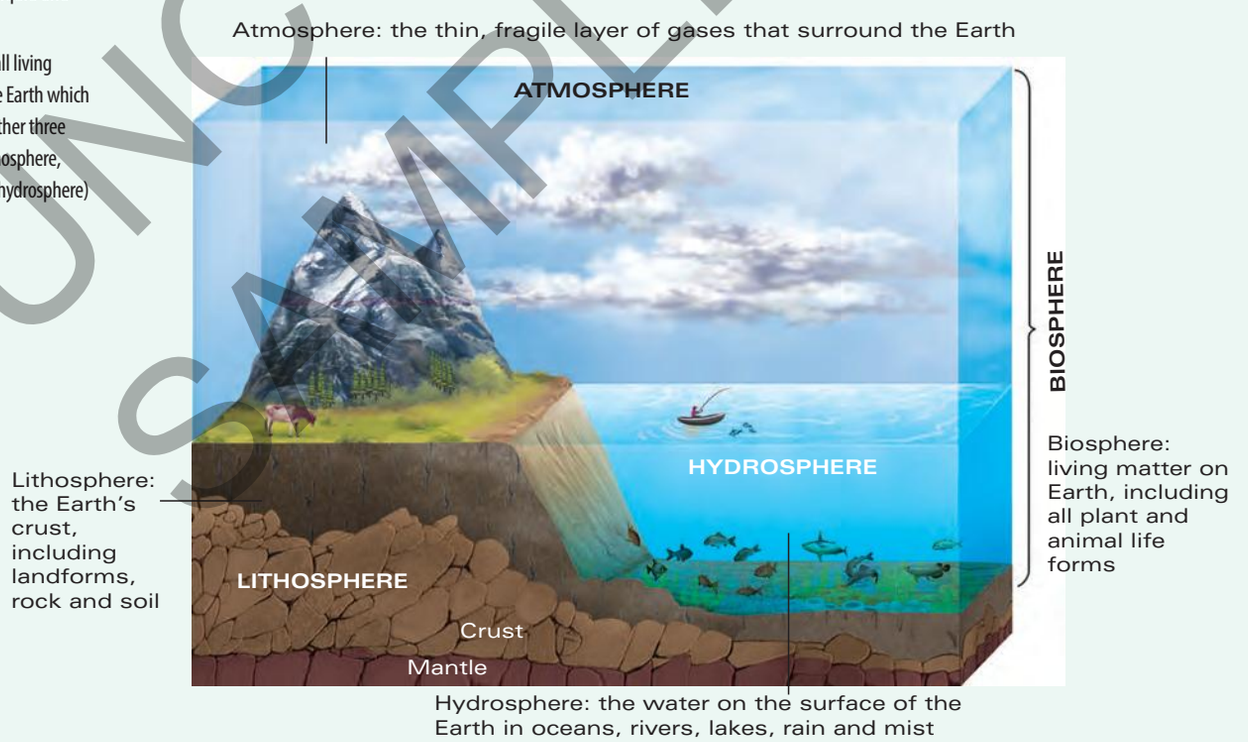
**habitat** area of an environment in which an organism lives

**atmosphere** the mixture of gases that surround the Earth

**lithosphere** the mixture of rocks that make up the Earth's mass, including the solid land mass on the Earth's surface, the molten rocks beneath the crust and the mantle and the liquid rocks near the Earth's core

**hydrosphere** the water on the Earth's surface, including water in gaseous, liquid and solid form

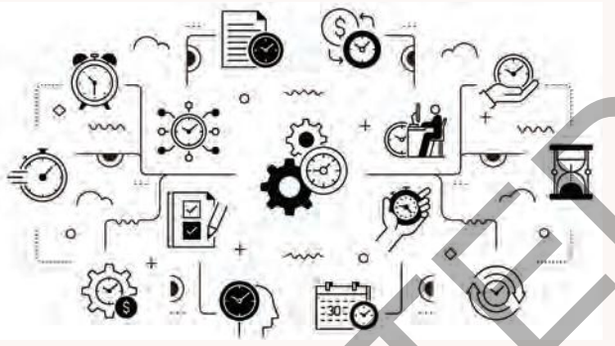
**biosphere** all living things on the Earth which rely on the other three spheres (atmosphere, lithosphere, hydrosphere) for survival




↑ Figure 5.2.1 The hydrosphere, lithosphere and atmosphere together support the biosphere, which contains all the living things within an environment (including people).

## Activity 5.1

There are many new terms and concepts contained in this chapter. As you progress through your learning, create a mind map to visually illustrate how different aspects of the content interconnect. This map of terms and concepts will help you as a study tool and to improve your understanding of complex topics.



**Key concepts:** interconnection

**HASS skills:** communicating and reflecting

## What is an ecosystem?

An **ecosystem** is a community of living organisms that interact with the non-living components within an environment. Elements of an ecosystem are interconnected through **processes** such as nutrient cycles and energy transfers. For example, Figure 5.2.2 shows the different processes within the carbon cycle.

In the carbon cycle, carbon dioxide is released from organisms during **respiration** and absorbed from the atmosphere into plant material via **photosynthesis**. Dead and decaying organisms release carbon back to the atmosphere. Organic matter that doesn't break down turns into **fossil fuels** such as coal, which is a resource used by people.

Natural processes often involve multiple spheres and can link different types of environments. Rainfall (atmosphere) within a **drainage basin** can increase the flow of rivers (hydrosphere), which can lead to the erosion of landscapes (lithosphere) and provide a habitat for a range of species (biosphere).

## What is biodiversity?

**Biodiversity** is defined as the variety of living things within an environment, including plants, animals and microorganisms. It is an important measure of the health of an environment. The natural components and processes within a healthy environment help to maintain high levels of biodiversity. On the other hand, when the biodiversity of an environment is reduced it is a sign that the environment has been modified, damaged or experienced **degradation**.

**ecosystem** community of living organisms that interact with the non-living components within an environment

**process** series of natural steps or human actions that lead to change

**respiration** inhalation and exhalation of air by humans and animals, during which oxygen is absorbed and carbon dioxide is released

**photosynthesis** process by which plants convert solar energy and carbon dioxide into glucose and oxygen

**fossil fuels** resources such as coal and gas that were formed from the buried and decaying remains of organisms

**drainage basin** area of land in which all precipitation collects and drains into a river system

**biodiversity** the variety of living things within an environment, including plants, animals and microorganisms – the more types of living things in an environment, the higher its biodiversity

**degradation** reduction in the quality and health of a natural environment due to natural processes or human activities

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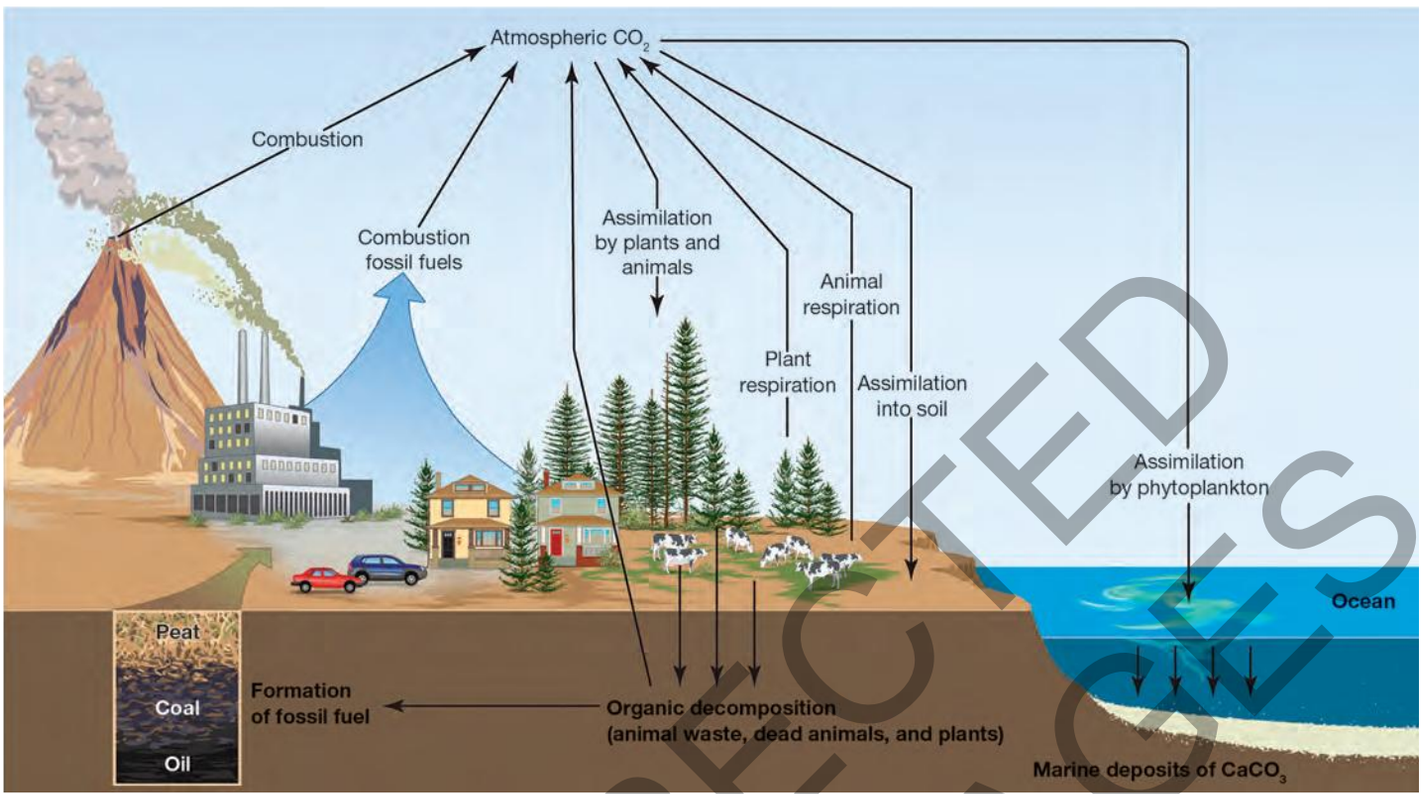



Figure 5.2.2 The carbon cycle

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## Developing geographical concepts and skills 5.1

### Diagrams

In Geography, a written description can be accompanied by a diagram to best communicate your understanding of a concept. All diagrams have four key features: a title, a border, a simple sketch and labelled features.

Using Figure 5.2.2, create your own diagram showing the way in which carbon moves from the atmosphere, through the landscape and back into the atmosphere during the carbon cycle.

**Key concepts:** environment, interconnection

**HASS skills:** communicating and reflecting

**geographic characteristics** physical and human characteristics of a place

**climate** long-term trends in the weather conditions of a place, for example average rainfall and temperature

**elevation** the height of a place above sea level

**topography** the relief, or shape, of the surface of a landscape

**vegetation** all the types of plants found in a place, for example grasses, shrubs and trees

**water quality** condition of water in terms of its chemical, physical and biological properties

## How are environments classified?

Geographers categorise environments based on their combinations of **geographic characteristics**. In land-based environments, these include **climate**, **elevation**, **topography**, **vegetation** and soil types. In marine environments, characteristics include **water quality** and depth. The location of a place often plays a large role in determining its environment.

For example, a forest found near the equator within the tropical climate zone, such as a forest in Indonesia, is likely to have a consistently warm temperature and experience high rainfall. It will, therefore, be classified as a tropical rainforest. However, a forest located within a wet

temperate zone, like the Walpole-Nornalup National Park, will be classified as a cool temperate rainforest.

The characteristics of human or built environments vary significantly between different natural environments. They can be compared based on their **population density** and features such as roads, buildings and land uses.

Although environments can be classified based on similar characteristics, they can also vary greatly within these classifications. Figure 5.2.3 shows three distinct examples of coastal environments that vary based on the natural processes that formed them and their level of modification by people.

Due to the interconnections between different types of environments, the boundaries between environments are often unclear. For example, the satellite image in Figure 5.2.4 shows five different types of environments. It depicts the Murchison River in Western Australia flowing through the Kalbarri National Park near Kalbarri, towards Chinaman's Beach and out to Gantheaume Bay. Different types of environments will be discussed in the following section.

**population density** number of people per square kilometre



↑ Figure 5.2.3 Three distinct examples of coastal environments: Shark Bay, north-western Western Australia (left), Waianapanapa Beach, Maui, Hawaii (middle), Surfer's Paradise, Gold Coast, south-eastern Queensland (right)

## Making thinking visible 5.1

### Think, puzzle, explore

1 Why do you think the three coastal environments shown in Figure 5.2.3 are so different?
2 What questions or puzzles do you have about these places?
3 Explore each of these places (using the internet) to gain some insight into how they formed and why they have these characteristics.

**Key concepts:** place, environment

**HASS skills:** questioning and researching, analysing

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↑ Figure 5.2.4 Kalbarri and its surroundings, northern Western Australia

Go online to access the interactive section review and more!

## Lesson 5.2 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

### 5.2 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Using Figure 5.2.1, construct a diagram to illustrate the terms atmosphere, lithosphere, hydrosphere and biosphere.

2 What is an ecosystem?

3 List some of the characteristics used to classify an environment.

#### Interpret

4 Name the five different types of environments represented in Figure 5.2.4. Identify the components or characteristics of these environments in Australia.

5 List some of the non-living components in an environment that can determine the types of plants and animals living there.

#### Argue

6 'Biodiversity is the most important measure of the health of an environment.' Explain what this statement means and discuss whether or not you agree with it.

### Apply

1 Explain how the carbon cycle is an example of the concept of interconnection.

2 Visit the Map Maker tool on the National Geographic website via the following link: https://cambridge.edu.au/redirect/11298. Add the Climate Zones layer from the Climate and Weather category. Using the legend, list the different climate types found within Australia. Compare this with the climate types found within the United States.

**Key concepts:** place, space, environment, interconnection

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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# 5.3 Types of environment

## Focus question

**What are some of the main types of environment?**

There are many different categories of environments. This section outlines five of these categories and looks at their geographic characteristics, the components found within each of them, and some of the natural processes and human activities that constantly change the environment.

## Land environments

The Earth supports a wide variety of land environments. Although they vary significantly, most land environments can be classified as forests, deserts, grasslands or ice environments. Inland water bodies, coastlines and highly modified rural or urban landscapes are also significant land environments. These will be discussed in the following sections.

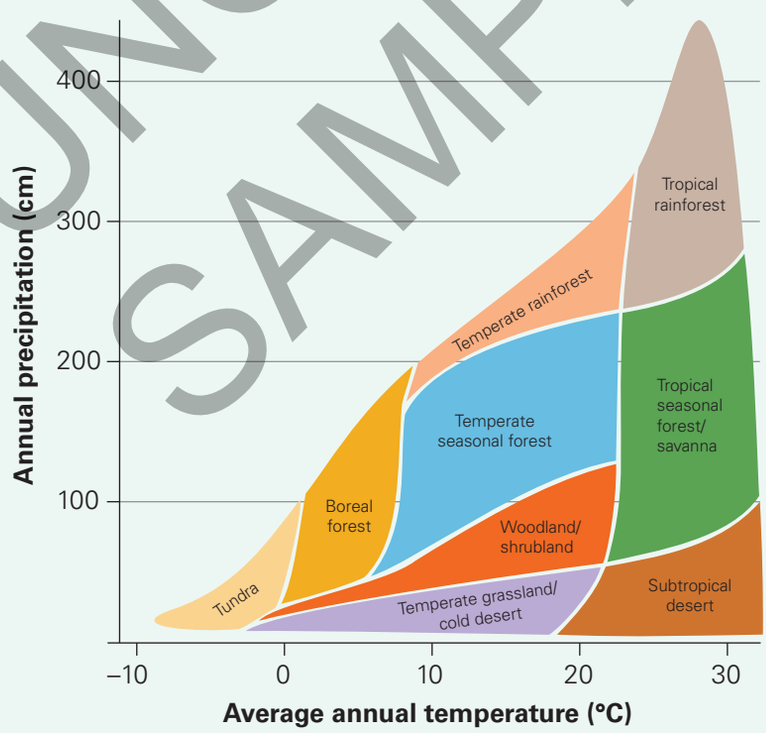
Figure 5.3.1 shows the temperature and **precipitation** ranges for different categories of land environments.

Figure 5.3.2 shows the spatial distribution of **land cover** across the globe. This distribution is based on a combination of factors including:

- latitude, which broadly determines climate zones
- whether a place is close to or far away from a coastline
- elevation, which can determine rainfall and temperature
- the presence of major landforms, such as mountain ranges.

**precipitation** any type of water that falls from the atmosphere onto Earth's surface, such as rain, snow, sleet or hail

**land cover** the physical land type covering the Earth's surface, including vegetation, water, ice and bare soil




← Figure 5.3.1 Precipitation and temperature are the two main climate factors that determine the type of land environment that will exist in a place.

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## Key concepts for your memory bank

**Change** helps to explain geographical phenomena by investigating how they have developed over time, by noting the types of changes and the resulting consequences, whether positive or negative. *Pop this concept into your memory bank – at the end of this book is an activity which will test your understanding of this, and other key HASS concepts!*

## Activity 5.2

Using Figure 5.3.1, draw a table summarising the annual precipitation and average temperature needed for each type of environment to exist.

**Key concepts:** space, environment

**HASS skills:** analysing

## Developing geographical concepts and skills 5.2

### Describing spatial distribution using the PQE method

When describing the distribution of a phenomenon using a **choropleth map**, there are three important things to include: the pattern, quantification and an exception. This is also known as the PQE method. The PQE method provides you with a step-by-step routine to apply your analysing skills.

**choropleth map** map that uses shading or colours within defined areas to show the average value of a statistical variable within that area

**P**attern: give a general overview of the distribution.

- Is the overall distribution even or uneven?
- Where are areas that have a high or low amount?

**Q**uantification: provide specific evidence to demonstrate the pattern. Use the key or legend provided with the map and approximate areas using data.

- Roughly how much of the Earth has a high or low amount?

**E**xception: Identify an example or several examples of specific places that do not fit your pattern.

- Where is a place that has a much higher or lower amount than anywhere else?

Refer to Figure 5.3.2. Use the PQE method to describe the location of the world's forests:

**P** Where are the world's forests? Where do they cluster?

**Q** Provide specific evidence of regions or continents. Roughly how much of the world is forest (provide a percentage)?

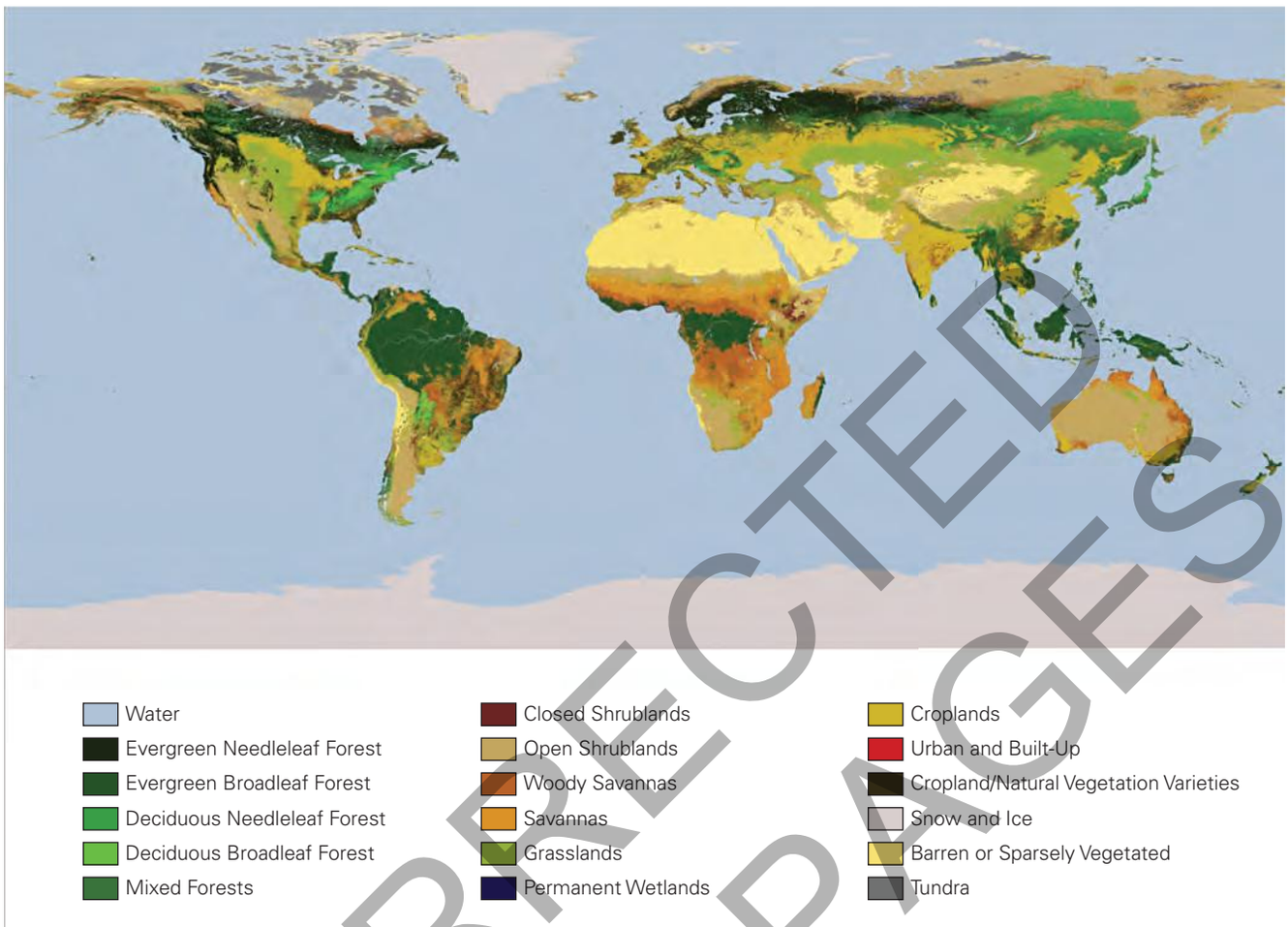
**E** Where is a location that has a lack of forest? Identify the land cover it has, using the legend.

**Extend your thinking:** Can you see any association between land cover and latitude? Consider whether forests and barren areas are located at similar latitudes throughout the world. Provide examples to support your answer.

**Key concepts:** place, space, environment

**HASS skills:** analysing

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↑ Figure 5.3.2 The global distribution of land cover (you can zoom in on this map in the digital versions of this book)

## Deserts

Deserts cover approximately one-third of all land on Earth. They are defined as areas of land that have a moisture deficit. This means that the amount of water gained through precipitation is less than the amount of water lost through **evaporation** and **transpiration** each year.

Although their amount of precipitation varies, deserts are generally defined as places that receive an average of less than 250 mm of precipitation each year. The Great Sandy Desert (Figure 5.3.3) is the second-largest hot desert in northern Western Australia. The desert's annual precipitation varies greatly from year to year with averages as low as 40 mm in drier years to over 300 mm in heavy monsoon conditions. In contrast, Antarctica is the largest cold desert. It receives an average of 166 mm of precipitation each year. Vegetation within deserts is sparse – in many **hyper-arid** deserts it is nonexistent.

## Forests

Forests are environments dominated by tree cover. The Food and Agriculture Organization defines forests as land with a tree crown cover of more than 10 per cent and an area of more than 0.5 hectares. As shown in Figure 5.3.2, there are many types of forests, determined primarily by the local climate.



↑ Figure 5.3.3 Parts of the Great Sandy Desert contain salt lakes, sand dunes and sparse vegetation.

**evaporation** process of a liquid becoming a gas when it is heated

**transpiration** process of a plant absorbing water through its roots and releasing water vapour through pores in its leaves

**hyper-arid** extremely dry and barren region receiving less than 100 mm of precipitation each year

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Figure 5.3.4 shows the Amazon rainforest, which is a tropical rainforest covering more than five million sq km in the northern region of South America. It has a very high biodiversity, containing 10 per cent of the world's known species of plants, animals and insects. Warren National Park is located along the valley of the Warren River in Western Australia's South West region. It comprises temperate forest dominated by karri trees with an undergrowth of banksia, peppermint and wattle trees.

**canopy** uppermost layer of a forest at the top of mature trees

Forests are complex ecosystems, containing a variety of habitats from the **canopy** right through to the forest floor.



↑ Figure 5.3.4 Comparison of the Amazon rainforest (left) and Warren National Park, Western Australia (right)

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## Activity 5.3

Write one paragraph comparing the forests shown in Figure 5.3.4 by commenting on the density and diversity of the vegetation. Be sure to include a topic sentence, an explanation of your topic sentence and relevant examples or evidence to support your explanation. Writing like this improves your communication and reflection skills.

**Key concepts:** place, environment

**HASS skills:** analysing, communicating and reflecting

## Inland water environments

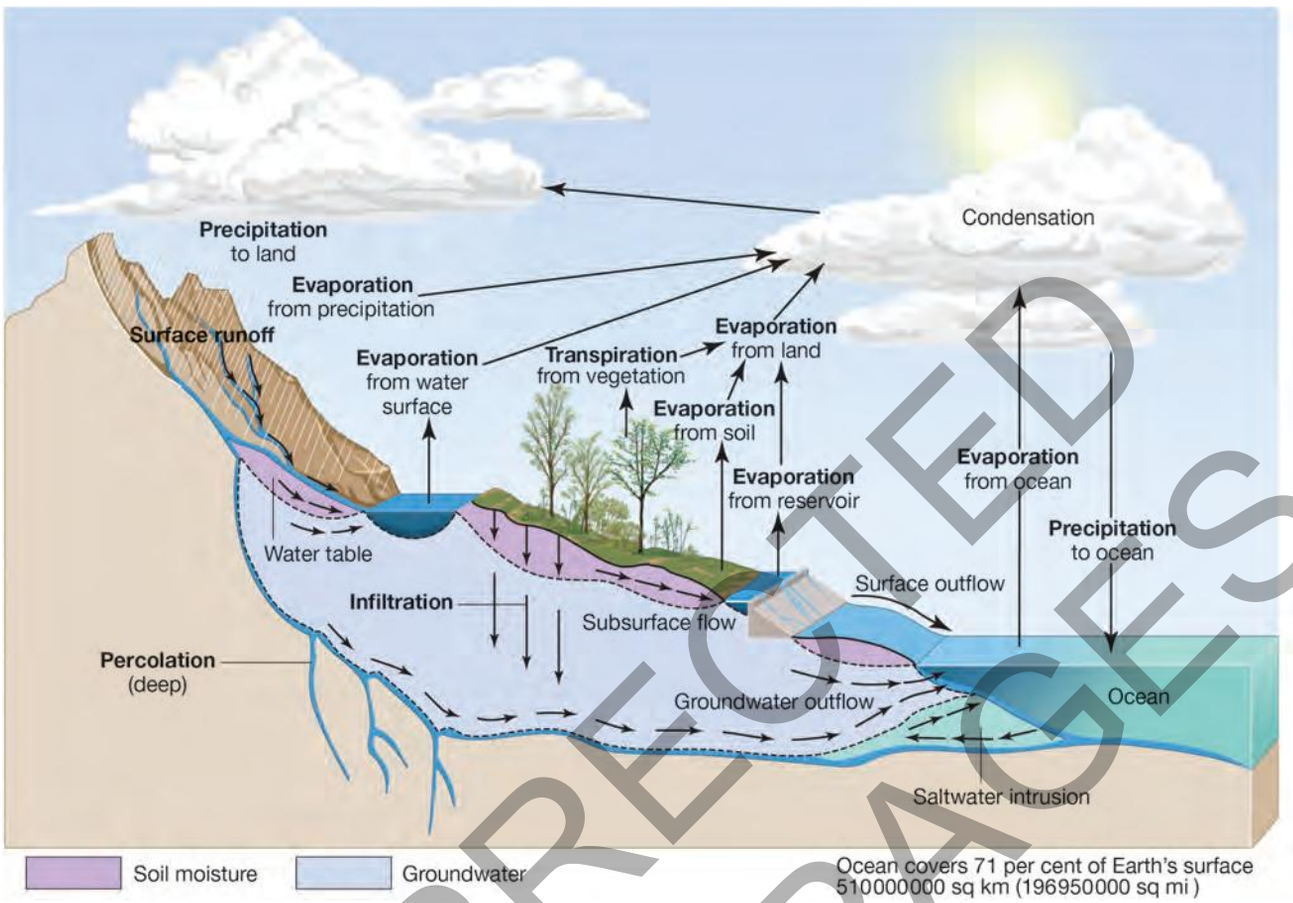
**groundwater** water located below the Earth's surface in porous soils and rocks

**tributary** river that flows into a larger river or lake

**infiltrate** when water above the ground soaks into the soil

Inland water environments include all water sources found on and below the land. These include rivers, lakes, wetlands and **groundwater**, as well as the landscapes that surround them.

River environments are confined within the boundaries of drainage basins. All precipitation that falls within these basins either flows into a network of rivers and their **tributaries** as runoff, or **infiltrates** into the soil, recharging groundwater storage (see Figure 5.3.5).




↑ Figure 5.3.5 Movement of water through a river environment

## Activity 5.4

Using the information in Figure 5.3.5, draw a flowchart showing the different ways that water can move through a river environment.

**Key concepts:** environment

**HASS skills:** analysing, communicating and reflecting

As rivers flow, they erode the landscape, transport sediment and deposit it downstream. This process creates distinctive landforms such as valleys, interlocking spurs, waterfalls, meanders, oxbow lakes and floodplains. These landforms are shown in Figure 5.3.6.

Rivers, lakes and wetlands support a range of ecosystems in and out of the water. Aquatic plants and algae grow within water bodies, whereas **riparian** vegetation grows along the banks of a waterway. This vegetation is vital in maintaining the health of waterways. It slows floodwater, stabilises banks to prevent erosion, adds oxygen to the water, and provides habitats for both aquatic and **terrestrial fauna**.

**Wetlands** are places where stagnant or flowing water covers the soil at various times throughout a year. They act like giant sponges, absorbing and filtering excess nutrients and pollutants. Wetlands are vital for maintaining the quality of

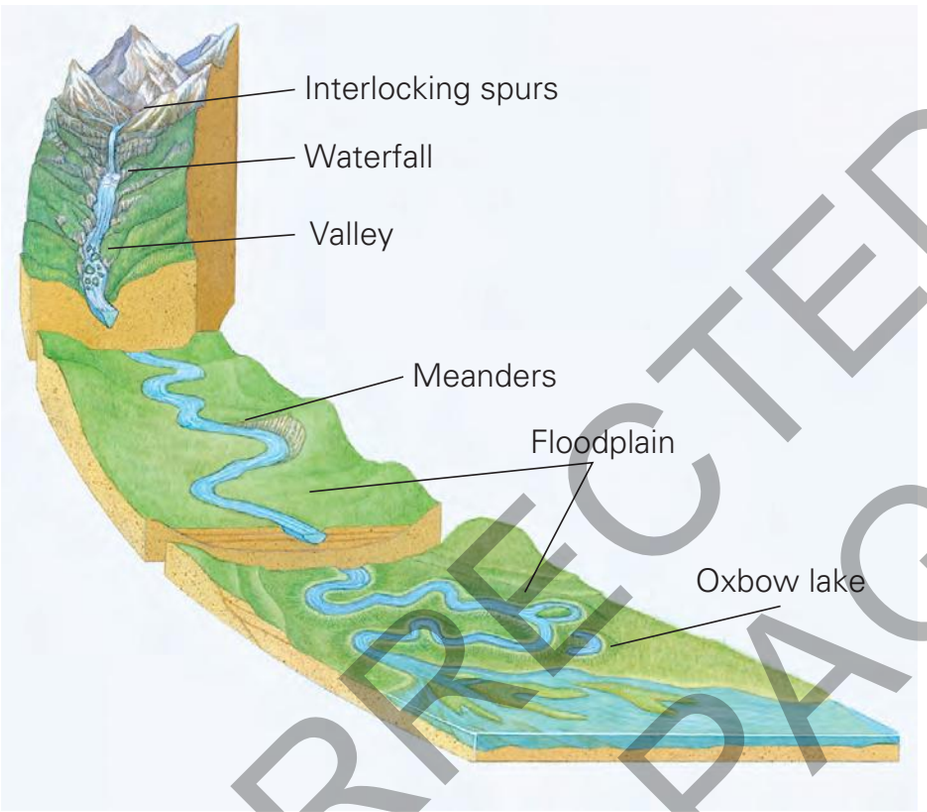
**riparian** relating to the banks of a river or lake

**terrestrial fauna** land-based animals in a particular area

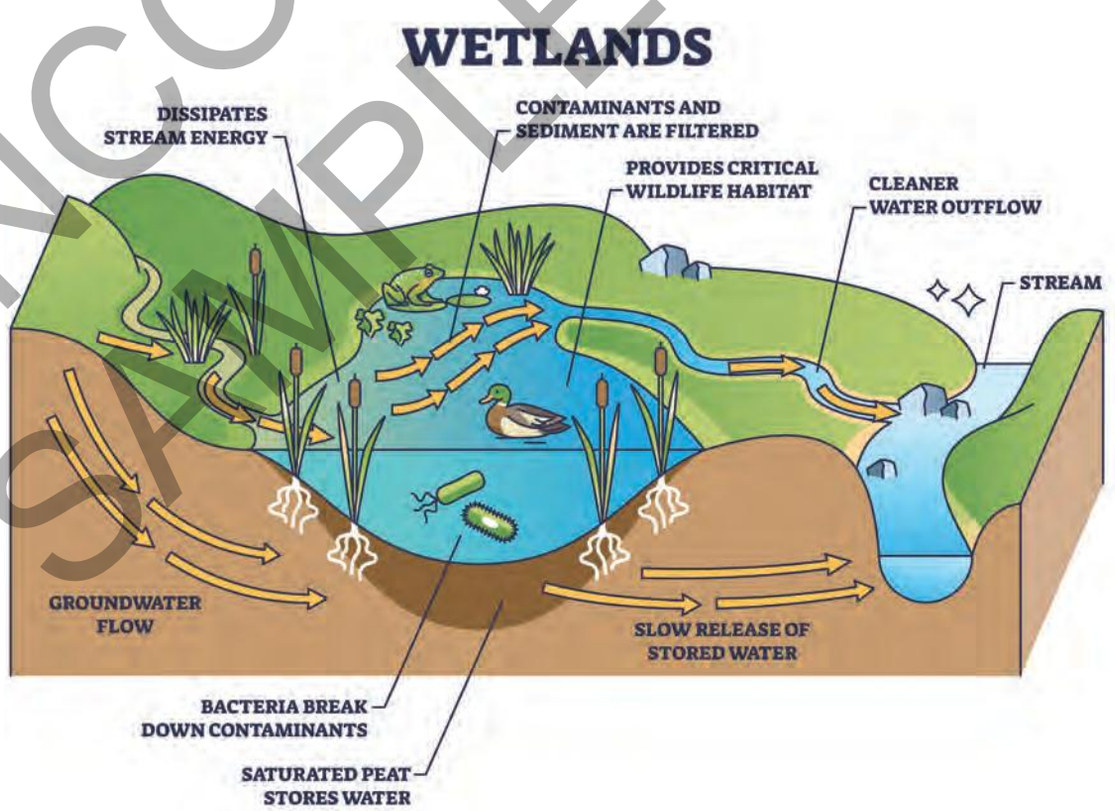
**wetland** place where stagnant or flowing water covers the soil at various times throughout a year

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surface water and groundwater. Swamps, marshes, billabongs and lakes are all examples of riparian wetlands that differ based on characteristics such as quantity and seasonality of water supplies, soil types, vegetation types and drainage.

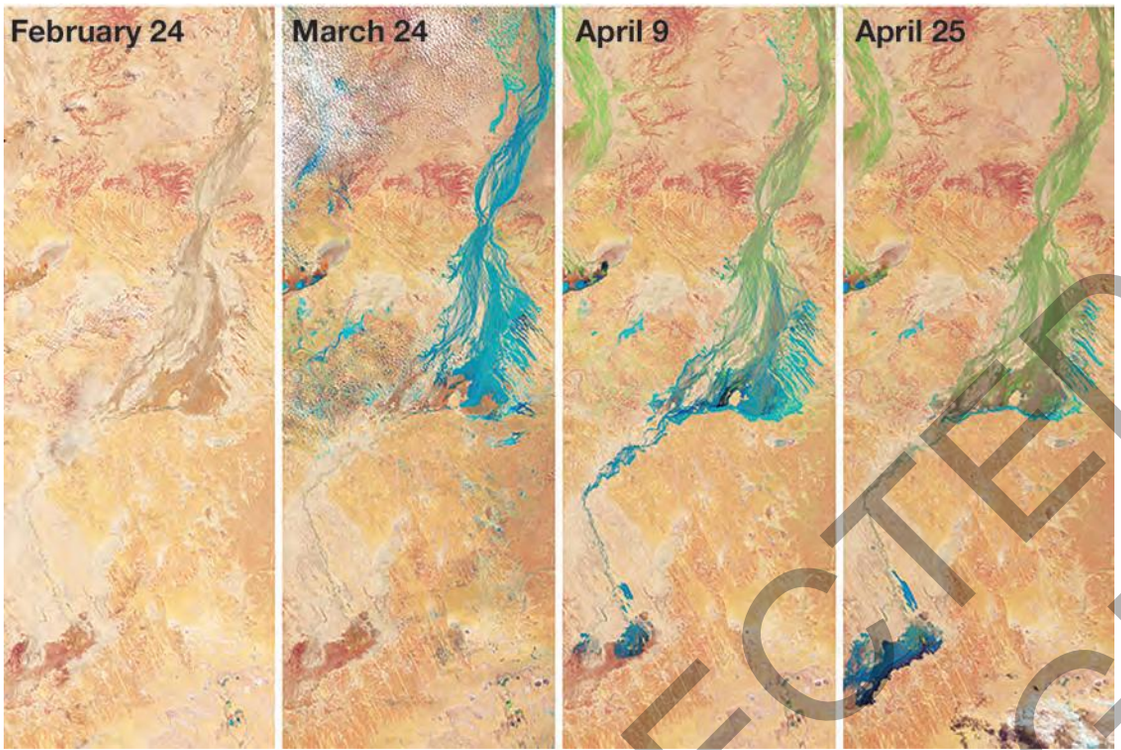



↑ Figure 5.3.6 The different types of landforms found throughout the upper, middle and lower parts of a river environment

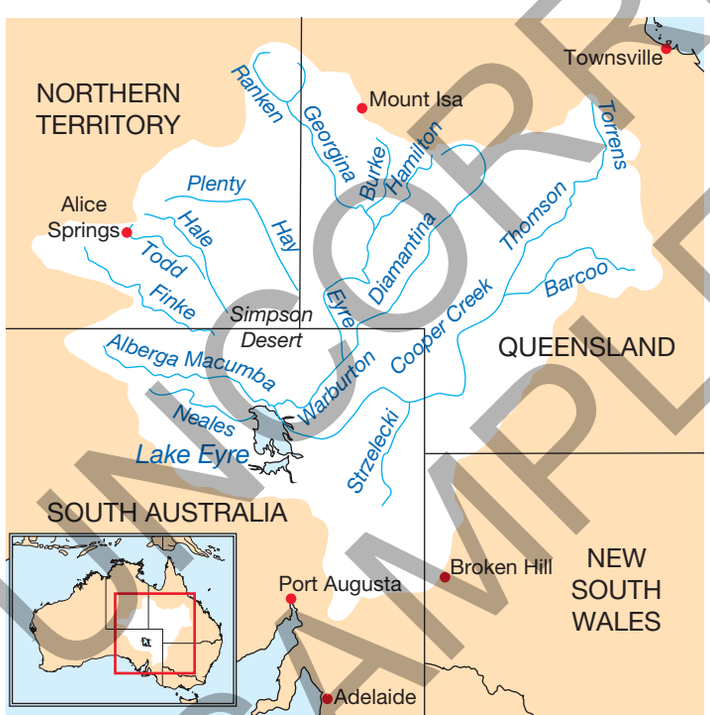



↑ Figure 5.3.7 The role of a wetland within an environment

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↑ Figure 5.3.8 Floodwaters from Queensland rapidly transform Lake Eyre's environment in 2018




↑ Figure 5.3.9 Location of the Kati Thanda-Lake Eyre Basin and its main river systems

Some rivers, lakes and wetlands are permanently inundated or flowing, whereas others are intermittent (they flow only occasionally). Seasonal floods, variable flows and drought are natural processes essential for maintaining these ecosystems. Floods facilitate the interconnection between all parts of a river system, transporting and depositing rich sediment over vast floodplains.

The Lake Eyre Basin in central Australia, known by the local Arabana people as Kati Thanda, is a dry and salty lakebed covering around one-sixth of Australia's land area (approximately the same size as Spain), reaching across the Northern Territory, South Australia, Queensland and New South Wales. However, as shown in Figure 5.3.8, this barren landscape can rapidly become a thriving oasis. This transformation occurs roughly every three years as floodwaters travel more than 1000 km to recharge the entire basin.

## Coastal environments

Coastal environments are the link between the land and sea. They transition from components typically found in inland environments, such as dune vegetation, to components typically found in marine environments, such as coral reefs. As shown in Table 5.1, coastal environments are divided into different zones: offshore, nearshore, foreshore and backshore.

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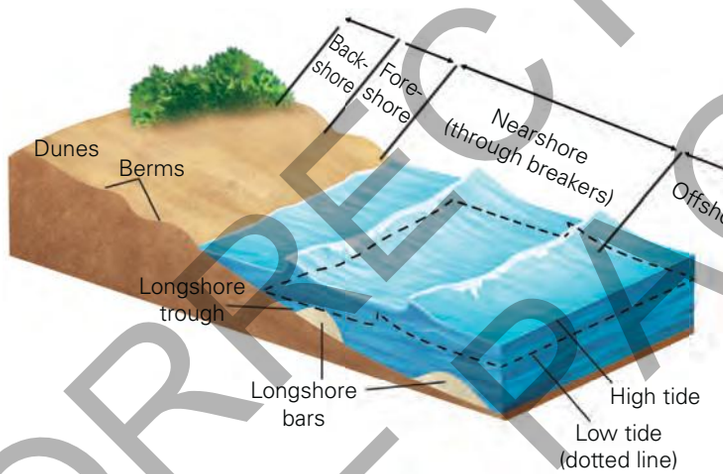
## Coastal environments

Table 5.1 Zones that make up a coastal environment

| Zone | Description |
|---|---|
| Backshore | This area extends inland from the high-tide mark all the way to the highest point that water will reach during a storm. This region often contains dunes that are formed by sand transported and deposited by wind. |
| Foreshore | Also known as the intertidal zone. This area extends from the low-tide to the high-tide mark. It contains landforms such as **berms**, running parallel to the coastline. |
| Nearshore | This is the area of the coast that is always underwater, extending from the shoreline to just beyond the point where waves break in the surf zone. This area contains ridges of sand known as sandbars. |
| Offshore | This is the area beyond the nearshore zone, containing deeper water that stretches all the way to the edge of the **continental shelf**. |

**berm** long, narrow ridge of sand or gravel running parallel to the shoreline

**continental shelf** part of the edge of a continent that is submerged beneath shallow ocean




↑ Figure 5.3.10 The different zones that make up a coastal environment

Coastal environments are dynamic, meaning they change regularly owing to coastal processes. The action of the tides, the wind and waves drive the forces of **erosion** and deposition.

Waves can produce erosional landforms such as cliffs. They can also transport sediment along the shoreline due to longshore drift. Wind can form and modify the shape of dune systems by eroding and depositing sands.

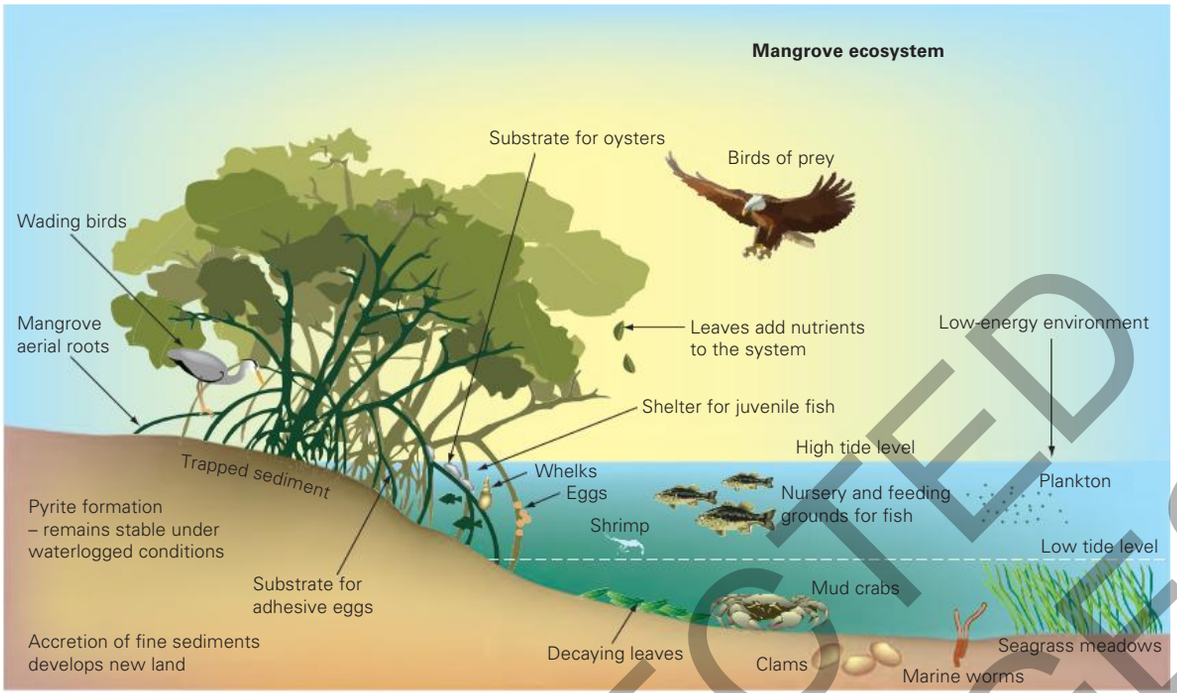
Coastal landforms form the basis for habitats that support a range of species within a coastal ecosystem. The interconnection between different components determines the type of ecosystem that is produced.

For example, **estuaries** are environments in which the mouth of a freshwater river meets the open sea, providing a unique habitat containing both riverine and marine environments. Other common ecosystems found in coastal areas include dune systems that support fragile vegetation, and coastal wetlands such as salt marshes, mangroves and mudflats.

**erosion** gradual wearing away and removal of rock, soil or sediment by wind, water or other natural forces

**estuaries** environments in which the mouth of a freshwater river meets the open sea

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↑ Figure 5.3.11 Mangrove ecosystems provide habitats for many aquatic and terrestrial species. They also trap sediment, stopping it flowing into the sea, and protect inland areas from damaging waves and storm surges.

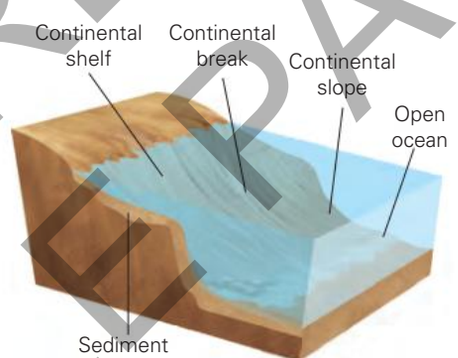
## Marine environments

Oceans cover approximately 71 per cent of the Earth's surface. This makes marine environments the most common environments on Earth.

Generally speaking, oceans are an average of 4 km deep. However, marine environments can vary significantly, from shallow coastal regions to the 11-km-deep Mariana Trench in the western Pacific Ocean.

Marine environments can be divided into two main categories: coastal and open ocean. The coastal zone includes areas as far inland as a high tide can reach, and as far out as the edge of the continental shelf. There is, therefore, a spatial overlap between marine and coastal environments. Everything beyond the coastal zone is known as open ocean (see Figure 5.3.12).

The dominant and common characteristic of all marine environments is seawater. However, the temperature, **salinity**, **acidity**, **turbidity**, availability of light, nutrient levels and degree of




↑ Figure 5.3.12 The coastal zone extends from the high-tide mark to the edge of the continental shelf.

**dissolved oxygen** of seawater can vary significantly. These differences depend on the geographical location of the seawater, particularly its latitude, its depth, the movement of ocean currents and the impacts of nearby environments (for example, the discharge of rivers into coastal regions).

Variations in the non-living components of a marine environment can create different habitats and thus determine the types of organisms that live within them. Living components of marine environments include corals, kelp, mangroves and seagrasses. These provide habitats for a range of other

**salinity** measure of the amount of salt in water or soil

**acidity** measure of the amount of acid in water, measured using the pH scale

**turbidity** measure of the transparency, or cloudiness, of a liquid, caused by the concentration of suspended particles within it

**dissolved oxygen** amount of oxygen contained in water, used by aquatic organisms for respiration

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**food web** links between what each organism eats, and what it is eaten by, within an ecosystem

**rural** region located outside of cities, towns or other urban areas

**suburb** smaller region of a larger city, usually dominated by housing

**peri-urban** regions located on the outskirts of a city where there is a transition between urban and rural land use

**region** area with particular characteristics that distinguish it from other areas

**urbanisation** movement of people from rural areas to urban areas, causing the urban area to grow in size

**urban sprawl** growth of cities outwards into surrounding rural and bushland areas

**infill development** development of an area of vacant urban land within an already existing city

**urban renewal** redevelopment of an area within a large city that was previously run-down and underutilised

marine species like phytoplankton, which are tiny plantlike organisms that form the basis of the marine **food web**.

Coral polyps are tiny organisms found in tropical waters. Their bodies are soft, but they contain a protective limestone skeleton at their base, which they use to attach to rocks on the sea floor. These tiny organisms then clone themselves, forming a colony and joining with other corals to form a reef.

Coral reefs have very high biodiversity. They are home to 25 per cent of all marine species on Earth, despite only covering 0.1 per cent of the ocean's total area. Western Australia's Ningaloo Reef (Nyinggulu) stretches over 300 km. World-famous for its pristine waters, this reef is home to whale sharks, manta rays, sea turtles, dugongs and over 500 species of fish.



↑ Figure 5.3.13 The Ningaloo Reef supports more than 250 species of coral and 500 species of fish.

## Urban environments

Urban environments are highly modified environments. They are dominated by manufactured materials and contain very few elements of the natural world. They include towns, suburbs and cities of varying sizes. Urban environments are more densely populated than other human environments, like **rural** areas.

The Australian Bureau of Statistics (ABS) defines urban environments as those that contain at least 1000 residents and also have a population density of more than 200 people per sq km. Based on this definition, approximately 90 per cent of Australians live in an urban environment, making Australia one of the most urbanised countries on Earth (see Figure 5.3.14).

Regions within urban environments can be classified based on their location and characteristics. In the city of Perth, the Central Business District (CBD) is the centre of commercial and business activity. **Suburbs** spread out radially from the CBD, varying from higher-density inner suburbs to lower-density outer suburbs. The **peri-urban** zone on the fringes of these suburban areas are the transition between the urban and rural environment. Characteristics within these **regions** vary, including the types of transport infrastructure, the size and heights of buildings, the amount of open space, and the size and style of housing.

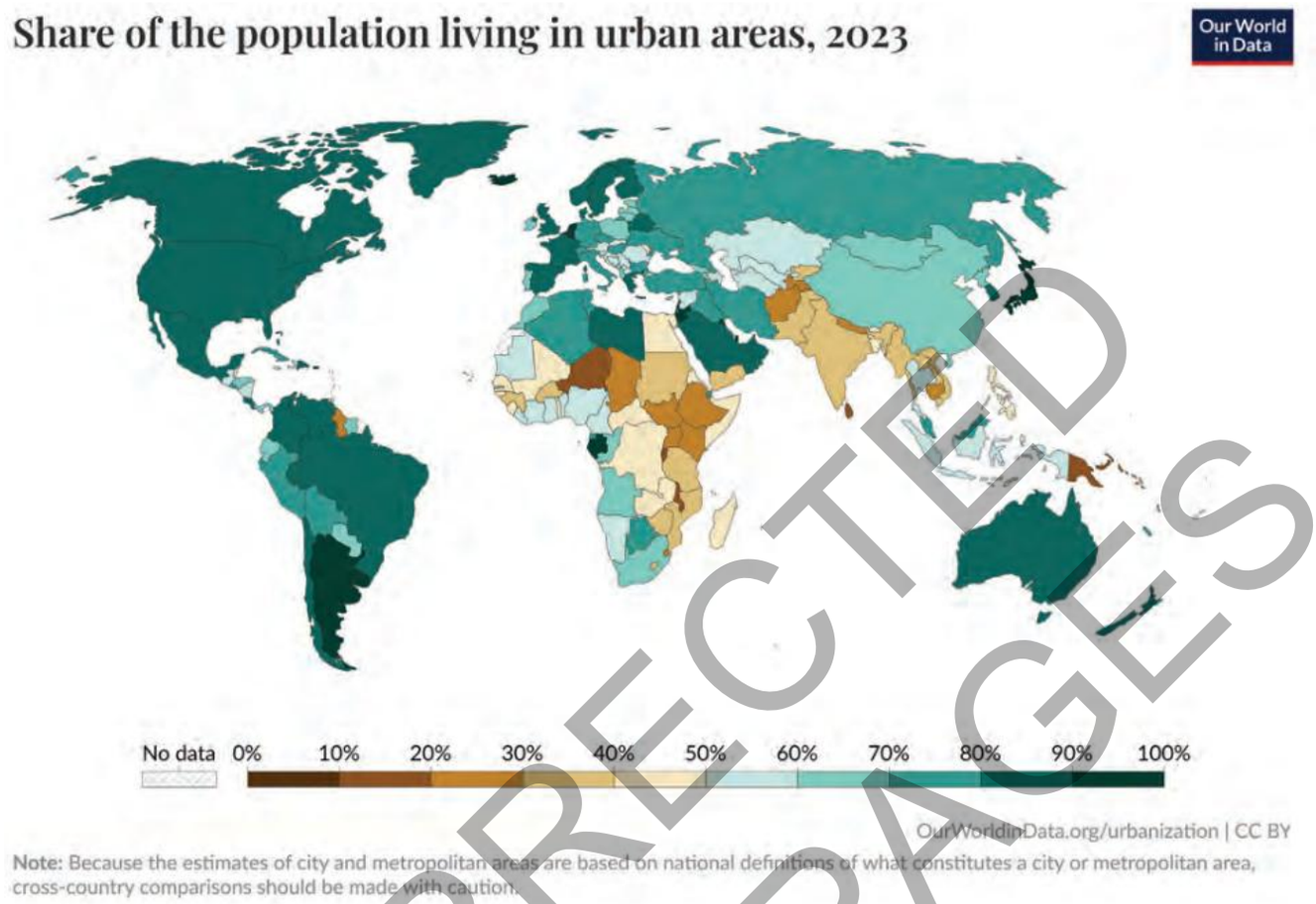
Urban environments are constantly undergoing changes so that they can keep up with increasing **urbanisation**. In 1960, only 34 per cent of the global population lived in urban environments, compared with more than 57 per cent in 2022.

As cities grow, urban development occurs in two main ways:

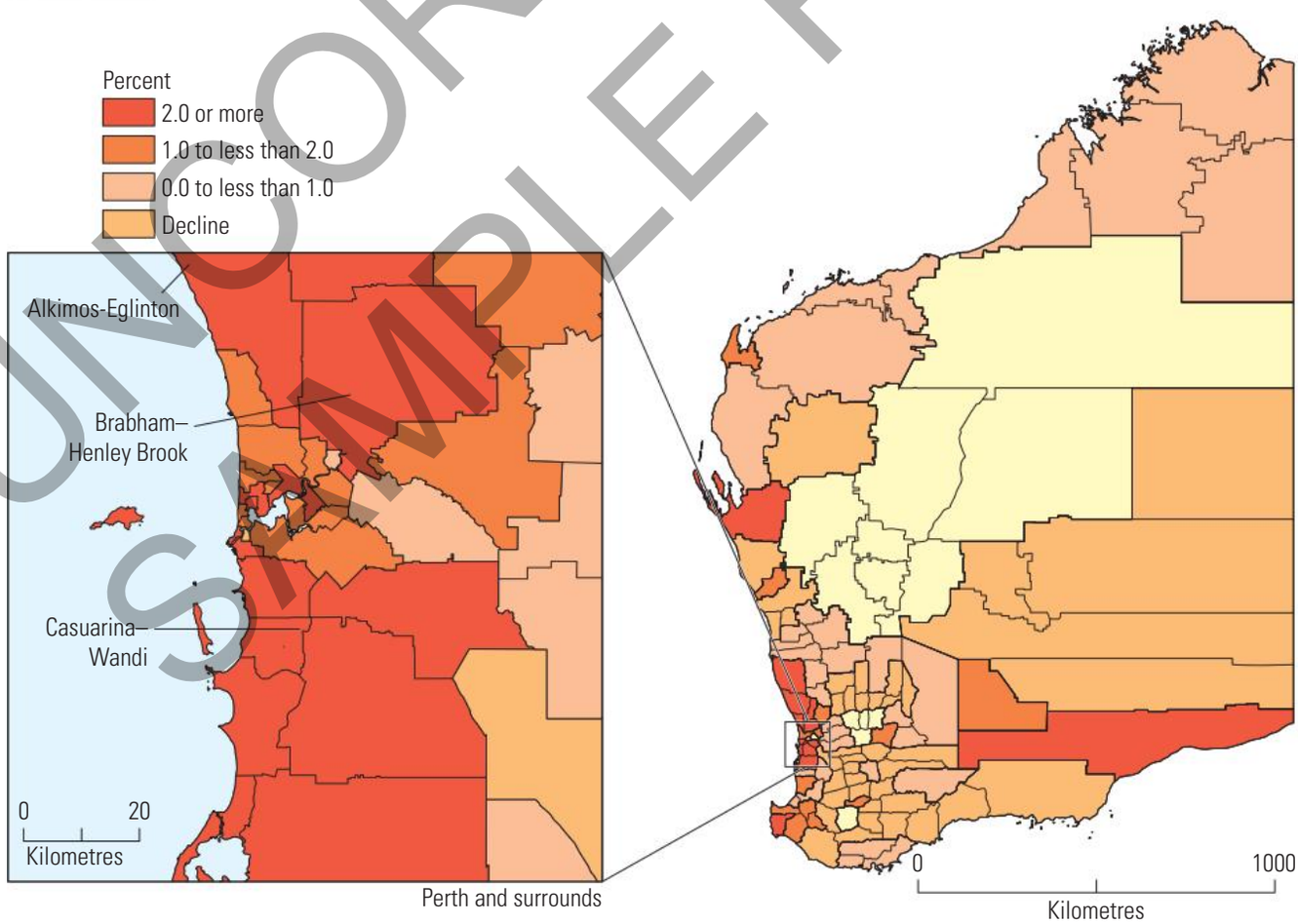
- **Urban sprawl** is when cities grow outwards into surrounding rural and bushland areas.
- **Infill development** and **urban renewal** occur within cities as vacant sites or underutilised land is redeveloped to house a denser population.

As urban areas grow, they become increasingly difficult to manage due to issues such as housing availability, traffic congestion and waste management. In 2022–23, the number of people living in Greater Perth increased by 81 300 (3.6%), while the number living outside the capital city increased by 8100 people (1.4%).

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↑ Figure 5.3.14 Proportion of the total population living in urban areas across the world in 2022




↑ Figure 5.3.15 This map represents the areas within Western Australia that had the largest and fastest population growth in 2023–24.

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## Making thinking visible 5.2

### What makes you say that?

This thinking routine will challenge you to provide your opinion and then explain your reasoning to further develop your evaluating skills.

Answer the following questions by considering the concepts of sustainability and change. Share your thoughts with a partner and justify your opinion.

- Do you think Perth's current growth into surrounding regions is sustainable?... What makes you say that?
- Where do you think most of the future growth will occur?... What makes you say that?
- Do you think Perth should be allowed to sprawl further out into the rural zones?... What makes you say that?

**Key concepts:** place, space, sustainability, change

**HASS skills:** analysing, evaluating



↑ Figure 5.3.16 The Australian Capital Territory has the highest population density of all states and territories.

## Activity 5.5

**1** Copy and complete this table to summarise the characteristics of the five types of environments outlined in this chapter. Include your own examples of places containing these types of environments.

| Environment | Characteristics | Example |
|---|---|---|
| Deserts | | |
| Forests | | |
| Coastal environments | | |
| Marine environments | | |
| Urban environments | | |

**2** Refer to Figure 5.3.15.

**a** Name three regions or suburbs that have a high proportion of their population in urban areas. Name three that have a low proportion of their population in urban areas.

**b** Suggest a factor that might determine this distribution of urban areas.

**c** Investigate and record the reasons that some countries have a higher rate of urbanisation than others.

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**Key concepts:** place, space, environment

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

## Lesson 5.3 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

**Go online to access the interactive section review and more!**

### 5.3 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Write definitions of deserts and forests based on their geographic characteristics.

2 List three types of inland water environments. Write a sentence describing each one.

3 List the four zones that make up coastal environments. Place them in order from the furthest inland to the edge of the continental shelf.

#### Interpret

4 Explain how seawater varies between marine environments. Identify factors that determine these variations.

#### Argue

5 Using Figure 5.3.7, explain the essential role that wetlands play in maintaining the health of inland water environments.

### Apply

1 Choose one of the types of river landforms shown in Figure 5.3.6. Research how this kind of landform develops. Draw a series of diagrams to demonstrate this process.

2 Research the difference between a swamp, a marsh, a billabong and a lake. Describe the components or characteristics for each of these kinds of environment in a table.

3 Research Kati Thanda–Lake Eyre and prepare a report about its changing environment, its ecological significance and its historical importance to the Arabana and Dieri peoples.

4 Choose one of the following: estuaries, mangroves, salt marshes or mudflats. Investigate and write a brief report summarising their:

- geographic characteristics
- importance as part of a coastal environment
- importance as part of a human environment
- vulnerability to the impacts of environmental change.

5 Using a Google Image search, find a photo of a coastal environment. Annotate the photo to show the different coastal features and characteristics. Explain how this landscape may change over time and propose the causes of this change.

6 Explore the Great Barrier Reef using Google Street View. Describe the characteristics of the environment and explain its significance as a place to different people.

**Key concepts:** place, space, environment, interconnection, sustainability, change

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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5.4

# Environmental worldviews

## Focus question

**What are environmental worldviews and how do they impact environmental management?**

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When your class was first presented with the topic of environmental change and management, there may have been an array of responses, ranging from sighs of disinterest to exclamations of excitement. This is because you each hold different opinions on the value of the environment. Your **environmental worldview** has been shaped by your experiences of environmental issues, media and education.

Your environmental worldview reflects the value you place on the environment, ranging from a deep need to protect and preserve it, to utilising it for meeting our unlimited needs and wants. You may find you identify with one of the three main worldviews described below.

**environmental worldview** an opinion, belief, idea or way of thinking about the value of the environment

**anthropocentrism** a belief in humans and their existence as the most important and central fact in the universe

**ecocentrism** a belief that humans are a part of nature and should act to care for its health

**biocentrism** a belief that ethical treatment should be given to all living things

### Human-centred worldview

People who exhibit a human-centred worldview believe humans are the most important species on Earth and the pursuit of economic growth is imperative. They argue the environment's role is to provide resources to meet our unlimited needs and wants. There is a reliance upon science and technology to overcome any issues where environmental resources become scarce. These beliefs align with the ideology (belief system) called **anthropocentrism**.

### Life-centred worldview

A life-centred worldview promotes humans to act as stewards for the environment. They believe that humans should pursue economic growth but manage their impact on the environment with sustainable choices. People who align with this worldview argue that human prosperity is reliant on how we manage the Earth's resources now and into the future.

### Earth-centred worldview

Some people recognise that humans are a part of nature, which is why they are referred to as having an Earth-centred worldview. They argue that nature exists to support all life, not just humans. Aboriginal and Torres Strait Islander peoples display this worldview through a relationship of reciprocity and respect for the land, also known as custodianship. Earth-centred people acknowledge that economic growth should be pursued but it should be done using Earth-sustaining methods and limited wastage of resources. These beliefs align with the ideologies called **ecocentrism** and **biocentrism**.

## Amazing but true…

In 2019, close to 1000 people lined the Stirling Bridge in East Fremantle to protest against live exports. The peaceful protest contained a wide variety of people holding signs about why they were against the live export of animals. In contrast, in 2024, over 3000 farmers, trucks drivers, shearers and their families converged on Perth to protest the newly introduced legislation that would end live sheep exports in 2028.




↑ Figure 5.4.1 <New caption to come>




↑ Figure 5.4.2 A truck with the slogan 'Keep the Sheep' moving through Perth's CBD (photo by Kate Leaver) © 2024 ABC

## Activity 5.6

### Research task

Research the 'New Ecological Paradigm (NEP) Scale' and complete the 15-statement test.

Were you more closely aligned with a human-centred worldview (agreed with more even-numbered statements) or the Earth-centred worldview (agreed with more odd-numbered statements)?

**Key concepts:** place, interconnection

**HASS skills:** questioning and researching, analysing

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## Making thinking visible 5.3

### Think, pair, share

Answer the following questions by considering both positive and negative impacts. Share your thoughts with a partner and justify your opinion.

1 Do you think some environmental worldviews are more constructive to have in politics than others?
2 Which regions of the world could benefit from a more Earth-centred worldview?
3 Can you think of any famous political figures who promote a human-centred worldview?

**Key concepts:** place, space, environment, interconnection

**HASS skills:** communicating and reflecting, evaluating

## The impact on environmental management

Our environmental worldview will affect our responses to environmental issues. It will affect whether we decide to act or to what extent we support environmental management. At a local level, our environmental worldview affects our behaviour towards recycling or managing water usage at home. Consider the recent movement for eliminating plastic bags and the different opinions expressed on the issue. At a state or national scale, environmental worldviews are expressed by politicians, lobby groups and other stakeholders. These voices carry weight and decide to what degree environments are managed sustainably. The contentious Carmichael coal mine in Central Queensland was approved by the Queensland Government but has come under public scrutiny with the #StopAdani movement. Conservationists argue that the coal mine will threaten the climate, affect groundwater levels, destroy Indigenous places of significance and damage the Great Barrier Reef. The many sides to this issue reveal how environmental worldviews may differ between a government and its citizens.

↓ Figure 5.4.3 Aboriginal and Torres Strait Islander peoples are known for holding Earth-centred worldviews. Pictured are ochre cave paintings at the Bungle Bungles, Western Australia.



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## Lesson 5.4 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

Go online to access the interactive section review and more!

### 5.4 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Define 'environmental worldview'.
2 Explain how a person's environmental worldview is formed.
3 Describe the difference between a human-centred and an Earth-centred worldview.
4 Outline how environmental worldviews can impact the rate of change to natural environments.

#### Interpret

5 Determine which environmental worldview you think the 2024 Perth live export protestors align with. You may like to research this event further for more evidence to support your conclusion.

#### Argue

6 'Anthropocentrism is ruining the world.' In a paragraph, explain what this statement means and discuss whether or not you agree with it.

### Apply

1 Imagine you have just learned about climate change. Write a response to the news from the perspective of each environmental worldview.

**Key concepts:** place, environment, interconnection, sustainability, change

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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5.5

# Causes of environmental change

## Focus questions

- **In what ways do environments change?**
- **What are the causes of these changes?**

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**Video:** The impact of tourism on Maya Beach, Thailand

## The causes of environmental change

Natural environments are dynamic. This means they are constantly changing. On a local scale, environments change owing to the processes occurring within an ecosystem, such as, photosynthesis, nutrient cycling, erosion or longshore drift.

Despite these changes, undisturbed natural environments are usually in a **state of equilibrium**. This means that all of the components and processes within an ecosystem are balanced. For example, if a tree dies within a forest, it will decay and add nutrients to the soil. Its death provides space and food so that a new tree can grow in its place. Natural disturbances, such as landslides and bushfires, can disrupt an environment's balance and lead to significant changes until a system once again reaches a state of equilibrium.

Human activities are having an increasingly large impact on environments by causing disturbances like the removal of vegetation at a local scale, or the removal of an entire forest on a larger scale. When the disturbances caused by these activities are severe enough to prevent ecosystems from recovering, the changes can be significant and unsustainable.

**Human-induced** environmental changes can be direct or indirect. For example, clearing a forest to use the land for agriculture is a direct cause of change, whereas an increase in population leading to a subsequent increase in demand for food is an indirect cause of change.

**state of equilibrium** a balance between all of the components within an ecosystem

**human-induced** changes caused by human activities (in contrast to natural changes)



↑ Figure 5.5.1 Changes to forests in Ravensthorpe, Western Australia, due to natural processes such as bushfires (left) and in Tasmania due to human activities such as deforestation (right)

## Activity 5.7

What evidence in Figure 5.5.1 suggests that the deforestation was due to human activities?

**Key concepts:** place, environment

**HASS skills:** analysing

The interconnection between environments also means that direct changes in one place can indirectly impact other places. In a river system, an upstream pollution event can affect the water quality downstream, degrading coastal and marine environments as the pollutants flow out to sea.

A local example in Western Australia is the Peel-Harvey Estuary (Djilba), which has had a long history of water problems since British settlement. Inland, the catchment has been altered for agricultural use and pollutants from these activities have entered the waterways. Persistent algal blooms plagued the water downstream, until 1994 when the Dawesville Channel was constructed to increase marine water exchange. Despite this, recent signs of poor water quality, such as mass death of fish, have returned. The latest innovative solution to this environmental change was the use of a clay treatment that binds with the phosphorous at the surface and sinks down. This new solution has proved to be successful so far.

### Climate change

Climate change refers to changes in the pattern of weather over larger time scales. The time scales under consideration are usually at least a decade, but are often discussed in terms of spans of thousands or even millions of years. Climate change is a natural process that is responsible for cycles of ice ages. An ice age is a cycle during which ice expands over much of the world's land surface, after which warmer interglacial periods take place and much of the ice melts and sea levels rise.



↑ Figure 5.5.2 Clay treatment being sprayed into water impacted by an algal bloom

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There are many factors responsible for climate change, like variations in the sun's radiation, variations in the Earth's orbit, and changes in the composition of the gases that make up the atmosphere. When solar radiation hits the Earth, some of it is absorbed and some is reflected back into space. However, some atmospheric gases, called greenhouse gases, absorb and reflect this heat back towards the Earth. This is known as the **greenhouse effect** (see Figure 5.5.3). Without the greenhouse effect, the Earth's average temperature would be -18°C and most of the world's surface would be covered in ice.

**greenhouse effect** an increase in the amount of carbon dioxide and other gases in the atmosphere that is believed to be the cause of a gradual warming of the surface of the Earth

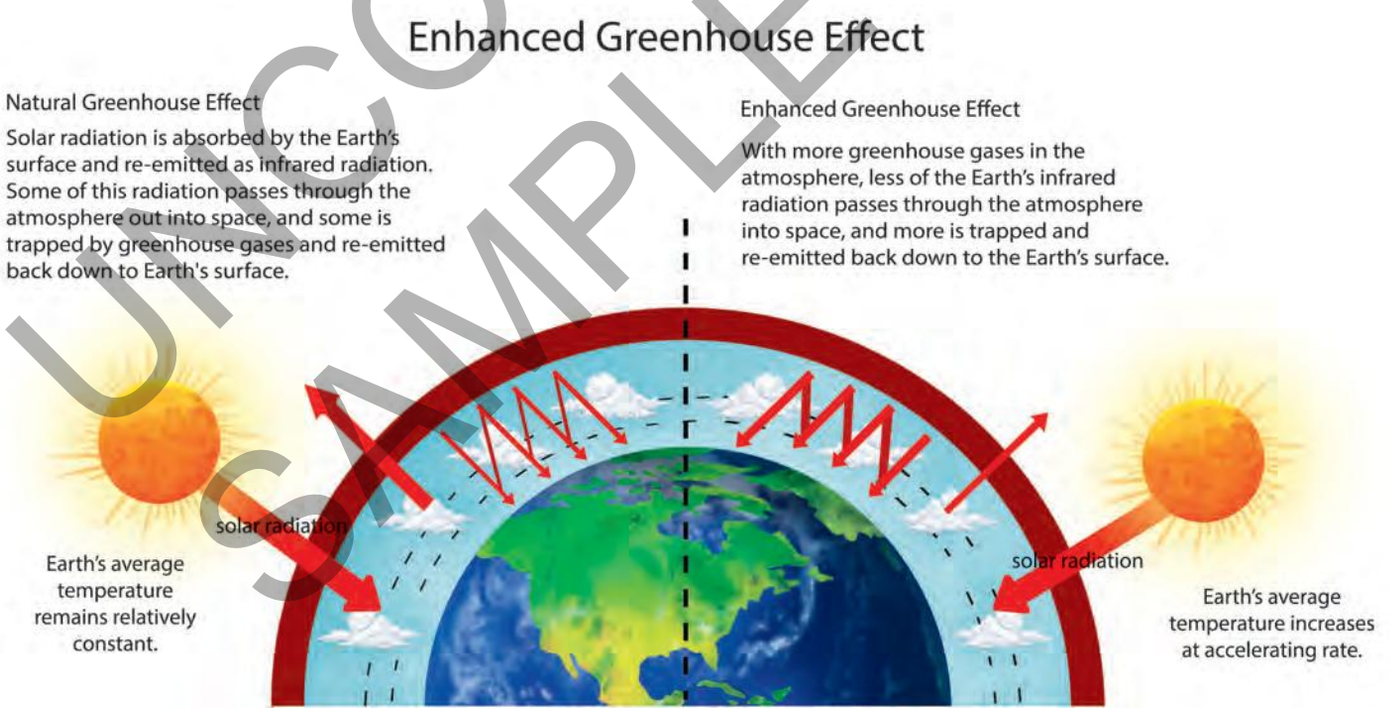
**anthropogenic** caused by human activity

**Anthropogenic** climate change refers to climate change that has been caused by the activities of human beings. Many human activities cause an increase in the concentration of greenhouse gases in the atmosphere. The three most common types of greenhouse gas are:

1 carbon dioxide, which is emitted through the burning of fossil fuels such as coal (see Figure 5.5.4)
2 methane, which is emitted during the production and transport of coal, natural gas and oil, and also emitted by livestock and other agricultural practices
3 nitrous oxide, which is emitted from various agricultural and industrial activities.

The increase in the volume of these greenhouse gases in the Earth's atmosphere is causing the enhanced greenhouse effect. This results in more heat being absorbed by the atmosphere (see Figure 5.2.3). As a result, the Earth's average temperature is rising, precipitation patterns are changing, ice sheets and glaciers are melting, sea levels are rising and ocean waters are becoming more acidic.

As greenhouse gas emissions continue to rise, anthropogenic climate change is becoming an increasingly significant cause of environmental change on a global scale.




↑ Figure 5.5.3 The enhanced greenhouse effect means more heat is trapped and re-emitted by greenhouse gases.

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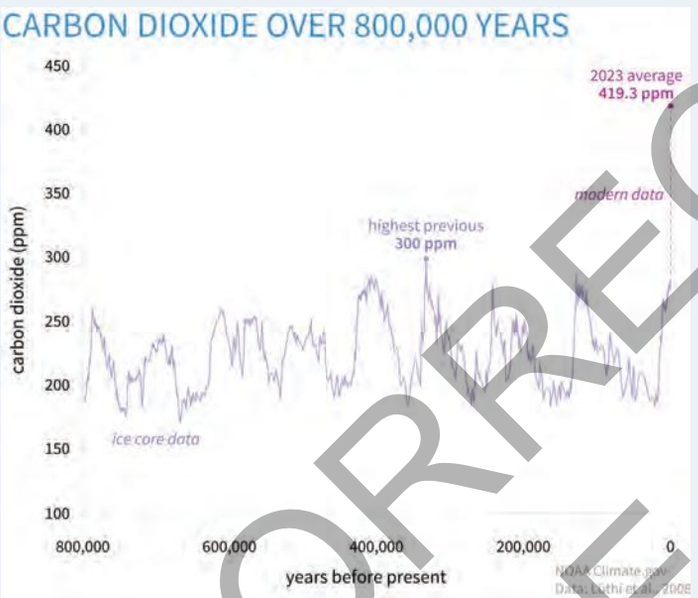
## Activity 5.8

Using Figure 5.5.3, explain the enhanced greenhouse effect.

**Key concepts:** environment

**HASS skills:** analysing, communicating and reflecting

**Carbon dioxide levels**




← Figure 5.5.4 Although the concentration of carbon dioxide in the atmosphere has always naturally fluctuated, the increase over the last 150 years is unprecedented.

## Developing geographical concepts and skills 5.3

### Describing trends

Trends refer to the general direction or change in data. In Geography, you can describe how a trend is increasing, decreasing or remaining stable. In the case of a line graph, the *x*-axis (horizontal axis) usually represents time and the *y*-axis (vertical axis) represents the variable that is changing over time.

Using Figure 5.5.4, describe the trend in the atmospheric concentration of carbon dioxide over the last 800 000 years by completing the following steps:

- A summary of what the graph is representing. What are the variables on the *x* and *y* axes?
- A description of the overall trend, including the shape of the graph. Is the graph showing an increase, a decrease or a stable trend?
- Values that demonstrate the trend. How much has the variable increased or decreased by? Over what time period? Make sure you read axes labels carefully and take note of units.
- Look at time periods that stand out. Do values rise or fall more steeply during a particular time period?

**Key concepts:** place, space, environment, scale

**HASS skills:** analysing, communicating and reflecting

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## Factors that influence environmental change

In Geography, factors are the circumstances that contribute to or cause something to occur. A wide range of factors can lead to environmental change and determine the extent of those changes.

**deforestation** process of clearing land to turn a forest environment into a different type of land for uses such as agricultural, residential or urban

For example, the development of a luxury hotel on a coastline might be driven by the opportunity for profit, which is an economic factor. Residential development might be occurring nearby to house a growing population, which is a social factor. Government regulations will determine where these developments are allowed to occur and the scale of the development – these are political factors. The scale and type of development will also be determined by environmental factors, such as the shape of the landscape and the risks associated with sea level rises and flooding.

As shown in Table 5.2, factors can be classified using the acronym SHEEPT (social, historical, economic, environmental/physical, political, technological).

In some cases, the factors that determine environmental change are unexpected. Over the last century, Ethiopia's forest cover has reduced from 45 per cent to just 5 per cent. The main factor driving this environmental change has been rapid population growth and the resulting increase in demand for firewood and agricultural land.

Despite rapid **deforestation**, around 35 000 forests remain in the areas surrounding Ethiopia's churches (see Figure 5.5.5), ranging in size from 3 to 300 hectares. Orthodox Tewahedo churches in Ethiopia view forests as spiritual environments and places of worship. This has resulted in religious leaders protecting forests close to churches, while forests further away from churches have been cleared. These uncleared forests have created pockets of high biodiversity, providing a habitat for insects that can help to pollinate crops. This has made the farmland near churches more productive. Seeds from these forests are also being used to revegetate surrounding regions.

### SHEEPT

Table 5.2 Factors can be classified using the acronym SHEEPT

| Classification | Description |
|---|---|
| **S**ocial | Factors relating to people, including culture, values, religion, population structure, education and ethnicity |
| **H**istorical | Factors relating to actions or events from the past that might influence the present |
| **E**conomic | Factors relating to the earning or spending of money |
| **E**nvironmental/Physical | Factors relating to the influence of the characteristics of natural or human environments |
| **P**olitical | Factors relating to governments and the impacts of their decisions |
| **T**echnological | Factors relating to the influence and uses of difference types of technology |



➜ Figure 5.5.5 Forests surrounding churches are the last remaining examples of the lush forest that once covered Ethiopia.

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## Lesson 5.5 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

Go online to access the interactive section review and more!

### 5.5 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Define environmental change. Include a natural and human-induced example in your definition.
2 What does it mean when an environment is in a state of equilibrium?
3 Describe the difference between climate change and anthropogenic climate change.
4 List the main causes of anthropogenic climate change.

#### Interpret

5 List three examples of an action or event that could disturb an environment's equilibrium. Choose one of these examples and explain how it could lead to environmental change.

#### Argue

6 Using the SHEEPT acronym, classify the following factors that could lead to environmental change:
   a A state government has decided to widen a highway, requiring the clearing of roadside vegetation.
   b Tractors provided to a remote village in Bhutan are allowing local people to grow crops in mountainous regions.
   c A residential construction boom in the outer Perth suburbs has led to a demand for merbau timber from Indonesia.
   d Celebrities have taken selfies at remote natural locations, leading to a rapid growth in local tourism.
7 Discuss how a social factor has affected the distribution of environmental change in Ethiopia.

### Apply

1 In an article for *Nature* magazine, Alemayehu Wassie Eshete wrote, 'If you see a forest in Ethiopia, you know there is very likely to be a church in the middle'. Evaluate this statement, using evidence from satellite imagery, by following these steps:
   a Open Google Earth and search for Anbesame, a town to the south-east of Lake Tana.
   b Zoom into forest regions within a 20-km radius.
   c Count how many church forests you can find like the one shown in Figure 5.5.5, and how many forests you can find without churches. Adding placemarks might help you record your findings.
   d Based on the data you have collected, evaluate Alemayehu Wassie Eshete's statement.

**Key concepts:** place, space, environment, interconnection, scale, change

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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5.6

# The consequences of environmental change

## Focus question

**What are the social, economic and environmental impacts of environmental change?**

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Environmental changes cause a range of positive and negative impacts. In Geography we classify these impacts as social, economic or environmental. We also assess the extent of these impacts over varying **temporal** and **spatial scales**. Governments evaluate a place using social, economic and environmental information to attribute value to the environment and this is central to how it will be managed.

Although environmental changes can lead to predominantly negative environmental impacts, there are often economic or social benefits that are driving the changes. For example, unsustainable agriculture and deforestation in Kenya have led to short-term economic and social benefits for many local people. However, in the long term they have led to widespread land degradation through **soil erosion**, which has reduced crop productivity, caused a loss of rural livelihoods and threatened wildlife habitats.

In some cases, the impacts of environmental change are clearly observable; for example, the removal of large trees or the large amounts of plastic rubbish flowing into an urban river from a stormwater drain. However, many impacts are far more difficult to observe, such as the reduction in the biodiversity of a forest or the **local extinction** of a particular species.

The size of an environment can also present challenges. For example, the enormous scale of the world's oceans makes changes to marine environments difficult to monitor and manage.

**temporal scale** measurement of periods of time; for example, weeks, months, years or millennia

**spatial scale** referring to various sizes in space; for example, local, regional, national or global scales

**soil erosion** wearing away and removal of the topsoil layer, usually by wind or water

**local extinction** when a species no longer exists in a particular place or region

**soil fertility** ability of soil to grow plants, especially in agriculture

## Examples of impacts of environmental change

This section explores a range of environmental changes, using specific examples to highlight the impacts associated with five types of change across a number of different environments.

### Land degradation

Land degradation refers to a reduction in the quality of soils within an environment, which reduces the productivity of land for agriculture as well as its ability to support an ecosystem or environment. There are several types of land degradation, including soil erosion, increased salinity, desertification and a decline in **soil fertility** (see the digital section 5.10).

The changes leading to land degradation can be due to both natural processes and human activities. For example, natural processes like high-intensity monsoonal rains can erode precious topsoil layers, while dry conditions during a drought can make topsoil vulnerable to wind erosion. Human activities that lead to land degradation include deforestation, overgrazing, overcultivation, poor agricultural management and the overcutting of vegetation.



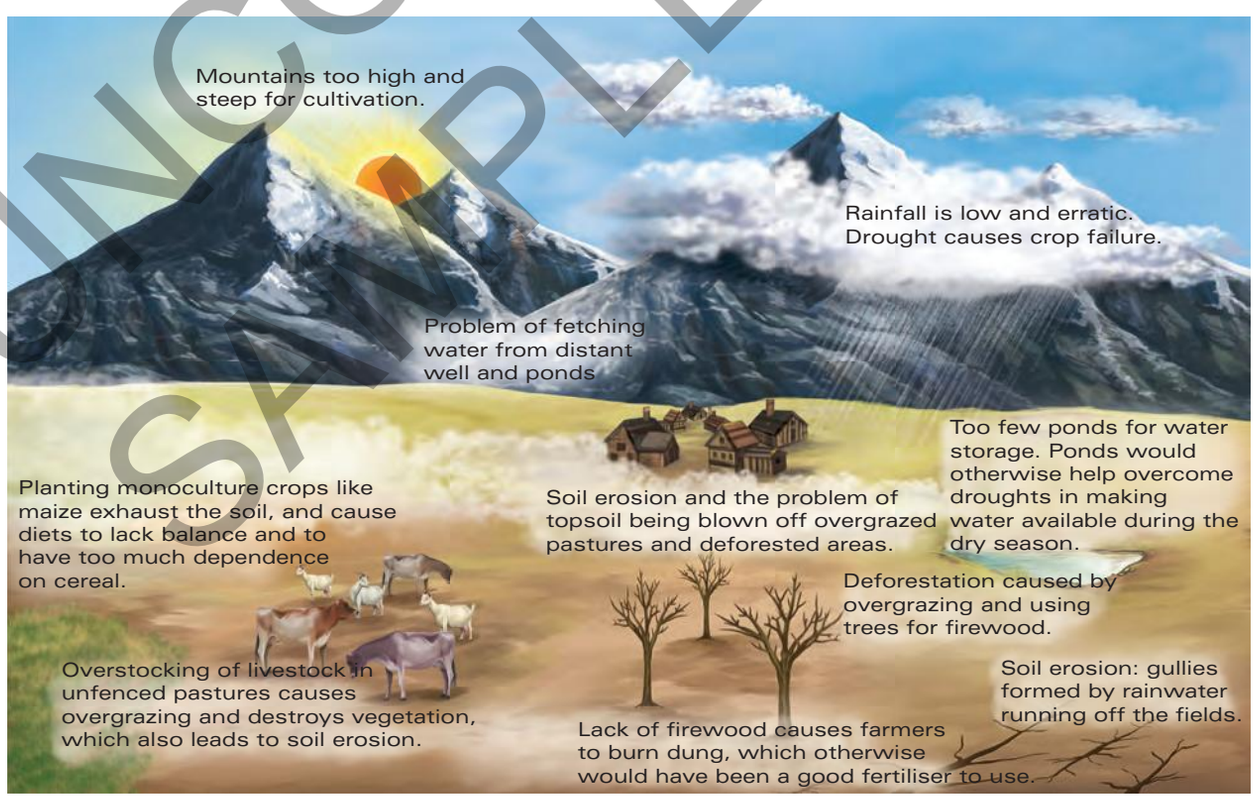
**water table** the level below the surface of the ground at which you start to find water

↑ Figure 5.6.1 Salinity in Western Australia's wheatbelt has left the land devoid of greenery.

## Human activity and land degradation

Table 5.3 Examples of human activities that can lead to land degradation

| Human activity | Cause of land degradation |
|---|---|
| Deforestation | The removal of trees makes the soil vulnerable to erosion from wind and water |
| Overgrazing | Intensive grazing of livestock does not allow vegetation to recover from trampling, compaction of the soil or the overconsumption of vegetation |
| Overcultivation | Excessive cultivation of land degrades soil quality, reducing its ability to support crops in the future |
| Agricultural activities | Unsustainable agricultural practices such as the use of excessive irrigation can cause the **water table** to rise, bringing salt to the surface and increasing the salinity of the soil |
| Overcutting of vegetation | Unsustainable rates of timber harvesting can exceed the rate at which a forest can regrow |




↑ Figure 5.6.2 Problems leading to and associated with unsustainable agriculture

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## Activity 5.9

Using Table 5.3, Figure 5.6.2 and your own research, write a paragraph or draw a diagram explaining how deforestation, overgrazing, excessive irrigation or overcutting can cause land degradation.

**Key concepts:** environment, interconnection, change

**HASS skills:** questioning and researching, analysing, communicating and reflecting

Several indirect factors can lead to land degradation, including land shortages, poverty and rapid population growth. These situations force communities to cultivate food in places that are already naturally vulnerable to land degradation. As land degrades in some places, pressure is put on the remaining productive land elsewhere and agriculture becomes unsustainable. This ultimately leads to a loss of livelihoods in local communities, which perpetuates the cycle of poverty.

The Aral Sea, located between Kazakhstan and Uzbekistan in Central Asia, was once a large lake covering 68 000 sq km and supporting a thriving fishing industry. In the 1960s the rivers that supplied water to the lake were diverted so that the water could be used for irrigation. Since then, most of the lake has dried up and become a desert, destroying the local fishing and agricultural industries and causing one of the planet's worst environmental disasters.

### Habitat fragmentation

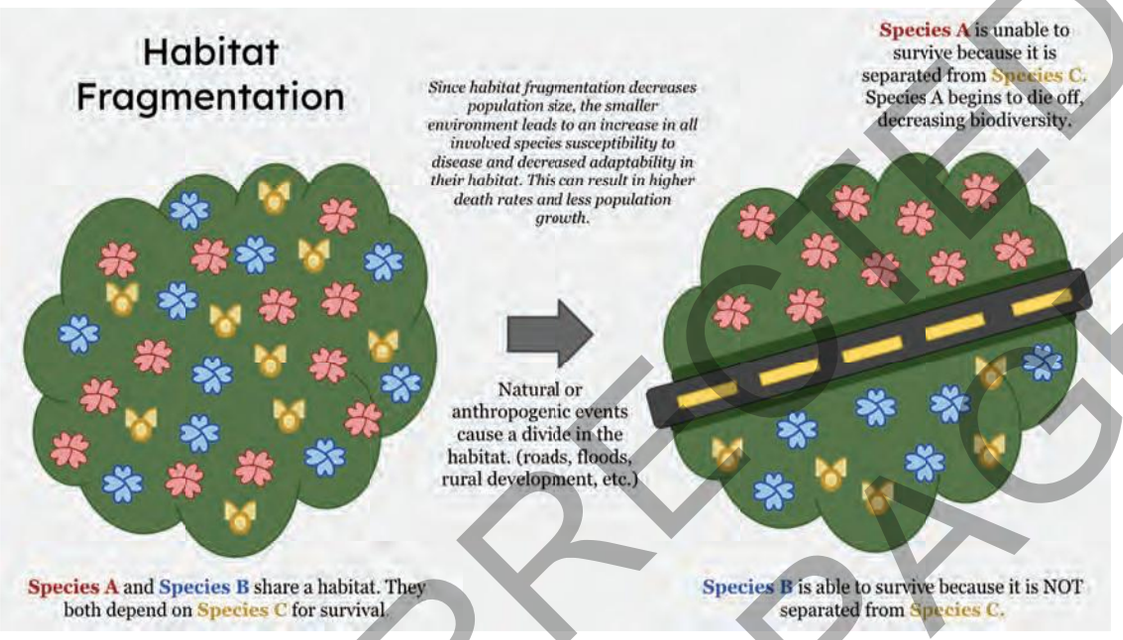
Habitat fragmentation is when a large area of continuous habitat is divided into a number of smaller areas. This changes the spatial distribution of the remaining habitat, leaving populations of species isolated and eliminating the interconnection between them. Habitat fragmentation can occur naturally due to events such as large-scale bushfires, or lava flows following a volcanic eruption. However, humans are more often responsible for habitat fragmentation through things like logging forests for agriculture, urban development, and the building of roads and railway lines.

Figure 5.6.3 Abandoned ships within a barren wasteland are all that remain of the Aral Sea's fishing industry



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The main impact of habitat fragmentation is the reduction in the size of a habitat. This particularly impacts larger species that need large areas in which to roam. It also increases competition among species for food and other resources. Figure 5.6.4 demonstrates how some species that had adapted to living within an environment, such as the interior of a forest, can find themselves living on what are now the edges of that environment. This new habitat may not have suitable conditions in terms of shade, temperature and wind protection.




↑ Figure 5.6.4 Habitat fragmentation turns one large environment into multiple, smaller environments.

Another major impact of habitat fragmentation is a reduction in genetic diversity. Fragmented animal populations have a smaller pool of breeding partners. This can lead to genetic abnormalities and an increased vulnerability to disease. The overall result is a reduction in biodiversity. Scotland's ancient Caledonian Forest once covered the entire region, but now it only exists in fragments due to widespread deforestation. Species such as the red squirrel and wood ant are not able to cross the open ground between isolated forest fragments. This has led to local extinctions, alterations to the local food web and severe losses in biodiversity.

## Changing river flows and reducing water quality

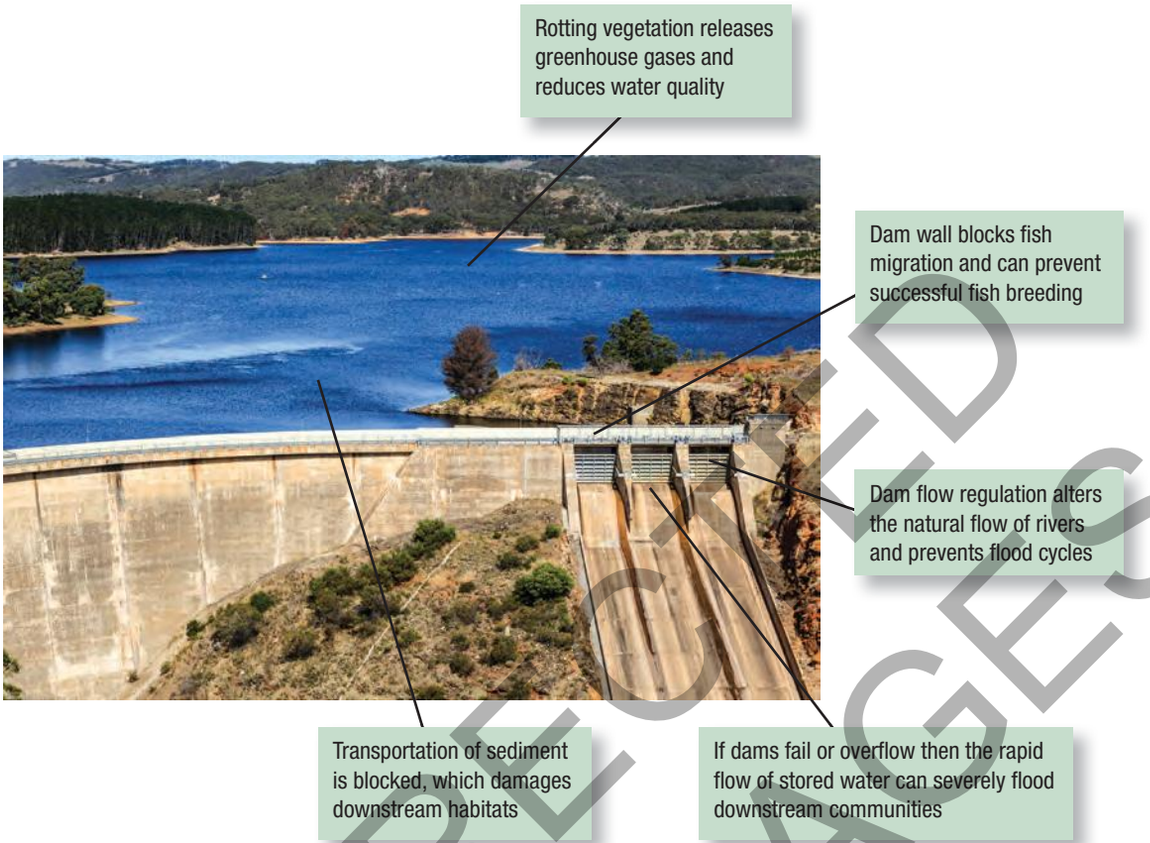
All civilisations rely on inland water sources for their survival. As such, inland water sources are among the most modified and degraded environments on Earth. One of the biggest changes to river environments is **flow regulation** through the construction of dams. By constructing dams, rivers are regulated to ensure they provide a reliable supply of water for agricultural and urban uses. However, as shown in Figure 5.6.5, flow regulation causes a range of negative impacts on river environments.

**flow regulation** controlling a river's flow, water level and variability to meet the demands of domestic, industrial and agricultural use

Dams are also used to control river levels in order to prevent flooding. Although flood prevention is often essential for protecting human environments like urban and agricultural landscapes, flooding is an essential process in river environments. It provides an interconnection between river channels and their floodplains and is essential in maintaining the health of wetlands.

On a smaller scale, the health of rivers is impacted by removing or degrading

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↑ Figure 5.6.5 Damming rivers provides a reliable water supply, but creates a range of environmental impacts.

riparian vegetation, adding pollutants to the water supply, and modifying catchments to suit the needs of people and their communities.

One measure of river health is water quality. Indicators used to monitor river health include water temperature, amount of dissolved oxygen, salinity, turbidity, acidity and nutrient levels. Poor water quality can impact the health of a river system. For example, excess nutrients from agricultural fertilisers washing into a river system, or stormwater combined with warm water temperatures, can cause large amounts of toxic blue-green algae to grow (this is called an algal bloom). Blue-green algae pose a serious health threat to both humans and animals.

Rivers in Bangladesh are both a sacred and an essential part of life for local people, who rely on them for transportation and employment. However, the dumping of large volumes of human and industrial waste in rivers like the Buriganga River (see Figure 5.6.6) has led to extremely poor water quality, threatening the livelihood of millions.

Khawaja Minnatullah, a water management specialist, has stated:

> *Pollutants have eaten up all oxygen in the Buriganga and we call it biologically dead … there is no fish or aquatic life in this river.*[1]

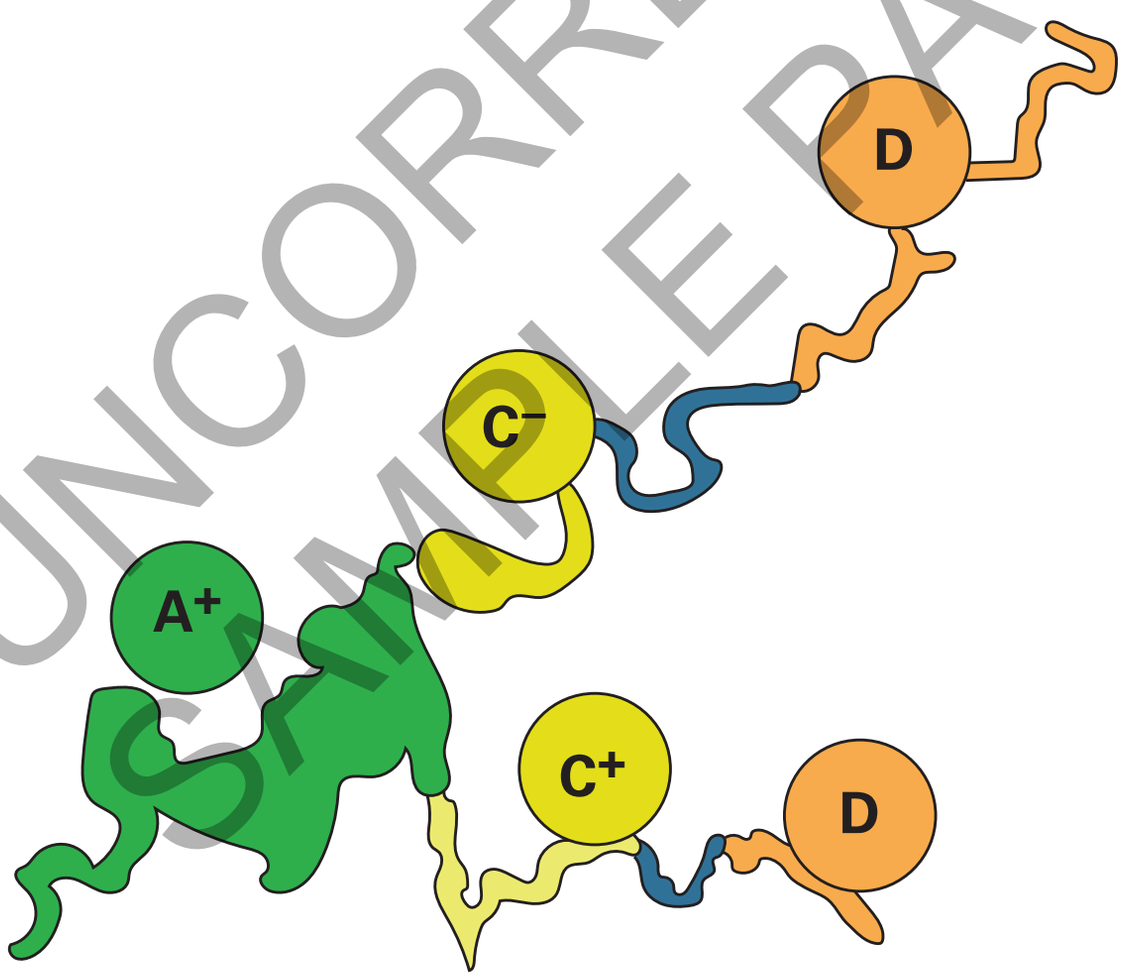
Perth's Swan River has also struggled with pollution since early 1880 when it was used as a depository for the filth of the city. Even in the 1940s, waste from a sewage treatment plant and urban drains led to toxic odours and frequent algal blooms. As shown in Figure 5.6.7, the Swan River's current water quality varies significantly along its journey, from its forested upper catchment to its lower, highly urbanised catchment.

[1] https://ourworld.unu.edu/en/colours-of-water-bangladeshs-leather-tanneries

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↑ Figure 5.6.6 The Buriganga River in Bangladesh is so polluted that it has been declared biologically dead.




↑ Figure 5.6.7 Water quality in the Swan–Canning River system. Monitoring of the Water Quality Index of the Swan region in 2010–11 showed that the lower Swan region had an excellent 'A+' health grade. The middle- and upper-Swan and the lower- and upper-Canning, however, were judged to be in only moderate to poor health, receiving grades of C– and D, due to excessive nutrients and low oxygen conditions.

**Source:** Western Australia Department of Water

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## Activity 5.10

1 Refer to Figure 5.6.6.
   a List the characteristics of the landscape and land uses surrounding the Buriganga River that you can see.
   b Compare these characteristics with a river near your school or home.
2 Refer to Figure 5.6.7.
   a Which regions of the Swan River's catchment have the highest and lowest water quality?
   b Suggest a reason for these differences.

**Key concepts:** place, space, environment, change

**HASS skills:** analysing, evaluating

### Pest and weed infestation

Pests and weeds are plants and animals that have been introduced into an environment in which they do not naturally occur. Pest animals, such as cane toads, foxes, rabbits and deer, have been introduced to Australia since colonisation. Introduced predators such as foxes and feral cats have led to the direct extinction of many of Australia's native species, while other introduced species have indirectly impacted upon native species by competing for food and habitat resources. Larger pests such as deer, horses and pigs damage native vegetation and soils through grazing and by compacting the soil.

**exotic species** non-indigenous plant species that have been introduced to an area

**native species** species that are from a particular country, but not necessarily indigenous to the local region

### Amazing but true...

While many **exotic species** of plants grow as weeds and change Australian environments, many Australian **native species** are causing the same impacts overseas. Many species of eucalypts, such as blue gum, were planted around the world as a source of timber. These species now grow out of control in places such as California, replacing local indigenous species and leading to an increased bushfire risk.



↑ Figure 5.6.8 Eucalypts are native to Australia, but have been introduced to many places around the world, like this farm in California.

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← Figure 5.6.9 Rubber vine can climb trees and is a noxious weed that was first introduced as a garden plant in Queensland mining towns.

Weeds are broadly defined as plants growing where they are not wanted. Invasive weeds are a serious threat to both natural and rural environments. They typically produce large numbers of seeds to help them spread over vast areas and out-compete local species for water, sunlight, nutrients and space. As weeds establish over large regions, they reduce the biodiversity and abundance of **indigenous species**, including the animals that rely on those plants for habitat. This upsets the **equilibrium** of an ecosystem.

In addition to negative environmental impacts, the spread of weeds can decrease agricultural outputs, leading to financial losses in rural areas. A study by the Cooperative Research Centre for Australian Weed Management estimated that weeds cost Australian farmers around A$1.5 billion each year in weed management and a further A$2.5 billion in lost agricultural production.

Rubber vine (*Cryptostegia grandiflora*) is an example of a Weed of National Significance, meaning it is in the highest category of declared **noxious weeds**.

In 2020, an undetected infestation of rubber vine was found in the East Kimberley's most significant waterways near Lake Argyle. Although the Western Australian Government took immediate action to get the infestation under control, COVID-19 restrictions hampered expert teams from the Northern Territory in arriving sooner. Rubber vine grows rapidly as a shrubby plant or vine, often smothering other plants and spreading aggressively along riverbanks to the adjoining bushland or farmland. Significant progress has been made in controlling this infestation; however, discoveries of new rubber vine in 2023 and 2024 show it has expanded to the West Kimberley, reaching the Fitzroy River.

## Overfishing

Over 140 million tonnes of seafood are consumed by people each year, serving as a daily source of protein for 1.2 billion people. As the global population continues to rise, so does the demand for seafood. Seafood consumption has doubled over the last 50 years to more than 20 kg per person per year.



↑ Figure 5.6.10 A shark caught as bycatch during a commercial fishing operation

**indigenous species** number or amount of the particular species that occurs naturally within an environment

**equilibrium** the balance of living and nonliving things that keep an ecosystem functional

**noxious weed** weed that is considered to be harmful to the environment

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As shown in Figure 5.6.11, the global distribution of the amount of fish consumed by people varies considerably. Current rates of fishing to meet this demand are unsustainable. This has led to **overfishing**.

**overfishing** the taking of fish at a rate that the species cannot replenish itself

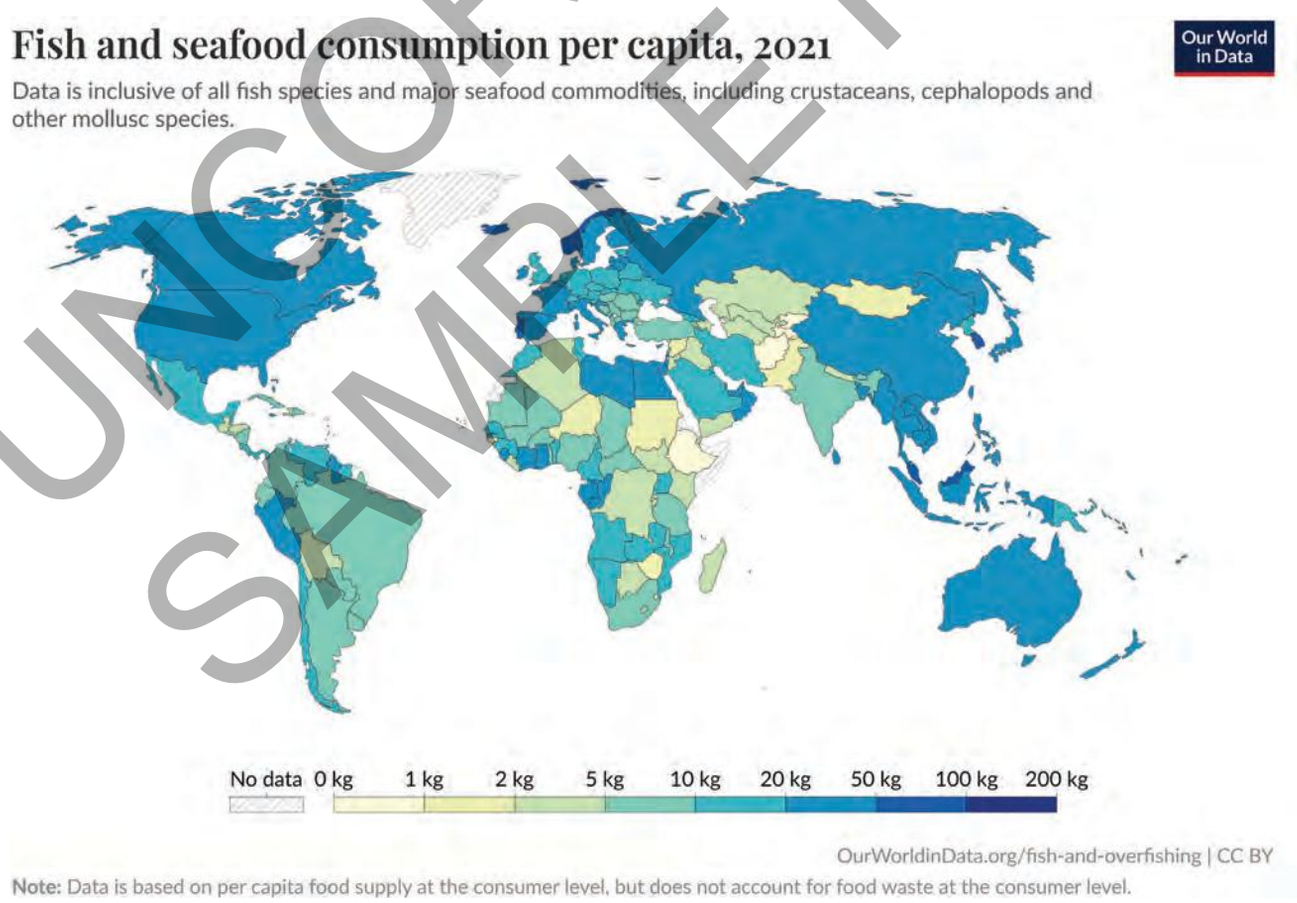
When overfishing happens, adult fish are caught at such a high rate that they are not able to breed to replenish the population. Not only is this socially unsustainable in terms of a reduction in food supply, it is also economically unsustainable for many smaller fishing businesses, and environmentally unsustainable in terms of the health of marine ecosystems.

Currently, approximately 90 per cent of the world's fish stocks are either fully fished or overfished. With global demand for fish continuing to rise, it is projected that the global fishing industry, worth over $200 billion, could collapse as early as 2050. This is a cause for concern for the three billion people who rely on the fishing industry for income and as a food source. Due to decreased yields, commercial fishing fleets are venturing deeper into the ocean and harvesting fish further down the food chain to meet demands. This is further damaging the ecological balance of marine environments.

Fish trawlers are large commercial fishing vessels that drag nets through the ocean and along the sea floor. Super trawlers are particularly large vessels, often over 100 metres in length, with the capacity to catch and transport thousands of tonnes of fish.

Along with the intended profitable fish, these large nets catch lots of unintended additional fish. This is known as **bycatch**. It is estimated that between 10 and 25 per cent of all marine animals caught globally is bycatch and therefore tossed overboard; for example, inedible fish, turtles and sharks.

**bycatch** fish and other marine animals that are unintentionally caught in commercial fishing operations




↑ Figure 5.6.11 Fish and seafood consumption per person per year

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## Activity 5.11

1 Refer to Figure 5.6.11.
   a Describe the global distribution of fish consumed per person using the PQE method (see Developing geographical concepts and skills 5.2, page 202).
   b Suggest a factor that might have contributed to this distribution.
   c What impacts are high levels of fish consumption having on marine environments?

**Key concepts:** space, environment, interconnection, change

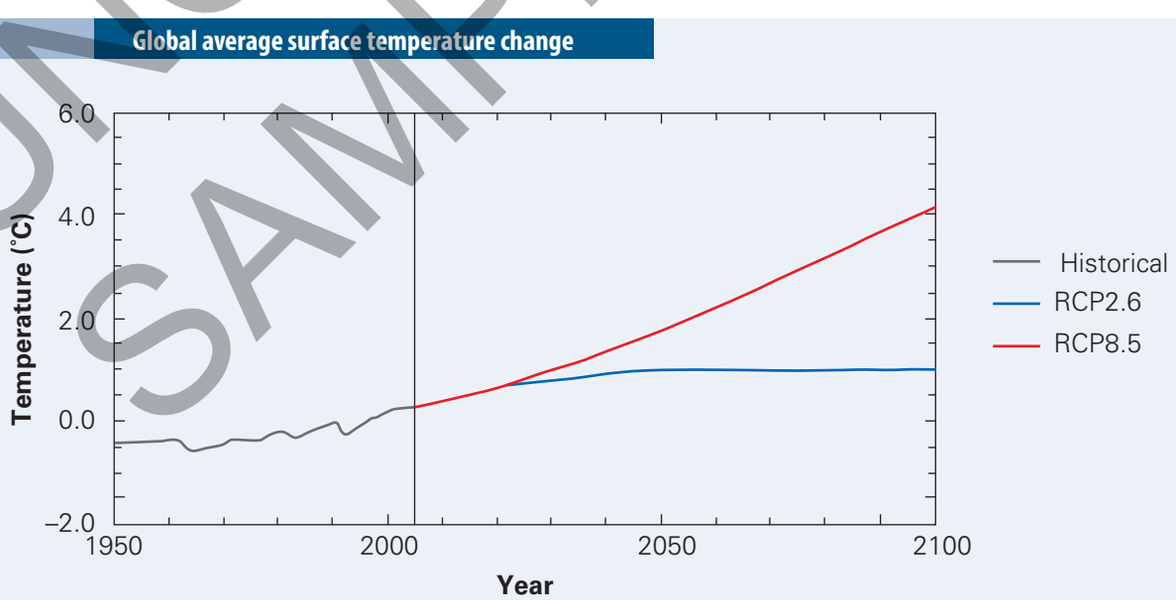
**HASS skills:** analysing, evaluating, communicating and reflecting

## How are impacts interconnected?

The negative impacts of environmental change are interconnected. This means that individual impacts can lead to additional impacts within and between environments. For example, the removal of vegetation in a riparian zone can lead to a direct destruction of habitat. However, the absence of riparian vegetation can lead to increased erosion, a decrease in water quality and a greater risk of flooding. The interconnection between rivers and the ocean means that waste material entering river systems such as the Buriganga River (see Figure 5.6.6) will eventually wash out to the ocean and continue to impact marine environments and the local fishing industry.

### The impacts of anthropogenic climate change

Anthropogenic climate change is expected to have far-reaching impacts on all types of environments. According to the Intergovernmental Panel on Climate Change (IPCC), the global average temperature has already risen by 0.85°C since 1880. It is expected to continue to rise by at least another degree by 2100 (see Figure 5.6.12).




↑ Figure 5.6.12 Projections for global average surface temperature change. RCP stands for representative concentration pathway. The different projections are based on different estimates of how the concentration of greenhouse gases might change over time.

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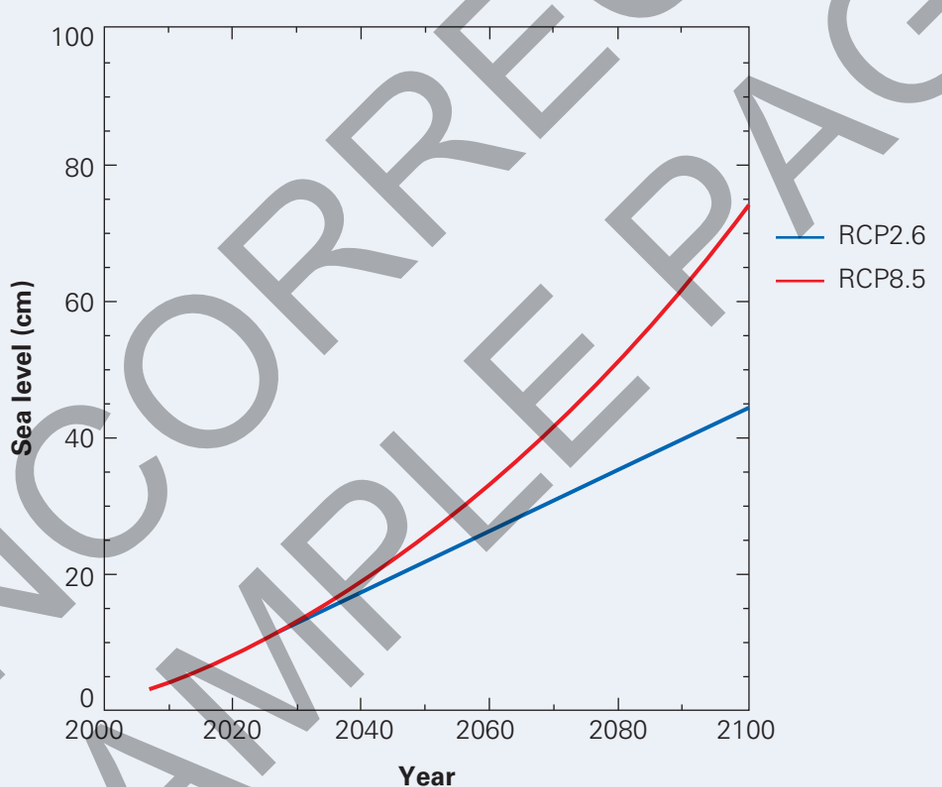
These temperature changes will cause heatwaves and changes to rainfall patterns, which is likely to increase the frequency and length of droughts and bushfires. Climate change will also force many species to migrate as the climate of their original habitat becomes unsuitable. In addition, habitat fragmentation means that some species will not be able to migrate and therefore will be vulnerable to local extinction.

**thermal expansion** increase in the volume of a material due to an increase in temperature

Anthropogenic climate change is also expected to raise sea levels due to **thermal expansion** and melting glaciers and ice sheets. The IPCC has projected that the average global sea level could rise by between 26 and 82 cm by 2100 (see Figure 5.6.13). This will have disastrous impacts on coastal environments due to increased erosion, flooding and the displacement of millions of people.

Within marine environments, increased ocean temperatures, along with acidification because of an expected increase in the concentration of carbon dioxide in ocean waters, are already leading to widespread coral bleaching. This is likely to harm species such as molluscs and plankton.

**Global mean sea level rise**




↑ Figure 5.6.13 Projections for global mean sea level rise

## Activity 5.12

Based on Figures 5.6.12 and 5.6.13, what are the various projected temperature increases and sea level rises by 2100?

**Key concepts:** change

**HASS skills:** analysing

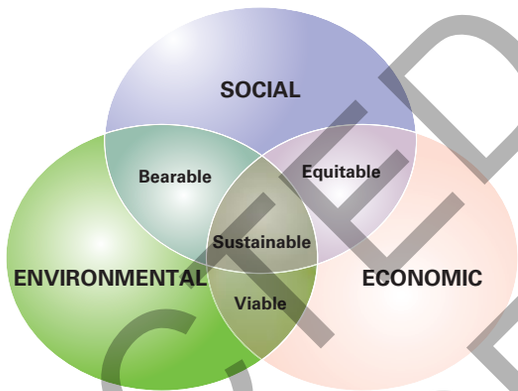
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## Sustainability

Environmental change and its associated impacts can directly and indirectly threaten the **sustainability** of a place. Sustainability refers to whether or not an environment is able to maintain current needs without compromising the ability to meet the needs of future generations.

Sustainability is often described as having three spheres: environmental, social and economic (see Figure 5.6.14). Changes to the components and processes within an environment, such as the development of tourist resorts along a coastline, can threaten environmental sustainability. If coastal development degrades the natural beauty that was drawing in tourists, then it is likely to affect the economic sustainability of the local tourism industry. If the local tourism industry suffers, it could lead to a loss of employment for local people, which would threaten social sustainability.

**sustainability** whether or not an environment is able to maintain current needs without compromising its ability to meet the needs of future generations




↑ Figure 5.6.14 The three spheres of sustainability

## Key concepts for your memory bank

**Sustainability** is a key concept that you should work hard to understand and use to evaluate human responses. In simple terms, it refers to whether it is ideal economically, socially and environmentally to continue with a strategy or seek an alternative. *Pop this concept away into your memory bank, as you will need to return to this idea at other points in your studies of the Humanities and Social Sciences.*

## Connecting Geography and Civics and Citizenship

### The Paris Agreement

**1** Use the information in this chapter to briefly outline the causes and effects of climate change.

**2** Read or watch the information about the Paris Agreement via the link available at https://cambridge.edu.au/redirect/xxxxx.

Summarise the context and purpose of the Paris Agreement in six dot points. (HINT! Use the following question terms to structure your summary: *who*, *what*, *where*, *when*, *how, why.*)

Australia signed the Paris Agreement on 23 April 2016 and it came into force on 4 November 2016. Australia ratified the Paris Agreement on 9 November 2016 (a law was passed in Parliament to make a binding agreement that Australia will implement the treaty).

Under the Paris Agreement, each signatory country must submit emissions reductions targets every five years. Initially, Australia's Coalition government committed to cutting emissions by 26-28 per cent of the 2005 levels by 2030. In 2022, the newly elected Labor government amended (changed) Australia's target to a 43 per cent cut by 2030.

**3** What is meant by 'emissions'?

**4** Conduct some research to:

**a** identify whether Australia's emission's targets have changed since 2025

**b** identify whether Australia is on track to meet its emissions reduction targets.

By ratifying the treaty, it does not necessarily mean that Australia's laws or our lives change. To implement the agreement, Australian parliaments need to pass laws that enact some or all of the terms of the treaty. You can read more about Australia's treaty processes on the Rule of Law website via the link at https://cambridge.edu.au/redirect/xxxxx.

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**5** Conduct some research on programs or initiatives that each of the following levels of government have implemented to reduce carbon emissions:

**a** Australian federal government **b** Western Australian Government **c** your own local council.

For each level of government, you should:

**i** identify a program or initiative aimed at reducing carbon emissions

**ii** explain how the initiative works to reduce emissions

**iii** use data to evaluate the effectiveness of the initiative so far.

**Key concepts:** democracy, democratic values, the Westminster system, justice, participation, rights and responsibilities

**HASS skills:** communicating and reflecting, questioning and researching, evaluating

**Go online to access the interactive section review and more!**

## Lesson 5.6 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

### 5.6 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

**1** Summarise the social, economic and environmental impacts of one of the types of environmental change presented.

**2** Define the following terms, using examples where appropriate:

- soil erosion
- habitat fragmentation
- flow regulation
- noxious weed
- overfishing
- anthropogenic climate change
- sustainability.

#### Interpret

**3** Describe three impacts that anthropogenic climate change is expected to have on environments around the world.

#### Argue

**4** Explain three ways that pests and weeds can have an impact on the local environment.

**5** For one of the impacts of environmental change outlined, identify a way in which the three spheres of sustainability are threatened.

### Apply

**1** Draw a concept map demonstrating the interconnection between land shortages, poverty, population increases and land degradation.

**2** Visit the Australian Government's FeralScan website via https://cambridge.edu.au/redirect/11299.

- Choose a feral animal species found in Australia.
- Click on 'Start Mapping' and describe the national distribution of your chosen species.
- Suggest a factor that has contributed to this distribution.
- This website relies on local citizens to upload data using a mobile app. Why do you think this is an essential part of managing pests and weeds?

**Key concepts:** place, space, environment, interconnection, change, sustainability, scale

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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# Evaluating management responses to environmental change

## Focus question

**How are environmental changes managed?**

A range of management responses are used to reduce the negative impacts and support the positive impacts associated with environmental change. At a local scale, this might involve the **revegetation** of a coastal dune system or wetland. For example, in Western Australia the City of Wanneroo has installed a floating wetland to improve water quality and biodiversity by providing a protective habitat (see Figure 5.7.1).

National-scale management responses can affect an entire country. In 2020, France introduced a law stating that all disposable cups, cutlery and plates had to be made of compostable material. This legislation was followed closely by Taiwan, Canada and India, who passed similar laws to curb plastic pollution. Environmental change that affects large world regions, for example, overfishing, climate change and land degradation, requires global responses from organisations such as the United Nations.

Just as there are factors that determine the extent of environmental change, there are factors that determine the appropriateness, applicability and effectiveness of management responses to those changes. These factors include a country's wealth, size, population density, location, access to technology, governance and the extent of the environmental change that it is trying to manage.

**revegetation** process of replanting vegetation on land that was previously degraded

Figure 5.7.1 City Parks and Conservation staff installing a floating wetland at Kingsway Regional Open Space



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## How do people respond to and manage environmental change?

There are many different ways to assess and manage environmental change. Five different approaches are summarised in this section.

### Preventing change

One way to manage environmental change is by preventing it from occurring in the first place. Although Australia's landscape has historically suffered from the infestation of many weed and pest species, strict biosecurity laws currently manage these threats and attempt to prevent the introduction of new threats. It is cheaper and far more effective to prevent invasive species from coming into Australia than it is to remove them once they have become established.

Creating national parks is another way of preventing environmental change. Although countries vary in the way they manage national parks, the underlying aim is to conserve the natural environment by limiting development and disturbances by people. The Karijini National Park (Figure 5.7.2), located approximately 1400 km north-east of Perth, became a national park in 1969, incorporating the lands around the Hamersley Range with subsequent additions over later years. In 1991, the park was renamed in recognition of the traditional owners of the land, the Banyjima, Kurrama and Innawonga people of the Pilbara.

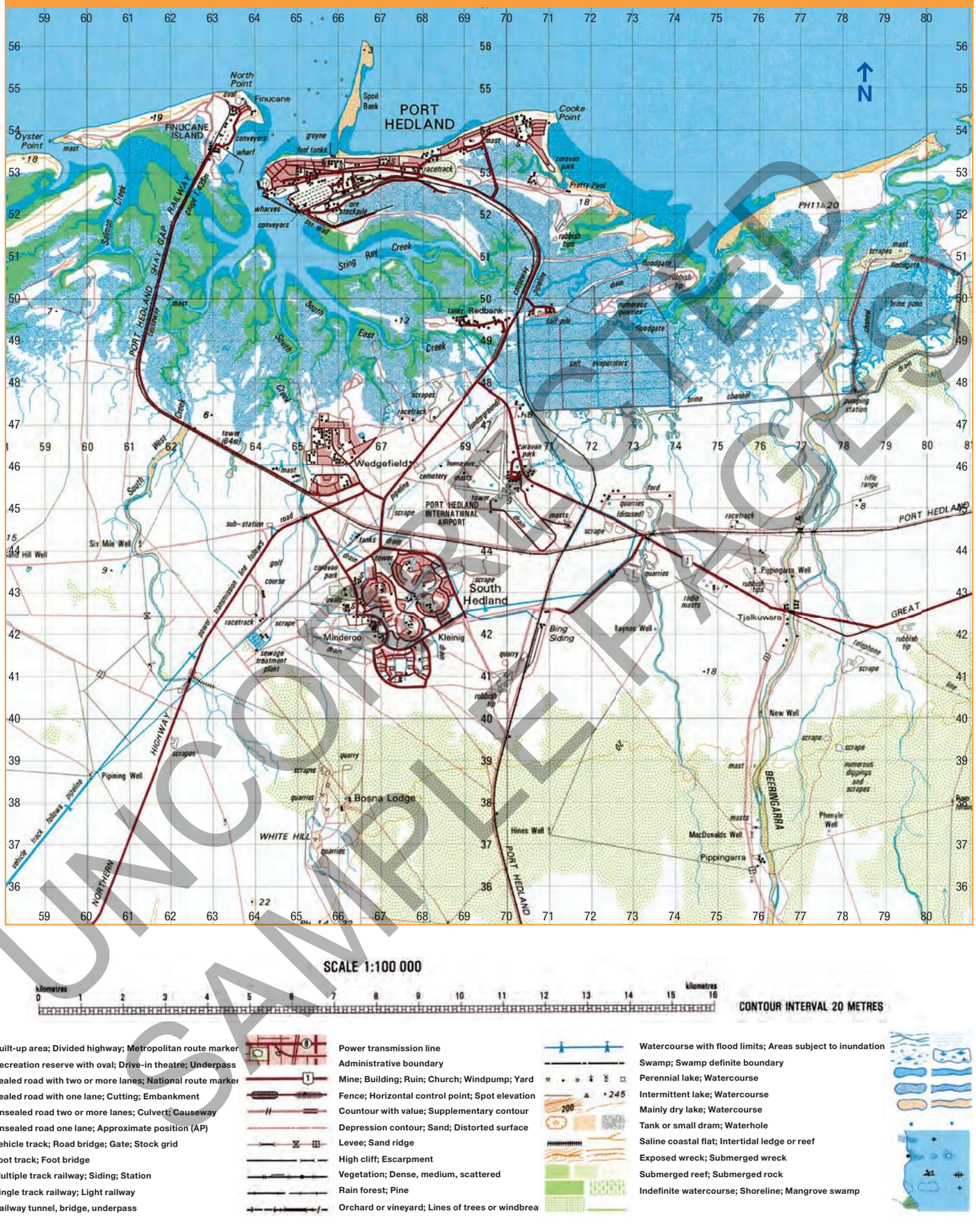
↓ Figure 5.7.2 The Karijini National Park is known for its scenic gorges and natural swimming pools.



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**Port Hedland topographic map extract** (Port Hedland: latitude 20°18′S, longitude 118°35′E)




↑ Figure 5.7.3 Topographical map of Port Hedland (please note that you can zoom in on this map using the digital versions of the textbook)

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## Geography through maps

### Using a topographic map

Topographic maps show features such as elevation contour lines and landforms above sea level. You can use the legend of a map to identify them. Refer to the topographic map of Port Hedland in Figure 5.7.3 or go to the figure in the Interactive Textbook to be able to zoom in. Remember that the map's scale ratio applies only at the size of the map printed in the book. When viewing maps on screen, you need to use the scale bar for measuring distances.

1 What is the scale of the Port Hedland topographic map? Explain what that means.
2 What is the approximate distance of the drive from Port Hedland Racetrack (AR 6853) to the South Hedland ovals (GR 663430)?
3 Identify the feature of the biophysical environment located at:
   **a** GR 712544
   **b** GR 615530.
4 Identify the feature of the urban environment located at:
   **a** GR 659519
   **b** GR 655530
   **c** GR 645523
   **d** GR 702453.
5 Name four creeks flowing into the estuary containing Port Hedland's port facilities.
6 What direction is Finucane Island wharf (AR 6353) from Port Hedland International Airport?
7 Provide map evidence to support that Port Hedland and South Hedland are on relatively flat topography.
8 Using information from the previous questions, describe the shape of the landscape and the natural features surrounding Port Hedland. Suggest why it is an ideal location for a town.
9 Identify two environmental assets and:
   **a** provide a grid reference for each
   **b** describe the benefit that is provided by each.
10 Conduct some research to identify known environmental issues for Port Hedland. Choose one environmental change issue and:
   **a** explain the causes and effects of the environmental change, referring to specific details and area/grid references from Figure 5.7.3 to support your explanation
   **b** research past or current programs or initiatives that have been developed in response to the environmental change issue. Explain whether you think the initiative is economically, socially and environmentally sustainable.

**Key concepts:** place, space, environment, interconnection, sustainability, scale and change

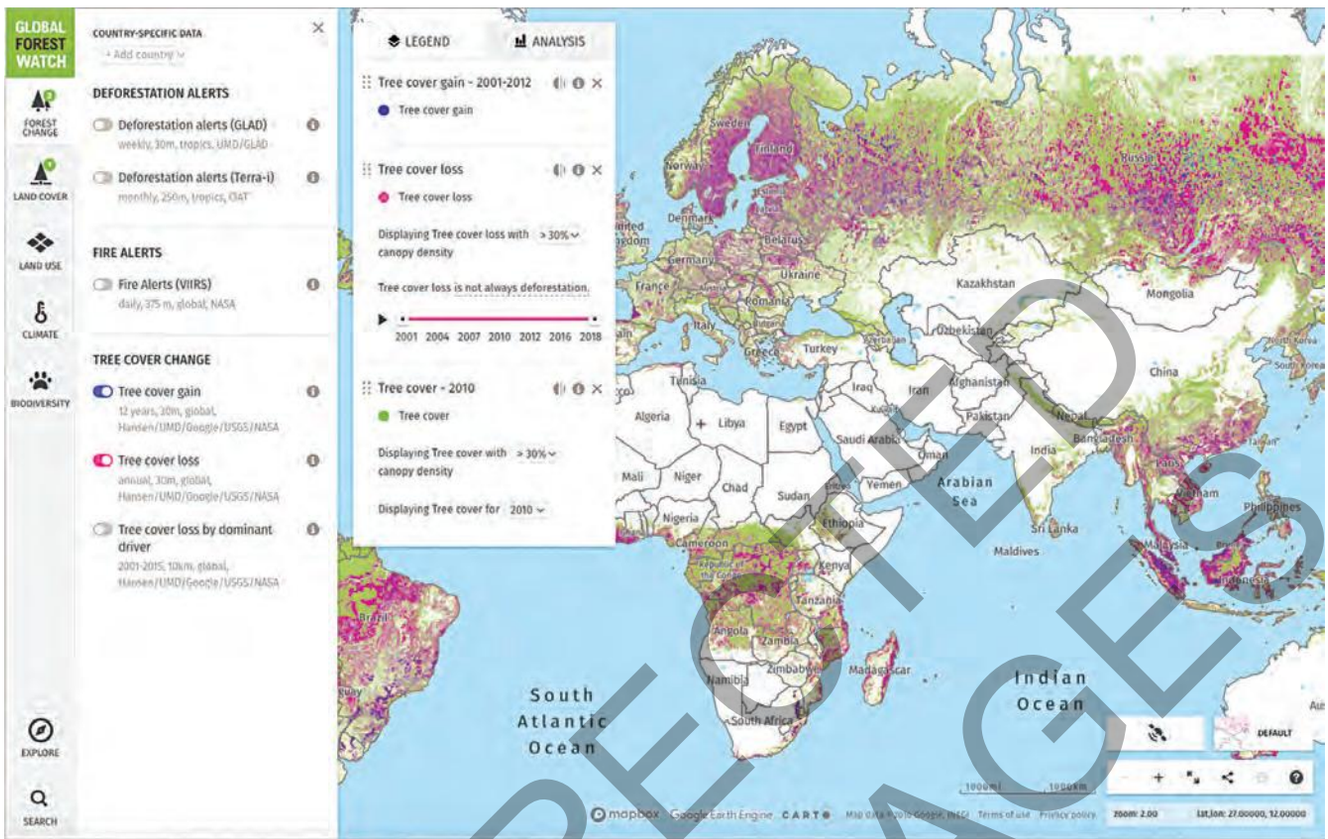
**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

### Monitoring and assessment

While monitoring and assessing environmental impacts does not directly influence changes to the environment, it is an essential part of guiding management practices. A Geographic Information System (GIS) is a form of spatial technology that involves gathering, managing and analysing spatial data. By organising the data in layers using interactive maps, patterns and relationships can be found.

Global Forest Watch is an example of a GIS that can be used to create maps and analyse forest trends anywhere in the world, and to add local data and observations. As shown in Figure 5.7.4, this data can be used to monitor tree loss over time due to a range of causes. Using layers, the distribution, spatial extent and types of forests lost can be determined. This, in turn, can help to inform environmental management decisions.

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↑ Figure 5.7.4 Global Forest Watch is a GIS containing data layers about forest gains and losses.

## Developing geographical concepts and skills 5.4

### Using a Geographic Information System (GIS)

A GIS organises spatial data in layers. Data from these layers can then be turned on and off, enabling the user to analyse associations between different variables. Follow these steps to gain an understanding of the current state of the world's forests.

1. Visit the Global Forest Watch website via the link: http://cambridge.edu.au/redirect/?id=7182.
2. Use the current layers to list which countries or regions around the world have experienced the most tree cover gain and tree cover loss since 2001.
3. Left-click on any region on the map and then click on 'Analyse' to get statistics about the tree cover gain, tree cover loss and proportion of forest cover within that region (hint: zooming in on the map will reduce the area of the region that is analysed). Compare the forest statistics of Mato Grosso in central Brazil with Alabama in the south-east of the United States.
4. Turn on the 'Global biodiversity intactness' layer from the 'Biodiversity' category on the left sidebar. High values indicate areas where biodiversity has not been affected, and low values indicate areas that have been highly degraded. Compare the distribution of global biodiversity intactness with tree cover loss. Is there a high, moderate or low degree of spatial association between areas of low biodiversity intactness and areas where tree cover loss is occurring? Provide examples of countries, regions or specific places in your answer (hint: turning down the opacity of layers by selecting the 'Legend' tab instead of the 'Analysis' tab, and then clicking the circular icon on the top right, will make it easier to compare layers).

**Key concepts:** space, environment, interconnection, change

**HASS skills:** questioning and researching, analysing

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## Reversing previous changes

**rehabilitation** restoring an area of land back to its original state after it has been damaged

In some cases, environmental management involves a reversal of previous management policies and practices. This can be driven by changes in technology, the opinions of local residents or environmental management priorities.

Historically, many landscapes in Australia have been altered by the activities of mining, including the alteration of topography and water catchments. Although these changes aided the extraction of raw materials, they have clear impacts on the health of associated ecosystems. The Alcoa Huntly Mine Site provides evidence of clear **rehabilitation** practices to return mine sites and surrounding water catchments to their original state. The jarrah forest ecosystem is restored in sections after bauxite is extracted. This involves returning topsoil, contour ripping and replanting of vegetation to the area.



↑ Figure 5.7.5 A section of the Huntly bauxite mine was rehabilitated after mining activities altered the landscape. On the left you can see the industrial mining equipment at the Huntly mine. Note the jarrah trees in the background. On the right you can see the natural landscape of the jarrah forest, which is returning to the area after rehabilitation.

### Activity 5.13

Using the information that you can extract from Figure 5.7.5, describe the changes in the geographic characteristics of the jarrah forest as a result of rehabilitation.

**Key concepts:** environment, change

**HASS skills:** analysing

## Artificial solutions

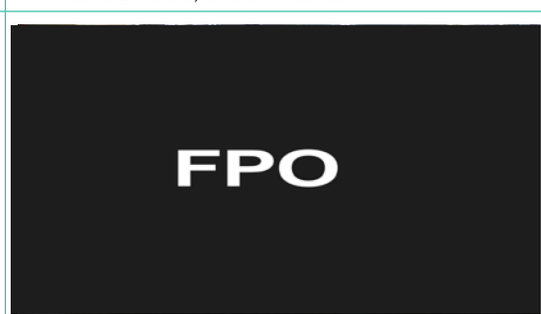
**artificial** something produced by people, as opposed to something that occurs naturally

**Artificial** solutions are often used to enable a natural process to continue within a changed environment. This provides a compromise that enables ecosystems to still function within a human environment, such as an urban or agricultural region. Table 5.4 provides examples of four types of management responses using artificial solutions.

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## Management responses to environmental changes

Table 5.4 Examples of management responses designed to reverse negative environmental changes. This range of artificial solutions can reduce the negative impacts of environmental change.

| Management response | Explanation | Example |
|---|---|---|
| Wildlife corridors | Wildlife corridors are thin, vegetated corridors of land that join previously isolated habitats. They reduce the impacts of habitat fragmentation by restoring the interconnection between places. An example is this fauna bridge on the Tonkin Highway, located north of Ellenbrook, Western Australia, enabling the movement of large mammals between habitats that were fragmented through the construction of the highway. |  A fauna bridge on the Tonkin Highway, Ellenbrook |
| Fish ladders | Fish ladders reduce the impact that dams and other flow regulation infrastructure have on fish migration and breeding cycles. They allow fish to travel over or through obstructions using a series of ascending pools. Fish ladders on the Murray River facilitate fish movement within this highly regulated system. |  Fish ladder on the Murray River, New South Wales |
| Sea walls | Sea walls are large vertical structures that run parallel to the shoreline. They are designed to protect coasts in urban areas from erosion, from flooding due to storm surges and from rising sea levels. The limestone sea wall at Denham, Western Australia, protects this tourist destination from damaging coastal processes. |  Sea wall in Denham, Western Australia |
| Raingardens | Raingardens are a specific type of garden bed that use different layers of soil, sand and gravel to filter and treat stormwater runoff in urban settings. They serve the same purpose as natural wetlands. Raingardens have replached traditional **nature strips** and drains in the Melbourne suburb of Ringwood North. |   A raingarden nature strip in Ringwood North, Melbourne |

## Aboriginal and Torres Strait Islander environmental management

In Australia, the expertise of Aboriginal and Torres Strait Islander peoples is being used in conjunction with modern methods to manage environments across Australia. Aboriginal and Torres Strait Islander peoples have lived sustainably across Australia for tens of thousands of years, using traditional burning techniques, fish traps, and sowing and hunting practices to survive. These sustainable methodologies are a stark contrast to the changes that have been made to the landscape since European settlement.

**nature strip** area of public land between private property and the footpath or road

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In the Kimberley region of the Northern Territory, rangers use traditional First Nations knowledge and techniques along with modern technology to manage **controlled burns**. These smaller fires are started early in the dry season to reduce **fuel load** and create firebreaks, establishing a mosaic of burnt and unburnt areas.

**controlled burns** (also known as prescribed burns) use of fire for forest management purposes, such as the reduction of fuel load

**fuel load** amount of flammable material within an area

The vegetation within this environment has evolved to adapt to fire. Strategic use of fire helps this vegetation to regenerate and increase its biodiversity. It also reduces the likelihood of uncontrolled wildfires later in the dry season. Uncontrolled wildfires fires burn hotter and can damage ecosystems, habitats and expensive infrastructure.

### Environmental activism

People's worldviews play an important role in environmental management. Local people can help to manage the environment through their actions and lifestyles; for example, by choosing which political party they vote for and by participating in environmental activism.

In 2018, Swedish environmental activist Greta Thunberg began protesting about climate change outside the Swedish Riksdag, or parliament. She was 15 years old at the time. As the popularity of her cause grew, it led to the development of the School Strike 4 Climate movement. This movement involved around 2000 simultaneous protests across 125 countries, involving over a million students.

On 15 March 2019, some 100 000 Australian school students chose not to go to school so that they could participate in this event. Across Australia's capital cities and regional centres, students demanded that the Australian Government:

- say no to all new fossil fuel development
- commit to powering Australia with 100 per cent renewable energy by 2030
- stop the development of the Carmichael coal mine in Queensland.

This protest sparked debate between those who supported the students and their cause, and those who believed that students should not leave school during school hours to protest.




↑ Figure 5.7.6 Activists rally for climate action along St Georges Terrace, Perth, on 10 January 2020

## How is the effectiveness of an environmental management response measured?

A common task that geographers undertake is evaluating the effectiveness of a management response. This basically means investigating whether or not a management response is successful, or is likely to be successful in the future. A range of criteria are used to judge the effectiveness of a response, such as whether the response:

- has met or is likely to meet its specific targets or intended outcomes
- is affordable and economically viable
- is fair for all stakeholders
- is likely to meet its deadlines or achieve its goals within the intended time scale
- is economically, socially and environmentally sustainable.

In cases where only some of the criteria have been met, or where criteria have been partially met, a judgement call is needed. This involves weighing up the positives and negatives. In the next sections, we will look at some examples of responses to environmental crises as we explore some Australian and international case studies.

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## Fieldwork 5.1

### Evaluating the success of a local management response



Fieldwork is an essential part of studying Geography. It enables you to investigate many of the concepts studied in the classroom in the real world.

Design a fieldwork investigation to assess the impacts of environmental change and evaluate the success of management responses.

The following are some examples of the types of locations that you might wish to investigate:

- the water quality of a river (such as the Swan River) at various locations from its source to its mouth
- the success of a weed management project in a state or national park
- the impact of coastal processes on urban beaches such as Mandurah or Geraldton, and the success of coastal management responses
- the success of the rehabilitation of an environment such as the Beeliar Wetlands, Dwellingup State Forest or your local beach.

The following structure will help to form the basis of your study:

**Title and introduction:** introduce your study by providing some context. This should include the location, the type of impact that you are investigating and the management response that you are evaluating.

**Background information:** use research to collect secondary data about your study area, such as its geographic characteristics and its history. Examples include satellite imagery from Google Earth, council documents, published studies and the websites of relevant groups.

**Aim:** write an aim for your fieldwork that is achievable based on the data that you intend to collect.

**Research question:** write a research question that you intend to answer using the data that you collect. For example: How does the health of the Swan River and its surrounding environment vary from its source in the Darling Ranges to its confluence with the Canning River?

**Hypothesis:** write a clear and concise hypothesis. This is a testable statement that provides a testable prediction prior to collecting primary data. It should relate to the research question.

**Primary data collection:** consider the types of primary data that you will need to test your hypothesis and answer your research question. Examples include field sketches, photographs, vegetation analysis, water quality testing and an interview with a local expert. What equipment will you need? Will you have enough time to collect it? At which locations will you collect it?

**Presenting and analysing your data:** summarise your data using tables and graphs where appropriate. Analyse your data to draw conclusions, answer your research questions and state to what extent your hypothesis has been supported or disproved.

**Conclusion and evaluation:** summarise your findings and evaluate the success of the field trip. What were the positives and negatives of your data collection? What could be done differently next time? What additional data could be collected to extend this investigation?

**References:** always ensure you keep a record of any sources used and present these in a bibliography.

**Key concepts:** place, space, environment, interconnection, sustainability, scale, change

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

## Activity 5.14

In a table, briefly summarise the different categories of environmental management, using examples where required.

**Key concepts:** place, environment, change

**HASS skills:** communicating and reflecting

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## Lesson 5.7 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

### 5.7 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Define 'national park'.

2 Describe what a Geographic Information System is. Explain how a GIS can be used to investigate change.

#### Interpret

3 Choose one example of environmental management presented and list three criteria that could be used to evaluate the effectiveness of your chosen example.

4 Consider whether or not you would attend a protest such as School Strike 4 Climate. List what would help determine your decision.

#### Argue

5 Design your own management response to one of the impacts outlined in section 5.6 or an environmental impact of your own choice. Include a list of ways you would manage impacts and the ways in which you would evaluate the success of your response.

### Apply

1 Design a field trip to investigate the impacts of environmental change and the success of environmental management in your local area. Consider the types of primary and secondary data that would need to be collected in order to answer your research questions.

2 Choose one of the management strategies listed in Table 5.4 and undertake research to help do the following:

- Draw an annotated diagram demonstrating how it works.
- In a table, list the positives and negatives of this management technique in terms of long- and short-term impacts. Choosing an example in a specific location might help.
- Using this table, evaluate the effectiveness of this strategy.

3 The Adani Group's development of the Carmichael coal mine in central Queensland sparked one of the largest environmental protests in recent years. Do some research from a variety of sources on both sides of the debate. Copy and complete the table here, or answer within the Interactive Textbook, to summarise the current and potential future impacts of the Carmichael coal mine.

| | Positive impacts | Negative impacts |
|---|---|---|
| Environmental | | |
| Economic | | |
| Social | | |

Based on your findings, conclude whether or not you think the mining development should have gone ahead.

**Key concepts:** place, environment, sustainability, scale, change

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

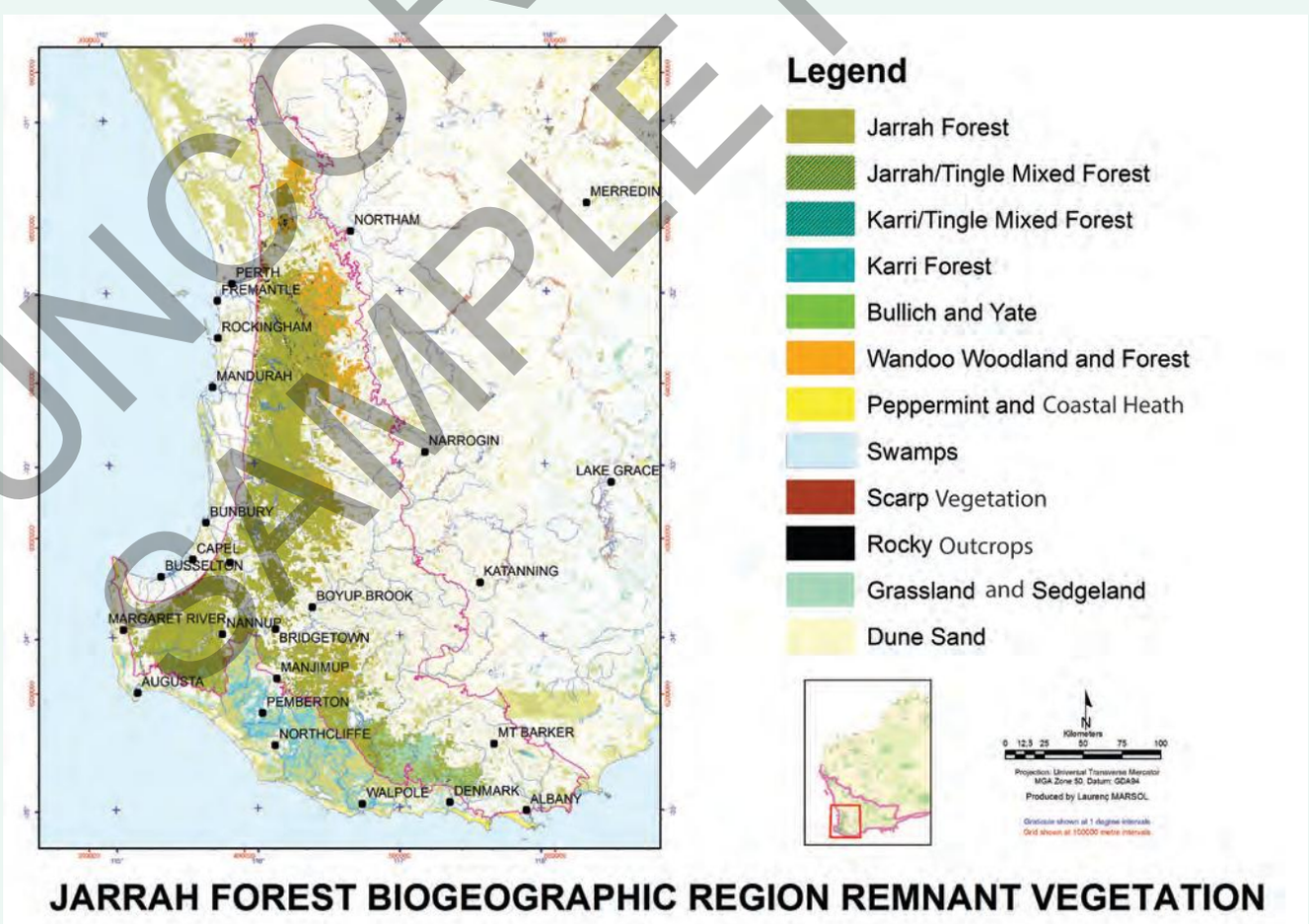
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# Case study 5.1: The recovery of quokka populations in Western Australia

## Focus question

**How effective are responses to environmental management?**

The jarrah forests of Western Australia stretch along the western edge of the Darling Plateau from Gingin in the north to Albany in the south (as pictured in Figure 5.8.1). About 45 per cent of the forest is original forest because much has been logged or cleared for urban and agricultural uses. The forest is home to small, scattered populations of quokkas. The largest known quokka population is on Rottnest Island, where populations are estimated between 8000 to 12 000. The dense vegetation of the island offers both shade and a food source that the quokka prefers.




↑ Figure 5.8.1 Map of the jarrah forest region in Western Australia

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## Developing geographical concepts and skills 5.5

### Using a GIS to describe geographic characteristics

Search for Rottnest Island on Google Maps.

1 Describe the location of Rottnest Island with reference to Perth. Turn on satellite view. Using the satellite image, describe the natural and human geographic characteristics of Rottnest Island.

## Environmental change: the jarrah forest

Unlike Rottnest Island, which is a Class A Reserve, the jarrah forest ecosystem is under threat from introduced predators, continued tree clearing and climate change.

Introduced predators, such as foxes and feral cats, have been a significant factor in the decline of many marsupial species. Foxes are active predators, which has forced marsupial habitats to be restricted to dense vegetation areas that act as refuges from **predation**. Feral cat activity has increased due to the decline in fox density by 1080 (a poison) baiting in Western Australia. Their smaller size makes marsupials like the juvenile quokka more susceptible to predation by feral cats.

**predation** the action of one animal hunting, killing and consuming another

Approximately 65 per cent of the original jarrah forest remains, as land clearance for a number of human uses has occurred, including, but not limited to, urban expansion, agriculture and transport networks. Timber harvesting and land clearance for the associated infrastructure is a growing threat to the jarrah forest. Animal species are under threat from the direct process of clearing and associated activities; for example, the increase of roadkill due to the addition of new roads. Similarly, the indirect consequences of land clearance reduce the extent of natural habitat areas. This forces migration into less dense cover and disrupts food webs.

Climate change affects the extent and vegetation patterns of the jarrah forest. With up to 20 per cent decline in predicted rainfall in some areas of the jarrah forest, native vegetation is competing against higher incidences of weeds. Drier and hotter conditions also increase the length and severity of bushfires. Larger-scale bushfires pose a threat to areas that were once naturally protected from fire but are now being burnt, such as swamps and creek lines.



↑ Figure 5.8.2 A trapped feral cat, Wiluna, Western Australia



↑ Figure 5.8.3 The 2015 Northcliffe fire burnt 98 000 hectares, resulting in up to 500 quokka deaths.

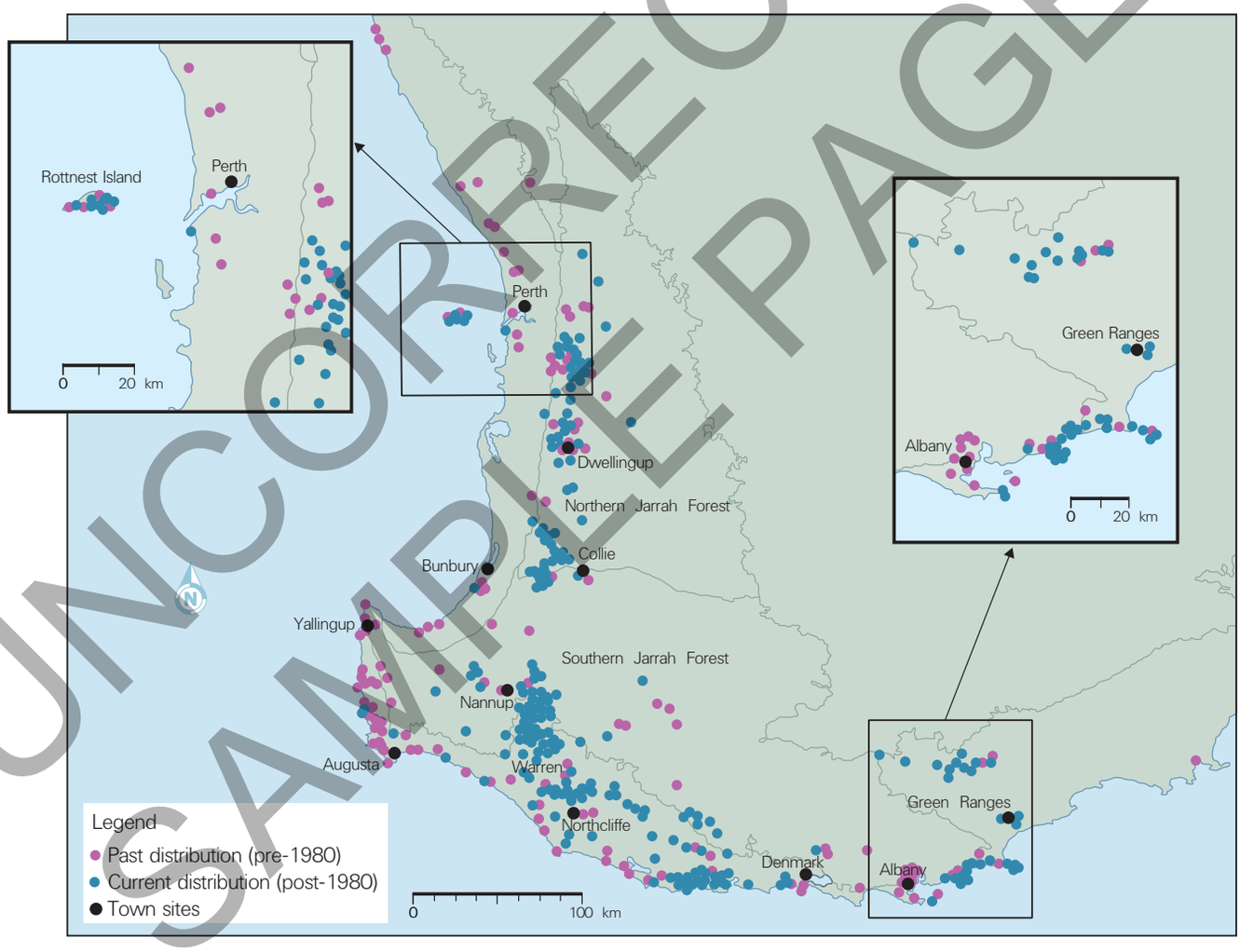
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## The impacts of change: quokka population decline

During colonial settlement, it was estimated that the quokka was widespread and abundant throughout 41 200 sq km of the south-west of Western Australia. By 1992, the quokka had been reduced to an area of approximately 17 800 sq km. Land clearance, climate change and introduced predators continue to threaten the distribution and extent of quokka habitats. As shown in Figure 5.8.5, excluding Rottnest and Bald Island (off the coast near Albany), the distribution of quokkas has changed.



↑ Figure 5.8.4 Quokkas on Rottnest Island near Perth




↑ Figure 5.8.5 Past and current quokka populations in the south-west of Western Australia

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## Activity 5.15

### Interpretation activity

Using Figure 5.8.5, describe the change in distribution of quokka populations pre- and post-1980. Why is this data significant?

**Key concepts:** place, space, change

**HASS skills:** analysing, evaluating

### Amazing but true…



↑ Figure 5.8.6 Bald Island, located off the coast near Albany, is home to the second-largest quokka population, with numbers estimated between 600 to 1000.

## Environmental management: Quokka Recovery Plan

The Western Australian Department of Environment and Conservation (DEC) released a 10-year recovery plan for the quokka. The plan was in response to the listing of the quokka as vulnerable under the *Environment Protection and Biodiversity Conservation Act 1999*, and was undertaken in consultation with the DEC Science Division, local interest groups and the First Nations communities in the region.

The plan aims to improve the conservation status of the quokka within the 10-year period of the project. In addition, the existing populations of quokka are to maintain the same extent of habitat. The final aim is to identify and put into place management strategies to remove or lessen current threats to known populations.

## Will the Quokka Recovery Plan be effective?

Economically, conservation action is not without a price tag. The Quokka Recovery Plan was estimated to cost $4 192 000 for the first five years of implementation. However, this has wider benefits for job

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creation in many areas of the project due to the scale of working within the jarrah forest; for example, surveying and monitoring locations, captive breeding and education opportunities. The flow-on from this plan will likely impact positively on tourism, as many locations will be classified as quokka sanctuaries. Rottnest Island as a tourism destination uses its status as a Class A Reserve for quokkas to increase visitor numbers.

Currently, the management of predators such as foxes and feral cats has been undertaken by the Western Shield program. This program aims to disperse toxic 1080 baits in specific locations to target foxes and feral cats. The program has been promising in the decline of fox populations, but there is public risk to domestic animals. However, appropriate signage and media releases are provided to the public to ensure caution is taken. The plan proposes captive breeding to maintain populations and implement the return of quokkas to the wild. It is considered a medium to high priority to ensure the success of the overall plan by increasing population numbers in known habitat areas. The Western Shield recently received a funding from the ALCOA Foundation for an additional $1 million per year over three years. This funding will not only continue to assist in the management of feral cats and foxes, but it will also fund training opportunities for First Nations rangers in wildlife monitoring, including the deployment and servicing of remote cameras and data collection.

The education and communication activities will increase awareness of the threats to mainland quokkas and the conservation actions being taken. This is particularly driven by the tourism industry on Rottnest Island as the location typically receives over 700 000 visitors per year. The plan was created in consultation with South West Aboriginal Land and Sea Council, which represents the First Nations communities of the regions where quokkas are located. This demonstrates acknowledgement of the traditional custodians of the land, the Noongar people of the South West, whose management practices have protected the local environment for many generations.

## Making thinking visible 5.5

### Circle of viewpoints

Brainstorm a list of perspectives prior to the decision to undertake a recovery plan for the quokka. Use the following script skeleton to explore one of those perspectives.

1 **I am thinking of** . . . (the topic you have chosen) **from the point of view of** . . . (the viewpoint you've chosen)
2 **I think** . . . (describe the topic from your viewpoint by taking on the character of your viewpoint)
3 **A question I have from this viewpoint is** . . . (as a question from this viewpoint)

Share your chosen viewpoint with a classmate with a contrasting view. What new ideas do you have about this case study that you didn't have before? What new questions do you have?

**Key concepts:** space, environment, interconnection, sustainability, change

**HASS skills:** questioning and researching, communicating and reflecting

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## Lesson 5.8 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

### 5.8 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 State how much of the original jarrah forest remains.

2 Describe the causes of environmental change in the jarrah forest.

3 Outline the aims of the Quokka Recovery Plan.

4 Describe the characteristics of the jarrah forest environment.

#### Interpret

5 With reference to Figure 5.8.1, describe the location of the jarrah forest in Western Australia.

#### Argue

6 Explain how land clearance and climate change are interconnected causes of quokka population decline.

7 Evaluate whether you believe the Quokka Recovery Plan will achieve its aims. Research further to provide additional evidence for your opinion.

### Apply

8 With further research, evaluate the sustainability of the quokka population on Rottnest Island.

9 Visit the website of the World Wide Fund for Nature (WWF). Read about some of the wildlife conservation initiatives that are taking place around the world. Choose one of these and prepare a short summary highlighting:

- the location and environment of the case study
- the species being protected
- the changes taking place in the environment and consequences
- some of the specific ways it is being managed.

**Key concepts:** place, space, environment, interconnection, sustainability, scale, change

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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# Case study 5.2: Using traditional knowledge to manage the Kimberley

## Focus question

**How effective are responses to environmental management?**

*'We come from the land; we grew up here. We know how to travel the islands at night. Pitch dark with no moon, no torch or anything. So, we know this land off by heart.'*

**– Dwayne George, a Bardi Jawi Ranger, from an interview with ABC Open**

## Making thinking visible 5.6

### Think, puzzle, explore

1 What do you already know or think about the connection between First Nations people and their land?
2 What questions or puzzles do you have about how this knowledge is passed down or how it can be so precise?
3 What would you like to explore about its applications today?

**Key concepts:** place, space, environment, interconnection

**HASS skills:** questioning and researching, analysing, evaluating

The Kimberley region is located in northern Western Australia, spanning a massive area of 419 558 sq km. The Kimberley region contains a range of environments, including marine, coastal zones, floodplains, rivers, wetlands, savannah and stone country. Figure 5.9.1 shows a few of these varied environments.

The rich diversity of environments is home to many rare and **endemic** plants and animals that have adapted to the unique climate and landscape of the area. The striking purple-crowned fairy wren (*Malurus coronatus coronatus*) inhabits the riverine habitats, while the Kimberley rock monitor (*Varanus glauerti*) thrives in the rocky outcrops. An abundance of plant life exists in the region, including the iconic baobab tree (*Adansonia gregorii*) that stores water in its thick trunk to survive the arid environment. Among its many adaptations, the baobab tree has thick and fibrous bark to prevent water loss, and an extensive root system to access underground water.

**endemic** species that found only in a particular place and nowhere else on Earth

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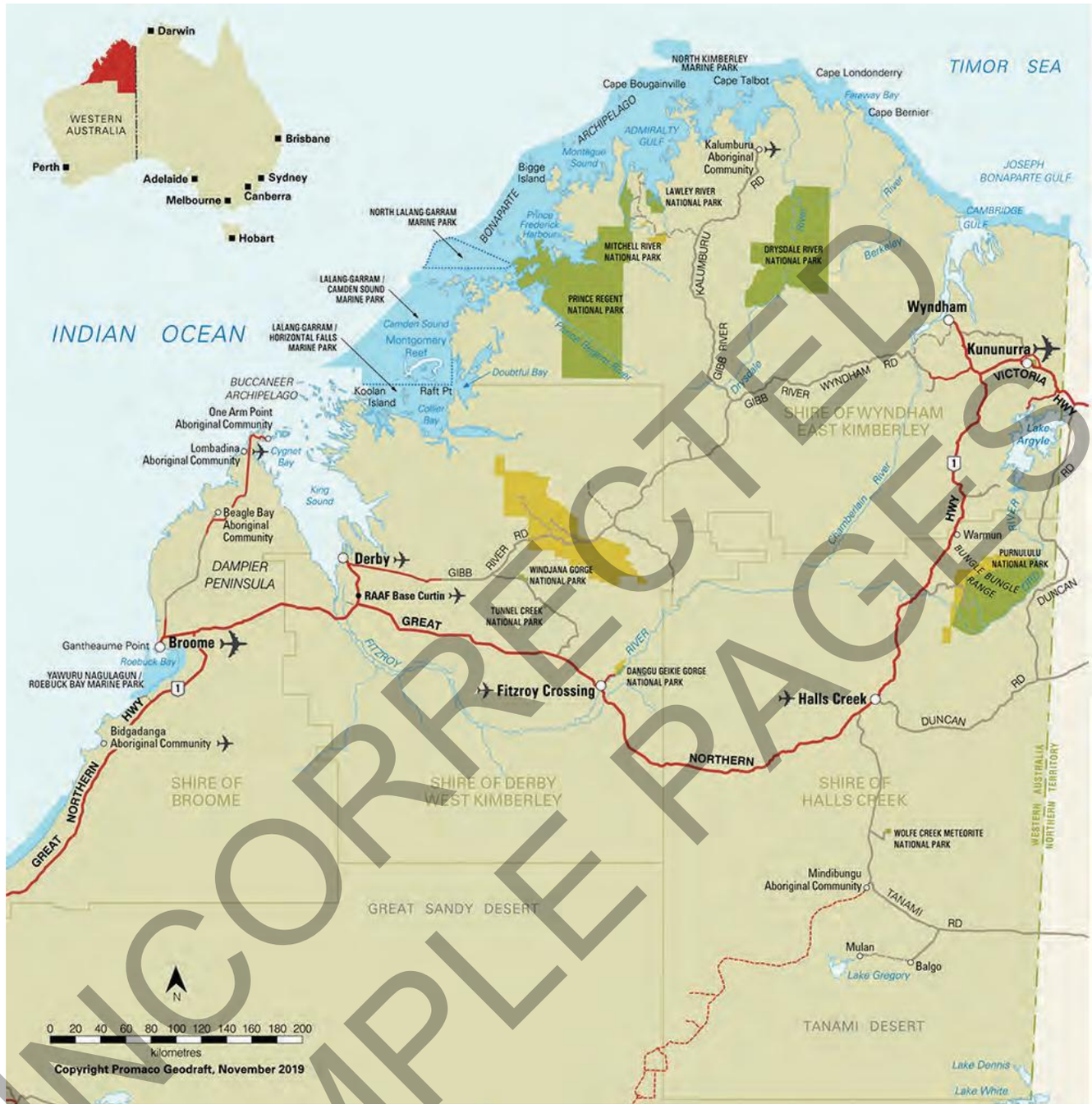


↑ Figure 5.9.1 The variety of environments of the Kimberley region




↑ Figure 5.9.2 The iconic baobab tree

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↑ Figure 5.9.3 Map of the Kimberley region of Western Australia

## Activity 5.16

### Interpretation activity

Refer to Figure 5.9.3.

1 Name the major settlements of the Kimberley region.
2 In which direction do you think the rivers are flowing? Why?
3 Predict what land uses may occur in this region.

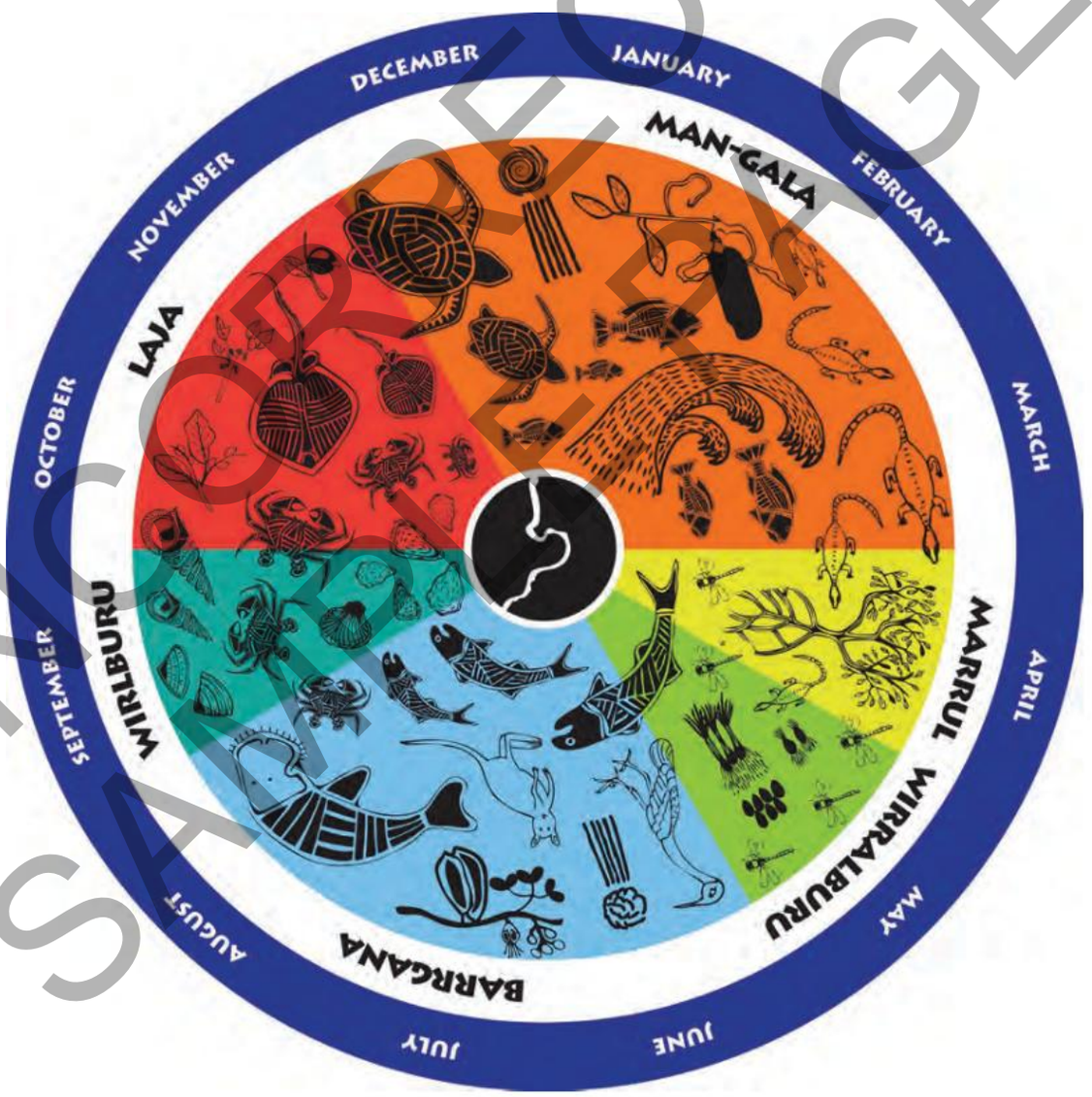
**Key concepts:** place, space, change

**HASS skills:** analysing, evaluating

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In addition to its environmental assets, the Kimberley region is valued for its cultural history. According the 2021 Census, the region is home to approximately 35 092 people spread across six major townships and over 160 small, remote Indigenous communities. The population rises dramatically by over 50 000 people during the winter months, when the tourist season commences. Due to the size of the region, there are numerous Traditional Custodians and Owners of the land speaking over 30 distinct Aboriginal language groups. These communities have deep connections to specific areas within the Kimberley, including intimate knowledge of the local environment, its cycles and seasonal changes (see Figure 5.9.4). For the last 65 000 years, First Nations people have cared for the land around the Kimberley. They have passed down their spiritual connection through generations using art, language, ceremonies, kinship and land management techniques.

The Kimberley region faces a range of threats to its ecosystems, cultural sites and traditional ways of life. These threats arise from a combination of human activities, invasive species and climate change.




↑ Figure 5.9.4 The Yawuru calendar of the Yawuru people, who are the native title holders of the town of Broome, including the land and sea that surround it.

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## Environmental change along the coast

Along the Kimberley coast, particularly locations such as Broome, are tourist centres that are experiencing increasing levels of urban development. As any urban centre expands, the pressure it places on surrounding ecosystems will follow. The construction of ports, marinas, roads and resorts near sensitive coastal zones often involves land clearing, altering waterways, and the disruption of habitats such as mangroves, seagrass beds and coral reefs. Increased tourism brings waste, particularly plastics, and recreational activities such as boating bring noise pollution and depletion of fish stock.

The Bardi Jawi Rangers were established in 2006 with the aim to manage the land and sea country to sustain the Traditional Owners' connection and livelihoods. They are one of 18 ranger groups under the Kimberley Ranger Network who look after and manage the environment using a combination of traditional First Nations cultural knowledge, Western science and modern technologies. The Bardi Jawi Rangers care for the Bardi Jawi **Indigenous Protected Area** (IPA), which is located 160 km north of Broome and encompasses 126 990 hectares of land and sea. Frequent catch surveys are used to monitor threatened species, such as the sea turtle and dugong, and the 'seagrass method' is applied to determine the health of the marine waters. Along the Kooljaman land and coast, the rangers undertake weed management and fire mitigation practices to protect the monsoon vine thickets (Mayingan Manja Balu). The monsoon vine thicket has cultural and ecological significance as it is highly favoured as a food and medicine. These plants are susceptible to late dry season fires that have seen their natural boundaries reduced over time to around 70 known patches. The efforts of rangers such as the Bardi Jawi are essential to their survival.

**Indigenous Protected Area** an area of land or sea that is voluntarily managed by First Nations groups in accordance with Traditional Owners' objectives

Figure 5.9.5 Broome townsite, Western Australia



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↑ Figure 5.9.6 The Port of Broome services vessels mostly from the offshore oil and gas industry, the petroleum industry, and cattle export and general cargo ships.




↑ Figure 5.9.7 Monsoon vine thicket

**Source:** Department of Biodiversity, Conservation and Attractions

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## Environmental change on the land

**low-intensity bushfire** fire that burns mainly grasses and low-lying vegetation rather than trees

**fire regime** pattern of fires that occurs within an ecosystem, classified by the frequency, intensity, size and seasonality of fires

First Nations people in the Kimberley have been undertaking traditional fire management for thousands of years. **Low-intensity bushfires** were used to aid hunting, protect food resources, clear campsites, communicate between groups, and as part of spiritual and cultural rituals. Over time, traditional **fire regimes** became an essential component of the local ecosystem, helping provide habitat for species that had adapted to these conditions.

However, with the displacement and removal of Aboriginal people from their traditional lands after colonisation, the practice declined in frequency. The prevalence of large, uncontrolled bushfires destroyed important natural ecosystems, grazing lands and infrastructure.

During the wet season, monsoonal rains led to rapid plant growth. In the absence of traditional burning during the dry season, this vegetation dried out and accumulated into a large fuel load. This led to more **high-intensity bushfires**. While low-intensity fires had benefited the environment, these more powerful fires were destructive, altering the balance of the ecosystem and changing the distribution of plants and animals.

The Kimberley Land Council formed in 1978 as a political land rights organisation for the Kimberley Aboriginal people and over 25 native title groups of the area. One of its many initiatives is the coordination of fire management to secure the biodiversity of the region. The network of rangers and native title holders target key areas during the early dry seasons between March and July. There is a focus on creating a mosaic of burnt and unburnt land that reduces fuel loads, creates fires breaks and still retains areas of habitats. Later in the dry season should bushfires occur, the speed will be lessened allowing for local wildlife to be protected.

Additional benefits of fire management programs include the return of food resources for local Aboriginal people, the opportunity to teach the younger generation about traditional practices, and for these methods to serve as an example of how traditional environmental management could be applied throughout other parts of Australia.

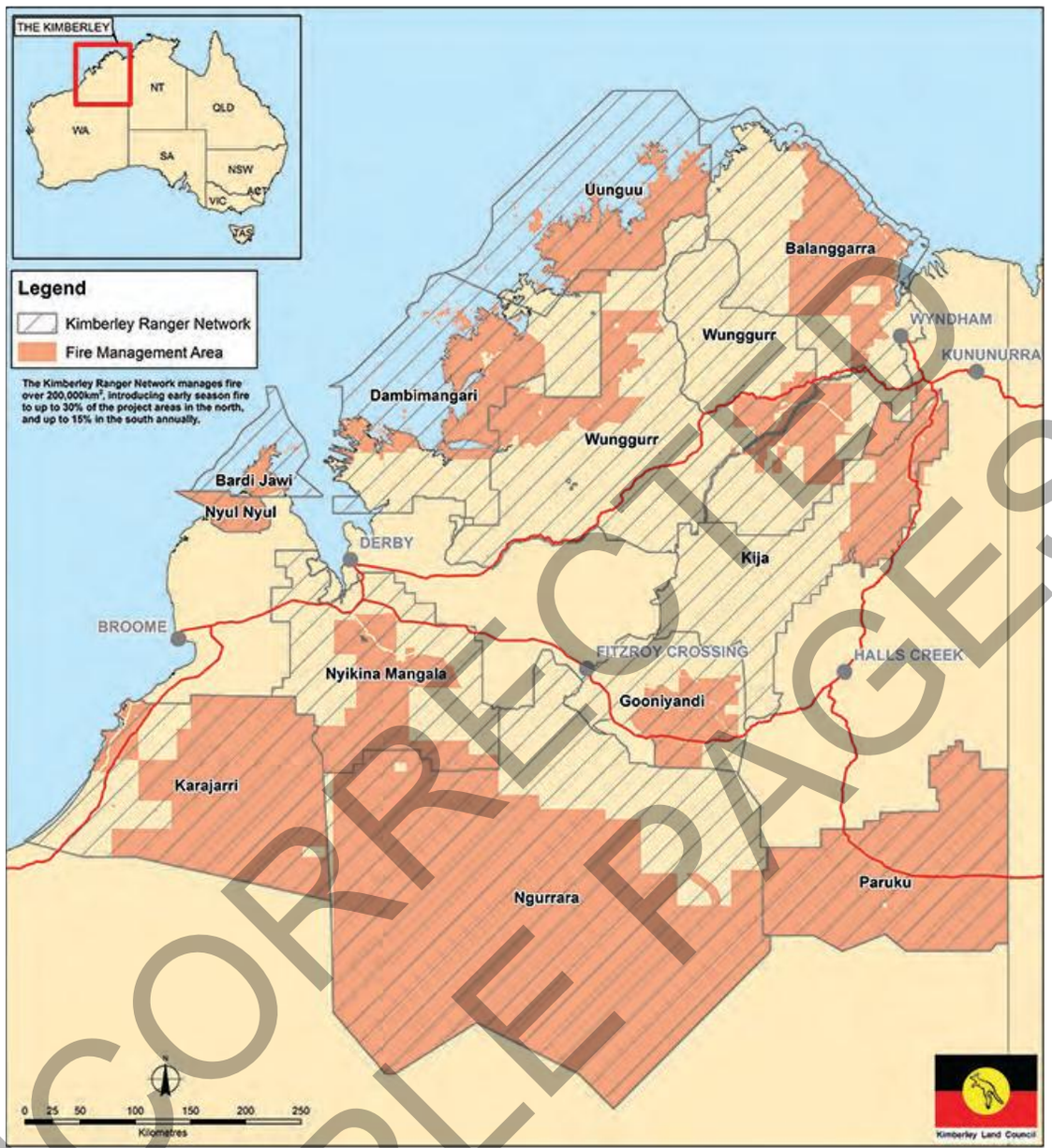
**high-intensity bushfire** fire that generates very high heat, burning both the ground surface and trees, and eliminating all fauna

Figure 5.9.8 A bushfire in the Kimberley region



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↑ Figure 5.9.9 Map of the fire management area in the Kimberley region

**Source:** https://www.klc.org.au/indigenous-fire-management

## Activity 5.17

### Check your understanding

Observe Figure 5.9.9. Geographers use and create maps to communicate layers of information and to draw conclusions. Take the following steps to build your depth of understanding.

1. Identify who manages the largest percentage of the Kimberley region.
2. Describe the location of the fire management area of the Kimberley.
3. Explain why fire management only takes place in a Kimberley Ranger Network zone.
4. Propose a reason for why some areas of land are not patrolled by the Kimberley Ranger Network or undergoing fire management.

**Key concepts:** place, space, interconnection, scale

**HASS skills:** analysing

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## Lesson 5.9 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

Go online to access the interactive section review and more!

### 5.9 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Why is the Kimberley considered to be a diverse environment?

2 Describe the causes of environmental change in the Kimberley region.

3 Outline the role of the Bardi Jawi Rangers in the management of the Kimberley coast.

#### Interpret

4 With reference to Figure 5.9.3, describe the location of the Kimberley region in Western Australia.

#### Argue

5 Explain how traditional fire management works to encourage biodiversity.

6 Evaluate the sustainability of traditional fire management. Research further to provide additional evidence for your opinion regarding:

- environmental sustainability in terms of changes to biodiversity
- economic sustainability in terms of positive and negative impacts that it could have on the tourism industry or job creation
- social sustainability in terms of the education of the local community about traditional practices.

### Apply

1 Research Indigenous weather knowledge for your local area using the Australian Government's Bureau of Meteorology website. How does this knowledge compare with a typical four-season calendar? How does this compare to the Kimberley region?

2 Visit the website of the Kimberley Land Council. Read about some of its initiatives. Choose one of these and prepare a short summary highlighting the who, when, where, what, why and how.

3 Research the impacts of California's changing fire regime and the ways in which the knowledge of Indigenous peoples is being used to reduce the frequency of high-intensity fires.

**Key concepts:** place, space, environment, interconnection, sustainability, scale, change

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting



↑ Figure 5.9.10 James Price Point, Broome



↑ Figure 5.9.11 Cathedral Gorge in Purnululu National Park, Western Australia

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# 5.10 Case studies in environmental management

## Focus question

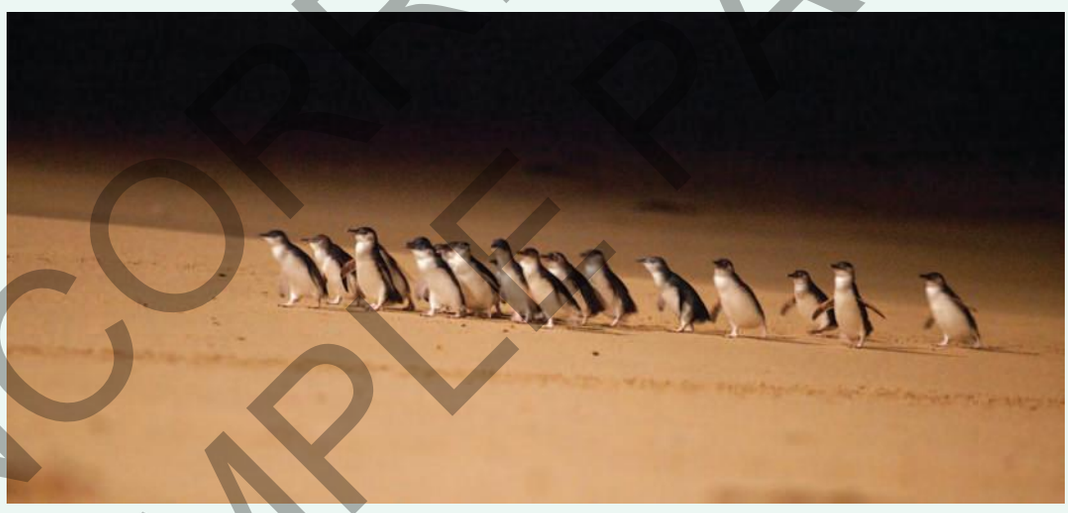
**How can fieldwork techniques be used to observe environmental change and assess its management?**

FPO <Additional content icon>

**Additional content available:**
Case studies 5.3–5.6

See the Interactive Textbook to access these additional case studies:

- Case study 5.3: Restoring penguin habitat on the Summerland Peninsula, Victoria
- Case study 5.4: Using traditional knowledge to manage Kakadu, Northern Territory
- Case study 5.5: Monitoring and managing the Mesoamerican Reef
- Case study 5.6: Battling land degradation in northern China.



↑ Figure 5.10.1 Little penguins returning to their burrows on Phillip Island, Victoria

## 5.11 Conclusion: why does it matter?

Humans, as a species, have untold power. We can choose to continue to hear that the world is being destroyed by our actions and we can choose to act. Throughout this chapter you have seen examples of change and responses to manage the impacts of environmental change. This topic is not just a box we tick to say we have covered the required curriculum; it is about understanding a moral obligation that we have to the world's environments. We, as a collective, have the power to change our behaviour and thinking to contribute to the protection of what remains of our planet's fragile ecosystems. Small actions in our households, national changes to power production or global commitments to protecting forest cover – how will you help?

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# 5.12 End of chapter activities

## Reflection

### Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the digital version of the textbook to rate your confidence with this topic via a downloadable checklist.

## Making thinking visible

### Headlines

1 Write a headline for one of the environmental changes outlined in Case studies 5.1–5.6. Consider the most important aspect of the change and its impacts.
2 Write a second headline based on the level of success of the management response. Consider how the situation has changed and any subsequent changes to the environment.

## Inquiry

### Research task

Choose one of the types of environmental change discussed in this chapter, or one of your own choice. Prepare a case study relating to a specific place. Undertake research using a variety of sources and media in the following areas:

- background information including location and geographic characteristics
- a summary of factors that led to environmental change
- a description of the environmental change, including a variety of impacts
- an outline of at least one management response seeking to reduce negative impacts or enhance positive impacts
- the success or likely success of the management responses outlined.

Present your findings in a report that includes relevant maps, data and statistics.

↓ Figure 5.12.1 Although bushfires are a natural process within Australia's forests, ferocious fires like those that occurred in late 2019 in the Blue Mountains, New South Wales, can lead to both short- and long-term ecological impacts.



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## Analysis

### Problem-solving task

Choose one of the impacts of environmental change outlined in section 5.6 and design your own strategy to manage the impact. Consider whether your strategy will:

- assess and monitor the change
- reverse or adapt to the change
- provide an artificial solution
- involve an Indigenous perspective
- indirectly respond to the impact by raising awareness.

Swap your response with a classmate and evaluate each other's response using a range of suitable criteria.



↑ Figure 5.12.2 Hunting, poaching and habitat loss are contributing to the endangerment of the Indian rhinoceros.

## Writing

### Extended response questions

1 Use the information from the case studies presented in sections 5.9 and 5.10, or the research task from the previous question, to evaluate the effectiveness of a management response to environmental change.

In your response:

- outline the type of environmental change and its impacts
- describe the management response
- weigh up the positives and negatives of the response and its ability to manage environmental change using statistics as evidence
- conclude with a statement of the effectiveness of the response.

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**2** Choose one of the following quotes from naturalist Sir David Attenborough. Using information you have learned from this chapter, explain what Attenborough is referring to and discuss the extent to which you agree with him.

- 'A hundred years ago, there were one-and-a-half billion people on Earth. Now, over six billion crowd our fragile planet. But even so, there are still places barely touched by humanity.'
- 'Many individuals are doing what they can. But real success can only come if there is a change in our societies and in our economics and in our politics.'
- 'The only way to save a rhinoceros is to save the environment in which it lives, because there's a mutual dependency between it and millions of other species of both animals and plants.'
- 'If we [humans] disappeared overnight, the world would probably be better off.'



↑ Figure 5.12.3 Naturalist Sir David Attenborough

**Key concepts:** place, space, environment, interconnection, sustainability, scale, change

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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# Topic 2

## Geographies of human wellbeing

### Overview

**Being born in a developed country into a family of average wealth is often compared to winning the lottery. If that developed country is Australia, then you certainly have won! In 2023–24, Australia ranked 10th in the United Nations Development Programme's Human Development Index and the national capital of Canberra earned the highest city ranking in the Asia–Pacific region. This means people from Australia are more likely to live longer than the majority of the global population. Australian residents are also more likely to enjoy a relatively high level of wealth and education.**

In this unit you will learn how to measure human wellbeing using various indicators. These indicators will enable you to compare wellbeing in different countries and different places, and to understand the causes for these variations.

### Learning goals

After completing this unit, you should be able to answer these questions:

- What is human wellbeing and how can it be measured?
- How does human wellbeing vary spatially across the world?
- Why does human wellbeing vary between regions within a country?
- What are the causes of variations in wellbeing and how are these causes interconnected?
- How do levels of development in places influence wellbeing?
- How do government and non-government organisations seek to improve human wellbeing?
- Why does human wellbeing vary between Australia's Aboriginal and Torres Strait Islander populations and what impacts does this have?

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↑ Figure A Tuvalu is located approximately 5000 km east of Australia in the Pacific Ocean.



↑ Figure B Rising sea levels flood Funafuti Atoll, the main island of Tuvalu, threatening the wellbeing of its citizens

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## Introducing geographical concepts and skills: *space*, *scale* and *interconnection*

Throughout this unit there is a focus on developing your understanding of space, scale and interconnection.

In Geography, **space** refers to the spatial distribution of places and the characteristics within these places. Geographers use maps and various forms of spatial technology to examine, monitor and compare spatial distributions in order to assess, manage and predict impacts.

**Scale** refers to the spatial level at which distributions are examined. The scale of a map relates the actual size of something on the Earth's surface to its size as represented on a map. Observational scale refers to the relative size of an area being investigated. Observational scale is often categorised as local, regional, national or global.

**Interconnection** involves the links between places and the influences that people have on the characteristics of places. The characteristics of a place can contribute to the wellbeing of people within that place. Similarly, the wellbeing of people at a local scale can contribute to the levels of wellbeing within a region or an entire country.

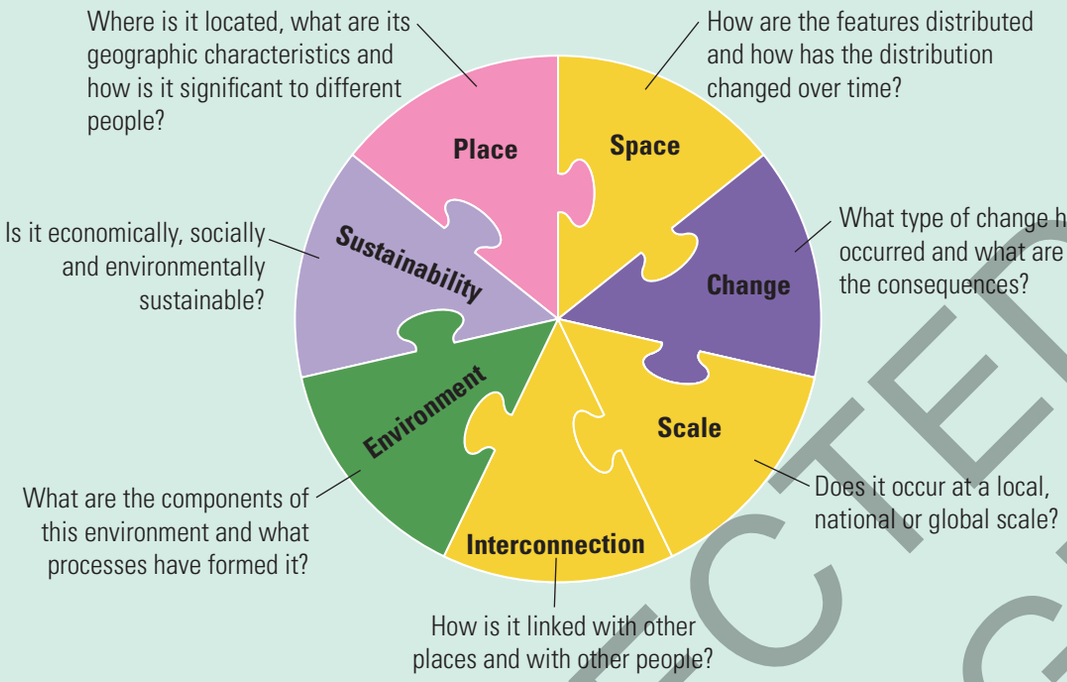
Although this unit has a specific focus on space, scale and interconnection, these concepts are parts of a group of seven interrelated key ideas that help us to think geographically.



↑ Figure C In Geography, we look at local, national and international scales.

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## Geographical concepts




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# Chapter 6

Aboriginal and Torres Strait Islander peoples should be aware that this chapter contains images and names of people who have, or may have, passed away.

## Geographies of human wellbeing



↑ Figure D One strategy to improve urban wellbeing is to provide residents with green spaces for recreation.

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6.1

# Chapter overview

## Introduction

We live in a world of stark inequality. Nearly two billion people around the world are overweight – roughly a quarter of the global population. In contrast, 462 million people across the world are underweight. According to the World Health Organization (WHO), around 45 per cent of deaths among children under five years of age are linked to malnutrition, especially in poorer regions. In these same regions, the number of overweight children is also growing significantly.

As well as contrasts in the amount of food people consume, there is wide variation in the amount of things people own. As Table 6.1 shows, approximately 70 per cent of people in Australia and New Zealand own a car, yet there are many countries where less than five people per 1000 own a car.

In 2024, people living in the United States had an average of 2.8 television sets per household, with 1.3 being a smart television. This is significant, considering that each US household consists of an average of only 2.58 people. People in Australia had a more modest 2.0 televisions per household for their 2.5 people per household. Meanwhile, there were an estimated 750 million people in the world who didn't even have access to electricity, according to the International Energy Agency.

Although the number of television sets per household might seem trivial, it highlights an underlying lack of equality in wealth, resources and quality of life. Together with measures of mental health, these factors form the basis of human wellbeing.

### Number of cars per 1000 people

Table 6.1 (left) Top 10 countries ranked in order of number of cars per 1000 people in 2023. (right) Bottom 10 countries ranked in order of number of cars per 1000 people in 2023.

**Source:** Which car? website

| Top 10 countries | Number of cars per 1000 people |
|---|---|
| New Zealand | 900 |
| USA | 890 |
| Estonia | 820 |
| Cyprus | 790 |
| Luxembourg | 780 |
| Australia | 770 |
| Canada | 770 |
| Italy | 760 |
| Poland | 600 |
| Iceland | 720 |

| Bottom 10 countries | Number of cars per 1000 people |
|---|---|
| Democratic Republic of the Congo | 4 |
| Pakistan | 20 |
| Vietnam | 30 |
| Kenya | 30 |
| Ghana | 30 |
| Nigeria | 50 |
| India | 50 |
| Philippines | 50 |
| Iraq | 50 |
| Egypt | 80 |

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The examination of how living conditions vary across the world and within Australia will be presented throughout this chapter. These case studies focus on different aspects and indicators of wellbeing, and the limitations of these measurements to provide an accurate picture.

## Learning goals

After completing this chapter, you should be able to answer these questions:

- What is human wellbeing and how can it be measured?
- What factors affect human wellbeing?
- How does human wellbeing vary spatially across the world and what impacts does this have?
- What are the causes of variations in wellbeing and how are these causes interconnected?
- How do levels of development in places influence people's wellbeing?
- How does human wellbeing vary at a national scale and what impacts does this have?
- How do government and non-government organisations seek to improve human wellbeing?
- Why does human wellbeing vary between Australia's Aboriginal and Torres Strait Islander populations and what impacts does this have?

### Digital resources

**Visit the Interactive Textbook to access:**

- interactive Scorcher Quiz
- image gallery tour of key locations in this chapter
- videos, image galleries and other extra materials.

## Geographical skills

After completing this chapter, you should be able to:

- Predict changes in the characteristics of places over time and identify the possible implications of change for the future
- Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales
- Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences of these changes
- Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources
- Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographic Information Systems (GIS) as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

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# Measuring and mapping human wellbeing

## Focus questions

- **What is human wellbeing and how can it be measured?**
- **What factors affect human wellbeing?**

## What is human wellbeing?

**Human wellbeing** can be defined as an overall measure of the health and quality of life of a group of people. Human wellbeing varies significantly depending on the place and population for which wellbeing is being measured.

In the world's poorest regions, wellbeing involves having the basic requirements needed for survival, such as food and clean water, shelter, clothing and safety. In wealthier regions, health, income, education and happiness are more common measures of wellbeing.

In many cases, individuals make decisions about what they consider to be the qualities of a prosperous life and then measure their level of wellbeing based on whether or not they have the ability and resources available to them to achieve those qualities in their own lives.

The study of human wellbeing can be approached on many different scales. On a global scale, the wellbeing of different countries can be compared. Trends in the global distribution of wellbeing can be used to measure the change in the development of different countries and regions.

On a national scale, there is often a stark contrast between the wellbeing of different parts of a country's population, particularly between rural and **urban** regions. These contrasts can present difficult management challenges for national governments.

On a local scale, the wellbeing of people within a place can vary based on a variety of factors such as employment, wealth, housing and education.

## How is human wellbeing measured?

There is no single measure of human wellbeing. Instead, comparing the wellbeing of populations involves using a variety of **indicators**. When combined, these indicators give an overall view of a population's wellbeing.

Some of these indicators, such as **infant mortality rate (IMR)**, are **objective** and **quantitative**. This means that they can be measured, making them easy to compare. Other indicators, such as happiness, are **qualitative** and more difficult to measure.

**human wellbeing** overall measure of the health and quality of life of a group of people

**urban** area with at least 1000 residents and a population density of more than 200 people per sq km

**indicators** measures used to assess and track changes in progress and performance

**infant mortality rate (IMR)** measure of the number of children per 1000 children born who die aged under one year of age

**objective** result or judgement that is not influenced by personal feelings or opinions

**quantitative** data based on numerical quantities that can be counted or measured

**qualitative** data not based on numeric quantities, usually measured using techniques including observations, interviews and surveys

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Qualitative results are often based on interviews and surveys – these results can be **subjective**, which means they are influenced by a person's environment, experiences and preferences. Qualitative data is therefore not always consistent. Many of the most common indicators used to measure human wellbeing are outlined in the rest of this chapter.

**subjective** result or judgement that is influenced by the personal feelings or opinions of an individual

**excreta** faeces, urine and other waste material discharged from the body

**latrine** communal toilet or a simple form of sanitation; for example, an open trench

**malnutrition** medical condition resulting from a lack of nutrition by not eating enough food, eating an imbalance of foods or eating an excessive amount of food

## Sanitation

According to WHO, sanitation refers to the provision of facilities and services for the safe management and movement of human **excreta** from a toilet to storage, treatment and safe use or disposal – in other words, access to a clean and safe toilet.

Around the world, approximately two billion people live without adequate sanitation like a toilet or **latrine**, something that most people in Australia take for granted. Figure 6.2.1 shows that almost all people in North America and Europe have access to basic sanitation, while nearly 30 per cent of people in Central and South Asia don't have access to any form of sanitation.

Lack of sanitation affects human wellbeing in a variety of ways. As well as making life difficult and unpleasant, it also leads to the spread of infectious diseases like diarrhoea, cholera, typhoid and dysentery. This can be especially dangerous if infected faecal matter contaminates water supplies (see Figure 6.2.1).

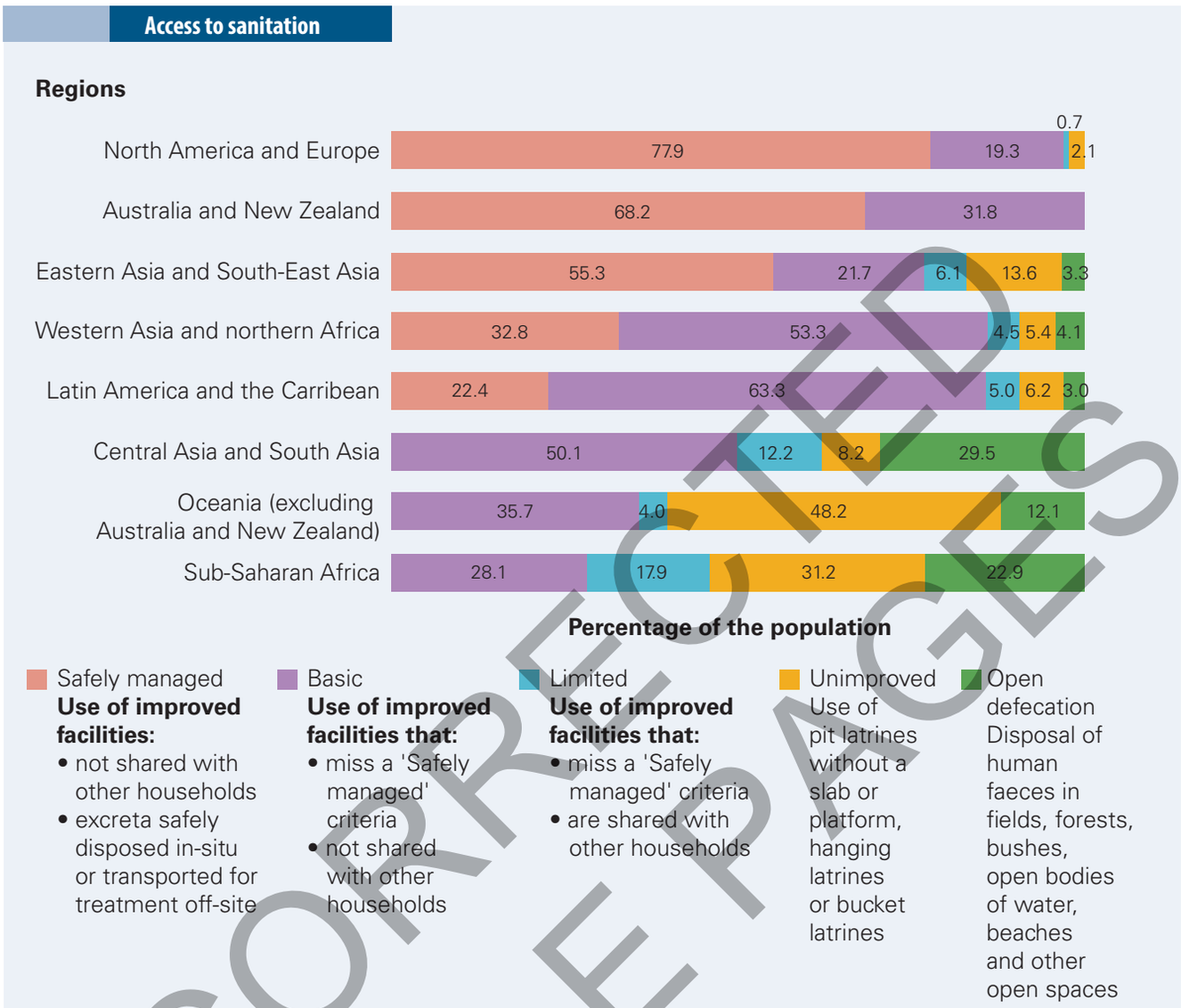
Every year, half a million children die from diarrhoea, which causes dehydration and related illnesses such as **malnutrition**. This makes diarrhoea the second leading cause of death in children aged under five. In addition to these direct impacts, inadequate sanitation has many indirect impacts on human wellbeing. For example, a lack of sanitation in schools drastically reduces school attendance, particularly for women and girls, which ultimately leads to a reduction in the literacy rate (see the information on adult literacy rates later in this section).

Figure 6.2.1 Simple latrine situated over a lake in one of Bangladesh's slums



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↑ Figure 6.2.2 Percentage of world population, by regions close to each other with similar practices, that has access to various levels of sanitation facilities

**Source:** Adapted from Our World in Data website/WHO/Unicef Joint Monitoring Programme (JMP) for Water Supply and Sanitation, 2021

## Activity 6.1

### Check your understanding

State one factor that is causing the variation in access to sanitation shown in Figure 6.2.2. For this factor, take the following steps to build your depth of understanding:

1. Define the factor in your own words.
2. Explain how this factor causes a variation in access to sanitation.
3. Outline an example location or locations to demonstrate this variation.
4. Account for why this factor occurs in certain regions and not all.
5. Propose a possible solution to lessen the variation.

**Key concepts:** space

**HASS skills:** analysing

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**absolute wealth** wealth compared to a fixed standard; for example, whether a person is above or below the national poverty level

**relative wealth** how a person's wealth compares with the other people around them

**cost of living** amount of money needed to afford basic necessities such as housing, food, clothing and health care

## Wealth

One of the most common measures of wellbeing is wealth. Wealth provides access to life's necessities and opportunities, and affects all other wellbeing indicators. For example, regions with greater wealth have greater access to sanitation, higher levels of education and a higher life expectancy.

A common way of measuring and comparing wealth between countries is gross domestic product (GDP) per capita. GDP is a measure of a country's economic output based on the total value of goods produced and services provided in a year. 'Per capita' means per person. GDP per capita is a measure of a country's wealth divided by its total population.

When considering an individual's wellbeing based on their wealth, it is important to differentiate between absolute and relative wealth. **Absolute wealth** refers to wealth compared to a fixed standard; for example, whether a person is above or below the national poverty level. On the other hand, **relative wealth** relates to how a person's wealth compares with the other people around them, including their family and friends, colleagues and the people living within their suburb or region.

Another consideration when looking at wealth is the **cost of living** within a place, compared with the average income. Table 6.2 shows that the average income in Switzerland is US$8111 making its population rich by global standards. However, a 2020 survey ranked Switzerland the second-most expensive country to live in. This shows that a higher income does not always mean a higher standard of living.





**Video**

Living conditions in Hong Kong. Despite being ranked third in the world on the Human Development Index, the variation in living standards in this location is startling.

### Average monthly incomes

Table 6.2 Countries with the highest average incomes in 2024

**Source:** United Nations Economic Commission Europe Statistical Database

| Country | Average monthly income ($US) |
|---|---|
| Switzerland | 8111 |
| Luxembourg | 6633 |
| United States | 6455 |
| Iceland | 6441 |
| Norway | 5665 |
| Denmark | 5642 |
| Canada | 5081 |
| Greenland | 4665 |
| Ireland | 4622 |
| Netherlands | 4581 |

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## Making thinking visible 6.1

### What makes you say that?

Visit the Dollar Street website via the link at https://cambridge.edu.au/redirect/11300. The Dollar Street site is produced by the Swedish Gap Minder organisation. Use the site to explore the homes of different families around the world. In pairs, ask each other the following questions and then prompt each other to justify your opinions by asking, 'What makes you say that?'

1 Which of the families you investigated do you think would have the highest level of wellbeing?
2 What do you think are some of the challenges facing some of the families at either end of the income spectrum?
3 Which of the families you investigated do you think has a lifestyle similar to yours?
4 What has this exercise shown you about wellbeing across the world?

**Key concepts:** place, space, interconnection

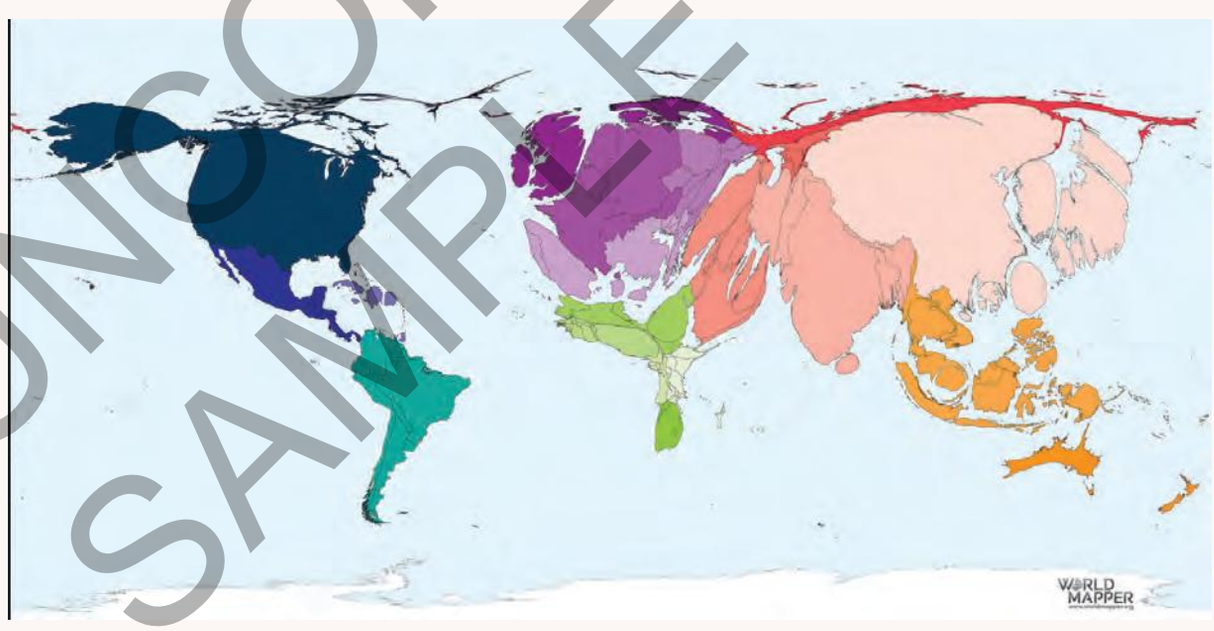
**HASS skills:** questioning and researching, analysing, evaluating

## Activity 6.2

### Analysing geographical data

**cartogram** type of map in which the sizes of countries are manipulated to represent the variable being mapped

1 Refer to Table 6.2. In which continent are most of the countries with the highest annual incomes located?
2 Refer to Figure 6.2.3 and a world map. Name the five countries with the highest GDP.




↑ Figure 6.2.3 **Cartogram** showing the relative sizes of countries based on their GDP, 2018. You can look up the original map online – see the World Mapper website – or zoom in on this map within the digital versions of this textbook.

**Source:** World Mapper website, 2020

**Key concepts:** space

**HASS skills:** analysing

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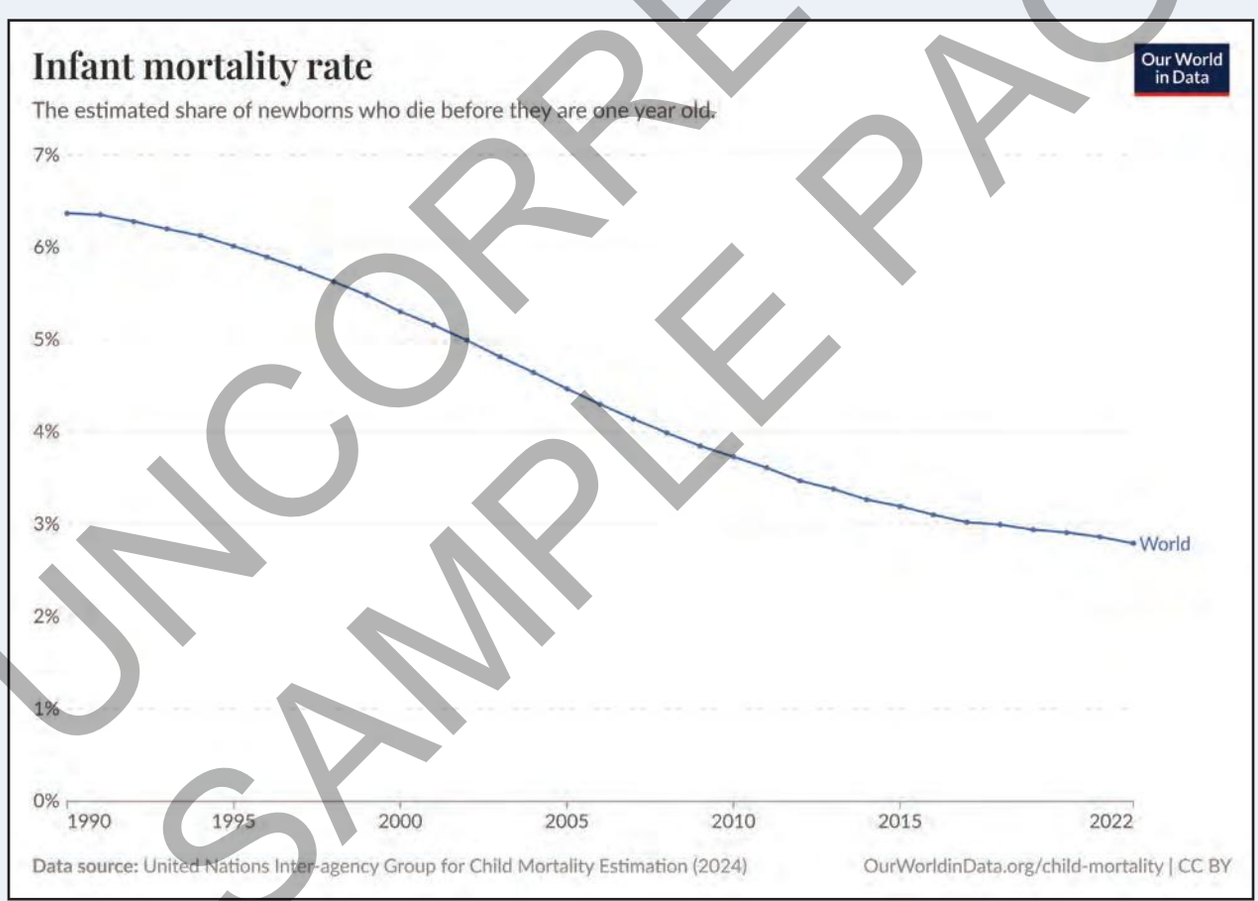
### Infant mortality rate

Infant mortality rate (IMR) is a measure of the number of children who die under one year of age for every 1000 children born. If, for every 1000 children that are born in a country, eight of those children die on average before turning one, then that country's IMR is eight.

The causes of infant mortality vary significantly around the world. The most common causes of infant death are diarrhoea, blood infections, premature birth, respiratory infections such as the flu or pneumonia, and problems arising from a lack of oxygen to a baby during birth.

Modern technology and better access to health care and health education have led to a significant reduction in the global IMR. In economically developed countries such as Japan, the IMR has reduced to just two infant deaths for every 1000 children born. Figure 6.2.4 shows that the global IMR rate has decreased significantly since the 1990s, with approximately 65 deaths per 1000 children born in 1990 decreasing to 28 per 1000 in 2022. This has resulted in the number of annual infant deaths decreasing from 12.49 million in 1990 to 3.6 million in 2023.

**Global IMR 1990–2022**



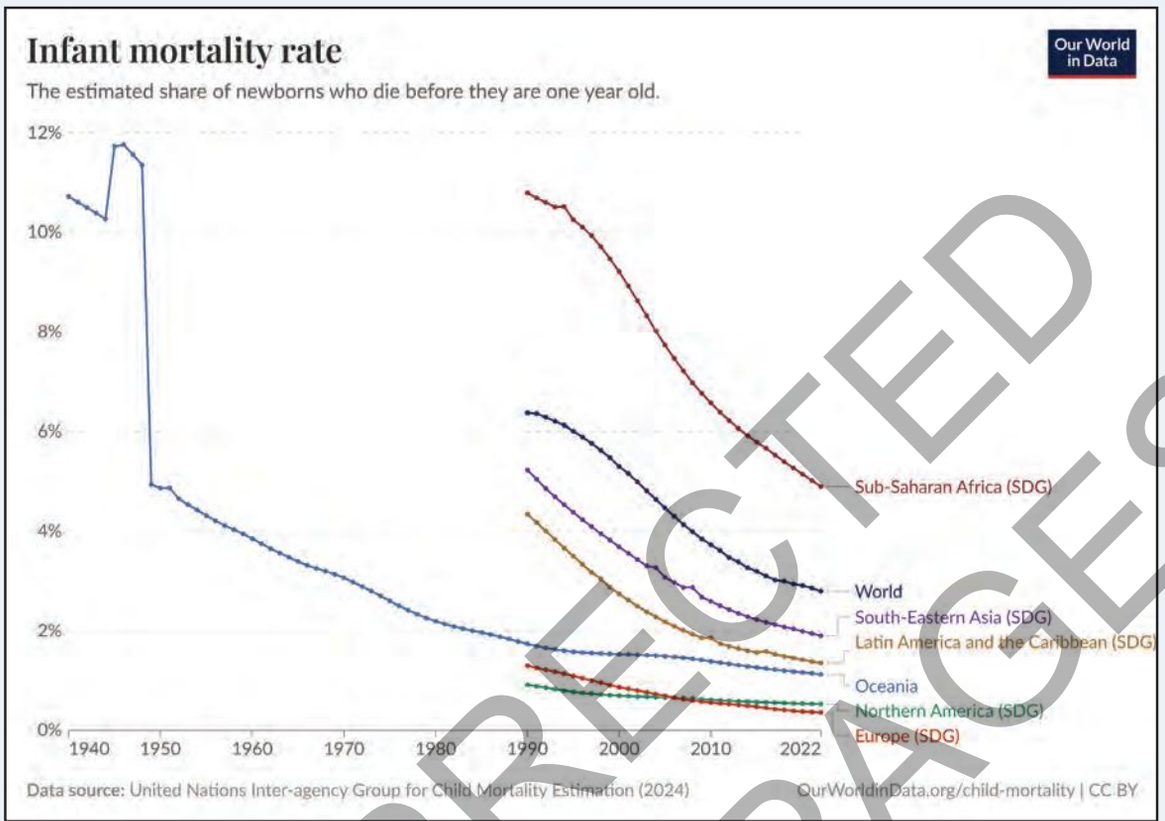

↑ Figure 6.2.4 Global change in the IMR from 1990 to 2022

**Source:** Our World in Data website, 2024

Figure 6.2.5 shows that this reduction has not occurred evenly – the IMR still remains high in some regions. The IMR in Afghanistan is 101. This is predominantly due to a lack of medical facilities, particularly in rural areas, where many women give birth at home without access to a qualified doctor.

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**IMR over time 1990–2022**




↑ Figure 6.2.5 Change over time of IMR by world region

**Source:** Our World in Data website, 2024

## Activity 6.3

### Analysing geographical data

Figure 6.2.4 shows a steady decline in the global IMR since 1990. However, Figure 6.2.5 shows that the decline in the number of infant deaths has not occurred evenly. Describe how the number of infant deaths changed for each world region between 1990 and 2022, using data from Figure 6.2.5.

**Key concepts:** space

**HASS skills:** analysing

### Total fertility rate

The total fertility rate (TFR) is the total number of children expected to be born to a woman in her lifetime if she lives to the end of her childbearing years. In 2023 the TFR in Australia was 1.6 babies per woman. This does not mean every woman in Australia will give birth to 1.6 babies, though! This value is calculated based on the average number of children each woman gives birth to in a country – this means, on average, Australian women have one or two children. In contrast, the TFR in Niger in 2023 was 6.64, meaning, on average, women in Niger have six or seven children.

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**family planning** services that help women to gain greater control over the number of children they have, and the timing between births

Table 6.3 shows the 10 countries with the highest and lowest TFR. Globally, the TFR has fallen from approximately five in the 1960s to 2.3 in 2023. There are many factors responsible for this trend, including greater access to **family planning**, better health care resulting in a reduction in the global IMR, a higher life expectancy, and greater career opportunities for women (this often delays the age at which women choose to have children, resulting in women having less children overall).

### Highest and lowest TFR

Table 6.3 The 10 countries with the highest TFR (top). The 10 countries with the lowest TFR (bottom).

**Source:** CIA World Factbook, 2024

| Countries with the highest TFR | |
|---|---|
| **Country** | **TFR** |
| Niger | 6.64 |
| Angola | 5.70 |
| Democratic Republic of the Congo | 5.49 |
| Mali | 5.35 |
| Benin | 5.34 |
| Chad | 5.24 |
| Uganda | 5.17 |
| Somalia | 5.12 |
| South Sudan | 5.09 |
| Burundi | 4.90 |

| Countries with the lowest TFR | |
|---|---|
| **Country** | **TFR** |
| Taiwan | 1.11 |
| South Korea | 1.12 |
| Singapore | 1.17 |
| Ukraine | 1.22 |
| Hong Kong | 1.24 |
| Macau | 1.24 |
| Italy | 1.26 |
| Puerto Rico | 1.26 |
| Moldova | 1.26 |
| Spain | 1.30 |

## Activity 6.4

### Research task

Using an atlas or Google Earth, locate each of the countries in Table 6.3. To what extent does location seem to be related to TFR?

**Key concepts:** place, space, interconnection | **HASS skills:** analysing, evaluating

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## Adult literacy rate

The **adult literacy rate (ALR)** refers to the proportion of adults in a population who can read and write. This is an important indicator of wellbeing – being able to read can improve a person's employability and earning potential. Literacy is also often used as a measure of a population's overall level of education.

Figure 6.2.6 shows that the proportion of people who are literate has increased significantly from 1820, when it was just 12 per cent of the global population, to over 86 per cent of the global population in 2022. However, there is a large variation in the ALR between world regions. In **sub-Saharan Africa** the average ALR is just 61 per cent, compared with 99 per cent in northern Europe.

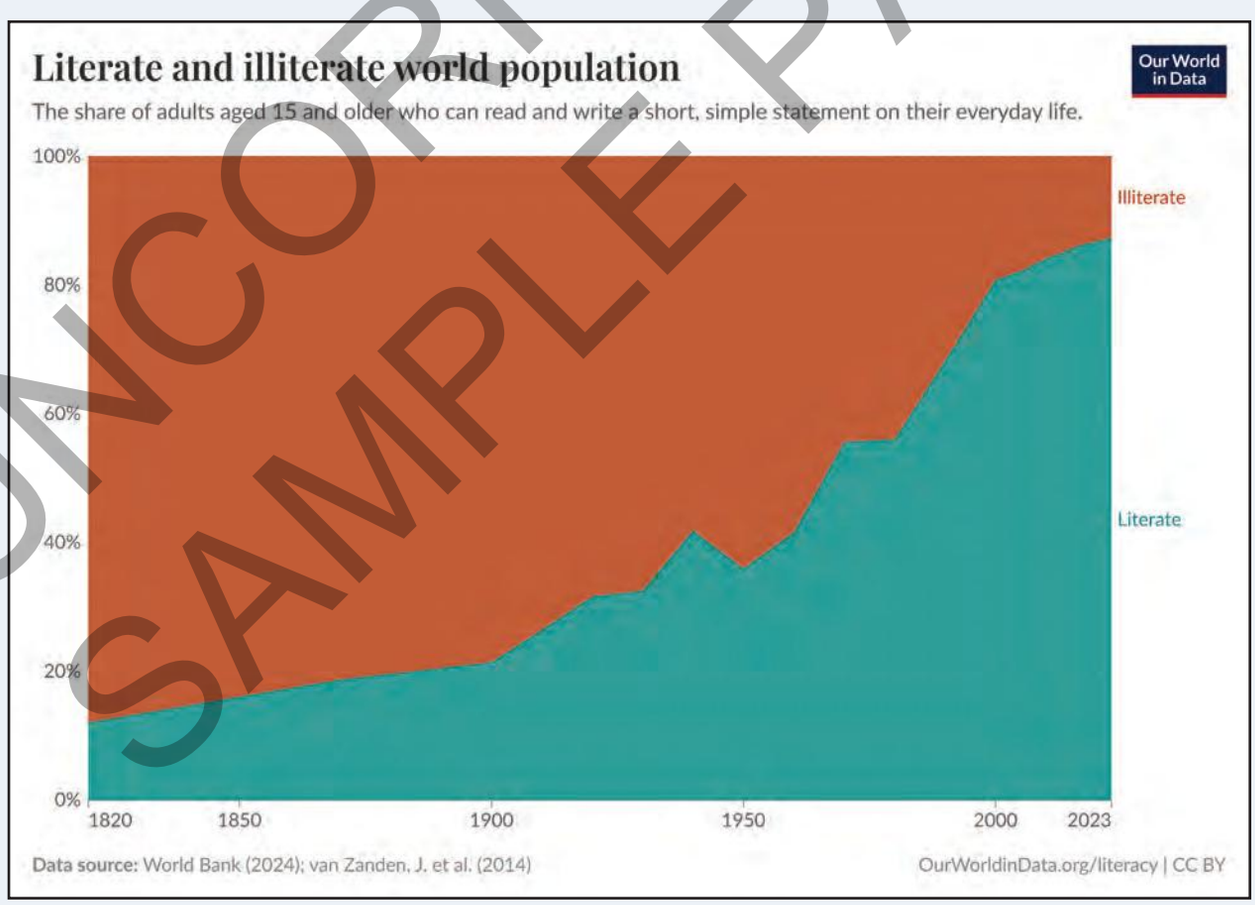
Unfortunately, it is very difficult to accurately measure an entire population's level of literacy skill. Although most people have basic reading and writing skills, many lack a level of skill high enough to improve their wellbeing. This is particularly important when considering health literacy.

The WHO defines health literacy as the ability of individuals to gain access to, understand and use information in ways that promote and maintain good health. This is particularly important for females, who often have lower levels of literacy than males within the same population (see Figure 6.2.7). Elderly people, racial and ethnic minorities and low-income earners also have lower levels of health literacy on average.

**adult literacy rate (ALR)** proportion of adults in a population who can read and write

**sub-Saharan Africa** term for countries in the region of Africa located south of the Sahara Desert

**Literate people over 15 years old 1820–2023**

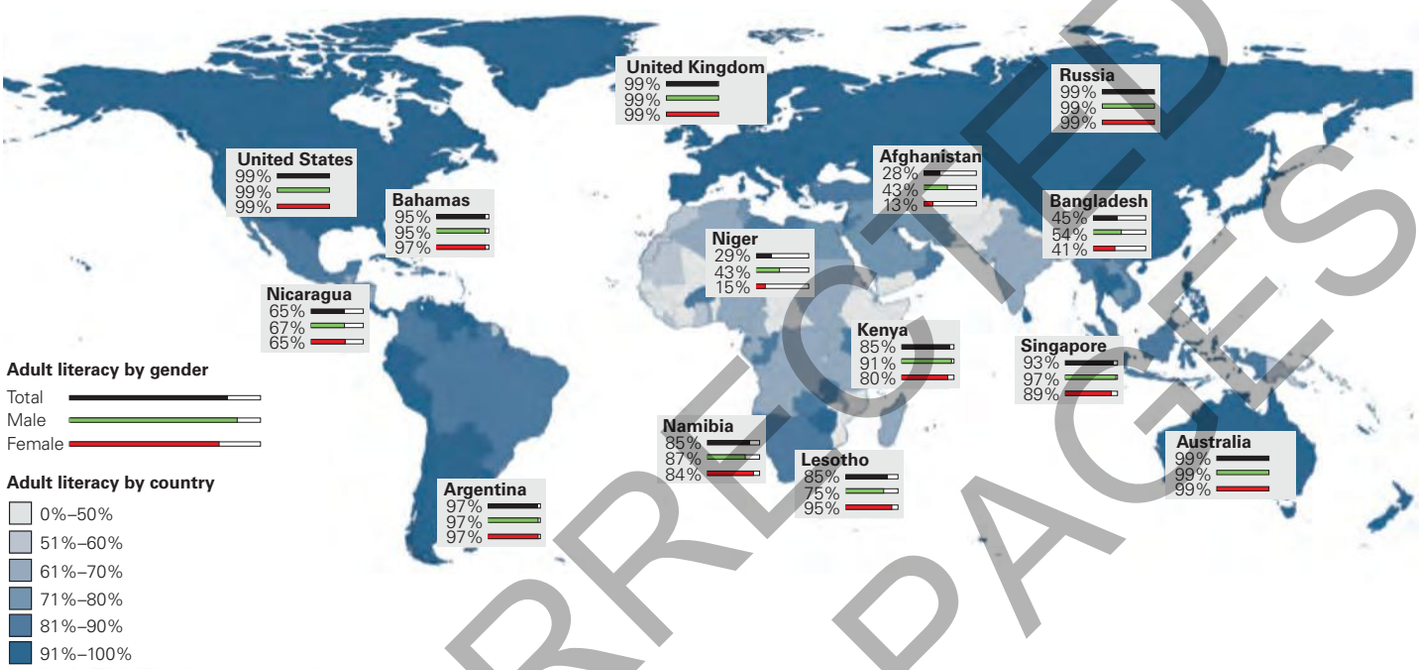



↑ Figure 6.2.6 Change over time in the proportion of literate and illiterate people over 15 years of age, 1820–2023

**Source:** 'Literate and illiterate world population', Our World in Data website, 2024

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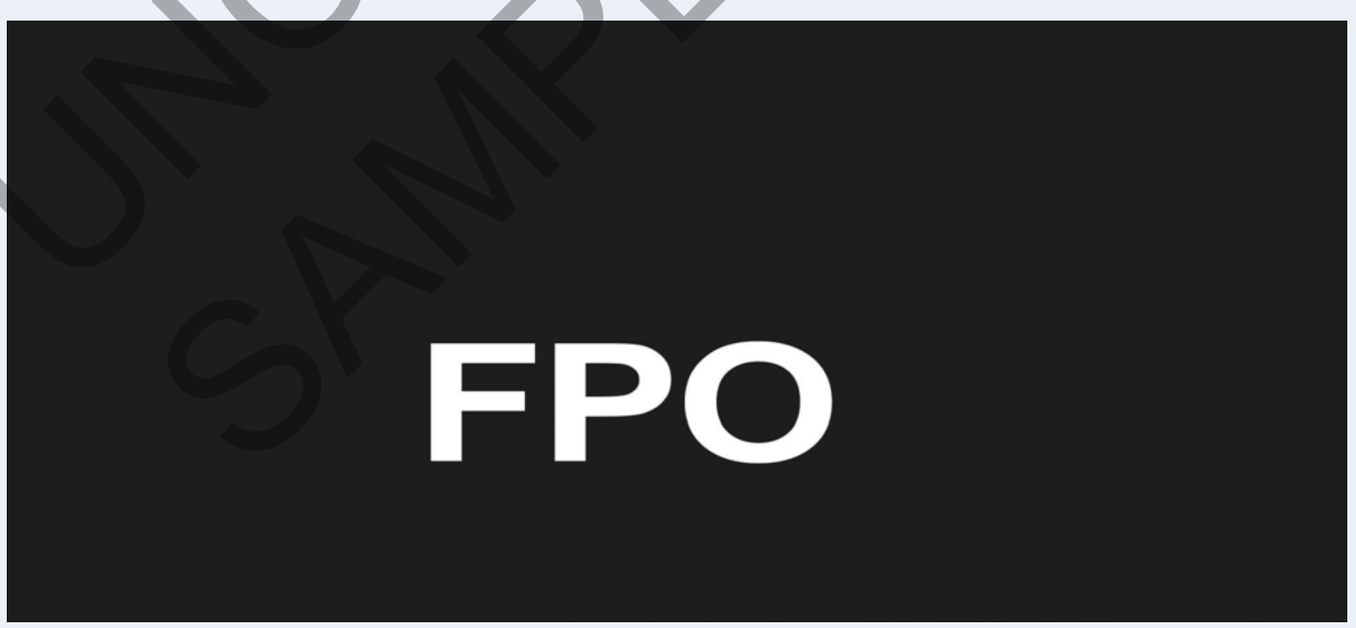
Although the ALR in Australia is 99 per cent, a national health survey by the Australian Bureau of Statistics in 2018 showed that 14 per cent of Australians found it difficult to navigate the health care system. As shown in Figure 6.2.8, young people aged between 18 and 24 have varied levels of agreement regarding health literacy. Low levels of health literacy affect wellbeing as they can lead to higher rates of hospitalisation, less frequent use of health services and overall higher government costs.




↑ Figure 6.2.7 Global variation in the ALR for male and females

**Source:** The visualisation and analysis was conducted by Dr Mark Graham, Scott A. Hale and Monica Stephens, in collaboration with Dr Corinne M. Flick and the Convoco Foundation.

## Health care literacy




↑ Figure 6.2.8 Youth health literacy in Australia, ages 18–24

**Source:** Health Literacy Survey, ABS, 2019

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## Geography through maps

### Analysing geographical data

1 Using Figure 6.2.6, create a table to record how the proportion of literate to illiterate people has changed every 50 years since 1820.

2 Refer to Figure 6.2.7.

- Which world regions have the highest and lowest ALR?
- Name two countries that have a large difference in literacy between males and females and two countries that do not have any difference.
- Propose an impact that lower literacy rates among females might have in a country such as Niger.

**Key concepts:** place, space, change

**HASS skills:** analysing, evaluating, communicating and reflecting

## Health and disease

The ability for a population to treat and control the spread of diseases, and to provide appropriate health care, is an important indicator of wellbeing. Although many diseases affect all people irrespective of their living conditions or wealth, there are many preventable and treatable diseases that occur predominantly in poorer regions. For example, malaria is a life-threatening disease caused by parasites spread when ***Anopheles*** mosquitoes bite people.

***Anopheles*** genus of mosquito containing 460 species, 100 of which can spread malaria

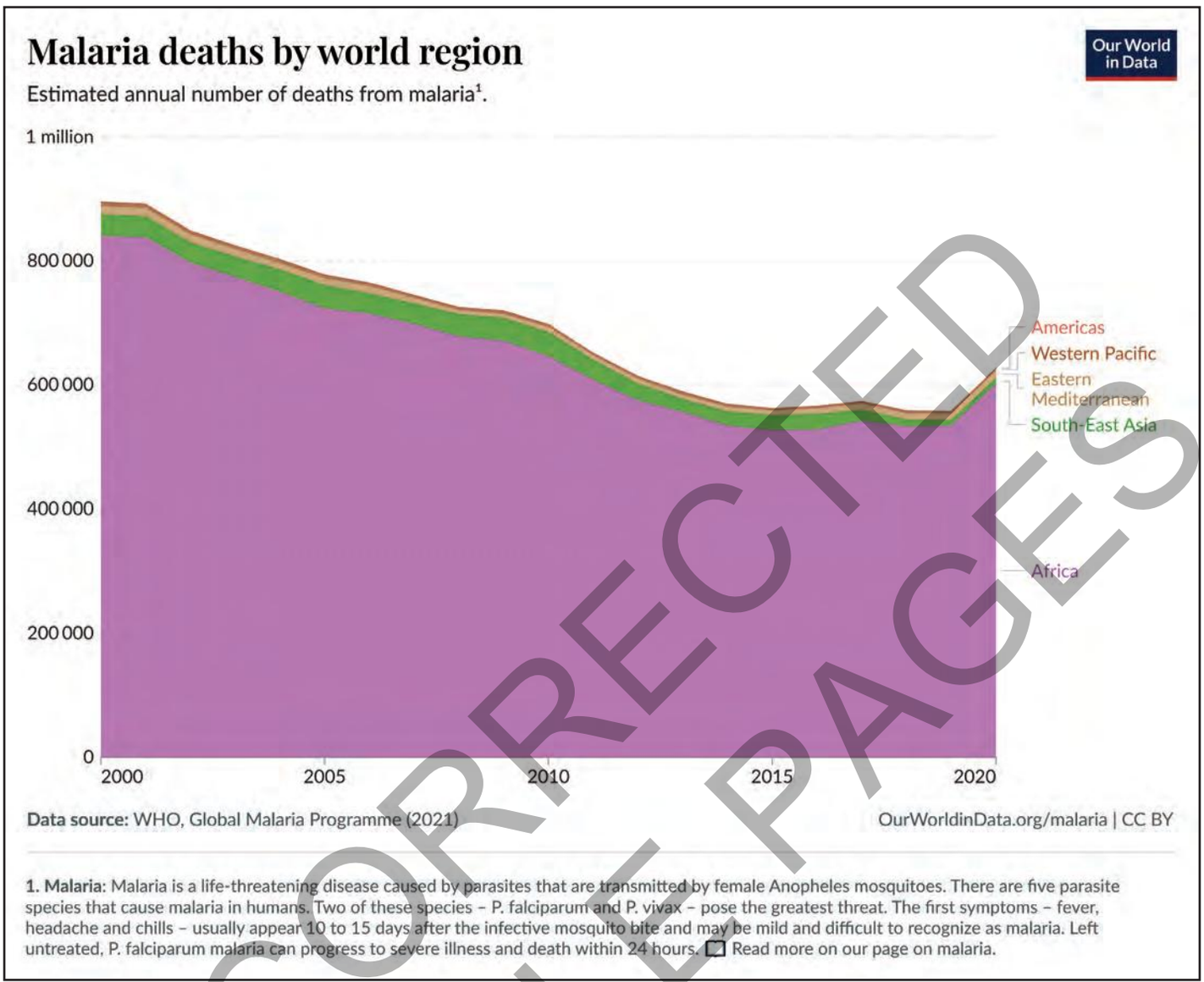



In 2023, malaria was responsible for the deaths of 597 000 people worldwide. It was also one of the leading causes of death for young children. Although climate is a major factor determining the prevalence of malaria, 93 per cent of malaria-related deaths occurred in sub-Saharan African countries (see Figure 6.2.9). This suggests that there is a correlation between the impact of malaria and the level of a country's economic development.

### Amazing but true…

In 2019, an article in the *New York Times* described mosquitoes as the 'deadliest hunters of human beings on the planet'. Today, approximately 700 million people are infected with malaria or other mosquito-borne diseases per year, with approximately one million infections resulting in death. An estimated total of 108 billion people have been killed by mosquitoes over the last 200 000 years.

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↑ Figure 6.2.9 Global malaria deaths by world region between 2000 and 2020

**Source:** Our World in Data website, 2024

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## Activity 6.5

### Analysing geographical data

Figure 6.2.9 shows the global proportion of malaria deaths by region.

1 Identify the world region with the highest proportion of deaths by malaria.

2 Describe the trend in deaths by malaria in Asia between 2000 and 2020.

3 Investigate why there is an association between the prevalence of malaria and **latitude**.

**latitude** measure of geographical position north or south of the equator, measured from 0° at the equator to 90° at the North and South Poles

**Key concepts:** place, space, interconnection, change

**HASS skills:** analysing, evaluating

Another factor determining wellbeing in terms of diseases is access to **physicians**, such as doctors or nurses. This is often measured in terms of the number of physicians per 1000 people. The global average is 1.7 physicians per 1000 people, yet this measure can be as high as 7.06 in Sweden or 4.10 in Australia, and as low as 0.03 in Niger.

Cardiovascular diseases, including heart attacks and strokes, are the leading cause of death around the world. Many of the causes of cardiovascular diseases are preventable, including tobacco use, unhealthy diet and excessive alcohol consumption. Despite these causes being preventable, three-quarters of deaths due to cardiovascular diseases still occur in low- and middle-income countries due to a lack of health care services that can offer things like early detection and treatment.

## Life expectancy

Life expectancy refers to how long a person can expect to live. It is calculated based on the average age that members of a particular population are when they die. Life expectancy varies significantly between countries, but it can also vary significantly within countries, particularly between rural and urban areas.

Life expectancy is an important indicator of wellbeing – it increases as other areas of wellbeing improve. For example, countries with high life expectancy usually have universal access to sanitation, medical facilities, **food security** and education, and enough wealth to provide all of these things.

As Figure 6.2.11 shows, over the past century average life expectancy across the world has risen significantly. Despite all world regions showing a similar growth trend, however, there is a significant difference between current life expectancy in regions such as sub-Saharan Africa and southern Europe. For example, in 2021 France had an average life expectancy of 82.5 years, whereas in Nigeria life expectancy was only 52.7 years.

There is also a significant difference between the life expectancy of males and females. In Hong Kong, which has one of the highest life expectancies in the world, males live to an average of 83.2 years, whereas females live to 87.9 years. This is due to biological differences, but also behavioural factors like higher smoking rates in males.

**physician** medical practitioner, such as a doctor, nurse or surgeon

**food security** measure of people's access to enough food to meet their dietary needs

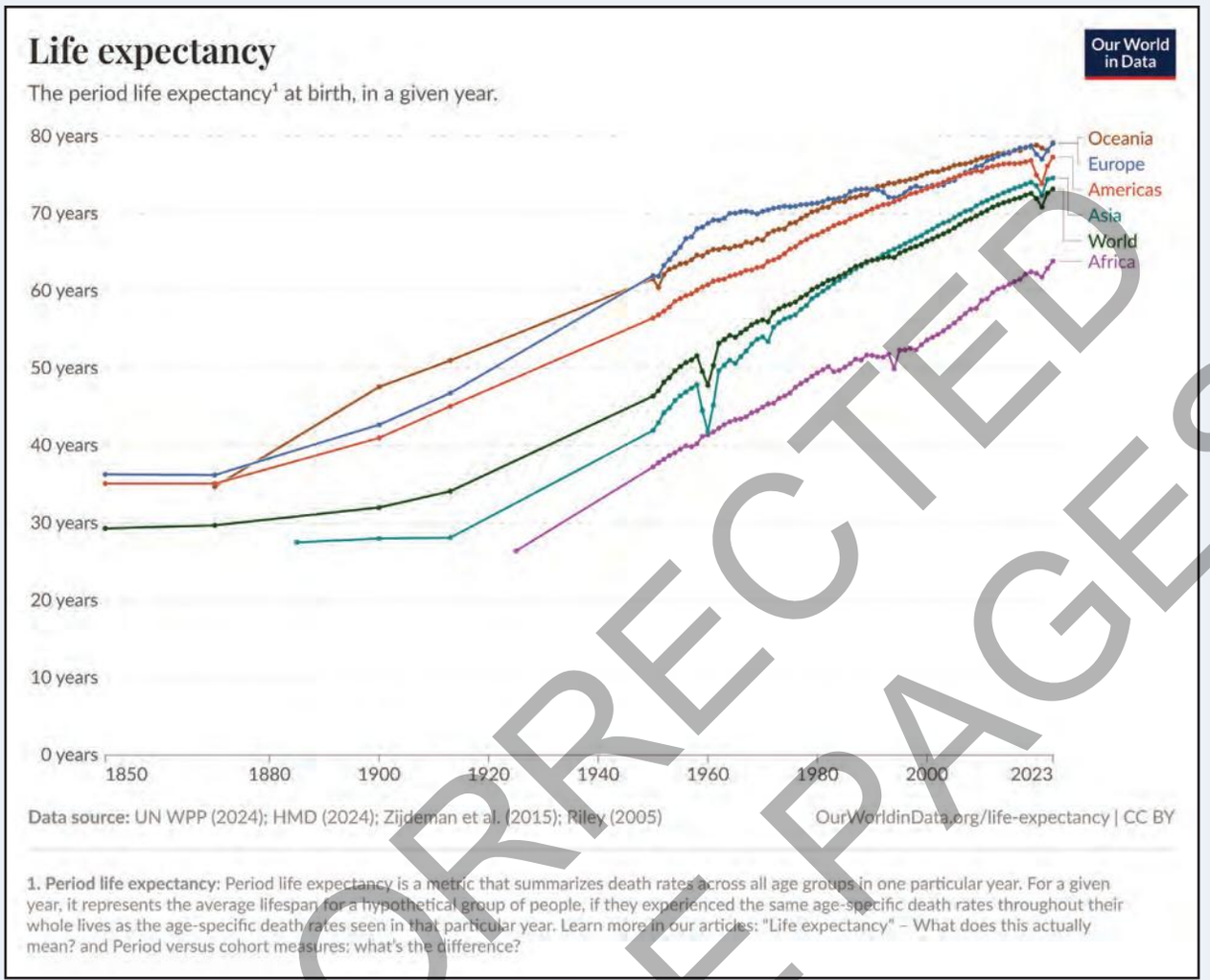


← Figure 6.2.10 In 2021, Japan had the fourth-highest life expectancy, at 84.8 years. The Japanese Government invests money in helping its elderly population to maintain healthy and fulfilling lives.

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**Life expectancy globally and by world regions since 1850**




↑ Figure 6.2.11 Life expectancy has increased dramatically across the world since 1850.

**Source:** Our World in Data website, 2024

## Activity 6.6

### Analysing geographical data

Figure 6.2.11 shows a similar trend in life expectancy for all world regions. Why do you think all of these regions follow a similar trend?

**Key concepts:** space, interconnection, change

**HASS skills:** analysing, evaluating

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↑ Figure 6.2.12 Since 1972, Bhutan has made happiness its most important measure of wellbeing.

## Happiness

Happiness is one of the most important indicators of wellbeing, but it is one of the most difficult to measure. It would be fair to assume that happiness correlates with many other wellbeing indicators; for example, health and life expectancy. However, people are able to adapt well to difficult situations, which means that people who are poor and sick are not necessarily the least happy people in the world. The United Nations World Happiness Report ranks countries by their happiness. The criteria used includes GDP per capita, social support, life expectancy, freedom, generosity and perceptions of corruption.

In 2024, the top four countries were Finland, Denmark, Iceland and Sweden, all of which are located in northern Europe. The bottom four countries were Sierra Leone, Lesotho, Lebanon and Afghanistan, all of which have or are facing political and economic instability.

In 1972, Bhutan started focusing on gross national happiness as a wellbeing priority instead of wealth measures such as GDP. This led to the creation of Bhutan's Gross National Happiness Index in 2008. This index focuses on environmental conservation, good governance, sustainable development and the preservation and promotion of culture.

Strategies to improve Gross National Happiness include a requirement that citizens wear traditional clothing during work hours, and the teaching of **mindfulness** to students as part of their schooling. Happiness in Bhutan has increased for all age groups since 2010, while GDP has also increased to a record high.

**mindfulness** technique for achieving a calm mental state by focusing awareness on the present moment

## Other indicators of wellbeing

There are many other indicators that can be used to measure human wellbeing, especially on a local scale. Examples include:

- job satisfaction
- political voice
- social connections and relationships
- environmental qualities (climate, green space, air quality)
- work-life balance
- personal security and safety.

Many of these indicators are the focus of wellbeing in economically developed countries, where people already have a reasonable level of wealth, a high level of education and a high life expectancy.

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## Making thinking visible 6.2

### Think, pair, share

Answer the following questions by considering all of the wellbeing indicators presented in this chapter. Share your thoughts with a partner and justify your opinions.

1 What do you think is the most important wellbeing indicator?

2 What would be the best way to improve human wellbeing in regions such as sub-Saharan Africa?

**Key concepts:** place, change

**HASS skills:** evaluating, communicating and reflecting

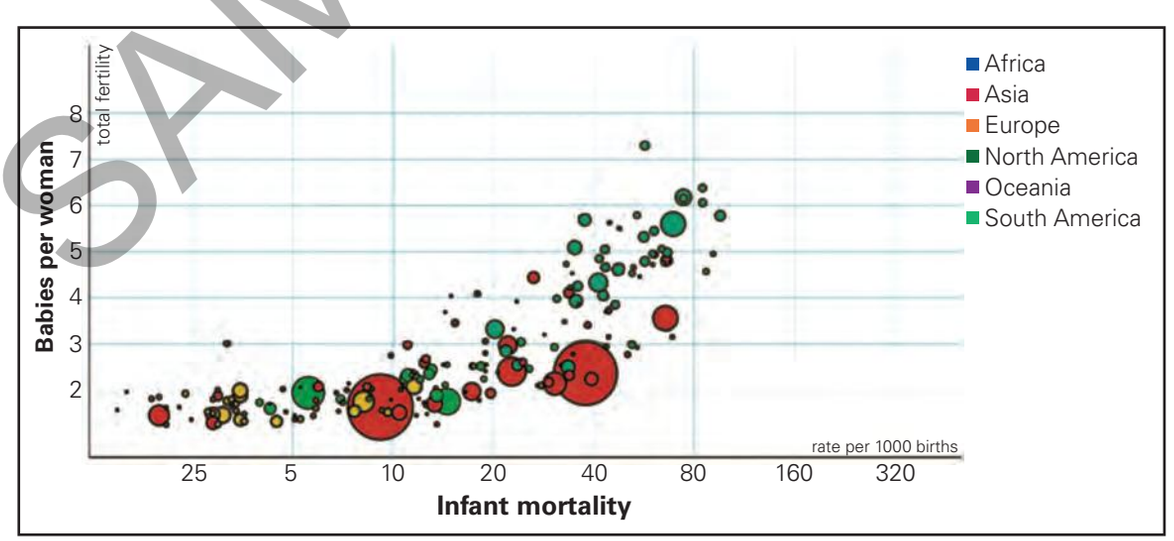
### How are wellbeing indicators interconnected?

Many of the indicators used to measure wellbeing are interconnected. This means that they are linked and affect each other. For example, access to adequate sanitation can affect the prevalence of many preventable diseases, while higher levels of education can lead to an increase in wealth.

IMR and life expectancy are clearly linked – an increase in the number of infant deaths decreases the average life expectancy within a population. As Figure 6.2.13 shows, there is a strong correlation between IMR and TFR. Countries that have a higher IMR tend to also have a higher TFR. One reason for this relationship is that many couples choose to have many children knowing that it is unlikely they will all survive to adulthood.

Figure 6.2.14 shows a relationship between wealth and life satisfaction in which significant increases in wealth lead to a gradual increase in life satisfaction. However, there are many other factors that contribute to life satisfaction, such as happiness, environmental factors (such as the characteristics of the place where people live) and social factors (such as the relationships people have with their family and friends).

The interconnections between these indicators can lead to exceptions within trends. For example, Costa Rica has a significantly higher level of life satisfaction than Botswana, despite both countries having a similar GDP per capita. On the other hand, Hong Kong has a very high GDP but a low level of life satisfaction, largely due to the stark inequality between rich and poor people.




↑ Figure 6.2.13 Relationship between infant mortality rate and total fertility rate

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## Activity 6.7

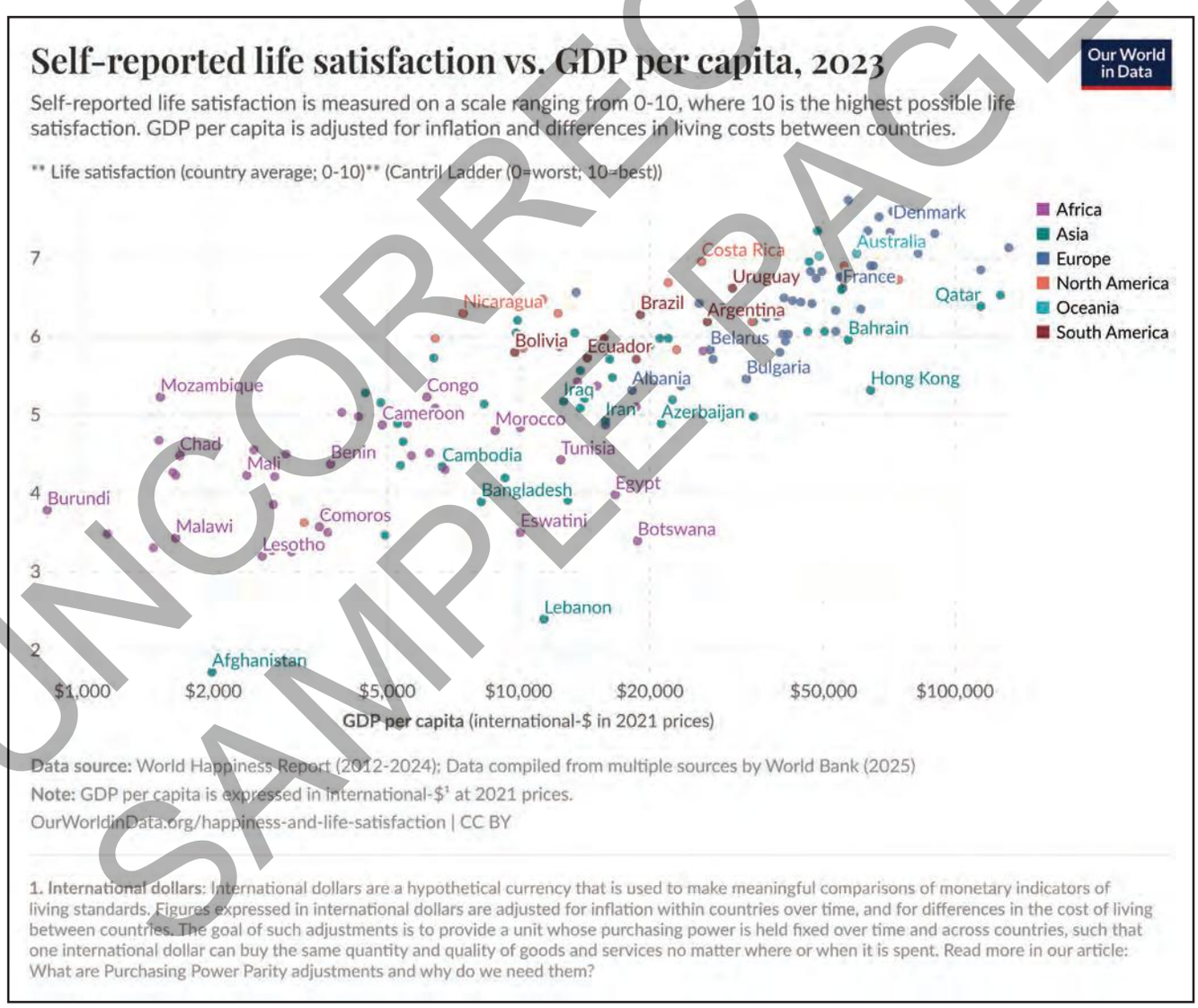
### Analysing geographical data

Refer to Figure 6.2.13.

1 Describe how IMR and TFR are interconnected. In other words, how does one rate affect the other?
2 What impact might a high IMR and a high TFR have on wellbeing?
3 Suggest a way in which a country might improve its IMR.

**Key concepts:** space, interconnection, change

**HASS skills:** analysing, evaluating, communicating and reflecting




↑ Figure 6.2.14 Relationship between GDP per capita and life satisfaction in 2022

**Source:** 'Self-reported Life Satisfaction vs GDP per capita, 2018', Our World in Data website, 2023

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# Developing geographical concepts and skills 6.1

## Analysing the relationship between variables using a scatter graph

Figures 6.2.13 and 6.2.14 are examples of scatter graphs (also known as scatter plots). They show the relationship between two different **variables**. The **dependent variable** goes on the *y*-axis (vertical axis). A dependent variable is a value that can be calculated based on the value of an **independent variable**. The independent variable goes on the *x*-axis (horizontal axis) of a scatter graph.

In Figure 6.2.13, IMR is the independent variable and TFR is the dependent variable. The data points represent values from different countries. Using this graph, it can be shown that increases in IMR are related to increases in the TFR.

The relationship between variables is known as a **correlation**. When increases in an independent variable are related to increases in a dependent variable, the direction of this correlation is said to be positive. When increases in an independent variable are related to decreases in the dependent variable, the direction of this correlation is said to be negative.

The strength of a correlation is determined by how closely aligned the data points are. This is demonstrated in Figure 6.2.15. Always ensure that you do not use the word 'cause' when describing the relationship between variables. This is because a *correlation* does not necessarily mean that one variable *causes* changes in another one – there are often additional factors to consider. For example, although an increase in IMR might be the cause of an increase in TFR within a country, there could be additional reasons, such as the cost of contraception or the availability of education.

Visit the Gapminder website and click on Resources. Select the Bubble Chart link listed under Tools. For the purpose of this activity, select Life Expectancy for your vertical axis and Income for your horizontal axis.

1. Describe the direction and strength of the correlation between income and life expectancy.
2. Using the colour legend, list the world regions from highest to lowest for income and life expectancy.
3. Using the year slider underneath the graph, describe how income and life expectancy, and the relationship between them, has changed over the last 200 years.
4. Change the variables on the axis to other wellbeing indicators. Describe the relationship between these variables.

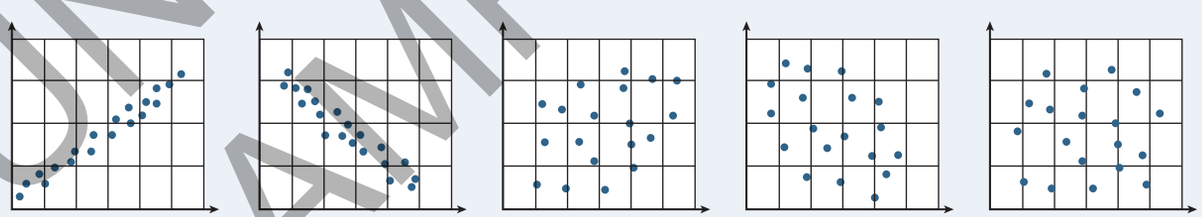
**variable** characteristic, factor or quantity that increases or decreases over time

**dependent variable** variable whose value can be calculated based on the value of an independent variable

**independent variable** variable whose changes in value are not determined by other values under consideration

**correlation** relationship between variables – for example, if one variable increases when another variable increases, there is a correlation between those two variables

### Correlation diagrams




↑ Figure 6.2.15 The direction and shape of the data points on a scatter graph determine whether the relationship is strong, moderate or weak and whether it is positive or negative.

**Key concepts:** place, space, interconnection, change

**HASS skills:** analysing, evaluating, communicating and reflecting

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## The United Nations Human Development Index (HDI)

Because measuring human wellbeing involves taking several different indicators into account, **composite statistics** are used to gain an overall measure. The United Nations Human Development Index (HDI), for example, ranks 193 countries and territories by their level of human development. It is calculated based on three areas:

- **health** – life expectancy at birth
- **education** – expected years of schooling for children and average years of schooling for adults
- **income** – measured by the gross national income per capita.

The result is a HDI value out of one. The countries with the top three HDI values in 2024 were Switzerland, Norway and Iceland, while the bottom three were Somalia, South Sudan and Central African Republic.

**composite statistic** measure that combines several other measures or variables into one value

### Developing geographical concepts and skills 6.2

#### Creating a choropleth map using Google Sheets

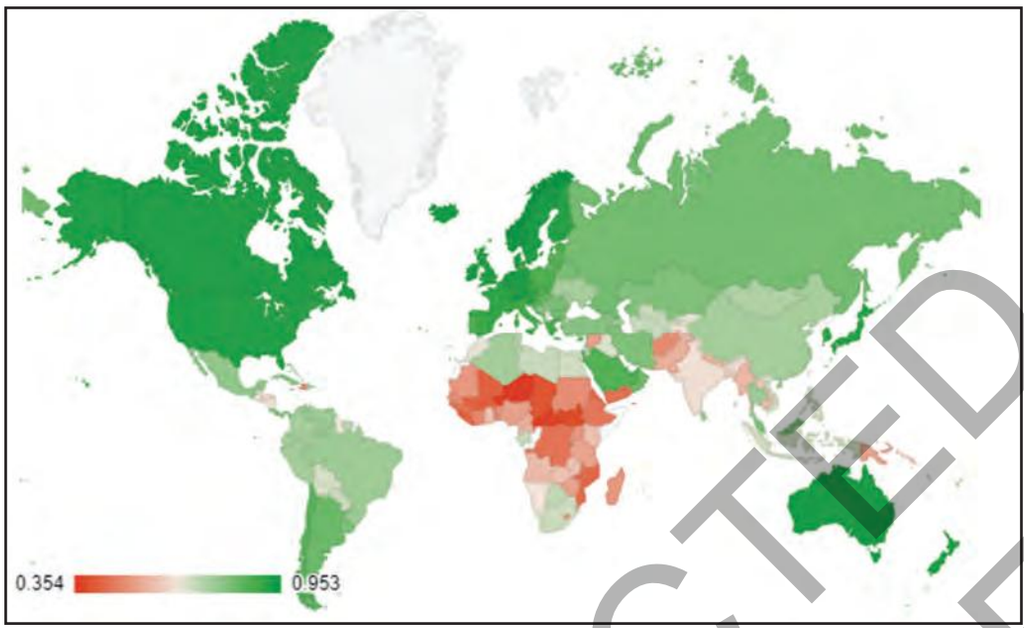
A choropleth map is a map that uses shading or colours within defined areas to show the average value of a statistical variable within that area. This allows geographers to analyse how the value of a variable changes within a region and to compare the values of different places.

Choropleth maps use many different colour schemes. One common way to represent variations is by using a single colour that varies from a light shade to a dark shade, with the dark shade representing the greater number in the data set. Another common representation involves graduating from cool to warm colours, such as from blue to red.

For years geographers had to battle the stigma that Geography was not a real subject because it involved colouring in! Thankfully, you can now put away your colouring pencils and create choropleth maps with the Google Sheets tool by following these steps:

- Search online for the United Nations Development Programme Human Development Reports website.
- Scroll down to the Data heading on the homepage.
- You should be able to see data for 10 countries at a time, with the ability to scroll through 19 pages of data.
- Go to the Google Docs website and open up Sheets.
- Select all of the data from each page (all 189 entries) and paste it into a new Google Sheet.
- Select the columns with the country names and the HDI values (these will most likely be columns B and C).
- Select Insert, Chart.
- The Chart Editor will appear on the right of your screen. Under Chart Type select Map.
- Copy your chart into a word processing or graphics editor program and add information about Border, Orientation, Legend, Title, Scale and Source (BOLTSS) where needed.
- Your choropleth map should look something like Figure 6.2.16.

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↑ Figure 6.2.16 An example of what your completed choropleth map should look like

Now refer to either Figure 6.2.16 or your own choropleth map of the HDI scores.

1 List the world regions that have high and low HDI scores.

2 Suggest a factor that could account for variations between these regions.

3 Choose several countries within one of these regions and research their wellbeing using the indicators discussed in this chapter. Was your suggestion in Question 2 correct?

**Key concepts:** place, space, interconnection

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

## Activity 6.8

### Check your understanding

1 Create and complete a table summarising all of the different indicators of wellbeing outlined in this chapter. Include a description of what each indicator means, how it is measured, its limitations as a measurement and whether it is a quantitative or qualitative variable.

| Wellbeing indicator | Description | Measurement | Limitations | Quantitative/ Qualitative |
|---|---|---|---|---|
| | | | | |
| | | | | |

2 Draw a concept map showing the interconnection between some of the indicators of wellbeing presented within this chapter.

**Key concepts:** place, space, interconnection

**HASS skills:** communicating and reflecting

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## Lesson 6.2 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

Go online to access the interactive section review and more!

### 6.2 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Define human wellbeing and explain the different ways in which it can be measured.
2 Define GDP per capita and explain why it is an indicator of wellbeing.
3 Explain why GDP is not always a good indicator of wellbeing.
4 Describe what health literacy is and explain how it affects wellbeing.

#### Interpret

5 Rank the eight wellbeing indicators introduced in this chapter from highest to lowest, based on which ones you think would have the largest or smallest impact on the wellbeing of a population. When ranking, consider the interconnection between the indicators.

#### Argue

6 List three factors that might determine whether a country has a high or low total fertility rate. State and justify which are the most and least important of these factors.
7 'Education is the fundamental key to providing improvement in wellbeing.' To what extent do you agree or disagree with this statement?

### Apply

1 Research one of the 'other indicators of wellbeing' discussed in this chapter, such as work–life balance or job satisfaction. Find out which countries or regions within countries have a high or low score in these indicators. Discuss the significance this might have on wellbeing in these places.
2 Research how Bhutan ranks against other wellbeing indicators, such as life expectancy, GDP per capita and infant mortality rate. Discuss whether or not you think you would be happy living in Bhutan given these conditions.
3 Visit the World Mapper website. Use the search tool to find a cartogram of one of the wellbeing indicators outlined in this chapter. Describe how the map has been distorted within several different continents.

**Key concepts:** place, space, interconnection, scale, change

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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6.3

# The reasons for spatial variations in human wellbeing between countries

## Focus questions

- **How does human wellbeing vary spatially across the world and what impacts does this have?**
- **What are the causes of variations in wellbeing and how are these causes interconnected?**
- **How do the levels of development of places influence wellbeing?**

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## How does human wellbeing vary spatially across the world?

**phenomena** facts, circumstances or situations that can be observed; for example, GDP or life expectancy in each country

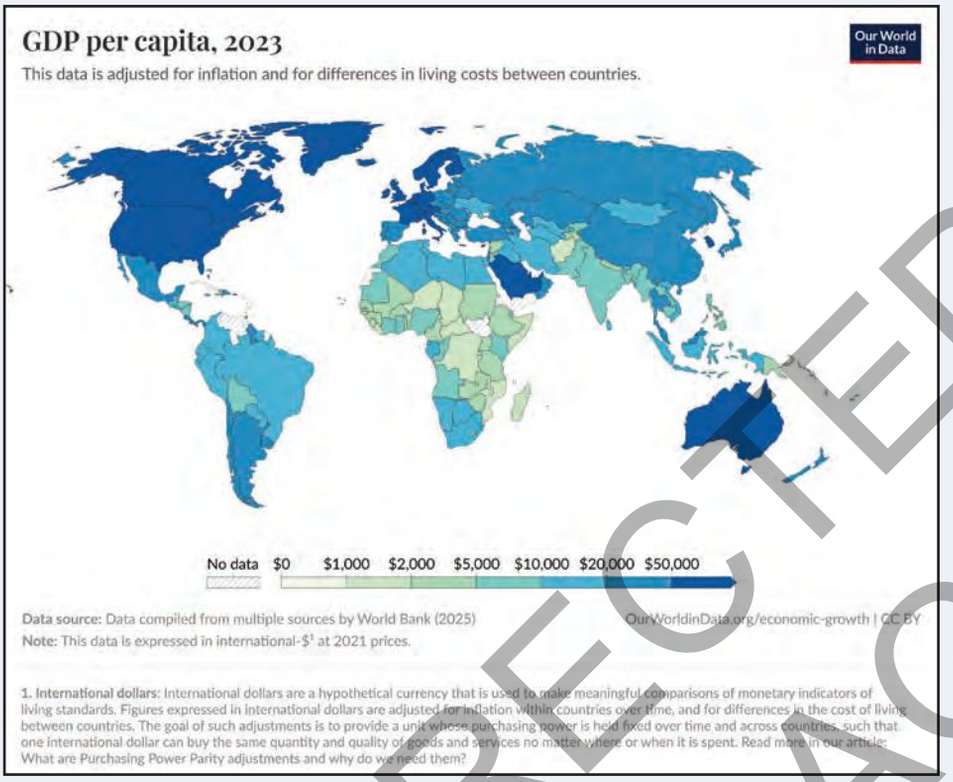
Geographers use maps to analyse the distribution of **phenomena** in space. In this context, 'space' refers to spatial location and 'distribution' refers to the way things are arranged. By analysing the spatial distribution of phenomena, geographers are able to find patterns. For example, Figure 6.3.2 shows that Europe contains a large cluster of countries with the lowest IMR in the world.

Geographers can also quantify these patterns by estimating the percentage coverage. Figure 6.3.3 shows that approximately 20 per cent of sub-Saharan Africa has a TFR of above four.

Finally, geographers can also find exceptions to existing patterns. An example of an exception is a place that doesn't have the same qualities as the places surrounding it, and therefore doesn't fit the pattern. When looking at the distribution of wealth, Saudi Arabia is an exception because it has a GDP per capita of over US$50 000, which is much higher than that of the countries that surround it.

While understanding the distribution of a phenomenon is an important first step, this understanding often needs to be followed by an analysis of the reasons for that distribution. For example, why does Niger have such a high TFR? This requires further investigation, including looking at other types of data and case studies.

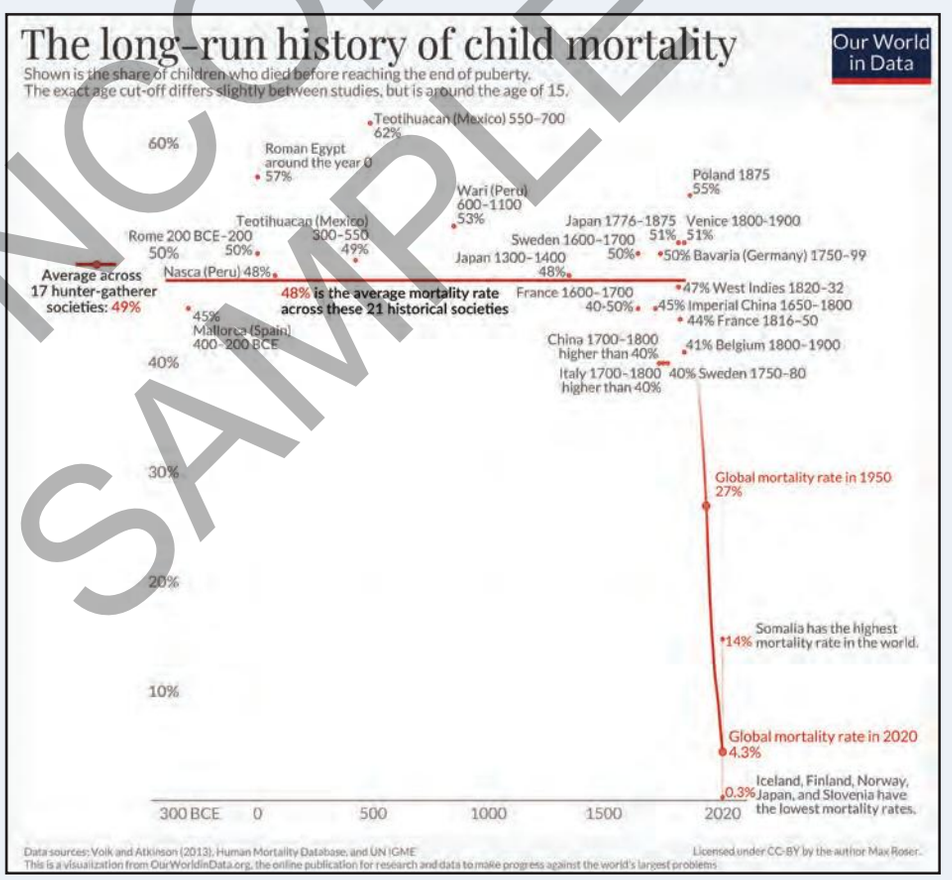
## GDP per capita, 2023




↑ Figure 6.3.1 Gross domestic product per capita in 2023

**Source:** Our World in Data website, 2025

## Infant mortality, 300 BCE to 2020

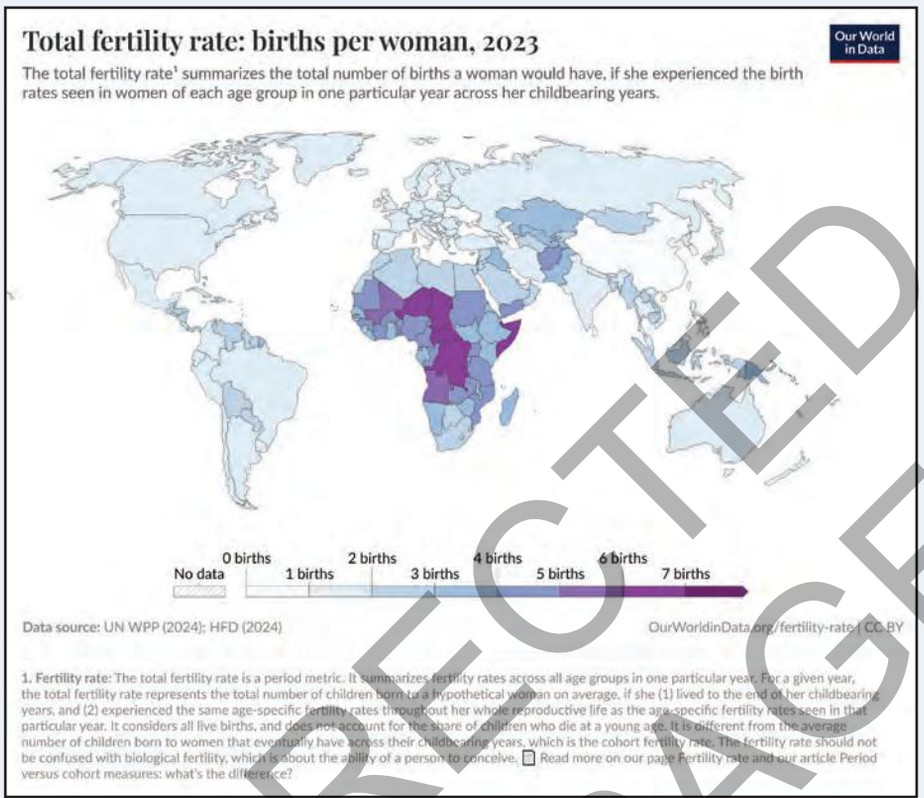



↑ Figure 6.3.2 The changing trend in life expectancy over human history between 300 BCE and 2020

**Source:** Our World in Data website, 2024

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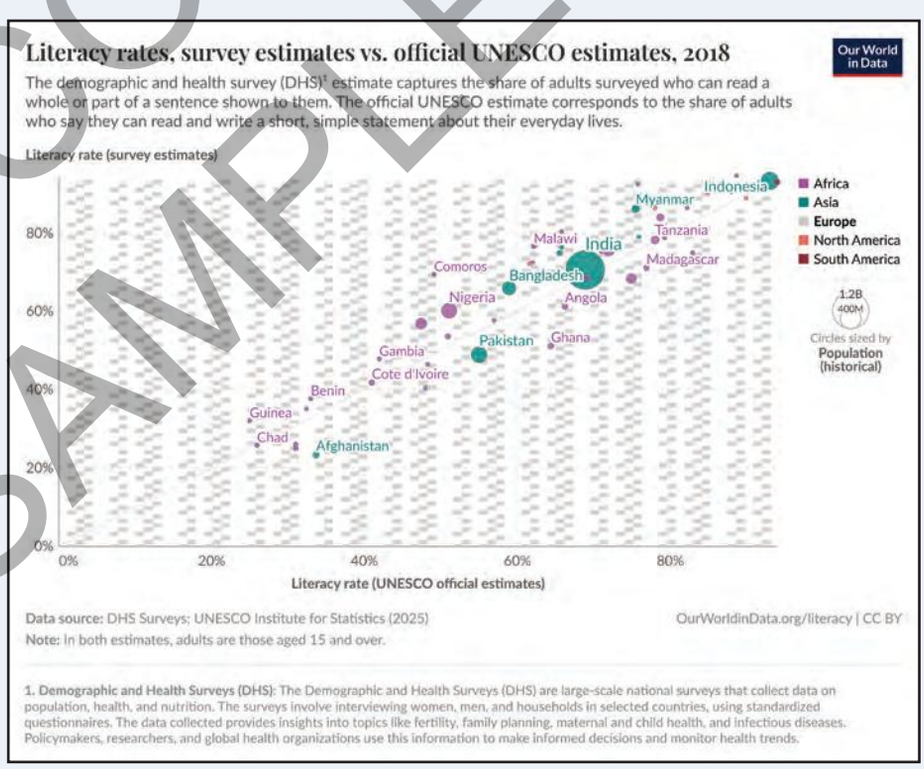
## Children born per woman, 2023




↑ Figure 6.3.3 The total fertility rate in 2023

**Source:** Our World in Data website, 2024

## Literacy rate, 2018

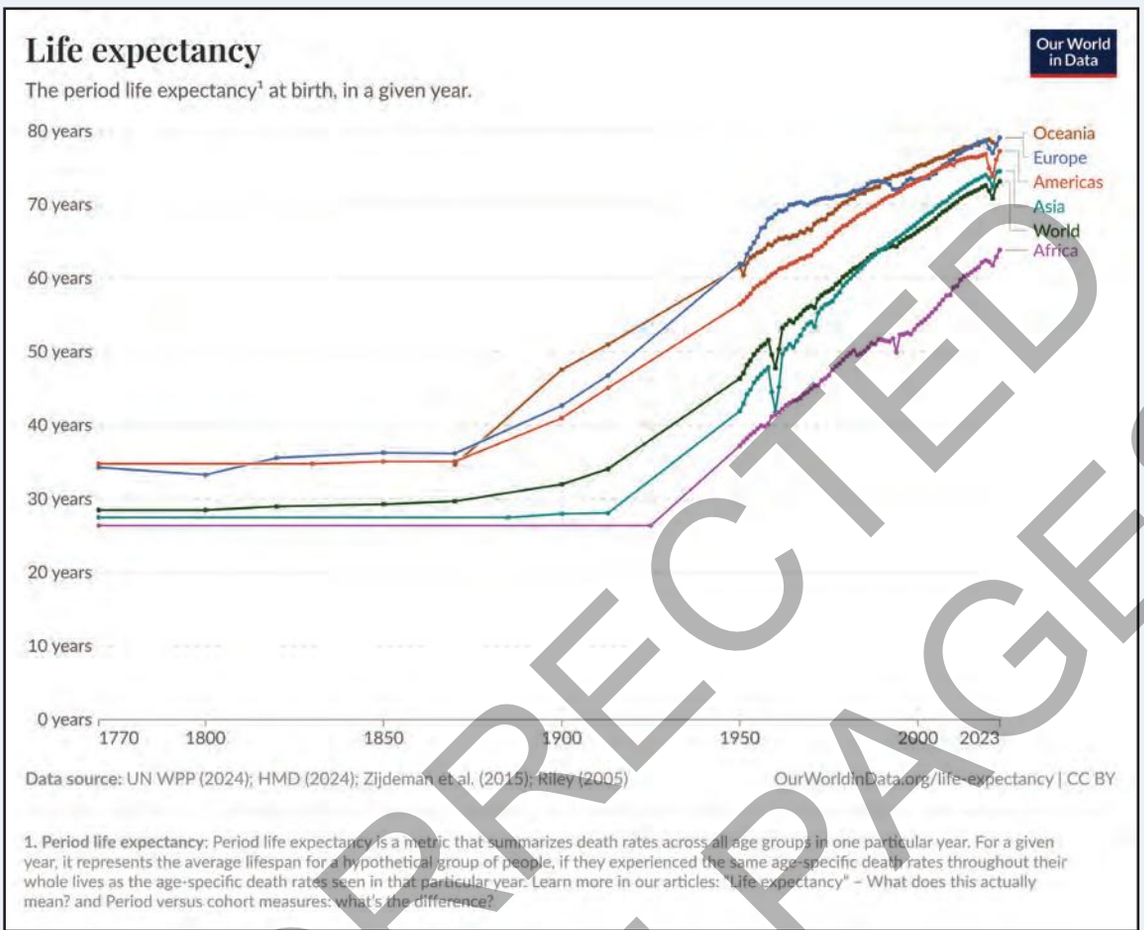



↑ Figure 6.3.4 Literacy rates by region, determined by completion of two surveys measuring respondents' ability to read a provided statement

**Source:** Our World in Data website, 2025

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**Life expectancy, 1770 to 2023**




↑ Figure 6.3.5 Average life expectancy of selected world regions between 1770 and 2023

**Source:** Our World in Data website, 2024

## Developing geographical concepts and skills 6.3

### Describing spatial distribution using a choropleth map

When describing the distribution of a phenomenon using a choropleth map, there are three important things to include: the pattern, quantification and an exception. This is also known as the PQE method.

Choose one or more of the maps in Figures 6.3.1 and 6.3.5 and use it to describe the global distribution of the indicator represented, using the PQE method. (See Developing geographical concepts and skills 5.2 on page 202 for more information about using the PQE method.)

- Pattern: give a general overview of the distribution.
- Quantification: provide specific evidence to demonstrate the pattern. Use the legend and approximate areas using percentages.
- Exception: Identify an example or several examples of specific places that do not fit your pattern.

It is important not to give the reason for the distribution unless you are asked to suggest one. This information is not provided in the maps and would require additional research.

**Key concepts:** place, space

**HASS skills:** analysing, communicating and reflecting

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All of this additional information can be used to project future changes and, therefore, inform management decisions.

In the previous section, scatter graphs were used to analyse the relationship between two variables in terms of the influence that one variable had on another. In a similar way, we can look at the link between variables or phenomena using distribution maps.

**spatial association** degree to which the spatial distribution of two phenomena are similar

**Spatial association** refers to the degree to which the distribution of two phenomena is similar. As with scatter graphs, you must be careful not to make too many assumptions. For example, Figures 6.3.1–6.3.5 demonstrate that there is a strong spatial association between TFR and ALR. However, we cannot simply state that a high level of education causes women to have fewer children because there might be other factors that have contributed to this association, such as social pressures, access to health care and the cost of living.

## Developing geographical concepts and skills 6.4

### Describing the spatial association between two phenomena

Describing the spatial association between two phenomena or variables is an important part of understanding the relationship between them. It involves looking at two maps with the same scale and analysing how similar or different their distributions are.

A strong spatial association between two phenomena would mean that their distributions are very similar; for example, if areas that have a high amount of something in one map also have a high amount of something else in the other map. A moderate spatial association between two phenomena would exist if some regions of the map have a similar distribution and other regions of the map do not. A weak spatial association between two phenomena would exist if the two maps do not appear to have many regions that correlate.

There are two important things to include when describing a spatial association:

- A clear statement of the strength of the spatial association (for example, 'There is a strong/moderate/weak spatial association between … and …').
- Several examples of evidence to back up your statement. This should include examples from both high and low ends of the spectrum.

The evidence that you choose will depend on the strength of the association. Even if the spatial association is strong there might be some exceptions to include.

**1** Choose two of the sources in Figures 6.3.1–6.3.5 and describe the spatial association between the indicators that they represent.

**Key concepts:** place, space, interconnection

**HASS skills:** analysing, evaluating, communicating and reflecting

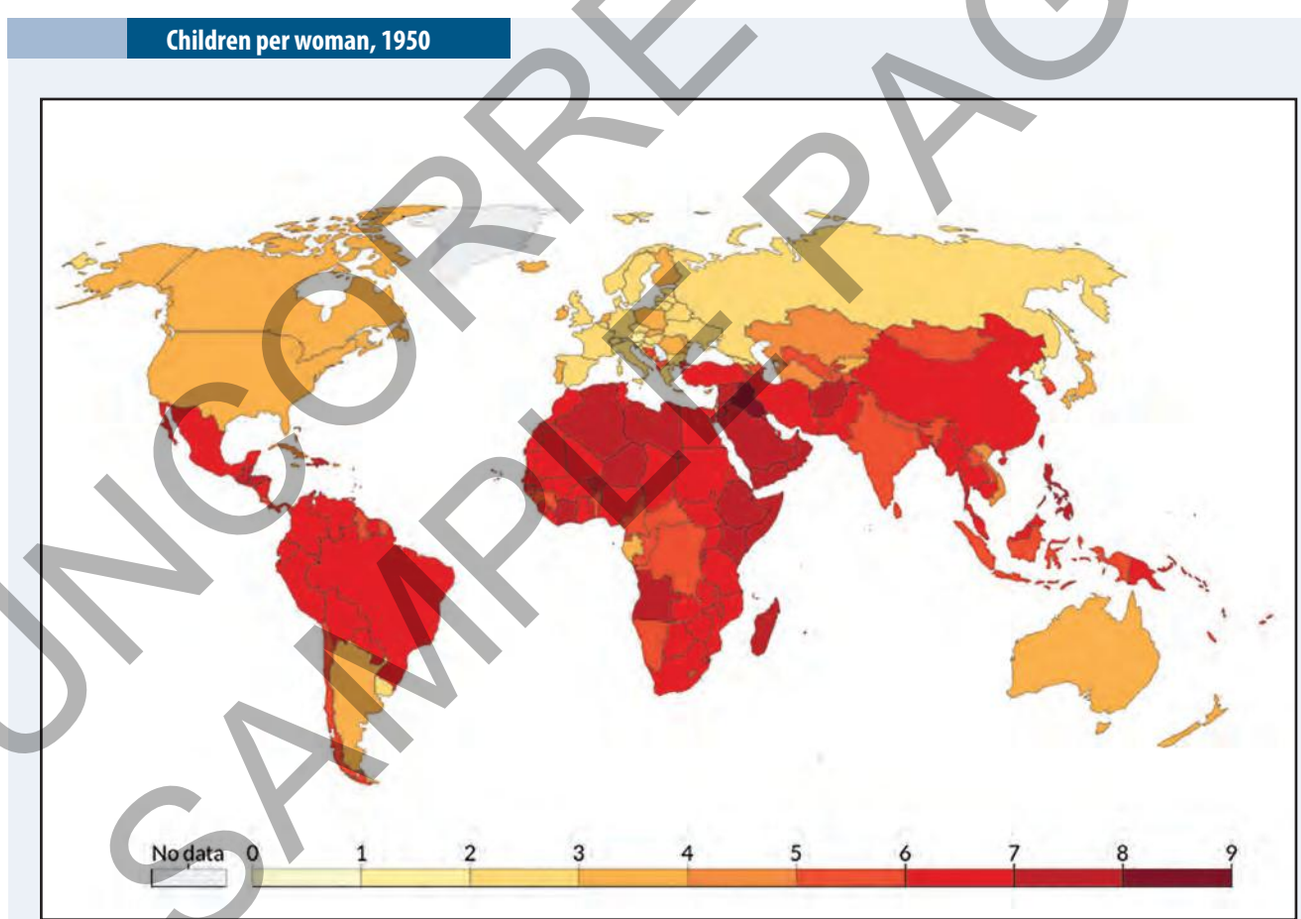
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## How does wellbeing change over time?

Studying the distribution of different wellbeing indicators does not just give us a current view of global variations. It can also reveal trends over time. By comparing the distribution of current data with past data, trends can be identified.

Looking at Figure 6.3.6, the TFR in 1950 was high in South America, all of Africa, the Middle East and most of Asia. China had one of the highest TFRs in Asia – between six and seven. By 1980, China's TFR had dropped significantly to between two and three, even though much of the TFR in other Asian countries stayed relatively high. This is because China introduced its One Child Policy in 1979, which legally restricted parents to have only one child. This policy was specifically aimed to slow China's population growth in order to prevent an economic collapse and widespread famine.

When combining the data from Figures 6.3.6 and 6.3.7 with the graph in Figure 6.3.8, it is clear that the One Child Policy was successful in reducing the TFR. However, this trend demonstrates the complexity involved in measuring human wellbeing: the policy successfully reduced the TFR, but it also led to a range of economic and social consequences for its population.

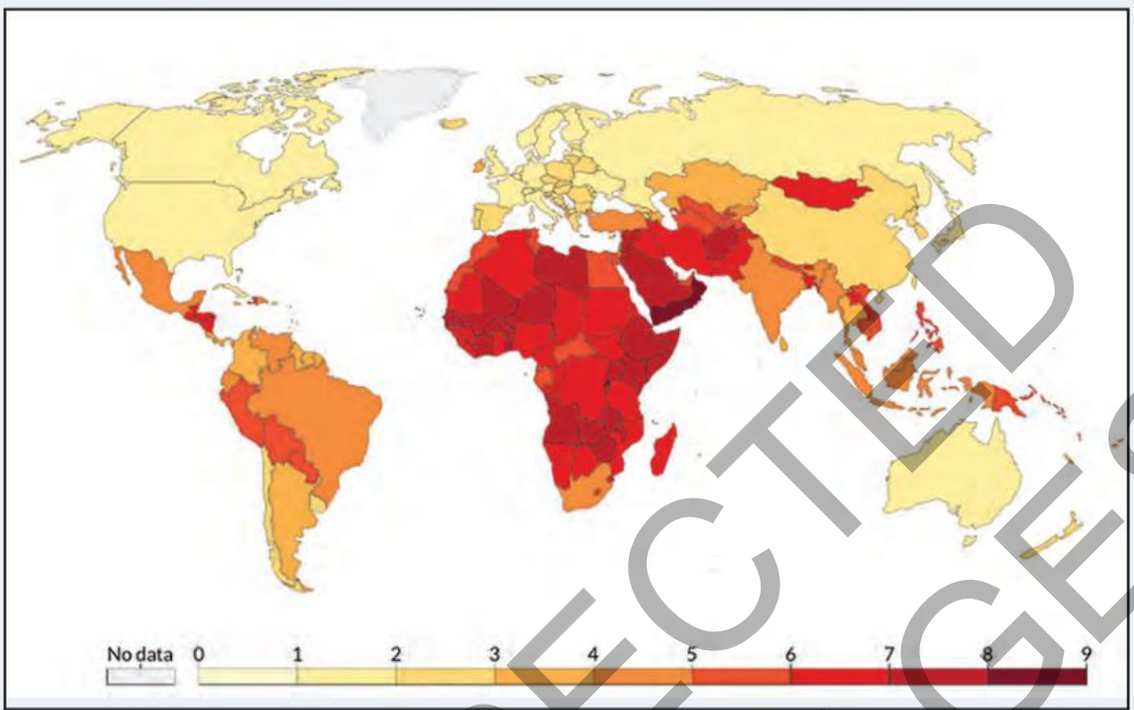



↑ Figure 6.3.6 Global distribution of TFR in 1950

**Source:** Our World in Data website, 2021

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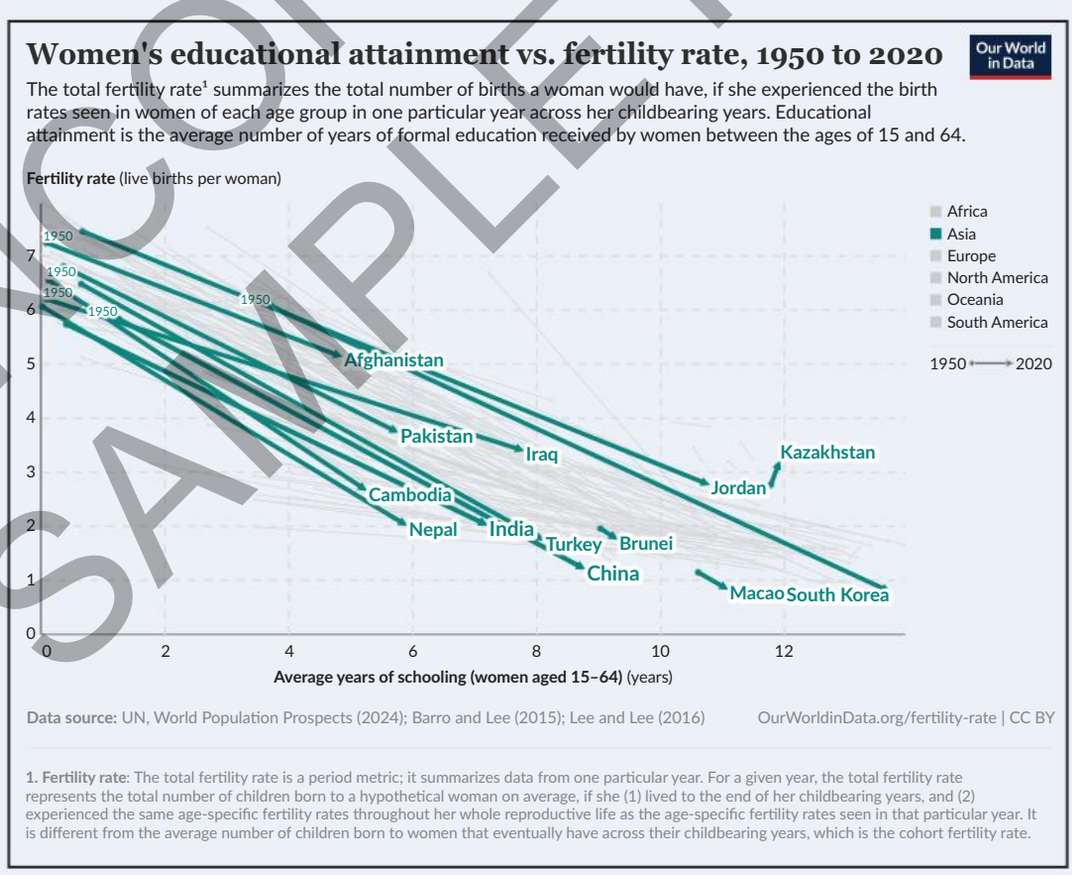
## Children per woman, 1980




↑ Figure 6.3.7 Global distribution of TFR in 1980

**Source:** Our World in Data website, 2021

## Women's educational attainment vs fertility rate, 1950–2020




↑ Figure 6.3.8 Change in TFR from 1950 to 2020 in Asia, compared with women's educational attainment

**Source:** Our World in Data website, 2021

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## Activity 6.9

### Analysing geographical data

Describe how the distribution of TFR changed over time between 1950, 1980 and 2020, using Figures 6.3.6–6.3.8. Suggest a reason for this change.

**Key concepts:** place, change

**HASS skills:** analysing, evaluating

## Developing geographical concepts and skills 6.5

### Describing trends

In addition to looking at the change in distributions, geographers look at how phenomena change over time by analysing line graphs. These types of graphs are created by plotting data for each year on a set of axes. Years are marked on the *x*-axis and the variable being measured is marked on the *y*-axis. Each data point is then joined with a line so that the trend of change can be seen. Figure 6.3.8 shows how the TFR of different countries has varied since the 1950s.

When describing the trend of a line graph, include the following:

- An overall description of what the graph is showing. What variable is the graph representing? Has it increased, decreased or remained stable over the time period?
- What values support your description? How much has the variable gone up or down? Over how many years?
- Mention any time periods that stand out as being unusual due to their rapid or slow growth. Include any peaks (high values) or troughs (low values) and quote the values for these.

**1** Choose two of the countries in Figure 6.3.8 and carry out the following tasks:

- Describe the trend of the change in TFR over time for each country.
- Compare the trends in these countries.
- State which country you think would have a higher level of wellbeing based on this information.

**Key concepts:** place, space, environment, interconnection

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

## Using population pyramids to determine wellbeing

Population pyramids are a type of graph that reveals a population's structure in terms of its age and sex. These graphs display the proportion of the population in five-year intervals. Each interval is divided into males and females.

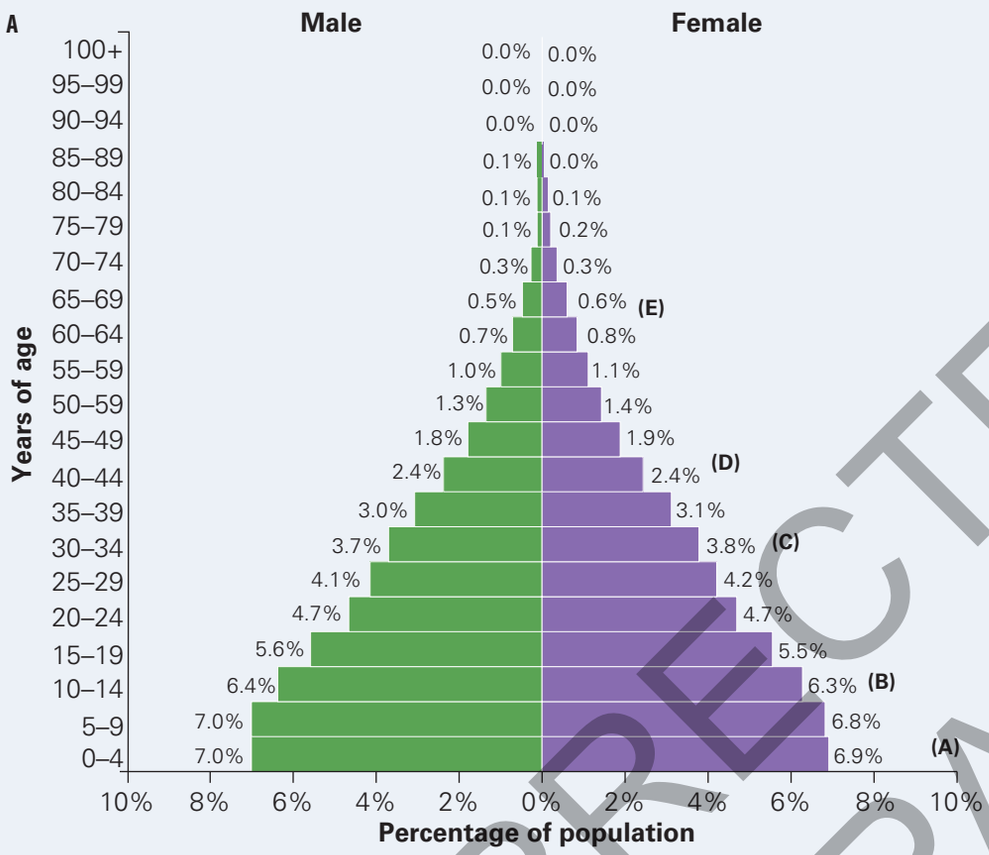
Population pyramids reveal information about various wellbeing indicators, such as whether TFR or IMR are high or low, or whether the population has a high or low life expectancy. They can also give clues about the significance that international **migration** is having on a population.

**migration** temporary or permanent movement of people from one place to another

Using this information, it is also possible to estimate whether a population is growing, stable or shrinking, and whether the population is predominantly old or young. This information is vital because it is linked to economic prosperity. Figure 6.3.9 (A and B) shows examples of some common shapes and what they indicate.

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## Age-based population pyramids



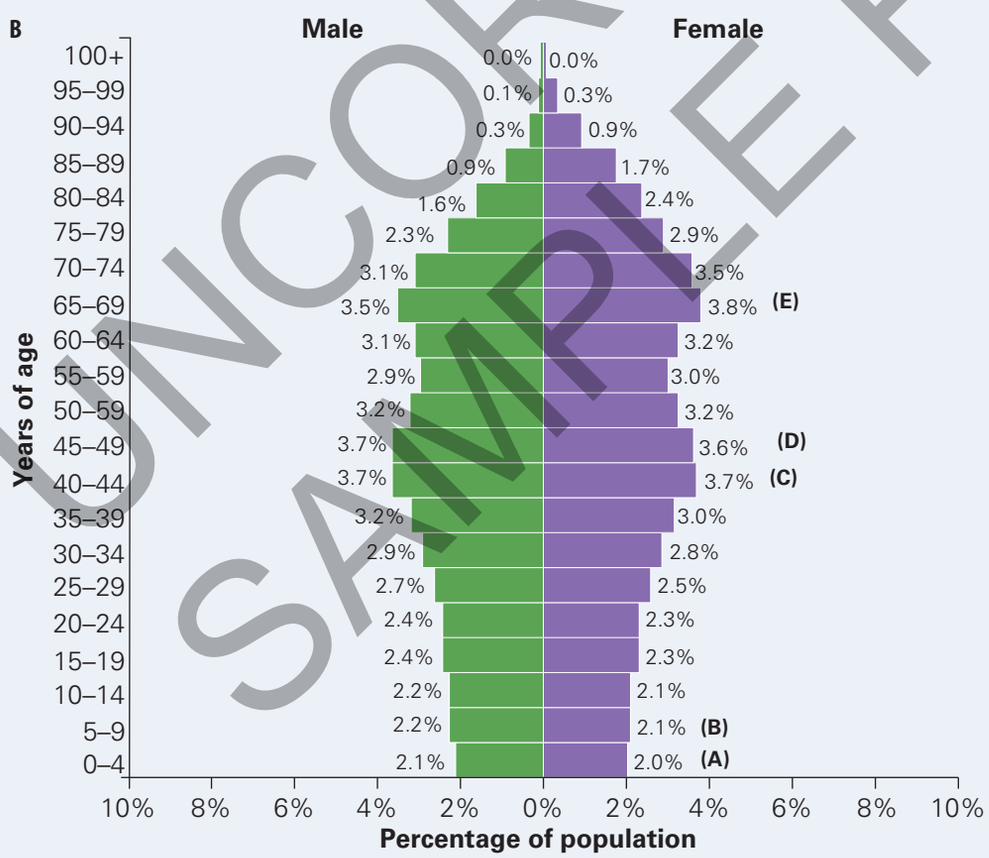

(A) A broad base indicates a high TFR

(B) A drop in the proportion of the 5–9 cohort compared with the 0–4 cohort implies a high IMR (there is no significant drop in Figure 6.3.9B)

(C) A relatively wide 30–40 cohort indicates a young population and a large workforce

(D) A triangular structure suggests the population is growing rapidly

(E) A sharp tapering of the 65+ cohorts indicates a low life expectancy




(A) A narrow base indicates a low TFR

(B) A consistency between the 0–4 and 5–9 age groups implies a low IMR

(C) A relatively wide 40–50 cohort indicates a large workforce, possibly due to immigration

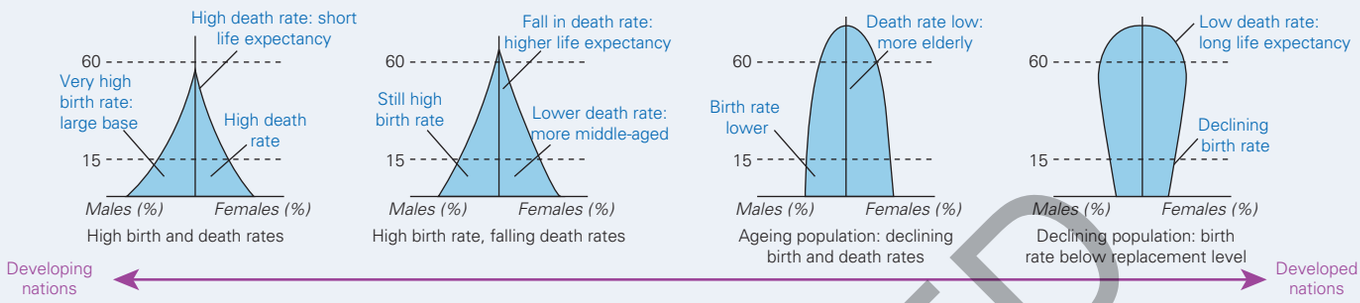
(D) An inverted triangular structure suggests a decreasing population

(E) A wide 65–79 cohort indicates a high life expectancy

↑ Figure 6.3.9 Two examples of annotated population pyramids

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## Population pyramid shape trends




↑ Figure 6.3.10 The general shape or structure of a population pyramid reveals whether the population is growing, stable or shrinking.

## Developing geographical concepts and skills 6.6

### Annotating a diagram

Annotating a diagram, photo or graph is a very important geographical skill. It helps geographers to analyse figures and convey their meaning to others. While labelling a diagram tells you what different kinds of things are in a diagram, annotating a diagram involves a description of what the things depicted are and why they are significant.

When annotating a population pyramid, it is important to include a description of:

- the overall shape of the pyramid and what this indicates
- the size of the base compared to other cohorts
- any bulges or indentations and what this might mean
- the size of the older cohorts.

1 Search online for the Population Pyramid website.
   - Choose a country and copy (via the Download button) its population pyramid into a graphic design or word processing program (such as Word) so you can annotate it.
   - Change the year for this country and describe how its population structure has changed over time.
   - Compare your chosen country with a classmate and discuss which country might have a higher level of wellbeing.

**Key concepts:** place, interconnection, change

**HASS skills:** questioning and researching, analysing, communicating and reflecting

## What are the causes of global variations in wellbeing?

In Geography, factors are the circumstances that contribute to something or make something happen. As shown in Table 6.4, factors can be classified using the SHEEPT acronym, which stands for social, historical, economic, environmental, political and technological.

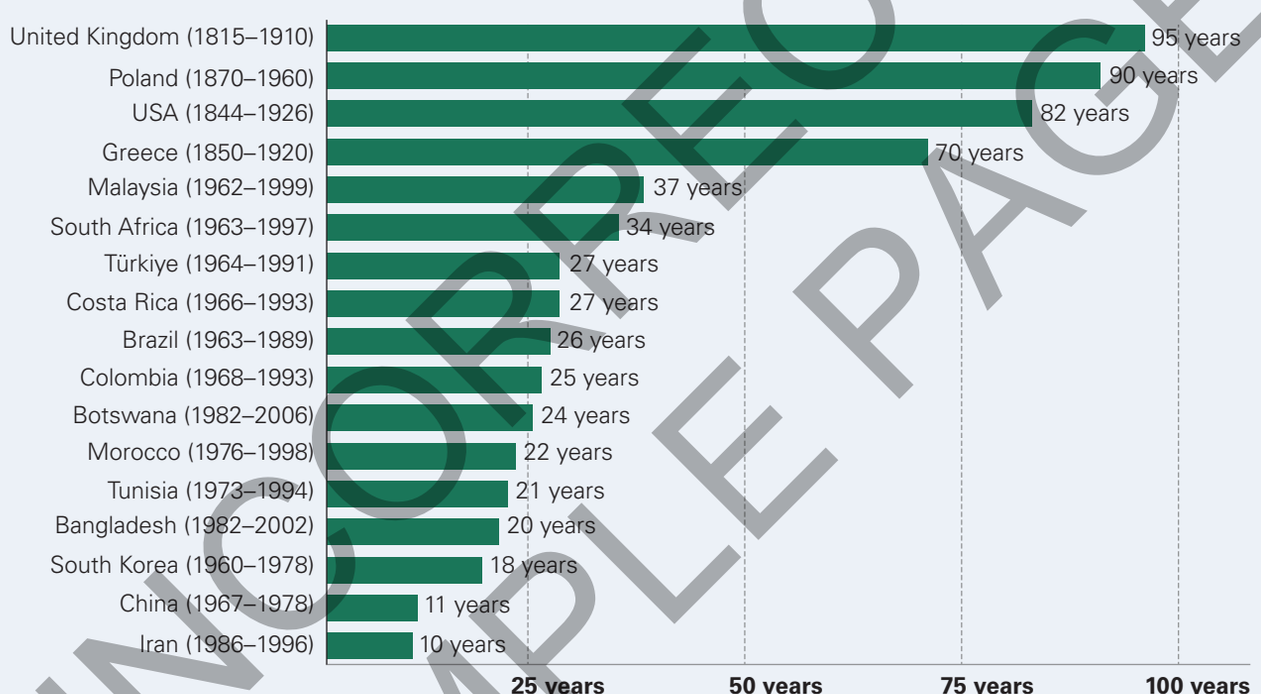
Many factors determine the wellbeing of a country's population. These factors can lead to trends within regions and variations between them. For example, Australia is rich in natural resources like coal and uranium, which has helped it to maintain economic prosperity. Similarly, Saudi Arabia owns 20 per cent of global oil reserves, which is the main reason it has the strongest economy in the Middle East.

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A country's social and historical context also determines variations in wellbeing. Figure 6.3.11 shows the time taken for various countries to reduce their TFR. While many European countries took nearly a century for the TFR to drop from six to three, Iran took only a decade. In some countries, social factors, such as religious beliefs or access to technology, have a large impact on the number of children a woman will have.

Political decisions can also play a vital role in determining a country's wellbeing. While many Central American countries, such as Guatemala and El Salvador, are battling poverty, crime and political instability, Costa Rica is relatively stable and economically prosperous. It is the happiest country in its region. This is largely because it has not had an army for 70 years – the money saved on defence has been spent on education and health care. This has led to an ALR of 98 per cent and an IMR of just 7.8, indicating a much higher level of wellbeing than neighbouring countries.

## Time taken for fertility to fall




↑ Figure 6.3.11 Time taken for countries to reduce their TFR from six to three

**Data source:** The data on the total fertility rate is taken from the Gapminder fertility dataset (version 6) and the World Bank World Development Indicators. The interactive data visualisation is available at OurWorldinData.org. There you can find the raw data and more visualisations on this topic. Licensed under CC-BY-SA by the author Mas Roser.

## Factors classified using SHEEPT

Table 6.4 Factors can be classified using the SHEEPT acronym

| Classification | Description |
|---|---|
| **S**ocial | Factors relating to people, including culture, values, religion, population structure, education and ethnicity |
| **H**istorical | Factors relating to actions or events from the past that might influence the present |
| **E**conomic | Factors relating to the earning or spending of money |
| **E**nvironmental/Physical | Factors relating to the influence of the characteristics of natural or human environments |
| **P**olitical | Factors relating to governments and the impacts of their decisions |
| **T**echnological | Factors relating to the influence and uses of difference types of technology |

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## Activity 6.10

### Check your understanding

In a table, provide an example of a factor affecting wellbeing for each of the SHEEPT categories.

**Key concepts:** interconnection, change

**HASS skills:** communicating and reflecting

## How does the level of development of a place influence its wellbeing?

A common way to classify countries based on their wellbeing is by their level of economic development. **Developed countries** are more **industrialised** and have a stronger economy than **developing countries**.

Countries are generally considered to be developed if they have a GDP per capita of above US$12 000, although many developed countries have a GDP per capita closer to US$40 000 or more. Developed countries also generally have a higher standard of living and greater access to medical care and technology. Developed countries rate higher than developing countries in most wellbeing indicators. They also rank higher in the UN Human Development Index. In combination, these factors often lead to developed countries having a stable or decreasing population (see Figure 6.3.12).

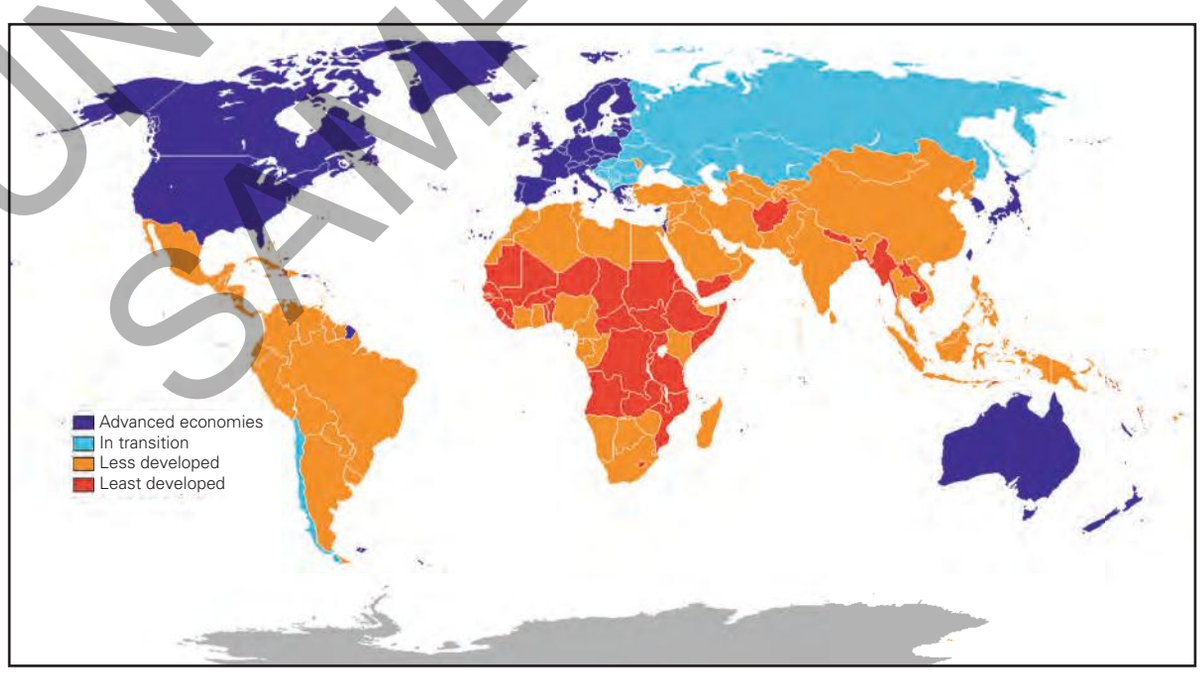
Developing countries are defined as having a low GDP per capita and a low level of industrialisation. They generally rank low in indicators such as adult literacy, access to sanitation and life expectancy. They also often have high levels of unemployment, widespread poverty, poor living conditions, a less safe environment to live in and rapidly growing populations.

Less economically developed countries are a subcategory of developing countries. They have the lowest level of social and economic development and

**developed country** country with a high GDP per capita, higher standards of living and greater access to medical care and technology

**industrialised** country or region that has transformed its economy from one based on agriculture to one dominated by industries such as manufacturing

**developing country** country with a low GDP per capita and a low level of industrialisation




↑ Figure 6.3.12 Location of developed countries compared with less and least developed countries

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often depend on developed countries to support them in establishing industries.

Emerging markets or transition economies are another subcategory of country, and one that is more difficult to define. These countries have characteristics that could place them in either the developed or developing categories. For example, China has the world's second-largest economy, but it also has a relatively low GDP per capita due to its enormous population.

## Activity 6.11

### Analysing geographical data

Using Figure 6.3.12, describe the global distribution of developed and developing countries.

**Key concepts:** space

**HASS skills:** analysing

## What are the consequences of global variations in wellbeing?

### Inequality

**economic inequality** differences in the wellbeing or wealth within a population, especially when the differences are uneven

Many issues relating to the inequality of wellbeing within countries' populations are related to **economic inequality**. In 2022, the 26 richest people owned an estimated US$2.872 trillion – that's greater than some nations' GDP! Figure 6.3.13 shows that the richest 1 per cent of people own nearly half of the world's wealth.

This 1 per cent of the world's population is all of the people in the world who own more than US$1 million worth of assets. In 2023, approximately 1.9 million Australians were in this category, with the number expected to rise.

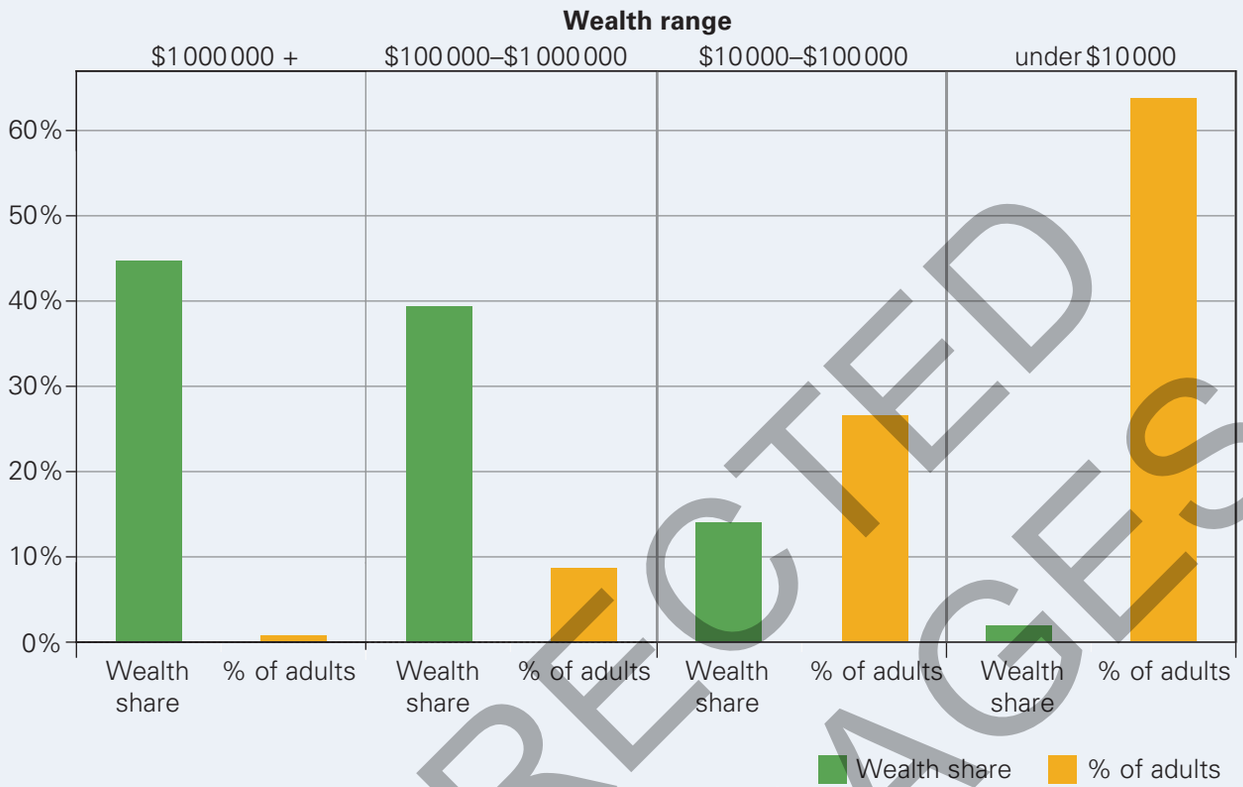
The distribution of the world's millionaires is also uneven and disproportional to population size. Figure 6.3.14 shows that 41 per cent of the world's millionaires are found in the United States, while a total of 65 per cent of the world's millionaires are found in Europe and North America combined.

According to the United Nations, the proportion of the global population living in developed countries is declining, and will be only 15 per cent in 2030. This is because the population of many developed countries is stable or shrinking as many more people choose to have less children.

In developing countries, particularly the least developed countries, the TFR is still very high, causing rapid population growth. This inequality between countries is fundamental to their levels of wellbeing. It means that the country into which you are born is a factor that is likely to determine whether or not you have access to basic services such as sanitation, clean drinking water, health services, adequate housing and technology.

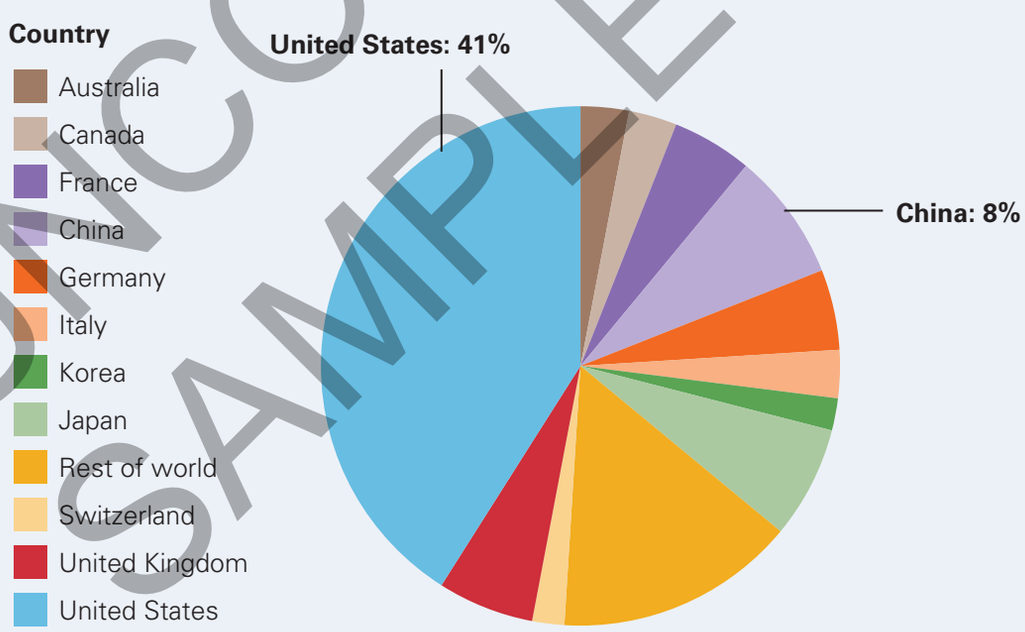
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## Wealth distribution




↑ Figure 6.3.13 In 2018, the richest 1 per cent of the global population owned 45 per cent of the world's wealth.

## Distribution of millionaires




↑ Figure 6.3.14 The distribution of the world's millionaires is uneven.

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**replacement rate** a total fertility rate (TFR) of 2.1 is the average number of babies women need to have within a country for its population to remain stable (this does not take into account population changes due to migration)

**ageing population** population in which the proportion of people 65 years old or older is growing

**social security** financial assistance, usually provided by the government, for people without an income (for example, elderly people or unemployed people)

## Growing and ageing populations

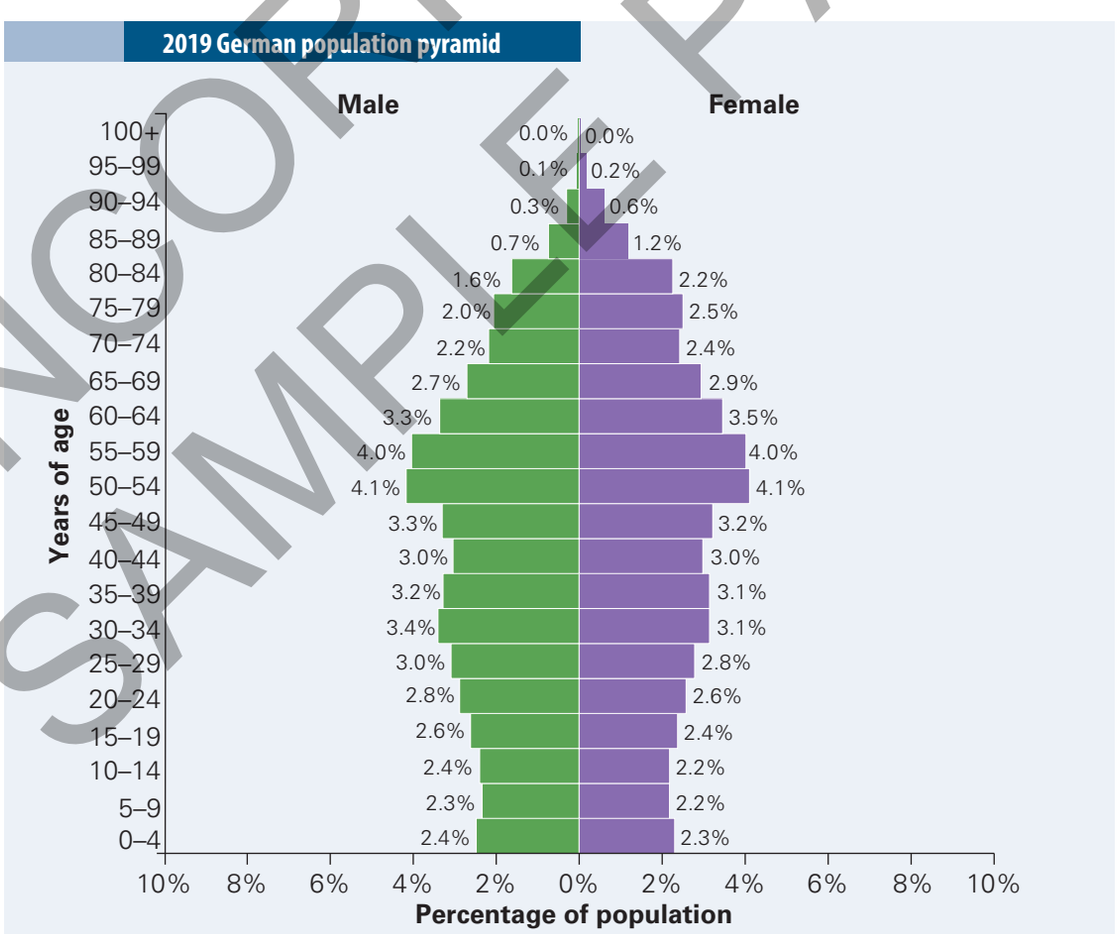
Wellbeing within a country has a large impact on its population growth. Economically developed countries with a high level of wellbeing generally have a low TFR and a high life expectancy. This leads to a stable or decreasing population.

Germany's population is stable and slowly decreasing. Its growth rate was –0.16 per cent in 2018. Germany's growth is negative because it has a TFR of just 1.5 children per woman. This is far below the **replacement rate** of 2.1, which is the amount of children a woman needs to have to keep the population stable. However, Germany's population isn't shrinking rapidly because it has a large annual migrant intake.

Figure 6.3.15 shows that Germany's population structure is very top-heavy and tapering inwards at the bottom. This indicates a high life expectancy and a low TFR. This means that, within a decade, Germany is likely to have an increasingly large dependent elderly population and a decreasing number of workers. This structure is also known as an **ageing population**.

Although an ageing population can have positives, such as low levels of unemployment and a prosperous lifestyle for many residents, it does create difficulties in managing the economy and ensuring the wellbeing of older residents. In many cases, elderly people require some form of **social security**, access to medical treatment and the opportunity to maintain an active social life.

On the other hand, less economically developed countries with a low level of wellbeing, such as Niger, often have a high TFR and a low life expectancy. This leads to a rapidly growing population.




↑ Figure 6.3.15 Germany's population pyramid in 2019

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At 3.8 per cent in 2018, Niger has the highest annual population growth rate in the world. If this growth rate is maintained, Niger's population of 22.2 million in 2019 will triple to 63.1 million by 2050. This is largely due to a very high TFR of 7.2 children per woman. Other countries within the Sahel region, such as Nigeria and Mali, have similar levels of growth.

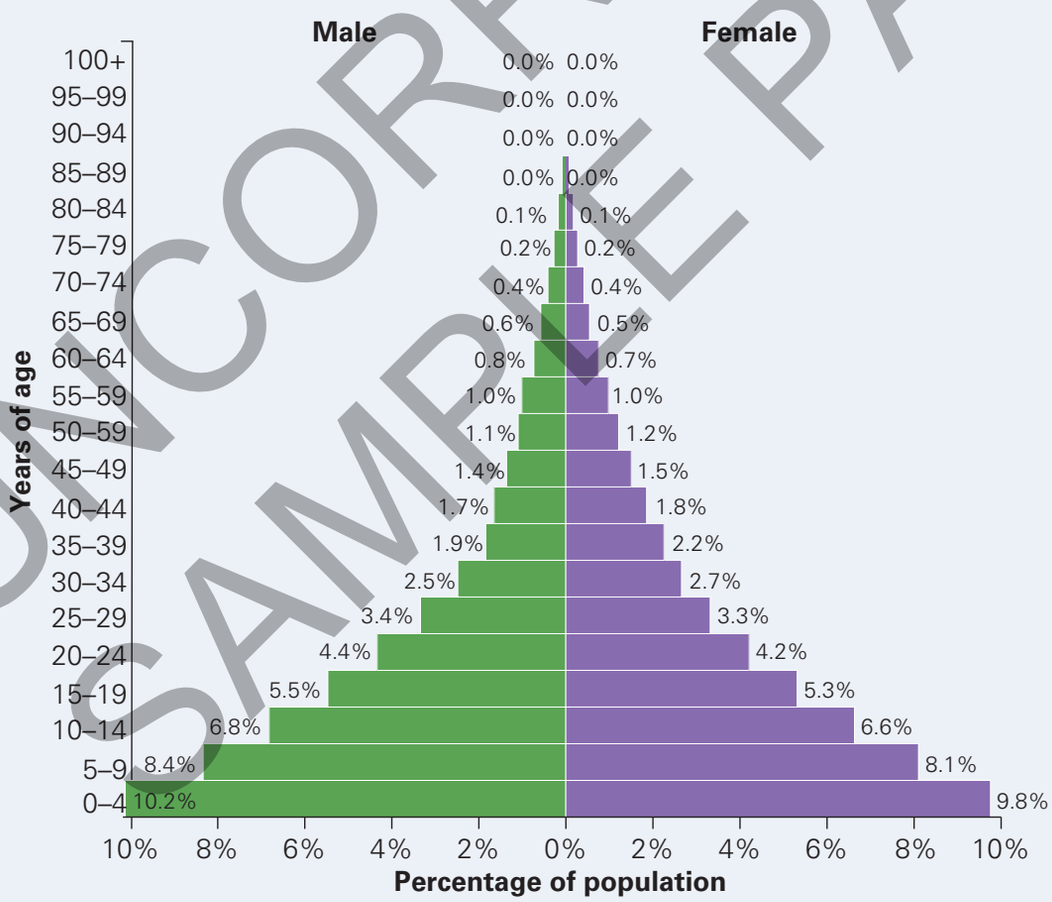
Figure 6.3.17 shows that Niger's population is very young. This can lead to economic growth by providing a **demographic dividend** in which there is a large number of people of working age. However, if it is not managed correctly, this factor can also create high youth unemployment, a lack of universal education, political unrest and a lack of food security.



↑ Figure 6.3.16 Children from Kannare village in south-western Niger

**demographic dividend** potential economic growth that can occur when the largest proportion of the population is of working age

**2019 Niger population pyramid**




↑ Figure 6.3.17 Niger's population pyramid in 2019

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## Activity 6.12

### Analysing geographical data

Compare Germany's and Niger's population pyramids in Figures 6.3.16 and 6.3.17. How are their population structures different? How might this affect the wellbeing of their populations? Can you predict how their shape might look today? Undertake further research to check your prediction.

**Key concepts:** space, interconnection

**HASS skills:** analysing, evaluating

### Migration

Large variations in the wellbeing of the population of different countries is one of the major causes of international migration. **Emigrants** from countries with low levels of wellbeing often leave their home country, either permanently to seek a better life or temporarily to seek employment.

Temporary emigrants usually send money to their families in their home countries in the form of **remittances**. While this has a very positive economic impact on the emigrants' countries of origin, it often has a negative economic impact on the country they have migrated to. For example, a country's local economy does not benefit from the earnings that are sent to emigrants' home countries, while the unemployment rate of **nationals** can rise due to emigrants being employed in the place of locals.

This situation has occurred in Saudi Arabia, where approximately one-third of its population are **immigrant** workers from places like India and Bangladesh. This has led to high levels of unemployment for Saudi Arabians.

In extreme cases, excessive migration can lead to conflict, illegal activity (such as people smuggling) and humanitarian crises. Many people from places such as Mexico, Guatemala and Venezuela flee the inequality, violence and economic hardship they experience in their home countries, seeking better living conditions in the United States.

In 2024, Guatemala was considered one of the most dangerous places to live because of its long-standing civil war, while Venezuela was battling a severe economic crisis. According to the United Nations High Commissioner for Refugees, many of these people are **refugees** who are legally seeking asylum – they are fleeing for their lives. In December 2023 alone, 249 741 migrants were stopped by the US Border Patrol after crossing the US–Mexico border seeking asylum.

Many of the **asylum seekers** who cross the US–Mexico border are detained for processing. The vast majority are denied refugee status, meaning they are not allowed to settle within the United States.

**emigrant** person leaving their country of origin

**remittances** money that an international migrant earns and sends back to an individual or family in their home country

**national** a citizen of a country

**immigrant** person moving to a foreign country

**refugee** person who has fled their home country and is unable or unwilling to return due to fear of being persecuted

**asylum seeker** person who flees their home country and enters another country to apply for protection as a refugee

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↑ Figure 6.3.18 The US border fence adjacent to Nogales, Mexico

## Making thinking visible 6.3

### Headlines

Write a headline based on one of the impacts of global variations in wellbeing. Consider how you will capture the most important aspect of the situation. You might wish to undertake some research about a specific place to give your headline some context.

**Key concepts:** place, interconnection, scale, change

**HASS skills:** questioning and researching, communicating and reflecting

## Lesson 6.3 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

**Go online to access the interactive section review and more!**

### 6.3 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Define 'distribution' and 'spatial association'. Summarise why these concepts are important. Outline the steps needed to describe them.

2 Describe the difference between a developed and a developing country.

3 Define 'inequality' and explain how is it linked to wellbeing.

4 Define 'ageing population' and 'growing population'. For each situation, explain how it might affect the wellbeing within a country.

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**5** Describe the term 'replacement rate' and explain why it is significant. Why is Australia's population increasing despite having a TFR of 1.77?

**6** Summarise one example of a negative impact of global variations in wellbeing.

### Interpret

**7** Classify the following factors using the SHEEPT categories (some factors might belong in more than one category):

- **a** An aid organisation has provided free contraception and education to women in a village in Ethiopia.
- **b** A civil war breaks out in New Zealand between the North and South Islands.
- **c** The population density of Manila, Philippines, has reached over 40 000 people per sq km.
- **d** A new malaria vaccine has been developed and the Nigerian Government has made it freely available.

**8** Describe how variations in global wellbeing lead to migration.

**9** Discuss one positive and one negative impact of migration.

### Argue

**10** Outline one or more factors that might explain the distribution of one of the wellbeing indicators shown in Figures 6.3.1–6.3.5. Undertake research to see if your suggestion is accurate.

**11** 'Inequality is both a cause and a consequence of variations in human wellbeing.' Evaluate this statement with reference to some of the topics and specific examples explored in this chapter.

## Apply

**1** Visit the Population Pyramid website.

- **a** Based on the shape of the world's population pyramid, is the global population growing or shrinking?
- **b** How did the world's population pyramid look different in 1980? What is it projected to look like in 2050?
- **c** Examine Saudi Arabia's population pyramid. State a reason for the greater amount of middle-aged male cohorts.
- **d** Choose another country from the list and discuss the implications of that country's current and projected population pyramid in terms of the wellbeing of its residents.

**2** Visit the If It Were My Home website.

- **a** Choose two countries to compare (for example, Australia and Canada).
- **b** Read each of the indicators and decide which country would have a higher level of wellbeing.
- **c** The red scores are meant to be worse and the green scores are meant to be better. Is this always the case when comparing Australia with places such as Ethiopia? For example, why would someone from Ethiopia spend 99.7 per cent less on health care compared with someone from Australia?

**3** Research China's One Child Policy and prepare a brief summary. Explain why it was introduced. Discuss whether or not it was successful, and the social and economic impacts it had on China's population.



**Key concepts:** place, space, interconnection, sustainability, scale, change



**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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# The reasons for spatial variations in human wellbeing at a national scale

## Focus questions

- **How does human wellbeing vary at a national scale and what impact does this have?**
- **What are the causes of variations in wellbeing and how are these causes interconnected?**

## How does human wellbeing vary at a national scale?

Variations in human wellbeing occur on a national scale, which means they can vary from place to place across an entire country. This variation is often measured by region. Geographers use regions as a way of dividing an area into smaller areas that differ in their characteristics. Sometimes these divisions seem to be arbitrary, such as the divisions between the states and territories of Australia.

Regions can be divided further into subregions. For example, Western Australia is divided into subregions including Gascoyne, Goldfields-Esperance, Great Southern, Kimberley, Mid West, Peel, Pilbara, South West, Wheatbelt and Metropolitan Perth. Metropolitan Perth can be further broken down into different suburbs (for example, Cottesloe, Innaloo, Midland and Harrisdale).

Differences in wellbeing within a country are often referred to as inequality. This means some citizens of a country have a higher level of wellbeing than other people in the same country.

A common comparison between regions is GDP per capita or average income. Other measures include things like unemployment levels, safety, air quality and internet speeds. Mexico, for example, has a very high variation in homicide rates, ranging from 2.4 murders per 100 000 people in Yucatan on the eastern peninsula, to almost 65 murders per 100 000 people in Guerrero on the Pacific coast. The following case study provides an example of a country that has large variations in various aspects of human wellbeing.

## Case study 6.1

### Rural/urban wellbeing in Vietnam

Vietnam is a developing country with one of the fastest-growing economies in South-East Asia. Despite only having a GDP per capita of approximately US$4086 in 2022, Vietnamese people are above average in their ability to convert wealth to wellbeing. This means Vietnam ranks as highly in wellbeing indicators as many countries with twice its wealth.

Since the 1986 economic reforms known as the Doi Moi, Vietnam has seen high economic growth rates, one of the greatest reductions in poverty in the world and vast improvements in living standards. However, this growth has also widened the gap between rich and poor people. This gap is particularly prevalent when comparing relatively wealthy urban regions with surrounding poorer rural areas.

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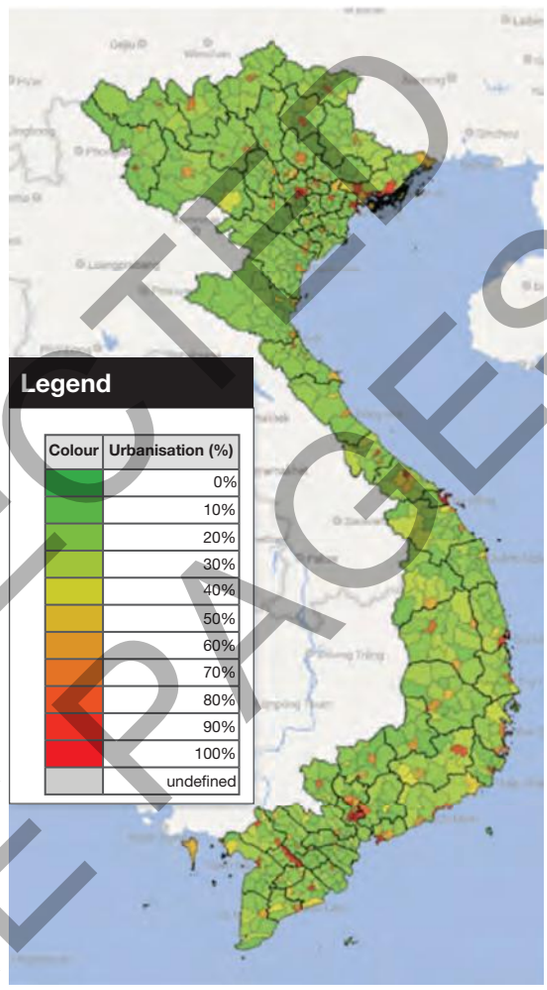
## Amazing but true…

The richest person in Vietnam earns more in one day than the poorest person earns in 10 years. This rich person could spend US$1 million every day for six years before they ran out of money.

While Vietnam's economy was once dominated by agriculture, recent government expenditure and foreign investment in its urban areas have led to a transition towards manufacturing and services industries.

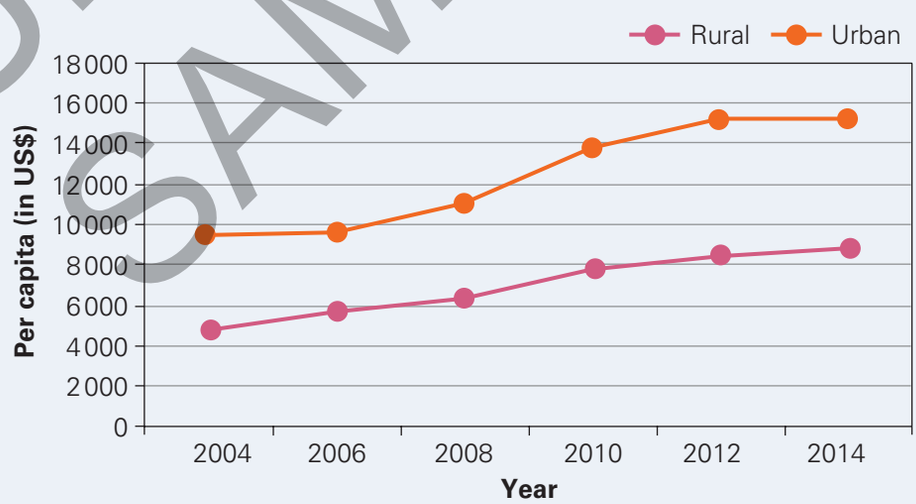
However, while Vietnam's urban regions have become growth centres, rural regions are still dominated by the agricultural industry, which has shown only minor economic growth. In addition to economic inequality, rural regions fall behind urban regions in a number of wellbeing areas:

- Although Vietnam's overall TFR is 2.01, which is below the replacement rate of 2.1, the TFR remains much higher in the Central Coast and Central Highlands regions, resulting in larger household sizes. This is largely due to a lack of contraception and family planning services.
- Vietnam's IMR is very low in cities such as Hanoi and Ho Chi Minh City, similar to many European cities. However, in rural areas of Vietnam the TFR is among the highest in the world, particularly in remote areas where there is limited access to health care.
- Although over 84 per cent of Vietnamese people have access to a safe water supply in urban areas, those living in rural areas of Vietnam face a different level of access, with only 34.8 per cent able to access a safe water supply.
- On average, residents in urban areas of Vietnam have attended two more years of schooling compared with those in rural areas.



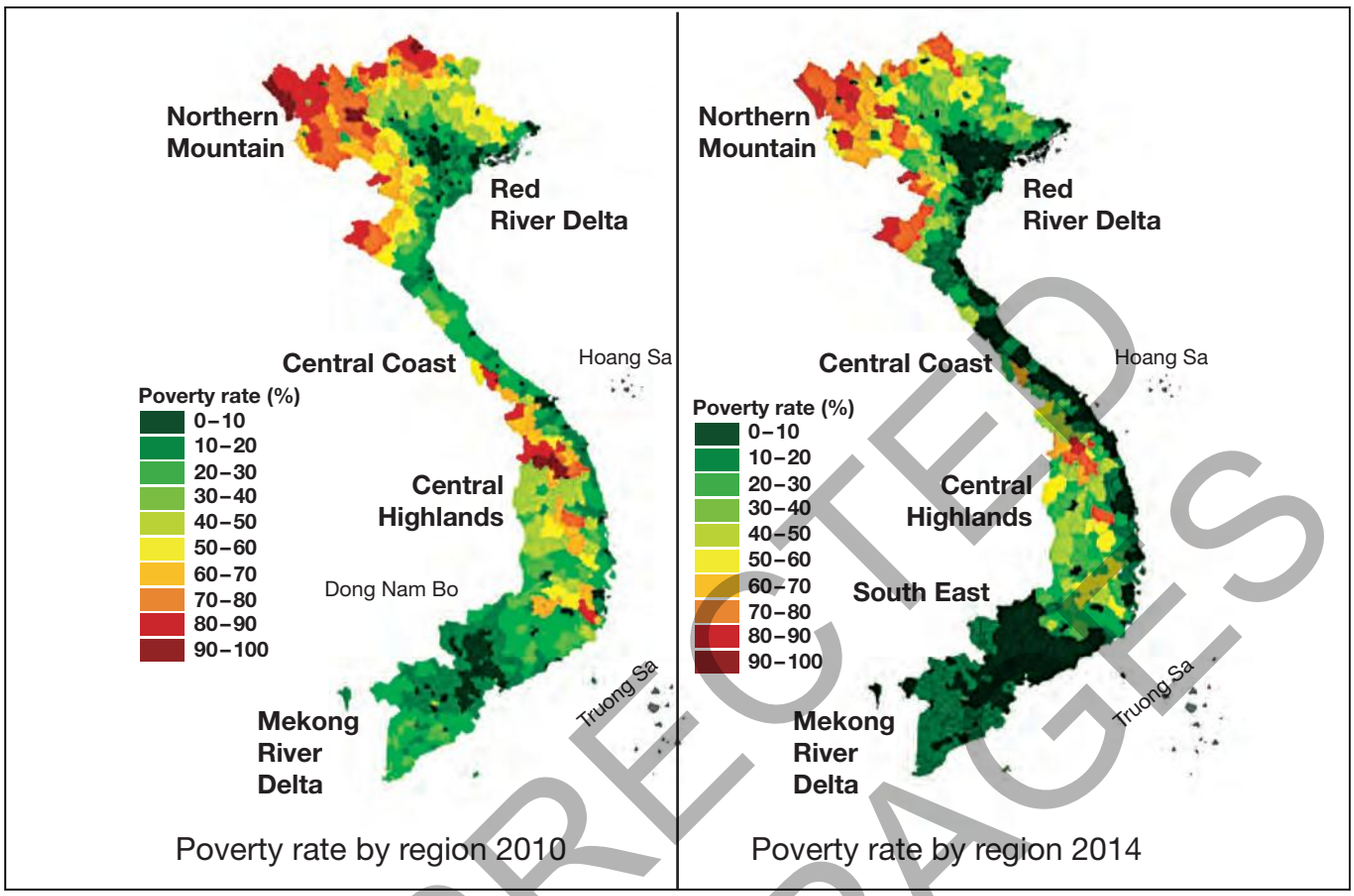

↑ Figure 6.4.1 Distribution of rural and urban regions in Vietnam

**Income per capita in Vietnam**




↑ Figure 6.4.2 Income per capita in Vietnam's rural and urban areas over time

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↑ Figure 6.4.3 Distribution of poverty within Vietnam

## Analysing geographical data

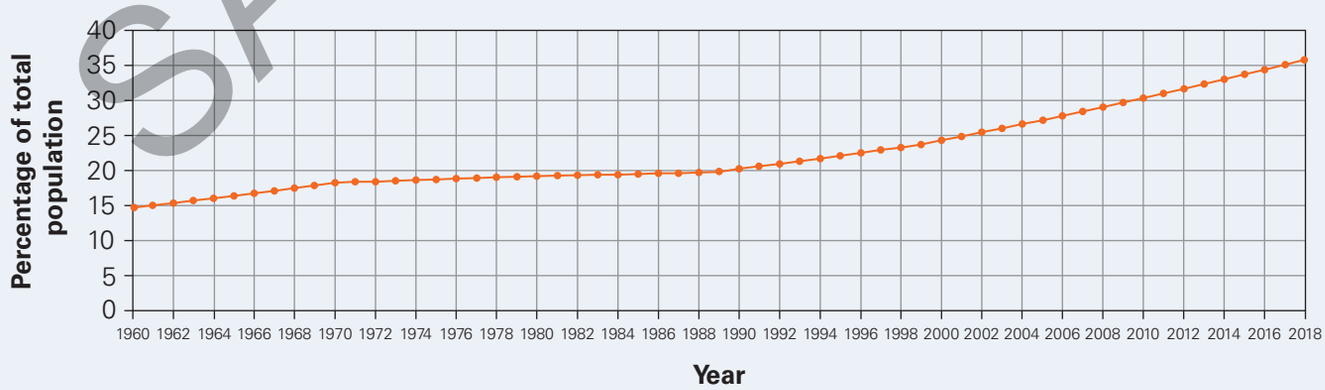
**1** Using Figures 6.4.2 and 6.4.3, describe the spatial association between the regions with high levels of poverty and the level of urbanisation within those regions. The instructions in Developing geographical concepts and skills 6.3 on page 297 will help.

**Key concepts:** place, space

**HASS skills:** analysing, communicating and reflecting

One of the biggest impacts of the economic divide between urban and rural areas has been rapid urbanisation. The rapid expansion of the business sector in urban areas of Vietnam has created an increase in the demand for labour. As a consequence, many Vietnamese people have left rural areas for places such as Hanoi in search of better employment opportunities and living conditions. Figure 6.4.4 shows the change in the proportion of Vietnamese people living in urban areas between 1960 and 2018.

### Urbanisation within Vietnam




↑ Figure 6.4.4 Change in proportion of Vietnamese people living in urban areas between 1960 and 2018

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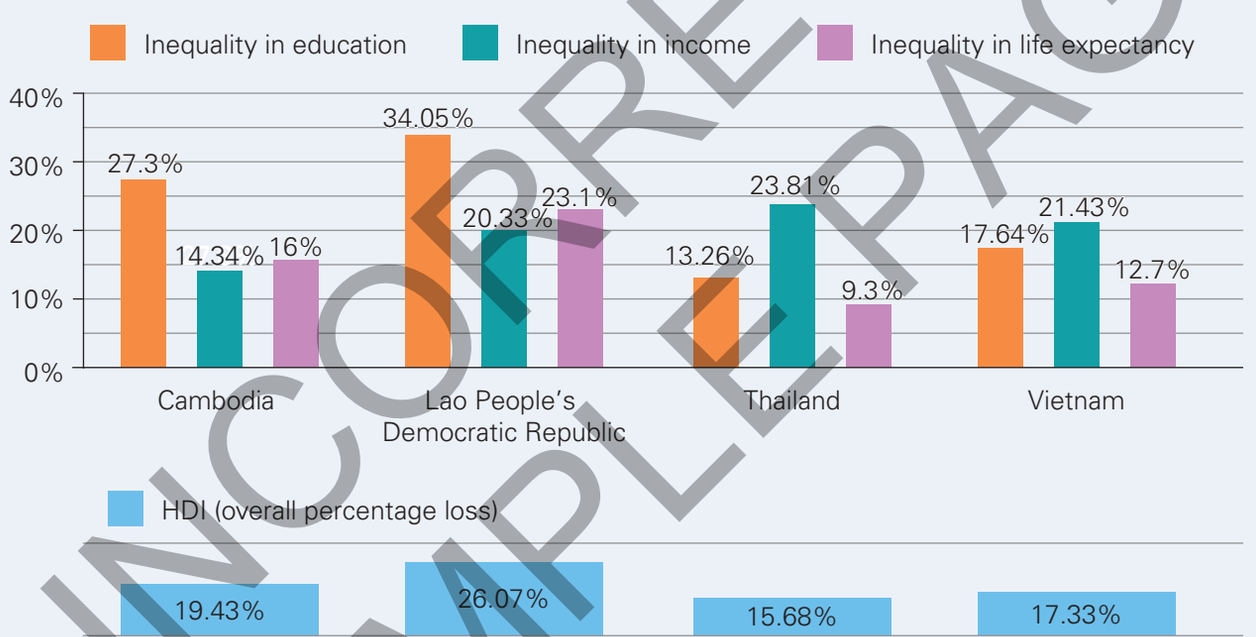
While rural-to-urban migration often does improve the wellbeing of those who migrate, it also increases the unevenness of wealth distribution – urban areas continue to prosper while neighbouring rural regions struggle to retain workers. This can ultimately reduce wellbeing in rural areas for people who cannot migrate, because even less money is invested in these poorer regions.

Rapid urbanisation can also lead to very high population densities in urban centres. Negative impacts associated with this can include a lack of housing availability and affordability, increased traffic congestion and poorer air quality. If urban areas do not have the space, resources and infrastructure to manage population growth then this growth is considered unsustainable, and can ultimately lead to a reduction in the wellbeing of urban residents.

To manage the urban–rural divide, the Vietnamese Government is faced with a number of challenges, including:

- providing economic support for disadvantaged people (for example, subsidies to help rural farmers to maintain economic growth in the agricultural sector)
- investing in rural areas to develop industries that will provide jobs
- increasing the level of education in rural areas, particularly for females and ethnic minorities
- managing urbanisation to ensure it is sustainable and doesn't adversely affect urban regions
- attracting foreign investment to establish industries in rural areas that will help to evenly distribute wealth, job opportunities and the population.

**Comparing inequality**




↑ Figure 6.4.5 Comparison of Vietnam's inequality with its neighbouring countries, based on three inequality measures. The HDI (overall percentage loss) is an overall measure of inequality based on how much it causes a country's HDI score to decrease.

## Analysing geographical data

Refer to Figure 6.4.5 and complete the following tasks:

1. Rank the four countries from the most equal to the least equal.
2. Which of the three indicators shows the biggest variation between the four countries?
3. Search online for the United Nations Development Programme website. Click on the Data tool and compare Vietnam's level of inequality with other countries around the world, such as Italy.
4. Figures 6.4.6 to 6.4.9 depict the contrast in living conditions and lifestyles between Vietnam's rural and urban regions. Describe the differences shown in these figures. Compare them with your own lifestyle and your home city or town.

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↑ Figure 6.4.6 Women working in the rice fields in Sa Pa in north-western Vietnam



↑ Figure 6.4.7 Rural village among the terraced rice fields of Sa Pa



↑ Figure 6.4.8 Traffic in Ho Chi Minh City, Vietnam's capital city



↑ Figure 6.4.9 Ho Chi Minh City, the largest Vietnamese city by population

**Key concepts:** place, space, environment, scale

**HASS skills:** questioning and researching, analysing, communicating and reflecting

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Go online to access the interactive section review and more!

## Lesson 6.4 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

### 6.4 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Define 'inequality' and provide an appropriate example.

2 Identify common measurements used to compare regions.

3 Write a paragraph to describe the variation in wellbeing in Vietnam. Include statistics as evidence.

#### Interpret

4 Rural regions in Vietnam have lower levels of wellbeing with respect to a number of different factors.

- **a** Choose one of these factors and suggest two things that have contributed to this inequality.
- **b** Describe two potential impacts of this inequality.

#### Argue

5 'Unsustainable levels of rural-to-urban migration can lead to a reduction in wellbeing in both rural and urban areas.' To what extent do you agree with this statement? Use information from this chapter and further research to justify your argument.

6 The Vietnamese Government is faced with a number of management challenges due to regional inequality.

- **a** State which of these challenges you think will be the most difficult to overcome. Justify your decision with evidence.
- **b** In one paragraph, design and outline a management initiative that the Vietnamese Government could implement to try to overcome this challenge.

### Apply

1 Using Google Street View, explore photos of different places within Ho Chi Minh City and Hanoi. Describe the differences in their geographic characteristics and discuss how this is linked with wellbeing.

2 Research Doi Moi. Why was it needed, was it successful and what impact has it had on wellbeing within Vietnam?

3 Visit Gapminder Foundation online and explore the Dollar Street resource, via the link at https://cambridge.edu.au/redirect/11300. Select Vietnam as your location.

- **a** Describe the disparity in wellbeing experienced between the highest and lowest income earners for different indicators, including toilets, homes or drinking water.
- **b** Discuss what these observations tell you about the interconnection between different aspects of human wellbeing and income.

4 Search online for the Organisation for Economic Co-operation and Development (OECD) Regional Wellbeing website.

- **a** In pairs, choose a country and try to find the region that has the highest overall level of wellbeing based on what you think are the most important indicators.
- **b** Compare your results with your partner and discuss the differences.

**Key concepts:** place, space, interconnection, sustainability, scale, change

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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# The reasons for spatial variations in human wellbeing of Australia's Aboriginal and Torres Strait Islander population

## Focus question

**Why does human wellbeing vary between Australia's Aboriginal and Torres Strait Islander populations and what impacts does this have?**

## Variation of wellbeing within Australia

> *Australia's treatment of her Aboriginal people will be the thing upon which the rest of the world will judge Australia and Australians – not just now, but in the greater perspective of history.*
>
> ↑ Figure 6.5.1 Gough Whitlam, speech delivered at Blacktown, NSW, 1972

First Nations peoples represent approximately 3.8 per cent of Australia's population. However, there is a wide gap between the wellbeing of Indigenous Australians and non-Indigenous Australians, based on demographics, wealth, education and health.

Although statistics show that First Nations peoples living in urban areas have a relatively low level of wellbeing, this gap is even wider when considering First Nations peoples living in remote communities.

Figure 6.5.2 shows the location of remote communities comprising 14 per cent of First Nations peoples.

The differences in the wellbeing of Indigenous and non-Indigenous Australians become apparent when comparing demographics. There is a large variation in life expectancy – First Nations peoples die on average 6.6 years earlier than non-Indigenous Australian people. There is also a large difference when comparing the age structure of these populations.

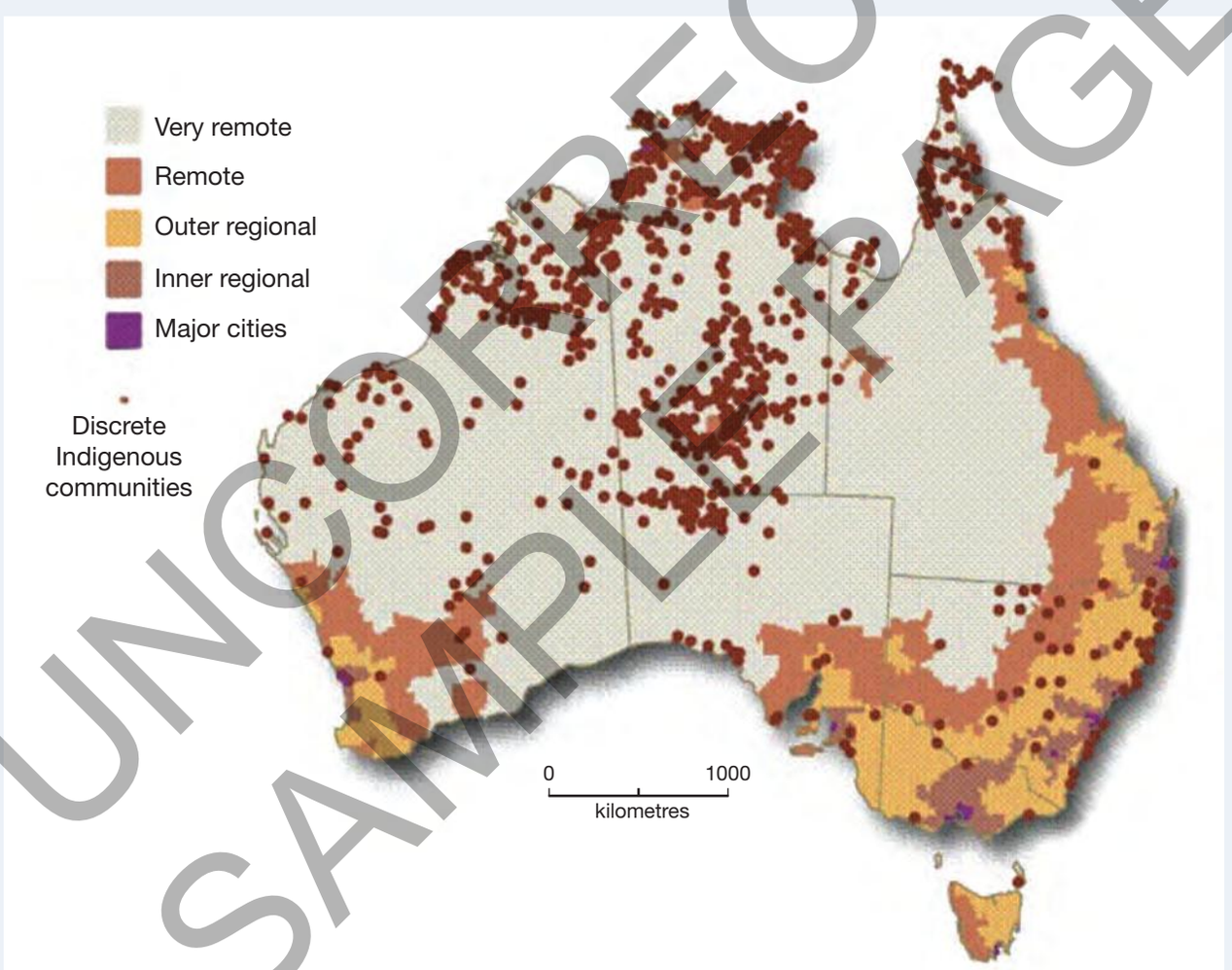
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Figure 6.5.3 shows the age structure of the First Nations population compared with the non-Indigenous population. While non-Indigenous Australians have a population pyramid similar to most other developed countries, the shape of the population pyramid for First Nations peoples is similar to those of many developing sub-Saharan African countries.

Over half of Australia's First Nations population are people aged under 25, compared to just one-third of Australia's non-Indigenous population, which has a large proportion of people aged 65 years and older.

The differences in wellbeing between these populations extend beyond demographic measures. The 2021 Australian Census showed that only 56.7 per cent of First Nations peoples aged between 20 and 24 years had completed Year 12. While this was an increase from 47 per cent in 2011, it is still very low when compared with over 79 per cent for non-Indigenous Australians.

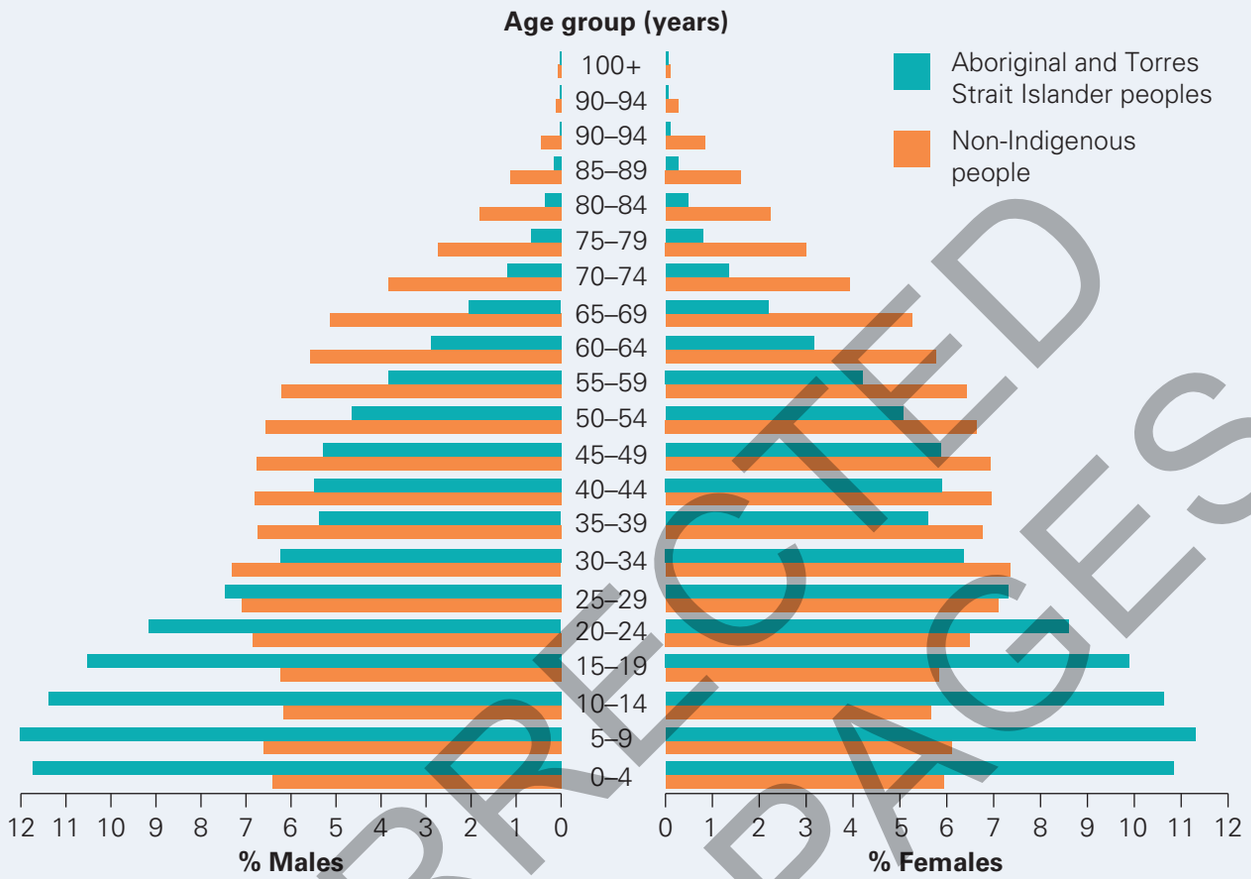
**Aboriginal and Torres Strait Islander communities**




↑ Figure 6.5.2 Location of First Nations communities in Australia

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**Population pyramids of Indigenous and non-Indigenous people**




↑ Figure 6.5.3 Population pyramid comparing First Nations and non-Indigenous populations

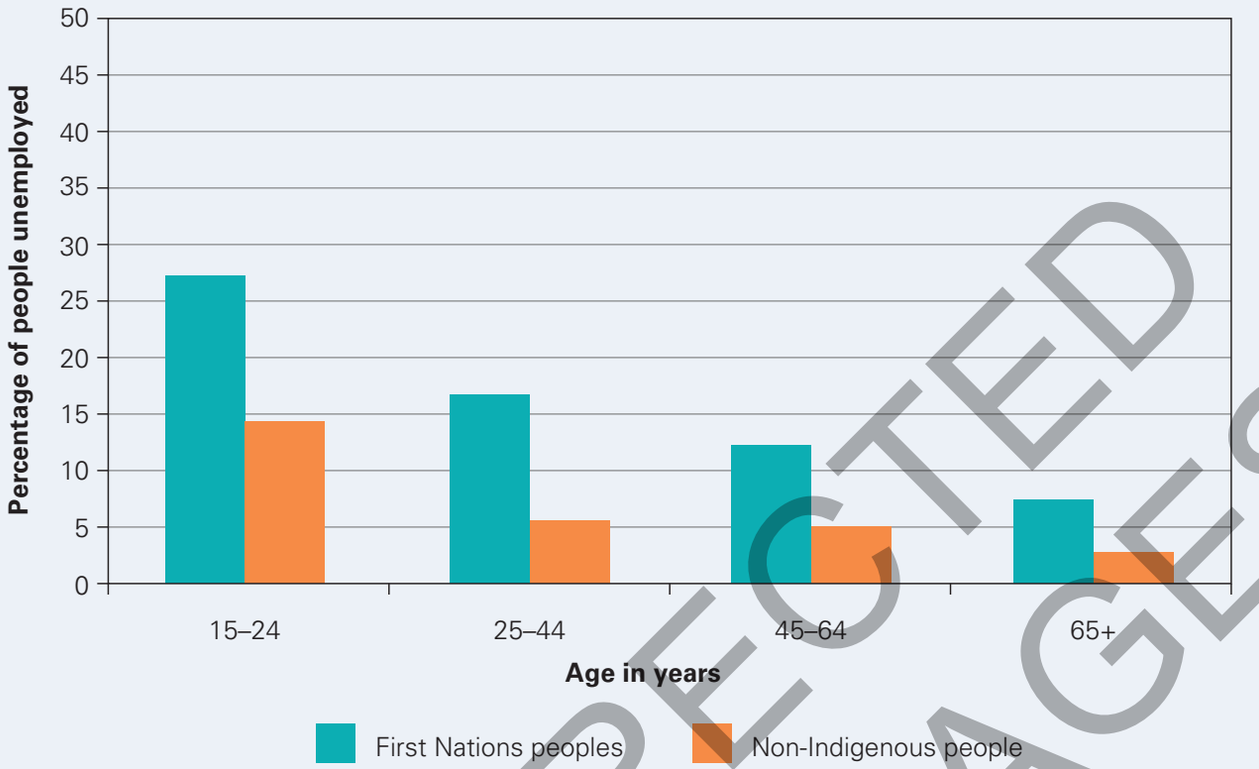
The percentage of First Nations peoples who were unemployed in 2021 was 12 per cent, a decrease from 18 per cent in 2016. Figure 6.5.4 illustrates the variation in unemployment between age groups.

For First Nations peoples, the average weekly income was quite low – A$540, compared with the Australian weekly average income of A$805. The average weekly income is even lower for First Nations peoples living in remote communities, such as Binjari, which is located near Katherine in the Northern Territory (see Figure 6.5.5).

The disparity in wellbeing experienced by First Nations communities is a result of many factors stemming from historical disadvantage since the colonisation of Australia. The dispossession of land and disruption in communities, culture and resources has resulted in ongoing economic and social disadvantage through many generations. Actions to reduce the gap in wellbeing in Australia are ongoing, and improvements can be seen. However, a lack of sufficient funding and gaps in policy decisions create barriers to achieving positive outcomes, including quality health care, improving education attainment and ensuring job opportunities.

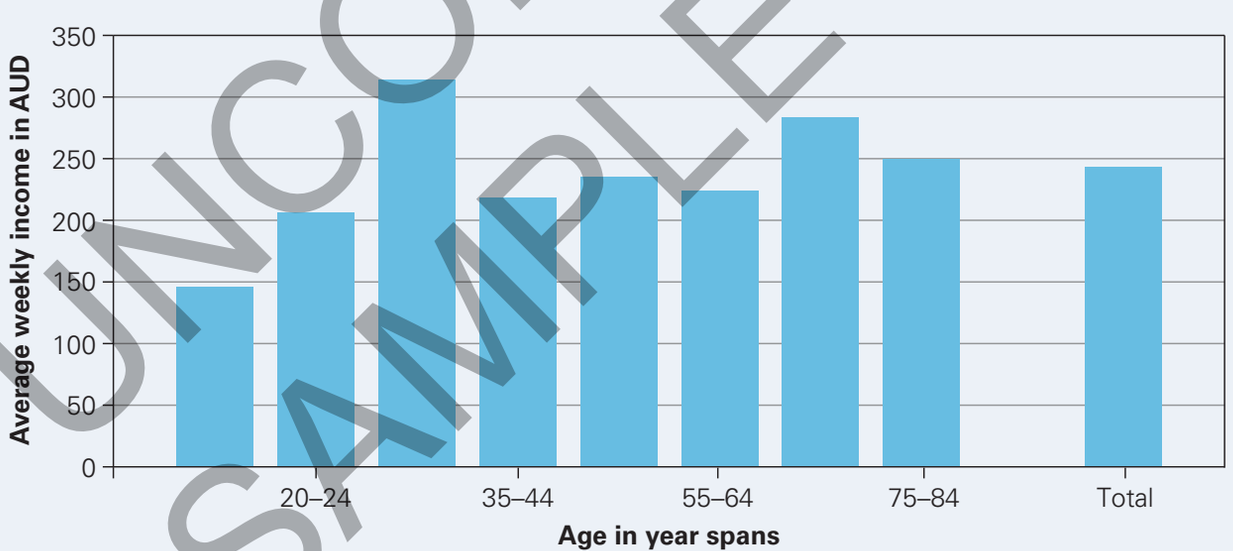
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**Unemployment rates for Indigenous and non-Indigenous people**




↑ Figure 6.5.4 Unemployment rate for First Nations peoples compared with non-Indigenous Australians

**Average weekly income in Binjari, Northern Territory**




↑ Figure 6.5.5 Average weekly income for different age groups in Binjari, Northern Territory

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## Activity 6.13

### Analysing geographical data

1 Compare the population pyramids for Australian First Nations peoples and non-Indigenous Australians using Figure 6.5.3. Refer to specific age cohorts as well as the overall shape of the pyramids.

2 Using Figure 6.5.4, calculate the percentage difference in the unemployment rate between Australian First Nations peoples and non-Indigenous Australians.

3 Create a table containing statistics that compare the wellbeing of Australian First Nations peoples and non-Indigenous Australians.

**Key concepts:** space

**HASS skills:** analysing

## Connecting Civics and Citizenship and Geography

See Article 11 below from the International Covenant on Economic, Social and Cultural Rights, an international law protecting people's rights to liveable spaces and food. Australia has agreed to protect these rights by signing this covenant.

Research how this law is implemented in Australia, referencing the Closing the Gap scheme to support your ideas.

**Australian Treaty Series 1976 No 5 recognising International Human Rights, signed in 1966 in NYC by Australia ad carried out as part of Australia's agreement to the: International Covenant on Economic, Social and Cultural Rights:**

Article 11

1 … recognize the right of everyone to an adequate standard of living for himself and his family, including adequate food, clothing and housing, and to the continuous improvement of living conditions. The States Parties will take appropriate steps to ensure the realization of this right …

2 The States Parties to the present Covenant, recognizing the fundamental right of everyone to be free from hunger, shall take, individually and through international co-operation, the measures, including specific programmes, which are needed:

- **a** To improve methods of production, conservation and distribution of food by making full use of technical and scientific knowledge, by disseminating knowledge of the principles of nutrition and by developing or reforming agrarian systems in such a way as to achieve the most efficient development and utilization of natural resources;
- **b** Taking into account the problems of both food-importing and food-exporting countries, to ensure an equitable distribution of world food supplies in relation to need.

**Key concepts:** interconnection, change

**HASS skills:** questioning and researching

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## Health and disease within First Nations communities

One of the biggest concerns facing Aboriginal and Torres Strait Islander communities is the prevalence of treatable and preventable diseases. **Scabies** is a treatable skin infection that spreads from person to person. It is widespread throughout remote Aboriginal and Torres Strait Islander communities, but rare throughout the rest of Australia.

**scabies** skin condition caused by microscopic mites burrowing under the skin

**impetigo** a highly contagious type of skin infection caused by bacteria

**public housing** housing provided by governments for people with low incomes, including those who have experienced homelessness or family violence

Within Aboriginal and Torres Strait Islander communities, studies have shown that up to 85 per cent of children are treated for **impetigo** within the first year of their life and one third are affected with scabies. This is the third-highest rate of scabies infection in the world. If left untreated, this infection can lead to kidney disease and heart conditions, or develop into a more severe form of infection known as crusted scabies.

It is estimated that up to 1 per cent of all Aboriginal and Torres Strait Islander peoples living in remote communities have crusted scabies. Without adequate treatment, half of all people who develop crusted scabies die within five years.

There are several factors that contribute to the severity and prevalence of scabies and other diseases within these communities. These include overcrowded housing, and the sharing of beds, clothes and towels.

Within the Katherine region, approximately one in four Aboriginal people are homeless due to the high price of rental houses and the lack of **public housing**. This rate of homelessness is over 30 times the Australian average. People in Katherine who live in houses are often living with three or four generations (children, parents, grandparents and great-grandparents) under the same roof in very crowded conditions (see Figure 6.5.7). This allows infections like scabies to quickly pass among family members.

Furthermore, even when a scabies infection is treated, there is a high rate of reinfection unless the person's living conditions can also be improved.

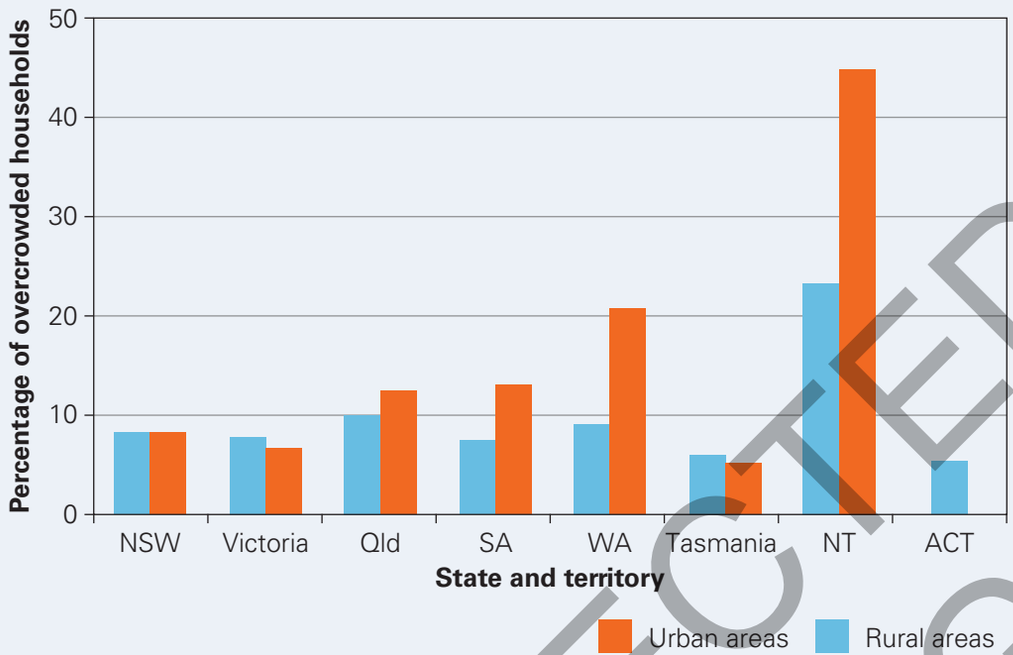
Another contributing factor to poorer health outcomes for people living in remote communities is the lack of access to health care services. Even in places where a health clinic is available, many are underresourced and lack essential infrastructure and adequate staffing.

Instead, many remote communities rely on the routine visits of the Royal Flying Doctor Service (RFDS), which offers culturally responsive health care. In an effort to build a skilled health workforce for remote and rural Australia, the RFDS and its partners fund a number of First Nations students undertaking tertiary studies in medicine, nursing, midwifery or allied health.




↑ Figure 6.5.6 Outback roads in Western Australia are often used as runways.

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↑ Figure 6.5.7 Percentage of Aboriginal and Torres Strait Islander houses that are overcrowded (defined as needing at least one additional bedroom)

## Fieldwork 6.1

### Comparing human wellbeing in different places

Fieldwork is an essential part of studying Geography. It enables you to investigate many of the concepts that you study in the classroom while in the real world. In this investigation, your aim is to compare human wellbeing in two different places. For example:

- two different countries, such as a less economically developed country (LEDC) and a more economically developed country (MEDC)
- select population group comparison, such as Indigenous Australians and Indigenous Americans
- a rural and an urban area of Western Australia, such as Metropolitan Perth and the Kimberley
- suburbs in Perth, such as Balga and Peppermint Grove.

The following structure will help to form the basis of your study:

**Title and introduction:** introduce your study by providing some context. This should include the locations you are investigating and the wellbeing indicators that you will be comparing.

**Background information:** research some background information about your places, including their location, geographic characteristics and history. Include a location map and a satellite image from Google Earth.

**Aim:** write an aim for your fieldwork that is achievable based on the data that you intend to collect.

**Research question:** write a research question that you intend to answer using the data that you collect.

**Hypothesis:** write a clear and concise hypothesis. This is a testable statement that provides a testable prediction prior to collecting primary data. It should relate to the research question.

**Primary data collection:** consider the types of primary data that you will need to test your hypothesis and answer your research question. Examples include surveys of local residents, mapping of access to local services and infrastructure, and interviews with politicians, councillors or police.

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**Secondary data collection:** use websites such as AURIN or the OECD to collect information about your location's demographics, health, education and other indicators of wellbeing.

**Presenting and analysing your data:** summarise your data using tables, graphs and maps where appropriate. Analyse your data to draw conclusions, answer your research questions and state to what extent your hypothesis has been supported or disproven.

**Conclusion and evaluation:** summarise your findings and evaluate the success of the field trip. What were the positives and negatives of your data collection? What could be done differently next time? What additional data could be collected to extend this investigation?

**References:** ensure you keep a record of any sources used and present these in a bibliography.

**Go online to access the interactive section review and more!**

## Lesson 6.5 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

### 6.5 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Create a table containing statistics that compare the wellbeing of Australian First Nations peoples and non-Indigenous Australians.

2 List the factors that contribute to the prevalence of scabies and other preventable diseases within remote Aboriginal and Torres Strait Islander communities.

#### Interpret

3 Using Google Maps, find the location of Binjari and turn on Satellite View.

- **a** Describe the remoteness and geographic characteristics of the landscape.
- **b** Describe the impact that the location and characteristics of this place might have on the wellbeing of its residents.
- **c** Compare and contrast Binjari's geographic characteristics with your local area.

#### Argue

4 Discuss the extent to which you agree with Whitlam's quote at the start of section 6.6. Use examples from this chapter in your response.

### Apply

1 Design an infographic highlighting the challenges facing First Nations peoples, using software such as Piktochart.

2 Search for the Australian Indigenous Health InfoNet website and find a local-, state- or national-scale response aimed at improving the wellbeing of First Nations peoples. Outline the main features of the response.

**Key concepts:** place, space, environment, interconnection, scale, change

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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# The role of government and non-government organisations in improving human wellbeing

## Focus question

**How do government and non-government organisations seek to improve human wellbeing?**

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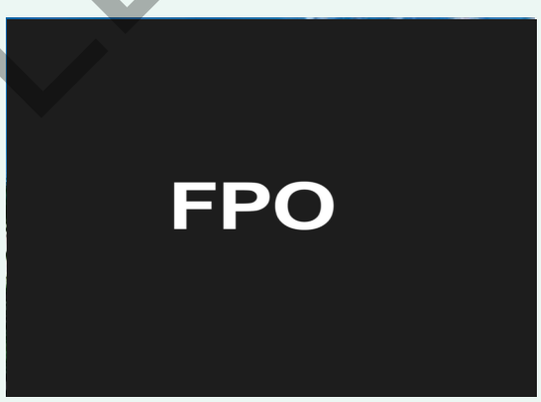
## Government and non-government organisations

Government and non-government organisations use a range of initiatives to try to improve human wellbeing on scales ranging from the local to the global. These initiatives contain goals relating to the aspects of wellbeing that they are aiming to improve, with specific targets that must be reached in order to achieve these goals.

In some cases, an organisation might focus primarily on one form of wellbeing, such as improving literacy. However, due to the interconnection between factors that determine wellbeing, many of these initiatives aim to improve wellbeing in several different areas.

A government organisation is an organisation that is part of (or has links with) a government department. For example, the Australian Government's Department of Social Services manages national **policies** that aim to create an equitable society in areas such as rent assistance, homelessness and the National Disability Insurance Scheme (NDIS). At a state level, WorkSafe conducts targeted visits to workplaces to ensure the health and safety of employees in Western Australia.

Intergovernmental organisations involve the cooperation of governments from several member countries that are usually bound by a **treaty**. They work towards common goals involving issues on an international scale. The **United Nations (UN)** was formed after World War II with the aim of preventing future wars. It works to uphold international law, deliver **humanitarian aid** and protect human rights.




↑ Figure 6.6.1 Headquarters of the United Nations in New York, USA

A non-government organisation (NGO) is a **not-for-profit** group that is not part of a government department. NGOs can exist at local, national or even international levels. They are generally funded by grants, memberships, private donations, and the sale of goods and services.

**policy** course of action proposed and carried out by a governing body

**treaty** written agreement between two or more political authorities bound by international law

**United Nations (UN)** international organisation, made up of over 150 countries, that seeks to maintain peace between nations

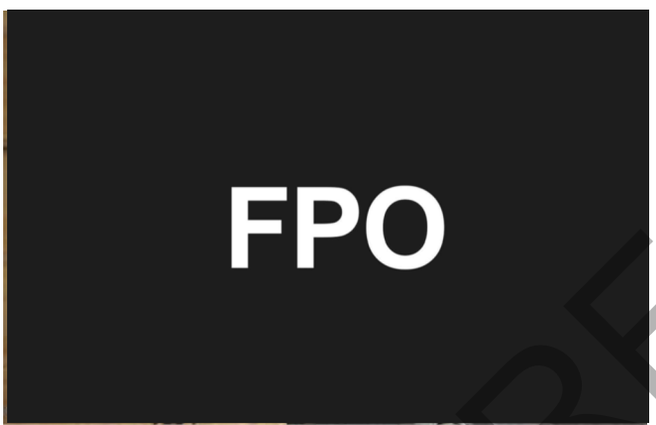
**humanitarian aid** short-term assistance to people who need help recovering from natural or human-made disasters

**not-for-profit organisation** organisation that does not operate for the profit or personal gain of its members

## Amazing but true…

Bermuda is an island in the North Atlantic Ocean. It had a population of only 64 636 people in 2024. Banking and other financial services make up approximately 85 per cent of Bermuda's GDP. In 2016, the international NGO Oxfam declared Bermuda to be the world's worst corporate tax haven.

Bermuda's extremely low corporate tax rates attract investment from wealthy individuals and businesses, so that they can pay Bermuda's low tax rates. This effectively means that less money flows back to their home countries' governments, which means these countries have less to spend on support programs and infrastructure.




↑ Figure 6.6.2 Aid bound for Haiti from an Oxfam warehouse in 2010

Oxfam is an international NGO focusing on the alleviation of poverty around the world. The Australian Red Cross is a national example of an NGO operating within Australia. It provides international aid across the Asia–Pacific region, supporting communities that have experienced disasters, and managing and providing blood donations. It also provides support for vulnerable people such as the elderly, people with disability, and Aboriginal and Torres Strait Islander peoples.

## How do you measure the effectiveness of a management initiative?

Geographers use data to monitor and assess wellbeing. This data can be measured against specific targets to see whether or not those targets have been met. This is one way to measure the effectiveness of wellbeing management initiatives. In other words: has wellbeing actually improved or have there been any further consequences?

The following case studies provide examples of a variety of wellbeing management initiatives at a range of scales.

## Case study 6.2

### Global Scale: 2030 Agenda for Sustainable Development

In 2015, the UN adopted the 2030 Agenda for Sustainable Development. This agenda involves all 193 developing and developed member countries of the UN working together to achieve 17 Sustainable Development Goals (SDGs) by 2030 (see Figure 6.6.3).




→ Figure 6.6.3 The UN's 17 Sustainable Development Goals

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These goals include an overall aim to reduce poverty while improving wellbeing in terms of education, sanitation, equality and peace. They also include aims to tackle climate change and ensure the sustainable management of marine and **terrestrial** environments. The 17 SDGs seek to build on the UN's previous eight Millennium Development Goals.

**terrestrial** relating to dry land

> The Sustainable Development Goals are a reflection of our values and ambitions. They are the contemporary manifestation of the 'fair go'.

↑ Figure 6.6.4 Senator the Hon. Concetta Fierravanti-Wells, Minister for International Development and the Pacific, 2018 Australian Sustainable Development Goals Summit

A fundamental part of the 2030 Agenda is sustainability, which is defined by the UN as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs'.

The SDGs cover all three elements of sustainability: economic, social and environmental. The UN acknowledges that all three of these elements are interconnected and therefore a crucial part of maintaining the wellbeing of individuals and entire populations.

The 17 SDGs contain a total of 169 targets against which the success of the goals will be measured. Each of these targets has a set of indicators that are used to determine whether the target has been met. The goals are non-binding, meaning that governments are not legally forced to meet them. However, countries are expected to establish their own national policies to achieve each goal, and are involved in reviewing their progress at a local, regional and national scale.

As part of this review process, each country will undergo a Voluntary National Review at least twice between 2015 and 2030. Australia underwent its first review in 2018. Figure 6.6.5 shows some of the measures taken within Australia towards eradicating poverty. Data demonstrating the progress made for each of the SDGs and for each individual country can be accessed using the SDG-Tracker and the Sustainable Development Report Dashboards (see Figure 6.6.6).

The main obstacle to the success of many of the SDGs is funding. An article published in *The Economist* suggested that achieving all 17 goals will require US$2–3 trillion each year for the entire 15-year period. This is considered to be unrealistic.

Studies have shown that just solving the issue of access to clean water and sanitation is estimated to require US$200 billion. Unless major changes are made to the funding of SDGs within UN member countries, it is unlikely that many countries will meet their targets.

For example, a 2018 study showed that although there is a decreasing number of underweight people within sub-Saharan African countries, the goal of ending malnutrition by 2030 is unlikely to be met within the region.

### Australia's progress in meeting the SDGs




*Note:* The full title of each SDG is available here: https://sdgs.un.org

↑ Figure 6.6.5 Summary of Australia's progress in meeting the first SDG, as shown in the Sustainable Development Report Dashboard, 2024

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**Chad's progress in meeting the SDGs**




*Note:* The full title of each SDG is available here: https://sdgs.un.org

↑ Figure 6.6.6 Sub-Saharan African nation Chad's progress in meeting the SDGs, as shown in the Sustainable Development Report Dashboard, 2024

## Analysing geographical data

1 Using Figure 6.6.3, rank the 17 SDGs in order of the ones you think are the greatest and smallest priorities. Justify your top three and bottom three choices.

2 Search online for 'SDG tracker' and use the SDG tracker tool in the following tasks.
   - **a** Choose one of the SDGs and write a brief summary explaining what the goal involves.
   - **b** List at least two of the targets that are used to measure the achievement of the goal.
   - **c** Using the data provided, evaluate whether or not these targets are on track to be met and therefore whether the SDG is likely to be met by 2030.

3 Search online for the *Sustainable Development Report 2021*.
   - **a** Choose two countries to compare.
   - **b** Assess which of the two countries has shown the most overall improvement in the 17 areas and which is most likely to achieve the SDGs by 2030.
   - **c** For one of your chosen countries, choose a goal that is on track and one that has received a decreasing score. Click on the on-track goal. List which indicators have been achieved and which have significant challenges remaining.

**Key concepts:** place, space, change

**HASS skills:** questioning and researching, analysing, communicating and reflecting

# Case study 6.3

## Local and national scales: Closing the Gap

The wellbeing gap between Australia's First Nations peoples and non-Indigenous people is being tackled at local, regional and national levels.

In 2010, Binjari in the Northern Territory was described in a local newspaper as the 'worst address in Australia' because of its high levels of violence and unemployment.




→ Figure 6.6.7 Members of Binjari's building program

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In response, the Binjari Community Aboriginal Corporation established a program in 2014 giving young men an opportunity to turn their lives around. These young men are trained as builders and provided with work refurbishing and building homes and infrastructure within the town. This work provides a boost to their income while tackling many of the other social problems in the region, such as drug and alcohol abuse.

On a national scale, in 2005 the Australian Government established a strategy called Closing the Gap. The aim of this strategy is to achieve equality for First Nations peoples in health, life expectancy, education and employment.

Various targets have been set, with the overall goal of reducing disadvantage among First Nations peoples by 2030. Improvements are monitored each year by the Council of Australian Governments. Figure 6.6.8 lists a range of these targets.

**Closing the Gap targets**

- Close the gap in life expectancy by 2031
- Halve the gap in child mortality by 2018
- Ensure 95 per cent of Aboriginal and Torres Strait Islander four-year-olds are enrolled in early childhood education by 2025
- Halve the gap in reading, writing and numeracy by 2018
- Halve the gap in year 12 attainment by 2020
- Halve the gap in employment by 2018
- Close the gap in school attendance by 2018

↑ Figure 6.6.8 List of targets set as part of the Closing the Gap policy

**Source:** Australian Parliamentary Library

### First Nations and non-Indigenous life expectancy

Table 6.5 Life expectancy, by location and Indigenous status, in Australia (2020–22)

**Source:** Australian Indigenous Health Info Net

| Country | First Nations people | | Non-Indigenous people | | Difference | |
|---|---|---|---|---|---|---|
| | Males | Females | Males | Females | Males | Females |
| Major cities | 72.5 | 76.5 | 81.0 | 84.0 | 8.5 | 7.5 |
| Inner and outer regional | 72.8 | 76.7 | 79.6 | 83.2 | 6.8 | 6.5 |
| Remote and very remote | 67.3 | 71.3 | 79.7 | 83.7 | 12.4 | 12.4 |

## Analysis questions

1 Observe Table 6.5. Describe the difference in life expectancy between First Nations people and non-Indigenous people. Explain how this varies based on location.

2 Search online for the Australian Government Productivity Commission's 'Closing the Gap Information Repository' and complete the following tasks.

**a** List targets that are currently showing good improvement and are on track.

**b** List at least two of the targets that are worsening or are not on track.

**Key concepts:** change

**HASS skills:** analysing, communicating and reflecting

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## Case study 6.4

### National scale: improving literacy in India

According to **UNESCO**, around 754 million people in the world cannot read or write, two-thirds of whom are women. Thirty-five per cent of these people live in India.

**UNESCO** the United Nations Educational, Scientific and Cultural Organization, an agency seeking to build peace through international cooperation in education, science and culture

India has made significant progress in improving its literacy rate from just 18 per cent in 1951 to 77 per cent in 2024. Table 6.6 demonstrates the changes in literacy according to the Indian Government Census.

However, just over a quarter of India's 1.4 billion people still do not have basic reading and writing skills. As a result, India is struggling to grow its economy and support its booming population.

**India's literacy rate**

Table 6.6 Change in India's literacy rate for those aged over seven years, from 1881 to 2011, based on data from the Indian Government Census

**Source:** Indian Government Census 2011

| Year | Male % | Female % | Combined % |
|---|---|---|---|
| 1881 | 8.1 | 0.35 | 4.32 |
| 1891 | 8.44 | 0.42 | 4.62 |
| 1901 | 9.8 | 0.6 | 5.4 |
| 1911 | 10.6 | 1.0 | 5.9 |
| 1921 | 12.2 | 1.8 | 7.2 |
| 1931 | 15.6 | 2.9 | 9.5 |
| 1941 | 24.9 | 7.3 | 16.1 |
| 1951 | 27.16 | 8.86 | 18.33 |
| 1961 | 40.4 | 15.35 | 28.3 |
| 1971 | 45.96 | 21.97 | 34.45 |
| 1981 | 56.38 | 29.76 | 43.57 |
| 1991 | 64.13 | 39.29 | 52.21 |
| 2001 | 75.26 | 53.67 | 64.83 |
| 2011 | 82.14 | 65.46 | 74.04 |

As Figure 6.6.8 shows, the distribution of literacy in India is uneven. In Kerala, on India's south-western coast, the literacy rate is above 90 per cent. In contrast, in Bihar, which borders Nepal in the north, the literacy rate is just 63.92 per cent.

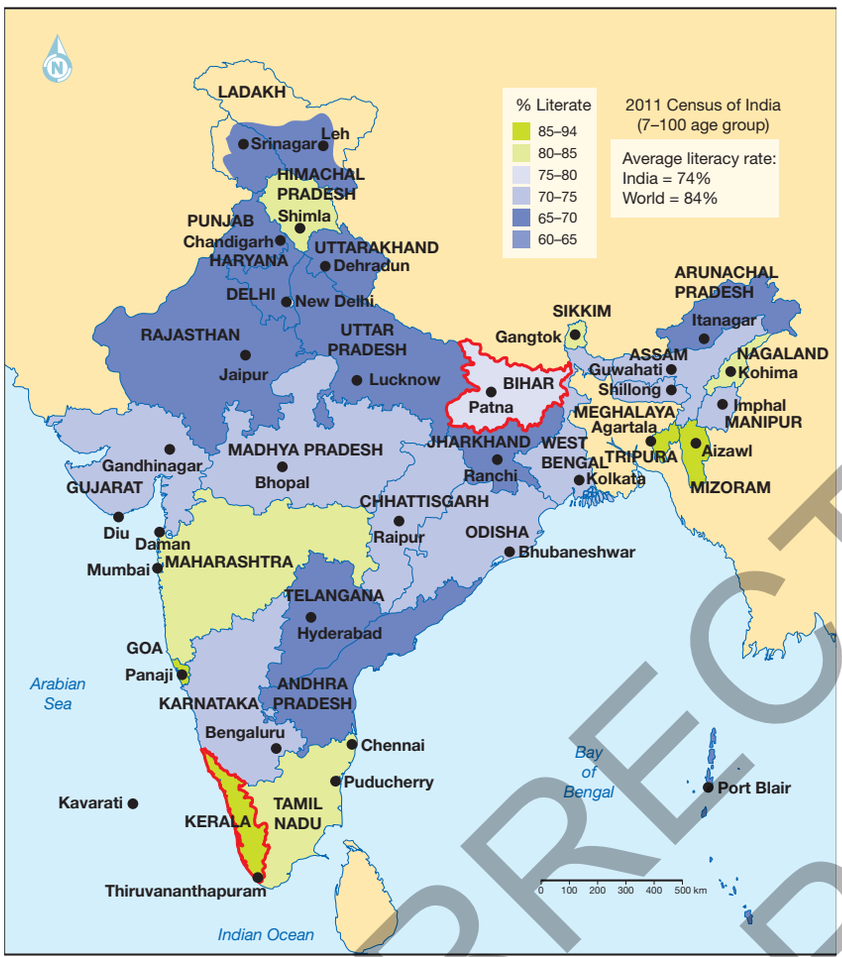
Figure 6.6.9 shows what appears to be a spatial association between GDP per capita and literacy, with several of India's wealthier states also having higher literacy rates. However, it is unclear whether these states are wealthier because they have higher rates of literacy or whether they have higher rates of literacy because they are wealthier.

In 2009, the Indian parliament passed the *Right to Education Act*, which mandates that all children aged between six and 14 have access to free and compulsory education. Although this has led to a significant increase in the number of children attending school, many children are still unable to attend due to a need to earn an income or help with domestic duties.

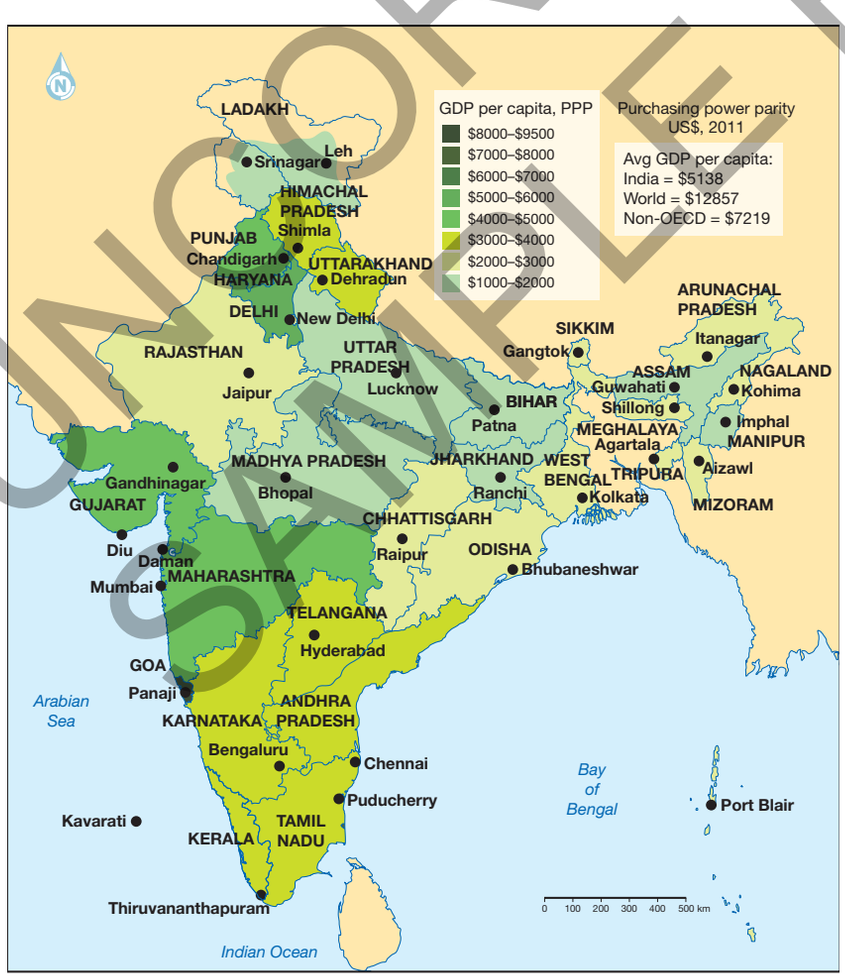
The issue of education is particularly prevalent for females. Forty per cent of girls drop out of school before reaching secondary school. As a result, the female ALR of 65.46 per cent trails significantly behind the male ALR of 82.14 per cent.

In remote rural areas, government schools lack adequate infrastructure, including classrooms, learning materials and toilets, while many cannot attract qualified teachers. There is also an uneven distribution of expenditure on education, with rich states spending up to six times more on education per student than poorer states. Many underprivileged families from these poorer regions do not prioritise education, which perpetuates the poverty cycle.

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← Figure 6.6.8 Spatial distribution of India's literacy rate by state based on 2011 census data




← Figure 6.6.9 Spatial distribution of India's GDP per capita by state

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NGOs have implemented a number of innovative strategies to try to improve literacy rates in India. Planet Read is an organisation that seeks to raise awareness of this issue and educate millions of people by using **Bollywood** movies. **Same language subtitles** are used when broadcasting weekly Bollywood movies on television, acting as an entertaining teaching tool.

As part of this program, the lyrics to songs are highlighted in a style similar to karaoke so that viewers are able to follow along with the singing. This is an extremely effective strategy, considering an estimated 780 million Indians watch an average of more than three hours of television every day!

**Bollywood** nickname for India's film industry, based in Mumbai (formerly Bombay – 'Bombay' + 'Hollywood' = 'Bollywood')

**same language subtitles** television or movie subtitles that are in the same language as the audio



↑ Figure 6.6.10 Millions of Indians watch Bollywood movies with same language subtitles to help improve their literacy.



↑ Figure 6.6.11 Small rural school in Rajasthan, northern India

Studies have shown that 90 per cent of Indian viewers using same language subtitles have improved their literacy skills by viewing these programs. Furthermore, this approach is simple to implement, very affordable and can reach hundreds of millions of people, even in remote communities.

Overall, the literacy situation in India is improving. Since the 1991 census, growth in literacy has exceeded population growth. This means the number of people in India who are non-literate has decreased. The youth literacy rate for Indian people aged 15 to 24 was 86.14 per cent in 2011. This indicates that India's ALR will continue to grow in the future as its young people mature into adulthood.

It is projected that India will achieve universal primary education by 2050, and universal lower secondary education by 2060, which will contribute to this improvement in ALR.



↑ Figure 6.6.12 Despite being underfunded, many government schools in India are seeking to improve literacy in remote areas, particularly for girls.

## Analysis questions

1 Using the data from Table 6.6, draw a line graph showing the trend in the literacy rate from 1881 to 2011 for males, females and the combined population.
   - **a** Describe the trend shown in each graph.
   - **b** Use the graphs to project how India's literacy rate is likely to change in the future.
   - **c** Use your data to discuss the impact that gender has on India's literacy problem.

2 Using Figures 6.6.8 and 6.6.9, describe the spatial association between GDP and literacy. Discuss the extent to which GDP appears to have an effect on literacy levels.

**Key concepts:** interconnection, change

**HASS skills:** analysing, communicating and reflecting

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## Lesson 6.6 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

Go online to access the interactive section review and more!

### 6.6 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Define the following terms. Include an example of each in your definition:
   - government organisation
   - intergovernmental organisation
   - non-government organisation.

2 List the three elements of sustainability covered within the UN Sustainable Development Goals (SDGs).

3 The SDGs are non-binding. Explain what this means.

4 Provide some statistics that summarise the literacy problem facing India's population.

#### Interpret

5 What do you think Senator the Hon. Concetta Fierravanti-Wells meant when she referred to the SDGs as a 'fair go'?

#### Argue

6 Based on the information provided, discuss which of India's *Right to Education Act* or Planet Read is likely to be more successful in improving literacy in India.

#### Extension

1 Read the latest *Closing the Gap* report, including the progress summary. Evaluate whether or not the strategy will be successful, based on the number of targets that are likely to be met.

2 Research the life expectancy, infant mortality rate and death rate for Indian states with high levels of literacy. Using this information, discuss the regional impact that literacy can have on human wellbeing.

**Key concepts:** place, space, interconnection, sustainability, scale, change

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

## 6.7 Conclusion: why does it matter?

Wellbeing is about more than wealth; it is about dignity. The location of our birth shouldn't decide our life expectancy, our level of education, our choices of employment or our level of happiness. We hope this chapter has revealed that wellbeing isn't just an issue faced in a far-off country, but that it is an Australian issue too. Geography isn't only about identifying urban problems, though; it is also about global, national and local solutions. People have the power to change the world through sustainable thinking, new scientific discoveries or even through grassroots movements. We can all help to bridge the gap in wellbeing by joining in with the efforts occurring already through volunteering or career pathways.

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# 6.8 End of chapter activities

## Reflection

### Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic via a downloadable checklist.

## Making thinking visible

### I used to think … but now I think …

Throughout this chapter you have learned about various aspects of human wellbeing and the vast differences in the wellbeing of people around the world. Using the following sentence stems, write a short paragraph demonstrating your understanding of various wellbeing issues.

**1A** **I used to think that nearly everyone in the world would have access to a toilet.**
**1B** **Now I understand that …**
**2A** **I used to take the ability to read and the opportunity to attend school for granted.**
**2B** **Now I understand that …**
**3A** **I used to think that a country in which families had lots of children was an indication of …**
**3B** **Now I understand that …**
**4A** **I used to think that wellbeing would not vary much across a city like Perth.**
**4B** **Now I understand that …**
**5A** **I used to think that Australian First Nations peoples had a similar level of wellbeing to non-Indigenous Australians.**
**5B** **Now I understand that …**

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## Inquiry

### Research task

Choose one or more of the wellbeing indicators discussed throughout this chapter and prepare a case study relating to a specific place at a local, regional or national scale. Undertake research, using a variety of sources and media, in the following areas:

- detailed information about the indicator, including the factors that change it and the impacts it can have
- background information about your chosen location, including data about your chosen indicator and related indicators
- a summary of factors that have led to this wellbeing situation
- an example of a management initiative seeking to manage or improve wellbeing
- the likelihood of this initiative meeting its overall aim or specific goals or targets.

Present your findings in a report that includes relevant maps, data and statistics.

## Analysis

### Problem-solving task

Design your own management initiative to address one of the wellbeing issues identified in this chapter. Consider the scale of your initiative, the goals that need to be reached, the organisations that would be involved, whether the cost would be realistic and the time frame within which specific targets would need to be met. Some ideas for issues to tackle include:

- the wellbeing gap between First Nations peoples and non-Indigenous people in Australia
- inequality within a city such as London or a country such as Vietnam
- the prevalence of treatable diseases within vulnerable communities
- the variation in life expectancies between and within countries and the association between life expectancy and the fertility rate
- the impacts associated with one particular aspect of wellbeing, such as sanitation, literacy or happiness.

Share your initiative with a classmate and ask them to evaluate its likely success.

## Writing

### Extended response questions

1 'While there are a range of factors that influence wellbeing, some factors are more influential than others.' Discuss the extent to which you agree with this statement by referring to one or more of the case studies presented within this chapter.
2 Discuss the importance of spatial technology, such as GIS, in assessing, monitoring and managing wellbeing at a local, national and global scale.

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# Making connections

## Geography and the other HASS topics

**Geography** has many connections with other subjects in the Humanities. Have you considered how what you have learned about environmental change and wellbeing relates to the other topics you will cover this year?

### History

#### The bombing of Hiroshima and Nagasaki

Have you ever considered this historical event from the perspective of the environment? What short- and long-term impacts did the atomic bombs have on Japan's natural environment? Are those impacts still present and ongoing today?

#### Wellbeing and civil rights

To what extent is the fight for civil rights also a fight to improve wellbeing? Explore some of the platforms, evidence and reasons presented by key civil rights movements and individuals. Are they fighting to address inequality in wellbeing? The following are some potential research choices:

- The Black Panthers
- Freedom Riders (US)
- Martin Luther King
- Freedom Ride (Australia)
- Aborigines Advancement League
- Eddie Mabo.



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## Civics and Citizenship

### Government policy and land management in another place

Environmental worldviews differ across the world. Explore other nations' attitudes and actions towards land use and management, such as China, Germany, Lithuania or Malaysia.

### Role of the High Court

What role does the High Court of Australia play in environmental management? Research notable cases the High Court has presided over and their outcomes.



### World Heritage Convention (1972)

What is this document and why is it significant to land management and wellbeing? What is Australia's role and responsibility to this global agreement? Take the time to explore the 'Five Cs' (credibility, conservation, capacity-building, communication and communities) of this strategy.

## Economics and Business

### Global Sustainability Index

A greener alternative to most economic indicators, the Global Sustainability Index provides an alternative option. How does Australia rank? Why is examining a nation's policies and actions towards the environment an indicator of economic growth?

### Consumer choice – the power of people

How ethical are your consumer choices? Can you think of any recent changes in the Australian market that illustrate more ethical or environmental thinking? Why were these choices made?



Fast fashion is addictive, cheap and convenient. But what are the consequences of these consumer choices on the environment?

Explore these issues further by viewing the ABC's *War on Waste* series or by conducting your own research.

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# Part 4

# History



## What is history?

History is the study of the past. The concept of history is common to all people. It exists in all societies. We study the past in order to better understand the present and to help us prepare more effectively for the future. History can give us a sense of where we have come from, and it can also give us a sense of where we are headed.

History is a process of investigation that follows certain rules. It begins by posing a question or starting an investigation, then gathering evidence that will answer that question.



## Introducing historical concepts and skills

Historians study the past in order to discover and understand the lives of people who lived in societies that came before our own. They aim to get a picture of what everyday life was like, what the traditions, beliefs, values and customs of the time were and how those things impacted the operation of society on a social, political and economic level. In order to work effectively, an historian must make use of specific concepts to assist in gaining an understanding of the past and making connections to the world we live in today. The eight historical concepts that follow form the basis of studying any historical period:

1 **Sources** refer to any written or nonwritten materials that can be used to investigate and provide information about the past.
2 **Evidence** is the information obtained from sources that is valuable for a particular inquiry, or supports an historian's point of view.
3 **Continuity and Change** refers to aspects of life or society that have remained the same, or changed, over a period of time.

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4 **Cause and Effect** is used to examine the relationship between historical events or actions, where one event or action occurs as a result of the other.

5 **Perspective** is a person's point of view, the position from which they see and understand events going on around them.

6 **Empathy** is an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.

7 **Significance** is the importance that is assigned to particular aspects of the past (e.g. events, developments, individuals, groups, movements and historical sites).

8 **Contestability** occurs when particular interpretations about the past are open to debate; for example, as a result of a lack of evidence or different perspectives.

## Working with historical sources and evidence

One kind of evidence historians seek out is **primary sources**. These are records that were made by people who lived at the time being investigated. Written or printed documents are useful primary sources. Photographs, drawings and paintings can also tell us a great deal if we can interpret, or 'read', them carefully.

Another kind of evidence used by historians is **secondary sources**. These are records made at a time after the event being investigated, based on primary sources and other secondary sources. When using secondary sources, historians look critically at the views of the people who created those sources. They ask extra questions about those people's interpretations of what happened.

As historians, our most important form of **evidence** comes from primary **sources**. However, there is a very special relationship between primary sources and secondary sources. Because many primary sources were written by people who were alive at the time – people who experienced those events directly – it is tempting to think that they must be completely reliable eyewitness accounts. However, this overlooks the fact that every person has their own particular way of looking at things, based on their personal values and attitudes. These values and attitudes might lead a person to write an explanation of what happened that is more in line with their values and attitudes than what actually happened. A source may also be constructed for a particular purpose, and therefore not tell the whole story. This is called **bias**.

A task of an historian who is writing a **secondary source** many years after the event is to look critically at a primary source. They need to carefully research who the creator of that primary source was and what their point of view might have been. For example, in times of war we might expect a general sitting comfortably in their headquarters to have one view of a battle, while an ordinary soldier fighting at the battlefront might have a very different view of the battle.




↑ Source A This is from the cover of American journalist John Reed's book *Ten Days That Shook the World* from 1919. Reed presented a firsthand account of the 1917 Russian October Revolution and followed many of the prominent Bolshevik leaders closely during his time in Russia. This is, therefore, a valuable primary source, but why might it be biased?



↑ Source B The 1928 silent film *October: Ten Days That Shook the World* is a secondary source, because it was created well after the depicted events took place. The film recreated key events in the Russian Revolution and was made by director Sergei Eisenstein, pictured here. Given that it was made in the Communist Soviet Union, what bias might you expect?

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# Historical overview: the modern world and Australia

## The interwar years



↑ A flapper in the 1920s

**In Year 9, you may have studied World War I. The period between World War I and World War II can be referred to as the 'interwar years'. The events of this time brought the world back into war. Topic 1 will investigate this second world war, and how it affected Australia. War and the struggle to rebuild lives and countries in peacetime had a significant influence on the second half of the twentieth century, initiating the creation of the United Nations and the beginning of civil rights movements across the world. Topic 2 will investigate the development of rights and freedoms since 1945, with a focus on those of the Aboriginal and Torres Strait Islander peoples in Australia.**

### World War I

Over 20 million people died in World War I, several empires collapsed, and a communist party, the Bolsheviks, seized power in Russia in 1917.

### Influenza pandemic

Following World War I the Spanish influenza pandemic killed between 20 and 30 million people.

### Treaty of Versailles

The Treaty of Versailles formally ended the war between Germany and the Allied powers. Germany was required to disarm and pay significant reparations to other European countries.

## Timeline of the interwar years

**1914–18**
World War I

**1917**
Russian Revolution

**1918–20**
Spanish flu pandemic kills millions worldwide

**1919**
German revolution, and start of the Weimar Republic

**1919**
Treaty of Versailles

**1922**
Benito Mussolini comes to power in Italy

**1923**
Hyperinflation strikes in Germany

**1929**
Wall Street crash

**1932**
F.D. Roosevelt elected president in the USA, and begins his New Deal

**1933**
Adolf Hitler appointed Chancellor of Germany

**1935**
Mussolini launches an Italian invasion of Abyssinia (Ethiopia), despite League of Nations protests

**1936**
The Berlin Olympics

**1937–38**
The Rape of Nanjing

**1938**
Germany invades Czechoslovakia

### Roaring Twenties

The world experienced prosperity in the 1920s. Distinct cultural features emerged, such as 'flapper' fashions, the development of jazz music, and the Art Deco style.

### Great Depression

The Wall Street crash plunged most of the world into the Great Depression. At its height in 1932, unemployment in Australia reached 32 per cent. The uncertainty and unrest saw the rise of militaristic dictatorships in Italy, Germany and Japan.

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**Video** The interwar years

## The League of Nations

This organisation was formed in 1920 out of the ashes of World War I, after the Paris Peace Conference where the Treaty of Versailles was signed. It was the first international body dedicated to maintaining peace between nations and lasted until 1946, when it was replaced by the United Nations.

## Activity: Historical overview – the interwar years

1 What impact did World War I have on the interwar years?

2 How does liberalism contrast with fascism and communism?

3 How could the Wall Street crash be seen as a turning point of the interwar years?

## Communism

The world's first communist revolution occurred in Russia in 1917. It was based on the idea that the means of production, such as property and businesses, should be nationalised and run on behalf of the people, rather than privately owned. Although intended to create a utopia, in Russia it led to the brutal dictatorship of Josef Stalin.

## Liberalism

**Liberalism** encouraged business owners and intellectuals to demand a greater say in their government and the laws of their respective countries. Demands from women for the right to vote reflected a widespread belief in liberal ideas.

**liberalism** the idea that individual freedoms are important in a society, and all people should be regarded as equal under the law

## Fascism

Fascism was a political idea based on militaristic government, where democracy was replaced by authoritarianism, in countries such as Italy and Germany between the world wars. Fascists were extreme nationalists who governed through a combination of propaganda and fear.

## World War II

World War II began in Europe but spread across the globe, resulting in the deaths of over 70 million people, including six million Jews as part of the Holocaust, an act of genocide by the Nazi government in Germany.

## Timeline of World War II

**1939** World War II begins when Germany invades Poland, and Britain and France declare war on Germany

**27 May–4 June 1940** Evacuation of Dunkirk

**June 1941** Operation Barbarossa

**December 1941** Bombing of Pearl Harbor

**January 1942** German leaders devise the Holocaust

**February 1942** Fall of Singapore and bombing of Darwin

**June 1942** Battle of Midway

**July–November 1942** Australian forces defeat the Japanese at Kokoda

**August 1942 –Feb 1943** Battle of Stalingrad

**June 1944** D-Day

**January 1945** Soviet forces liberate Auschwitz

**April–May 1945** Soviet forces reach Berlin and force Germany to surrender; Hitler commits suicide

**August 1945** Two atomic bombs are dropped on Japan, forcing Japan to surrender

This Historical overview is designed to help you to understand the interwar years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression. You should read all the text closely in the Historical overview, watch the video, then complete the activity that follows.

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## Timeline of postwar rights and freedoms

**1948**
United Nations adopts the Universal Declaration of Human Rights

**1958**
Federal Council for the Advancement of Aborigines and Torres Strait Islanders is formed

**1964**
*Civil Rights Act* is passed in the United States

**1967**
Australia votes to remove parts of the Constitution that discriminate against Aboriginal people




**civil rights** rights aimed at ensuring equal opportunities for all races, genders and religions in a society. They may include the right to vote, to attend schools or receive equal pay

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# Topic 1

## Investigating World War II (1939–1945)

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### Overview

**During the 1930s Australia followed the British policy of appeasement regarding the leaders of the expansionist Germany, Italy and Japan. Appeasement can be defined as the process of 'giving in' to the demands of an aggressive ruler in order to avoid the possibility of a declaration of war. The Allies, for instance, did not like the many demands of Adolf Hitler, and gave in to them on the grounds that compromise was better than triggering another world war.**

Later, when war broke out despite appeasement, nearly one million Australians enlisted voluntarily to support Britain and its allies in their struggle against Germany. The men and women who enlisted had in some cases already been involved in the Great War of 1914–18. One hundred Australians, including 30 pilots, were present at the early World War II conflict known as the Battle of Britain, the savage air battle that saved Britain from invasion. The Australian 6th Division fought against the odds in North Africa, at Tobruk and El Alamein. One important difference between World War I and World War II was that World War II touched Australia directly. The Japanese mini-submarine attack on Sydney Harbour, which killed 19 sailors, showed how easily the war could reach Australia. The devastating attack on Darwin and other northern cities, which killed 230 people and injured 300 to 400 more in Darwin alone, was so traumatic that for decades its full extent was kept a secret.

Australia's involvement in World War II significantly redirected Australia's international alliances away from Britain towards the United States, and helped to increase the pace of its industrial development. It contributed to a significant change in Australian immigration, and the lives of women and Aboriginal and Torres Strait Islander peoples.

### Introducing historical concepts and skills: *cause and effect, continuity and change, significance* and *contestability*

Throughout this depth study there will be a special focus on the concepts of **continuity** and **change**. Even in times of great change – such as the world wars – some things remain unchanged and continue as they

had before. For example, many of the features of World War II were unchanged from the first. Militaristic nationalism again gripped Germany and led to the conflict, while the intervention of the USA was once more significant in ending the war. Alongside these elements of continuity, however, change was also evident. For instance, Australia's World War I allies, Italy and Japan, became Australian foes in World War II.

Historians never limit themselves to merely describing what has happened in the past. Instead, they ask themselves two main questions.

First, what kinds of **change** have occurred in the period of time we are studying? Are the changes mainly **political** (to do with government), **economic** (to do with the production of goods) or **social** (to do with the way people lived)? Are the changes a combination of two or three of these kinds of change?

Second, can we **quantify** these changes (that is, explain whether the changes were massive in scale or relatively minor)? Did the changes generally benefit people or did they cause difficulty and hardship? Did the changes affect the entire population or only certain groups of people? What were the long-term and short-term consequences of those changes?

These two considerations can come together very powerfully in the hands of the historian. Instead of making a general statement like 'Australia was changed by the experiences of World War II', the historian can say that, in political terms, change was less dramatic than for other nations because the Commonwealth Government of Australia, created in 1901, remained in place throughout both wars. In economic terms, a historian can say that the Australian economy remained capitalist, but also that Australia learned how to increase its manufacturing capacity by creating its own ammunition instead of relying on Britain. In social terms, the historian can say that Australian society was changed very greatly by World War II, due to the fact that women gained the experience of entering the workforce and proved that they could do jobs that, traditionally, only men had done up until that time.

## Significance

An event, a person or an idea can be considered significant for a number of reasons. In History, something is **significant** if it brings a substantial change from the period that preceded it, and if that change is lasting. World War II, the subject of this chapter, is regarded as a significant world event. It changed governments, created new ways of thinking, had an impact on millions of lives, and led to the 'Nuclear Age'.

## Contestability

In the study of History, historians interpret events in different ways, which can often lead to a clash of ideas. When the perspectives of historians differ greatly, which can include vastly different interpretations of the same evidence, we call this **contestability**. In this depth study, we look for opportunities to see this concept in action.

↓ Source C Soviet soldiers fly the the Red Flag, made from tablecloths, over the ruins of the Reichstag in Berlin. This iconic World War II photograph was taken during the Battle of Berlin (2 May 1945). It was reprinted in thousands of publications and has become one of the most well-known images of World War II.

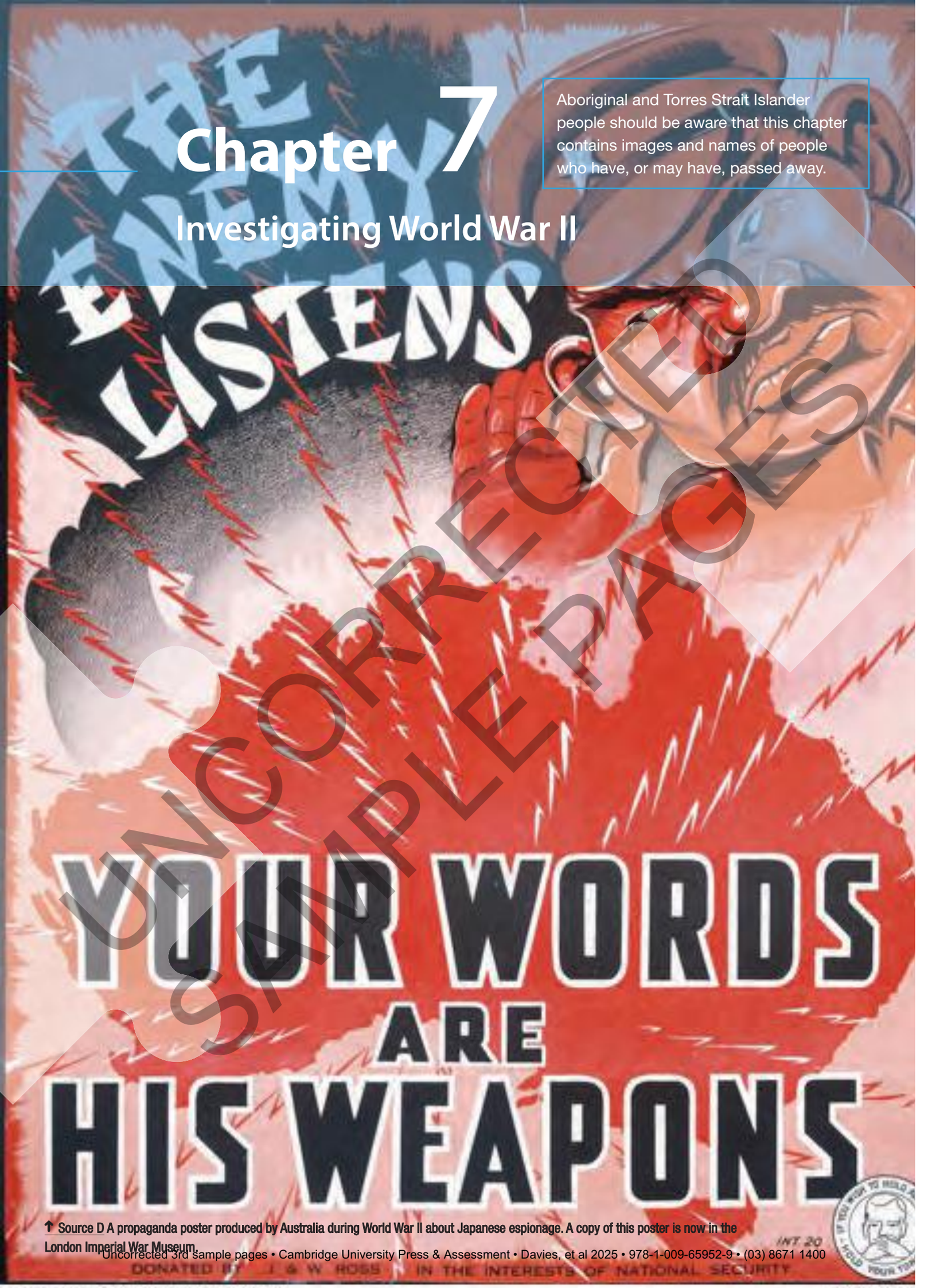


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# Chapter 7

## Investigating World War II

Aboriginal and Torres Strait Islander people should be aware that this chapter contains images and names of people who have, or may have, passed away.




↑ Source D A propaganda poster produced by Australia during World War II about Japanese espionage. A copy of this poster is now in the London Imperial War Museum.

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# Chapter overview

## Introduction

The study of World War II is an essential element of understanding the world we live in today. It was a direct result of World War I, which took place between 1914–18 and was also known as 'the war to end all wars'. The eruption of global conflict almost 20 years after the end of World War I saw death, destruction and displacement on the greatest scale in human history. We study World War II to understand the way the world was reshaped and upended by its battles of ideas, and the way it inspired the fortification of an Australian society under threat of invasion.

## Learning goals

By the end of this chapter, you should be able to answer the following questions:

- How did the end of World War I lead to the start of World War II?
- How could factors like communism, the Great Depression and the policy of appeasement provide the platform for World War II?
- How was the National Socialist Party able to rise to power in Germany?
- How did German military tactics contribute to their early victories in the conflict?
- How was Australia drawn into World War II?
- What was the Australian experience of war on the home and on the battlefront?
- What were the major turning points of World War II?
- What was the Holocaust and how did it happen?
- What were the consequences of the Holocaust?
- What was the atomic bomb and why was it used at the end of World War II?
- What was the impact of World War II on Australia's place in the world?
- What are the key lessons we can still learn from the World War II?

## Historical skills

After completing this chapter, you should be able to:

- Explain what 'continuity and change' means in the study of history
- Understand and evaluate different historians' points of view
- Develop historical empathy with people in the past
- Interpret primary sources in both print and visual form
- Evaluate the reliability of primary sources
- Correctly use special terms specific to the topic under study
- Use factual evidence (dates, statistics, examples) to substantiate an argument.

### Digital resources

**Visit the Interactive Textbook to access:**

- interactive Scorcher Quiz
- image gallery tour of key locations in this chapter
- videos, image galleries and other extra materials.

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7.2

# Timeline of key events



↑ France, 1916: Anzac soldiers marching to the front

- The end of World War I left matters unresolved. In Europe, Italy turned almost immediately to fascism, and Germany also lurched towards extreme political ideologies as millions of people were left homeless and unemployed by the Great Depression. In Asia, growing militarism and nationalism in Japan contributed to a desire for empire and conquest.
- For Australians, involvement in World War II followed the German invasion of Poland, and the bombing of Pearl Harbor by the Japanese.

## Timeline of Australia's involvement in World War II

**28 June 1919**
Treaty of Versailles is signed

**October 1929**
Wall Street crash and the beginning of the Great Depression

**30 January 1933**
Adolf Hitler becomes Chancellor of Germany

**September 1939**
Germany invades Poland, Britain declares war on Germany, and Prime Minister Robert Menzies announces that Australia is also at war with Germany

**1940**
The 6th, 7th and 9th Divisions of 2AIF transferred to the Mediterranean and North Africa

**July 1940**
Intense air war starts in Europe with Battle of Britain

**1941**
2AIF joins Allies to fight **Axis** forces in North Africa, capturing Tobruk and enduring five-month Siege of Tobruk

**8 December 1941**
Japan bombs the US naval base at Pearl Harbor

**15 February 1942**
Singapore falls to the Japanese

**19 February 1942**
Japan launches the first of 64 bombing raids on Darwin

**31 May 1942**
Japanese midget submarines attack Sydney Harbour

**June 1942**
Battle of Midway: US defeats Japan, turning point of war in the Pacific

**Axis** name given to the political and military alliance of Germany, Italy and Japan during World War II – unlike the Allies, these nations did not coordinate their fight against their enemies

## Timeline questions

Use the World War II timeline in the Historical overview as well as the one here to answer these questions.

1. How many countries can you identify in these timelines?
2. How long did Australia's involvement in World War II last?
3. What do the events in this timeline, including the number of countries involved, tell you about the scale of World War II?
4. What are three key events that stand out to you? What do these events make you think about?



↑ German Chancellor Adolf Hitler

**Key concepts:** sources, evidence, significance

**HASS skills:** analysing, communicating and reflecting

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## What came after this topic?

The end of World War II reshaped the world. The use of the atomic bomb meant that the suspicion and animosity between the USA and the USSR, which those countries had put aside to defeat Hitler, soon resurfaced. As the leaders of the free world divided Germany and the rest of postwar Europe between themselves, a new and frightening conflict – the Cold War – began. As the atrocities of the fascist National Socialist Party were uncovered, however, moves were being made to prevent a third world war, and better protect human rights, through the creation of the United Nations.



↑ Surviving National Socialist Party leaders in court for the Nuremberg Trials, a series of military tribunals held by the Allies in the German city of Nuremberg in late 1945

**November 1942**
Battle of El Alamein, where Allies defeat Axis forces in North Africa

**January 1943**
Battle of Stalingrad: Russians defeat Germany, turning point of war in Europe

**February 1943**
The Australian Government decides to send conscripts outside of Australian-held territories

**July 1942 to January 1943**
Australian forces push the Japanese back along the Kokoda Track in New Guinea

**6 June 1944**
Allied forces invade German-occupied France on D-Day

**October 1944**
Australian warships join US Navy in Battle of Leyte Gulf, the largest naval battle in the war

**8 May 1945**
Germany surrenders (VE Day)

**6 and 9 August 1945**
The United States detonates two atomic bombs over the Japanese cities of Hiroshima and Nagasaki

**15 August 1945**
Japan surrenders (VP Day)

**1946–52**
Australians form a large part of the British Commonwealth Occupation Force in Japan



↑ The mushroom cloud from the atomic bomb dropped on Hiroshima



↑ 1942: A squadron of US bombers on patrol over Midway Island in the Pacific



↑ US troops prepare to land in France during D-Day

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7.3

# The causes and course of World War II

## Focus questions

- What was the real cause of World War II?
- How significant was the Treaty of Versailles in causing World War II?

## Timeline: Germany and the causes of war in Europe

**7 November 1917**
- The Bolshevik Party takes control of Russia

**11 November 1918**
- World War I ends

**28 June 1919**
- Treaty of Versailles signed

**24 February 1920**
- The German Workers Party changes its name to the National Socialist Party

**29 July 1921**
- Adolf Hitler becomes leader of the National Socialist Party

**August 1921**
- The German economy plunges into hyperinflation

**27 October 1922**
- Fascist Leader Benito Mussolini's March on Rome

**8 November 1923**
- Hitler and other National Socialist Party members arrested for failed Beer Hall Putsch

**20 August 1927**
- The first annual Nuremberg rally is held by the National Socialist Party

**29 October 1929**
- Stock price crash on the New York Stock Exchange sparks the Great Depression

**May 1930**
- Unemployment in Germany reaches four million

**30 January 1933**
- Adolf Hitler sworn in as Chancellor of Germany

**15 October 1935**
- In defiance of the Treaty of Versailles, the German Army is reformed

**7 March 1936**
- The German Army marches into the Rhineland

**13 March 1938**
- *Anschluss* unifies Austria and Germany

**30 September 1938**
- British Prime Minister Neville Chamberlain claims he has made an agreement with Hitler to avoid war

**15 March 1939**
- Czechoslovakia surrenders territory to Germany

**1 September 1939**
- The German army invades Poland, World War II begins in Europe

↑ Source 7.3.1
Nuremberg, Germany, 1937: National Socialist Party rally

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## Introduction

In this section you will examine the key causes of World War II. Each of these causes played a fundamental role in driving the world towards war. It will be your task to determine which was the most influential cause of the conflict.

### The Treaty of Versailles

The Treaty of Versailles was one cause of World War II. At 11 a.m. on 11 November 1918, a ceasefire was honoured and the 'war to end all wars' (or World War I) was ended. World War I had ground an entire generation of young men through a cycle of death and futility as European empires fought to settle old scores. Germany, aided by its Austro-Hungarian and Italian allies, had sought to exert its power across Europe, opposed by the formidable alliance of the nations of France, the United Kingdom and Russia.

In the four years of World War I, 17 million soldiers were killed. Many of these deaths were a result of the **stalemate** of trench warfare. In the final year of the war, several factors forced its conclusion:

1. All nations, particularly Germany, were exhausted from the conflict. Few nations had the economic or emotional will to continue the fight.
2. America had joined the war and committed four million soldiers to the conflict.
3. Modern technology such as tanks and aircraft made trenches no longer effective.
4. The Spanish flu had decimated the fighting capacity of all combatants (it would eventually kill 50 million people worldwide).

The conclusion of World War I led to the collapse of the Austro-Hungarian and Russian Empires. Kaiser Wilhelm, the German leader blamed by many for the conflict, had fled his capital and abdicated his powers as the country descended into chaos, lurching from one armed uprising to another. As German soldiers marched home, however, they were confident that they had done their duty for the 'fatherland'.

The deadliest blow of World War I was not delivered in any battle. It was delivered on a paper document in June 1919.

**stalemate** situation in which neither side in war can win or in which no progress is possible

## Developing historical concepts and skills 7.1

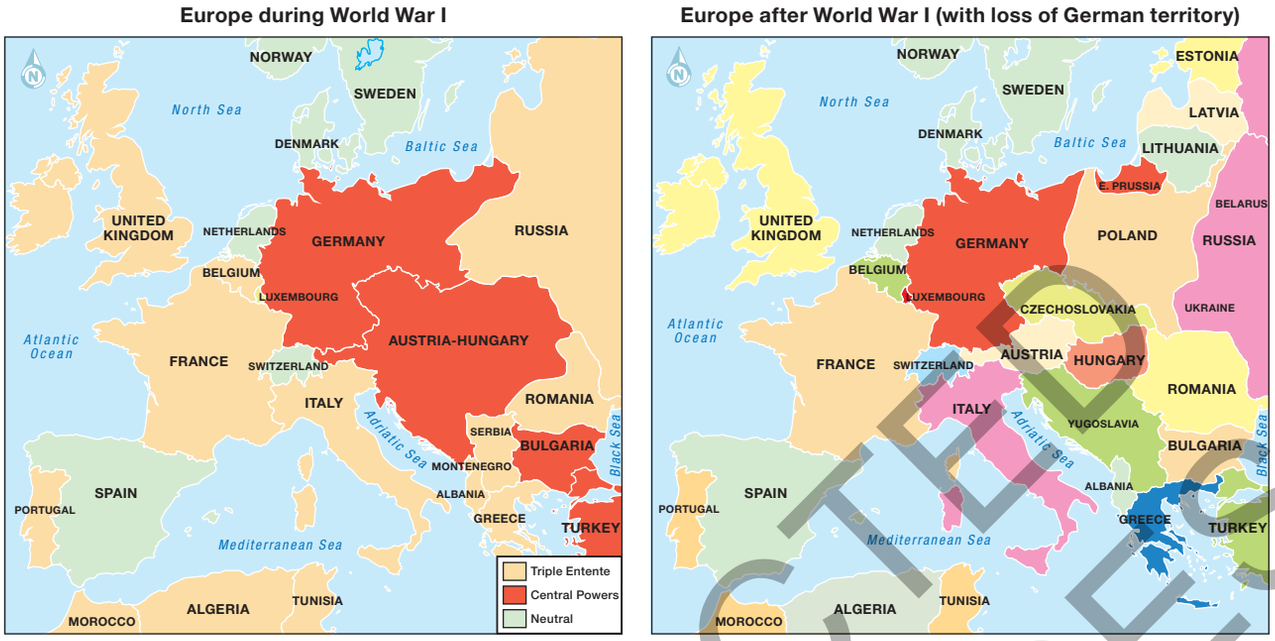
### Identifying continuity and change

It's time to practise your historical writing. A key concept in history writing is to be able to recognise areas of change, and areas of continuity over time. Consider the impact of World War I, and how it ended – some might say it led directly to World War II. Was it that significant? Answer the following three questions in a paragraph each. Remember to include a topic sentence, explanation and evidence, and a concluding remark in each paragraph.

Examine the two maps in Source 7.3.2, then answer the questions that follow.

1. Based on the first map in Source 7.3.2, explain the power over other nationalities that the empires of Germany, Austria-Hungary and Russia enjoyed prior to World War I.
2. Examine the second map, paying special attention to the borders around Germany. What changed after the war?
3. What do you see as the significance of these changes?

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↑ Source 7.3.2 These two maps show the changes to Europe's borders after World War I.

**Key concepts:** sources, evidence, significance, continuity and change, cause and effect

**HASS skills:** analysing, evaluating

## A dictated peace

In an effort to draw World War I to a close, leaders from almost all of the nations involved in the war met at the Palace of Versailles, in Paris, to negotiate the terms of a **treaty** to formally end the war. Smaller nations were looking to gain independence, while the larger ones were hoping to be compensated for their losses.

**treaty** binding agreement between two or more countries that has been proposed and accepted by government

The negotiations were dominated by the leaders of France, the United Kingdom and the USA. Their countries were known as 'The Big Three'. Germany was excluded from the negotiations. Germany's wartime ally Austria-Hungary was also excluded from the negotiations. Austria and Hungary had been decimated by the war. Separate treaties were signed with Austria, Hungary, Turkey and Bulgaria. This left Germany alone and vulnerable.



↑ Source 7.3.3 June 1919: The Big Three: British Prime Minister David Lloyd George (right), American President Woodrow Wilson (centre) and French Prime Minister Georges Clemenceau (left) attend the Paris Peace Conference at the end of World War I

### *The Big Three*

1 **Woodrow Wilson, President of the USA:** Wilson came to Paris with policies based on his January 1918, 14-point plan, that encouraged national independence. The 14 points encouraged demilitarisation of all nations and shared blame for the war. He also came to establish a League of Nations that would meet to resolve disputes and avoid future conflicts.

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Wilson's plan was rejected by the US Congress in Washington, and the USA never joined the League of Nations.

2 **Georges Clemenceau, President of France:** Clemenceau wanted revenge. France had been invaded and many of its towns had been reduced to rubble. He wanted to punish Germany for invading France. He also wanted to make sure it would never try to invade again. He had no interest in Wilson's 14-point plan. He simply felt Germany should pay what it owed for what it had done.

3 **David Lloyd George, Prime Minister of the United Kingdom:** Lloyd George was in a tricky spot. Many in his country sought retribution for the deaths of hundreds of thousands of British people. He also wanted to protect Britain's colonies and interests around the world. The 14-point plan didn't appeal to him either. However, he believed that Germany's economic power needed to be protected to assist future trade and economic recovery.

## Activity 7.1

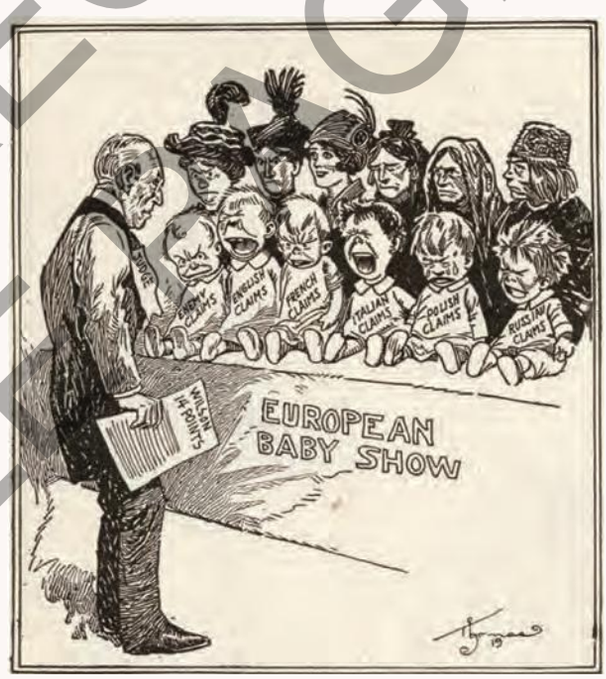
### Using historical sources as evidence

Analyse Source 7.3.4 and consider what the motivations of each leader meant for the Versailles negotiations.

### Responding to the source

1 Explain what this source tells you about American attitudes to Europe at the time.

2 How does this source help to explain the response of the US Congress to Wilson's proposals?




↑ Source 7.3.4 Political cartoon by Burt Randolph Thomas, published in *The Detroit News* in June 1919

**Key concepts:** sources, evidence, perspectives

**HASS skills:** analysing

## The conditions of the Treaty

In the end, the French views prevailed, and the results of the Treaty of Versailles were disastrous for Germany. Knowing that a resumption of the war would mean their defeat, the German delegation reluctantly signed the Treaty, condemning their army and population to years of harsh conditions. The conditions were not as harsh as many had called for, however, and historians have debated whether the Versailles treaty was the most important reason for problems in Germany after the war.

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## Treaty of Versailles

Table 7.1 Terms of the Treaty of Versailles and the significance of their impact

| Treaty term | Significance |
|---|---|
| The surrender of all German colonies | Germany's wealth and influence around the world were destroyed |
| The return of Alsace-Lorraine to France | Alsace-Lorraine was a stretch of land on the French–German border and a source of conflict and propaganda for both sides – Germany was humiliated by its loss |
| Land granted to Belgium, Poland and Czechoslovakia, reducing Germany's territory significantly | Certain nation-states like Poland and Czechoslovakia now existed because of the Treaty, further damaging Germany's pride. Many ethnic Germans were now outside of Germany's borders, and East Prussia was isolated by the Polish Corridor. |
| French army to occupy the Western Rhineland, Germany's prime industrial region | This occupation crippled Germany's ability to build an army and affected its ability to generate money |
| Germany to pay **reparations** of 269 billion marks, the equivalent of 96 000 tonnes of gold (Germany finally paid off this debt in October 2010, 92 years after the country's defeat) | This was an almost impossible sum to repay, which was deliberately intended to keep Germany in debt |
| An admission of Germany's guilt in causing the war | This was perhaps the most insulting clause of the Treaty because it lay all the blame for the war at Germany's feet |
| Limitation of Germany's army to 100 000 men, with no conscription, no tanks, no heavy artillery, no poison gas supplies, no aircraft and no airships | This meant Germany would never be able to build an army that could threaten France. It also created an embittered and dangerous population of ex-servicemen in Germany. |
| German navy allowed only six battleships and forbidden to use submarines | Germany was now unable to compete with Britain to establish and manage colonies around the world |

**reparations** payment or other assistance given by those who have done wrong, to those they have wronged

## Developing historical concepts and skills 7.2

### Explaining cause and effect

Examine the Treaty of Versailles' conditions carefully in Table 7.1.

### Responding to the source

1 Demonstrate what you understand about 'significance'. The Treaty had three key aims – demilitarisation, relinquishing of territory and reparations for war damage. Can you explain a reason for each?

2 What was the likely economic impact of the Treaty on Germany?

3 How might the admission of guilt have had the greatest impact of all? Consider its psychological and political effects, in particular.

**Key concepts:** cause and effect, significance

**HASS skills:** evaluating, communicating and reflecting

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## Reactions to the Treaty

The German people were in shock. They had not believed that they might lose the war. They had been told by their government that it was a war of defence. The vast sum of money Germany owed to France was astronomical. To make matters worse, Germany was not allowed membership in the League of Nations, which was the very group designed to prevent future conflicts.

## The impact of the Treaty

The shock and humiliation of the Treaty of Versailles was felt across Germany. Right-wing political groups, often supported by ex-soldiers called *Freikorps*, clashed with police while the new German Government was still attempting to pick up the pieces left by the departure of the Kaiser. Inflation caused by wartime restrictions was already high, and government revenues were down. When the reparations under the Treaty became due, the German Government paid the first instalment, but then announced it could pay no more. The result was three years of chaos in Germany. Successive governments tried to print more money to cover their costs but this made the money worthless. This is called **hyperinflation**. Millions found their savings worthless. When the reparations were not paid, the French and Belgian army took control of the industrial area of the Ruhr Valley, forcing Germans to produce iron and coal for their own industries. Although the economic crisis was resolved in 1923 and, eventually, the foreign troops were withdrawn, many in Germany would never fully support their democratic Weimar Government, and extremist groups were able to survive and grow in the 1920s.

**hyperinflation** when the prices of goods and services rise by more than 50 per cent every month

## Activity 7.2

### Using historical sources as evidence

### Responding to the source

1. Identify the people you can see in this poster.
2. Explain what the child is doing in the corner of the image. Why do you think the child has been drawn this way?
3. This poster was created in 1919 and is making a prediction about 'the class of 1940'. How old would this child be in 1940? What prediction is being made for the 'class of 1940'?
4. What is the normal fighting age of a soldier? Using your answer from the previous question, compare the two numbers. What does this suggest to you?
5. Based on what you have learned, explain the point of view that this source is presenting on the Treaty of Versailles.




↑ Source 7.3.5 This newspaper comic by Australian cartoonist Will Dyson was printed after the signing of the Treaty of Versailles in 1919.

**Key concepts:** sources, evidence, cause and effect, significance, perspectives

**HASS skills:** analysing, evaluating

UNCORRECTED SAMPLE PAGES

## The Great Depression

**economic bubble** (or 'asset bubble') situation in which the rising prices for stocks, goods and other property appear to be based on over-enthusiastic views about the future

While Germany was able to recover from the disaster of hyperinflation, a greater challenge took place in 1929. Using loans from American and other international banks, the German Government had been able to stabilise its economy and, for a short time, return to normality. The relief caused by this made most Germans forget about the past and look forward to the future as Germany became the European centre of art and culture. All of this success came to an end, however, thanks to a stock market crash in New York City, USA.

On 24 October 1929 an economic disaster occurred at the New York Stock Exchange, on Wall Street. This disaster sent shock waves around the world. During the 1920s, millions of Americans had invested their savings in a strong and growing stock market that promised ordinary Americans a fortune in returns on their investments. However, the rush to invest money meant that the value of the companies being invested in became vastly overinflated. This steadily increasing **economic bubble** was doomed to burst. When it did, millions of people around the globe were plunged into poverty as the price of stocks and the value of companies dramatically crashed.

When the banks collapsed, ordinary people lost their life's savings, their homes and their jobs. Companies that employed thousands of people closed overnight. Millions of people around the globe were forced to stand in line for welfare and charity handouts. Around the world, many nations' eyes turned away from events in other countries so they could focus on their financial recovery. Few nations noticed the pain that was being experienced in Germany. In Germany, widespread unemployment and a divided government delivered more and more votes to radical parties such as that led by Adolf Hitler.

FPO <Additional content icon>

**Additional content**

For more detail on the nature of communism and leaders in Russia, see the Interactive Textbook.

### Making thinking visible 7.1

#### See, think, wonder

Examine Source 7.3.6.

1. What do you see in this image?
2. What do you think about that?
3. What does it make you wonder?
4. Use your answers to the questions above in context with what you have learned so far. Why would this image be concerning to leaders of democratic countries?



↑ Source 7.3.6 Sydney, 1931: A man in a makeshift tent in Sydney's Domain Park reads a pamphlet titled 'How to End Capitalism'.

**Key concepts:** sources, evidence, cause and effect, perspectives, empathy

**HASS skills:** analysing, communicating and reflecting

UNCORRECTED SAMPLE PAGES

## The rise of fascism

Fascism began in Italy, under Benito Mussolini. The ideas of fascism include authoritarian controls, anti-communism and extreme nationalism. It developed in Italy due to dissatisfaction with the country's treatment at the Paris Peace Conference, where it was not granted the benefits it sought from having supported the Allies, and a series of unpopular socialist governments. Mussolini's success provided a model for German fascism and Adolf Hitler.

The rise of Adolf Hitler and the National Socialist Party was one cause of World War II. Known to have a tense relationship with his father, but a strong one with his mother, Hitler had grown up poor. In 1909, at 20 years of age, he found himself wandering the streets of Vienna, Austria, selling paintings and postcards. The outbreak of war in 1914 gave him purpose and saw him awarded the prestigious Iron Cross for bravery as a runner.

The way that World War I concluded enraged Hitler. Like many of his generation, Hitler believed that he had fought a noble, patriotic war. The humiliation of the Treaty of Versailles led Hitler to believe that Germany had been 'stabbed in the back' by treasonous politicians. A key part of this theory was the view that communists and Jewish people had somehow engineered this betrayal. In 1919, Hitler joined an obscure political group which became known as the German Workers' Party (DAP). Under his influence, the party grew, and became the Nationalist Socialist German Workers' party (NSDAP), also known as the Nazis. When the French invaded the Ruhr in 1923, Hitler made his first attempt to take power. From a beer hall in Munich, he led a failed takeover of the Bavarian Government, and was imprisoned for nine months. His party remained on the fringe of German politics, until the Great Depression.

### Activity 7.3

#### Using historical sources as evidence

The Great Depression was a hammer blow to life in Germany. Six million people found themselves out of work and unable to find new employment.

**SOURCE A**

German writer Heinrich Houser made an essential record of life in Germany:

> *An almost unbroken chain of homeless men extends the whole length of the great Hamburg–Berlin highway . . . unskilled young people for the most part, who had been unable to find a place for themselves in any city or town in Germany and who had never had a job and never expected to have one.*

↑ Source 7.3.7 From Jackson J. Spielvogel, *Western Civilization: Alternate Volume: Since 1300*, p. 187

UNCORRECTED SAMPLE PAGES

**SOURCE B**

The White Rose, a political group, made this observation in 1929:

> *Rushes on the banks [account-holders withdrawing their money in panic] are beginning. Savers have been seized by panic. They are certain that their money, for which they have saved and slaved, is lost. They stand as early as midnight in endless lines to be first when the cash drawers open . . . The ordered life of the banks is being torn apart. All personnel must be mobilised to disburse payments. Nobody makes deposits.*

↑ Source 7.3.8 From Anton Kaes & Martin Jay (authors), in Edward Dimendberg (ed.), *The Weimar Republic Sourcebook*, 1995, p. 74

### Responding to the sources

1 Which groups appear to be affected by the Great Depression in both sources?

2 Given what you understand about life in Germany after World War I, what effect would the events mentioned in the sources have on the youth of Germany?

3 In a paragraph, explain how the conditions of the Great Depression would affect the ability of The Big Three to respond to German aggression.

**Key concepts:** sources, evidence, cause and effect, significance

**HASS skills:** analysing, evaluating, communicating and reflecting

### Amazing but true...

The soldier who recommended Hitler for the Iron Cross was Jewish. He was later arrested and imprisoned by Hitler's secret police, the **Gestapo**.

**Gestapo** German secret police force dedicated to finding, arresting and often torturing enemies of Hitler's National Socialist Party

**Beer Hall Putsch** violent attempt, begun in a beer hall, to overthrow the Bavarian Government

## The rise of the National Socialists: 1928–33

The failed **Beer Hall Putsch** had taught Hitler that power could be taken in Germany, but only through legitimate political means. In the 1928 election, the National Socialist Party only secured 2.6 per cent of the national vote. The Wall Street crash of 1929 changed everything.

> *The Great Depression provided the National Socialist Party with the opening it needed to convince the German people that they had the answers to their problems. Millions of people were unemployed. Young people were hardest hit, with millions of high school and university graduates wandering the streets looking for work and food, neither of which were in good supply. A British diplomat returning to London from Berlin noted that he was: 'Much struck by the emptiness of the streets and the unnatural silence hanging over the city, and particularly by an atmosphere of extreme tension.'*

↑ Source 7.3.9 From Isabel Deney, *Fall of Hitler's Fortress City: The Battle for Königsberg, 1945*, 2007, p. 29

UNCORRECTED SAMPLE PAGES

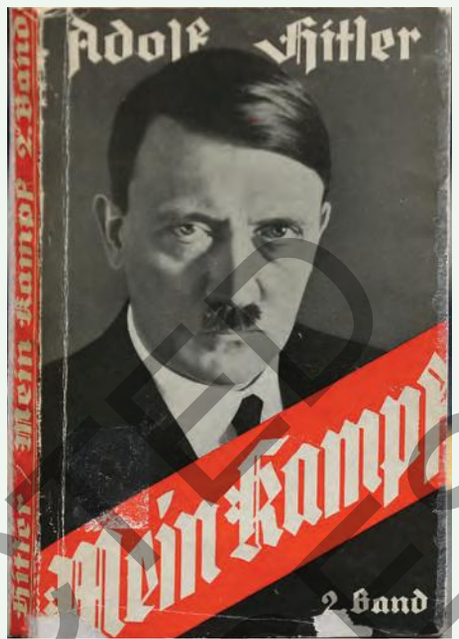
## FAMOUS FACE

### ADOLF HITLER

Adolf Hitler was the Chancellor and Führer (leader) of Germany between 1933 and 1945. A hard-line nationalist, he inspired millions to follow him into war against Germany's 'enemies' and oversaw the murder of nine million people, including Jewish and Romani people and other people considered 'undesirable'.

> *Never in my life have I been so well disposed and inwardly contented as in these days. For hard reality has opened the eyes of millions of Germans to the unprecedented swindles, lies and betrayals of the Marxist deceivers of the people.*

↑ Source 7.3.10 Adolf Hitler, 1929 from Isabel Deney, *Fall of Hitler's Fortress City: The Battle for Königsberg, 1945*, 2007




↑ Source 7.3.11 Adolf Hitler on the cover of his 1924 book *Mein Kampf* ('My Struggle')

## Activity 7.4

**Check your understanding**

1. Explain how the Great Depression benefited the National Socialist Party.
2. Consider the perspective of Germany's young people, those who were born during and after World War I. Explain what they would understand about their country.
3. How would the perspective of young Germans be different from those of the older generations?
4. Make a prediction. How could the Great Depression lead to war?

**Key concepts:** cause and effect, perspectives

**HASS skills:** evaluating, communicating and reflecting

## The National Socialist Party

With an eye on the 1930 election, Hitler made his promises clear to the German people. He promised to:

- provide strong government
- reduce unemployment
- rid Germany of communists
- tear up the Treaty of Versailles
- return Germany to glory.

With his political speeches and his increasingly popular book, *Mein Kampf*, Hitler promoted a platform of 'National Socialism'.

Hitler's National Socialist party was actually not socialist at all. Socialism itself is closer to communism than anything Hitler's party proposed. It is a common historical understanding that the political belief the National Socialists followed was fascism.

UNCORRECTED SAMPLE PAGES

Fascism can be defined as an extreme, authoritarian ultranationalism that is usually led by an unelected dictator. Fascist governments rely on violent suppression of opposition and strong control of people, society and the economy.

The rise of fascism in Germany happened after the dictator Benito Mussolini had installed a fascist government in Italy. In Spain, General Francisco Franco fought a brutal civil war between 1936 and 1939 to install a fascist government. On the other side of the world, a similar political trend was taking place in Japan as the Japanese Empire began forcibly expanding into China in 1933.

Hitler's platform claimed that Germany must rid itself of its 'impure elements' in order to restore its strength. In Hitler's eyes, banks, big business and industry needed to adopt these principles to ensure their success. The financial muscle of these organisations could fast-track employment and ensure political power. This explained his hatred for communism, a political system that actively seeks to destroy these kinds of organisations. Even more than restoring the German economy, Hitler sought to reshape German identity.

## The four pillars of National Socialist ideology and education

During the many elections held in Germany during the Depression, the National Socialist Party put forward four key pillars of their political ideology:

1. nationalism
2. anti-communism
3. antisemitism
4. *Lebensraum*.

### 1 Nationalism

Hitler proposed to tear up the Treaty of Versailles and reverse the decade of humiliation it had endured as a result of the Treaty. By creating an armed group of supporters, known as the *Sturmabteilung* (SA), he was already flouting the condition that Germany could not have an army larger than 100 000.

> *The Versailles Treaty is worthless. 60 million German hearts and minds are on fire with anger and shame. They will cry out 'We want war!'*
>
> ↑ Source 7.3.12 From *Mein Kampf* ('My Struggle'), Adolf Hitler

At its peak, the SA numbered two million strong. Hitler consistently spoke out against the restrictions of the Treaty, promising to rebuild the military if elected, and to break the conditions of the Treaty one by one. He promised to return a sense of pride to the German people. Part of this involved reclaiming areas of German-speaking people in surrounding countries, such as Czechoslovakia and Poland.

### 2 Anti-communism

The chaos in post-World War II Germany led to a rise in the popularity of communism. Despite the horrors of the Russian Civil War the fundamental ideas of communism appealed to many German people who had experienced the economic failures of hyperinflation and the Great Depression.

Violent clashes between German communists and government forces were common. Across Europe, fascism rose as a strong and genuine challenge to communism. A political movement that grew in postwar Italy and later in Spain, fascism served as the political opposite of communism – it used organised violence to protect the interests of the middle class. The threat of communism's expansion from Russia, coupled with its stated intention to put an end to private property, let Hitler provide a genuine election platform: if successful he would rid Germany of communism and establish it as a place of more traditional 'German values'.

UNCORRECTED SAMPLE PAGES

*The menace of Russia hangs over Germany. All our strength is needed to rescue our nation from this international snake.*

↑ Source 7.3.13 From *Mein Kampf* ('My Struggle'), Adolf Hitler

### 3 Antisemitism

The third, and most damaging, ideology of the National Socialist Party was that of antisemitism. Antisemitism is defined as open hostility and prejudice against people of the Jewish faith. While Hitler was not alone in his antisemitism, not all Germans were antisemitic.

The National Socialists claimed that Jewish people were the cause of all of Germany's problems. This was not a new idea. The myth of an 'international conspiracy' of Jewish people working against non-Jewish people had existed for many centuries, with no logical evidence to back it up. In 1930s Germany, Jewish people were even being blamed for the catastrophe of World War I, despite the fact that they formed only 1 per cent of Germany's population – the bulk of Europe's Jewish population lived in Eastern Europe.

Incorporated into Hitler's hatred of communism and the restoration of German pride was the subjugation of Jewish people who lived in Germany. Hitler's antisemitic ideology was based on the pseudoscience of **eugenics**. To Hitler, the 'Aryan' race (defined as people who were tall, blonde and blue-eyed) were destined to be the masters of Europe. All other people would be subservient to them.

### 4 *Lebensraum*

*It will be the duty of German foreign policy to get large spaces to feed and house the growing population of Germany. Destiny points us towards Russia.*

↑ Source 7.3.14 From *Mein Kampf* ('My Struggle'), Adolf Hitler

For Germany to be great again, it needed space. ***Lebensraum*** literally translates to 'living space'. National Socialist ideology proposed that Germany needed to expand its borders so it could make use of the natural resources available in Eastern Europe. Hitler claimed that Eastern Europe was not just a creation of the Treaty of Versailles (much of the land in this region had been taken from Germany by the Treaty), but a place inhabited by people Hitler saw as 'racially inferior'.

In short, Hitler saw the people east of Germany as people who were unfit to inhabit land that Hitler viewed as Germany's for the taking, since Germans were the 'master race'. This theory of German and 'Aryan' superiority lay underneath much of its political agenda. Hitler's *Lebensraum* ideology was not just a threat to Germany's eastern neighbours. It was also a direct challenge to the conditions of the Treaty of Versailles.

**eugenics** pseudoscience (since discredited) of improving a population by preventing people who are seen as 'physically inferior' from having children, sometimes by sterilising or murdering them

***Lebensraum*** ('living space') the concept that Germany needed to expand its borders into other countries' territory so it could use those countries' resources, which were seen as Germany's by right of the National Socialists' perceived natural superiority of German people

## Hitler comes to power

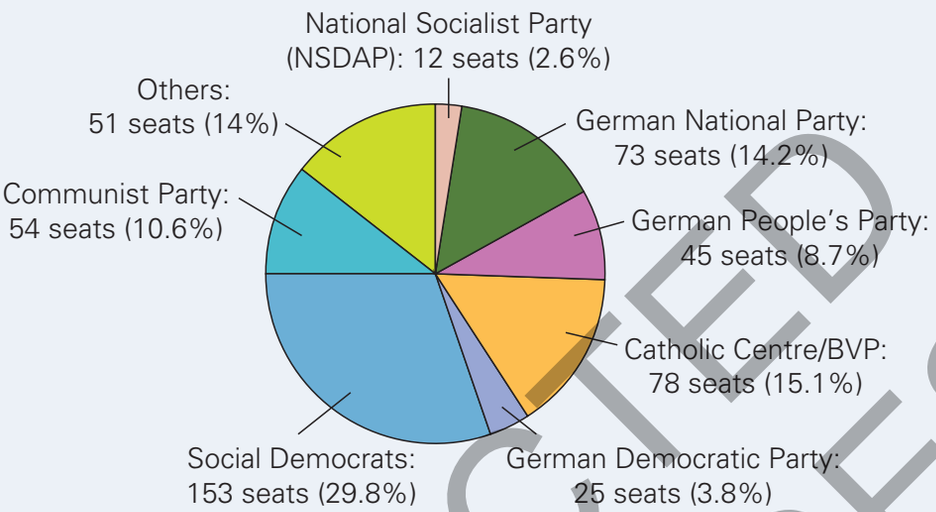
Hitler's policies were not enough to win him much support before 1929, despite a large party membership and the SA, the loyal **paramilitary** force of young men who wore brown shirts and regularly employed violent tactics to further Hitler's messages. When the Depression hit, however, millions gave up on the moderate parties in Germany, and looked for more radical alternatives. Hitler's promises appealed, and in the 1930 elections the Nazis became the second-largest party in the German parliament, or *Reichstag*.

**paramilitary** unofficial military organisation that behaves and is organised in an almost identical fashion to a legitimate military force

UNCORRECTED SAMPLE PAGES

## German election results, May 1928 and 1930

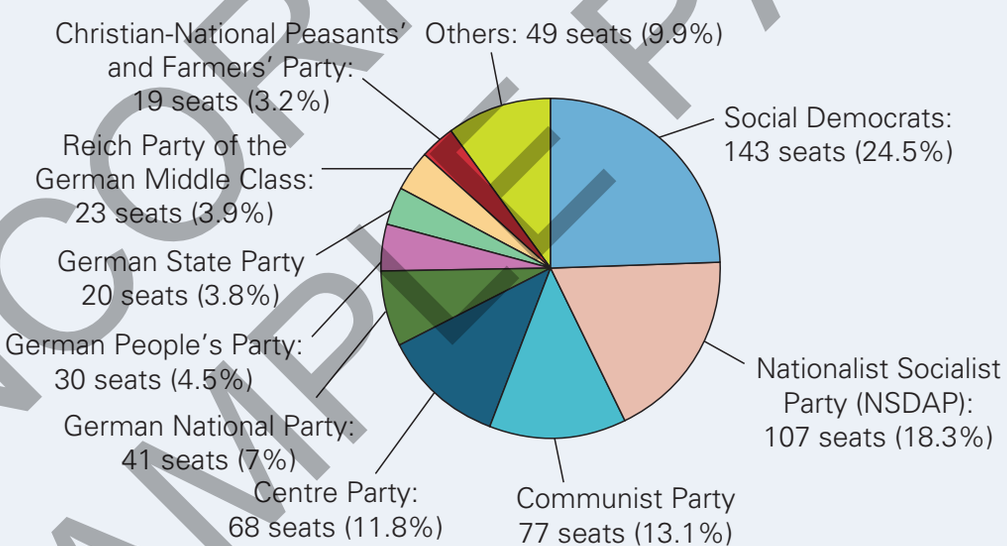
### 1928 GERMAN ELECTION RESULTS




Total number of *Reichstag* deputies = 491
Total votes cast: 30 million (75.6%* of those entitled to vote)

*These percentages indicate how much of the votes each party received from the total votes cast

### 1930 GERMAN ELECTION RESULTS




↑ Source 7.3.15 German election results for 20 May 1928 and for 1930

## Activity 7.5

Consider the German election results shown in Source 7.3.15.

1 What effect do you think the Great Depression had on German voters?

2 What type of political leaders did they support by 1930?

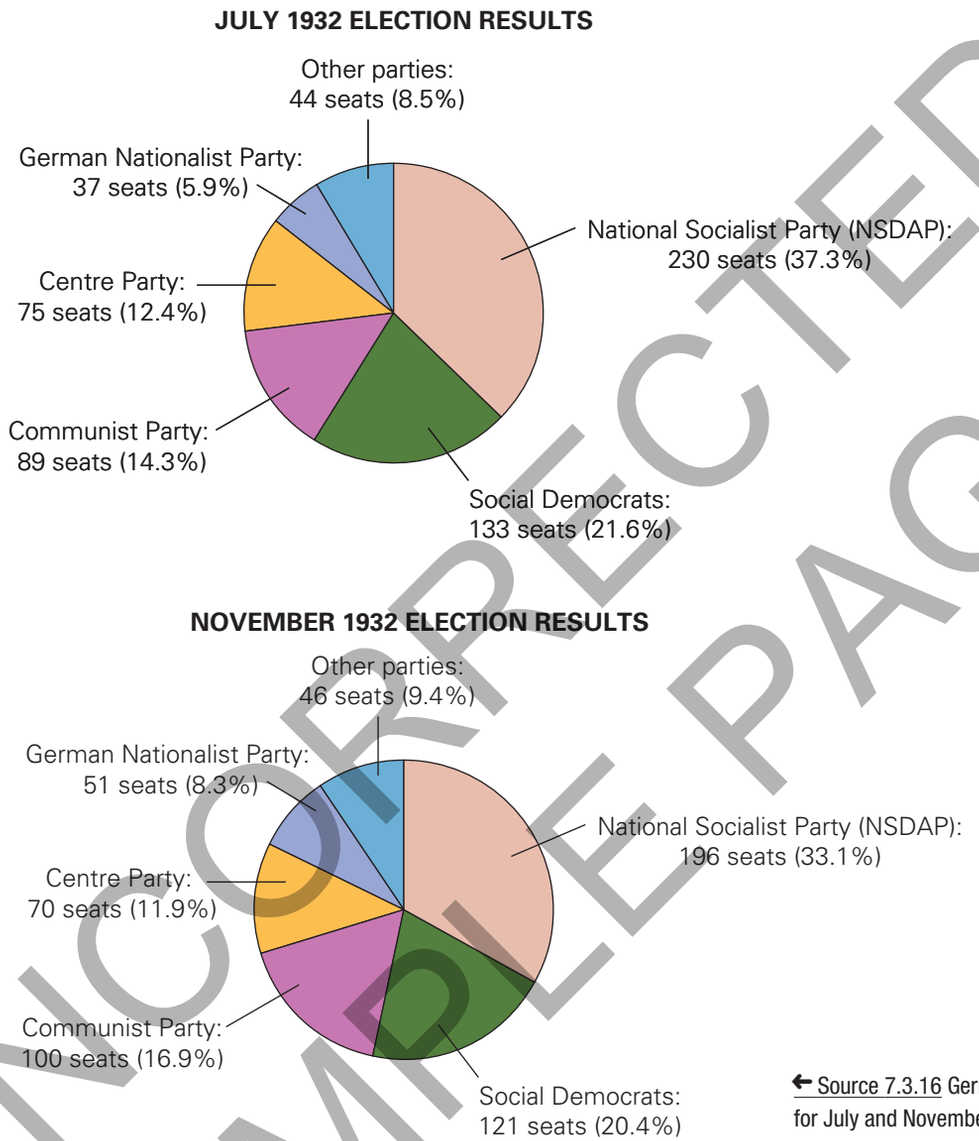
**Key concepts:** sources, evidence, continuity and change, cause and effect

**HASS skills:** analysing, evaluating

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For two years, various Chancellors (German Prime Ministers) failed to solve the problems of the Depression, giving more fuel for Hitler's campaign. In 1932, the Nazis became the biggest political party in Germany and the German leadership was forced to accept Hitler as the Chancellor. Hitler moved quickly to eliminate opposition and, by 1934, was the supreme leader of Germany – *der Führer*.

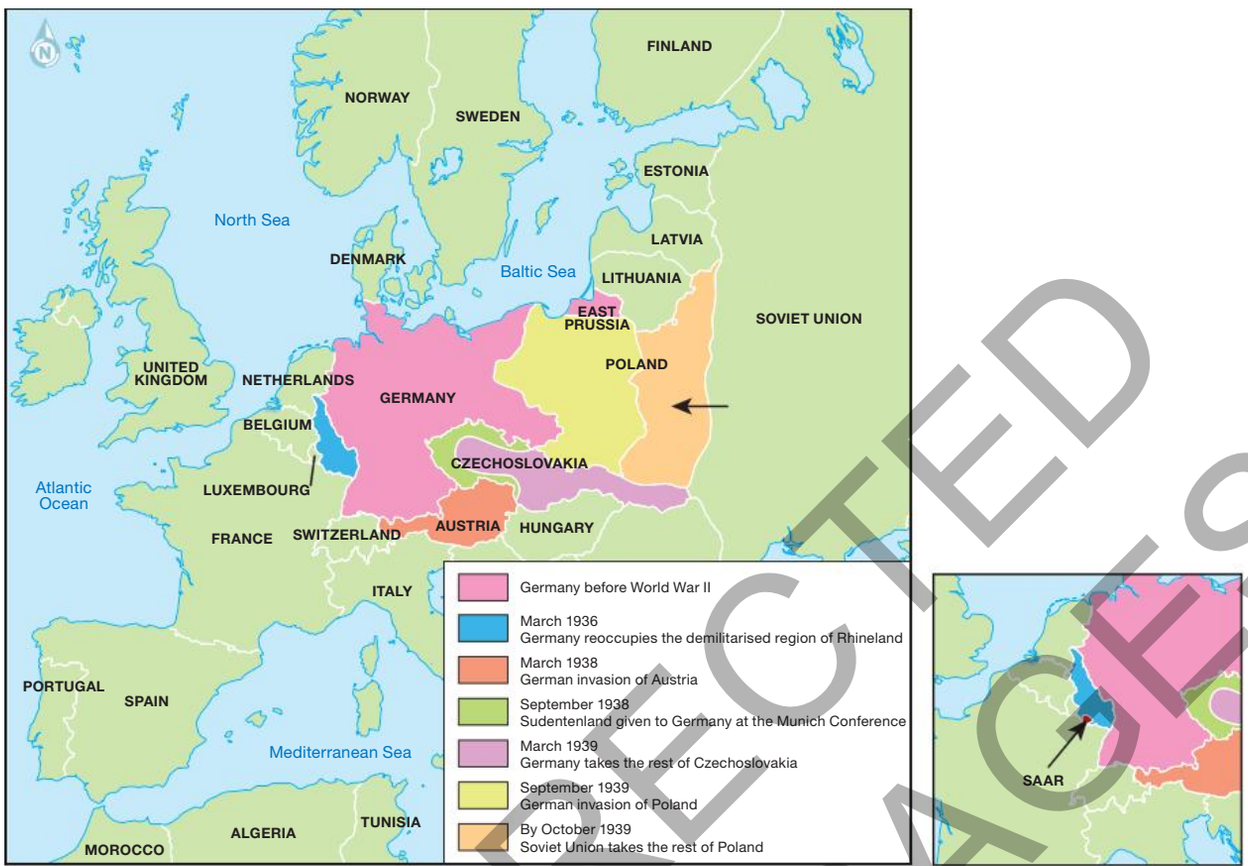



← Source 7.3.16 German election results for July and November 1932

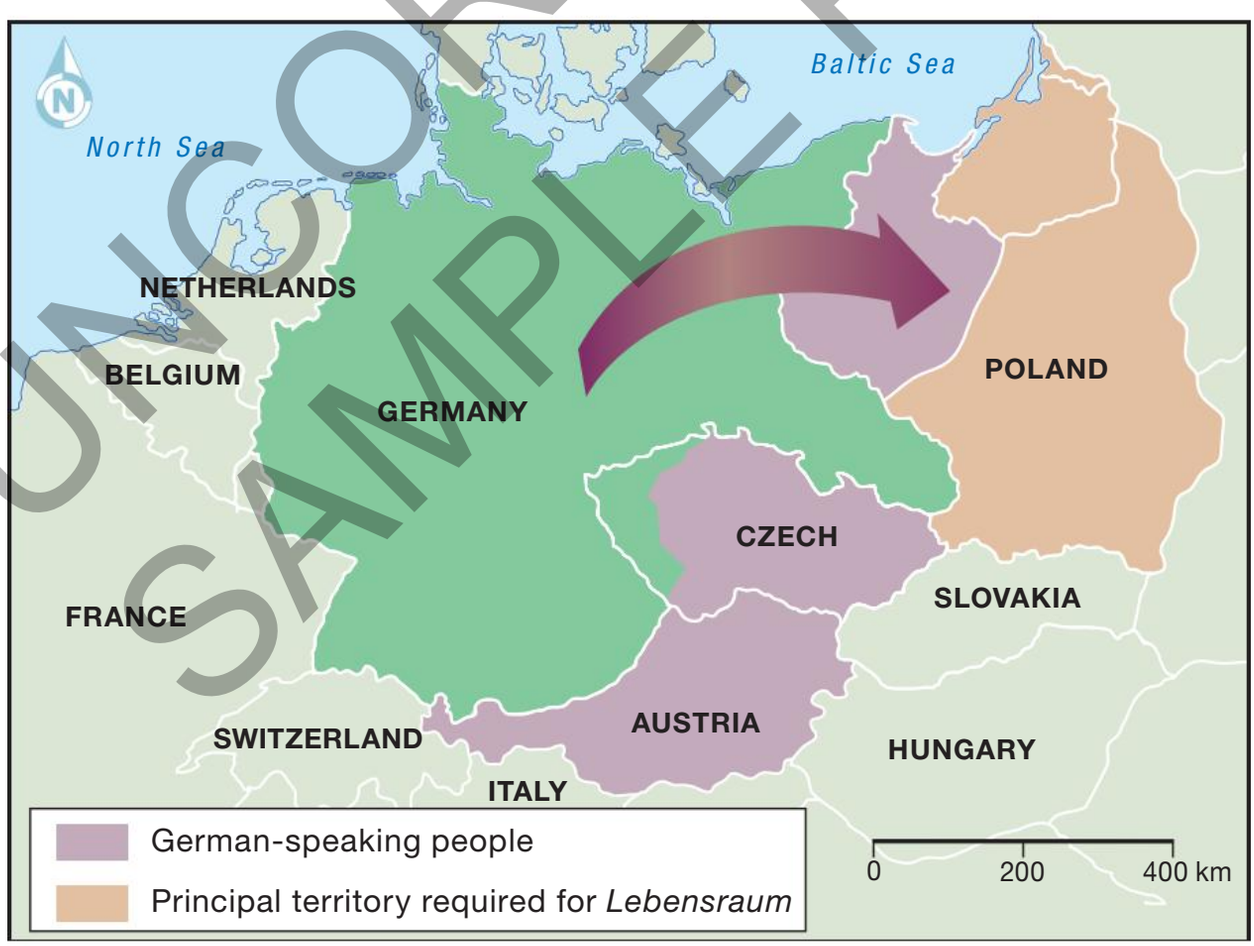
## Hitler's foreign policy

Once in power, Hitler quickly put his policies into action. Restoring the military not only helped solve unemployment and stimulate the economy, it also meant he could pursue his *Lebensraum* aims. In direct contravention of the Treaty of Versailles, which the Nazis ignored, conscription was introduced, and troops were moved into the Rhineland, bordering France. Hitler sent his forces to assist the fascists in the Spanish Civil War from 1936, where they gained valuable experience and a fearsome reputation. In other areas, however, Hitler was able to win territory in Europe without force. This was due to a shrewd foreign policy that combined threat and intimidation, working to forge separate treaties in order to divide his opposition, and taking advantage of their Depression suffering to appeal to fascist supporters in other nations. By the time of World War II, he had brought the Saarland, Austria, and Czechoslovakia under Nazi control, and had signed an agreement with the Union of Soviet Socialist Republics (USSR) to split Poland between them.

UNCORRECTED SAMPLE PAGES




↑ Source 7.3.17 Germany before World War II and its expansion in the lead-up to the war (you can zoom in on this map in the digital versions of this book)




↑ Source 7.3.18 German-speaking areas outside Germany's post-WWI borders desired by Hitler, and territory to be taken over as part of *Lebensraum*

UNCORRECTED SAMPLE PAGES

## Propaganda

Why would the German people support such a radical and ambitious foreign policy? One reason is that the National Socialists pursued a strong and coordinated campaign of **propaganda** that utilised the power of mass media to spread their ideology. Led by Propaganda Minister Joseph Goebbels, a coordinated media plan was used to sway the thinking of German people.

The gradual silencing of communist and oppositional voices in the early 1930s was accompanied by the creation of the *Volksempfänger*, an affordable and popular radio that was found in millions of German homes. For the first time for many, the voices of famous celebrities, politicians and, most importantly, the National Socialist leadership were broadcast directly into the homes of German families.

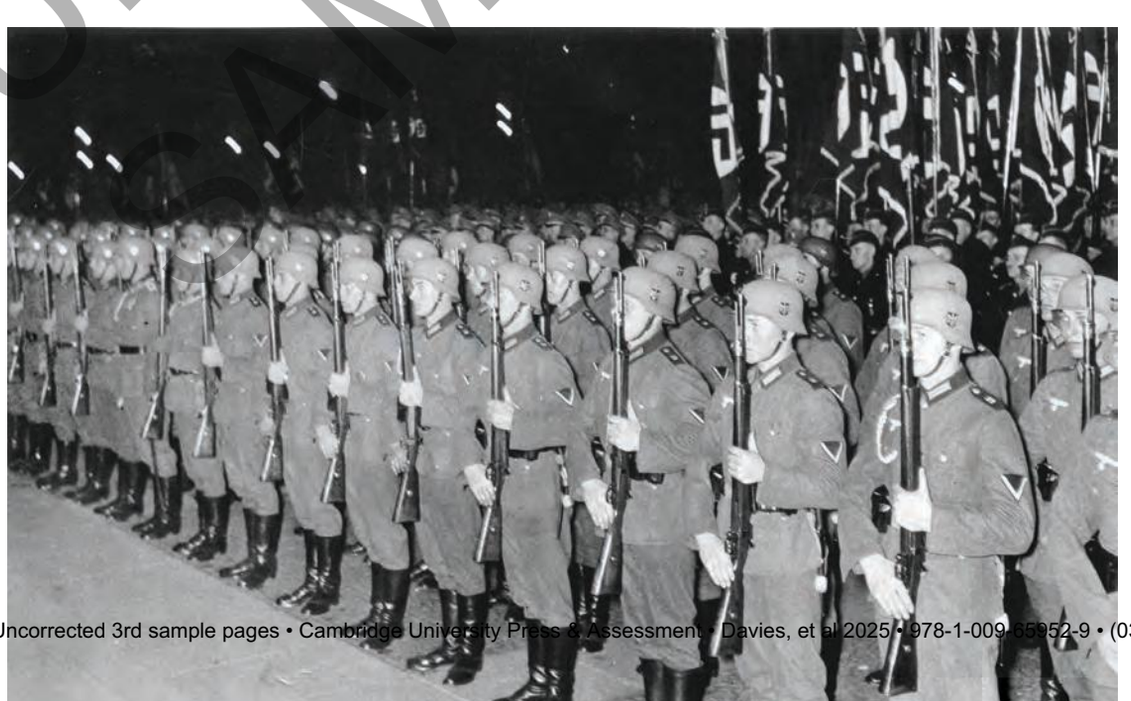
In public streets, posters were used to reinforce National Socialist ideology. Presenting a range of ideas, such as the strength of German power and the demonisation of German 'enemies', these repetitive messages were a constant presence. The strong use of colour, particularly red, gave the posters a sense of urgency.

The emerging technology of film was exploited by Goebbels. The popularity of going to the cinema meant Germans could be exposed to National Socialist ideology in a visual and engaging form. Using both documentary and 'fictional' stories, the propaganda arm of the party created films such as *Jud Suss*, which reinforced notions of antisemitism, while grand epics like *Triumph of the Will* showcased the adulation that 700 000 National Socialist Party supporters demonstrated for Hitler at a National Socialist Party rally.




↑ Source 7.3.19 *Bolshevism Unmasked:* a postcard from an anti-Bolshevik and antisemitic Nazi propaganda exhibition in Berlin, 1937

**propaganda** deliberate spreading of biased information, usually political, to influence the behaviour and thought of a population



← Source 7.3.20 1938: German soldiers standing to attention in the Austrian capital of Vienna

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## Appeasement: 1933–37

Another reason for the success of Hitler's foreign policy in the 1930s was the lack of action by other nations to oppose him. Gripped by the Depression, and fearful of another major war so soon after World War I, the policy of **appeasement** was adopted by leaders around Europe to avoid conflict. Appeasement allowed Hitler to rebuild Germany, to break every clause in the Treaty of Versailles, and to trigger another world war.

**appeasement** practice of making concessions to satisfy someone with a greed for power

**Allies** political and military alliance of the British Commonwealth, France, the United States and the USSR (Russia), who eventually forged an agreement to fight National Socialist Germany

From the moment he became Chancellor of Germany, Hitler began to exert power in the same way that other dictators around the world had. His ideology was similar to that of Mussolini, who had marched Italian troops into North Africa and Albania, and the Japanese, who had invaded Manchuria, and then central China.

The most daring challenge to the Treaty of Versailles was reforming the *Wehrmacht* (German Army) and rebuilding its strength. No other country tried to prevent this. Nations like the United Kingdom had reduced the size of their armed forces after World War I and could not afford to rebuild them.

The events of the following years proved to be the failure of appeasement. In a move planned to test the resolve of the French and British to uphold the Treaty's conditions, on 7 March 1936 Hitler ordered the *Wehrmacht* to march into the Rhineland, which had been taken from Germany by the Treaty. In 1937 Austria was 'annexed' by Germany, despite such an action being banned under the Treaty and, in 1938, the Nazis moved into Czechoslovakia, after a conference in Munich was held and both Britain and France failed to oppose this act.

How were these clear and deliberate acts of aggression allowed to happen?

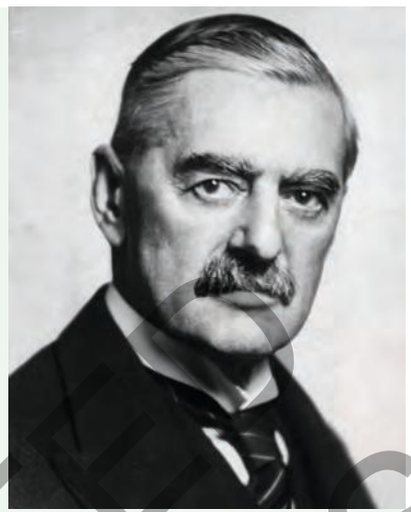
The policy of appeasement was not overwhelmingly popular, but it existed for several simple reasons:

- **Few wanted another world war.** An entire generation of young men had been lost in the trenches in France and the Allied nations did not have the will to fight again.
- **The Great Depression had severely weakened the Allies**. America had returned to its policy of isolationism and turned its attention inward. Millions of jobless men and women around the world were angry with their own governments and unconcerned with Germany.
- **Many saw the Treaty as too harsh.** People thought it was only fair that Germany be able to restore its national pride.
- **Many world leaders admired Hitler.** In times of economic disaster, he had reduced unemployment from six million people to one million people in just four years, bringing prosperity back to Germany.
- **Germany was a buffer to communist Russia.** National Socialist ideology was clear in its intention to destroy communism. It was seen as 'the lesser of two evils' for other world leaders. This division between the capitalist West and the USSR was exploited by Hitler, who avoided fighting both at once for the first two years of the war.

UNCORRECTED SAMPLE PAGES

## FAMOUS FACE

### NEVILLE CHAMBERLAIN



Neville Chamberlain was a conservative politician who served as Prime Minister of Britain during the first eight months of World War II. He is best known for his foreign policy of appeasement, in particular for his signing of the Munich Agreement in 1938, which allowed Germany to occupy the German-speaking Sudetenland region of Czechoslovakia.

## Activity 7.6

### Sequencing chronology

1 Create a timeline of appeasement up to 1937.

2 What do you notice? At what point could Hitler's actions have been halted?

**Key concepts:** cause and effect, perspectives

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

↓ Source 7.3.21 British Prime Minister Neville Chamberlain waves to the crowd at Heston Aerodrome and claims to have secured 'peace in our time' after returning from signing the Munich Agreement, 1938



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## Activity 7.7

### Using historical sources as evidence

Examine the following sources to discover a range of opinions on the policy of appeasement.

**SOURCE A**

*Our Government is much more afraid of Communism than it is of Fascism.*

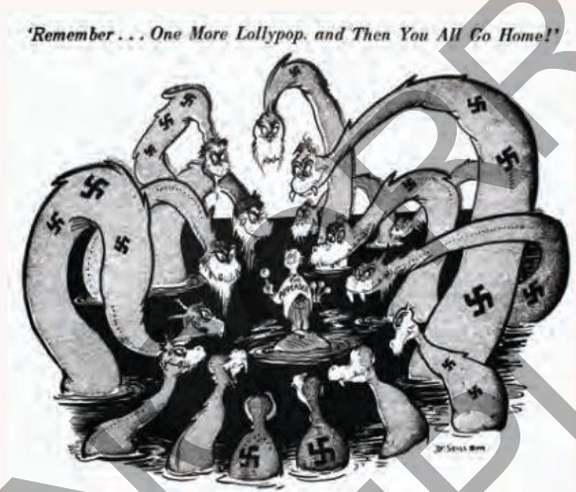
↑ Source 7.3.22 British journalist John Langdon-Davies, 1936

**SOURCE B**

*An appeaser is one who feeds a crocodile, hoping it will eat him last.*

↑ Source 7.3.23 Winston Churchill

**SOURCE C**




↑ Source 7.3.24 Political cartoon by children's author Dr Seuss, criticising the policy of appeasement

**SOURCE D**



↑ Source 7.3.25 The infamous salute at the Berlin Olympic Stadium, Germany, 1938 – under pressure from British diplomats, the England football team (white shirts), captained by Arsenal's Eddie Hapgood, agreed to give the National Socialist salute before the match against Germany.

### Responding to the sources

1 What do these sources tell you about attitudes outside Germany in the 1930s, including:

- **a** the popularity of National Socialism?
- **b** the fear of communism?
- **c** the desire to avoid conflict?

**Key concepts:** sources, evidence, cause and effect, perspectives

**HASS skills:** analysing

UNCORRECTED SAMPLE PAGES

## The push towards the outbreak of war: timeline

Between 1937 and 1939 Germany edged closer to war:

**30 January 1937**

- Hitler publicly demands a withdrawal from the Treaty of Versailles.

**16 August 1937**

- British journalist Norman Ebbutt is kicked out of Germany for reporting on the German army's rearmament.

**13 March 1938**

- Germany achieves *Anschluss* ('union') with Austria after marching soldiers into Vienna and declaring the nation 'reunified' with Germany.

**29 September 1938**

- The French and British governments agree at a conference in Munich to allow Germany to forcibly take over the Sudetenland, a region in Northern Czechoslovakia populated by German speakers.

**30 September 1938**

- The British Prime Minister returns from Munich claiming he has won 'peace in our time', waving a signed, one-page agreement from Hitler that promises no further aggression – the crowd loudly cheers the success of appeasement.

**15 March 1939**

- Czechoslovakian President Emil Hácha suffers a heart attack as Hitler announces an invasion of Czechoslovakia, ignoring the Munich agreement – Hácha survives and agrees to surrender.

**23 August 1939**

- Western leaders are shocked when Hitler and Russia's Josef Stalin sign the **Molotov–Ribbentrop Pact**, declaring a policy of non-aggression against each other.

**1 September 1939**

- Germany invades Poland, prompting France and Britain to declare war on Germany, triggering the start of World War II.

**Molotov–Ribbentrop Pact** controversial treaty between Germany and the Soviet Union to refrain from attacking one another. Also known as the Nazi-Soviet Pact, or the Non-aggression Pact.

↑ Source 7.3.26 Hitler salutes from his car at the 1934 National Socialist Party Congress

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## The failure of the League of Nations

The League of Nations was created in the wake of World War I to resolve disputes between nations around the globe. While it proved successful in mediating border squabbles between smaller nations, its lack of a unified military meant that larger and more aggressive states like Italy, Japan and – eventually – Germany began to simply ignore the League and stake their claims on territory regardless. The USSR was not given a seat in the League, and the USA was not a member, after a change in government in 1920. Without the two largest nations, the League fell apart at the outbreak of World War II, but it was used as a blueprint to create the United Nations, which exists to this day.

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**Additional content**

For a more detailed assessment task on the causes of World War II, see the Interactive Textbook.

### Activity 7.8

#### Check your understanding

Carefully examine the timeline and respond to the following questions.

1 Define these terms and events:
   - rearmament
   - *Anschluss*
   - Munich Conference
   - Molotov–Ribbentrop Pact.
2 Why didn't Austria defend itself against German occupation?
3 Neville Chamberlain is seen as a symbol of appeasement. Why do you think this is the case?
4 The Molotov–Ribbentrop Pact terrified the Allies. Explain why it had this effect on them.
5 What is your opinion of the policy of appeasement? Explain your response with evidence.
6 Consider all of the causes of World War II. Which do you think is the most significant? Give evidence in your response.

**Key concepts:** cause and effect, perspectives

**HASS skills:** analysing, evaluating, communicating and reflecting

## The early years of World War II: *Blitzkrieg* 1939

***Blitzkrieg*** ('lightning war') a media term for a coordinated military attack involving heavy aerial bombing followed by a rapidly moving and highly mobile force of tanks and infantry

Once German soldiers crossed the border into Poland, they unleashed a terrifying war machine that had been developed in secrecy. A state-of-the-art air force attacked Polish towns as fearsome tanks roared towards Polish soldiers, some of whom who were mounted on horseback. Poland's defences were swept aside in a matter of weeks. The world stood to attention as the German Army, fed by years of hardship, ideological education and a zest for revenge, now looked to wreak havoc on Europe.

Using the techniques of ***Blitzkrieg***, which involved heavy aerial bombing followed by a rapidly moving and highly mobile force of tanks and infantry, the German Army swiftly broke through the Polish defences and encircled the Polish Army. It was a rapid departure from the tactics of World War I, utilising new technology in a way no European army had in action to this date.

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↑ Source 7.3.27 1 September 1939: Polish mounted forces about to fight the German forces that swept into Poland. The German forces were made up of 7.25 million men and six armoured divisions.



↑ Source 7.3.28 The German invasion of Poland on 1 September 1939 combined the use of 45 German divisions with an aerial attack. By 20 September 1939, only Warsaw was still holding out. Poland's final surrender came on 29 September 1939.

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### The phoney war

Immediately after the surrender of Poland, Germany made no immediate moves. This period became known as 'the phoney war' as very little appeared to happen as a result, suggesting that no war had actually begun. Although they had declared war, France and Britain did not retaliate until April 1940, when Germany invaded Denmark and Norway. As German troops marched across the Danish border, the German Ambassador met with the Danish Foreign Minister and declared the invasion a 'friendly necessity'. Norway was invaded one hour later. By the end of the day all major Norwegian cities were in German hands. Germany had used the threat of *Blitzkrieg* to nullify resistance and convince both nations to surrender.

## The western offensive

Hitler's war of revenge began on 10 May 1940 as the German armies invaded both the Netherlands and Belgium at the same time. As the French and British armies rushed to defend Belgium, the Netherlands' defences were quickly swept



↑ Source 7.3.29 The Maginot Line in France, c. 1939

**English Channel** stretch of ocean that separates England from France

aside. In the 1930s the French army had built a massive line of fortified defences known as the **Maginot Line**. Based on their experiences in World War I, the French Government believed the concrete fortifications would hold back a German attack. However, the German assault either bypassed the fortifications on land or flew over them. On 25 May 1940, mere weeks after the assault began, General Lord Gort, commander of the British armies defending France, ordered an evacuation from Europe. It seemed that nothing could stop the German Army.

**Maginot Line** line of concrete fortifications designed by the French to defend their borders with Belgium and Germany

## The miracle of Dunkirk

Unable to stop the German Army, British, French and Dutch forces were in constant retreat. British and French soldiers were pushed back to a corner of France and stranded at the coastal French town of Dunkirk, a short distance across the **English Channel** from England. While retreating servicemen waited out in the open to be rescued, German fighter planes destroyed the port and terrorised the exposed soldiers. Desperate to save them, the British Government put out a call for any men in Britain who had naval experience and access to a boat (of any kind) to sail from England to Dunkirk and rescue the stranded soldiers.

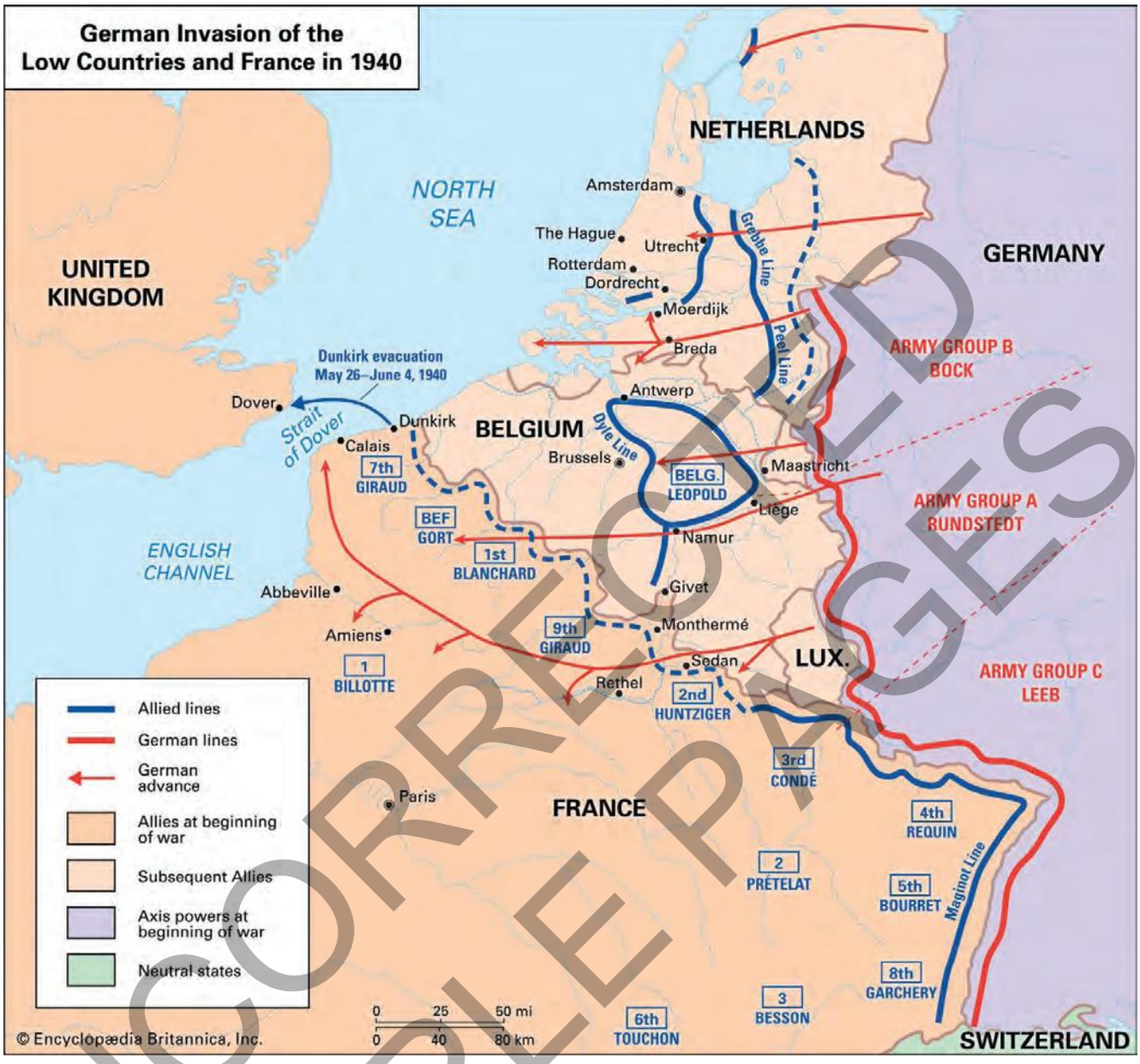
World War I had seen the German Army take four years to advance a short distance beyond the French border, at a cost of millions of lives. World War II saw it conquer all of France in a matter of weeks.

↓ Source 7.3.30 Oil painting by Charles Ernest Cundall, *The Withdrawal from Dunkirk*, June 1940



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↑ Source 7.3.31 German advances in World War II

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## Activity 7.9

### Check your understanding

1 Explain the tactics of *Blitzkrieg*.

2 Why were these tactics so effective in the first years of the war? Explain your answer with evidence.

3 What was the 'miracle of Dunkirk'?

4 The French and British armies were not prepared for the German Army's advance. What reasons can you give for this? It might help to look back over the chapter to find evidence.

**Key concepts:** sources, evidence, continuity and change, cause and effect, significance

**HASS skills:** analysing, evaluating

## Activity 7.10

### Using historical sources as evidence

Read the report from *Time* magazine on the evacuation of Dunkirk:

**dive-bombers** planes that fly directly down towards their target to increase the accuracy of their bombs

**paean** song of praise

> *At Dunkirk, the spectacle was prodigious, appalling. Inside the blazing line of warships lay transports of every description, from big merchantmen and passenger steamers to channel ferries, private yachts, fishing smacks, tug-drawn coal barges. Over these craft wheeled swarms of German high bombers, down at them plunged wedge after wedge of **dive-bombers**. Day and night the sea air was filled with screaming gulls and bats of death . . . When the soldiers reached the sea . . . they were in smoke-grimed rags and tatters, many shoeless, some still lugging packs and rifles, others empty-handed in their underclothes.*
>
> *Crossing the water to Dover . . . millions of relatives at piers and stations, watching for their own men, joined in the pitiful **paean** of thanks for those who were restored. Soldiers saluted sailors and said, 'Thanks, mate, well done.' French (and Belgian) survivors grinned, 'Merci.' A giant job well done it was . . . Among the Allied wounded, most talk was of getting patched up quickly and going back . . . Even the Germans admitted that men who had been through the retreat to Dunkirk were fighters to be respected.*

↑ Source 7.3.32 *Time*, 10 June 1940

### Responding to the source

1. How does the author describe the scene at Dunkirk?
2. How were the soldiers rescued?
3. How does the author explain the attitude of the soldiers who were rescued?
4. Research the origins of *Time* magazine. Where would this report have been read? What effect do you think it would have had on its readers in England or America?
5. Create a short timeline of the key events leading up to and including Dunkirk. What does it tell you about the success of *Blitzkrieg*?

**Key concepts:** sources, evidence, significance, perspectives, empathy, contestability

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

## Winston Churchill emerges

In response to the evacuation at Dunkirk, and to the impending threat that Britain was next in line for German invasion, newly elected British Prime Minister Winston Churchill gave a rousing speech before Parliament that he hoped would galvanise the British people.

### FAMOUS FACE

**WINSTON CHURCHILL**

Winston Churchill was the Prime Minister of Britain from 1940–45. He inspired the British nation to resist the German invasion and to fight to free Europe from fascism.



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## Activity 7.11

### Using historical sources as evidence

**SOURCE A**

> *We shall not flag or fail. We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.*

↑ Source 7.3.33 Winston Churchill, report to House of Commons, 4 June 1940

**SOURCE B**




↑ Source 7.3.34 Cover of a wartime issue of *Simplicissimus*, a German satirical magazine. The heading reads, 'Winston Churchill from the German point of view'.

### Responding to the sources

1. Imagine yourself as a citizen of Britain at this time. What would your fears be?
2. How does Churchill propose to defend Britain?
3. Examine the German portrayal of Churchill. How would a British audience respond to this?

**Key concepts:** sources, evidence, significance, perspectives, empathy, contestability

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

The next phase of World War II was coming to Britain. It would test the limits of British resolve. In August 1940, German planes began bombing cities all across England. The Battle of Britain had begun. It was to be the first of many turning points in the war.

## Activity 7.12

### Check your understanding

Consider all you have learned to this point. What had Germany achieved between 1933 and 1940? Write your response in a small summary paragraph.

**Key concepts:** significance

**HASS skills:** communicating and reflecting

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Go online to access the interactive section review and more!

## Lesson 7.3 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

### 7.3 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 How was Germany punished by the Treaty of Versailles?
2 What is communism?
3 What was the impact of the Great Depression?
4 How did the National Socialist Party rise to power in Germany?
5 What were the four pillars of National Socialist ideology?
6 What media technologies were used to promote National Socialist ideology?
7 What does 'appeasement' mean in the context of World War II?

#### Interpret

8 Was Germany to blame for starting World War II?
9 Why was Germany so successful in the early years of the war?
10 How did perceptions of Josef Stalin contribute to the fear of communism?

#### Argue

11 The failure of appeasement allowed Hitler to get away with too much. To what extent did appeasement cause World War II? Use evidence in your response.

### Apply

1 Research the fate of the Polish, French and Dutch armies that were defeated by the German Army. How did soldiers from these armies spend the remainder of World War II?

**Key concepts:** evidence, cause and effect, significance

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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# An examination of significant events of World War II

## Focus question

**What were the key events that determined the outcome of World War II?**

In this section, we will sketch some significant events of World War II. These events have been described as '**turning points**' of the war. This means that they had a significant impact on the outcome of the war, shifting the balance of power between the Axis and Allied forces. A detailed consideration of the events involving Australia can be found in section 7.5. Details on the Holocaust can be found in section 7.7. As you read about each event, carefully consider the role of civilians, leaders and conditions in determining the war's outcome. The study of World War II is littered with debates about who made the greatest sacrifice, how the war was won and who actually 'won' it.

In this section, you will be introduced to a range of significant events, groups and individuals, each of which played a role in deciding the course of World War II in Europe and Asia. As you read about each one, carefully consider the role of civilians, leaders and military personnel in determining the war's outcome. Several key events guided the course of the war.

## The Battle of Britain: 1940

In July 1940, the German *Luftwaffe* began a series of bombing raids over England in order to win 'control of the skies' and pave the way for an invasion of the island nation. The British Royal Air Force (RAF) was able to design and manufacture a fighter plane, called the Spitfire. In many ways the Spitfire was superior to the German *Messerschmitt* fighter that was used to protect the German bomber planes. However, the RAF did not have enough trained pilots to fly them. Responding to the call to protect 'Mother England', pilots from Canada, France, Poland, America and Australia all travelled to Britain to join the fight.

Pilots took off from airfields across the UK to defend major cities and military targets. With help from Australian mechanics and ground personnel, at least eight Australian pilots became known as 'air aces' for shooting down five or more German aircraft.

**turning point** an event during a war that is pivotal to the eventual outcome or next phase of the war. Historians may disagree on the key turning points of a conflict.

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## Timeline of key events during World War II

**1940**
- Allied pilots defend England from the German *Luftwaffe* in the Battle of Britain

**1941**
- Operation Barbarossa begins: Germany invades the Soviet Union

**1941**
- The USA enters World War II after Japan attacks the US naval base at Pearl Harbor

**1942**
- Singapore is captured by Japan

**1942**
- Darwin is bombed by Japanese forces

**1942**
- The Battle of the Coral Sea
- The Battle of Midway

**1942–43**
- Australian and US forces defeat Japan at Kokoda and Guadalcanal

**1942–43**
- The Battle of Stalingrad turns the war against Germany

**1943**
- Allied forces invade Italy and force it to surrender
- Battle of Kursk

**1944**
- D-Day: The Allies land in France to open the Western Front against Germany

**1944**
- The Battle of the Bulge defeats the last German resistance in Belgium

**1945**
- Soviet forces reach Berlin and force Germany to surrender

**1945**
- Two atomic bombs are dropped on Japan, and the Japanese surrender soon after

↓ Source 7.4.1 Japanese troops on horseback during the 1931 invasion of the Chinese province of Manchuria

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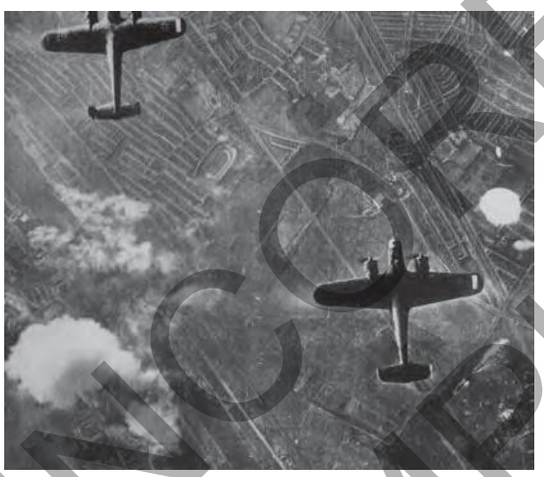
The air battle over the UK lasted from July until October 1940. English civilians were deliberately targeted. In an effort to break the will of the English population, the *Luftwaffe* relentlessly bombed the major cities of London, Liverpool, Birmingham, Manchester and Southampton. During these months, in the period known as **the Blitz**, London was bombed for 57 consecutive nights, forcing most of the population to take shelter in underground **tube** stations. During the Blitz, the future Queen Elizabeth II herself survived the bombing of Buckingham Palace. To ensure that public morale remained high, the royal family refused to leave London. They asked British people to maintain a **'stiff upper lip'** and quoted the wartime motto of 'keep calm and carry on'.

Despite the frequency of attacks, the outnumbered RAF pilots were shooting down German planes faster than they could be produced in German factories. Regardless of the massive destruction caused in British cities, Germany eventually abandoned its invasion plans in October 1940. It was the Allied Forces' first victory against Germany. In an address to the nation, Prime Minister Winston Churchill thanked the pilots of the RAF, claiming that, 'Never in the field of human conflict was so much owed by so many to so few'.

**the Blitz** intense bombing attack on London by German planes in 1940

**tube** underground train stations that connect London's rail network

**'stiff upper lip'** British wartime ideal of showing fortitude and strength in the face of adversity



↑ Source 7.4.2 Two *Luftwaffe* Dornier 217 bombers fly over the Silvertown area of London's Docklands on 7 September 1940, during the start of the Blitz on London. The photo shows that fires have started near the Beckton Gasworks. This picture was taken by a German bomber.




↑ Source 7.4.3 British wartime poster

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## Activity 7.13

### Using historical sources as evidence

Examine the following transcript of a live broadcast of a battle over the sea near Dover.

On 14 July 1940, German aircraft attacked convoys in the English Channel. Based on the English coast, BBC reporter Charles Gardner gave British listeners their first near-live eyewitness account of the Battle of Britain as he announced the play-by-play.

*Here they come! The Germans are coming in an absolutely steep dive, and you can see their bombs actually leave the machines and come into the water. You can hear our anti-aircraft guns going like anything. I am looking round now. I can hear machine guns fire, but I can't see our Spitfires . . . Somebody's hit a German and he's coming down with a long streak, coming down completely out of control, and now a man's bailed out by parachute. It's a Junkers 87 and he's going slap into the sea. There he goes, smash! A terrific column of water! . . . Oh, we have just hit a Messerschmitt! Oh, that was beautiful! He's coming down . . . He's finished. Oh, he's coming down like a rocket now. An absolutely steep dive. Let us move round so we can watch him a bit more . . . No, no, that pilot's not getting out.*

↑ Source 7.4.4 Charles Gardner, BBC Home Service, 14 July 1940

**Responding to the source**

1. Visit the BBC Archives website and listen to more broadcasts from Charles Gardner.
2. Examine the language and point of view presented in the broadcast. What does it remind you of?
3. How would these broadcasts have helped inspire the British people to 'keep calm and carry on'?
4. Why would Australian pilots be so eager to help defend Britain?
5. Evaluate the contribution of RAF pilots, leaders and individual British people from the sources you have examined so far. How did each person contribute to the British victory?



➜ Source 7.4.5 Artist's interpretation of a dogfight between British Spitfires and German *Messerschmitt*s

**Key concepts:** sources, evidence, perspectives, empathy, contestability

**HASS skills:** questioning and researching, analysing, evaluating

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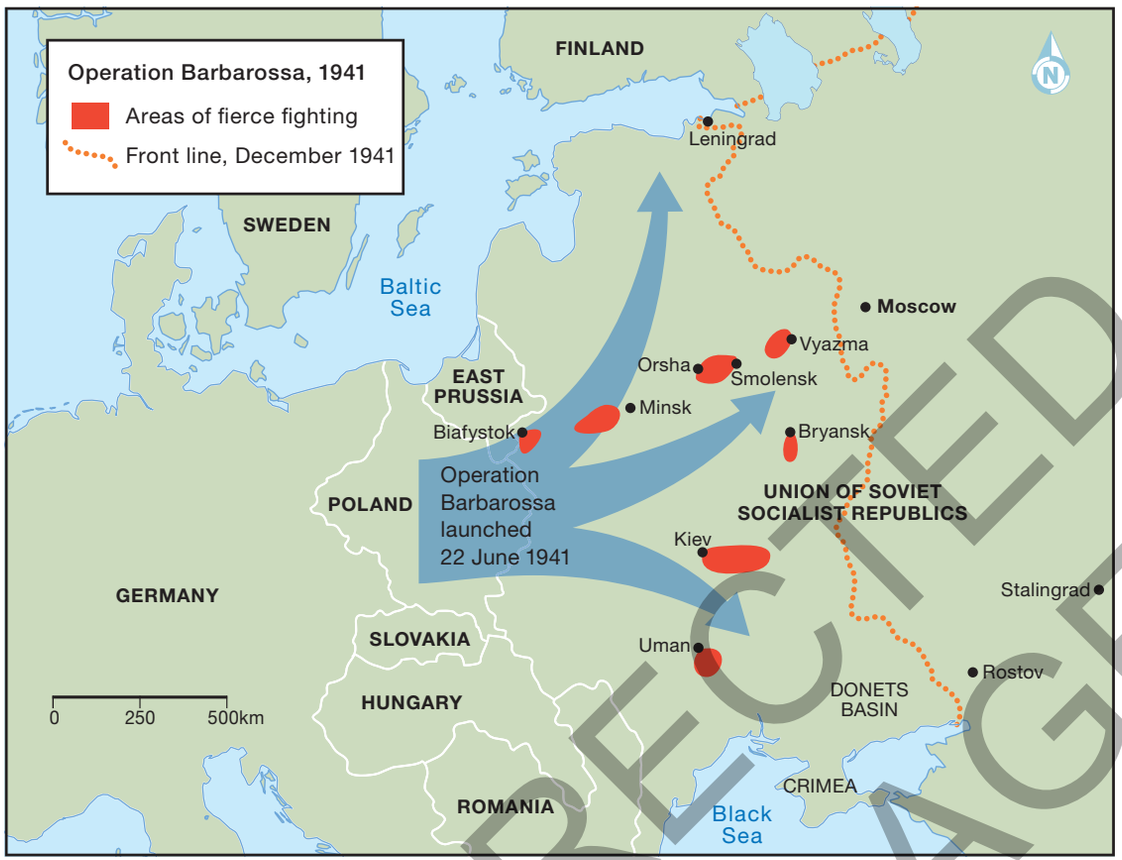
A detailed research task for the whole class is available in the Interactive Textbook.

## Operation Barbarossa: 22 June 1941

After the Battle of Britain, the Nazis gave up on Operation Sea Lion – their planned invasion of the British Isles. Instead, Hitler began to look east. On 22 June 1941, he acted upon his long-standing threat. He broke the Molotov–Ribbentrop Pact he had co-signed with Josef Stalin and ordered the German invasion of Russia, now known as the Soviet Union, or the USSR. Strategically, this was a risky decision. If Britain were ever to liberate France from German occupation, Germany would be fighting a war on two fronts – on its eastern and its western borders simultaneously.

Germany's invasion of the USSR would have catastrophic consequences for Russian civilians as well as German and Russian soldiers. It would prove to be a turning point in the war. The Soviet (Red) Army was unprepared, lacking leadership due to Stalin's orders for the arrests of its top generals between 1938 and 1941. By the time of the German invasion, 40 000 USSR army officers had been arrested or executed. As a result, the Red Army was initially brushed aside by the German *Blitzkrieg*.

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↑ Source 7.4.6 Operation Barbarossa was Germany's plan for an attack on the USSR in 1941.

As 4.5 million German troops stormed into the Soviet Union's territory, they did so with eight years of National Socialist ideology at the forefront of their minds. Unlike their attacks upon Western Europe or Africa, this invasion was to be a war of 'total annihilation' and a *Rassenkampf* ('race war') against communism and Judaism. This was more than an invasion – it was a **crusade**. In the eyes of the National Socialists, the Russian people were less than human. In 1941, the German Army was given the order to execute all captured communists and to either enslave or expel the remainder of the population.

> *Kick in the door, and the whole rotten structure will come crashing down.*
>
> ↑ Source 7.4.7 Adolf Hitler on communist Russia

The Soviet Union's critical lack of preparation for the invasion led to catastrophic defeats. In the first week of the invasion the German Army advanced 320 km, destroyed 4000 Soviet aircraft and killed or wounded over 600 000 Russian soldiers. By December 1941, German forces were within sight of the Soviet capital of Moscow. They had encircled the city of Leningrad, the spiritual home of the communist revolution, and were heading towards the southern city of Stalingrad.

Hitler had promised to conquer the USSR before its notorious winter settled in. He would push its population out past the eastern Ural Mountains, creating *Lebensraum* for the German **Reich** that, according to National Socialist propaganda, would last 1000 years.

A near-suicidal resistance by the Red Army managed to slow the German Army's advance. Winter arrived and the

**crusade** war of religious significance

**Reich** ('realm' or 'empire') The Reich, or more specifically the Third Reich, was a National Socialist concept that sought to establish the third great German empire, after the Holy Roman Empire of 800–1806 and the German Empire of 1871–1918. National Socialist propaganda claimed that the Third Reich would be established through war.

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German Army became trapped in the snow. They would never capture Moscow. This failure proved crucial to the outcome of the war.

However, it was not just winter that worked against the Germans. Other crucial factors included:

- the Soviets' **'scorched earth' policy**
- the Soviets' superior manpower and industrial capacity, built on a decade of preparation and state planning prior to the war
- the Soviets' **lend-lease** agreements with the Allies giving them financial backing and access to technology from the West
- Stalin's leadership and his return to Russian patriotic appeals
- Hitler's interference in his own generals' military strategy and the Nazis' obsession with taking an entire front, rather than focusing just on Moscow.

**scorched earth policy** the act of an army destroying everything in an area such as food, buildings or equipment that could be useful to an enemy

**lend-lease** a strategic wartime policy of the USA between 1941 and 1945 where the US provided food, oil and war materiel (military equipment and supplies) to its allies




↑ Source 7.4.8 National Socialist anti-Soviet propaganda poster. A man with a skeleton face stands over bloody corpses, wielding a whip. His hat and clothing are Russian in style.

## Pearl Harbor: 7 December 1941

Japan had aligned itself with Germany and Italy in 1940. At this point of the war, however, the USA had no intention of joining the conflict. It believed its policy of isolationism kept it safe. The Japanese Air Force shattered this illusion of safety when it attacked the naval base at Pearl Harbor, in Hawaii.

Pearl Harbor was located an exceptionally long way from Japan's military expansion activities in Asia. The USA's Pacific American fleet was stationed in Hawaii in order to defend the west coast of the USA. Prior to the attack, despite tension over the treatment of China, Japan and the USA were not at war. However, conflict had been brewing between the two nations. The USA had recently cut off its oil trade with Japan in protest against Japan's actions in Asia.

On 7 December 1941, hundreds of Japanese planes launched a surprise attack from aircraft carriers, bombing the Hawaiian military base, badly damaging and sinking 20 ships, and killing over 2400 American naval personnel. The USS *Arizona* had 1000 American sailors on board when it was hit by an 800 kg (1800 lb) bomb. All 1000 sailors died when it sank.

The Pearl Harbor attack was devastating, but it did not achieve its goal of eliminating the American Pacific fleet. Despite the shock, the US fleet was able to recover relatively quickly. More importantly, the US Congress voted 388 to 1 in favour of immediately declaring war on Japan and joining the fight against Germany. This meant that the enormous (and geographically isolated) manpower and economic might of the USA would join the fight against fascism and imperialism. Germany now had to face the combined power of Britain, the USA and the USSR. The war against Japan became a matter of national importance to the American people.

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In his memoirs, Churchill recorded his reaction to America's declaration of war:

> *Once the fire is lighted under it there is no limit to the power it can generate. Being saturated and satiated with emotion and sensation, I went to bed and slept the sleep of the saved and thankful.*

↑ Source 7.4.9 Winston Churchill, 1941, cited in Barton Biggs, *Wealth, War and Wisdom*, 2009, p. 49



↑ Source 7.4.10 The USS *Arizona* burning during the Japanese surprise attack on the American naval base at Pearl Harbor in Hawaii on 7 December 1941 (view footage online at https://cambridge.edu.au/redirect/11301)



EXTRA!

WAR!

San Francisco Chronicle

JAPAN ATTACKS U. S.!

Hawaii and Manila Bombed;

Chute Troops Off Honolulu!

Bulletins

Eyewitness Reports Sound Of Terrific Cannonading In Pearl Harbor Area

FDR Calls Cabinet; Army and Navy Ordered To Battle Stations

↑ Source 7.4.11 The *San Francisco Chronicle* reports on Japan's attack on Pearl Harbor and its declaration of war on the US

## The Battle of Stalingrad: August 1942–February 1943

The Battle of Stalingrad was the defining battle of World War II. The German Army's two-pronged attack against the city and the oilfields of the Caucasus in the south promised a crucial victory for Hitler. Oil was becoming a critical necessity for the success of the German war effort.

German bombers began by pounding the city into rubble, but when the order came to enter the city, they found it ferociously defended.

Unlike the previous battle at Leningrad, the German Army were drawn deeper into Stalingrad as they battled from house to house, street to sewer, factory to department store. In one particular incident of the battle, Soviet soldiers occupied a building's cellar, while German soldiers held the ground floor. At the same time, the Soviets lobbed grenades at the Germans from the first floor. The German Army nicknamed this kind of fighting *Rattenkrieg* ('rat war').

Regardless of the cost, Red Army forces were continually sent into the burning city from their camp on the other side of the Volga River. They charged into battle with the motto 'not one step back'. Sometimes they did so without weapons. Those who tried to retreat were gunned down by their fellow soldiers. By the end of the battle, each side had lost at least a million soldiers to fighting, starvation and cold.

Countless acts of horror and heroism punctuated the five-month battle. As winter descended upon the city and Soviet snipers, hidden in the rubble, targeted German officers, German morale began to drop.

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↑ Source 7.4.12 A Red Army soldier hides in the rubble of Stalingrad



↑ Source 7.4.13 The centre of the city of Stalingrad after it was liberated from the German occupation

Famed Russian sniper Vasily Zaytsev, a hero of Soviet propaganda, claimed to have killed over 300 German soldiers. For a German army used to *Blitzkrieg* tactics, Stalingrad had become a freezing death-trap.

Meanwhile, Stalin and his military commander, General Georgy Zhukov, had been secretly raising two huge armies to the north and east of Stalingrad. On 19 November, these two armies encircled the Germans occupying Stalingrad in a **pincer movement** that trapped the entire German Sixth Army.

**pincer movement** military tactic in which an army splits in two and circles around an enemy to trap them

Obsessed with the capture of the city, Hitler refused persistent requests from German generals to fight their way out and retreat. Eventually, 200 000 German soldiers froze to death inside the surrounded city. Of the surviving 91 000 soldiers who disobeyed orders and surrendered, only 6000 would survive their time in the Soviet prisoner-of-war camps. The Red Army spent the following two years fighting its way towards Berlin.

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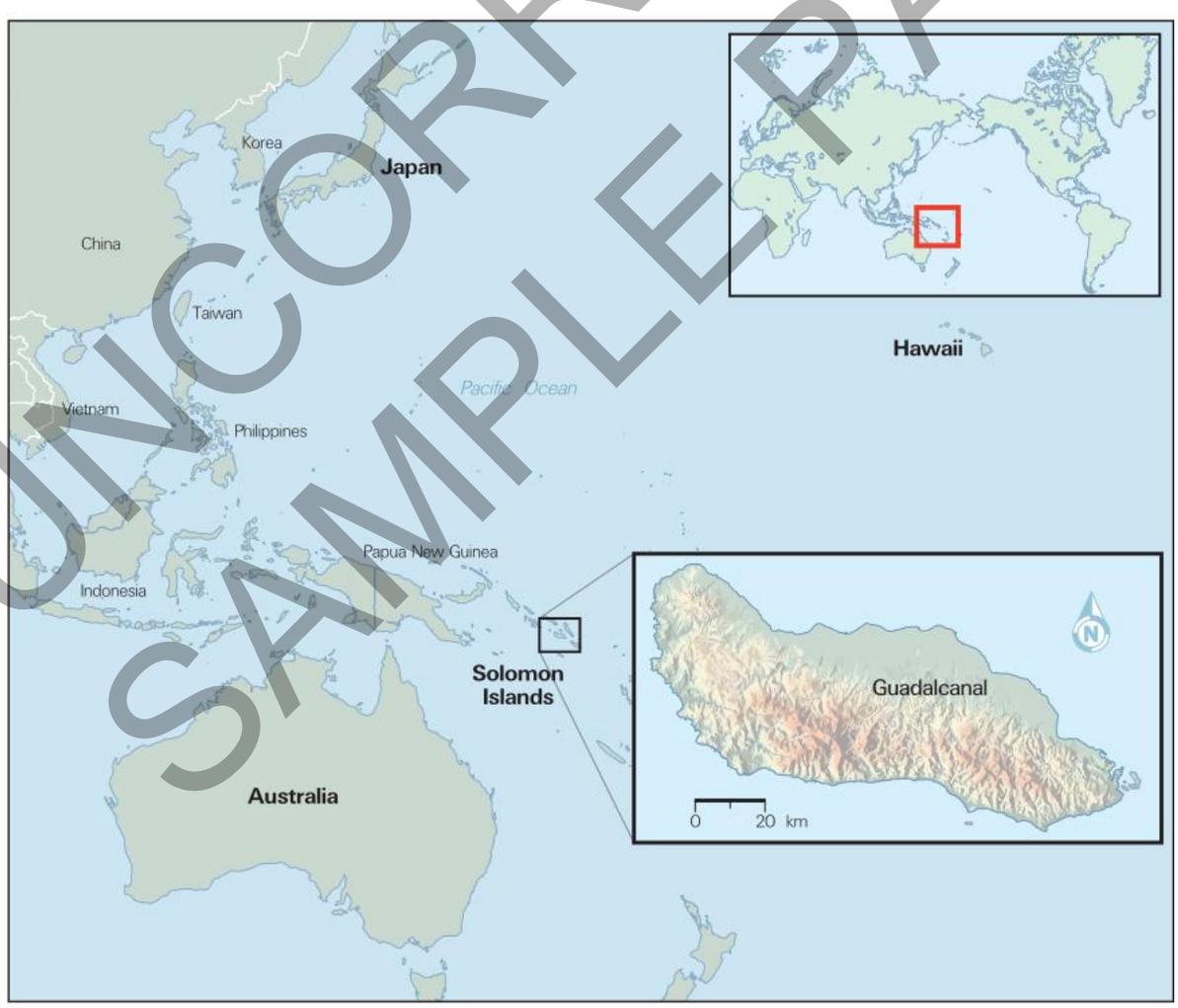
*Nobody knew the names of those unfortunate men who, huddled together on the ground, bleeding to death, frozen, many missing an arm or a leg, finally died because there was no help.*

↑ Source 7.4.14 A German sergeant after the defeat at Stalingrad, cited in Antony Beevor, *Stalingrad*, 1988, p. 362

## Guadalcanal: August 1942 – February 1943

Along with the Battle of the Coral Sea and the Battle of Midway in 1942, the land-and-sea battle for the Pacific island of Guadalcanal was a major turning point in the war against Japan. A tropical island that offered little more than an airfield, Guadalcanal was strategically important to the Japanese because, as a base, it could be used to threaten air and sea links between Australia and the US. Whoever held it would have a strategic advantage. Guadalcanal had been occupied by Japan since May 1942. On 7 August 1942, a battalion of American Marines, the US Army's elite troops, landed on the island to surprisingly little resistance.

The American forces were unaware that the Japanese forces had retreated inland in order to protect the airfield. What followed was a savage battle fought in difficult and unforgiving tropical conditions. The battle also raged at sea and in the air, which meant that the opposing land-based forces on the island were abandoned to fight alone. Two-thirds of the 32 000 Japanese personnel would never leave the island. While only 2000 US Marines lost their lives, over 8000 were evacuated after contracting malaria.




↑ Source 7.4.15 The remote Solomon Islands became the scene of one of the great battles of the Pacific campaign of World War II.

UNCORRECTED SAMPLE PAGES

## Amazing but true…

Malaria is a debilitating tropical disease carried by mosquitoes. It produces extreme flu-like symptoms, including headaches, fevers, nausea and vomiting. It crippled the fighting capacity of the individual soldier. They would be forced off the front line and end up bedridden in hospital. Around 65 per cent of the American army in the Pacific reported contracting malaria at some point. In some cases, the impact of malaria on either side of a battle played a significant role in determining the outcome.



↑ Source 7.4.16 An American soldier spraying oil on stagnant water to kill mosquitoes, while other soldiers take samples of mosquito larvae to study malaria

The marines' eventual victory in February 1943 would put the Japanese forces on the defensive for the remainder of the war.

US War Correspondent Richard Tregaskis was watching on 9 August as US battleships pounded the island before the marines' landing:

*'I think most of us that were watching the gunfire suddenly knew the awful feeling of being pitifully small, knew for a moment that we were tiny particles in the gigantic whirlpool of war. The terror and power and magnificence of man-made thunder made that point real … We were only pawns in a battle of the gods, then, and we knew it.'*

↑ Source 7.4.17 Richard Tregaskis, US war correspondent

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## D-Day: 6 June 1944

The Allied invasion of German-occupied France on 6 June 1944 was momentous. It spelled the end for Germany's war ambitions. The opening of a second front to fight the German Army meant that Germany now had to fight a war in the east and west simultaneously. The build-up to and planning of this invasion was conducted with enormous secrecy in England.

Operation Fortitude was one of the many military operations that took place on D-Day. As part of Operation Fortitude, the Allied Forces used dummy landing craft, fake tanks, spies, false news reports and double agents to successfully convince Hitler that the invasion would take place in Calais, France. This was over 300 km north-east of the invasion's actual location in Normandy, France.

On 6 June 1944, Operation Overlord marked the start of the invasion of France. On this day, 5000 navy vessels ferried troops from England to the beaches of France, while 20 000 **paratroopers** were dropped behind enemy lines in flimsy gliders. Despite massive casualties suffered by those landing on the beaches while being fired upon by German machine guns, and by paratroopers who were shot before they made it to the ground, over 156 000 troops had landed by the end of the day. By the last day of June, 800 000 Allied troops had come ashore.

**paratroopers** highly trained soldiers who parachuted out of planes, often under fire and behind enemy lines

The fighting on the day was extraordinarily fierce. American, British and Canadian troops stormed beaches that were littered with landmines and German machine gun nests. Many soldiers died before they even made it onto the sand of the beach. However, Hitler believed the invasion was a trick and had not placed sufficient defences in Normandy. Worse still, the legendary General Erwin Rommel, charged with the defence of France, was away from the front lines, celebrating his wife's birthday in Germany. Germany was effectively caught by surprise and the 'beginning of the end' in Europe had begun.

> *'They had us pinned down. You'd stick your helmet up and they'd shoot a hole through it. It was hectic … the leaders got shot up … After a while everyone got organised. They knew they had to go. Because there was no way they could swim that English Channel.'*[1]

↑ Source 7.4.18 US soldier Verle Buck

[1] To see a video of the D-Day landings from PBS, please visit the link: https://cambridge.edu.au/redirect/11302

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# What the Allies faced on D-Day: German defences at Normandy

### Artillery casements

This artillery was encased in protective, thick concrete. It was used to shell ships approaching the beach.

### Machine gun nests

These contained, and sheltered, machine guns. This was a powerful position from above to gun down troops. The infantry would often try to time their advance with the seconds it took to change the ammunition belt.

### Barbed wire

Great amounts of barbed wire were used to catch and slow down advancing troops. They would need to carefully cut or flatten it amid all the artillery or they would become injured or tangled.

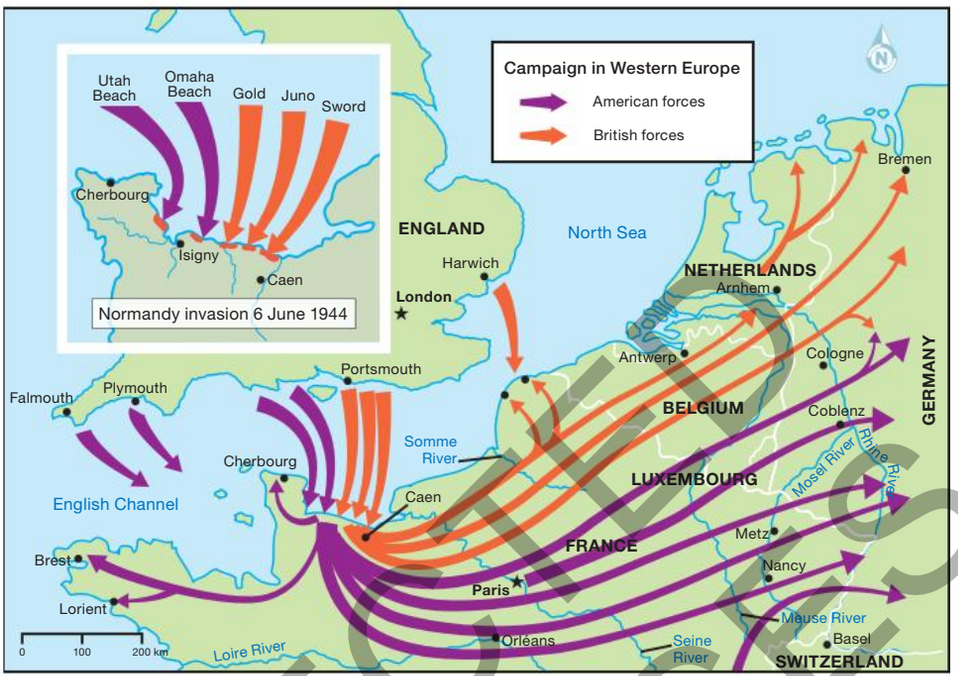
### Seawall

The 3-metre concrete seawall made it difficult for infantry and almost impossible for vehicles to cross. But it did provide some temporary shelter from the German artillery.



↑Source 7.4.19 A painting for the US Army's *Stars and Stripes* newspaper depicting American troops fighting during the 6 June 1944 D-Day landings in Normandy, France

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➜ Source 7.4.20 Overview of the D-Day invasion and the subsequent drive into Germany

**Teller mines**

These mines were on top of stakes and designed to be triggered by landing craft at high tide

**Hedgehogs**

Pointed crossed rails deterred boats and tanks coming in at high tide, to avoid being punctured

**Troops**

Approximately 2500 soldiers died before even reaching the beach

**Landmines**

These explosives were buried in the sand, and there were mines with tripwires

**Higgins boat**

These boats were also known as LCVPs (Landing Craft, Vehicle, Personnel). They carried light vehicles or up to 100 men to shore. They would lower the ramp and machine guns would create cover fire as the troops disembarked.

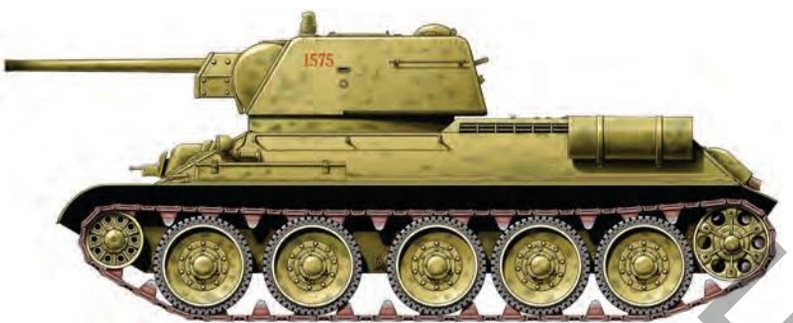
↑ Source 7.4.21 Artist's representation of the fighting on Omaha Beach on D-Day

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## Berlin in the last days of World War II: April 1945

**genocide** deliberate killing of an entire group of people because of their national or ethnic identity

After its defeat at Stalingrad the German Army faced even more losses at the Battle of Kursk. This was the biggest tank battle in human history, in which 6000 tanks and almost two million troops fought a ferocious battle that sent the German Army into permanent retreat through its own eastern territories. The Red Army gathered steam as it moved forward. Along the way it discovered the atrocities, war crimes and acts of **genocide** committed by German troops in Russian towns and against the Jewish people of Eastern Europe. By the time the Red Army reached the outskirts of Berlin in 1945, the German Army's fighting capacity had been destroyed. Meanwhile, the ferocity of the Russian Army was on the rise.




↑ Source 7.4.22 Artist's representation of a Russian T34 tank. The T34 was faster and nimbler than most German tanks. It rarely froze in the cold Russian winters.



↑ Source 7.4.23 Artist's representation of a German *Panzer* tank, one of the most feared tanks of World War II. *Panzers* were often the most powerful tanks on the battlefield, but were eventually outnumbered by the more reliable Russian T34 tanks.

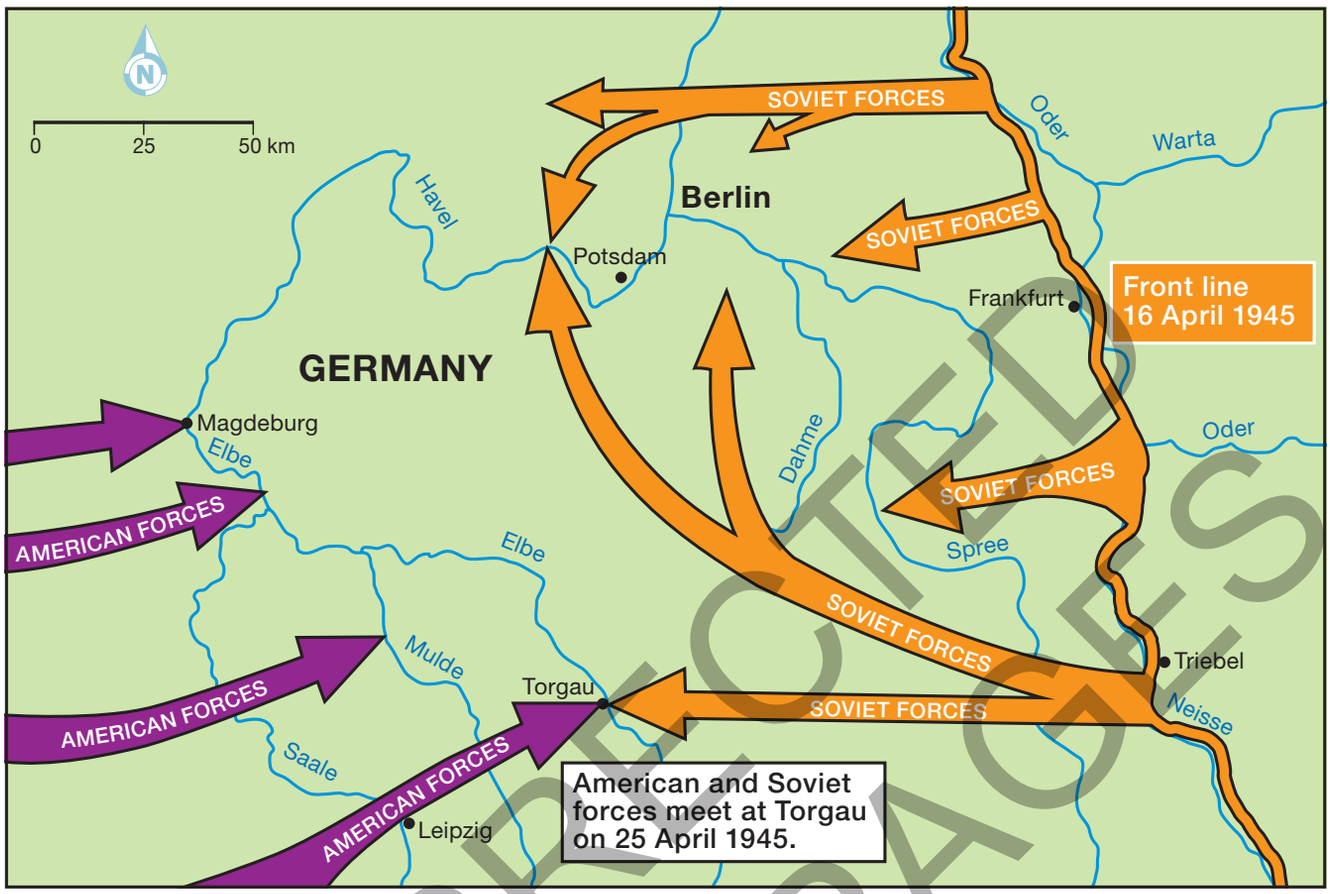


↑ Source 7.4.24 Hitler handing out awards to members of the Hitler Youth, who were left to defend Berlin

The city of Berlin's only defence force were bands of elderly men and young boys. As Hitler's health had begun to badly deteriorate, his obsession with controlling every aspect of the war resulted in blunders, like the catastrophic defeat two years earlier at Stalingrad. Few of Hitler's best military leaders were brave enough to speak up or contradict him. Those who did were demoted or suffered even worse fates.

The Red Army beat the American and British to Berlin. For those left living in the devastated city, this was to prove their greatest and final punishment. Refusing to surrender, Hitler perversely ordered armies that had been annihilated in prior losses to attack and defend Germany in its final battle. Since the German Army's loss in Stalingrad, Hitler had become very ill. He had not been able to sleep and as a result had become delusional. While his grip on power was still strong, his hold on the reality of the situation was not. Thousands of German soldiers were surrendering to the Allies in Western Europe. Soviet tanks and thousands of elite Soviet troops stormed Berlin, terrorising its remaining citizens. It is almost impossible to determine, but some accounts estimate that at least 100 000 women in Berlin were sexually assaulted by Soviet troops.

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↑ Source 7.4.25 Advance of the Red Army and Allied forces on Berlin

The highest commanders of the German Army went into hiding. Only a few remaining fanatics stood by Hitler's side, hidden in a bunker underneath the city. It was in this bunker, on 30 April 1945, that Hitler and his wife, Eva Braun, committed suicide. The prophesised German Reich of 1000 years had lasted for little more than five years. On 8 May 1945, the German Army formally surrendered to the Allies. Commonly known as VE Day, it marked the end of the war in Europe.

## Amazing but true...

There is no marked grave for Adolf Hitler. The former location of the bunker where he died is now an unassuming car park in front of an apartment complex.




↑ Source 7.4.26 Chicago, 8 May 1945: To celebrate VE ('Victory in Europe') Day a priest waves a newspaper with news of Germany's unconditional surrender to elated pupils of a Roman Catholic school in Chicago

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## Activity 7.14

### Check your understanding

With a classmate, discuss the fact that there is no memorial to Hitler's place of death. Why do you think this is?

**Key concepts:** perspectives, empathy

**HASS skills:** evaluating, communicating and reflecting

## The atomic bombing of Japan: 6 and 9 August 1945

**atomic bomb** a bomb that derives its destructive power from the rapid release of nuclear energy – the atomic bomb was developed by the top-secret US-based Manhattan Project between 1939 and 1945

On 6 August 1945, an American B-52 bomber dropped an **atomic bomb**, the most devastating weapon the world had seen to date, on the Japanese city of Hiroshima. Three days later a second atomic bomb was dropped on the city of Nagasaki. Stunned, defeated and bewildered, the Japanese Empire did the one thing so many hundreds of thousands of its soldiers had died to avoid. It surrendered.

The use of the atomic bomb was to have consequences that the world still lives with today, but at the time it was used to end a world war. US losses at Iwo Jima (Source 7.4.30) had been enormous, with the Japanese soldiers determined to die rather than surrender the island. Concerned about the potential costs of an invasion of mainland Japan, newly elected US President Harry Truman had authorised the use of a weapon that America had been developing in secret, as part of a military operation called the Manhattan Project.

The project was inspired by the knowledge that Germany was developing a similar weapon, and fear of the consequences of the successful development and use of such a weapon. Germany never developed a working atomic bomb. However, America did.

At 8.15 a.m. on 6 August 1945, an American bomber called *Enola Gay* flew over the Japanese industrial city of Hiroshima. It dropped one single bomb, nicknamed Little Boy, and killed 80 000 of the city's 350 000 inhabitants in a blinding flash of pure atomic energy. Hiroshima was nearly wiped from the map.



↑ Source 7.4.27 This photo demonstrates the devastation caused when the atomic bomb was dropped at Hiroshima. The building to the right has been preserved as the Atomic Bomb Dome, or Genbaku Dome, of the Hiroshima Peace Memorial.

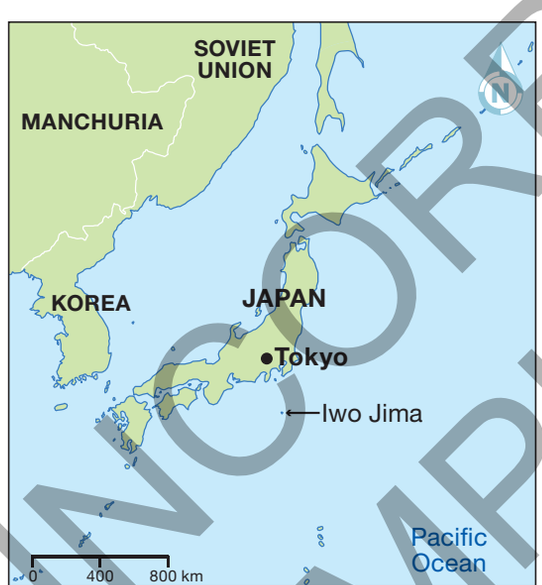
After the bomb was dropped, attempts to contact the Japanese High Command and seek a surrender were met with silence. On 9 August, a much larger bomb, called Fat Man, was dropped on the smaller city of Nagasaki, and 50 000 people were killed. The following day, Japanese Emperor Hirohito announced via radio broadcast that Japan had surrendered. The great expansion of Japanese imperialism in Asia was over. So was World War II.

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Ever since the atomic bombing of Japan, debate has raged over the morality of the action. This kind of debate is known in the study of History as 'contestability'. The atom bomb may have ended the war, but the destruction it caused was horrific. The long-standing argument in favour of using the bomb was that an invasion of Japan would have cost even more American lives. As US President Truman wrote in his personal diary at the time:

> *It occurred to me that a quarter of a million of the flower of our young manhood was worth a couple of Japanese cities and I still think they were and are.*

↑ Source 7.4.28 US President Harry S. Truman, handwritten remarks, 15 December 1945




↑ Source 7.4.29 Proximity of Japan to Iwo Jima, which in early 1945 was the site of a major battle between Japanese and US forces

In the years since the bombing, however, historians have argued that not only did Truman know that Japan was already considering surrender, he was also using the bomb as a tool to intimidate Soviet leader Josef Stalin in the lead-up to negotiations over the territorial division of postwar Germany. Truman was also concerned that a delay in the Japanese surrender could allow the Soviets an opportunity to expand their influence in the Pacific. He later wrote that:

> *We have discovered the most terrible bomb in the history of the world . . . It is certainly a good thing that Hitler's crowd or Stalin's did not discover this atomic bomb . . . It seems to me the most terrible thing ever discovered, but it can be made the most useful.*

↑ Source 7.4.30 US President Harry S. Truman

Debates about morality aside, the development and use of the atomic bomb certainly changed the course of human history.

## Key concepts for your memory bank

**Contestability** is when interpretations about the past are open to debate, as a result of a lack of evidence or different perspectives. For example, when different historians have their own interpretations or perspectives on an event in the past, which causes a clash or contest of opinions. *Pop this concept into your memory bank – at the end of this book is an activity which will test your understanding of this, and other key HASS concepts!*

## Consequences of war: the death toll

When the ink had dried on the Japanese surrender, the world took a breath to count the cost, the dead, the missing and the displaced people across the globe. All told, conflict in World War II led to approximately 15 million killed in battle and 45 million dead civilians who were caught up in bombings, battles and massacres. Millions would never return to their homes and started lives in other parts of the world. A much larger, broader and longer **Cold War** between the Soviet Union and the nations of Western Europe would follow.

**Cold War** period of 45 years of hostility between the United States and the Soviet Union (Russia), characterised by threats, propaganda and small military conflicts around the globe

World War II will always be remembered for the use of the atomic bomb and the inglorious destruction of extreme ideology. It will forever be remembered for perhaps the most horrific premeditated crime in human history: the Holocaust.

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Go online to access the interactive section review and more!

## Lesson 7.4 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

FPO <Additional content icon>

**Additional content**

Visit the Interactive Textbook to access a WWII Research Task.

FPO <Digital quiz icon>

**Digital quiz**

Please see the Interactive Textbook to access digital activities.

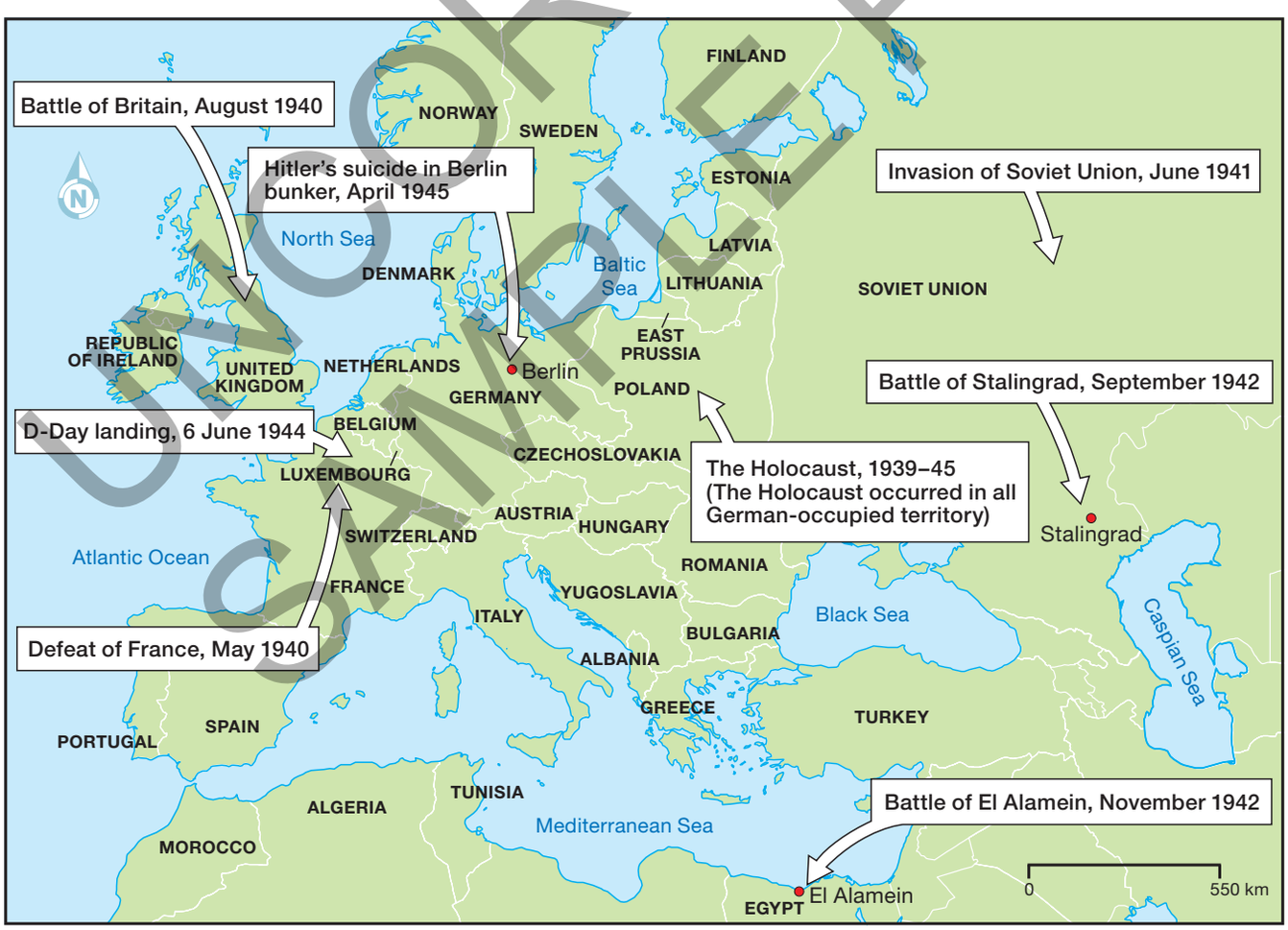
### 7.4 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Why did the Japanese Army invade China?
2 Briefly explain *Blitzkrieg*.
3 How were 300 000 soldiers evacuated from Dunkirk?
4 What happened at the Battle of Britain?
5 What was Operation Barbarossa?
6 What was the significance of the fall of Singapore?
7 Why was the Battle of Stalingrad so significant?
8 Explain the importance of D-Day.
9 What was the impact of malaria on the war in the Pacific?
10 Where were the two atomic bombs dropped?

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↑ Source 7.4.31 The European locations of some significant events of World War II

### Interpret

**11** Evaluate the significance of the Battle of Stalingrad in Europe. How did it change the course of the war?

**12** Evaluate the significance of the Pearl Harbor attack. How did the USA's declaration of war change the course of the conflict?

### Argue

**13** Hitler's decision to invade the USSR was his gravest mistake. To what extent do you agree?

## Apply

**1** The top-secret Manhattan Project developed the atomic bomb in the USA. The existence and use of this weapon set the world on a new course after World War II. Research the events of the Potsdam Conference in 1945 and answer the following question: What was US President Harry Truman's motive for using the atomic bomb on Japan?

**Key concepts:** cause and effect, significance, perspectives

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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7.5

# The course of the war and the experiences of Australians in World War II

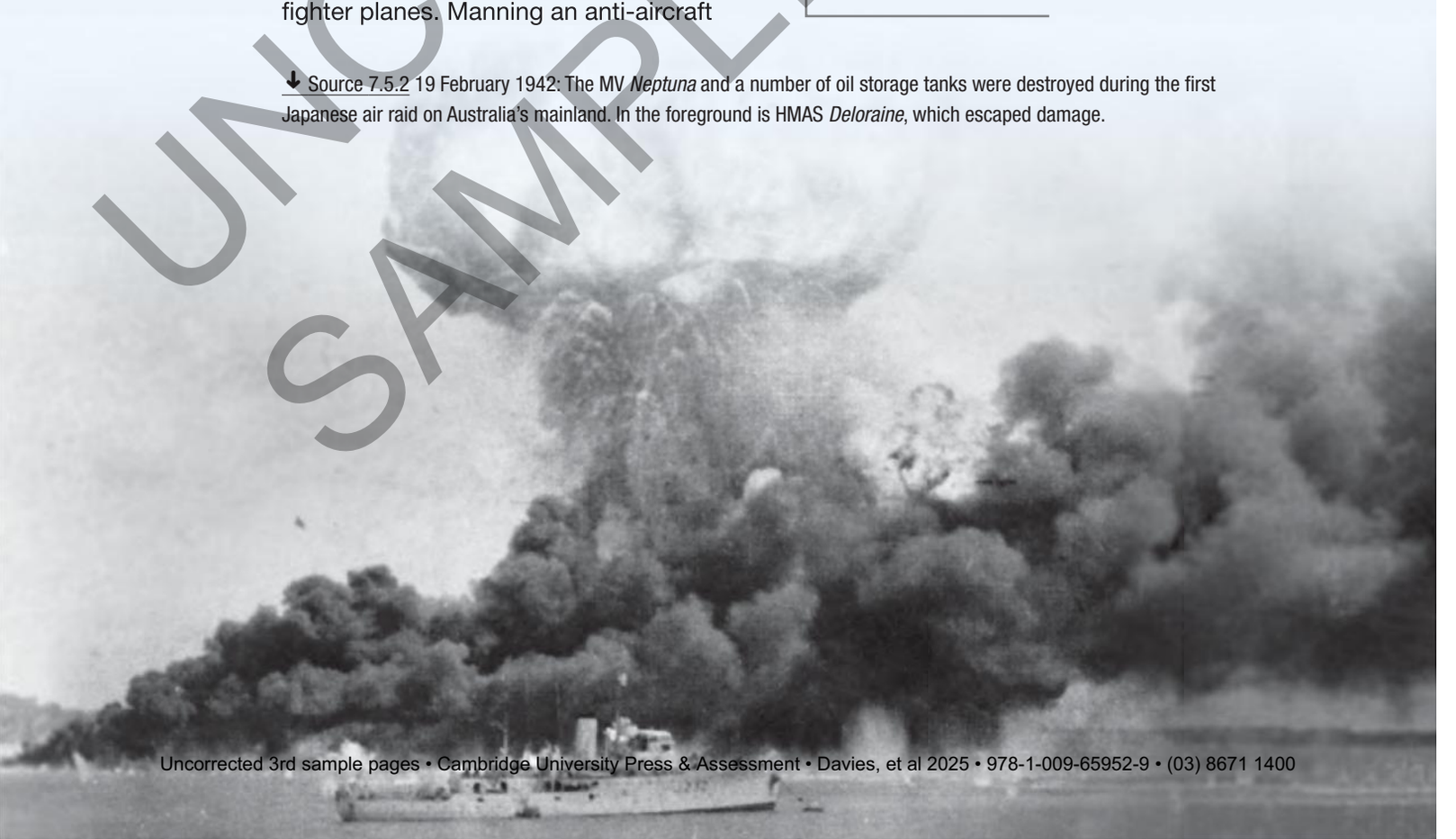
## Focus question

**How did World War II affect Australia?**

## Introduction

On the morning of 19 February 1942, the tropical calm of Australia's northern city of Darwin was broken by the wail of air raid sirens. As workers on the Darwin docks wandered out for their 10 a.m. 'smoko' break, they looked to the skies as radio reports filtered in about incoming enemy aircraft. The sleepy wartime outpost became the focal point of a large-scale assault by 242 Japanese bombers and fighter planes. Manning an anti-aircraft gun on the Darwin football oval, anti-aircraft gunner Jack Mullholland had a perfect view of the assault:

> *'The sky seemed to be full of white crosses ... the enemy planes looked like a well-ordered cemetery advancing across a blue field.'*
>
> ↑ Source 7.5.1 Jack Mulholland, anti-aircraft gunner



↓ Source 7.5.2 19 February 1942: The MV *Neptuna* and a number of oil storage tanks were destroyed during the first Japanese air raid on Australia's mainland. In the foreground is HMAS *Deloraine*, which escaped damage.

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What followed was the single most devastating attack on Australian soil. Over two air raids, 235 people were killed. Ships were sunk, planes were destroyed and any sense of safety felt by Australians in 1942 was suddenly lost. After weaving its path of destruction through Europe, Africa and Asia, World War II was now at Australia's doorstep.

## Winding back the clock

How had it come to this? Prior to the outbreak of war in Europe, Australia had quietly been recovering from its own experience of the Great Depression. As its economy began to grow in the late 1930s, the government had pursued a policy of trade preference for the United Kingdom. This, along with an embargo on the export of iron ore, had led to a dispute with Japan that saw relations crumble. Many Australians had also been keenly watching developments in Europe, and close ties with the British meant that the government had already begun to prepare for the potential of joining a European war.

### Australia prepares for war

Australians were proud of the experience of the Australian Imperial Force (AIF) in World War I, when they fought in Gallipoli and France in the service of the British Empire. To maintain Australia's fighting capacity, a local **militia** had been established after World War I, and used to protect the nation's vast borders. When Australia declared war on Germany on 3 September 1939, Australian Prime Minister Robert Menzies announced a revitalisation of the AIF. A force of 20 000 men would be created and sent to fight overseas, in the Mediterranean and North Africa. This left a poorly equipped and relatively trained militia of roughly 80 000 volunteers to protect Australia.

## Japanese imperialism

As the war in Europe raged, a different, equally deadly war was edging closer to Australia.

In the 1930s, the Empire of Japan wanted to expand its influence and borders. The first nation in Asia to successfully industrialise, Japan expanded its army into the north-eastern regions of China in the 1930s, declaring that territory to be the Kingdom of Manchukuo in 1932. Japanese nationalists believed their ability to industrialise was a testament to their racial superiority, which made them the rightful leaders of Asia. They sought to establish a 'sphere of influence' throughout South-East Asia, removing any European influence while asserting Japanese power.

### Nanjing: 1937

Agitation by Japan led to all-out war with China in 1937. This was an indication of Japanese policies of expansion. Sweeping south through China, Japanese soldiers entered the city of Nanjing in December 1937. It is estimated that over 300 000 Chinese civilians were tortured and murdered. An untold number of sexual assaults also took place. In addition to the atrocities committed against civilians of all ages, Nanjing was looted and a third of its buildings were burned to the ground. What became known as 'the rape of Nanjing' sent shock waves through Asia. It was clear that the Japanese Army had rejected European ideas about the rules of war, as set out in the **Geneva Convention** of 1929.

In 1939, Japan took advantage of the worsening situation in France. As the German Army took control in Europe, Japan invaded and took control of the formerly French colonies of **Indochina**.

**Video**
↑ Source 7.5.3
Darwin bombing, July 1940

**Video**
↑ Source 7.5.4
Prime Minister Menzies' announcement

**militia** informal force of volunteer soldiers recruited from the civilian population and used to support the formal army of professional soldiers

**Geneva Convention** series of agreements made in 1864 by various countries relating to the way wounded and captured soldiers, as well as civilians, were to be treated in wartime

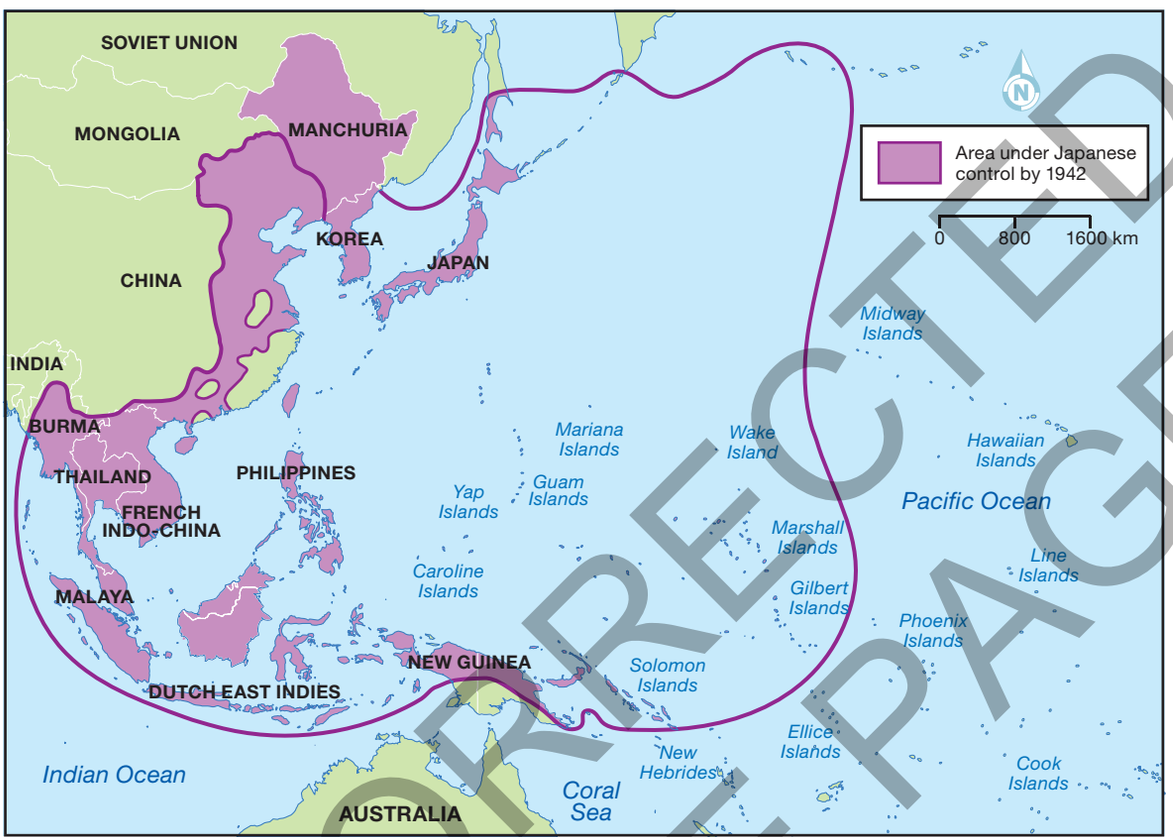
**Indochina** collective name for the countries of Vietnam, Cambodia and Laos when they were under French colonial rule

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## Connecting History and Geography

### Analysis questions

Research online to find some maps of the same region from before World War II and in the modern day.




↑ Source 7.5.5 Connecting History and Geography

1 Identify and discuss the changes in which countries had control of this area.
2 Identify countries shown in Source 7.5.5 that do not exist in the modern day.
3 Explain what you see as the significance of these changes.

**Key concepts:** continuity and change, cause and effect, significance

**HASS skills:** analysing, evaluating

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## Greece and Crete: April 1941

Although there was no official Australian involvement, 35 Australians flew in the Battle of Britain. After its failure to invade Britain, Germany turned its attention towards Eastern Europe. In 1940, in an attempted show of force, Benito Mussolini, fascist leader of Italy and ally of Germany, decided to invade neighbouring Greece. The invasion was a disaster. The Greek Army drove the Italian Army out of Greece and back across the border.

To avenge the humiliation of his ally, Hitler ordered German troops into Greece. They swept into Greece despite strong Greek resistance. The Australian Army, recently deployed by Prime Minister Menzies, was sent into Greece to fight for

this lost cause. The Australian soldiers were soon pushed back to the Greek island of Crete with little more than the clothes on their backs. Unable to regroup in time, hundreds of Allied soldiers were killed when German bombers attacked their troop ships. Hundreds more were captured, while some Australian soldiers fled to the mountains to join the Greek anti-German resistance.

Around 600 Australian and New Zealand soldiers were able to escape from Crete to Egypt. The German army responded savagely to the Greek resistance, burning several villages to the ground. More than 450 000 Greek people died during the following four years of German occupation. Nearly 25 000 of them were executed for assisting the Allies.

### Tobruk: April 1941

The war in Europe had stalled and the conflict had spread to northern Africa. After the Italian forces were driven from Libya and Tunisia by the Allies, Hitler again sent German forces to support the Italian Army. Under the leadership of the military genius Erwin 'The Desert Fox' Rommel, the German Army was able to reverse a number of the Allies' victories. Marching towards the Libyan port city of Tobruk, the German Army was stopped by a force of 14 000 Australian soldiers, who had dug in to defend the city. For 241 days the Australians withstood continuous attacks, enduring blistering heat and bitterly cold nights. Hiding in caves, trenches and holes, the Australian soldiers were described as 'rats caught in a trap' by German propagandists. Hearing this comment over the radio, the Australians took the title as a compliment, calling themselves the **Rats of Tobruk**. Australian forces also fought at El Alamein, where the German forces suffered a major setback in their North African campaign. After this, the Australian Government requested that the bulk of their forces be withdrawn because they were needed closer to home.

**Rats of Tobruk** nickname German propagandists gave Australian soldiers at Tobruk, adopted by the Australian soldiers as their name for themselves



↑ Source 7.5.6 Rommel in his command-post vehicle during the Battle of Tobruk

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## Activity 7.15

### Using historical sources as evidence

Harry Ross Sutherland, a soldier in the 18th Brigade of the 7th Division of the AIF, recounted his experiences of serving in the Libyan port of Tobruk in 1941.

> *Living conditions were terrible. We dug a hole in the ground to live in. That was also to protect us from the bombing raids and the hole was full of flies . . . The food was terrible and we had very little water. The reason we were there was that Germany declared war against England and if the Germans weren't stopped I don't know how far they would have gone. Tobruk was the first time they were ever stopped in their advances.*

↑ Source 7.5.7 Harry Ross Sutherland, 18th Brigade, Australian 7th Division

### Responding to the source

1 Research the experience of Australian soldiers in Tobruk via the Australian War Memorial website. Why was this battle so significant?

2 What does the nickname 'Rats of Tobruk' tell you about the fighting attitudes of Australian soldiers?



↑ Source 7.5.8 Australian soldiers, known as the Rats of Tobruk, crouching in a trench

**Key concepts:** significance, empathy

**HASS skills:** questioning and researching, evaluating

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### The turn to America

While Australia's best soldiers were fighting off the German Army in North Africa, the Japanese Army inched further south through Asia. After the US Government enforced oil **embargoes** on Japan, Japanese naval leaders estimated that they had little more than a two-year supply of oil in reserve. This sparked a massive Japanese offensive directed at Indonesia for its oil, and Malaya for its rubber. Japan also intended to cut Australia off from America, which would deny America a friendly base in the Pacific and allow Japan to focus on defeating America and finding new oil supplies.

Britain was focused on defeating Germany in Europe and Africa, which allowed Japan to make bold moves in the Pacific **theatre of war**. On 7 December 1941 the Japanese Air Force launched a surprise attack on the American navy base in Pearl Harbor, Hawaii. This event brought the might of the until-then neutral United States into the war. In the short term, however, it allowed Japan to continue its march south. In response to these acts, Australia officially declared war on Japan.



**Video**

↑ Source 7.5.9
Extract from *Alert in the East*

**embargo** when a nation bans trade with another nation

**theatre of war** the entire area of land, sea and air that is – or may become – directly involved in a war

With few forces at home in Australia, and obsolete equipment and armaments, the Australian Government was increasingly concerned about the threat to the north. An hour after Pearl Harbor was bombed, Australia's newly appointed Prime Minister, John Curtin, announced that 'from one hour ago, Australia has been at war with the Japanese Empire'. After the fall of the British possessions of Malaya, Burma and Hong Kong, and American defeats in the Philippines, Curtin took this one step further:

> *Without any inhibitions of any kind, I make it quite clear that Australia looks to America, free of any pangs as to our traditional links or kinship with the United Kingdom. We know the problems that the United Kingdom faces. We know the constant threat of invasion. We know the dangers of dispersal of strength, but we know too, that Australia can go and Britain can still hold on. ...*
>
> *Summed up, Australian external policy will be shaped toward obtaining Russian aid, and working out, with the United States, as the major factor, a plan of Pacific strategy, along with British, Chinese and Dutch forces.*

↑ Source 7.5.10 'The Task Ahead' by John Curtin [First published in *The Herald* (Melbourne), 27 December 1941]

This decision signalled a permanent shift in Australian foreign relations. To this day, Australia's main defence ally is the USA.

## The fall of Singapore: February 1942

For centuries, Britain's military superiority in Asia was maintained by its powerful navy. The mere presence of this force created the idea that Britain could maintain security in the region. Japan smashed this assumption when its air force sank the HMS *Repulse* and *Prince of Wales*, two of the strongest ships in the British fleet. Afterwards, Japanese forces immediately marched on Singapore, considered a jewel in the crown of British power in Asia, capturing the island in a matter of weeks. The British had underestimated the Japanese, and expected an attack by sea. Instead, the seasoned Japanese forces marched down the Malay Peninsula and avoided the bulk of the British defences.

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**death march** forced march of prisoners of war in which those who die are left to lie where they fall

Winston Churchill claimed he had 'never received a more direct shock'. Not only were the British and Australian soldiers often told that Japanese soldiers were poor fighters, the superior might of the British Empire's forces had been taken for granted.

After a long and difficult retreat through Malaysia, the Australian, Indian and British forces were eventually overwhelmed by the relentless Japanese Army in Singapore.

Controversially, Churchill insisted that the Australian 7th Division, returning from the Middle East and North Africa, be deployed in Burma. John Curtin disagreed, and brought them home to defend Australia. This further emphasised the shift in Australian foreign policy towards the USA.

## Australian prisoners of war

The Australian soldiers captured by the Japanese Army were subjected to forced labour and slavery. Transported to camps across Asia, in 1943 Australian and British soldiers were sent to Thailand and Burma to build a rail line for Japanese supplies. The combination of **death marches**, brutality and malnutrition resulted in roughly one in three Australian prisoners dying in captivity. Working in jungles and through a monsoon season, the prisoners built the rail line by hand, forcing a path through a mountain of rock known as Hellfire Pass. A total of 2815 Australian soldiers would die building this rail line.



↑ Source 7.5.11 Three 'fit' workers standing outside the camp hospital at Shimo Songkurai No 1 Camp

### Making thinking visible 7.2

#### Reporter's notebook

Examine the following sources and evaluate the significance of the fall of Singapore.

**SOURCE A**

A Japanese pamphlet handed to soldiers before the invasion of Singapore:

> *When you encounter the enemy after landing, think of yourself as an avenger coming face-to-face at last with his father's murderer. Here is a man whose death will lighten your heart.*

↑ Source 7.5.12 From Peter FitzSimons, *Kokoda*, 2004

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## SOURCE B

Australian army driver Joe Nimbs recalls the mad rush to escape Singapore at the wharves:

> *These days it's everyone for themselves. We have heard all sorts of rewards are being offered by the Europeans to anyone that has anything that looks like it could get them off and away from Singapore Island . . . black smoke billowing across the island blocks out the sun and gives the area an eerie look that seems to spell doomsday.*

↑ Source 7.5.13 From Peter Brune, *Descent into Hell: The Fall of Singapore*, 2014, p. 3

## SOURCE C

British soldiers marching to formally surrender to the Japanese:



↑ Source 7.5.14 Singapore, 1941: British soldiers surrendering to the Japanese Army

1 Identify the situation. What happened in Singapore?
2 What happened leading up to this event?
3 Reading Source B, and considering what you have learned, what do you think would be the thoughts and feelings of those trying to escape Singapore?

**Key concepts:** sources, evidence, cause and effect, empathy

**HASS skills:** analysing, evaluating

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## Activity 7.16

### Research task

Edward 'Weary' Dunlop was an Australian army doctor who was captured by Japanese forces in Java, Indonesia, and then transferred to work on the Thai Burma railway in 1943. Almost 2 metres tall, Dunlop had an imposing presence as a leader and as a doctor to the Allied prisoners in the Japanese **prisoner-of-war (POW) camps**. In his diary, he recounted an incident from 17 June 1943, when he was treating two men who had been beaten while on work duty:

> *One, Private Bonzer, very bad feet and developed malaria today. Apparently aggravated by the lad's slowness, a soldier hit him on the back of the head, knocking him down which caused some sort of hysterical fit . . . Their laughter so enraged me that I nearly lost all control and advanced on them, calling them every 'cuss' word I ever heard. No doubt the meaning was caught, if not the actual words, and they backed away.*

↑ Source 7.5.15 Edward 'Weary' Dunlop (diary entry) from the *The War Diaries of Weary Dunlop – Java and the Burma Thailand Railway*, 1989, p. 282

1 Research the life of Weary Dunlop during the war. How significant was his contribution to the welfare of Australian soldiers?
2 Research the treatment of Australian soldiers at the hands of the Japanese Army. How great a risk did Dunlop take in this instance? Explain your response with evidence.

**Key concepts:** significance, empathy

**HASS skills:** questioning and researching, evaluating

**prisoner-of-war (POW) camps** hastily assembled prison camps for holding captured enemy soldiers – imprisoned soldiers were held in such camps for the duration of the war to prevent them from fighting against their captors

## The bombing of Darwin: 1942

The fall of Singapore created a crisis for Australian Prime Minister John Curtin. The 15 000 Australian soldiers left in Asia after Singapore's capture were being marched to Japanese POW camps. Australia needed its soldiers at home, but it also needed its citizens to prepare for war.

Curtin had little time to act. On 19 February 1942, four days after the fall of Singapore, 242 Japanese aircraft launched a devastating raid on Australia's most northern city, Darwin. It was the single most deadly attack on Australian soil, destroying 60 Australian and US naval vessels and resulting in 235 deaths.

It was not the start of an invasion, though. Japan had no plans to invade Australia. It simply sought to cut Australia and its American allies off from the outside world. General Hideki Tojo, the leader of the Imperial Japanese Army during World War II, confirmed just before his death that Japan had never had any plans to invade Australia.



↑ Source 7.5.16 This 1975 painting by Australian artist Keith Swain is a reinterpretation of the 19 February 1942 Japanese air raid on Darwin. Japanese aircraft fly overhead, while the focus of the painting is the Royal Australian Navy corvette HMAS *Katoomba* fighting off the aerial attacks.

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> *We never had enough troops to do so. We expected to occupy all of New Guinea and maintain Rabaul as a holding base, and to raid northern Australia by air. But actual physical invasion – no, at no time.*

↑ Source 7.5.17 General Hideki Tojo, cited in Bob Wurth, *1942: Australia's Greatest Peril*, 2008, pp. 342–5

At the time, no Australian could have known about this top-secret decision of Japan's.[3] In any case, the attack was a shock. The war had never been so close. It had always been something happening on the other side of the world. The attack upon Darwin shattered this idea. Regardless of what Japan intended, World War II was now at Australia's door.

Prime Minister Curtin had sensed that the war was coming. Earlier, he had ordered the evacuation of over 2000 women and children from Darwin, and yet the city had still been unprepared. The Australian Government ordered the **censorship** of news about the event, in particular reports of the ferocity and number of attacks that followed (there would be 97 attacks before the end of the war). This was done to control the flow of information and hopefully prevent panic in the Australian population. Newspapers were allowed to print reports of the event, but significant details were kept from the Australian public. The official death toll of the attack was given as 17.

**Video**

↑ Source 7.5.18 Prime Minister Curtin's announcement

**censorship** deliberate prevention of information appearing in the media

## Case study 7.1

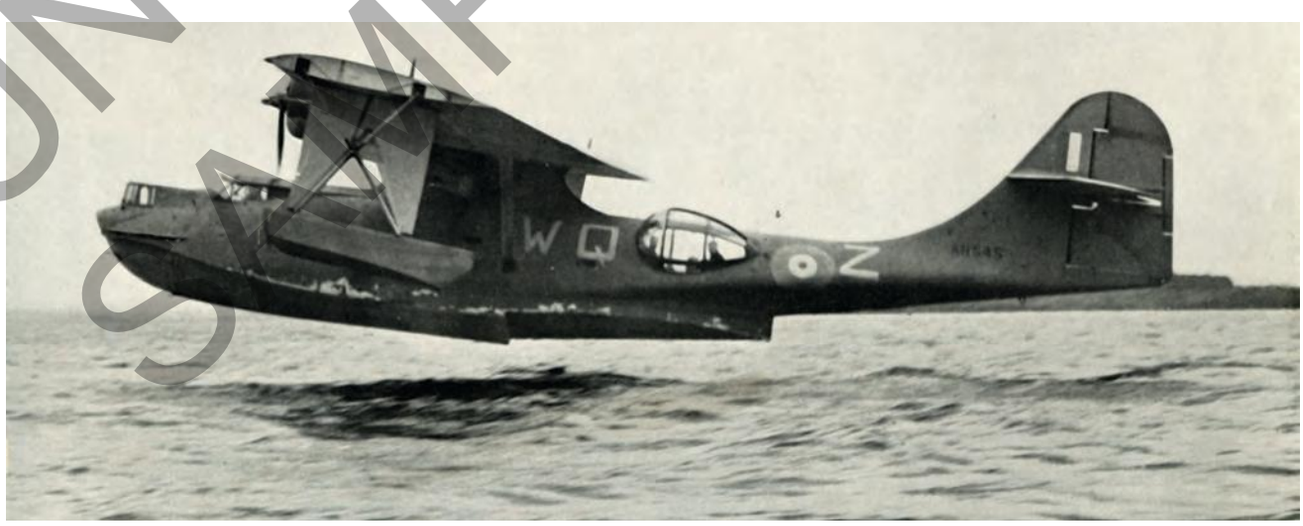
### Western Australia under threat

Less than two weeks after the bombing of Darwin, the Japanese struck Broome, a town in north-western Western Australia. Fighter planes **strafed** the port, destroying Allied aircraft and ships, and killing 88 civilians, which included refugees from the Dutch East Indies (now Indonesia).

Air raids across the northern coast created widespread fear of invasion, and many civilians were evacuated to the south. Fremantle, Rottnest and Exmouth became important military establishments for the Allies, and a network of airbases was created, including at Pearce, which is just north of Perth. Catalina flying boats (planes that could land on water) were a regular sight on the Swan River and, across the state, air-raid drills and '**brown outs**' were common until the threat of invasion passed in 1944.

**strafing** the use of machine guns, rather than bombs, by planes in combat

**brown out** in an attempt to deny the enemy the advantage of lights at night in potential raids, citizens were instructed to cover windows, and even car headlights, at night. While not a complete 'black out', it was still considered useful in confusing the enemy.



↑ Source 7.5.19 A Catalina aircraft, similar to those commonly seen on the Swan River during World War II

[3] For more information on censorship during wartime and to take a quiz on the subject, visit the Western Australian Museum site through following this link: https://cambridge.edu.au/redirect/11303.

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## Activity 7.17

### Using historical sources as evidence

#### SOURCE A

*In this first battle on Australian soil, it will be a source of pride to the public to know that the Armed Forces and the civilians comported themselves with the gallantry that is traditional in the people of our stock. As I have said, information does not disclose details of casualties, but it must be obvious that we have suffered. Let us each vow that this blow at Darwin, and the loss that it has involved and the suffering it has occasioned, shall gird our loins and nerve our steel. We, too, in every other city, can face these assaults. Let it be remembered that Darwin has been bombed, but it has not been conquered.*

↑ Source 7.5.20 Australian Prime Minister John Curtin, *Sydney Morning Herald*, 20 February 1942

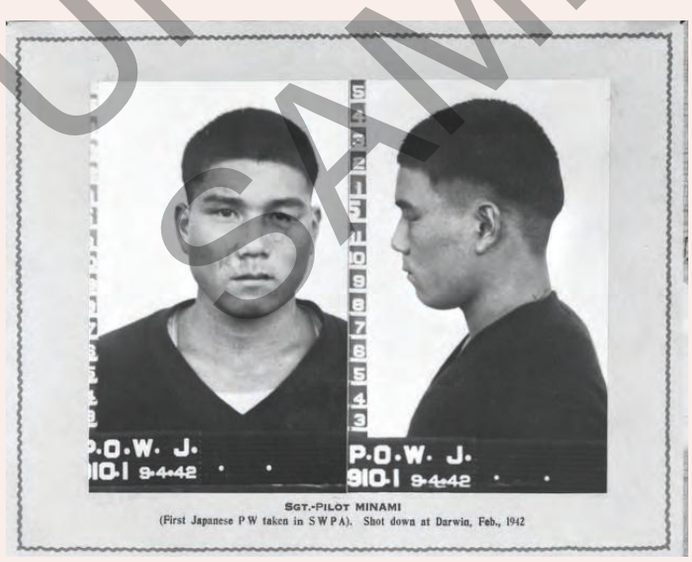
#### SOURCE B

*The planes came in from the south-east, and I looked up and they appeared to me like a cemetery, the white underbellies . . . coming across the blue sky. We fired and were terribly disappointed because the shells fell behind and below the planes. The fuses were powder fuses, which they found out later didn't last long in the tropics. It was a big shemozzle, the whole lot of it. The communications between the air force, the Americans, the army and the navy was non-existent.*

↑ Source 7.5.21 Jack Mulholland, anti-aircraft gunner, 19 February 1942

#### SOURCE C

*Australian civilian Matthias Ulungura captured Hajime Toyoshima, a Japanese pilot, after Toyoshima crash-landed on Melville Island during air raids in 1942. Ulungura's granddaughter, Flora Tipungwuti, retold his story.*




← Source 7.5.22 Identification photographs of Sergeant Hajime Toyoshima, the first Japanese prisoner of the Australian Army. Toyoshima was the pilot of a Japanese Mitsubishi Zero b11-1 aircraft, from the Japanese imperial navy aircraft carrier *Hiryu*. He had participated in the first air raid on Darwin.

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*He told me that he saw the plane crash on Melville Island and that he told his family to hide in the bushes and he'd go creep up. So he crept behind a tree . . . and then he just ran and took the gun off him and he poked him with his tomahawk and said to him, 'Stick 'em up, I'm* **Hopalong Cassidy***!'*

**Hopalong Cassidy** fictional cowboy hero from Hollywood films of the 1930s and 1940s

↑ Source 7.5.23 Flora Tipungwuti in Elliana Lawford, 'World War II hero Matthias Ulungura honoured with statue on Bathurst Island', ABC News website, 2 July 2016

## SOURCE D



← Source 7.5.24 Gunner, a kelpie puppy, could sense Japanese air attacks long before human warning systems could. Gunner would grow agitated when he heard Japanese aircraft approaching, thereby warning those around him to head for cover.

## SOURCE E

Royal Australian Air Force (RAAF) Sergeant Lionel King was 18 years old when he sheltered in a slit trench at the RAAF base as the bombers struck.

*We were up there with virtually no defences, I know it's an embarrassment to the government at the time . . . this is why they imposed strict censorship. When you hear that the anti-aircraft gunners were using World War I ammunition . . . army regiments had five rounds per rifle. We as an air force unit had nothing, not a rifle. Darwin was caught completely unprepared.*

↑ Source 7.5.25 Sergeant Lionel King, Royal Australian Air Force, cited in Michael Sweet, 'How Darwin was betrayed', *The Sydney Morning Herald*, 18 February 2012

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### Responding to the sources

1 What evidence can you find in Curtin's message to Australians that he is attempting to hide the details of the event?

2 Inspect the sources for evidence that would suggest the Australian defences in Darwin were unprepared for the attack. List as many as you can find.

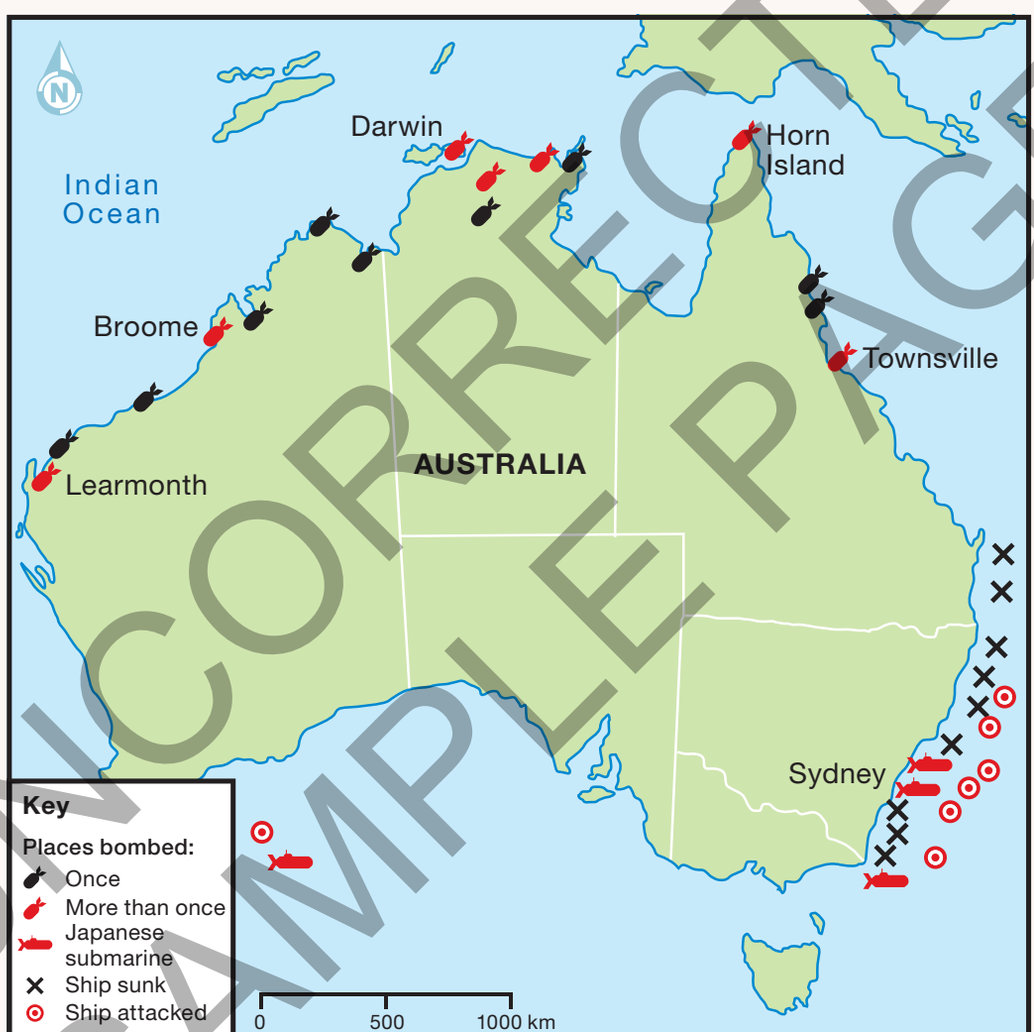
3 Focus on the story of Matthias Ulungura. What does it suggest about the preparation of civilians for Japanese invasion and attack?

4 What does the map in Source 7.5.26 tell you about the actual scale and threat of Japanese forces in 1942?

5 Imagine you are an Australian citizen in 1942. Explain how you would have reacted to the truth of the Darwin bombing.

6 Why do you think the Australian Government acted in the way that it did?

7 In your opinion, was the censorship of the Darwin bombing justifiable in the circumstances?




↑ Source 7.5.26 All recorded Japanese attacks on Australia

**Key concepts:** sources, evidence, significance, perspectives, empathy, contestability

**HASS skills:** analysing, evaluating, communicating and reflecting

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## FAMOUS FACE

### JOHN CURTIN

John Curtin was an Australian politician and a member of the Australian Labor Party. He served as Prime Minister of Australia from 1941 until his death in 1945. He led Australia for the majority of World War II, including all but the last few weeks of the war in the Pacific.



## Kokoda: 1942

After World War I, the defence of the Australian mainland lay with the part-time soldiers of the Citizens Military Force (CMF), also known as the 'militia'. Shortly after the bombing of Darwin, the few remaining members of Australia's volunteer militia forces were sent to Papua New Guinea to confront the advancing Japanese forces. After the Australian Navy combined with US forces to repel the Japanese in the Battle of the Coral Sea, the Japanese were forced to attempt a land-based attack on Port Moresby. Over the course of five months, a poorly equipped and inexperienced Australian force fought a fighting retreat against the seemingly unstoppable Japanese forces. Fighting and dying in hot, tropical, mountainous terrain, the Australians were on the verge of defeat when the Japanese forces ran short of supplies and ammunition and came to a standstill, turning the tide of the battle. The Australians were able to force the Japanese into retreat across the Kokoda Track, as it became known. This was Japan's first defeat of the war on land.




↑ Source 7.5.27 Proximity of the Port Moresby outpost to Australia

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Go online to access the interactive section review and more!

## Lesson 7.5 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

**Video**
↑ Source 7.5.28
Kokoda Track, 1942

FPO <Additional content icon>

**Additional content**
For a detailed investigation into the significance of the Battle of Kokoda, see the Interactive Textbook.

### 7.5 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Why did the Japanese Army invade China?
2 Briefly explain *Blitzkrieg*.
3 How were 300 000 soldiers evacuated from Dunkirk?
4 What happened at the Battle of Britain?
5 Where were Australia's forces sent at the start of World War II?
6 Why did the Japanese Empire want to expand?
7 How did Australians contribute to the Battle of Britain?
8 Why did Singapore fall to Japanese forces?
9 What was the purpose of the bombing of Darwin?

#### Interpret

10 Evaluate the contribution of Australian soldiers in Europe and North Africa. How was it significant?
11 Why was the fall of Singapore so significant to Australia's safety in the early years of World War II?




↑ Source 7.5.29 Propaganda poster created by the Beaufort Department of Aircraft Production to promote the building of aircraft to protect Australia from Japanese invasion

**Key concepts:** sources, evidence, perspectives, contestability

**HASS skills:** analysing, evaluating

#### Argue

12 Was the Australian Government justified in keeping details of the Darwin bombing secret? Use evidence in your response.

#### Apply

1 Examine Source 7.5.30 and answer these questions:

- What do you see in the source?
- What message is it trying to communicate?
- What does it tell you about the feelings the Australian Government has towards the war?



→ Source 7.5.30 A modern artist's recreation of a photograph, from the Australian War Memorial collection, of Private H.E. Newman of the 2/33rd Australian Infantry Battalion as he stops for a drink during a patrol between Nauro and Menari in Papua New Guinea

**Key concepts:** evidence, cause and effect, significance

**HASS skills:** questioning and researching, analysing, evaluating

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# The impact of World War II on the Australian home front

## Focus question

**How did the experiences of World War II reshape Australian society?**

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The events of World War II dominated life in Australia during the course of the war. The demand to support the war effort, the defence of Australia and the arrival of US forces meant that it was no longer a conflict happening far away in Europe. Mothers and fathers worried about their sons at war. Children worried about the fathers they barely knew and a potential monster lurking at Australia's borders. Work changed, food was scarce and perceived enemies from Germany, Italy and Japan were locked up as the government prepared for the possibility of invasion.




↑ Source 7.6.1 Australian propaganda poster warning Australians of the threat of invasion by the Japanese Army

## Women at work

One of the most obvious changes on the work front was the role of women in jobs that had long been dominated by men. Leading up to the war, Australia had been a traditional and conservative society in which women usually filled the roles of housewives and child-rearers. While so many men were joining up to defend Australia, weapons, uniforms, food and supplies still needed to be manufactured. Women flocked to fill labour roles traditionally held by men. Like the US propaganda icons of Rosie the Riveter and Wendy the Welder, who worked to build American military equipment, Australian women not only filled these roles, they excelled in them. As historian Patsy Adam-Smith noted in her book *Australian Women at War*, after the outbreak of war:

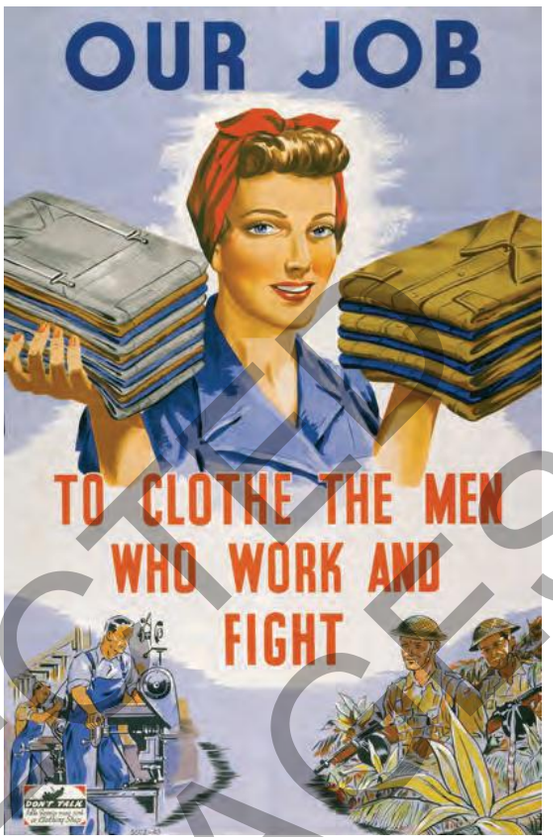
> *Women beat a path to the doors of the authorities, begging to be allowed to assist, to help win the war, to give of their talents.*

↑ Source 7.6.2 Patsy Adam-Smith, *Australian Women at War*, 1984, p. 5

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↑ Source 7.6.3 'Rosie the Riveter': a famous US wartime propaganda poster depicted a female factory worker in the munitions industry




↑ Source 7.6.4 Australian poster from 1943, one of a series issued by the Department of Information (Advertising Division) to emphasise the importance of industrial production on the home front

Women built and made everything from trucks, tanks and aeroplanes to ammunition, boots and uniforms. In Melbourne, women were employed in the Fisherman's Bend manufacturing district to help make planes for the Royal Australian Air Force (RAAF). On farms where Australia's vital food stocks were grown, the Australian Women's Land Army was created to work to feed a nation that was almost cut off from the outside world by the war. In Western Australia, the Women's Land Army was run by the Country Women's Association (CWA), with training beginning at Fairbridge, south of Perth, in 1941. According to the *Historical Encyclopedia of WA*, published by University of Western Australia Press Publishing,[4] employment of women in Perth factories also increased by around 22 per cent between 1942 and 1943, with most working in munitions works and small industry.

Women also served on the front lines for the first time. The Australian Women's Army Service (AWAS) was formed in 1941 to fill traditionally male roles within the military. Women excelled in roles of intelligence, vehicle maintenance, **signals** and clerical work, all of which were crucial to the function of the Australian war machine. At its peak in 1944, over 20 000 Australian women were serving in the AWAS.

In addition to working for the military, 200 000 Australian women joined the workforce to further the **war effort**. While they were often paid between 60 and 90 per cent of a man's wage, these women were able to prove they could match or surpass the efforts of their male counterparts. Their role was vital to the war effort. The proximity of the war meant that everyone – young and old, men, women and children – wanted to play a part in guiding Australian soldiers to victory.

**signals** military communication using tools like radio and telephone

**war effort** mobilisation of a nation's population to work and provide support for a war – in Australia during World War II, thousands of women took on jobs normally done by men (who were fighting overseas in the war) to ensure that food, supplies and ammunition were being produced

[4] J. Gregory and J. Gothard, *Historical Encyclopedia of Western Australia*, WA Publishing, Crawley, 2009.

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*The farmers and the government didn't consider that the girls would be capable of doing the work. However, we showed them that if we couldn't do the work the way the men did, we initiated our own way …*

↑ Source 7.6.5 Jean Scott, Australian Women's Land Army

## Amazing but true…

After Australia's servicemen returned from the war and re-entered the workforce, many women returned to their roles as housewives and homemakers. However, in that crucial time they had proven that they were not only capable in traditionally male roles and vital to the success of Australian soldiers, but they could go above and beyond in the national interest. This set the tone for the feminist movements of the 1960s and 1970s, serving as a basis for the gender equality debates that continue to this day.

## Activity 7.18

### Using historical sources to investigate and provide information about the past

Hilda worked in the munitions factory in Maribyrnong, Melbourne. She worked alongside 20 000 other men and women. More than half of the factory workers were women. Many grandmothers joined the workforce for the first time in their lives to help the war effort. Hilda recalled her days at the factory.

*You've got to put out a perfect bullet for the simple reason that they use them in the aeroplanes. And if it jams their guns, well, it could kill all the men. After all, if you've got a jammed gun, you lose your aeroplane. But more importantly, you lose somebody's brother, husband or son.*

↑ Source 7.6.6 Hilda, munitions factory worker

1 List some of the roles women undertook in the workforce in World War II.
2 Explain how these roles contributed to the war effort.
3 Examine Hilda's account and explain how working women understood the importance of their task.
4 Evaluate the role of World War II in advancing the cause of gender equality in Australia.

**Key concepts:** sources, evidence, continuity and change, cause and effect, significance

**HASS skills:** analysing, evaluating

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## Aboriginal and Torres Strait Islander peoples in the war

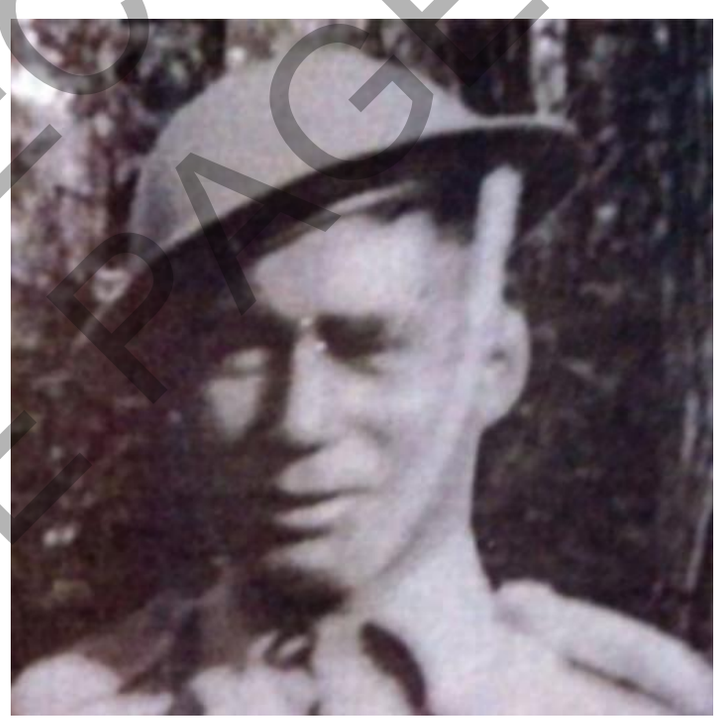
Aboriginal and Torres Strait Islander peoples made an invaluable contribution to Australia's war effort. Despite the fact that the government of the nation they called home denied them basic political and legal rights, hundreds of Aboriginal and Torres Strait Islander peoples joined up to serve in the Australian Imperial Forces. Time and again on the field of battle, they proved themselves equals of their fellow soldiers. However, when they returned home they were not afforded the same respect as soldiers from non-Indigenous backgrounds.

Percy 'Gunner' Suey served in Asia, spending over 1000 days in the notorious Changi prison in Singapore. After he was transferred to the equally notorious prison camps of Burma and Thailand, he became revered among the Australian prisoners for constantly escaping and returning with food, herbs and medicines. He had learned to hunt and forage for food with the Elders in his local community of Moree, in New South Wales. He put these skills to use in the jungle. Suey even managed to catch monkeys to feed his fellow inmates. He had multiple opportunities to escape, but he stayed to ensure the wellbeing of his fellow soldiers. At Changi, Percy sustained head injuries as a result of trying to protect the other prisoners. He lived with that scar well beyond the war.

Sadly, Suey's postwar experience did not reflect the sacrifices he had made for Australia. Although he was a hero to his comrades, his wartime contribution was ignored by the locals of Moree. He was refused admission to Returned and Services League (RSL) clubs because of his Aboriginal identity. His daughter, Lynette Goodrum, remembers his return from war:

> *He took us to the Christmas party down to the RSL club and we had to go around the back. They opened the window up and they'd pass out a sandwich and cake to us on a paper plate and I can remember my father afterwards with tears in his eyes.*

↑ Source 7.6.7 Lynette Goodrum, daughter of Percy 'Gunner' Suey, in 'Indigenous POW Gunner Percy to be remembered in Redfern', ABC News website, 24 April 2013



↑ Source 7.6.8 Percy 'Gunner' Suey, who made numerous sacrifices to assist Australian prisoners of war

Laws that placed restrictions on the lives of Aboriginal and Torres Strait Islander peoples meant many of these soldiers were unable to collect the pensions they were entitled to as veterans. This only compounded the difficulties that all returning soldiers encountered after the war. Many of them suffered from **post-traumatic stress disorder (PTSD)**. Suey's daughter, Linda Boney, recalls her father's struggle with PTSD.

**post-traumatic stress disorder (PTSD)** a mental health condition that is caused by experiencing or witnessing a terrifying event – symptoms can include flashbacks, nightmares and severe anxiety

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*There were times when he was asleep [when] we had to be very careful how to wake him because he'd just grab our arms and nearly break our arms thinking that we were Japanese or that he's still fighting over there in the war.*

↑ Source 7.6.9 Linda Boney, daughter of Percy 'Gunner' Suey, in 'Indigenous POW Gunner Percy to be remembered in Redfern', ABC News website, 24 April 2013

## Activity 7.19

### Research task

Research the life of William Cooper, the Secretary of the Australian Indigenous Australians' League. He argued that Indigenous Australians should not join World War II.

1 What reasons did Cooper have for this argument?
2 What evidence can you find in Percy 'Gunner' Suey's story that would support Cooper's position?
3 Why did Cooper protest against the fascist National Socialist regime in Germany? What kind of comparison was he trying to make?
4 What does Suey's story tell you about the overall experience of Aboriginal and Torres Strait Islander soldiers when they returned home to Australia?

**Key concepts:** sources, evidence, perspectives, empathy

**HASS skills:** questioning and researching, analysing, evaluating

## Wartime controls

In May 1942, three Japanese midget submarines entered Sydney Harbour. Only two of the three were destroyed, and only after torpedoes sank an Australian troop ship, killing 21 sailors. The attacks brought home the reality of the war to the people of Australia's largest city, and gave the government the confidence to enact strict wartime controls and regulations that were to affect the lives of every Australian.

The government used the 1939 *National Security Act* to enforce controls over labour – known as manpower controls. Men and women were ordered to work in essential industries, and many were prevented from enlisting. Production



↑ Source 7.6.10 1 June 1942. A Japanese Ko-hyoteki class midget submarine is raised from the bed of Sydney Harbour. The night before the picture was taken, the submarine's two crew members were part of a raid on shipping in Sydney Harbour.

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of luxuries ceased, and adults were issued with identity cards. Towns and cities enforced black-outs at night in order to confuse enemy planes, and air raid plans were made across the country. In 1942, commercial Christmas advertising was banned. By far the most onerous controls, however, were on the purchase of basic goods that were in short supply due to the war. This was known as rationing.

## Rationing

World War II severely disrupted Australia's access to food. The government had to enforce a strict program of rationing that limited the amount of food to which families had access. Lack of both labour and trade/shipping were other reasons for the need to introduce rationing. This was done because Australian and American troops stationed in Australia needed to be fed, fit and ready to fight on the front lines. These soldiers took priority. Even the most basic commodities were affected. Most Australians drank tea regularly, but when the Japanese Army invaded key tea-producing regions in Asia, tea became scarce. Bread, butter and meat also became scarce and were controlled by a ration book system.

In this system, families had to apply for a ration book that contained coupons that could be traded for a tightly controlled amount of food. Clothing was also eventually rationed in 1942. To combat the scarcity of food, people kept their own chickens and grew their own vegetables. Inner-city residents even dug up local parks to plant vegetables.

Every resource was committed to the war. The Australian Government began encouraging Australians to financially invest in the war effort by spending their own savings on '**war bonds**'. This essentially meant the government was borrowing money from its own citizens to manufacture weapons, ammunition and uniforms.

**war bonds** a way for a nation's citizens to invest their savings in their government in order to pay for the material requirements of war, in return for earning interest on the investment after the war has concluded

## Activity 7.20

### Using historical sources to investigate and provide information about the past

**SOURCE A**



↑ Source 7.6.11 17 January 1944: A woman reads a notice in the window of a butcher's shop on the first day of meat rationing. The notice explains the coupon system.

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**SOURCE B**



↑ Source 7.6.12 8 June 1943: A comparison of the sizes of the old and new restricted butter rations available to civilians

**SOURCE C**




↑ Source 7.6.13 Australian troops in New Guinea fill in loan application forms. The posters read, 'Invest your paybook credit or savings in Victory Bonds. Another nest-egg for your future! Ask the paymaster about it'.

### Responding to the sources

1 Examine each image carefully and explain how individual sacrifices contributed to the Australian war effort.
2 Rationing rules were enforced by law. Why do you think the Australian Government went to these lengths?
3 What do these images tell you about the overall impact of war on those at home?

**Key concepts:** sources, evidence, cause and effect, empathy

**HASS skills:** analysing, evaluating

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↑ Source 7.6.14 US soldiers enjoy a cold drink at the temporary camp at the Melbourne Cricket Ground

## Americans in Australia

After the US entered World War II, thousands of US soldiers were stationed in Australia between 1942 and 1945. Melbourne, Sydney and Brisbane alone hosted 250 000 US troops in between battles in the Pacific. US troops were stationed in every Australian major city and military base. In Western Australia, Fremantle became an important American submarine base, and troops were also stationed at Albany and Exmouth.

For Australians who had long shared their national identity with England, the presence of so many Americans presented an interesting clash of cultures. Most of what Australians knew about the US had come from Hollywood movies. These clean-cut, well-mannered and well-paid soldiers were welcomed across the country.

For young Australian women, it was an exciting time. The US soldiers were paid almost twice what their Australian counterparts made and brought with them a chivalrous attitude to women. This made them an attractive proposition in times of food rationing. By the end of the war, around 12 000 Australian women had married US servicemen. Hazel Walker, who married a US soldier, remembers what the streets were like during World War II.

> *There were hundreds of Yanks wandering around the streets downtown, looking lost and lonely. Waiting at the tram or bus stops, they would stop and ask the girls if they'd like to go to the movies.*

↑ Source 7.6.15 Hazel Walker, cited in Tim Barlass, 'To America, with love and babies', *The Sydney Morning Herald*, 10 November 2013

While the Americans were generally well received, tension with Australian soldiers was inevitable.

### The Battle of Brisbane

Tension between US and Australian soldiers reached a peak in Brisbane in November 1942. While the Americans were touted as 'saviours' who had come to fight the Japanese Army, Australian soldiers often described them as 'overpaid, oversexed and over here'. The US troops, neatly dressed in brand-new

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uniforms, became a symbol of hatred for Australians, who were poorer, had old, lumpy uniforms, and in many cases were outnumbered.

On the night of 26 November 1942, a scuffle between an Australian soldier and an American Military Policeman (these 'MPs' had been sent to Australia by the US Army to keep an eye on US servicemen) spiralled out of control. The fight initially only involved Australian troops fighting against the MPs. As the crowd swelled to around 3000, though, a wrestling match between an Australian soldier and an MP with a shotgun led to the death of Australian Private Edward Webster.

The following night, fuelled by alcohol and rumours, a large group of Australian soldiers went on a rampage. US soldiers were the primary target as a crowd of between 2000 and 4000 people surged towards the Australian headquarters of US General Douglas MacArthur. MacArthur was the supreme commander of the war against Japan. He held authority over both the US and – to an extent – the Australian soldiers. He was seen as a symbol of the American 'invasion' of Australia, and was not particularly popular among Australian soldiers.

Police, firefighters and the Australian Military Police were brought in to subdue the brawls breaking out between the two groups. The crowd was eventually dispersed, but the MP responsible for the death of Edward Webster never faced charges in Australia.

Clashes often broke out in pubs in Melbourne. On 13 February 1943, the intersection of Swanston and Flinders streets was closed down when 3500 US and Australian soldiers brawled in the street. The Australian media were desperate to stress the notion of friendship and cooperation between the two nations. The *Argus* newspaper reported the brawl with the headline: 'Not Out of Control'.[5] Relations were better in Perth, where a smaller group of more elite US servicemen was warmly welcomed.

## Activity 7.21

### Check your understanding

**Empathy** is an understanding of the past from the point of view of a particular individual or group. Can you empathise with the Australian men during World War II?

1. Why did tension between US and Australian soldiers exist?
2. Consider the Battle of Brisbane in the broader context of the war. What else could have fuelled the anger of the Australian soldiers?
3. Why would the media work to downplay the significance of the event in Melbourne?
4. Evaluate the impact of US troops on the Australian experience of the war.

**Key concepts:** cause and effect, significance perspectives, empathy

**HASS skills:** evaluating

[5] To see a digitised version of this original article, please follow the link: https://cambridge.edu.au/redirect/11304

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## Internment camps

**internment camp** prison camps for detaining people during times of war, based on the fear that they will help enemy nations carry out acts of war

**sabotage** to deliberately destroy or damage for political or military advantage

At the outbreak of World War II the Australian Government opened a series of **internment camps** to house 'enemies' who could be a danger to national security. Initially, these camps were populated by people who posed an obvious threat, like Percy Stephensen, the founder of the Australia First Movement. This movement was directly inspired by Hitler's fascist government in Germany. Stephensen and his small group of followers promoted Hitler's pseudoscience of racial purity and the establishment of a fascist state in Australia. Stephensen also published a magazine that argued that Australia's true friends were Germany, Italy and Japan. While Stephensen's group was miniscule, he and fellow members of the group from Sydney and Perth were arrested on suspicion of plotting assassinations and committing acts of **sabotage** for the Japanese. Stephensen spent the entire war in an internment camp in rural Victoria without charge.

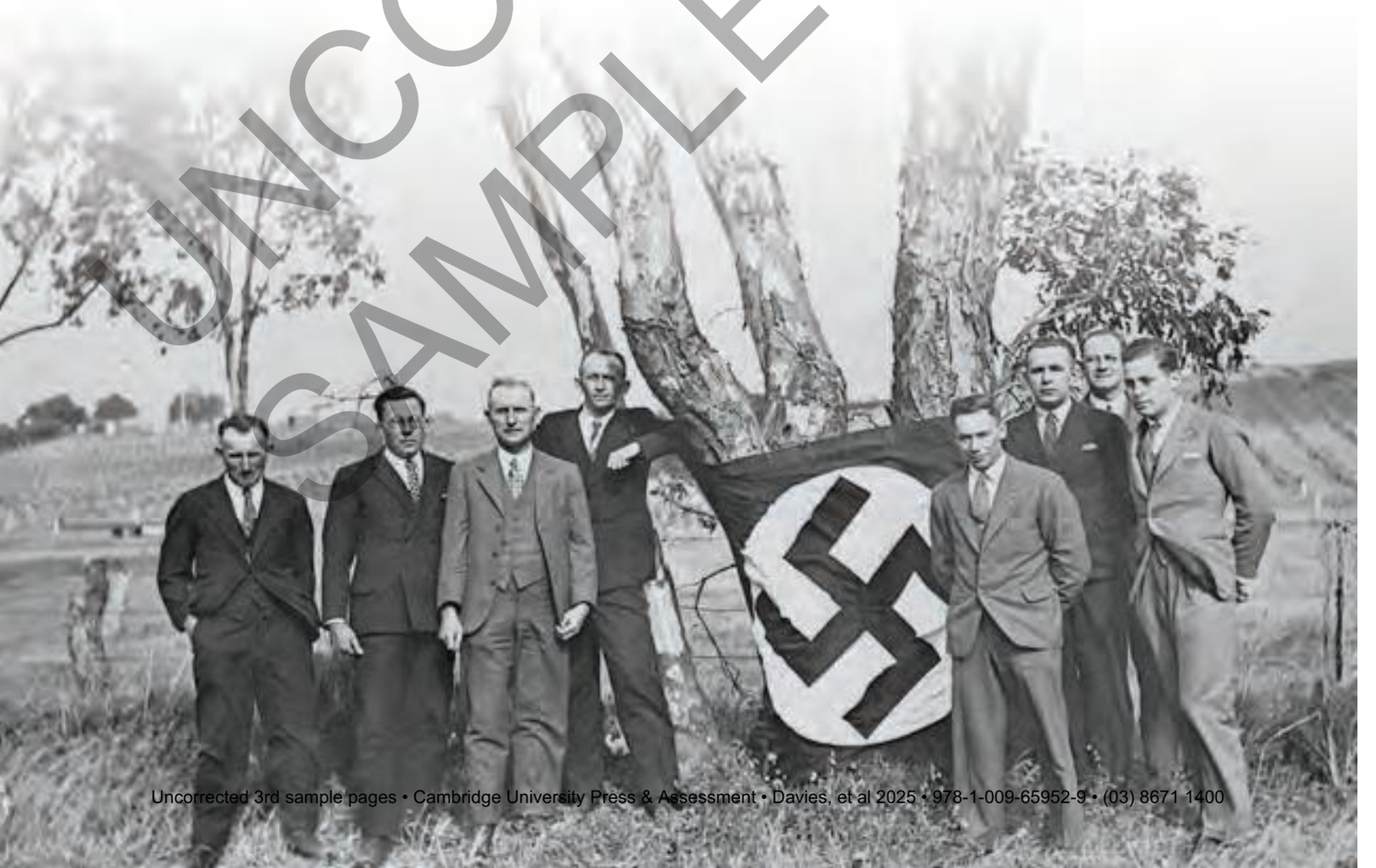
Elsewhere in Australia, thousands of Japanese civilians were also arrested and interned in these camps. Unlike German immigrants, who were only arrested if they declared their political support of fascist Germany, 4000 Japanese men, women and children were imprisoned for simply being Japanese.

Joe Murakami was 14 years old and living in Darwin when Australian soldiers came and transported his family to a camp in Tatura, Victoria. His father died in the camp.

> *They didn't care if you were born in Australia or not, if you were Japanese or of Japanese extraction you were a 'Jap', that was that.*

↑ Source 7.6.16 Joe Murakami, cited in Jarni Blarkkarly, 'Japanese survivors recall Australia's WWII civilian internment camps', *SBS News*, 25 April 2017

↓ Source 7.6.17 Tanunda, South Australia, 1934: A group portrait of some of the original members of the Nationalist Socialist Democratic Workers Party (NSDWP), Adelaide branch. They are standing beside a tree wrapped in the swastika flag of fascist Germany.



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## Case study 7.2

### Internment in Western Australia

During World War II, 1196 people were interned in Western Australia, almost all of them adult males. The vast majority of internees were those of Italian backgrounds, and this had a significant effect on the business areas of market gardening, fishing and the mining industry where most Italians worked. The Italian people were initially interned at Fremantle Prison, then Rottnest, and then outside the town of Harvey in the South West. Not all Italians were interned, as their work was considered crucial to the war effort, while others were sent to work on farms throughout the South West.

A number of Japanese people were also interned, particularly the many pearl divers working in Broome. They were transferred to Woodman Point, near Fremantle, before being sent to South Australia, via Kalgoorlie, when fears of invasion were at their greatest in 1942. A lack of cultural understanding meant that often non-Japanese were also interned, such as members of the Chinese population.

Those people with German backgrounds were also a focus of internment, including some who had arrived in Australia after fleeing Nazi persecution, or who were Jewish.



↑ Source 7.6.18 Majority Italian Internment Camp at Harvey, Western Australia

The following extract is from the Parliament of Western Australia *Hansard*, 20 June 2012, pp. 4100a–4117a, where WA MP, Paul Papalia, moved the following motion in parliament:

**That this house**

**4** notes the presence of internment camps in the state of Western Australia during the Second World War for the purpose of detaining 'enemy aliens' and prisoners of war;

**5** acknowledges that amongst the 'enemy aliens' interned were people who were either permanent Australian residents born in Australia or had become British subjects in accordance with Australia law;

**6** accepts that the overwhelming majority of the people interned at the camps were law-abiding, had made a valuable contribution to Australian society and had posed no threat to the security of the nation or its people;

**7** believes that most people were primarily interned in the camps on the basis of their cultural heritage or the mistaken belief that it posed an unreasonable risk, and not for any demonstrated or validated criminal or security concerns;

**8** is aware of research and personal histories that demonstrate that the internment experience had a long-term detrimental impact on the health and welfare of many of the people interned;

**9** recognises the pain, suffering, grief and hardship experienced by the people who were interned and their families and, in particular, the impact on mothers and wives who were left to care for children, homes, farms or businesses without government assistance;

**10** congratulates those internees and their families who made the decision to remain in Australia and rebuild their lives following their internment;

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**11** celebrates the lives of those former internees and families who, despite their internment experiences, went on to make a significant contribution to the economic, social and cultural development of Australia;

**12** asserts that, while the internment policy was implemented in the circumstances of a national emergency, it nevertheless acknowledges that the injustice experienced by some Australians was unnecessary and avoidable; and

**13** hopes that as a maturing nation we have learned from the World War II internment experience to ensure that future generations of migrants to this country are treated with justice and equality before the law and are not discriminated against on the sole basis of their cultural heritage.

I place on the record that I move this motion in conjunction with my colleagues the members for West Swan and Armadale and with the support of members opposite who share Italian heritage.

### Analysis questions

People from different backgrounds and different time periods may have different perspectives on historical events. The following questions consider different perspectives on internment, and also reflect the contestable nature of such perspectives.

**1** Why has this Member of Parliament brought up this matter in 2012?

**2** Mr Papalia's grandfather was one of the Italians interned in Western Australia. Does this personal background of the author make the source contestable? If so, in what way?

**3** How might internees have felt during their confinement during World War II?

**4** How would the government have defended internment during the war?

**5** Explain the impact and significance of World War II internment in Western Australia.



**Key concepts:** sources, evidence, cause and effect, significance perspectives, empathy, contestability



**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

## The Cowra breakout

In Cowra, a town in rural New South Wales, about 700 Japanese soldiers, who were being held as prisoners of war, broke out of their prison camp. After hearing that they were to be moved to another camp, they decided to escape. Their decision had gone to a vote – it won on the agreement that no local civilians would be harmed.

Using a stolen bugle to announce the breakout at 2 a.m., the Japanese soldiers broke out using improvised clubs and knives, killing three Australian guards in the process. They fled into the NSW countryside, hiding in farm sheds and open farmland. Over nine days of searching, 231 Japanese prisoners were killed, 108 were wounded and 344 were recaptured.

### Amazing but true…

The Senjinkun Code was a strict policy of the Japanese military that had trickled down to Japanese culture in general. This code forbids surrender to the enemy under any circumstances. To surrender would be a huge source of individual shame. Japanese soldiers were trained to fight to the death. The Senjinkun Code ensured that war with Japan was bloody and fierce. For the Japanese soldiers, a glorious death was preferable to a shameful surrender.

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## Activity 7.22

### Using historical sources as evidence

#### SOURCE A

Japanese prisoner Yamada Maseoshi discusses the Senjinkun Code.

> *The most shameful thing for us was to be captured alive. That's what had been drummed into us. We had never met anybody that was a prisoner of war who had returned to Japan. So we thought no prisoner of war would ever return.*

↑ Source 7.6.19 Yamada Maseoshi from the BBC podcast, *Witness History*: 'Witness to World War II: Japanese Prisoner Breakout', 5 August 2014

#### SOURCE B

When Margaret Weir was 14 years old she came upon a strange scene in her mother's house.

> *The Japanese prisoners were sitting down. My mother, being the perfect hostess as always, was serving them tea and scones . . . then they just got up, thanked my mother and sauntered off . . . eventually the military came . . . and they surrendered quite calmly.*

↑ Source 7.6.20 Margaret Weir from the BBC podcast, *Witness History*: 'Witness to World War II: Japanese Prisoner Breakout', 5 August 2014

#### SOURCE C

Bruce Weir, 16-year-old brother of Margaret, found another Japanese soldier while out on the family farm.

> *He rushed out past my father and stood about ten yards away and invited my father to shoot him. My father declined and beckoned him to follow us back to the house.*

↑ Source 7.6.21 Bruce Weir from the BBC podcast, *Witness History*: 'Witness to World War II: Japanese Prisoner Breakout', 5 August 2014

### Responding to the sources

1. Using Source A and your knowledge from this chapter, why did the Japanese soldiers want to escape the prison camp?
2. Read Source B. Explain how this situation could have occurred.
3. Research the location of Cowra. What chance did the escapees have of reaching Japan alive?
4. Using your answer to Question 3, how could you explain the actions of the soldier in Source C?

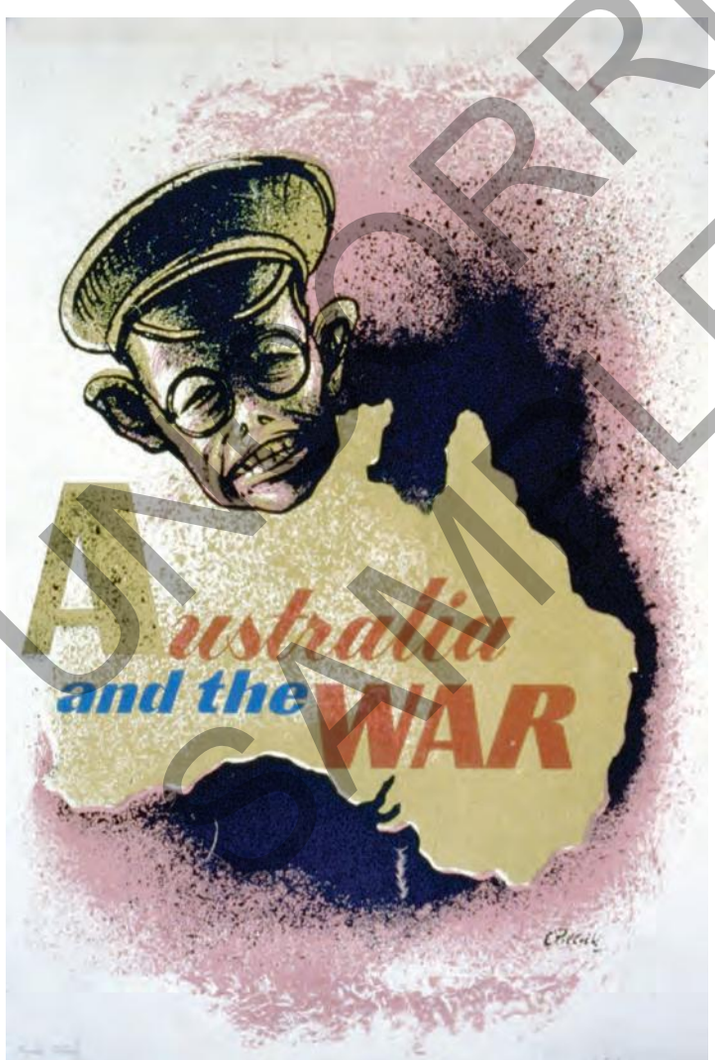
**Key concepts:** sources, evidence, cause and effect, perspectives, empathy

**HASS skills:** questioning and researching, analysing, evaluating

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## Children and war

The experiences of children in World War II were complex. Most children were protected from the true nature of war. Darwin had been evacuated of its civilian population before it was bombed. Australian children did not experience the horrors of carpet bombing or house-to-house combat like children in Europe and Asia did. Many children, however, saw their fathers leave and come back as strangers. Many also experienced hardship and rationing or lived in fear of the Japanese 'monsters' they saw in propaganda posters and films. The following chilling accounts are from Australians who were children during this period, and as adults recounted their harrowing experiences.




↑ Source 7.6.22 Australian propaganda poster emphasising the threat posed by the Japanese Army

*My greatest concern was after overhearing mother inform our next-door neighbour over the back fence that, 'If the Japs come I will kill the girls.' This threat gave me a few sleepless nights until I devised a plan of escape. I was a fast runner, so I decided to run away when the time came. I would go over the sand hills, past the mental asylum, into the far distant bushland, where I would be befriended by an Aboriginal tribe.*

↑ Source 7.6.23 Shirley Ingram, Western Australia, in Geraldine Doogue, 'Children in World War 2', *Saturday Extra*, 21 January 2006

*As a young child in a NSW country town, the biggest impact of World War II for me was scarcely knowing my Dad for the first few years of my life – except for his photo on the piano next to a bust of Beethoven. I used to kiss them both goodnight. I remember the day the war ended ... and we went to join the celebrations in our town, at school we were all given victory medals. I remember asking my mother what the ABC News would be about, now there was no war.*

↑ Source 7.6.24 Patricia Harrison, New South Wales, in Geraldine Doogue, 'Children in World War 2', *Saturday Extra*, 21 January 2006

*In 1945 a Welsh cousin came to stay. He'd been in Changi. No longer a seven-stone skeleton, he looked all right, but his nightmares distressed my parents terribly.*

↑ Source 7.6.25 Del Thompson, Victoria, in Geraldine Doogue, 'Children in World War 2', *Saturday Extra*, 21 January 2006

*At primary school we spent part of each day studying maps of the 'front' so we knew where the latest fighting was. We were frightened with exaggerated pictures of 'Nazis' and 'Japs'… Children would often be threatened by parents that the 'Japs' would get them if they did not behave.*

↑ Source 7.6.26 Geoff O'Brien, New South Wales, in Geraldine Doogue, 'Children in World War 2', *Saturday Extra*, 21 January 2006

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## Making thinking visible 7.3

### Stop, look, listen

Use the primary sources of Australian children (Sources 7.6.23 to 7.6.26) during the war to complete the following activity.

**Stop:** What would life for children be like during World War II?

**Look:** What other sources could you look for to explain why this was the case?

**Listen:** Listen to what the sources tell you with an open mind. What other factors do you think could have influenced children to think this way?

**Key concepts:** sources, evidence, perspectives, empathy, contestability

**HASS skills:** questioning and researching, analysing, evaluating

### Postwar immigration

Millions of people were displaced by World War II, which created huge waves of migration around the globe. As the furthest possible place one could be from the terrible memories of Europe, Australia became an attractive destination for thousands of war refugees.

> *Australia wants, and will welcome, new healthy citizens who are determined to become good Australians.*

↑ Source 7.6.27 Arthur Calwell, Australian Minister for Immigration, 1945

Hundreds of thousands of European immigrants came to Australia to start a new life. Many were paid to come here by the Australian Government and were allowed to stay if they would work where the government needed them most. Critical labour shortages meant that many Australians supported 'unlimited immigration' to help rebuild the country's economy.

Known as 'ten-pound Poms' because that was the price of a ticket to Australia, British citizens came first. They were soon followed by people from Eastern Europe, Holland and Belgium. The largest groups, however, were Greek and Italian families seeking refuge from the destruction of the war and the chaos that had followed in both countries. This trend in migration would continue up until the 1970s.

### The Snowy Mountains Hydro-Electric Scheme

Almost 100 000 of Australia's postwar migrants were put to work on the Snowy Mountains Hydro-Electric Scheme. This massive infrastructure project saw a series of huge dams and electrical power plants built over 25 years by immigrants from over 30 countries. The project employed people from all over the world, many from nations that had been enemies during the war. This enormously multicultural workforce put their previous differences aside to work together on the project. A new and peaceful life was the goal of all who worked on the project.

## Activity 7.23

### Research task

In pairs, research the postwar histories of Germany, Italy, Greece or an Eastern European nation. Using this research, explain why Australia would have been chosen as a destination for these immigrants.

**Key concepts:** cause and effect, perspectives, empathy

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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## Activity 7.24

### Research task

In 2018, Woden Community Service began recording and preserving the stories of the migrants who worked on the Snowy Mountains Hydro-Electric Scheme.

1 View the video via the Woden Community Service Channel on YouTube and watch at least two or more stories.
2 What surprised you about these stories?
3 Why were these migrants particularly suited to working on the project?
4 How did the project help to create friendships across national lines?
5 Evaluate the impact of the Snowy Mountains Hydro-Electric Scheme on migration in Australia.

**Key concepts:** sources, evidence, significance, perspectives, empathy

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

Go online to access the interactive section review and more!

## Lesson 7.6 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

### 7.6 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 How did the roles of Australian women change during World War II?
2 What was the contribution of Aboriginal and Torres Strait Islander peoples to the war?
3 Why did rationing exist?
4 What happened at the Battle of Brisbane?
5 What happened at the Cowra breakout?
6 How were postwar immigrants employed by the Australian Government?

#### Interpret

7 Evaluate the contribution of Australian women to Australia's war effort.
8 Why were Aboriginal and Torres Strait Islander soldiers so poorly treated after returning from war?

#### Argue

9 'World War II played a significant role in shaping the nature of Australian society.' To what extent do you agree?

#### Apply

1 Carefully examine the first-hand accounts of life in Australia during World War II. What impact do you believe World War II had on Australian children?

**Key concepts:** continuity and change, significance, cause and effect

**HASS skills:** analysing, evaluating, communicating and reflecting

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# An examination of a significant event of World War II: the Holocaust

## Focus question

**How did the Holocaust evolve from persecution to murder?**





**Video**
Setting the scene: Europe's everyday memorial to the Holocaust: the *Stolpersteine*

← Source 7.7.1 (top) Neo-Nazis, alt-right supporters and white supremacists march with tiki torches through the University of Virginia campus on 11 August 2017. (bottom) At the Brandenburg Gate in Berlin, Germany, National Socialists celebrate Adolf Hitler being named Chancellor of Germany on 30 January 1933

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In 2017 a group of white nationalists marched with flaming torches into the town of Charlottesville, in the USA, chanting, 'Jews will not replace us'. This march had the same look and feel as the National Socialist rallies that whipped Germany into an antisemitic rage 80 years earlier. In Melbourne, in late 2024, a group of neo-Nazis dressed in black staged a demonstration outside the Victorian parliament, displaying a sign that read 'Jews Hate Freedom'.

In recent years, extremist ideology has attracted attention around the world. In order to understand the effects of extremist ideology it is essential that you learn about the Holocaust. Historians study the road to World War II and the horrors that followed in order to understand how and why people can sink to their lowest and darkest depths. We study these events in the hope that similar events will never happen again.

During World War II, approximately 15 million people – including six million Jewish people – were murdered. These murders were not crimes of passion or the by-product of war. They were cold, deliberate and methodical murders. Many hundreds of thousands of German people, both civilians and soldiers, were involved in the process of identifying, betraying, rounding up, imprisoning, starving and murdering Jewish people all across Europe. Millions more people stood by as this happened.

**social Darwinism** discredited theory that individuals, groups and peoples are subject to the same Darwinian laws of natural selection as plants and animals

**Aryanism** discredited theory that the so-called race of 'Europeans' were responsible for all of the progress that has benefited humanity, and were thus superior to all other races

## The survivors

Throughout this section you will hear from some of the survivors of the Holocaust. These people managed to live through these events and remake their lives in Australia.

## Origins of the Holocaust

Holocaust is a term that once referred to the burning of a sacrifice on an altar. Since the 1950s, the term 'the Holocaust', or *Shoah* (a biblical Hebrew term which has been used to mean 'destruction' since the Middle Ages), has been used to refer to the collective anti-Jewish actions by the Nazi regime between 1933 and 1945: from stripping the German Jews of their legal and economic status in the 1930s; segregation and starvation in the various occupied countries; and the murder of close to six million Jews in Europe.

Historian Lucy S. Dawidowicz, author of a detailed and comprehensive examination of the Holocaust, claims that its origins emerged well before Hitler and the National Socialists came to power in 1933. Rather, antisemitism had existed for centuries all across Europe, and specifically in Germany.

Dawidowicz notes that the representation of Jewish people as spreaders of disease and, therefore, death and destruction goes back to antisemitism of the Middle Ages, where Jewish people were unjustly accused of spreading the plague and poisoning wells. These accusations were, of course, untrue, based on false church teachings that the Jews had killed Jesus. Jewish people had been vibrant and long-standing contributors to European life for centuries.

When Hitler and his followers likened Jewish people to parasites who sought world domination, his irrational words were not new concepts. His views were certainly more extreme than those that had been heard in earlier times, but in the 1920s he attempted to justify these ideas with modern pseudoscience like eugenics and **social Darwinism**. He saw the world order as being in a desperate struggle between those of **Aryan** blood and those whom he deemed inferior. To Hitler, Aryan blood had to be protected by war. Victory would establish an Aryan Third Reich that would last 1000 years.

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**Irma Hanner:** Irma grew up in Germany with her mother, who was taken by the Gestapo (the German secret police) when Irma was 10. Irma had to endure life as an orphan in wartime Germany. Irma spent the war working in a labour camp in Czechoslovakia. Irma died in 2024.[6]



**John Chaskiel:** John was born in Weilun, Poland, in 1929. He was the fifth of seven children. He was 10 years old when Germany invaded Poland. John died in 2023.[7]



**Willy Lermer:** Willy spent the war in a number of Polish forced labour camps. Just as he was on the verge of death, he was liberated from Dachau concentration camp. Willy lived in Melbourne. He died in Melbourne in February 2017.[8]



**Lusia Haberfeld:** Lusia was eight years old when World War II broke out. Born in Lodz, Poland, she was transported into the Warsaw ghetto and spent much of the war in the Auschwitz-Birkenau camp. She was separated from her father and little brother on arrival at Majdanek. She never saw them again. She was liberated from Bergen-Belsen with her mother. Lusia lives in Melbourne.[9]

Dawidowicz believes that the Holocaust began with the marriage of established antisemitism and Hitler's National Socialist ideology. Hitler's earliest indication of his intentions came on 6 April 1920, when he reportedly said during a speech that, when dealing with the 'Jewish problem':

> *Every means is justified, even when we must ally ourselves with the Devil.*

↑ Source 7.7.2 Adolf Hitler, speech, 6 April 1920, cited in Lucy S. Dawidowicz, *The War against the Jews 1933–45*, 1975, p. 45

## Making thinking visible 7.5

### See, think, wonder

Carefully consider Hitler's quote in Source 7.7.2 about every means being justified.

1. What does the quote say to you about Hitler?
2. What do you think about that?
3. What does it make you wonder?

**Key concepts:** perspectives

**HASS skills:** questioning and researching, analysing, evaluating

[6] Please see a video of Irma Hanner's experience, through a Survivor testimony Jewish Holocaust Centre video, through this link: https://cambridge.edu.au/redirect/11305

[7] Please see a video of John Chaskiel's experiences, as part of the Jewish Holocaust Centre's Eyewitness Project, through this link: https://cambridge.edu.au/redirect/11306

[8] Please see a video of Willy Lermer's experiences, as part of the Jewish Holocaust Centre's Eyewitness Project, through this link: https://cambridge.edu.au/redirect/11307

[9] Please see a video of Lusia Haberfeld's experiences, as part of the Jewish Holocaust Centre's Eyewitness Project, through this link: https://cambridge.edu.au/redirect/11308

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## The legislation of the Holocaust: 1933–45

Once the National Socialist Party came to power in 1933, Hitler began taking steps towards anti-Jewish legislation. When the *Reichstag* fire of 1933 was blamed on a communist agitator, the first **concentration camp** of Dachau was opened. Dachau was soon filled with 15 000 political prisoners. Anyone who dared to criticise the National Socialist Party risked arrest and potentially being sentenced to hard labour in Dachau.

**concentration camp** prison where political prisoners or members of persecuted minorities are deliberately imprisoned in a relatively small area with inadequate facilities, sometimes so that they can provide forced labour

Irma Hanner's mother was Jewish and a communist. She was arrested when Irma was not home:

> *Being Jewish and Communist, it was not a good combination. She was arrested one day, I was not home . . . when I came home the house was empty and I spent two days by myself. Then my aunty came and found me.*

↑ Source 7.7.3 Irma Hanner



↑ Source 7.7.4 National Socialist Party supporters salute as books condemned as not adhering to Nazi ideology are burned

Children were encouraged to rid their schools, homes and libraries of any books written by Jewish people or communists. In March 1933, in town squares, huge bonfires were lit and large groups of families threw these books on the fires, eradicating these alternative words, thoughts and views.

On 1 April 1933, the German Government went even further, encouraging a boycott of businesses owned by Jewish people. By 7 April, Jewish people were banned from government positions and from acting as judges or lawyers. The following year, Jewish people were banned from joining trade unions and denied access to non-Jewish doctors, and Jewish doctors were banned from seeing non-Jewish patients. By 1935, Jewish newspapers had also been banned.

On the streets, the paramilitary force known as the *Sturmabteilung* (SA), or Brownshirts, had long been terrorising communists and Jewish people in the name of the National Socialist Party. Hitler then used his own personal guard, the *Schutzstaffel* (SS), to massacre hundreds of members of the SA on the Night of the Long Knives in mid-1934. This was not done to punish the SA for its violence, but to control it.

By 1935 Hitler was determined to legally exclude Jewish people from all aspects of everyday life. The Nuremberg Laws of 1935 made it clear how they would identify Jewish people and how those people would be excluded. If only one of your grandparents were determined to be Jewish, you could also be declared to be Jewish. Once people were identified as Jewish, they were barred from working in government roles, from teaching in German schools and from marrying people who were determined to not be Jewish.

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By 1938 the Nuremberg Laws had become more extreme and overt. Table 7.2 lists a breakdown of the changes to these laws over time and what effects they had.

For Irma Hanner, these laws meant she faced open discrimination and violence in the street.

> *The children used to bash us with sticks.*
>
> ↑ Source 7.7.5 Irma Hanner




➜ Source 7.7.6 A Brownshirt soldier stands by a window display from a Jewish-owned store in Berlin. The sign reads, 'Germans! Defend yourselves! Don't buy from Jews!'

## NUREMBERG LAWS

Table 7.2 Elements of the 1938 Nuremberg Laws and what they meant for Jewish people living in Germany

| Date and description of the law | What it meant |
|---|---|
| **26 April**: All property owned by Jewish people that is worth more than 5000 Reichsmarks will be registered with the Government. | The German Government used this to not only identify the residences of wealthy Jewish people, but to find valuable properties they could repossess when those people were forcibly removed. |
| **14 June**: All businesses owned or part-owned by Jewish people will be registered with the government. | Much like the register of properties, the registration of businesses allowed the German Government to identify which businesses to target during boycotts and repossession. |
| **11 July**: All Jewish people are banned from health spas and resorts. | Jewish people were slowly excluded from participating in German life and would eventually be physically removed from the view of non-Jewish Germans. |
| **23 July**: All Jewish people will carry identity cards. | Jewish people could be asked for their identification at any time of day, exposing them to public harassment at the hands of the SA. |
| **27 July**: Local governments will remove and replace Jewish street names. | Any trace of the Jewish identity, including their contribution to and their place within Germany's history and culture, was slowly being removed. |
| **17 August**: All Jewish newborn children must have Jewish first names. | This made it harder for Jewish people to hide their identities. |
| **1 September**: Jewish people are prohibited from owning or working in law firms. | As an extension of their exclusion from everyday society, this meant few Jewish people would be able to find legal support against the German Government. |
| **5 October**: All passports belonging to Jewish people will be stamped with a large, red 'J'. | This law meant the journeys of Jewish people could be monitored and their re-entry into Germany could be refused. |

UNCORRECTED SAMPLE PAGES

## *Kristallnacht:* 9 November 1938

**Joseph Goebbels** Propaganda Minister of National Socialist Germany, Goebbels was responsible for the spread and control of National Socialist messages and ideologies through the media

**synagogue** Jewish place of worship

**Hermann Goering** Head of the *Luftwaffe* (Germany's Air Force), Goering was one of Adolf Hitler's closest advisors and an extremely powerful member of the National Socialist Party

When a German diplomat was murdered in Paris by an exiled Jewish student, German Propaganda Minister **Joseph Goebbels** took to the radio and called for revenge. On the night of 9 November 1938, which became known as *Kristallnacht* ('the night of broken glass'), four years of growing legal, social and economic antisemitism exploded in an orgy of violence. Over three nights Jewish-owned shops were smashed and looted, destroying 7000 Jewish-owned businesses. Officially 100 Jewish people were beaten and killed, though the actual number is much higher, as German police stopped registering these deaths. Two hundred **synagogues** were set alight. The graves of Jewish people were vandalised and almost 30 000 Jewish people were rounded up and taken to concentration camps. No German citizen faced punishment for this violence. Instead, the German Government demanded that the Jewish community pay one billion Reichsmarks for the damage.



↑ Source 7.7.7 Pedestrians glance at the broken windows of a Jewish-owned shop in Berlin after the November 1938 attacks of *Kristallnacht*

### Activity 7.25

#### Check your understanding

After the events of *Kristallnacht*, **Hermann Goering**, head of the *Luftwaffe* (the German Air Force) and one of the most powerful military and political leaders in the National Socialist Party, stated that:

> *If, in the near future, the German Reich should come into conflict with foreign powers, it goes without saying that we in Germany should first of all let it come to a showdown with the Jews.*

↑ Source 7.7.8 Hermann Goering, cited in Lucy S. Dawidowicz, *The War against the Jews 1933–45*, 1975, p. 45

Irma Hanner's school was attacked during *Kristallnacht*.

> *The synagogue was burned down and part of the school was destroyed, but we still had school 'til 1940 . . . but every day some children went missing. Of the 250 school children, only five survived. Including me.*

↑ Source 7.7.9 Irma Hanner

1 Analyse the contribution of the Nuremberg Laws to antisemitism in Germany. Do you think *Kristallnacht* was a logical consequence of this? Explain your response with evidence.

2 Examine the Nuremberg Laws in Table 7.2 and suggest ways each one could impact the lives of individuals.

UNCORRECTED SAMPLE PAGES

3 Explain how *Kristallnacht* and the views of Goering were a consequence of historical antisemitism.
4 How does Irma Hanner's account help explain the significance of *Kristallnacht* for Jewish people in Germany?

**Key concepts:** sources, evidence, cause and effect, significance

**HASS skills:** analysing, evaluating

## Sterilisations and euthanasia

The National Socialist Party's hatred for Germany's 'enemies' was extended to every person they considered 'unfit'. By 1934 up to 400 000 Germans had been forcibly sterilised to prevent them from having children. Anyone deemed to suffer from 'feeble-mindedness' was included in the euthanasia program that targeted people with a disability and people housed in mental hospitals. Anyone who suffered from any condition, from schizophrenia to epilepsy, was included. Gay and lesbian people were also targeted. Five hundred black children, whose parents came from combined African and German backgrounds (most of them children of French troops living in German territory), were also sterilised.

### Activity 7.26

#### Using historical sources as evidence

**SOURCE A**

Read the following excerpt from a German school textbook:

> *The construction of a lunatic asylum costs six million marks. How many houses at 15 000 marks each could have been built for that amount?*

↑ Source 7.7.10 From *Handicapped: Victims of the Nazi Era, 1933–1945*, published by the United States Holocaust Memorial Museum

**SOURCE B**



#### Responding to the sources

1 How did the pseudosciences of social Darwinism and eugenics justify the inclusion of these illustrations and questions in schoolbooks?
2 Consider the relationship between National Socialist ideology and education. How do maths problems like Source 7.7.10 help to normalise the treatment of 'enemies' of Germany?

← Source 7.7.11 Student: 'The Jewish nose is bent. It looks like the number six…' This illustration comes from the textbook *Der Giftpilz*, published in 1938. This book aimed to increase antisemitism by teaching students to believe negative myths about Jewish people.

**Key concepts:** sources, evidence, contestability

**HASS skills:** analysing, evaluating

UNCORRECTED SAMPLE PAGES

**Star of David** six-pointed star, consisting of two overlapping triangles, used as a symbol to identify and represent Jewish people

**ghetto** the term 'ghetto' originated from a sixteenth-century Jewish neighbourhood in Venice, Italy. Over the centuries, walled-off, crowded and heavily policed communities of Jewish people in European cities were referred to by this term. In National Socialist Germany, the term became synonymous with overpopulated, run-down areas of cities, where Jewish people were forced to live.

## The Final Solution: 1939–45

Poland had the largest Jewish population in Europe when Germany invaded the country in September 1939. This invasion made around 3.3 million Jewish people the subjects of the fascist National Socialist regime.

John Chaskiel saw the German invasion of Poland first-hand when he was nine.

> *The Nazis bombed our town and everybody had to work. What was the work? We had to clean the rubble and dig up the dead bodies.*

↑ Source 7.7.12 John Chaskiel

Willy Lermer tried to join the Polish army, but was too late. He saw the German war machine in action.

> *The tragedy of humiliation, degradation, torture started. It went slowly, and the noose got tighter and tighter around our necks, as the Jews were persecuted.*

↑ Source 7.7.13 Willy Lermer

In order to identify (and separate) the Jewish population, the German Government ordered all Jewish people in Poland to wear an armband or a yellow **Star of David** on their clothing. As the war spread to Western Europe in 1940, bringing even more Jews under their control, Hitler and the Nazi leadership now devised a plan to solve 'The Jewish Question' – that is, how they could kill all the Jewish people in Europe.

In February 1940, the deportation of all European Jews into sealed **ghettoes** inside major cities began. The army was employed to forcibly remove Jewish families from their homes at gunpoint, to cramped, crowded and disease-ridden corners of major European cities. The largest ghetto was in Warsaw, Poland, where 400 000 Jewish people were forced into an area 9.2 sq km in size, to live in apartments that had an average of 7.2 people per room.

Lusia Haberfeld was nine years old when she and her family were forced into the Warsaw Ghetto:

> *My very first memory that comes to my mind is fear . . . The fear was of the Germans. Every time I saw a German in the ghetto I was trembling from fear . . . I was very scared of being separated from my parents.*

↑ Source 7.7.14 Lusia Haberfeld

Conditions in the ghettoes were squalid. Food was scarce and disease spread rapidly, killing thousands. Those who were able to work were used as slave labour in German factories, making weapons and supplies for the German war effort that, by 1941, had spread to Russia.



Łódz city, occupied Poland. A group of displaced Jews with Star of David on their clothing, on their way to Litzmannstadt Ghetto

UNCORRECTED SAMPLE PAGES

## Activity 7.27

### Using historical sources as evidence

**SOURCE A**



↑ Source 7.7.15 Children in the Warsaw Ghetto in Poland

**SOURCE B**



↑ Source 7.7.16 German SS soldiers searching a Jewish man in the Warsaw Ghetto

### Responding to the sources

1 Using these sources and your own knowledge, explain the living conditions in the Warsaw Ghetto.

**Key concepts:** sources, evidence

**HASS skills:** analysing

UNCORRECTED SAMPLE PAGES

## From imprisonment to murder

The German army invaded the USSR to further Germany's need for *Lebensraum*. They were told that Russian civilians were subhuman and to fight Soviet soldiers differently to the ways they had fought British and French soldiers. They were told that the normal rules of war did not apply. All Jewish people and communists in the USSR were to be rounded up by specially formed units called the ***Einsatzgruppen***. As the German Army swept through each town, the *Einsatzgruppen* would arrive just as the army moved on to the next town. Once the army had left, the *Einsatzgruppen* would begin its work.

### The *Einsatzgruppen*

The orders of the *Einsatzgruppen* were to murder Jewish people on a massive scale. After rounding up the people left behind in defeated Soviet towns and cities, they took these people into nearby fields and forests and shot them. Sometimes people were shot in small groups. Sometimes they were shot in the hundreds or the thousands. Of the six million

***Einsatzgruppen*** ('deployment group') group of SS soldiers who acted as mobile killing units during the invasion of Poland and Russia – their orders were to identify, arrest and murder all enemies of the Reich: Jewish people, communists and any religious or political leaders who might oppose the National Socialist Government

Jewish people killed in the Holocaust, approximately 1.5 million of these people were killed by the *Einsatzgruppen*.

### Babi Yar

Over two days in September 1941, 33 000 Jewish people were executed at the Babi Yar ravine outside of the Ukrainian city of Kiev. Melbourne resident Yelena Gorodetsky was six years old when the shootings began near her childhood home in Kiev. On that day, her mother's friend had warned them to hide. Yelena's father had investigated and had found German soldiers shooting thousands of Jewish people and looting their corpses of valuables. Yelena's neighbours and close friends helped them to hide their Jewish identity from the German Army for the duration of the war. Yelena's father committed suicide a year later. She was one of the very few Jewish people from Kiev to survive the Babi Yar massacre.

> *'It was by some Jewish miracle we met Mama's friend.'*

↑ Source 7.7.17 Yelena Gorodetsky in Rachel Kohn, 'Babi Yar: Survivor of massacre that killed 33 000 Jews lives in Melbourne', ABC Radio National for *The Spirit of Things*, 12 September 2017



↑ Source 7.7.18 The Babi Yar massacre that took place at the Babi Yar ravine near Kiev, Ukraine, in 1941 saw German *Einsatzgruppen* troops line up Jewish people and execute them before a ditch.

### Odessa

Mishka Zaslavsky was 16 years old in 1941, when the German Army came to the Ukrainian city of Odessa accompanied by its Romanian allies. Odessan residents watched as Zaslavsky, his mother, his siblings and thousands of Jewish residents were forced from their homes and marched to a local prison. Angered that retreating Soviet forces had blown up and killed the headquarters of 160 Romanian troops, revenge was ordered. That day, 5000 Jewish people were shot in the city streets and left where they fell. Some 20 000 Jewish people were herded into underground bunkers that were sprayed with gasoline and set alight. Zaslavsky somehow escaped.

> *It was terrifying. I jumped over the fence. The soldiers in the guard towers began shooting at everyone who fled. They didn't hit me. I jumped into a cornfield and crawled. I could not help but look back. What did my one-year-old sister do to deserve to die like that?*

↑ Source 7.7.19 Mishka Zaslavsky

John Chaskiel lived in the Polish town of Weilum. A German soldier had been killed in a motorbike accident and some local Jewish people had been blamed. Ten elderly Jewish men were rounded up for execution. The Germans ordered John's father to carry out the executions.

> *My father blankly refused. He said, 'No, I cannot hang the Jews because my uncle is amongst them.' The Gestapo man took out his gun and started bashing him. He started pulling him. He said, 'Come out and hang the Jews!' He (my father) said, 'No!' Then he (the Gestapo man) took his gun and he shot him (my father) . . . We had to dig his grave. It took four hours . . . When I got home we had a little cry and Mum said, 'From now on, you're the head of the house.'*

↑ Source 7.7.20 John Chaskiel

UNCORRECTED SAMPLE PAGES

## Mobile gas chambers

Insidiously, the *Einsatzgruppen* began to calculate the cost of bullets used in these massacres. The war in Russia was escalating and, despite the frequent and detailed documentation the *Einsatzgruppen* provided to their superiors about death counts, their activities came at a financial cost to the German Army.

Often working with collaborators in the occupied countries of Lithuania, Latvia, Ukraine and Estonia, the *Einsatzgruppen* began experimenting by killing Jews inside large trucks that they filled with their own exhaust fumes. Once again, detailed reports were filed and returned to high command. *Einsatzgruppen* commanders began to report instances of fatigue, alcoholism and suicide among their units. By 1943, their work had ceased. By that time, the use of poison gas and concentration camps was in full swing. Murder had moved to an industrial scale.

## Wannsee Conference: January 1942

**Heinrich Himmler**, leader of the dreaded SS and commander of the *Einsatzgruppen*, saw the expense of so much killing as a hindrance to Germany's war effort. He devised a more 'cost-effective' strategy. By the winter of 1942, Germany had established close to 1000 concentration camps. These camps were mainly used to imprison 'enemies' of Germany. They also built almost 2000 forced labour camps, which used slave labour to build war materials. Six of these camps would be converted into killing centres, or 'death camps'. The largest death camp, Auschwitz-Birkenau (one of a number of camps called 'Auschwitz'), had been experimenting with a poison gas called Zyklon B. It had been used to kill 600 Russian prisoners of war.

In 1942 a conference was held in Wannsee, Germany. At this conference, 15 high-level leaders of the fascist National Socialist regime met to discuss the '**Final Solution**', and it was announced that the SS would oversee the transportation of all Jewish people in German-occupied European nations to concentration and death camps in the eastern occupied territories. SS General Reinhard Heydrich informed the conference that Hitler had personally tasked him with 'the project'.

**Heinrich Himmler** leader of the SS, or 'Reichsführer SS'. Himmler was chief of the entire SS structure, which included the SS, the German Police and the whole concentration camp system. He reported directly to Hitler.

**Final Solution** *Endlösung* – the term used by the Nazis for the genocide of the Jewish people of Europe



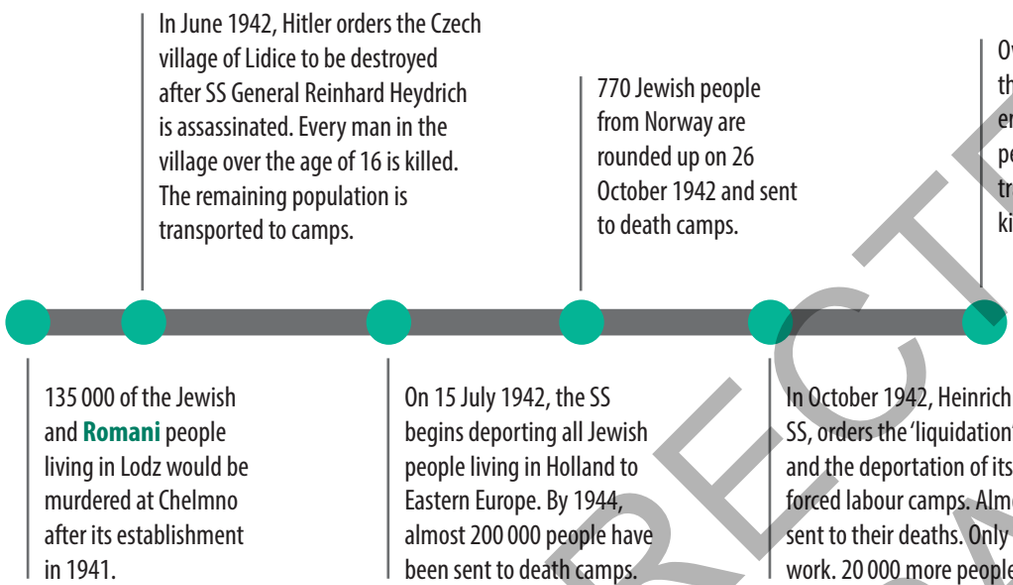

↑ Source 7.7.21 Location of the major Nazi death and labour camps in Europe

UNCORRECTED SAMPLE PAGES

**Romani** sometimes referred to as Roma or Gypsies (now considered a derogatory term), the Romani people are one of the European ethnic groups that were targeted by the National Socialists as part of their eugenics policies

## Transportation and 'liquidation': 1941–43

All over Europe, Jewish people were being rounded up and placed on overcrowded trains bound for camps in Germany and Poland. The order to murder all the Jewish people in the ghettoes came after the mass killing commenced in the Polish death camp of Chelmno in early 1942.




↑ Source 7.7.22 Timeline showing the acceleration of mass murders in the lead-up to the Final Solution

### Activity 7.28

**Check your understanding**

Examine the timeline in Source 7.7.22 and explain the relationship between the Wannsee Conference and the escalation of the Holocaust.

**Key concepts:** sources, evidence, cause and effect

**HASS skills:** analysing, evaluating

John Chaskiel, head of his household at age 11, was walking home from the shops with food for his family when a German Army truck picked him up in the street in Poland.

*Trucks were driving around picking up young people. I happened to be picked up amongst them as well. So mum did not get the fruit, mum did not get the bread. Nothing. I was picked up and sent to a slave labour camp called Poznan.*

↑ Source 7.7.23 John Chaskiel

Irma Hanner was 12 years old in 1942. She was taken from her relatives and transported to the Theresienstadt slave labour camp in Czechoslovakia. She was alone.

*We had to go to work. I worked in a farm growing vegetables for the SS. Not for us . . . I had one friend and her parents there. But a year and a half later they were sent to Auschwitz . . . I was surrounded by a lot of people but I was alone.*

↑ Source 7.7.24 Irma Hanner

UNCORRECTED SAMPLE PAGES

## The Warsaw Ghetto Uprising: April–May 1943



↑ Source 7.7.25 Warsaw, Poland, 19 April 1943: Captured Jewish civilians who participated in the Warsaw Ghetto Uprising are marched out of the city by German troops

For the 50 000 Jewish people still living in the Warsaw Ghetto in 1943, deportation and death were expected at any time. A few hundred residents formed a resistance group, smuggled arms into the ghetto and began a violent uprising against the German forces. On 19 April 1943, on the eve of **Passover**, the SS entered the ghetto with the intention of 'liquidating' (murdering) its remaining residents.

Armed with pistols, grenades and a few rifles, the resistance fighters surprised the German forces and forced them outside the walls of the ghetto. In response, the SS began to burn the ghetto down building by building, forcing the resistance out of hiding. The fighting lasted for a month. By the time it was over, 7000 Jewish people had been killed in the fighting. The rest had been forced out of hiding and captured. In a brutal and symbolic gesture, 7000 more Jewish people were sent directly to their deaths at the Treblinka death camp.

**Passover** key Jewish religious festival that commemorates the liberation of the Israelites from slavery

During the Uprising, Lusia Haberfeld hid in a bunker with her family.

> *At one stage the manhole opened up. And we saw people coming down the stairs with guns pointed up and we all said our last prayers because we thought, 'This is it, the Germans have arrived to get us.' But to our great surprise and relief and pride . . . we saw the young people who were the fighters . . . I don't remember their faces, but I feel very privileged to have seen them.*

↑ Source 7.7.26 Lusia Haberfield

### Activity 7.29

#### Check your understanding

1 Why would the Warsaw Ghetto inhabitants decide to resist and fight?
2 Why does Lusia Haberfeld remember the resistance fighters with such pride?
3 Examine Source 7.7.26. Why is the Warsaw Ghetto Uprising remembered as a significant moment for the Holocaust and World War II?

**Key concepts:** significance, empathy

**HASS skills:** analysing, evaluating

UNCORRECTED SAMPLE PAGES

## Life in the camps

Upon arrival at Auschwitz-Birkenau, the process of 'selection' determined who would live and who would die. An endless stream of train carriages loaded with prisoners came from ghettoes and cities all over Europe. Those who survived the journey were forced off the train by barking dogs and screaming guards. Quickly they were separated into groups of men, women and children.

John Chaskiel was transported from the Lodz ghetto to Auschwitz-Birkenau.

> *We arrived at Birkenau and could hear the screams . . . 'Raus! Raus, Jude! Out! Out, Jew!' The dogs were barking and as we got out they started screaming, 'Men on one side, women on the other side!'*

↑ Source 7.7.27 John Chaskiel

By chance, a family friend who was a prisoner spotted one of the boys who John was standing next to and quickly told them to lie about their age.

***Sonderkommando*** prisoners in German concentration and death camps who were forced to work in the gas chambers

> *He asked me, 'How old are you?' and I said, '17.' He points his finger like that (to the right). So when he points his finger to the right, I'm going to live. If he points his finger to the left, I wouldn't be here telling you this story.*

↑ Source 7.7.28 John Chaskiel

Lusia Haberfeld and her family were transported to Lublin concentration camp, Majdanek, after the Warsaw Ghetto was destroyed. It was the last time she saw her father and brother.

> *They said, 'Women to one side, men to another side' and we were separated forever.*

↑ Source 7.7.29 Lusia Haberfeld



↑ Source 7.7.30 Germany, 5 May 1945: Some of the thousands of wedding rings removed from concentration camp victims to salvage the gold. US troops found piles of rings, watches, precious stones, eyeglasses and gold fillings near the Buchenwald concentration camp.

People were separated again, into groups deemed either healthy or sick. In an instant, families were torn apart. Most of the survivors would never see their mothers, fathers or children again. Those deemed 'healthy' were sent to work. The rest were led away, stripped of their belongings and murdered in the gas chambers. Selected prisoners who were not chosen to be murdered, known as ***Sonderkommando***, were forced to remove the bodies for cremation, but not before they were ordered to strip the bodies of any gold teeth, wedding rings or jewellery.

John Chaskiel survived selection. He remembers seeing the crematoriums.

> *We knew in Auschwitz there were gas chambers … we could see across the chimneys and the soot from the chimneys was on our uniforms.*

↑ Source 7.7.31 John Chaskiel

Other prisoners were then ordered to search through the prisoners' luggage for valuables. Clothing, jewellery, gold and anything of value was taken and sent back to Germany.

UNCORRECTED SAMPLE PAGES

Not only had these people's homes been robbed after they were transported to the camps (674 trainloads of stolen goods were taken from France alone), but their corpses and final possessions were looted too.

As the war began to turn against Germany, these stolen goods were sent back to Germany to prop up its failing economy. Whether they knew it or not, many people in Germany were wearing clothes, shoes and glasses taken from the dead. Their children were playing with stolen toys.

### Work will set you free

Concentration camp prisoners would be lied to for the entire time they were imprisoned, right up until they were murdered. When they were being sent to the camps, they were told they would be given work and food. When they were separated, those condemned to death were told they were having a shower in large underground concrete chambers. They were then gassed to death. The gates that hung over the entrance of Auschwitz stated, '*Arbeit macht frei*', which translates to 'Work sets you free'.

Life in the camps was a daily struggle of torture, brutality and degradation. In the Plaszow slave labour camp, Willy Lermer was under the control of camp commandant Amon Goeth. Both the camp and Amon Goeth were made famous by the film *Schindler's List*.

> *Amon Goeth was a vicious sadist. To call him an animal, that would be an insult to the animal . . . for him to kill someone it was like for you to have a cup of tea when you are thirsty.*

↑ Source 7.7.32 Willy Lermer

*Schindler's List* is a 1993 award-winning film directed by Steven Spielberg. It details the efforts of German businessman Oskar Schindler to save Jewish people from the death camps.




↑ Source 7.7.33 The gates of the concentration camp at Auschwitz, Poland

The German officers kept meticulous records. To identify prisoners, many were tattooed with numbers. This stripped people of their identity and reduced them to statistics on paper.



↑ Source 7.7.34 *The Food of the Dead for the Living* by David Olère (1989). In this self-portrait, which was painted by a Jewish survivor of Auschwitz-Birkenau, Olère collects food that has been abandoned near the undressing rooms of Crematorium III at Auschwitz-Birkenau so he can throw it over the fence to the prisoners at the women's camp. Notice the identification number tattooed on Olère's arm. As shown in the bottom right corner of the image, Olère signed his artistic works using this number.

UNCORRECTED SAMPLE PAGES

John Chaskiel still remembers the impact of receiving these tattoos.

> *They tattooed a number on our arms. My number is B7584. And from that moment on, I was no more John Chaskiel, I was not a human being, I wasn't even a dog. I was just a number.*

↑ Source 7.7.35 John Chaskiel

At Auschwitz, Dr Joseph Mengele, a German scientist, conducted a range of barbaric experiments on prisoners, usually children, subjecting them to horrific conditions that included freezing them, injecting them with diseases and conducting live experiments on twins. He was trying to prove that the National Socialists' racial theories were right.

## History through objects

### Using historical sources as evidence

**SOURCE A**



← Source 7.7.36 27 January 1945: A group of child survivors stand behind a barbed wire fence at the Auschwitz-Birkenau concentration camp, in southern Poland, on the day of the camp's liberation by the Red Army. This photo was taken by Red Army photographer Captain Alexander Vorontsov during the making of a film about the liberation of the camp. In this photo are Melbourne survivors Eva Slonim and her sister, Marta. The sisters were mistaken for twins, and were kept alive for the Mengele twin experiments.

**SOURCE B**



← Source 7.7.37 7 May 1945: Starved prisoners, nearly dead from hunger, pose in a concentration camp in Ebensee, Austria. This camp was reportedly used for 'scientific' experiments.

UNCORRECTED PAGES

**SOURCE C**



← Source 7.7.38 Dachau concentration camp was the first of its kind opened by the National Socialists in 1933. It was intended to house political prisoners, but soon became a centre for forced labour. Dachau's prisoners were forced to create ammunition for the German Army until the camp was liberated in 1945.

**Responding to the sources**

1. How were Jewish people treated when they arrived at the camps?
2. How were Jewish people treated after 'selection'?
3. How were Jewish people dehumanised? What purpose do you think this played in the death camps?
4. Review the experiences of John Chaskiel, Willy Lermer, Irma Hanner and Lusia Haberfeld. How do their experiences help you understand the Holocaust in a different way? Use examples from the sources to explain your response.

**Key concepts:** sources, evidence, empathy

**HASS skills:** analysing, evaluating, communicating and reflecting

## The machinery of death

At Auschwitz, the systematic murder of Jews and Romani people took on a rapid pace. Daily death figures were being recorded and sent to German High Command, and orders were given to increase them. At its peak, Auschwitz was killing and cremating over 4000 prisoners per day.

Willy Lermer was transported to Auschwitz, and was selected to live. Made to undress, then shaved and disinfected, Willy was forced into a sealed chamber.

> *I saw water pipes, shower heads. I thought to myself, 'I will go right underneath the showerheads because the gas will come from the showerhead.' I would take a couple of deep breaths and I would go quick . . . Once the room was full, they closed the doors and water came down.*

↑ Source 7.7.39 Willy Lermer

UNCORRECTED SAMPLE PAGES

Willy was spared death, but the knowledge that he was never safe stayed with him.

> *Once I was out the exit door . . . There the smell of burning hit me . . . I could see smoke, I could see flames of fire. I didn't know what it was at the time.*

↑ Source 7.7.40 Willy Lermer

Melbourne biomathematician Lewi Stone, based at RMIT University, used German train schedules and ledgers recovered from concentration camps to estimate that, in 1942, across German-occupied Europe, the death camp system was killing over 14 000 people per day.

## Activity 7.30

### Check your understanding

1 Explain the process the National Socialist leadership followed, from mass deportations to murder.
2 Use the sources and personal accounts you have read so far to explain how this process affected the individuals who survived the killings.

**Key concepts:** sources, evidence, cause and effect, empathy

**HASS skills:** analysing, evaluating

## Death marches and cover-ups

As the war turned against Germany in 1943, there was a desperate rush to cover up the crimes of the Final Solution. Soviet armies raced across towns and areas previously held by Germany. They discovered evidence of the crimes, mass graves and massacres of the *Einsatzgruppen*. Mass graves were dug up by the retreating German Army and the bodies were burned. Some of the camps were destroyed to hide the evidence of mass killings, while remaining prisoners were abandoned to die.

Irma Hanner witnessed people being deported from her camp in Czechoslovakia towards Auschwitz. However, the advancing Red Army forced the train to return to Theresienstadt. She recalls the devastating results of this train trip.

> *They were three weeks on the rail. When they opened the doors . . . half, three quarters fell out. They were all dead. No water, no food. Horrible. Young boys looked like men of 80.*

↑ Source 7.7.41 Irma Hanner

In 1944, Himmler ordered the destruction of the gas chambers at Auschwitz. Most of the evidence was destroyed, but enough remained to reveal the crimes that had taken place. Some 60 000 prisoners who were healthy enough to walk were marched out of the camp and back towards Germany through snow, blizzards and forests.

The SS were ordered to kill anyone who remained and burn all documentation, but the failure of the German Army meant that order was breaking down. Many SS soldiers deserted the camps, and even the army.

UNCORRECTED SAMPLE PAGES

In Irma Hanner's camp, the murder of Jews intensified:

> *The ones which they killed there were cremated and they were put in boxes. So one day we were told we had to take the boxes, with the ashes of the dead people, and throw them in the river.*

↑ Source 7.7.42 Irma Hanner

The death marches were brutal. Those who stopped due to exhaustion were shot on the spot. Across Poland and Germany, the last healthy prisoners were evacuated and marched back towards Berlin.

John Chaskiel recalls the marches.

> *As we were marching. Freezing cold. Boils, bruises, diarrhoea . . . If I wanted something to eat I had to bend down and pick up a bit of snow . . . for the ones that could not make it, they were shot.*

↑ Source 7.7.43 John Chaskiel

It is unknown exactly how many people died during these marches, but the numbers are estimated to be in the tens of thousands. Most survivors who were left to die because they were too ill to walk were eventually liberated by advancing British, US and Soviet forces after their German guards had fled.

## Liberation

On 7 January 1945, the Soviet Army took over Auschwitz and liberated the camp. The German Army had killed over 1.1 million people here in the short time the camp had existed. While exploring the camp, the Soviet soldiers found 7.7 tonnes of human hair, 370 000 men's suits and 837 000 women's coats and dresses. Only 7000 people remained alive in the camp.

On 11 April 1945, abandoned prisoners at Buchenwald camp stormed the SS guard towers and took control of the camp. The bulk of the SS had left the camp with 28 000 prisoners and left the remaining 21 000 to starve. Later that same day, US forces liberated the camp. Over the course of the war, 56 000 people had been killed at Buchenwald.

On 15 April 1945, British forces entered the Belsen concentration camp. They found 60 000 prisoners starving and near death. These prisoners had been abandoned and left to die.

For the survivors of these camps, liberation was not the end of their struggle. Recovery from starvation and disease was slow. Many did not make it. The British soldiers desperately provided aid to the survivors of Belsen, but 14 000 people would still die after liberation. Worse still, the survivors had no homes to return to. Their families had been destroyed. Many of them simply did not know where to go, or what to do next.

The physical and emotional scars of these experiences would be with the survivors forever.

Lusia Haberfeld narrowly avoided the gas chambers at Auschwitz-Birkenau, survived a death march and was liberated at Bergen-Belsen. She carries the memory of the Holocaust with her always.

> *I was dehumanised and humiliated like everybody else. I had my childhood absolutely, totally stolen from me . . . I have anxiety, I can't look at a chimney . . . I am scared of all dogs . . . If it's a heavy rain I get very sad because I remember the rain at Auschwitz beating on the roof of the barracks and the hopelessness of our situation.*

↑ Source 7.7.45 Lusia Haberfeld

**Video**

↑ Source 7.7.44 Lilly Appelbaum Malnik describes a death march

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## The Nuremberg Trials

After Germany lost the war and the Allies occupied Berlin, thousands of German soldiers and officers were captured and brought to trial for their crimes. Most admitted to their crimes, but claimed that they had 'just been following orders'. At the Nuremberg Trials of 1945–46, 199 top German Government officials were charged for their involvement in the systematic murder of six million Jewish people, three million Romani people and countless other 'enemies' of Germany. Several high-ranking members of the National Socialist Party committed suicide before they reached trial, though in the end 12 high-ranking officers were put on trial, found guilty and sentenced to death.

In the years that followed World War II, German concentration camp guards, collaborators and officers were hunted across the globe and put on trial. Businesses that had profited from the slave labour that the camps had provided were also identified. Some of the people from these businesses were also sent to trial.

**righteous among the nations** name given to the non-Jewish people who risked their lives to save Jewish people during the Holocaust

### The righteous among the nations

During World War II a number of brave individuals and groups tried to save Jewish people from persecution. Thousands of people all across Europe had hidden Jewish families in cellars and behind false walls in their homes. Some did so for the duration of the war, at great risk to their own lives. The fascist National Socialist regime would punish these 'collaborators' brutally. Known as the **righteous among the nations** within the worldwide Jewish community, these brave people helped to save thousands of lives, often at the risk of their own.

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## Activity 7.31

### Group research

1 Split into groups of five and examine the table of names listed below. Each group member should choose one individual to research and answer the three questions within the table.

2 When you have finished your research, rejoin your group and share your findings.

| Name | Describe their contribution. What did they do and why? | What happened to them after the war? | How many people did they save? |
|---|---|---|---|
| Raoul Wallenburg | | | |
| Oskar Schindler | | | |
| George Mandel | | | |
| Irena Sendler | | | |
| Jerzey Kominski | | | |

3 Compile your research into a brief presentation to your class that answers the three questions. You can copy and complete the table above to guide you.

4 Examine the table of names. Summarise the ways non-Jewish people tried to help Jewish people during the Holocaust.

5 Why do you think they did this? What reasons did you find?

6 Why were these people recognised as 'righteous gentiles'? Why are they significant?

**Key concepts:** significance, empathy

**HASS skills:** analysing, evaluating

## Lesson 7.7 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

Go online to access the interactive section review and more!

### 7.7 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 How were laws used to persecute Jewish people prior to World War II?
2 In what ways did *Kristallnacht* represent an acceleration of Jewish persecution in Germany?
3 What were conditions like in the ghettoes?
4 How did the Wannsee Conference change the course of the Holocaust?

#### Interpret

5 With reference to Source 7.7.46, explain why the Warsaw Ghetto Uprising was a significant event.
6 How could the process of selection in camps such as Auschwitz mean the difference between life and death?

#### Argue

7 Examine the defence of German military personnel at the Nuremberg Trials. Is the defence of 'following orders' valid? Explain your response with evidence.



↑ Source 7.7.46 Visitors place flowers on the steps of the Warsaw Ghetto Heroes, commemorating the tens of thousands of Jewish people within the ghetto who rose up against the National Socialists on 19 April 1943 with great strength, even though the uprising was ultimately unsuccessful

### Apply

1 Evaluate the impact of the Holocaust on John Chaskiel, Willy Lermer, Irma Hanner and Lusia Haberfeld. How were their lives changed?
2 Research the life and artworks of David Olère. Write a short presentation on his experiences during the Holocaust.

**Key concepts:** sources, evidence, continuity and change, significance, perspectives, empathy

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

## 7.8 Conclusion: why does it matter?

We study World War II so that we can understand the nature of human conflict on a mass scale. The horrors of the Holocaust live on as a permanent reminder of the extremities of war, hatred and racism. World economies continue to rise and fall – it is essential to recognise the conditions and factors that cause people and nations to resort to extreme solutions that inevitably lead to conflict.

It is important to understand how Australia forged a new identity and a new place in the world in the midst of an all-encompassing global conflict.




← Source 7.8.1 The Eternal Flame and, in the distance, War Memorial, in Kings Park, Perth, Western Australia. The War Memorial is dedicated to those from Western Australia who served Australia in wartime.

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7.9

# End of chapter activities

## Reflection

### Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic via a downloadable checklist.

## Analysis

### Flow of main ideas

What have you learned about World War II? In this activity, copy the diagram below or use the Interactive Textbook and fill in the diagram by explaining, using a few dot points, what each topic means in terms of understanding World War II. We have done one for you as an example.

| | |
|---|---|
| The Treaty of Versailles | |
| The rise of the National Socialist Party | |
| War in Europe | |
| War in Asia | |
| Australia's role in World War II | |
| The Holocaust | • Jewish people were targeted by the fascist National Socialist regime in Germany<br>• The legalisation of discrimination against Jewish people escalated to murder when World War II began<br>• The mass murder of Germany's 'enemies' began with the 'Final Solution'<br>• Some Germans were punished for their wartime crimes |

## Inquiry

### Research tasks

**1 Sources**

Find two sources used in this chapter. Answer the following key questions:

**a** What is the context (historical background) of each source?
**b** What is the key message (impression/opinion/suggestion) of each source?
**c** What potential bias is in each source, given where and when it was made, and by whom?
**d** Which source is more reliable, and which source does a better job at representing the period of history it reflects? Why?

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**2 Evidence**

Research more of Australia's experience of World War II. What evidence can you find that suggests that Australians made a valuable contribution to the overall conflict?

**3 Continuity and change**

How did the war affect Australia's relationships with Asia? Identify areas where there was change, and areas where things stayed much the same.

**4 Cause and effect**

Read about the defining events of Operation Barbarossa. How did Hitler's decision to invade Russia change the course of World War II?

**5 Perspective**

How did President Truman justify the use of the atomic bombs in 1945? Explain why others have criticised his decision.

**6 Empathy**

What would it have been like for a European Jew during World War II? Why was there not more resistance to the Holocaust?

**7 Significance**

Consider the impact of World War II on the world. Create a chart that lists the effects of the war, under the following headings:

**a** Death toll and casualties
**b** Movement of peoples
**c** New borders and countries
**d** Economic impact
**e** Changes in governments
**f** International affairs after World War II
**g** Social changes

## Writing

### Extended response question

**1** What are the key lessons we can still learn from World War II?

**Key concepts:** cause and effect, continuity and change, significance

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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# Topic 2

## Investigating rights and freedoms (1945–the present)

### Introducing historical concepts and skills: *understanding perspectives*, *developing empathy* and *cause and effect*

Throughout this topic there will be a special focus on **understanding perspectives** and **developing empathy**. You should focus on developing your ability to consider more than one perspective on historical periods and events. Once you learn about what happened in the past, and why, the next step is to build an understanding of how people felt about the events – either those people that were directly involved, or those that viewed the events from another time or another place. When you can appreciate how these people feel, you have shown empathy. A good example in this chapter is the debate over 26 January as Australia Day.

Empathy with those who have different backgrounds and experiences from yourself is often difficult to achieve, and may lead to you considering perspectives with which you may not agree. A good historian, however, will always be able to explain a range of perspectives, and empathise with people from a variety of backgrounds. Empathy can help us understand and explain why people behave and react in certain ways, and understand why events may have a different impact on one person than they do on another. This is an important part of understanding cause and effect.

### Analysing cause and effect

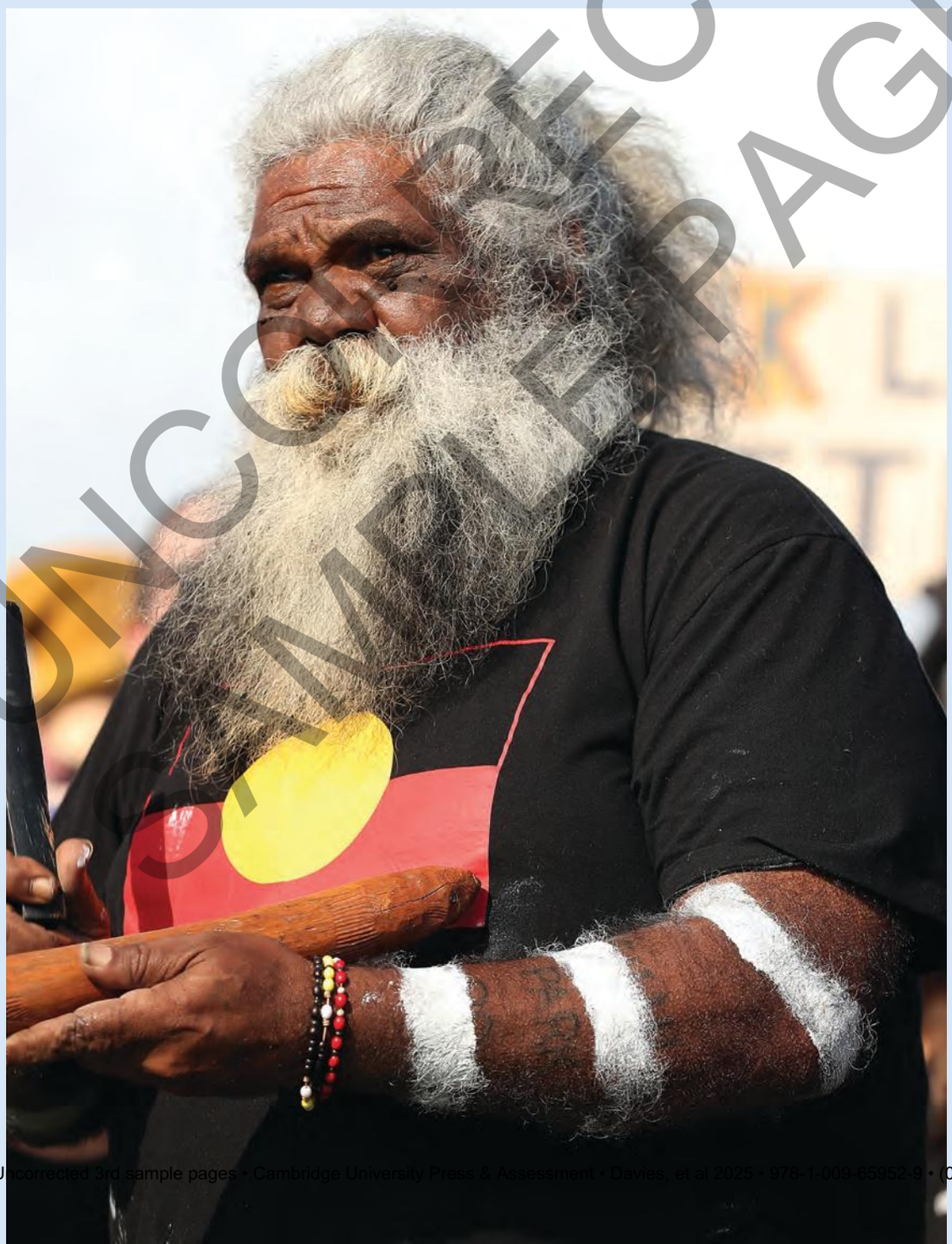
Historians analyse the causes of historical events. One thing may seem to be the cause of an event, but closer examination might reveal **multiple cause factors**. Historians evaluate each cause individually in order to assess its importance. Sometimes several different causes interact. Historians distinguish between **long-term causes** (conditions or problems that have existed for decades, centuries or, in some cases, millennia), **short-term causes** (new problems occurring over a few years) and **immediate causes** (sudden developments occurring a few months or days before an event). Immediate

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causes are also called **triggers** or **catalysts**. Historians also distinguish between types of causes. **Political causes** are the actions of governments or their opponents or changes in political ideology. **Economic causes** include the pressure of unemployment, economic recession, economic growth, trade or sudden technological change. **Social causes** are issues relating to migration, race, gender, religion, living conditions, or health and diet.

Once an historian has established the causes of a historical event, they measure and describe the **effect** these causes had on people. Were the effects positive or negative? Did they bring benefits or cause harm? Historians evaluate whether the event did more good than harm. For example, the arrival of Europeans in Australia benefited settlers who were desperate for land, but it did enormous damage to Aboriginal and Torres Strait Islander peoples, disrupting their way of life and causing enormous loss of life.

↓ Source A Aboriginal Elder Herbert Bropho looks on during the Black Lives Matter rally at Langley Park on 13 June 2020 in Perth, which highlighted the high rates of Aboriginal deaths in custody in Australia. The event was organised in solidarity with protests in the United States following the killing of unarmed black man George Floyd by a police officer in Minneapolis.



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# Chapter 8

## Investigating rights and freedoms

Aboriginal and Torres Strait Islander peoples should be aware that this chapter contains images and names of people who have, or may have, passed away.



↑ Source B Charles Perkins meets a supporter of the Aboriginal Freedom Ride in New South Wales, February 1965. As a student and Aboriginal activist, Perkins was inspired by the public focus that the Freedom Rides had given to the serious racial inequality that existed in the southern parts of the United States. In early 1965, he secured a bus and encouraged 29 other students to join him on a Freedom Ride of rural New South Wales. The tour received great attention from the Australian media, highlighting the racial segregation that prevailed in many public venues, such as local swimming pools and RSL clubs.

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# Chapter overview

**Please note that some historical sources in this chapter include terms that are considered to be quite offensive today. They have been included for historical context only.**

## Introduction

Aboriginal and Torres Strait Islander peoples are the proud custodians of the world's longest surviving culture. The arrival of Europeans in Australia in 1778 pushed First Nations Australians and their culture to the fringes of new settlements that would eventually grow into a multicultural nation of more than 26 million people.

Aboriginal and Torres Strait Islander peoples have always fought for their rightful place in their own land. By learning about this struggle for recognition, citizenship rights, land rights and an end to racism, we can discover how individuals, groups and movements can create change, and how their struggle continues.

The idea that all human beings have 'natural rights' dates back to the Enlightenment in the eighteenth century. A list of basic human rights, created in 1948 by the United Nations for the world to follow, is called the Universal Declaration of Human Rights and is now accepted by 192 countries. And, yet, the world since 1945 has seen a continued struggle to secure rights, particularly for Indigenous peoples around the world.

In Australia, and in the USA, we use the term 'civil rights' to refer to those rights relating to the political, legal and social equality of citizens, and minorities, in particular. In our own times, the idea of universal rights is under greater threat than ever. Australia may be proud of its contribution to the creation of the Universal Declaration of Human Rights, but Aboriginal and Torres Strait Islander peoples have had to struggle long and hard to translate these principles into reality.

It was only in 1962 that all Aboriginal and Torres Strait Islander peoples were able to vote in federal elections, and it was only in 1967 that they were voted by referendum to be included in the Australian census (the survey of our population) and to be subject to federal law. More recently, the Mabo decision, the *Bringing them Home* report on the Stolen Generations, the National Apology and Sorry Day, and the Voice Referendum have brought Indigenous issues more fully to the attention of Australians.

This has not, however, completed the process of reconciliation that is still required to fully normalise relations between the First Peoples of Australia and its subsequent settlers. The federal government's Closing the Gap program has identified many areas where Aboriginal and Torres Strait Islanders remain statistically disadvantaged in Australia today. Reconciliation is the path towards redressing this disadvantage, but is also perhaps Australia's greatest

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challenge. It will take the hearts and minds of the young people who will soon become citizens with the right to vote to devise an appropriate and fair settlement.

## Learning goals

By the end of this chapter, you should be able to answer these questions:

- How did European arrival affect Aboriginal and Torres Strait Islander peoples?
- How did mistreatment, dispossession and segregation affect Aboriginal and Torres Strait Islander peoples?
- How did individuals' acts of protest begin the struggle for civil rights in Australia?
- How did Australia's growing place in the world bring attention to Aboriginal and Torres Strait Islander peoples' civil rights?
- What role did the American civil rights movement play in influencing Australia's civil rights movement?
- How did individuals drive the Aboriginal rights movement forward in Australia?
- How effective were different methods of protest?
- What was the significance of the 1967 Referendum?
- Why did the Australian Government begin to recognise Aboriginal and Torres Strait Islander peoples' land rights claims?
- How have First Nations sporting and cultural identities contributed to civil rights and recognition?
- Why did the Australian Government apologise to the Stolen Generations?
- What is the future for reconciliation in Australia?
- What is the Australian Government doing to close the gap between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians?

## Historical skills

After completing this chapter, you should be able to:

- Sequence events in chronological order to analyse historical significance
- Develop historical empathy with people in the past
- Evaluate the reliability of primary sources
- Use factual evidence (dates, statistics, examples) to substantiate an argument.

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### Digital resources

**Visit the Interactive Textbook to access:**

- interactive Scorcher Quiz
- image gallery tour of key locations in this chapter
- videos, image galleries and other extra materials.



↑ Source B Charles Perkins meets a supporter of the Aboriginal Freedom Ride, in New South Wales, February 1965. As a student and Aboriginal activist, Perkins was inspired by the public focus that the Freedom Rides had given to the serious racial inequality that existed in the southern parts of the United States. In early 1965, he secured a bus and encouraged 29 other students to join him on a Freedom Ride of rural New South Wales. The tour received great attention from the Australian media, highlighting the racial segregation that prevailed in many public venues, such as local swimming pools and RSL clubs.

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8.2

# Timeline of key events

## What came before this topic?



Archaeological evidence has determined that humans have been present on the Australian continent for at least 60 000 years. Since that time many vast, complex and highly diverse societies have developed, living in close harmony with the land. In the century leading up to European arrival in Australia, great empires like the British Empire had been sailing to all corners of the world to claim land, wealth and power. Debate surrounds which European nation was first to set foot in Australia, but there is little argument about those who stayed. In 1770 Captain James Cook landed in Botany Bay, near modern-day Sydney, and claimed the land for the British Crown. Within a small space of time, the British arrival would have a catastrophic impact on tens of thousands of years of Aboriginal and Torres Strait Islander peoples' culture and identity.

↑ Aboriginal cave painting at Gwion Gwion in the Kimberley region of Western Australia. The painting depicts a fish hunt, and though scientists sometimes have trouble dating such paintings, they are evidence of the oldest continuing culture on Earth.



← Early British settler James Stirling

**Wurundjeri** Indigenous nation in Victoria where territory extends between the Great Dividing Range, Mount Baw Baw, Mordialloc Creek and the Werribee River

**60 000 BCE**
Earliest recorded human presence on the Australian continent

**1770**
Captain James Cook lands in Botany Bay as part of his exploration of the Pacific Ocean

**1788**
Governor Arthur Phillip and the First Fleet arrive from Britain and establish a permanent penal colony

**1789**
Smallpox dramatically impacts Aboriginal and Torres Strait Islander peoples living near modern-day Sydney

**1829**
The Swan River Settlement begins in Western Australia

**1834**
The Pinjarra Massacre

**1835**
John Batman 'buys' Melbourne from Elders of the **Wurundjeri** Nation

**1886**
The Aboriginal Protection Board (WA) is established to move Aboriginal and Torres Strait Islander groups to missions and reserves

**1905**
The *Aborigines Protection Act* (WA) formalises the removal of Aboriginal children from their families

**1938**
The Day of Mourning protest signals the start of the Aboriginal and Torres Strait Islander civil rights movement

**1946–49**
The Pilbara Strike takes place – Australia's longest-ever strike

**1955**
African American activist Rosa Parks refuses to give up her bus seat to a white passenger, sparking the Montgomery Bus Boycott and the American civil rights movement

## Timeline questions

1 In the first half of this timeline, how would you summarise events after the arrival of Captain Arthur Phillip?

2 In the second half of this timeline, how could you explain the relationship between the Australian and US civil rights movements?

3 What do you notice about the pace of change after the 1967 Referendum?



↑ Civil rights activist Rosa Parks

**Key concepts:** continuity and change, cause and effect

**HASS skills:** analysing, evaluating

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## What came after this topic?

In the years following the 1967 Referendum and the 2008 Apology to Aboriginal and Torres Strait Islander peoples, progress for civil rights has been slow. While many argue that great gains have been made by acknowledging the mistakes of the past, Aboriginal and Torres Strait Islander peoples still seek to be heard in the Australian Government, and win greater self-determination in their own communities.



↑ The Hon Ken Wyatt AM MP, Australia's first Indigenous member of the House of Representatives, who was raised in south-west Western Australia, delivers his maiden speech in the House of Representatives at Parliament House in Canberra, 29 September 2010. Wyatt symbolically wears a traditional possum-skin cloak.



↑ Eddie Mabo



↑ Paul Keating delivering the Redfern speech

**1962**
The Commonwealth Franchise is extended to all Aboriginal and Torres Strait Islanders

**1963**
The Yolngu people deliver a bark petition to Canberra, calling for land rights

**1964**
The US *Civil Rights Act* is signed in Washington, outlawing discrimination on the basis of race

**1965**
As part of the Freedom Rides, Aboriginal activist Charles Perkins leads Aboriginal and Torres Strait Islander activists on a tour of the NSW outback

**1966**
Protesting over poor wages, a group of Aboriginal and Torres Strait Islander station hands stage the Wave Hill walk-off. This strike lasted until 1975

**1967**
In a national referendum 90.7 per cent of Australians vote to count Aboriginal and Torres Strait Islander peoples in the national census and to give the Australian Government the power to make laws on their behalf

**1968**
US civil rights leader Martin Luther King is assassinated

**1972**
An Aboriginal Tent Embassy is established at Parliament House in Canberra

**1975**
The federal *Racial Discrimination Act* is passed, making discrimination on the basis of race illegal in Australia

**1982**
Eddie Mabo launches legal proceedings to win back ownership of traditional lands in the Torres Strait, ending with the Mabo decision in 1992 and subsequent Native Title Act

**1992**
Australian Prime Minister Paul Keating makes the 'Redfern speech', acknowledging the suffering experienced by Aboriginal and Torres Strait Islander peoples

**1997**
The *Bringing them Home* report on the Stolen Generations is read in Federal Parliament

**2008**
Prime Minister Kevin Rudd issues a formal apology to Aboriginal and Torres Strait Islander peoples

**2023**
The proposal to establish a First Nations 'Voice' to Parliament in the Australian Constitution is defeated in a national referendum

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8.3

# The origins and significance of the Universal Declaration of Human Rights

## Focus question

**How did the Universal Declaration of Human Rights affect Australia and the world?**

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## Introduction

At the end of World War II, the world began to focus on human rights more than ever before. The treatment of Jews and other groups in the Holocaust encouraged many to do more to combat discrimination in all countries. According to the Australian Human Rights Commission:

> *Human rights recognise the inherent value of each person, regardless of background, where we live, what we look like, what we think or what we believe.*
>
> *They are based on principles of dignity, equality and mutual respect, which are shared across cultures, religions and philosophies. They are about being treated fairly, treating others fairly and having the ability to make genuine choices in our daily lives.*
>
> *Respect for human rights is the cornerstone of strong communities in which everyone can make a contribution and feel included.*
>
> Source: *What Are Human Rights?*, Australian Human Rights Commission (accessed 2024)

↑ Source 8.3.1 Statement from the Australian Human Rights Commission

Human rights include social, political/legal and economic rights, and have recently come to include a new category, that of Indigenous rights. In 2007, the United Nations (UN) adopted the UN Declaration on the Rights of Indigenous Peoples (UNDRIP), in which it was declared that Indigenous groups, among other things, were entitled to self-determination and the right to maintain their traditional culture. In Australia, since World War II, membership of the UN has been a powerful reason for improving

the rights of Aboriginal and Torres Strait Islanders, and our obligations as a member of the UN have driven many changes in law and government, as well as the 2023 **referendum**.

In this chapter, you will learn about the experiences of First Nations peoples in facing colonisation, and the position many Aboriginal and Torres Strait Islanders found themselves in by the end of World War II. The chapter will then follow the path of the Aboriginal rights movement of the 1950s and 1960s, before considering the key achievements of the movement in protecting and advancing the human rights of Indigenous Australians. Finally, the chapter will examine the position of Aboriginal and Torres Strait Islanders in Australia today, and the extent to which Indigenous rights have been protected in law, politics and society.

## The Universal Declaration of Human Rights

The **Universal Declaration of Human Rights** (UDHR) was adopted by the General Assembly of the UN on 10 December 1948. This came three years after the global devastation wrought by World War II. The declaration stated that all people, regardless of culture, creed or where they live, have inherent rights. Australia played a major role in the formation of the UN. Dr Herbert Evatt (often known as 'Doc Evatt') was elected the third President of the General Assembly in 1948 and oversaw the vote by the UN countries to accept the UDHR. He also persuaded the then sceptical Australian Government to vote in favour of the UDHR.

The UN grew from the ashes of World War II. It sought to resolve conflict and create an enduring peace for the whole world. By adopting the UDHR, the UN promoted ideas of civil and legal rights, freedom of speech, religion and political association. Among other things, it claimed that all humans had the right to life, freedom and privacy.

**referendum** general vote on a single political question that has been referred to the electorate for a direct decision

The UDHR begins with a simple statement:

> *... recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.*[1]

↑ Source 8.3.2 From the Universal Declaration of Human Rights

It set out a new vision for the world that attempted to recalibrate the way people treated one another. It was an ambitious and optimistic vision.

After World War II there was a global trend of nations declaring independence from European colonisation and determining their own fate. This trend did not reach all corners of the globe. By 1950, South Africa had established a system of **apartheid** into law. This system legally discriminated against black people in South Africa, excluding them from society. Similar laws existed in the southern states of the USA. Around the globe, in places like the Soviet Union, the Middle East and Latin America, the adoption of universal rights was slow. In some cases, they were never applied. As a new player on the world stage at the conclusion of World War II, Australia turned its attention towards its own human rights record.

**Universal Declaration of Human Rights** an internationally recognised document that outlines the fundamental rights and freedoms of all people

**apartheid** ('separateness') a system of laws in South Africa that legally separated non-white people from white society

1 To see a copy of the Universal Declaration of Human Rights from the UN, please follow the link: https://cambridge.edu.au/redirect/11309

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## Activity 8.1

### Using historical sources as evidence

Article 2 of the UDHR states:

> *Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.*
>
> **– Article 2 of the Universal Declaration of Human Rights**




↑ Source 8.3.3 Eleanor Roosevelt holding a copy of the UDHR

### Responding to the sources

Explore the history concept of significance while you answer these questions.

#### Learn

1. Use what you know about World War I and World War II to identify the historical events that Article 2 was intended to avoid repeating. Use the words *cause and effect* in your answer.
2. Research the role of Eleanor Roosevelt in the development of the UDHR. Write one paragraph that explains why she was such an important person at the time.

#### Consolidate

3. Research the UDHR online. Read through its 29 Articles and use your analysis skills to make a list of five that you feel to have been the most significant in 1948.

#### Apply

4. Use your evaluation skills to explain the significance of this document for your life in Australia. Use the words *continuity and change* in your answer.

**Key concepts:** continuity and change, cause and effect, significance

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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In 1948, many Aboriginal and Torres Strait Islander peoples lived on government settlements or **missions**. Their lives were controlled by welfare, government and religious organisations that dictated how they could travel, work, worship and behave. In many instances, Aboriginal and Torres Strait Islander peoples were forbidden from speaking their native languages or practising their cultural traditions. Very few received exemptions that allowed them to travel, go to school, attend cinemas or enter hotels and pubs. All of this took place at the same time as a government-sponsored program that removed **half-caste** or 'mixed-race' Aboriginal and Torres Strait Islander children from their families in order to assimilate them into white Australia.

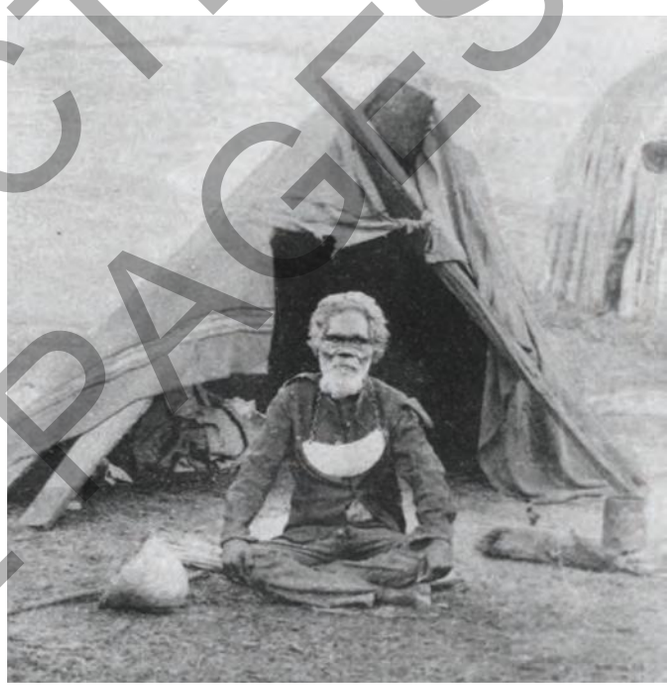
As Australia took its seat at the UN in 1945, global attention was slowly bringing the treatment of Aboriginal and Torres Strait Islander peoples into the light.

**missions** closed communities created by churches or religious individuals (in Australia) to house Aboriginal and Torres Strait Islander peoples, train them in Christian ideals and prepare them for work

**half-caste** outdated and offensive term that identifies a person whose parents are from different national or racial backgrounds




↑ Source 8.3.4 Johannesburg, South Africa, 1956: A sign commonly seen in South Africa under apartheid



↑ Source 8.3.5 1900: An Aboriginal man sitting outside a tent at the Deebing Creek Mission, Queensland

## Key concepts for your memory bank

The concept of **significance** relates to the importance that is assigned to particular aspects of the past (e.g. events, developments, individuals, groups, movements and historical sites). Significance includes an examination of the principles behind the selection of what should be investigated and remembered. *Pop this concept into your memory bank – at the end of this book is an activity which will test your understanding of this, and other key HASS concepts!*

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Go online to access the interactive section review and more!

## Lesson 8.3 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

### 8.3 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 When was the Universal Declaration of Human Rights (UDHR) created?

2 What were the conditions set out by the UDHR?

#### Interpret

3 Why did the governments of South Africa, the US and Australia not apply the UDHR to all their people?

#### Argue

4 The UDHR was intended to apply to all people. To what extent was this intention realised in the years that followed its creation?

### Apply

Evaluate and analyse while you answer the following:

1 Compare what you have learned about the UDHR with the treatment of Aboriginal and Torres Strait Islander peoples in 1948. In what ways were they denied civil rights?

2 Why did the issues of Australian human rights come to the world's attention after World War II?

**Key concepts:** cause and effect, perspectives | **HASS skills:** analysing, evaluating




↑ Source 8.3.6 South Africa: A black South African man in a park reads on a bench marked 'Europeans only'

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# Aboriginal and Torres Strait Islander peoples' struggle for rights before the 1960s

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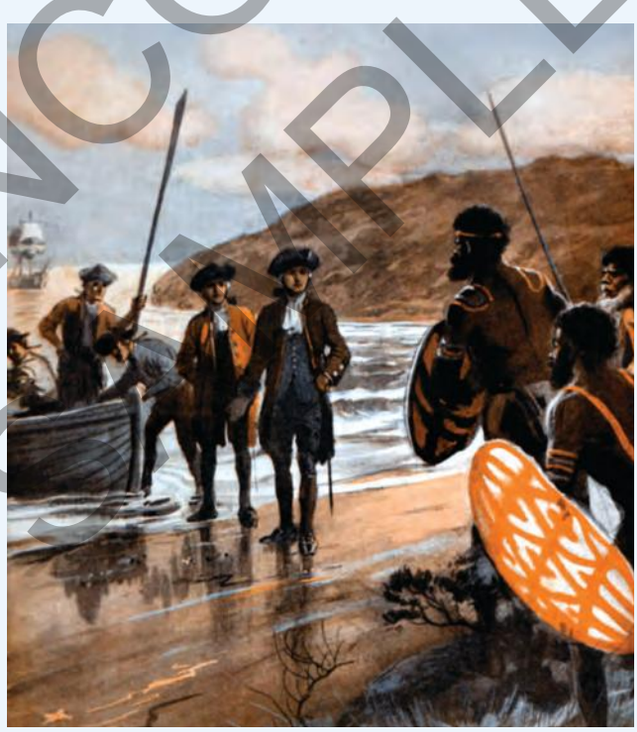
## Focus questions

- **What factors limited the rights of Aboriginal and Torres Strait Islanders until the 1960s?**
- **How did Aboriginal and Torres Strait Islanders respond to these factors?**

## The impact of *terra nullius*

A common story about Australia's history is that Captain Cook declared the land to be ***terra nullius*** upon landing in Botany Bay in 1770. In fact, the continent was never officially declared to be 'empty' by Cook, or by the people of the First Fleet who arrived in 1788. The early European arrivals were not able to create a treaty with the local people in order to acquire land, so the idea that it belonged to no-one became a tool, rather than a law, that allowed the British settlers to ignore Aboriginal and Torres Strait Islander peoples, their laws and their claims to land.[2]

***terra nullius*** (meaning 'land of no-one'), a legal term for land that is unoccupied or uninhabited



← Source 8.4.1 Captain Cook's landing at Botany Bay, illustrated by George Soper

**Video**

Setting the scene: two views of Captain Cook at Botany Bay

2 For a discussion on loaded terms such as 'discovered' or 'invasion', please see the article 'Discovery, settlement or invasion? The power of language in Australia's historical narrative' by Peter Kilroy in *The Conversation*, 1 April 2016, through the following link: https://cambridge.edu.au/redirect/11310

The idea that the new colonies had been established as an empty land persisted and was used to dispossess Aboriginal and Torres Strait Islander peoples across the continent until NSW Governor Sir Richard Bourke enshrined the idea into law. On 10 October 1835, Bourke declared the land to be *terra nullius* in a proclamation that stated any people found occupying land without the NSW Government's official approval were to be considered trespassers. This opened the floodgates for the dispossession of Aboriginal and Torres Strait Islander peoples from their traditional lands. This principle was further supported by the 1836 trial of Aboriginal man, Jack Congo Murrell, where the judge ruled that he would have to be tried under British law, as there was no other system of law in operation.

The idea of *terra nullius* would face its biggest challenge much later when Aboriginal and Torres Strait Islander peoples sought to dispute the idea that such a proclamation could legally have ever been made.

**smallpox** contagious, life-threatening viral disease with symptoms that include fever and pustules that usually leave permanent scars

**measles** a highly contagious viral disease that can cause severe illness, complications and even death. Symptoms include a high fever, cough, runny nose and a widespread rash.

**Dreaming stories** Aboriginal beliefs about how the universe came to be, how human beings were created and how people should function within the world

## The impact of disease

More convicts and settlers followed after the establishment of Australia as a British colony. So did **smallpox** and **measles**, diseases for which Aboriginal and Torres Strait Islander peoples across the land had no immunity. The impact of these diseases was devastating, with the First Nations peoples of coastal New South Wales almost wiped out. Fleeing the spread of the epidemic, they abandoned their traditional homes, scattering north and south. When David Collins, Judge-Advocate of the new colony, took an Indigenous man who had been living among the British to search for his family and people, they had vanished.

> *'He lifted up his hands and eyes in silent agony for some time; at last he exclaimed, "All dead! all dead!" and then hung his head in mournful silence.'*

↑ Source 8.4.2 David Collins, Judge-Advocate of the colony of New South Wales, April 1789[3]

It is impossible to gather accurate statistics from the time, but some estimate that in some regions 90 per cent of the total Aboriginal and Torres Strait Islander population were killed by diseases like smallpox, measles and influenza in the 10 years that followed British arrival in their lands.

## The impact of dispossession

The British settlers' demand for land brought them into direct conflict with the Aboriginal and Torres Strait Islander peoples who had inhabited their traditional lands for tens of thousands of years. For Aboriginal and Torres Strait Islander peoples, the connection to land transcends ownership. For 60 000 years, the land had given them all they could want. In return they cared for it. **Dreaming stories** told of the creation of the 500 Aboriginal groups that populated the continent. These oral traditions were handed down from generation to generation.

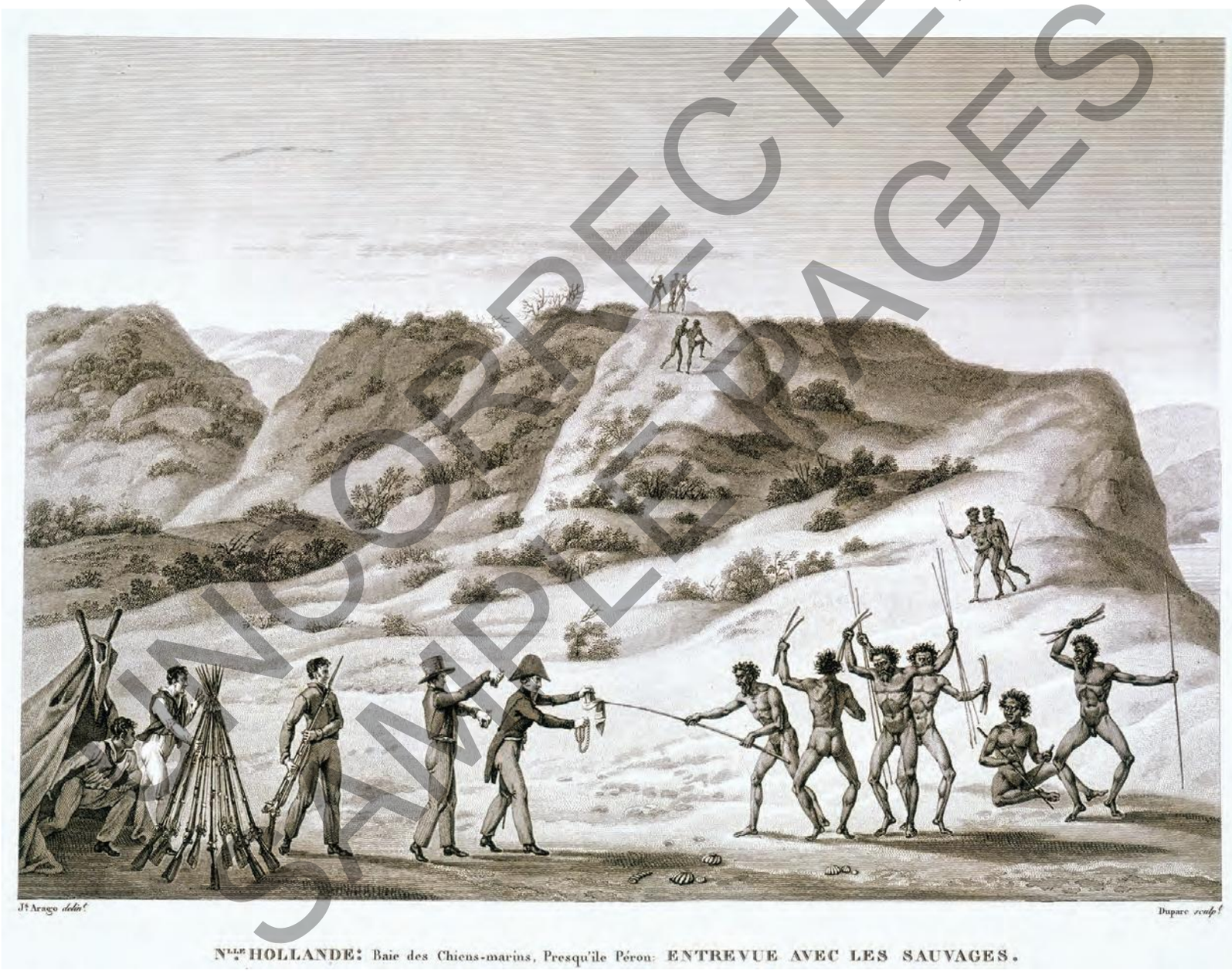
As British settlement spread, the demand for land, and the resulting demand upon those on it to leave, increased. Europeans cut down trees

3 Find out more about the smallpox epidemic from the National Museum of Australia at the following link: https://cambridge.edu.au/redirect/11311

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and put up fences around traditional lands, claiming them as their own. This inevitably led to tension. For as many stories that exist of Aboriginal and Torres Strait Islander peoples who peacefully welcomed settlers, there are countless more in which the local populations were given little compensation for their land or were violently forced off at gunpoint.

↓ Source 8.4.3 This print was created by Louis Claude Desaulses de Freycinet (1779–1842) as an account of a French voyage around the world between 1817 and 1820, when Australia was known as 'New Holland'. This encounter took place at Shark Bay near Peron Island, in what is now Western Australia. Aboriginal and Torres Strait Islander peoples are portrayed here as suspicious 'savages' accepting gifts from Europeans.

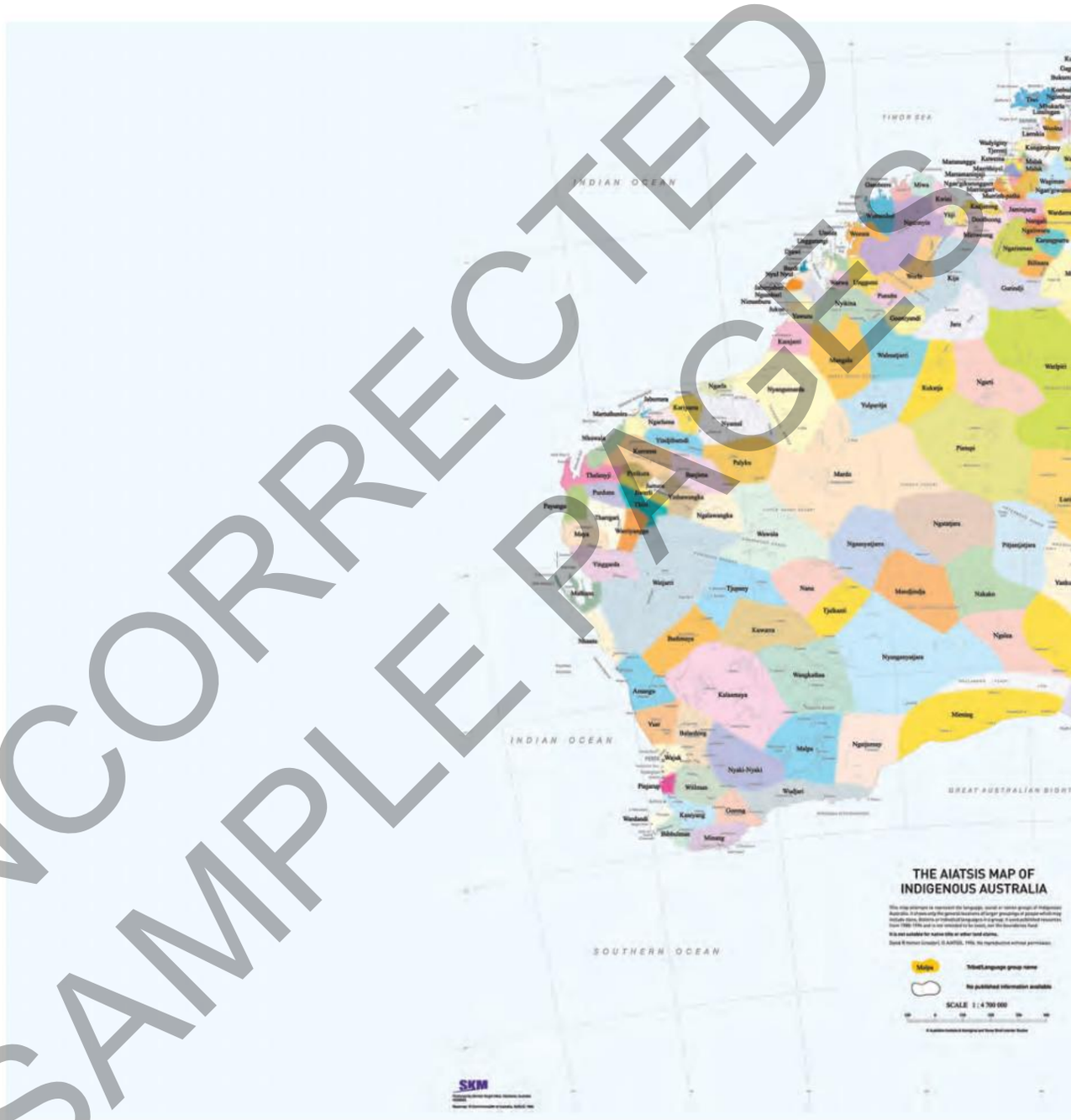



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## Activity 8.2

### Map analysis

Examine this map of Indigenous Australia.

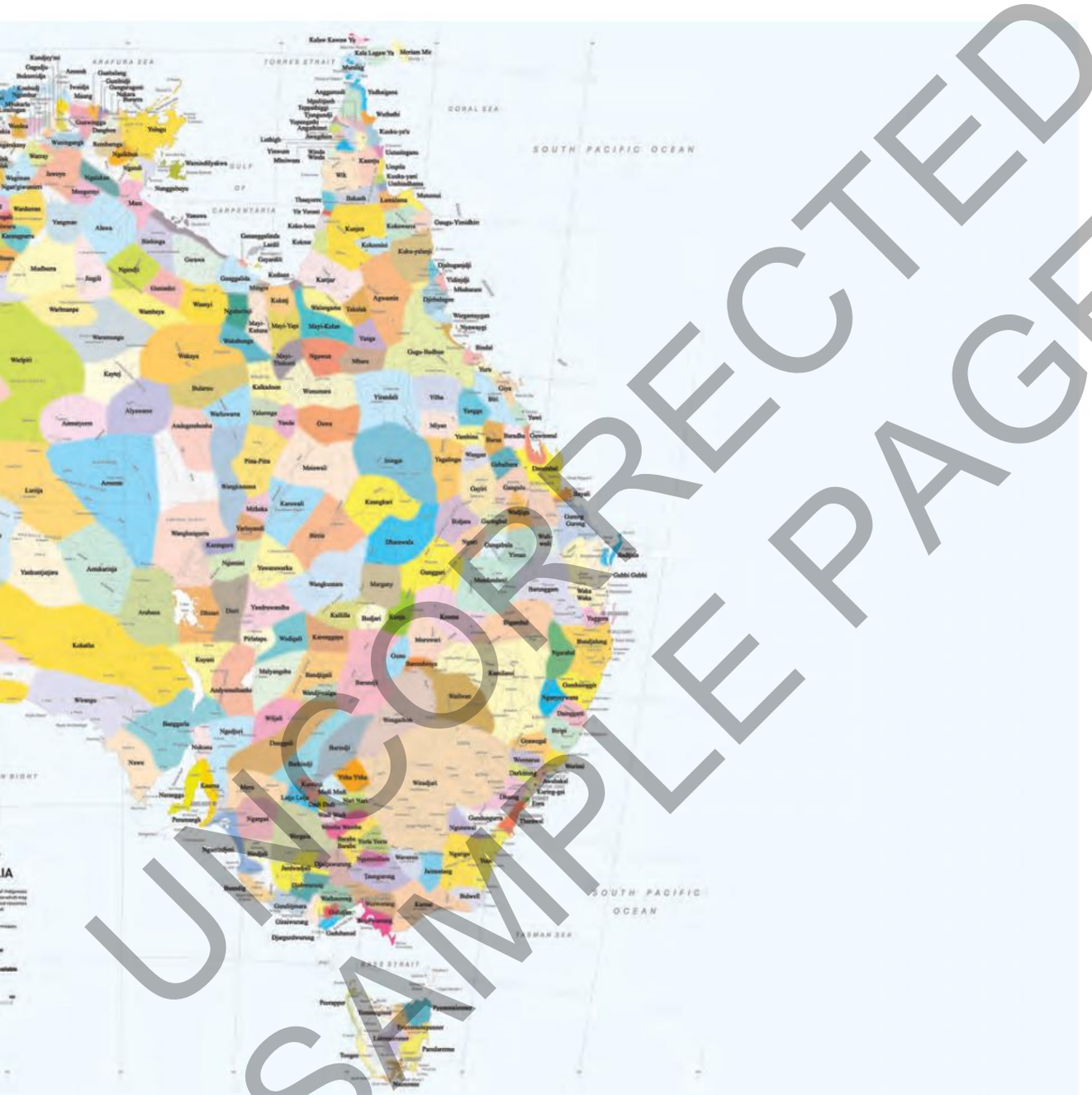



↑ Source 8.4.4 This map attempts to represent the language, social or nation groups of Aboriginal Australia. It shows only the general locations of larger groupings of people which may include clans, dialects or individual languages in a group. It used published resources from 1988–1994 and is not intended to be exact, nor the boundaries fixed. It is not suitable for native title or other land claims.

**Source:** David R Horton (creator), © AIATSIS, 1996. No reproduction without permission. To purchase a print version visit: https://shop.aiatsis.gov.au/.

Please note that you can zoom in on this map in the digital versions of this textbook.

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**Responding to the source**

In relation to the definition of *terra nullius* given earlier in the chapter, evaluate what this map tells you about Australia's Aboriginal and Torres Strait Islander population prior to European arrival.

**Key concepts:** sources, evidence

**HASS skills:** analysing, evaluating

## Case study 8.1

### Dispossession: the Pinjarra Massacre

For many years known as the 'Battle of Pinjarra', the 1834 Pinjarra Massacre was the result of a military action led by the WA Governor of the time, James Stirling. Shortages of food and disputes over land had brought the British settlers into conflict with the local Nyungar people, and killings on both sides of the conflict inflamed the situation. An attack by members of the Binjareb people, in the Peel district, led to the death of a white servant, Hugh Nesbit, in July. By October, Stirling was determined to act.

A party of 26 police, soldiers and settlers set out for the Peel region on 25 October and, in the early morning of 27 October, surrounded and advanced upon a large Nyungar camp on the Murray River, where Pinjarra is located today. The death of a Captain Ellis was the only casualty on the settlers' side but, of their Aboriginal opposition, the British reported that 15 to 30 people died. It has been estimated since that this figure is more likely to have been in the hundreds, and included many women and children.

The fears of the settlers remained, but there were no significant 'payback' reprisals, and there were no further massacres of comparable size in the south-west. A plaque exists at the site today but does not mention the number of Aboriginal deaths, nor use the term 'massacre'.




↑ Source 8.4.5 A plaque commemorating the Pinjarra Massacre of 1834

## Developing historical concepts and skills 8.1

### Understanding different perspectives

1. How would you describe the difference between a 'battle' and a 'massacre'?
2. Explain what term you think is more accurate in this case, and why.
3. Analyse the reasons you think there were for conflict between settlers and Aboriginal peoples in the early years of the colony. Do any of these still exist?
4. What impression is given by the plaque? In your own words, describe the perspective of the plaque.
5. What would you have written in the dedication? Write an alternative plaque of 60 words or less.

**Key concepts:** sources, evidence, continuity and change, cause and effect, perspectives, empathy, contestability

**HASS skills:** analysing, evaluating, communicating and reflecting

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## Language, culture and 'protection'

In the new Australian colony, Aboriginal **reserves** were set up when **Aborigines Protection Boards** were established across Australia in the late 1800s. In an era of social Darwinism, the idea of 'racial hierarchies' was common. The colonial authorities determined that Aboriginal and Torres Strait Islander peoples needed 'protection' to separate them from the effects of European colonisation. Parcels of land were set aside where Aboriginal and Torres Strait Islander peoples could live, based on the assumption that they could not look after themselves. What began as a collective effort between governments and religious missions, which sought to 'save' Aboriginal and Torres Strait Islander peoples by converting them to Christianity, soon became a government-led system of forced assimilation and persecution. Between 1883 and 1969, for instance, the NSW Government controlled every aspect of the lives of Aboriginal and Torres Strait Islander peoples in the name of their 'protection'.[5]

This removal had a disastrous effect on Aboriginal and Torres Strait Islander peoples across Australia, forcing them off the land that connected them to the stories of the Dreaming, their ancestors, their language and their culture. In most cases, English was the enforced language on a reserve. Aboriginal and Torres Strait Islander traditions that had stood for tens of thousands of years were banned. This made it increasingly difficult for Aboriginal and Torres Strait Islander cultures to survive, and for Aboriginal and Torres Strait Islander peoples to make any claim to the land they had once inhabited. Not only had they been denied their own land, they had been denied their culture and identity as well.

### Life on the reserves

One Aboriginal reserve was the Framlingham mission, located near modern-day Warrnambool, Victoria, on **Gai Wurrung** lands. Established in 1867, the reserve's living conditions were extremely basic. Reserve inhabitants were provided with rations of flour, sugar and tea, and essential clothing (but no boots). There was no meat available, and no teacher in the reserve's school until 1878.

Ivan Couzens recalls growing up at Framlingham.

> *I was born at the Framlingham Aboriginal Reserve and I lived out there in little old huts, in the scrub, in the early days. Just a dirt floor and hessian bags for window screens.*[6]

↑ Source 8.4.6 Ivan Couzens, former resident of Framlingham Aboriginal Reserve[6]

Debai Baira grew up on a mission on Thursday Island, in the Torres Strait.

> *Yeah in those days looking for job – I can't explain why – you have to ask council, you have to get permission. It is all up to them. If they say, 'Yes you can go,' you go. If they say, 'No,' you stay home. If you just go, like run away, you're in trouble. They lock you up. You go in the prison line . . . you have no job.*[7]

↑ Source 8.4.7 Debai Baira[7]

**reserves** parcels of unwanted land set aside for Aboriginal people to live on

**Aborigines Protection Board** Australian Government institution responsible for regulating the lives of Aboriginal and Torres Strait Islander peoples

**Gai Wurrung** language group of the Dhauwurd Warrung people from western Victoria

5 For more information on the Aborigines Protection Board, see the article 'Capturing the lived history of the Aborigines Protection Board while we still can', *The Conversation*, 4 September 2015, at the following link: https://cambridge.edu.au/redirect/11312

6 To watch an interview with Gunditjmara Elder Ivan Couzens on the Victorian Collections website, please follow the link: https://cambridge.edu.au/redirect/11313

7 You can find more interviews from 13 Indigenous and non-Indigenous Australians in *From Little Things Big Things Grow* on the National Museum of Australia exhibition website, which explores personal stories of discrimination, injustice and survival from the 1940s to the 1970s, through the following link: https://cambridge.edu.au/redirect/11314

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## Activity 8.3

### Using historical sources as evidence

Read the quotes from Ivan Couzens and Debai Baira.

### Responding to the sources

1. What do Sources 8.4.6 and 8.4.7 and the text under 'Life on the reserves' tell us about living conditions for Aboriginal and Torres Strait Islander peoples on missions? What does this suggest about the prevailing attitudes towards First Nations peoples at the time?
2. Analyse how the notion of social Darwinism explains the actions of the Aborigines Protection Board.
3. Evaluate how the creation of reserves affected Aboriginal and Torres Strait Islander peoples' cultures around Australia.

**Key concepts:** sources, evidence, cause and effect, perspectives, empathy

**HASS skills:** analysing, evaluating

***Aborigines Act 1905*** the official name for the laws targeting Aboriginal people and their rights in Western Australia. It became known as the 'Protection Act', and was similar to those in other states. It replaced an earlier Act from 1886.

**Stolen Generations** collective name for the children of Australian Aboriginal and Torres Strait Islander descent who were removed from their families by Australian federal and state/territory government agencies and church missions, under protection policies, between 1910 and 1970

## The Stolen Generations

The devastation of dispossession was compounded by the forced removal of Aboriginal and Torres Strait Islander children from their families. This is one of the darkest chapters of Australia's history, beginning in the late 1880s and continuing as part of 'protection' policies until the 1960s and 1970s in some states. Prevailing social Darwinian ideas assumed that Aboriginal and Torres Strait Islander peoples would eventually 'die out'. These ideas also supported the removal of children of mixed descent, with parents who were not considered capable of raising them. These children were taken from their families to be forcibly assimilated into white society. They were taught domestic and labour skills and dressed, fed and instructed in European ways. They were also forced to abandon their Aboriginal and Torres Strait Islander identity.

In Western Australia, the ***Aborigines Act 1905*** formalised the forced removal of Aboriginal babies from their parents at birth, and the removal of Aboriginal children from their families by police and local authorities. The 1997 *Bringing them Home* report estimated at least 100 000 children were removed from their parents nationwide, under Protection policy more broadly. A 2018 survey estimated that at least one in seven Aboriginal or Torres Strait Islander people was taken from their parents. This group of people are called the **Stolen Generations** because these policies affected several generations of Aboriginal and Torres Strait Islander peoples, and continue into the present day.



↑ Source 8.4.8 Governor Sir Charles and Lady Gairdner with Abbot Gomez inspecting the children of St Joseph's Orphanage in New Norcia, Western Australia

Taken to foster homes, orphanages and religious schools, many Aboriginal and Torres Strait Islander children never saw their parents again. Entire family trees, oral histories and languages were irreparably damaged. Many people never even knew until later on in life that they were an Aboriginal or Torres Strait Islander person. They had been told that their parents didn't love them or that their parents had abandoned them. Over the decades, many children were subjected

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to physical, emotional and sexual abuse and faced extraordinary pain in later life, with their children and grandchildren experiencing **intergenerational trauma**.[8]

Marita Ah Chee was sent to Garden Point Mission on Melville Island (Yermalner). After 13 years she came back to Alice Springs to work as a nanny. Her mother, having heard that she was somewhere in Alice Springs, went door knocking, and they were finally reunited after 15 years. 'I'm one of the lucky ones,' says Marita.

The late Uncle Jack Charles, an acclaimed actor and a member of the Stolen Generations, was taken from his mother just after he was born.

*I was born on 6th September 1943 . . . stolen from Royal Women's Hospital and raised in an institution in Melbourne – Box Hill . . . and the program in there, besides the sexual abuse and the unusual punishments was to dissuade me, the lone Aboriginal – registered Aboriginal – in that Box Hill boys home . . . against any sense of his Aboriginality.*

↑ Source 8.4.9 Uncle Jack Charles



↑ Source 8.4.10 Marita Ah Chee, who was taken from her family in 1947



↑ Source 8.4.11 Respected activist and actor Uncle Jack Charles

**intergenerational trauma** psychological theory that suggests trauma can be transferred between generations. It has been recorded that trauma experienced by grandparents as members of the Stolen Generations may be passed on to parents and children in the form of mental illness, substance abuse and a cycle of disadvantage.

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**Additional content**

Access the Interactive Textbook to watch a video about intergenerational trauma.

## Developing historical concepts and skills 8.2

### Developing empathy

Read the stories of people who are part of the Stolen Generations.

**SOURCE A**

**Bill Simon's story**

*It was winter 1957, seven o'clock in the morning. The sun was up and the sounds of birds drifted down into our small kitchen. My brother Lenny was sitting on the floor, eating toast; my brothers Murray and David and I, rubbing our eyes in a state of half sleep, were waiting for mum to smear Vegemite on our bread before we dressed for school. A routine day in the Simon household.*

8 For more information on intergenerational trauma from the Healing Foundation (which offers a wide range of resources on trauma and healing for Stolen Generations survivors, their descendants, families and communities, along with other Aboriginal and Torres Strait Islander peoples), please follow this link: https://cambridge.edu.au/redirect/11315

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*Someone rapped loudly on the door. My mother didn't answer it. We hadn't heard anyone come up the path. The knocking got louder, and finally my mother, who was reluctant to answer any callers when my father wasn't home, opened the door and exchanged words with three people. We strained to hear what they were saying. Three men then entered the room.*

*A man in a suit ordered my mother to pick up Lenny and give him to me. My mother started to scream. One of the policemen bent down and picked up my brother and handed him to me. My mother screamed and sobbed hysterically but the men took no notice, and forced my brothers and me into a car.*

*My mother ran out onto the road, fell on her knees and belted her fists into the bitumen as she screamed. We looked back as the car drove off to see her hammering her fists into the road, the tears streaming down her face...*

↑ Source 8.4.12 Bill Simon, 'A long way from home', *Sydney Morning Herald*, 23 May 2009, cited on the Creative Spirits website

## SOURCE B

### Kenny Windly's story

*We had no choice, couldn't do anything, the parents couldn't do anything either . . . The abuse affected a lot of people. It's in the back of your mind, and you think a lot about what you can do. Sometimes you feel bad about yourself, you think about what you were taken for. I used to try to ask them [about my parents] but got flogged. Once you asked questions you would get a flogging.*

↑ Source 8.4.13 Kenny Windly, '"You're not given any love": the stories of Australia's stolen generations – photo essay', *The Guardian*, 12 February 2016[9]

## SOURCE C

### Zita Wallace's story

*It was a very sad night the first night we went to bed and it was the first time I hadn't gone and sat beside my grandfather before I went to bed. Every night I would go and sit beside him, just sit, just to be next to him. We were very close.*

*I found out years later from the old men that him and a cousin brother, they walked from Alice Springs, from the homelands out here, to Darwin to look for me. When they got to Darwin they were told by one of the brothers that all of us children were dead – 'Your little sister is dead, they all died' – because they didn't want them looking for us any further.*

*They flogged us from day one, to stop us speaking language. They told us we were pagans and that we were spawn of the devil and that the language was evil and we couldn't speak it. So we got belted every time.*

↑ Source 8.4.14 Zita Wallace, '"You're not given any love": the stories of Australia's stolen generations – photo essay', *The Guardian*, 12 February 2016

9 For the complete photo essay, follow this link: https://cambridge.edu.au/redirect/11316

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### Responding to the sources

Use your empathy skills to answer Questions 1 to 3.

1. Imagine if one day you were at home with your parents and government officials came and took you away to live with strangers, telling you that you had to learn to live, eat, speak and dress differently to what you were used to. How might that experience continue to affect you throughout your life?
2. Carefully read the experiences of the members of the Stolen Generations in Sources A, B and C. How does each person define their experience?
3. How do these people's experiences explain the impact of the Stolen Generations on parents of Aboriginal and Torres Strait Islander children?
4. Evaluate the significance and impact of the Stolen Generations in the history of dispossession of Aboriginal and Torres Strait Islander peoples. How would it affect the preservation of language, culture and identity for Aboriginal and Torres Strait Islander peoples?

**Key concepts:** sources, evidence, significance, empathy

**HASS skills:** analysing, evaluating, communicating and reflecting




↑ Source 8.4.15 The Day of Mourning protest, 1938

## The Day of Mourning protest

In 1937, Jack Patten formed the **Aborigines Progressive Association** in Sydney. Patten was a boxer, labourer and a former resident of the Cummeragunja station in New South Wales. Hitchhiking around New South Wales, Patten entered Aboriginal reserves and stations to gather evidence of life under government protection. His intention was to bring this evidence to the government and force reform from the Aboriginal Protection Board.

**Aborigines Progressive Association** civil rights group involved in political organisation, rallies and protests in both Aboriginal reserves and major cities

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↑ Source 8.4.16 4 April 1978: Pastor Sir Douglas Nicholls in his football days

In 1938, Patten and fellow Aboriginal organiser Bill Ferguson met with William Cooper and emerging Melbourne-based activist and footballer Doug Nicholls. The four men proposed a Day of Mourning to coincide with the 150th anniversary of the landing of the British First Fleet in 1788. The protest was to take place in Sydney on Australia Day, 26 January 1938.

In that same month, Patten produced a political pamphlet titled 'Aborigines Claim Citizens Rights' that explained the reason for a Day of Mourning.

> *The 26th of January, 1938, is not a day of rejoicing for Australia's Aborigines; it is a day of mourning. This festival of 150 years' so-called 'progress' in Australia commemorates also 150 years of misery and degradation imposed upon the original native inhabitants by the white invaders of this country . . . ask yourself honestly whether your 'conscience' is clear.*

↑ Source 8.4.17 From 'Aborigines Claim Citizens Rights' by Jack Patten, 1938

**Gadigal** members of the Eora nation, whose land stretched north and south of modern-day Sydney, and who were among the first to encounter the British First Fleet in 1788

**Menindee Mission** Aboriginal peoples' mission located in western New South Wales

**Ngiyaampaa** Aboriginal peoples inhabiting the area around the Darling River in New South Wales

News of the protest was published in major Melbourne and Sydney newspapers. Patten took to Sydney radio to make his claim to the public.

> *. . . the time has come now, after one hundred and fifty years of so-called progress, for the white people of Australia to face up to their responsibilities . . . we now ask for freedom and equal citizenship. Our only hope of obtaining justice is to arouse the conscience of the white people of Australia, and to make them realise how lacking they have been in regard to accepting their responsibilities towards us, the original owners of the land.*

↑ Source 8.4.18 Jack Patten, on radio station 2SM in Sydney, as cited in the article 'We hereby make protest' on the AIATSIS site

The protest took place amid a day of festivities in Sydney. Among the festivities was an official re-enactment of the landing of the First Fleet, which included a group of Aboriginal and Torres Strait Islander performers who had been forcibly shipped in from far western New South Wales to represent the **Gadigal** people, who had first met the First Fleet on the eastern NSW coast at Port Jackson. These performers were forced to participate – they were collected from **Menindee Mission** on the back of a truck and told if they did not perform the re-enactment, their families would starve. **Ngiyaampaa** Elder Dr Beryl (Yungha-Dhu) Philp-Carmichael remembers the day the trucks came.

> *Whether they were taking them away to be massacred or what, no-one knew. The community went into mourning once they were put on the mission truck . . . They came back very quiet.*

↑ Source 8.4.19 Dr Beryl (Yungha-Dhu) Philp-Carmichael (https://www.abc.net.au/news/2018-01-25/eighty-years-since-forced-first-fleet-reenactment/9358854)

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The delegates from the Aborigines Progressive Association met in a hall in Sydney's Elizabeth Street. Each had their chance to speak and voice their protest and demands for change. The meeting was attended by 100 people. After the meeting closed, a delegation went to meet with Prime Minister Joseph Lyons. The protest achieved no tangible change, and no official response from the Australian Government. However, it did mark an important moment. Aboriginal leaders from around the nation had met to coordinate their protests. The **Aboriginal civil rights movement** had begun.

## The Cummeragunja walk-off: 1939

In February 1939, 200 residents of the Cummeragunja Station walked off the station in protest against their living and working conditions. It was the first mass action against station life and a major spark for Aboriginal people around the nation.

**Yorta Yorta** Elder Uncle Ruben Baksh recalls the conditions at Cummeragunja.

> *They lived in the old tin huts with hessian bags. They had no running water, no electricity, no proper sewerage.*

↑ Source 8.4.20 Uncle Ruben Baksh (https://www.abc.net.au/news/2018-06-05/cummeragunja-walk-of-shepparton-mooroopnaflats-walk/9820834)

Former Cummeragunja resident Jack Patten, now the new figurehead of the Aboriginal and Torres Strait Islander civil rights movement, was asked to return to the station to help improve the squalid conditions. Upon his arrival, Patten inspired Cummeragunja residents to pack up their belongings and simply walk off the station. This was no easy decision. Challenging the Cummeragunja authorities could mean severe punishment. There were no guarantees of a better life off the station. Many ex-Cummeragunja residents would go on to settle in Echuca, Shepparton and Mooroopna.[10]

> *This wasn't just a walk out. This was people feeling that they had no alternative but to walk away from their country. So it's a very powerful statement . . . Yorta Yorta people, over 200 years, have demonstrated a real commitment to country and the strike in 1939 was one of the examples of the way those people weren't prepared to suffer injustice on their land.*

↑ Source 8.4.21 Professor Heather Goodall, University of Technology Sydney

The Cummeragunja Station walk-off achieved little in terms of tangible change for the Yorta Yorta people. The man in charge of the station was removed from his position, but the walk-off depleted the station's population significantly, since many people were not allowed to return. The walk-off did, however, set the tone for future civil rights protest. It set Australia on a path to recognise Aboriginal and Torres Strait Islander rights.

**Aboriginal civil rights movement** collective term for the various individuals and groups who have worked towards Aboriginal and Torres Strait Islander civil rights in Australia

**Yorta Yorta** Indigenous nation inhabiting the areas in Victoria and southern New South Wales that surround the Goulburn and Murray rivers



↑ Source 8.4.22 1893: Looking across the Murray River to the Cummeragunja Station

10 https://www.abc.net.au/news/2019-02-04/cummeragunja-80th-anniversary/10771824

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## Case study 8.2

The following text is an extract from the Creative Spirits website.

### The Pilbara strike

On May 1, 1946, 800 Aboriginal pastoral workers from 27 stations in Western Australia walked off the job for better pay and conditions.

This was the first industrial action by Aboriginal people since colonisation in 1788 and predates the famous Wave Hill strike in the Northern Territory by 20 years.

The Pilbara strike lasted until 1949, making it the longest strike in Australia's history.

### History leading to the 1946 Pilbara strike

From the 1890s to the 1920s it was common for Aboriginal workers to be paid only in rations of food and clothing. During the 1920s some workers began to receive minimal wages. The 1936 *Native Affairs Act* legally compelled pastoralists to provide shelter and meet the medical needs of their workers, but this was never enforced by the government.

Aboriginal stockmen were housed in corrugated iron humpies, without floors, lighting, sanitation, furniture or cooking facilities. It was illegal for the Aboriginal people to leave their place of employment, and it was even illegal to pay them wages equal to the white people's.

In 1942, there was a secret Aboriginal law meeting to discuss a strike proposal, an idea first discussed by white labourer and prospector Don McLeod and Aboriginal people Clancy McKenna, Dooley Bin Bin and Nyamal Elder Peter 'Kangushot' Coppin from the Pilbara community, who were instrumental in calling together the 1942 meeting.

200 law men from 23 Aboriginal groups gathered, and after six weeks a consensus was reached to begin a strike on May 1, the international day of workers' struggle and the beginning of the shearing season, thereby putting maximum pressure on the squatters. However, the strike was postponed until after the Second World War had ended.

### How the Pilbara strike was organised

On the stations there were no phones or radios and the Aboriginal workers couldn't read or write English.

Dooley was responsible for spreading word of the strike. He visited each station pretending to be a 'visiting relative just passing through' to avoid any suspicion.

Dooley distributed calendars to the workers on all stations, made from labels from jam tins, on which they marked off each passing day so they would all go out at the same time.

### The strike begins: outback stations are paralysed

The strike began on 1 May 1946, at the beginning of shearing season, when the pastoralists were most vulnerable to a loss in Aboriginal labour. Hundreds of Aboriginal workers left 20 stations, affecting 10 000 square km of sheep farming country. They gathered at strike camps – Twelve Mile outside Port Hedland and Moolyella near Marble Bar – where they would spend much of the following three years.

At its height, at least 800 people were on strike. The sheep stations were paralysed without Aboriginal labour.

In order to survive, the strikers coordinated the collection of bush food and pearl shells and hunted kangaroos and goats to sell the skins. Many Aboriginal people had their first taste of economic independence. However, many Aboriginal strikers were jailed for their participation in the strike, some even put in chains for several days.

Although the striking stockmen won award rates in 1949, many never returned to the stations and instead earned their own money with their new-found economic independence.

Measured against the workers' initial demands, the three-year Pilbara strike was not a complete victory. But the strike was of great historical significance, providing a powerful example of Aboriginal people's resolve to struggle against their slave-like conditions.

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The struggle for equal wages was finally won in the wake of the 1966 Gurindji strike in Wave Hill, Northern Territory. It led to the 1966 Equal Pay Case, and by 1968 station workers were entitled to equal pay. Unfortunately, this led to some Aboriginal job losses. In 1975, a new law was passed by the Whitlam government – the *Racial Discrimination Act* – which meant the end of unequal wages across Australia.

Some families saved enough money to purchase stations in the 1950s. In 1959, a group of Aboriginal people around Ernie Mitchell and Peter Coppin purchased Yandeyarra Station and operated it successfully for many years. Another group, led by Don McLeod, purchased Strelley Station (Njamal country, still Aboriginal owned today), Warralong Station and others.

↑ Source 8.4.23 Text from Jens Korff, '1946 Pilbara strike – Australia's longest strike', posted 8 February 2019 on the Creative Spirits website

### Analysis questions

1 Why was this strike successful? Consider the importance of leaders, collective action and wool in the Australian economy at the time, and changing attitudes in Australia after World War II.
2 Evaluate what changed for the Aboriginal workers in the Pilbara as a result of the strike. What stayed the same?
3 Evaluate in what ways this strike was a significant period for Aboriginal people.
4 Many of the leaders of the strike were labelled as communists at the time. Can you explain why?

**Key concepts:** significance, continuity and change, cause and effect

**HASS skills:** analysing, evaluating, communicating and reflecting

## Developing historical concepts and skills 8.3

### Sequencing significant events in chronological order to determine cause and effect

When studying History, we examine a series of events and ideas that, at first glance, could seem unrelated or, on their own, insignificant. However, when we create a short timeline of events in *sequence*, we are afforded the opportunity to step back and make sense of the bigger picture. When building the timeline of events, we can start to identify *causes* that may have built momentum or be linked like a chain to other events. When looking at the end of the timeline, we can start to understand how the events are connected and begin to analyse the *effects* or *consequences* of these events over time.

1 Consider the Cummeragunja walk-off and the Pilbara strike. What similar reasons were there for the protests?
2 Why would many people have been surprised by these actions?
3 In what way did the protests mark a shift in attitudes in Australia?
4 How could the protests be seen as leading to further actions regarding Aboriginal rights?

**Key concepts:** cause and effect, significance

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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Go online to access the interactive section review and more!

## Lesson 8.4 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

### 8.4 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Define the term *terra nullius*. Why was it used?
2 Explain the impact of disease on Aboriginal and Torres Strait Islander peoples after 1788.
3 Explain the ways Aboriginal and Torres Strait Islander peoples were displaced from their land.
4 Why did 'protection' of Aboriginal and Torres Strait Islander peoples exist?
5 What was life like on Aboriginal reserves?
6 Who are the Stolen Generations?
7 What were the short- and long-term effects of forced removals from their families on the Stolen Generations?
8 How did Jack Patten contribute to the Day of Mourning protest?
9 Why did the Cummeragunja walk-off and Pilbara strike occur?

#### Interpret

10 Using Source 8.4.24, why was the UDHR a challenge to the Australian Government's treatment of Aboriginal and Torres Strait Islander peoples?
11 What did the Day of Mourning protest?
12 What did the Cummeragunja walk-off signify?




← Source 8.4.24 The handwriting underneath this 1934 newspaper clipping reads, 'I like the little girl in centre of group, but if taken by anyone else, any of the others would do, as long as they are strong.'

#### Argue

13 The forced removal of Aboriginal and Torres Strait Islander children was the worst of a series of violations committed against Aboriginal and Torres Strait Islander peoples. To what extent do you agree?

### Apply

1 Evaluate whether or not reserve life made protest inevitable. Use evidence in your response.

**Key concepts:** sources, evidence, continuity and change, cause and effect, significance perspectives

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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# Key events in the establishment of the Indigenous rights movement in Australia

## Focus question

**How did the Aboriginal and Torres Strait Islander peoples' civil rights movement find momentum in Australia, and with what results?**

*Aboriginal people are the skeletons in the cupboard of Australia's national life… outcasts in our own land.*

↑ Source 8.5.1 Pastor Doug Nicholls, 1938

## Timeline of Aboriginal and Torres Strait Islander peoples' civil rights in Australia

**1940s**
- Jessie Street's activism and research expose injustice to an international audience

**1946**
- Pilbara strike

**1957**
- Warburton Ranges controversy

**1958**
- The Federal Council for the Advancement of Aborigines (later the Federal Council for the Advancement of Aborigines and Torres Strait Islanders) begins a 10-year campaign to end the Australian Constitution's discrimination against Aboriginal and Torres Strait Islander peoples

**1962**
- All Aboriginal and Torres Strait Islander people are allowed to vote in Commonwealth elections

**1963**
- The Yirrkala Bark petitions

**1963**
- Lake Tyers campaign

**1965**
- Freedom Rides – Charles Perkins

**1966**
- Wave Hill walk-off

**1967**
- In a national referendum 90.7 per cent of Australians vote to count Aboriginal and Torres Strait Islander peoples in the census and to give the Commonwealth Government the power to make laws for them

**1971**
- The Springbok Tour protests

**1972**
- The Tent Embassy

**1975**
- The federal *Racial Discrimination Act*

**1992**
- The Mabo decision

**1992**
- Paul Keating's Redfern Speech

↑ Source 8.5.2 February 1965: Charles Perkins meets a supporter of the Aboriginal Freedom Ride. Perkins was inspired by the public focus the Freedom Rides had given to racial inequality in the southern parts of the US.

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## The road to recognition

In 1967, a question was put to the Australian people in a referendum: Should the Constitution be changed to include Aboriginal and Torres Strait Islander people in the national census, and should the federal government be allowed to make laws for them? The referendum itself was a significant milestone in the recognition of Australia's First Nations people, coming after a decade-long campaign to convince the conservative Liberal government of the time. The result was a resounding Yes vote. This result would have been unthinkable in the first half of the twentieth century, so what had changed? One factor was the rise of a significant and determined Aboriginal rights movement in Australia. In this section, you will learn about the most significant campaigns of this movement, and their impact – on the government, the law and all Australians.

*The victory of the 1967 referendum was not a change of white attitudes. The real victory was the spirit of hope and optimism which affected blacks all over Australia. We had won something … We were visible, hopeful and vocal.*

↑ Source 8.5.3 Kath Walker (Oodgeroo Noonuccal), 1967 Referendum Campaign National Coordinator

In the years that followed World War II, Australia took on a more visible and accountable place in the world. Australian delegate Dr Herbert Evatt had overseen the adoption of the UDHR on 10 December 1948 when he became President of the UN General Assembly. However, little had changed for Aboriginal and Torres Strait Islander peoples. The attention of the world, and of Australians who themselves were ignorant of the plight of Aboriginal and Torres Strait Islander peoples, would soon focus on their fight for recognition.

**suffragette** member of a political group of women seeking the right to vote through protest

The postwar period, and the 1960s in particular, were a turning point for Aboriginal rights. The reasons for this can be summarised as:

1. The impact of World War II. Many Aboriginal people had served in the armed forces, and many believed that continuing discrimination after the war was unfair and disrespectful.
2. The worldwide movement to support human rights and end discrimination due to race after World War II and the experience of the Holocaust.
3. Growing activism and progressive ideas in a broad range of areas, including women's rights, gay rights, the peace movement, anti-capital punishment campaigns and prison reform. These movements provided lessons in activism and political strategies, as well as moral support for the Aboriginal rights campaigners.
4. Increasing prosperity in Australia, allowing Australians to focus more energy and time on social, rather than economic concerns.
5. The successful civil rights movement in the USA, which was the model for many campaigns in Australia.
6. The growth of television and other media, which could draw attention to the cause.
7. The prominent role of key activists and high-profile campaigners.

## Jessie Street and the Anti-Slavery Society

In 1956, prominent feminist Jessie Street was investigating the possibility of human rights abuses in Australia. A **suffragette** and human rights activist, Street was working with the London-based Anti-Slavery Society, investigating a case to bring the Australian Government to the attention of the UN.

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← Source 8.5.4 28 August 1963: Dr Martin Luther King Jr addresses a crowd of demonstrators outside the Lincoln Memorial during the March on Washington for Jobs and Freedom. His speech is famous for the line 'I have a dream'. On 2 July 1964, US President Lyndon B. Johnson signed the *Civil Rights Act*, which declared racial discrimination in employment to be illegal. The law also declared voting to be free and accessible to all, and enforced the desegregation of public facilities and education. This win was a high-water mark for the US civil rights movement.

Slavery had been outlawed throughout the British Empire in 1833. However, the use of Aboriginal and Torres Strait Islander people's labour under 'protection' laws was being abused in a manner that suggested it had not truly been outlawed in Australia. Aboriginal and Torres Strait Islander people had been employed as interpreters, trackers, troopers, servants, labourers, stockmen and divers since 1788. Few of them had been paid wages that fairly compared to the wages of non-Indigenous workers. Many had been paid in rations instead of money.

Aboriginal and Torres Strait Islander people who received payment often had their wages withheld from them by the bosses they worked for, or by police and government authorities. In Western Australia, Aboriginal and Torres Strait Islander people's wages were under 'total government control' up until 1968.[11] In many states, Aboriginal Protection Boards withheld payment from Aboriginal and Torres Strait Islander workers. In 2019, a class action on behalf of 10 000 Indigenous workers saw the Queensland Government pay $190 million in compensation for wages taken between 1939 and 1972.

## Street calls for a referendum

Street travelled Australia and made a detailed case for the need to improve conditions socially, economically and legally for Aboriginal and Torres Strait Islander peoples. Her conclusion was that the Australian Constitution needed to be changed to allow the federal government to control the laws that were made for Aboriginal and Torres Strait Islander peoples.

11 https://www.creativespirits.info/aboriginalculture/economy/stolen-wages/stolen-wages#toc1

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## Activity 8.4

### Using historical sources as evidence

*A woman reported to me that as a young woman she slept in a shed. Her day began before dawn when she commenced to prepare the employer's family's breakfast, then attended to the invalid grandmother, had breakfast on enamel utensils specially set apart for her, cleaned up the kitchen, did some housework then did ploughing or fencing with the farmer, returned at dusk to make the meals, cleaned up and put the grandmother and then herself to bed.*

*This woman had no other company, was not taken on or given outings and had no means to travel, had no holidays, was paid no money and chose no item of clothing for herself until after she ran away when she was about 30 years old.*

↑ Source 8.5.5 Anonymous submission to the Senate Inquiry into Stolen Wages, 2006

1 Carefully read the submission to the Inquiry into Stolen Wages. What indication does it give that some Aboriginal and Torres Strait Islander workers were treated as slaves?
2 What does the other evidence tell you about the treatment of Aboriginal and Torres Strait Islander peoples? Does it amount to slavery?
3 Did Jessie Street have a case? Explain your response with evidence.

**Key concepts:** cause and effect, perspectives

**HASS skills:** analysing, evaluating, communicating and reflecting

Up until this point, each individual state and territory had made its own laws:

- In Queensland, the Director of Native Welfare was the legal guardian of all Aboriginal children until 1965, whether their parents were alive or not.
- In Western Australia, the *Aborigines Protection Act* of 1886 and *Aborigines Act 1905* gave wide powers to the Board and Protectors and empowered magistrates to apprentice Aboriginal children to work up until the age of 21 years.
- The 1911 *South Australian Aborigines Act* provided for the removal of an Aboriginal child to an institution under the control of the State Children's Council.
- The *Aborigines Protection Amending Act 1915* (NSW) gave power to the Aboriginal Protection Board to separate Aboriginal children from their families without having to establish in court that they had been neglected.

Street's detailed written report revealed a compelling case to pressure the Australian Government to make a case for a referendum to change the Constitution and to recognise the plight of Aboriginal and Torres Strait Islander peoples.

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## The Warburton Ranges controversy: 1957

As an ally of Britain and the United States, Australia was a key player in the Cold War. The remote areas of South Australia and Western Australia were controversially chosen as sites for nuclear weapons testing. In Maralinga, part of the Woomera prohibited area in South Australia, seven atomic bomb tests were completed between 1955 and 1963.




↑ Source 8.5.6 Woomera, South Australia: unexploded ordnance warning sign

In February 1957, William Grayden, a war veteran, and Aboriginal activist Doug Nicholls journeyed from Perth into **Ngaanyatjarra** country in the Warburton Ranges, north-west of the Woomera atomic bomb test zone, under the potential flight path of missiles. Grayden had visited Woomera before and had been shocked by the conditions at the Aboriginal missions he had seen in 1953.

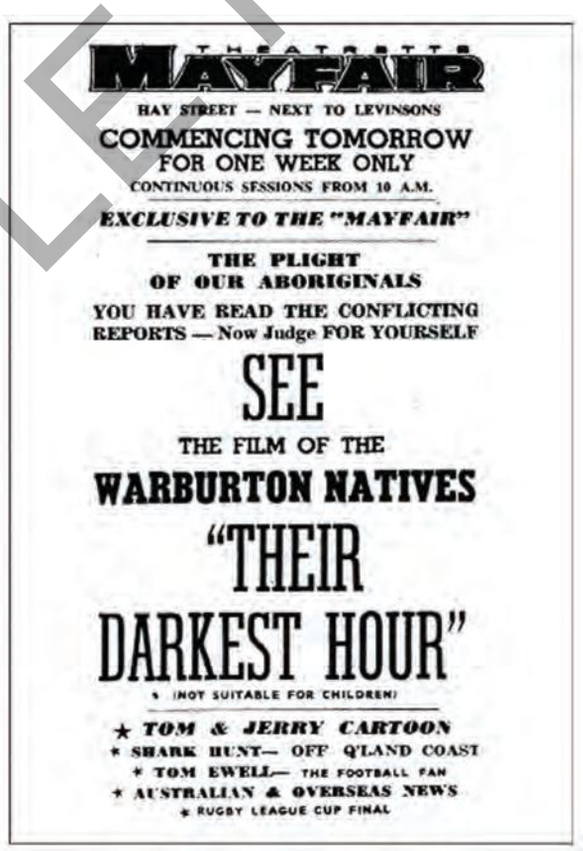
> *To think that people could survive under those conditions was extraordinary. They were very deprived. I realised there was such a tremendous amount to do for the Aborigines of Western Australia.*

↑ Source 8.5.7 William Grayden (https://press-files.anu.edu.au/downloads/press/p170581/html/ch005.xhtml?referer=&page=6)

Grayden had little luck convincing the South Australian Government to help. Mainstream media in Australia was also sceptical.

Adelaide journalist Rupert Murdoch had flown over Central Australia and claimed that, 'These fine native people have never enjoyed better conditions.'[12] Grayden and Nicholls were looking to report back on the living conditions of the Ngaanyatjarra people living on the Ranges Mission, which was located to the north-west of the flight path of some of the weapons being tested at Woomera.

They found a group of people on the verge of death from starvation and disease. There was a severe lack of medical supplies, food and accommodation. Using a 16-mm camera (a small, durable film camera that could be used to make cheap movies), Grayden and Nicholls were able to record the film *Their Darkest Hour*. This film depicted the malnourished and impoverished community.


THEATRETTE
MAYFAIR
HAY STREET — NEXT TO LEVINSONS
COMMENCING TOMORROW
FOR ONE WEEK ONLY
CONTINUOUS SESSIONS FROM 10 A.M.
EXCLUSIVE TO THE "MAYFAIR"
THE PLIGHT
OF OUR ABORIGINALS
YOU HAVE READ THE CONFLICTING REPORTS — Now Judge FOR YOURSELF
SEE
THE FILM OF THE
WARBURTON NATIVES
"THEIR DARKEST HOUR"
(NOT SUITABLE FOR CHILDREN)
★ TOM & JERRY CARTOON
★ SHARK HUNT— OFF Q'LAND COAST
★ TOM EWELL— THE FOOTBALL FAN
★ AUSTRALIAN & OVERSEAS NEWS
★ RUGBY LEAGUE CUP FINAL

↑ Source 8.5.8 Movie theatre advertisement announcing the screening of *Their Darkest Hour*

**Ngaanyatjarra** Indigenous nation that stretches between the Sandy and Great Desert regions of Western Australia and the Northern Territory

12 https://www.nma.gov.au/explore/features/indigenous-rights/civil-rights/warburton-ranges/expansion-folder/overview-of-the-warburton-ranges-controversy

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*Their Darkest Hour* was shown in theatres across Australia, at meetings and even on television. The film brought real-life images of mission life into the public eye. Newspaper headlines decried the abandonment of the Ngaanyatjarra people and inspired Australians to respond by writing letters to the Prime Minister of Australia, demanding an improvement to the Ngaanyatjarra people's conditions. This film started a public debate about Aboriginal and Torres Strait Islander peoples' civil rights that would continue for years to come.

## The Federal Council for the Advancement of Aborigines: 1958

In 1958, the **Aborigines Advancement League** was formed. The work of Jessie Street had led to a plan for the Anti-Slavery Society to approach the United Nations, and had also created momentum for Aboriginal and Torres Strait Islander activists around Australia. The Warburton Ranges controversy and the screening of *Their Darkest Hour* had brought national and international attention to Aboriginal and Torres Strait Islander peoples' civil rights.

The formation of the **Federal Council for the Advancement of Aborigines and Torres Strait Islanders (FCAATSI)** created a united voice for all Aboriginal and Torres Strait Islander peoples, a voice that could be used to speak to the federal government. It created a platform and a group that could campaign for equal wages, for land rights and for a referendum to change the Australian Constitution. The Council initially included a number of non-Indigenous Australians. These included two Jewish refugees who had fled Nazi Germany in 1939, Emil and Hannah Witton. Later, it consisted only of Indigenous members.

**Aborigines Advancement League** the oldest Aboriginal organisation in Australia, both a welfare body and an activist body for Aboriginal and Torres Strait Islander peoples' rights

**Federal Council for the Advancement of Aborigines and Torres Strait Islanders (FCAATSI)** organisation dedicated to lobbying the Australian Government to improve conditions for all Indigenous people

**Arnhem Land** largest area of Indigenous-owned land in Australia, located in the north-eastern corner of the Northern Territory

**Yolngu** Indigenous nation inhabiting north-eastern Arnhem Land

## The right to vote: 1962

Depending on which state or territory they lived in, some Aboriginal and Torres Strait Islander people could cast a vote in state and territory elections before the 1960s.

However, it was not until 1962 that the federal government extended this right to all Aboriginal people around Australia. At the same time, however, it was declared an offence to encourage Aboriginal people to vote.[13] This right to vote did not mean that voting for Aboriginal people was compulsory, as it was for other Australians. The result was that voter turnout for Aboriginal people was very low, discouraging the government from providing voting facilities, especially in remote locations, and deterring political parties from developing policies aimed at Aboriginal and Torres Strait Islanders. In 1984, voting for this group became compulsory.

## The Yirrkala Bark Petitions: 1963

In 1963, 300 sq km of the **Arnhem Land** area of the Northern Territory was taken without any consultation from the **Yolngu** people who lived there. The land was leased to an international mining company, Nabalco, for mining and exploration. Yolngu Elders decided to petition the federal government and protest the mining project. The petitions they prepared, written on a combination of bark and paper, included the thumbprints of Yolngu Elders. Their message was simple.

> *This [is] aboriginal people's place. We want to hold this country. We do not want to lose this country.*

↑ Source 8.5.9 From the Yirrkala Bark Petitions (https://www.creativespirits.info/aboriginalculture/land/the-1963-yirrkala-bark-petitions#toc0)

13 https://www.creativespirits.info/aboriginalculture/selfdetermination/voting-rights-for-aboriginal-people#toc2

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The Yolngu Elders requested a federal inquiry into the process of awarding the mining contract. Two parliamentarians, Kim Beazley Snr and Gordan Bryant, presented the bark petitions to the **House of Representatives** in 1963. The House acknowledged, for the first time, that Aboriginal and Torres Strait Islander law should be recognised by the Australian Government. The protests of the Yolngu Elders were unsuccessful, however, and construction of the mine eventually proceeded. A Northern Territory Supreme Court challenge to the mining also failed, although the decision in 1971 was the first significant legal case on native title in Australia, and acknowledged the existence of Aboriginal laws. The Yirrkala Bark Petitions set an important precedent, because Australian courts had recognised Aboriginal and Torres Strait Islander peoples' place on Australian land and the federal government acted to protect Aboriginal and Torres Strait Islander peoples' **sacred sites** from destruction.



↑ Source 8.5.10 The Yirrkala Bark Petitions printed in English

This would also act as another important stepping stone on the road to Aboriginal and Torres Strait Islander peoples' civil rights.

## Lake Tyers campaign: 1963

The Aboriginal mission at Lake Tyers, in the eastern Gippsland region of Victoria, was established in 1861 on the traditional lands of the **Bung Yarnda** people. Over the next century, residents of the Ramahyuck, Condah and Coranderrk missions would be moved there. This region has a dark history. In places like Butchers Creek and Slaughterhouse Gully, it is estimated that at least 450 Aboriginal people were massacred during white settlement.[14] In 1963, Lake Tyers Mission was a remote and segregated home for Aboriginal and Torres Strait Islander peoples from all over Victoria. It is said to have housed more than half of Victoria's dispossessed Aboriginal and Torres Strait Islander population by the turn of the twentieth century. In 1960, the Victorian Government decided to close the mission and assimilate its remaining population into the broader community. Few people knew where they were going, and knew only that they would be dispersed across the state, away from the homes they had made at Lake Tyers.

Pastor Doug Nicholls led the campaign to save the mission. Lake Tyers residents protested and petitioned the government to allow the mission to become an Aboriginal-run independent community. By this time, Nicholls had become an influential voice in Melbourne. He was able to bring the civil rights cause to the attention of influential politicians. Nicholls was ultimately unsuccessful, and the Victorian Government nearly closed the reserve. However, local residents

**House of Representatives** lower house of the Australian Parliament, in which new laws can be introduced and debated

**sacred sites** physical locations of great spiritual or historical significance to Aboriginal and Torres Strait Islander peoples

**Bung Yarnda** Indigenous nation from eastern Victoria

14 https://www.theage.com.au/national/victoria/australia-day-nothing-to-celebrate-in-lake-tyers-mission-20170126-gtzfh1.html

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↑ Source 8.5.11 Victorian Parliament House, May 1963: Pastor Doug Nicholls speaks with Clyde Stoneham about Aboriginal welfare

continued their fight and eventually won. Lake Tyers was declared a permanent Aboriginal reserve in 1965. Six years later, the remaining residents were granted parcels of land and the right to run a 'self-governing community'.

## The Freedom Ride: 1965

In 1965, inspired by the Freedom Rides in the southern states of the US, Aboriginal activist and academic Charles Perkins decided to lead a bus tour of rural New South Wales to expose the racism and segregation experienced by Aboriginal and Torres Strait Islander peoples in outback towns. Travelling with 29 students from the University of Sydney, Perkins planned a tour of the towns of Walgett, Gulargambone, Kempsey, Bowraville and Moree.

### Activity 8.5

**Check your understanding**

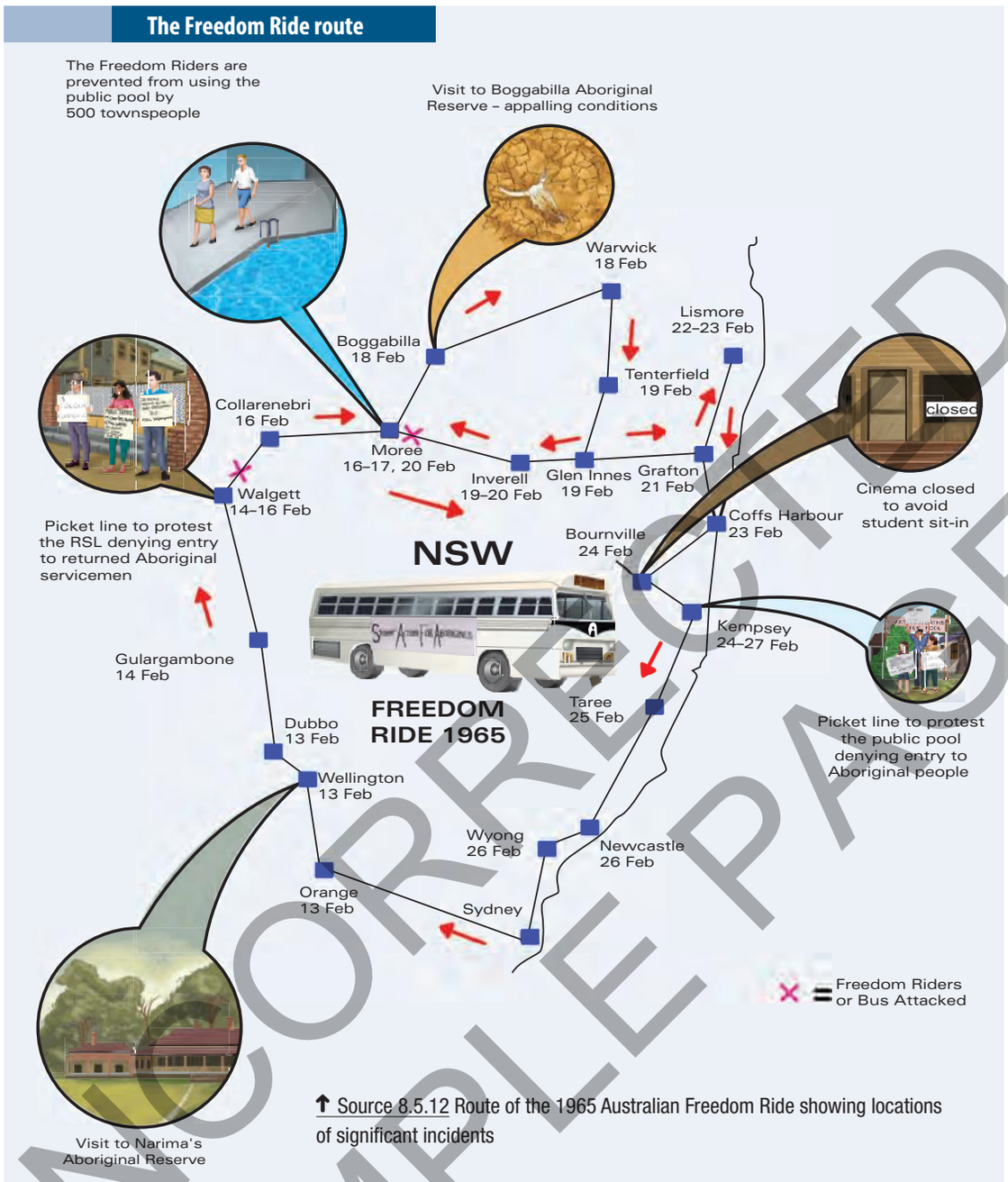
1 Carefully examine the images of Pastor Doug Nicholls. Using the examples in Sources 8.5.11 to 8.5.13, what was the significance of peaceful protest methods like petitions and consultation with governments? What were these methods able to achieve?

2 What was the significance of individuals like Pastor Doug Nicholls in bringing the plight of Aboriginal and Torres Strait Islander peoples to public view?

**Key concepts:** sources, evidence, cause and effect, significance empathy

**HASS skills:** analysing, evaluating

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↑ Source 8.5.12 Route of the 1965 Australian Freedom Ride showing locations of significant incidents

## Activity 8.6

### Check your understanding

1 Research the Freedom Rides campaign in the US just prior to the similar campaign in Australia. What similarities and differences can you see?

2 Consider what you have learned about World War II and the changes experienced in Australia by that point in history. Why do you think governments and activists were becoming more sympathetic to the cause of Aboriginal and Torres Strait Islander peoples?

**Key concepts:** sources, evidence, cause and effect

**HASS skills:** analysing, evaluating



↑ Source 8.5.13 24 February 1965: Aboriginal activist Charles Perkins talks to a resident in Bowraville, New South Wales, during the Freedom Ride

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## FAMOUS FACE

### CHARLES PERKINS



Charles Perkins was a civil rights activist who dedicated his life to achieving justice for Aboriginal and Torres Strait Islander peoples.

## Timeline of Charles Perkins' life

**1936**
Born to Hetti Perkins and Martin Connelly at the Bungalow near Alice Springs

**1945**
Starts education in Adelaide and begins to understand the extent of discrimination against Aboriginal people

**1957**
Plays soccer for Everton, England

**1961**
Captains and coaches for Pan Hellenic (later known as Sydney Olympic FC) in Sydney, enabling him to finance his university studies

**1965**
Organises a group of students to travel around New South Wales to protest against discriminatory treatment of Aboriginal and Torres Strait Islander peoples; becomes manager of the Foundation for Aboriginal Affairs

**1966**
Graduates with a Bachelor of Arts from the University of Sydney, one of the first Aboriginal people to graduate from university

**1969**
Moves to Canberra to begin work in the Office of Aboriginal Affairs, set up by Prime Minister Harold Holt

**1972**
Joins the Tent Embassy in Canberra, calling for compensation and recognition of Aboriginal land and human rights

**1984**
Becomes the first Aboriginal Secretary of the Department of Aboriginal Affairs

**1987**
Awarded an Order of Australia medal

**1993**
Elected Commissioner of the Aboriginal and Torres Strait Islander Commission (ATSIC)

**2000**
Passes away in Sydney, aged 64




↑ Source 8.5.14 Timeline of Charles Perkins' life

**Source:** University of Sydney, Charles Perkins Centre website

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## Amazing but true…

In the 1950s, Charles Perkins played professional football (soccer) in England. A talented footballer as a teenager, he earned a trial at Everton Football Club in Liverpool while working at the Liverpool shipyards, located on the River Mersey. It was those muddy pitches and tough working-class conditions that forged his desire to fight racism. After playing an amateur match on the pristine fields of Oxford University, Perkins became determined to educate himself. He turned down a trial with Manchester United, and returned to Australia to play football in Adelaide and Sydney. In 1966, he became the first Aboriginal person to graduate from university in Australia.

Jim Speigelman was a Freedom Rider and student. Like many on the bus, Jim didn't know what awaited him.

> *We knew there were problems, but no one really knew the nature of extent of it . . . Most of us were city kids and didn't really know what was going on in rural NSW.*

↑ Source 8.5.15 Jim Speigelman, Freedom Rider (https://www.sbs.com.au/nitv/video/420295747743/Living-Black-S22-Ep2-Freedom-Rides)

The students planned to protest at segregated hotels, pools and cinemas and to speak to local Aboriginal and Torres Strait Islander people about their own experiences. The students were shocked at the conditions of Aboriginal and Torres Strait Islander peoples in these towns. Many lived in squalid conditions, as Ann Curthoys, a student on the ride noted.

> *Houses of tin, mud floors, very overcrowded, kids had eye diseases, had to cart water (very unhealthy) from river. . .*

↑ Source 8.5.16 Ann Curthoys, Freedom Rider (https://aiatsis.gov.au/exhibitions/1965-freedom-ride)

The Freedom Riders found the same kind of segregation and discrimination that their US counterparts were being violently confronted by. At the Walgett **Returned and Services League (RSL)** Club, the Freedom Riders began a protest against the segregation experienced by Aboriginal and Torres Strait Islander servicemen. These Aboriginal and Torres Strait Islander ex-soldiers were not allowed access to the club, and were only served alcohol through the club's back window on special occasions. Perkins recalled the scene:

> *All the members of the RSL had to pass right past us and they read the banners. They either laughed at us or spat at us or on the banners. Some of them got banners and tore them up. Some of the local smarties wanted to bash a few of us up. They said, 'You're stirring up trouble. The dirty niggers don't deserve any better and they are happy how they are'.*

↑ Source 8.5.17 Charles Perkins, in his book *A Bastard Like Me*, 1975

On the way out of town, the Freedom Ride bus was sideswiped by a large truck and forced off the road. The incident was reported and made national headlines.

At the next stop in Moree, the Freedom Riders attempted to enter the local swimming pool, where Aboriginal and Torres Strait Islander people were rarely allowed. After a brief consultation, the local council agreed to change the laws to allow Aboriginal and Torres Strait Islander people to swim, but only for the duration of the Freedom Riders' stay. As soon as Perkins and the students had left, the laws were revoked. Perkins and the Riders returned to Moree with some Aboriginal and Torres Strait Islander children and attempted to enter the pool. Hundreds of local residents came out to block their path. Jim Speigelman was

**Returned and Services League (RSL)** support organisation for men and women who have served or are serving in the Australian Defence Force

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assaulted and knocked unconscious. The violence was again featured on the national news. Following the confrontation, the town voted to permanently lift the segregation of the pool.[15]

In the remaining towns they visited, the Freedom Riders found further evidence of segregated pubs, hotels and swimming pools. The ride had made Australian and international news, with even *The New York Times* reporting on the journey. As Charles Perkins later stated at a meeting in Canberra, 'the problem is out in the open now'.[16]



↑ Source 8.5.18 Crowds gather as the Freedom Riders attempt to enter the Moree swimming pool

## Activity 8.7

### Using historical sources as evidence

**SOURCE A**

*The mob from the hotel across the road decided that they were going to show these university students and niggers and black so-and-sos whose town this was. They came over and did most of the kicking, throwing and punching and the spitting.*

↑ Source 8.5.19 Charles Perkins

**SOURCE B**

*The mayor ordered the police to have us removed from the gate entrance. They took hold of my arm and the struggle started. There was a lot of pushing and shoving and spitting. Rotten tomatoes, fruit and eggs began to fly, then the stones were coming over and bottles too.*

↑ Source 8.5.20 Charles Perkins

**SOURCE C**

*The police came up and warned us that if we stayed the violence would get much worse. We decided to stay, continuing to insist on being allowed to enter the pool with the Aboriginal children. Tomatoes and eggs continued to be thrown.*

↑ Source 8.5.21 Ann Curthoys

15 https://www.sbs.com.au/nitv/video/420295747743/Living-Black-S22-Ep2-Freedom-Rides

16 https://aiatsis.gov.au/exhibitions/1965-freedom-ride

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**Responding to the sources**

1 What do these sources tell you about the actions of some of the locals in Moree?

2 What do these sources tell you about the role of the authorities in responding to the public's reaction to the protests?

3 Using quotes from the sources, explain why this event would have gained national attention in the news media.

4 Using quotes from the sources, explain the significance of the Freedom Riders' protest in Moree.

**Key concepts:** sources, evidence, significance

**HASS skills:** analysing, evaluating

## The beginning of the end of the White Australia Policy: 1966

The election of Harold Holt as Australia's Prime Minister, succeeding Australia's then-longest-serving Prime Minister Robert Menzies, heralded a new age for Australia's policy towards Aboriginal and Torres Strait Islander peoples and towards immigrants. One of the first policies Holt targeted was the White Australia Policy. Since 1901, various Migration Acts had directly discriminated against non-European migrants to Australia. These laws had been used to restrict the number of non-white migrants and to make it easier to deport non-white migrants who were already in the country. This was seen as a way to protect Australia's links to Britain. In the 1940s, Aboriginal and Torres Strait Islander peoples and 'non-white' Australians made up less than 2 per cent of the Australian population.[17]

After the conclusion of World War II, Arthur Calwell, Australia's first-ever Minister for Immigration, made a speech which stated that, in a post-World War II world, Australia needed to 'populate or perish' to survive whatever came next.[18] This meant that Australia had to relax its views on immigration. The immigration laws began to change almost immediately and thousands of 'displaced persons' from postwar Europe were accepted. This was followed by immigration agreements with dozens of non-British countries – most significantly Italy and Greece. Japanese war brides were also accepted in the 1950s (the wives of Australian soldiers they had met while serving overseas in the war). In 1966, the Australian Government under Holt passed a new *Migration Act*. This new Act removed many of the restrictions of the White Australia Policy, which made it easier for people of any nation around the world to migrate to Australia. Some of the first peoples to take up this offer were from Türkiye. Holt's policies were expanded under the 1972–75 Whitlam government. Immigration Minister under Whitlam, Al Grassby, was the first to use the term 'multiculturalism' when speaking about immigration and about Aboriginal and Torres Strait Islander people. While it would take many years for these changes to result in a truly multicultural population, it heralded a new era in Australian thinking.

## The Wave Hill walk-off: 1966

On 23 August 1966, 200 Aboriginal stockmen and labourers and their families walked off the remote Wave Hill cattle station in the Northern Territory. This was

17 https://www.nma.gov.au/defining-moments/resources/end-of-the-white-australia-policy

18 https://www.nma.gov.au/defining-moments/resources/end-of-the-white-australia-policy

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a strike to protest low pay and poor conditions. The station was owned by the English Vestey family, who paid their First Nations workers at least 50 per cent less than non-Aboriginal workers.[19] During the strike, the **Gurindji** community, led by Vincent Lingiari, decided to make a claim for the return of their traditional lands, the very lands they had walked off in protest.

**Gurindji** Indigenous people from the Victoria River region of the Northern Territory

In August 1967, as negotiations between the strikers and the Vestey family continued, Lingiari and the Gurindji people made camp at Daguragu (Wattie Creek). This site was closer to Gurundji sacred sites. The move was symbolic of their connection to, and custodianship of, their land. Their demands for access to their land would develop into an eight-year struggle of wills. While it was deemed that the occupation of Daguragu was illegal, the remote geographic location meant that the Gurundji people had some bargaining power. Lingiari and his people knew how to make a claim in the language of white Australians. They wrote a sign in English, erected it and staked their claim.

The strikers patiently settled in for a slow strike. Meanwhile, important moves were being made elsewhere in the struggle for Aboriginal and Torres Strait Islander peoples' civil rights.

## The Referendum: 1967

The work of Jack Patten, Jessie Street, Faith Bandler, Doug Nicholls, Charles Perkins and countless other people came to fruition when the Australian people voted on 27 May 1967 to change the wording of the Australian Constitution so that Aboriginal and Torres Strait Islander people could finally be included in the national census. There was a huge number of signatures on the Federal Council for the Advancement of Aborigines and Torres Strait Islanders (FCAATSI) petition in support of the referendum. This change of wording also allowed the federal government to take charge of laws that related to Aboriginal and Torres Strait Islander peoples. The Australian




↑ Source 8.5.22 Wave Hill Station, Northern Territory, 1966: Vincent Lingiari and Mick Rangiari by the sign they made outside the station

19 https://www.abc.net.au/news/2016-08-18/timeline-of-wave-hill-land-rights/7760300

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Constitution had previously allowed the states to directly discriminate against Aboriginal and Torres Strait Islander peoples but, after 1967, the federal government would be able to override the states on such matters as social security, discrimination and health care.

Prime Minister Harold Holt announced in February, 1967 that:

> *… the Government has been influenced by the popular impression that the words now proposed to be omitted from section 51(xxvi) are discriminatory – a view which the Government believes to be erroneous …*

↑ Source 8.5.23 Australian Prime Minister Harold Holt

The Referendum asked the Australian Government for:

> *An Act to alter the Constitution so as to omit certain words relating to the people of the Aboriginal race in any state so that Aboriginals are to be counted in reckoning the population…*

↑ Source 8.5.24 From the Constitution Alteration (Aboriginals) 1967 referendum

The lead-up to the referendum saw a determined 'Yes' campaign from a small team of activists who toured the country, speaking at town halls, churches, rallies and community meetings, urging Australians to vote to improve Aboriginal and Torres Strait Islander peoples' rights. The campaigners collected signatures for their petition in many different locations, such as outside football grounds, and presented it time and time again in Canberra.

Joe McGuiness, Faith Bandler and Pearl Gibbs worked for a range of Aboriginal and Torres Strait Islander




↑ Source 8.5.25 May 1967: Bill Onus, President of the Victorian Aborigines' Advancement League, took part in the march for the Aboriginal Rights referendum

activist groups and travelled the country extensively to hand out pamphlets and press their cause. For Faith Bandler, it became an obsession.

> *I used to get very emotional because it possessed me. I became totally obsessed with that campaign. There were times when I would take as many as three meetings in a day. And I did things I would never have dreamed of doing: like going to a pulpit and talking to church congregations, and putting up with people whose ideas were totally foreign to me.*

↑ Source 8.5.26 Faith Bandler

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The work of these activists was a success. More than 90 per cent of Australians voted in favour of changing the wording of the Constitution. A momentous turning point in Australia's history had been reached. Aboriginal and Torres Strait Islander peoples were now recognised and counted in the national census, and the federal government, not the state or territory governments, could take charge of improving the lives of Aboriginal and Torres Strait Islander peoples. It should also be noted that before this time, only four of 25 referendums had been successful, making the 1967 result even more significant.

Kim Beazley Snr was a politician and member of the Australian Labor Party (ALP) who had helped the Yirrkala Bark Petitions reach parliament. He recalled being actively involved in the 'Yes' campaign.

> *The massive vote was not a vote for correcting the grammar of the Constitution. It was an explosion of compassion and concern on the part of the Australian people.*

↑ Source 8.5.27 Kim Beazley, *The Canberra Times*, 1 June 1967

## Activity 8.8

### Check your understanding

**Learn**

**1** How did the 1967 Referendum campaign begin?

**Consolidate**

**2** What events prior to the 1967 Referendum inspired the government to ask the Australian public these questions?

**Apply**

**3** What does the result of the 1967 Referendum tell you about the changing attitudes of non-Indigenous Australian people? Use evidence in your response.

**Key concepts:** cause and effect, perspectives

**HASS skills:** analysing, evaluating

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## Lesson 8.5 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

Go online to access the interactive section review and more!

### 8.5 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Who was Jessie Street?
2 What contribution did Street make to the Aboriginal and Torres Strait Islander peoples' civil rights movement in Australia?
3 What was the Warburton Ranges controversy?
4 Why were the Yirrkala Bark Petitions significant?
5 Why was the Lake Tyers Mission campaign important?
6 Why was the Freedom Ride organised?
7 Why did the Wave Hill walk-off occur?
8 What was the key purpose of the 1967 Referendum?
9 What was the outcome of the 1967 Referendum vote?

#### Interpret

10 How did media involvement in events like the Warburton Ranges controversy and the Freedom Ride influence the Aboriginal and Torres Strait Islander peoples' civil rights movement in Australia?
11 What did the abolition of the White Australia Policy say about the change in attitudes of Australian people in 1966?
12 Evaluate the contribution of Aboriginal and Torres Strait Islander leaders leading up to the 1967 Referendum.

#### Argue

13 'After World War II, Australia's new place in the world meant it had no choice but to recognise the rights of Aboriginal and Torres Strait Islander peoples.' Discuss.

### Apply

1 The 1967 Referendum was a hollow victory. To what extent do you agree?

**Key concepts:** continuity and change, cause and effect, significance

**HASS skills:** analysing, evaluating, communicating and reflecting

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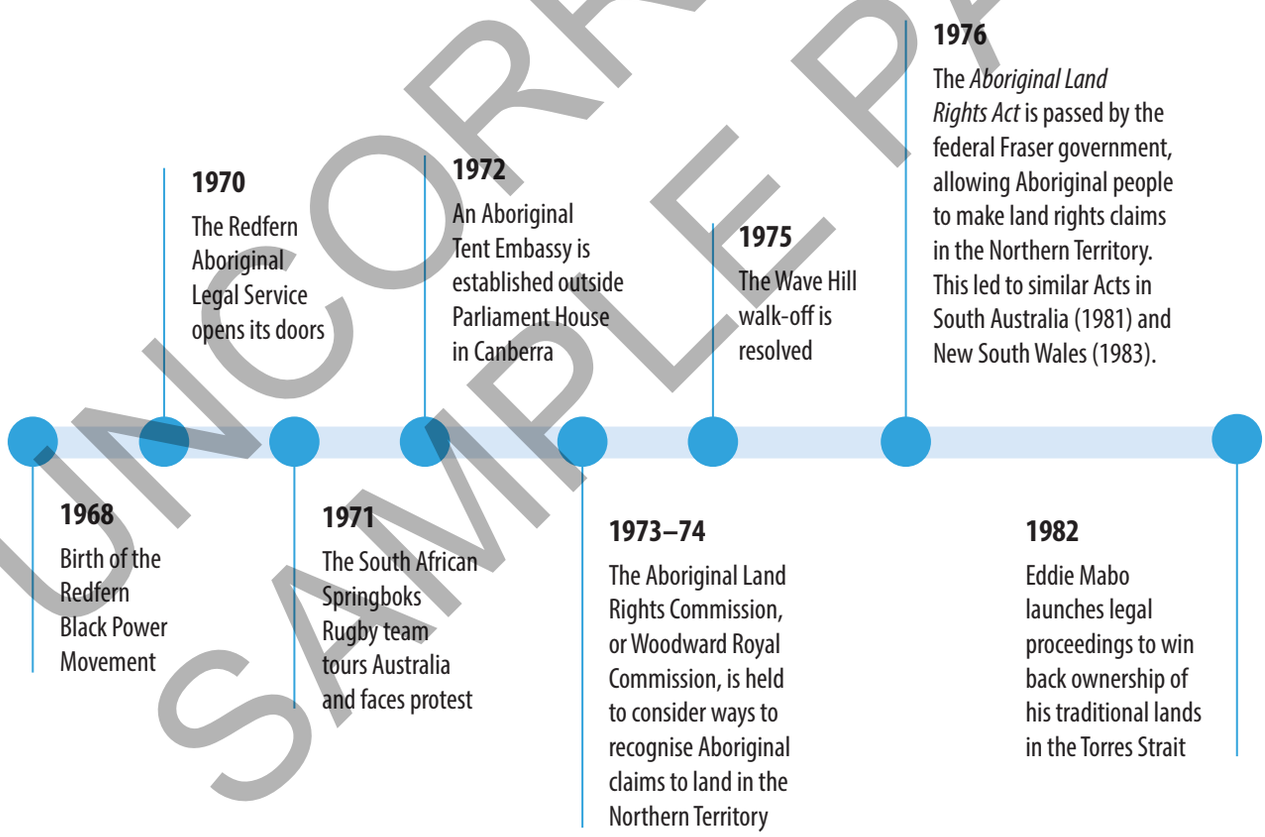
8.6

# Significant events in the civil rights movement for Aboriginal and Torres Strait Islander peoples in Australia

## Focus questions

- **How did the Aboriginal and Torres Strait Islander peoples' civil rights movement evolve after the 1967 Referendum?**
- **Why did the Australian Government apologise to Aboriginal and Torres Strait Islander peoples?**

### Timeline of Aboriginal and Torres Strait Islander peoples' civil rights after 1967




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On 17 December 1967, Australian Prime Minister Harold Holt went swimming off the coast near Portsea, Victoria. He was never seen again and was presumed drowned. Wild rumours circulated about his disappearance. Some went as far as suggesting it was a Cold War plot. For Aboriginal and Torres Strait Islander activists, it was a sombre moment for another reason. Holt had been the Prime Minister tasked with taking the 1967 Referendum result forward. He had promised to acknowledge the will of the Australian people and change conditions for Aboriginal and Torres Strait Islander peoples for the better. Yet, as Aboriginal activist Gary Foley was to later state:

> *When Holt went on his fateful swim on 17 December 1967, all hopes that the referendum would result in positive change drowned with him.*

↑ Source 8.6.1 Gary Foley (https://www.theguardian.com/australia-news/2017/may/27/harold-holts-death-and-why-the-1967-referendum-failed-indigenous-people)



↑ Source 8.6.2 1966: Australian Prime Minister Harold Holt spear-fishing at Portsea, near Melbourne. Holt went missing while swimming the following year, and was presumed drowned.



↑ Source 8.6.3 Clothes and spearfishing equipment left on Cheviot Beach near Portsea, Victoria, by Australian Prime Minister Harold Holt

Holt's replacement as Australian Prime Minister was John Gorton. Gorton was a more conservative politician than Holt. He changed the direction of government policy towards Aboriginal and Torres Strait Islander peoples. As Gary Foley has stated:

> *The next three years would prove disastrous for Aboriginal affairs insofar as the Gorton Administration proved to be completely disinterested in the situation of Aboriginal people.*

↑ Source 8.6.4 Gary Foley (http://www.kooriweb.org/foley/essays/pdf_essays/black%20power%20in%20redfern%201968.pdf)

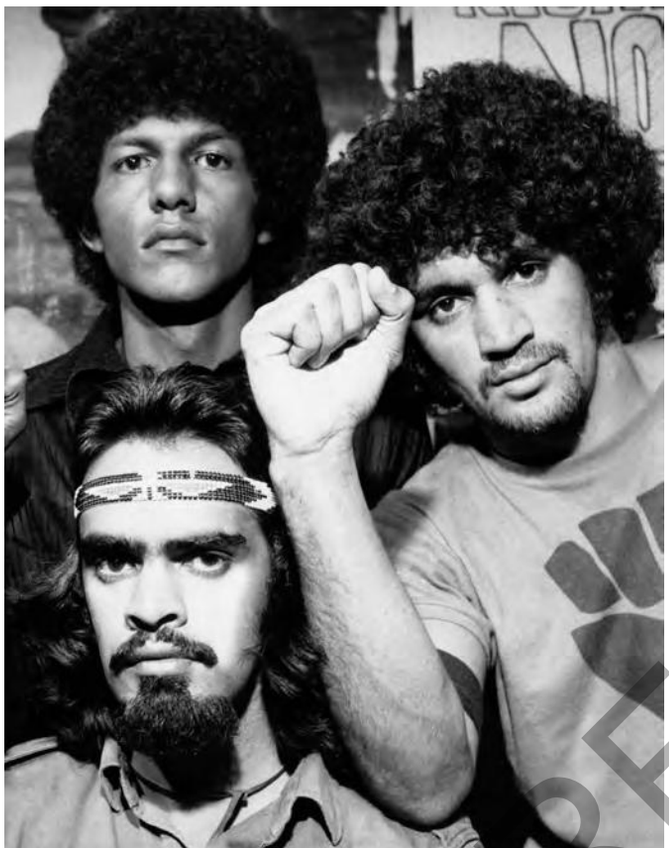
From this moment on, a new and more aggressive approach was taken by some Aboriginal and Torres Strait Islander civil rights activists.

## The Redfern Black Power movement

In 1968, the Black Power movement took hold in **Redfern**, a Sydney suburb with one of Australia's largest urban populations of Aboriginal and Torres Strait Islander peoples. A small group of activists, inspired by the aggressive approach of the Black Panther and Black

**Redfern** inner-city suburb of Sydney, home to one of Australia's largest urban Aboriginal and Torres Strait Islander populations

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↑ Source 8.6.5 16 January 1972: Australian Black Power party members Dennis Walker (top left), Gary Foley (bottom left) and Billie Craigie (right)

Power movements of the US, began to closely monitor the NSW police, who they accused of harassment and discrimination against Aboriginal and Torres Strait Islander peoples. In a time of political unrest around the globe, the group soon came under surveillance from the Australian Security and Intelligence Organisation (ASIO), the Australian Government's espionage and security agency, such was its notoriety.

Activist Paul Coe stated that the goal of the Australian Black Power movement was:

> *… to take control both of the economical, the political and cultural resources of the people and of the land … so that they themselves have got the power to determine their own future.*

↑ Source 8.6.6 Paul Coe (http://www.kooriweb.org/foley/essays/pdf_essays/black%20power%20in%20redfern%201968.pdf)

## Developing historical concepts and skills 8.4

### Explaining cause and effect

The year 1968 was a tumultuous one for the US and Australia. Research the key events of 1968 and list the most significant events you can find. It may help to investigate:

- political assassinations in the USA
- political protests
- the Vietnam War.

1 What was happening around the globe that may have inspired the Black Power movement in Australia to take action?

2 In light of these events, why do you think the Black Power movement was being monitored by Australia's top security agency?

**Key concepts:** cause and effect

**HASS skills:** questioning and researching, analysing, evaluating

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Gary Foley was the self-described 'field marshal' of this group. It was a group made up of young Aboriginal political activists who had grown impatient and frustrated by the slow and limited action that had taken place since the 1967 Referendum. They wanted more, and they wanted it sooner.

## The Redfern Aboriginal Legal Service

The Redfern Aboriginal Legal Service was established in 1970 to provide legal advice, protection and assistance to Aboriginal and Torres Strait Islander peoples who had begun moving to Redfern to live. Following the rise of the Black Power movement, as Gary Foley states, activists began to realise that all the work of Charles Perkins, Doug Nicholls and the 1967 Referendum had amounted to very little:

> *It seemed to the young radicals that the old-style organisations that had fought the referendum campaign were ineffective, especially after the referendum had delivered so little in terms of real reforms on the ground. On the streets of Redfern, young* **Kooris** *were confronted on a daily basis with the brutal reality of dealing with a racist and corrupt NSW police force.*

↑ Source 8.6.7 Gary Foley (http://www.kooriweb.org/foley/essays/pdf_essays/black%20power%20in%20redfern%201968.pdf)

On 29 December 1970, a shop front was opened in Redfern, staffed by volunteer lawyers who provided free legal advice to Aboriginal and Torres Strait Islander peoples. Foley recalls the moment clearly.

> *. . . a surge of confidence swept through the Aboriginal community in Sydney. For the first time Aboriginal people were being represented in Sydney courts and were defending charges [brought] against them by Police.*

↑ Source 8.6.8 Gary Foley (https://www.sbs.com.au/nitv/nitv-news/article/2018/04/12/long-shadow-racism-australian-sporting-history)

## The Springbok Tour: 1971

Since 1948, the white South African Government had mandated its policy of apartheid. It had made clear laws that stated white and black South Africans were to live separately. This resulted in severe disadvantage for anyone of African or mixed descent in the former British and Dutch colony. International protest had been building against South Africa, demanding an end to the system of apartheid and the release of political prisoner and civil rights activist **Nelson Mandela**. South Africa had become increasingly isolated on the global stage. One of the few ways it still interacted with the outside world was through sport, specifically rugby union.

**Koori** collective term often used to refer to Aboriginal people from New South Wales and Victoria

**Nelson Mandela** political activist and anti-apartheid campaigner who became President of South Africa after serving 27 years in prison for his activism

In 1963, the Australian rugby team (the Wallabies) toured South Africa. Prominent Aboriginal rugby player Lloyd McDermott refused to go on the tour, despite being promised by the South African Government that he could be an 'honorary white' for the purposes of the tour. While touring South Africa, Australian rugby player Jim Boyce was shocked at what he saw.

> *You never really realise how bad it is until you get there and how the country was absolutely split in two and how blacks and coloured people got such a raw deal out of the whole arrangement.*

↑ Source 8.6.9 Jim Boyce (https://www.sbs.com.au/nitv/nitv-news/article/2018/04/12/long-shadow-racism-australian-sporting-history)

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The South African national rugby team, known as the Springboks, remains a source of national pride to all South Africans to this day. It was during this 1963 tour that Boyce witnessed South African Minister for Justice, John Vorster, proudly declaring that:

> *. . . no black man will ever wear the Springbok jersey.*

↑ Source 8.6.10 John Vorster, South African Minister for Justice, 1963

In 1971, violent protests broke out across Australia when the Springboks toured Australia in a series of matches against the Wallabies. Police were out in force in Perth, Adelaide, Melbourne, Sydney and Brisbane. The global anti-apartheid movement had become popular in Australia, and thousands of people turned out to protest against the tour. Violent scuffles occurred in Perth between protesters and police. In Sydney, police put barbed wire around the Sydney Cricket Ground to stop protestors running onto the field. Anger about the tour had mobilised young political activists all over the nation.

It had also further angered the Black Power movement, as Gary Foley recalled.

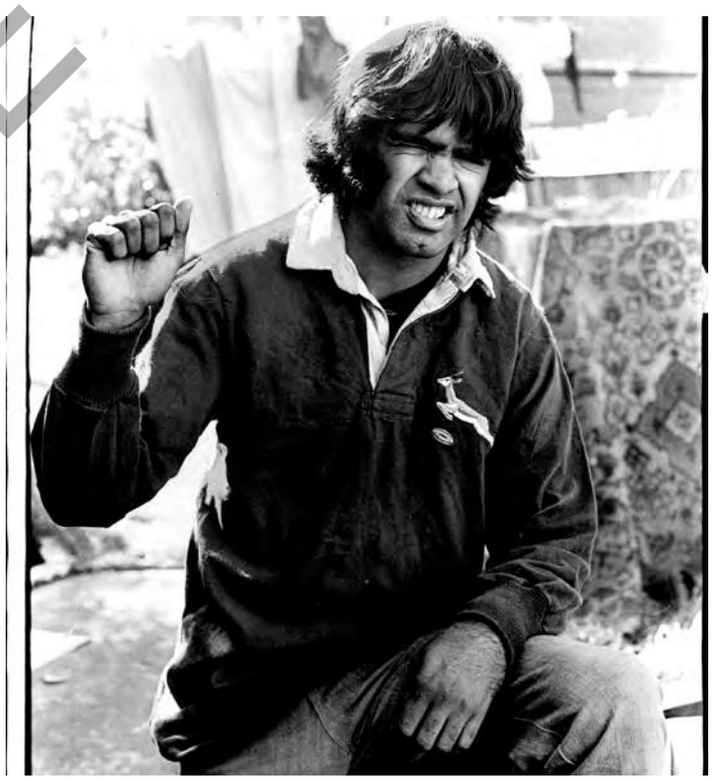


↑ Source 8.6.11 Sydney, 6 July 1971: Police control anti-apartheid demonstrators during a rugby union match between Australia and the Springboks at the Sydney Cricket Ground. Australia's anti-apartheid movement held demonstrations throughout the South Africans' six-week tour.

> *At one of those rallies, Paul Coe jumped out and commandeered the microphone and issued a challenge to the members of the Australian anti-apartheid Movement. He said, you know, how is it that you people can come out here in these sorts of numbers on the streets of Australia in opposition to racism halfway around the planet and yet you ignore what's going on in this country?*

↑ Source 8.6.12 Gary Foley (https://www.sbs.com.au/nitv/nitv-news/article/2018/04/12/long-shadow-racism-australian-sporting-history)

Jim Boyce, by now a former Wallaby, had been given Springboks jerseys on the 1963 tour. He and three other former players decided to give them to Gary Foley, Paul Coe and their fellow activists, Billie Craigie and Gary Williams. The four activists walked to the hotel where the South African players were staying in Sydney and, in defiance of John Vorster's statement, proudly wore the jerseys.



↑ Source 8.6.13 Sydney, 10 July 1971: Gary Foley demonstrates outside the Squire Inn in Sydney, where the South African rugby union team stayed during its Australian tour

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> *… the NSW Special Branch of Police who saw us automatically assumed that we'd stolen them, so they grabbed both of us, dragged us inside the motel and paraded the entire South African rugby team in front of us demanding to know which one of them that we'd stolen these football jerseys off. And these South African rugby players were absolutely furious.*

↑ Source 8.6.14 Gary Foley (https://www.nma.gov.au/defining-moments/resources/aboriginal-tent-embassy)

The defiance shown by Foley, Coe, Craigie and Williams made national and international news and brought the world of radical Aboriginal activism to international attention. It also put Aboriginal activism back into the minds of Australians. It gave the Black Power movement momentum, attention and an idea. They would set up an Aboriginal 'embassy' on the lawn of Parliament House in Canberra.

## Activity 8.9

### Check your understanding

1. Explain how and why the Aboriginal Black Power movement formed.
2. Why was the formation of the Redfern Aboriginal Legal Service significant?
3. Why did so many Australians protest the 1971 Springbok tour?
4. In your own words, how did Paul Coe point out the hypocrisy of the anti-apartheid movement? Use evidence in your response.
5. Consider what you have learned about both the Australian and US civil rights movements. What is the importance of creating media attention for a political cause?

**Key concepts:** sources, evidence, cause and effect, significance perspectives, empathy

**HASS skills:** analysing, evaluating, communicating and reflecting

## The Aboriginal Tent Embassy: 1972

On 26 January 1972, four young men marched onto the lawn of Parliament House, pitched an umbrella and declared the space an **Aboriginal Tent Embassy**. Their protest came a day after Australian Prime Minister William McMahon had declared he would reject any proposal for granting Aboriginal and Torres Strait Islander peoples their traditional land rights. Instead, he said that he wanted to grant them the opportunity to 'lease' land from the government.

Incensed that McMahon would make such a claim when the Lake Tyers, Yirrkala and Wave Hill disputes were still continuing, Aboriginal activists declared that a public statement about Aboriginal land rights needed to be a priority. In setting up the embassy, Gary Foley stated that Aboriginal people were:

> *...aliens in our own land, so, like other aliens, we needed an embassy.*

↑ Source 8.6.15 Gary Foley (https://www.nma.gov.au/defining-moments/resources/aboriginal-tent-embassy)

**Aboriginal Tent Embassy** unofficial embassy set up on the lawn of Parliament House in Canberra to represent the Aboriginal and Torres Strait Islander peoples of Australia in government

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## History through objects

### Your response

1 Describe what you see. Be as detailed as possible.

2 Explain what this photo makes you think and feel. What do you already know about it or its context? What prior knowledge or understanding does it connect to? What do you think the purpose of the photograph and the objects in focus were?

3 What does this photograph make you wonder? What questions do you have about this photograph and its history?




➜ Source 8.6.16 Canberra, 27 November 1972: At the Aboriginal Tent Embassy on the lawns of Parliament House, Mike Anderson, Vice-Chairman of the Aboriginal Lands Board, with Billie Craigie of Moree and Bert Williams of Nowra, hold signs protesting against the government's decision not to grant full land rights to Aboriginal Australians

**Key concepts:** sources, evidence, continuity and change, cause and effect, significance, empathy

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

On 6 February 1972, the embassy inhabitants made a list of demands:

- complete rights to the Northern Territory as a state within Australia and the installation of a primarily Aboriginal State Parliament. These rights would include all mining rights to the land.
- ownership of and mining rights over all other Aboriginal reserve lands in Australia
- the preservation of all sacred sites in Australia
- ownership of areas in major cities, including the mining rights
- compensation for lands that were not able to be returned, starting with A$6 billion and including a percentage of the gross national income every year.[20]

## Activity 8.10

### Check your understanding

1 What is the significance of 26 January as the day the Tent Embassy was set up?

2 Carefully read through the demands of the Tent Embassy. What stands out to you?

3 The demands were seen as unreasonable by the Australian Government. Why do you think the protestors chose such demands?

4 Beyond the list of demands, what do you think a tent embassy on the lawns of Parliament House would symbolise to the rest of the Australian public?

**Key concepts:** sources, evidence, significance

**HASS skills:** analysing, evaluating

20 https://www.nma.gov.au/defining-moments/resources/aboriginal-tent-embassy

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The embassy's popularity grew. Students from the Australian National University in Canberra joined the protests, and a visit from federal Opposition Leader Gough Whitlam gave the protesters legitimacy in the eyes of voters. The Embassy became a focal point of protest for all Aboriginal issues.

Anger rose in May 1972 when the Australian Capital Territory Government made camping on unleased land illegal, thus paving the way for the removal of the Tent Embassy. On 20 July 1972, police clashed violently with hundreds of protesters as the tents were removed, only for the protesters to return the following Sunday and re-erect the tents, and for police to again tear them down. On 31 July 1972, more than 2000 people witnessed the tents being re-erected and then removed by protesters in a peaceful demonstration.[21]

Prominent activist Chicka Dixon remembers the demonstration for another reason: it was one of the first public appearances of the Aboriginal flag.

> *I was a wharfie at the time and joined them on the Friday. The Member for the ACT, Kep Enderby, informed me that there was no legislation under the Federal Act to remove campers, so we put up eight tents and gave ourselves portfolios. A dear, kind lady from Canberra gave us a big blue tent which became the official 'Tent Embassy'. Like all embassies we needed a flag, so Harold Thomas, [designer of the Aboriginal flag] from Adelaide, gave us his flag to fly.*

↑ Source 8.6.17 Chicka Dixon

This flag became the official flag for the Aboriginal Tent Embassy in Canberra after it was first flown there in 1972. Today, it is a symbol of the unity and identity of Aboriginal and Torres Strait Islander people.[22]



↑ Source 8.6.18 Canberra, 30 July 1972: Aboriginal Tent Embassy officials arrive at the embassy after it has been re-erected on the lawns of Parliament House

The Tent Embassy would be closed and removed, but would reappear regularly, over the next few decades. Today, it still exists as a symbol of Aboriginal protest and unity on the lawns of the original Parliament House in Canberra. It is currently listed by the Australian Government as an Australian heritage landmark.

### Making thinking visible 8.2

**Circle of viewpoints**

1. What excites you about the achievements of the Tent Embassy? What was the upside?
2. What do you find worrisome about this event? What was the downside?
3. What else do you need to know or find out about the significance of the Aboriginal Tent Embassy?
4. What is your current stance or opinion on the achievement of the Tent Embassy?

**Key concepts:** perspectives, empathy

**HASS skills:** questioning and researching, communicating and reflecting

## What did the Aboriginal Tent Embassy achieve?

The initial demands of the Aboriginal Tent Embassy were not met. However, it forced the focus of Australian politics

21 https://www.naidoc.org.au/about/indigenous-australian-flags

22 https://www.whitlam.org/whitlam-legacy-aboriginal-and-torres-strait-islander-peoples

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and social movements back towards the improvement of Aboriginal and Torres Strait Islander peoples' lives. It united Aboriginal and Torres Strait Islander peoples' civil rights movements around the country and brought thousands of non-Indigenous Australians to the Aboriginal and Torres Strait Islander peoples' cause. In the long term, it would lead to a genuine public and political debate on the issue of land rights, but in the short term it contributed to a significant change in the Australian political landscape.

## The Whitlam Government: 1972

In 1972, the ALP, led by Gough Whitlam, won government in Australia. This ended 23 years of Liberal Party rule that had guided Australia out of the postwar years, through the darkest days of the Cold War, and oversaw a period known as the 'long boom'. This conservative government had moved to change the White Australia Policy and granted Aboriginal and Torres Strait Islander peoples both the vote and the right to be counted as Australians. However, the later years of the 1960s saw a more radical shift in politics in both the USA and Australia as the population moved towards more **socially progressive** ideas.

**socially progressive** belief that changes in society, such as in education, health and social organisation are vital to the improvement of society. It is the opposite of conservatism, and may result in resistance from those fearing change

Under Whitlam, the new Australian Government made huge reforms in education, health and the treatment of Aboriginal and Torres Strait Islander peoples, women and migrants. One of the first acts of the Whitlam government was to address the issue of Aboriginal land rights. As part of his election campaign, Whitlam claimed his party would:

> *. . . legislate to give Aborigines land rights – not just because their case is beyond argument, but because all of us as Australians are diminished while the Aborigines are denied their rightful place in this nation.*

↑ Source 8.6.19 Gough Whitlam, election campaign speech, 1972

In 1973, the Woodward Royal Commission began the process of investigating ways to recognise Aboriginal land rights in Australia, and the Northern Territory in particular. Its final report contributed to the first land rights legislation in the Northern Territory, which allowed Aboriginal land councils to claim title to the traditional lands of their people. At this stage unable to override state control of land title in other areas, Whitlam also initiated the Aboriginal Land Fund, in 1974. This fund assisted Aboriginal groups, such as those in Noonkanbah, in Western Australia, to purchase their traditional lands from private interests, including station owners. A year later, the Whitlam Government made a symbolic gesture that became a turning point in Aboriginal and Torres Strait Islander peoples' civil rights.




↑ Source 8.6.20 21 July 1972: Australian Opposition Leader Gough Whitlam with singer Little Pattie wearing T-shirts announcing 'It's Time', for his federal election campaign

## The end of the Wave Hill walk-off: 1975

On 16 August 1975, Prime Minister Whitlam returned traditional lands in the Northern Territory to the Gurindji people. The Gurindji people, led by Vincent Lingiari, had walked off the Wave Hill cattle station in 1966 in protest against low wages, poor conditions and discrimination. The protest had quickly turned into a demand not simply for wages, but for land.

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The Australian Government purchased the Wave Hill station from the Vesteys and gave it back to Lingiari and the Gurindji people. At the station, Whitlam made a short speech.

> *On this great day, I, Prime Minister of Australia, speak to you on behalf of all Australians who honour and love this land we live in. For them, I want: first, to congratulate you and those who have shared your struggle on the victory you have won in that fight for justice begun nine years ago when, in protest, you walked off Wave Hill station;*
>
> *Second, to acknowledge we have still much to do to redress the injustice and oppression that has for so long been the lot of black Australians; third, to promise you that this act of restitution we perform today will not stand alone. Your fight was not for yourselves alone, and we are determined that Aboriginal Australians everywhere will be helped by it; fourth, to promise that, through their government, the people of Australia will help you in your plans to use this land fruitfully for the Gurindji;*
>
> *Finally, to give back to you formally, in Aboriginal and Australian law, ownership of this land of your fathers.*

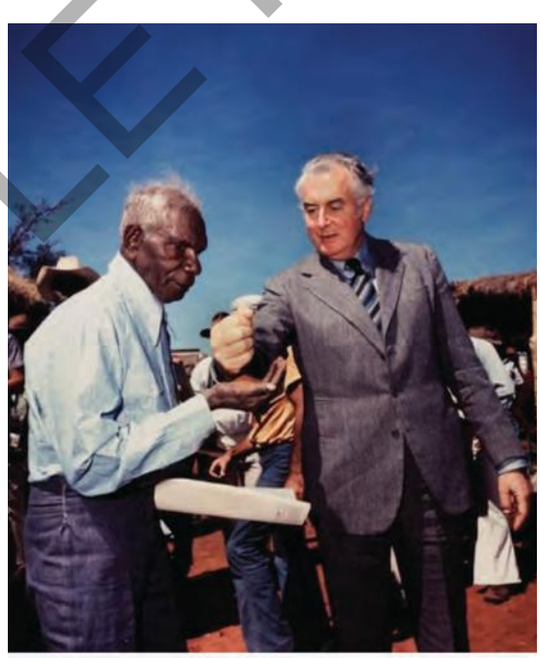
↑ Source 8.6.21 Australian Prime Minister Gough Whitlam, Wave Hill Station, 1975

After his speech, Whitlam poured a handful of earth into the hands of Vincent Lingiari in a symbolic gesture of returning the land to the Gurindji.

The NT land rights legislation was followed by similar legislation in South Australia, in 1981, and New South Wales, in 1983. If groups in these states could prove in a court that they were the traditional owners, with ongoing connection to the land, they could receive title to that land. Other states, however, continued to oppose native title, concerned about the impact it would have on economic development. Only a High Court decision could bring native title to all parts of Australia.

The Whitlam government recognised that it was difficult to bring about change at state level. The states were responsible for land management under the Constitution, and made their own laws in areas such as housing, health care and education. For Whitlam to bring his progressive ideas into full effect, he needed to find a way to force the states to follow the federal lead. This led to an important law in Australia – the *Racial Discrimination Act* – which was passed in 1975. The law drew upon Australia's obligations under the UN's Convention on the Elimination of Racial Discrimination, which it had signed. Whitlam **ratified** this international treaty in his Act, which overrode state laws under the Commonwealth's foreign affairs power. It was now illegal for anyone in Australia to favour others due to their ethnic or racial background. This provided an argument for those being denied inherited native title.

**ratification** a process of officially and legally approving a concept or proposal



↑ Source 8.6.22 Prime Minister Gough Whitlam pours soil into the hands of traditional land owner Vincent Lingiari, Northern Territory 1975, printed 1999

**Source:** Mervyn Bishop (Australia, b.1945), Type R3 photograph, 30.5 x 30.5 cm, Art Gallery of New South Wales, Hallmark Cards Australian Photography Collection Fund 1991. © Mervyn Bishop/ Department of the Prime Minister and Cabinet Photo: AGNSW 58.2000

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**Additional content**

Access the Interactive Textbook to learn how the Wave Hill walk-off was immortalised in one of Australia's most famous songs.

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## Making thinking visible 8.3

### Headlines

Write a headline about the resolution of the Wave Hill walk-off in a way that captures the most important aspects of this event.

**Key concepts:** empathy

**HASS skills:** analysing, evaluating, communicating and reflecting

## Eddie Mabo

In 1972, Eddie Koiki Mabo was planning to visit his dying grandfather on the Torres Strait island of Mer (Murray Island). Mabo had always understood Mer to be the traditional land of his people. The Queensland authorities refused his plans to visit.



↑ Source 8.6.23 Torres Strait Islander activist Eddie Koiki Mabo

Mabo's daughter Gail recalled:

> *They said Eddie was a non-Islander, because he hadn't lived there for so long. They thought he was too political and would stir up trouble . . . Six weeks later my father received a telegram saying that his father had died. My father cried. We never had the chance to meet our grandfather. My father never forgave the government authorities for this injustice. It fuelled his determination for recognition and equality in society. This began his ten-year battle for justice and political status.*

↑ Source 8.6.24 Gail Mabo

In 1981, Mabo made a speech at Queensland's James Cook University in which he explained the complex system of inheritance that governed the traditional ownership of Mer. Lawyers in the audience approached Mabo, suggesting that his claim to his land could be tested in Australia's court system.

For 10 years, Mabo fought his case in court. In doing so, he rejected more radical solutions from other activists. Mabo was determined to prove British and Australian ownership of land to be based on a long-believed fallacy.

On 20 May 1992, Mabo was the plaintiff in a High Court case to claim ownership of his traditional land. Central to the debate was the notion of *terra nullius*. The court ruled that this long-held legal notion – that Australia had belonged to no one when the British First Fleet arrived – was incorrect. It agreed with Mabo's assertion that Aboriginal and Torres Strait Islander peoples had inhabited Australia for thousands of years and could rightfully make legal claims to traditional land, just as other people inherited land from their ancestors. This decision overturned over 200 years of the Crown's claims to Aboriginal land.

Mabo did not live to see his people reclaim their land. He died at the age of 56, only months before the decision on 3 June 1992 in which the High Court of Australia decided in favour of Mabo's Meriam people.

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The High Court judges had agreed that Aboriginal and Torres Strait Islander peoples had in fact lived in Australia for thousands of years and had a rich, recognised culture that signified proof of ownership of their traditional land.

Queensland Elder Douglas Bon was overjoyed at the ruling.

> *It gave us back our pride. Until Mabo, we had been a forgotten people, even though we knew that we were in the right.*

↑ Source 8.6.25 Douglas Bon, Queensland Aboriginal Elder

However, other people around Australia were concerned that the Mabo decision would lead to land rights claims on the homes of 'ordinary' Australians. Victorian State Premier Jeff Kennett claimed that suburban backyards would be under threat. He later admitted he was wrong. Such land rights claims have never been made. It is important to clarify that the basic requirements of native title are:

- continuous and traditional association with the land
- and no previous granting of freehold title to other parties.

Any Aboriginal groups seeking to claim native title must do so under the *Native Title Act*, first passed by the Keating government in 1993. Claims are made, and must be proven, in the Native Title Tribunal, under the Federal Court of Australia. By 2024, close to 45 per cent of Australian land had been subject to some form of native title claim.



↑ Source 8.6.26 1 June 1995: (left to right) Hubert Parerduj, Herman Malbunka, Joyce Malbunka, solicitor Jane Macpherson and Alfreda Ungwanaka at the Mabo judgment in the Federal Court

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## Activity 8.11

### Check your understanding

1 Why did Eddie Mabo launch his land rights claim?

2 Why did the court rule that Mabo's case was successful?

3 What did the case change about the notion of *terra nullius*?

4 In your own words, explain why the Mabo decision was so significant in the course of the Aboriginal and Torres Strait Islander peoples' civil rights movement.

**Key concepts:** cause and effect, significance

**HASS skills:** analysing, evaluating

## Activity 8.12

### Research task

1 For this jigsaw research task, gather in pairs, choose one of the individuals in the table below to research, and then present your findings to an 'expert group'. Once everyone presents their findings, copy and complete the table with the key points.

2 For your chosen individual, research and answer the following questions:

- **a** What was their role in the civil rights movement? What did they do and when?
- **b** What do you feel was their most significant contribution?
- **c** Explain their methods of protest. Were they successful?

| Doug Nicholls | Charles Perkins | Jack Patten | Gary Foley |
|---|---|---|---|
| | | | |
| **Faith Bandler** | **Sally Russell Cooper** | **Bruce McGuiness** | **Gough Whitlam** |
| | | | |
| **Eddie Mabo** | **Paul Coe** | **Pauline Pickford** | **Vincent Lingiari** |
| | | | |

Significant individuals in the history of the Australian Aboriginal and Torres Strait Islander civil rights movement

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3 When your research task is complete, you need to meet with a panel of 'experts', who have researched the role of other Aboriginal and Torres Strait Islander activists so you can copy and complete the table. Use your collated research to answer the following questions:

- **a** Which three activists do you consider to have had the greatest impact? Explain your choices with evidence.
- **b** How have some activists benefited from the work of others? Explain your response with evidence.
- **c** How does the success of nonviolent, political and legal action compare to more public displays of defiance? What role has each one played in the development of Aboriginal and Torres Strait Islander peoples' civil rights?

**Key concepts:** cause and effect, significance

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

## Activity 8.13

### Check your understanding

1 What changes arrived with the election of the Whitlam government?
2 How was the Wave Hill walk-off resolved?
3 What was the Woodward Royal Commission?
4 What was decided in the Mabo decision?
5 Explain the importance of the *Racial Discrimination Act 1975*. Why might it be controversial today?
6 Eddie Mabo's victory in 1992 was the result of a decades-long fight for recognition. To what extent do you agree?
7 No one protest or individual can make change. Discuss the success and failure of different protest methods in the Aboriginal and Torres Strait Islander peoples' civil rights movement.

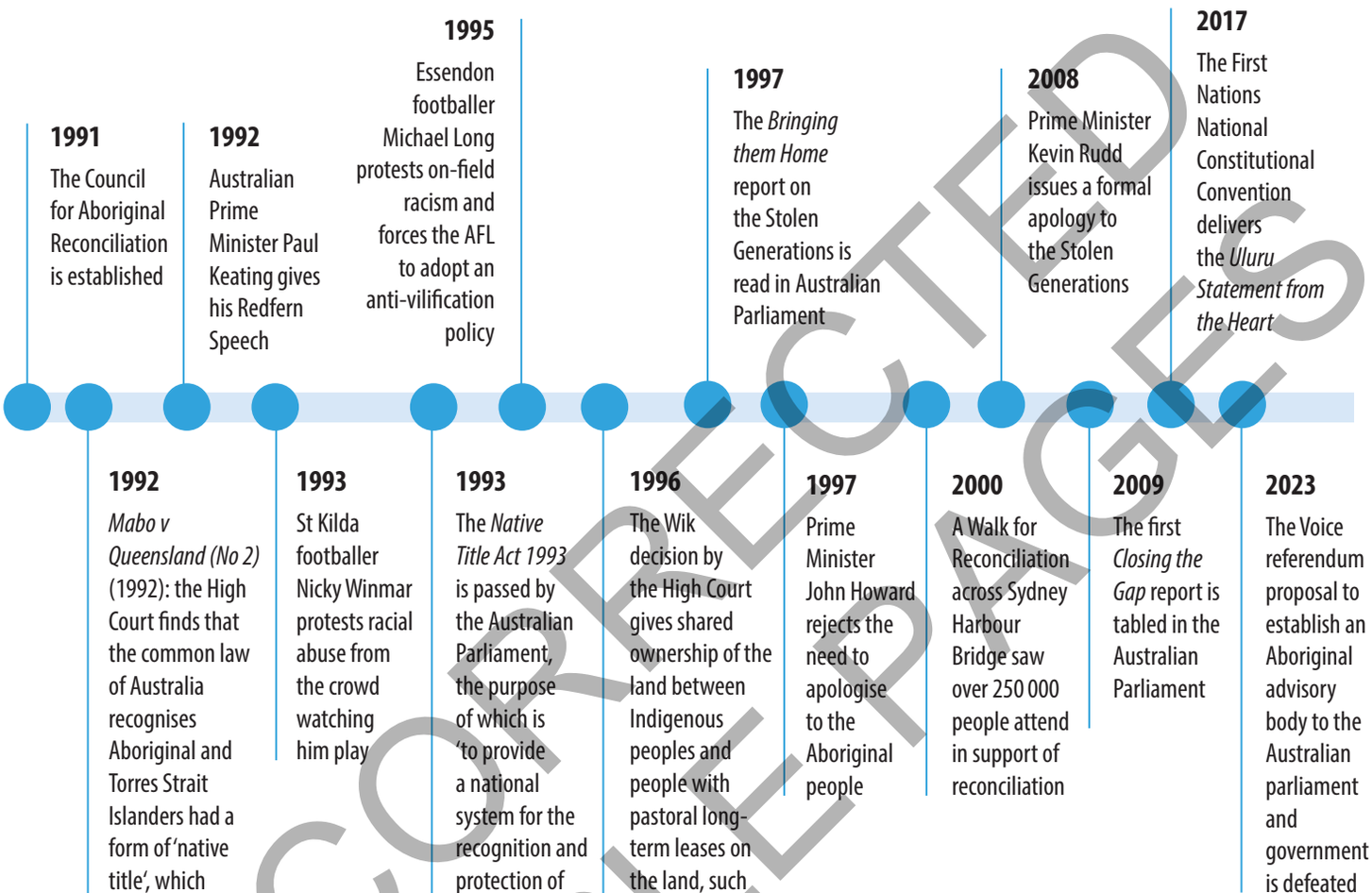
**Key concepts:** continuity and change, cause and effect, perspectives

**HASS skills:** analysing, evaluating, communicating and reflecting

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# Continuity and change for Aboriginal and Torres Strait Islander peoples

## Timeline of Aboriginal and Torres Strait Islander peoples' civil rights from 1991




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## Reconciliation

In 1987, the Labor government led by Bob Hawke decided something must be done about a rising number of complaints that Aboriginal people were dying in suspicious circumstances in police cells. It announced a Royal Commission (a major government public inquiry into an issue) into Aboriginal Deaths in Custody on 10 August 1987 in response to a growing public concern that such deaths were too common and poorly explained.

Hearings began in 1988. The commission initially set out to examine 44 specific cases but that eventually grew to 99. The Commission submitted its final report in April 1991.[23] Its findings and recommendations included the following:

- There was no evidence that the deaths were the result of deliberate violence or brutality.
- In many cases, inadequate care was a contributing factor.
- The high rate of Aboriginal deaths in custody is directly related to the high incarceration rate.
- Higher incarceration rates stem from cultural issues relating to Australia's history – a history of control and state intervention, and repeated contact with the criminal justice system over generations.
- The removal of Aboriginal children from families was a major factor in leading to criminal acts.
- The main reason for over-representation in the criminal justice system is social and economic disadvantage.
- This disadvantage is most obvious in remote regions.

This report convinced the Australian Government that it was necessary to resolve the broader issues regarding Aboriginal and Torres Strait Islanders in Australia, and the first step was to recognise the historical factors that created disadvantage, and work to change not only laws but also social attitudes in the broader society. It had become clear that, despite the progress of previous decades, there were huge disparities between social, economic and legal outcomes for Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians.

*One of the fundamental lessons of the royal commission was that Aboriginal people die in custody too often because they're in custody too often and we need to stop locking up people for minor offences.*

↑ Source 8.6.27 Jonathon Hunyor, lawyer (https://www.creativespirits.info/aboriginalculture/law/royal-commission-into-aboriginal-deaths-in-custody)

The path to **reconciliation** between Aboriginal and Torres Strait Islander peoples and the broader Australian community has been a slow and, arguably, still unfinished journey. Successive Australian governments have been reluctant to set clear and definite goals to improve the lives of Aboriginal and Torres Strait Islander peoples. Existing prejudices within the Australian community as a whole have also made progress difficult. Aboriginal and Torres Strait Islander peoples have long fought, not only to be recognised legally, but to be recognised socially as well. Racism is not a uniquely Australian problem – it exists in every corner of the globe and must be challenged by leaders and individuals just as many have done so throughout Australia's history.

**reconciliation** the process of restoring peaceful or friendly relationships after a period of conflict or trouble

**bicentenary** 200-year anniversary

## The Council for Reconciliation: 1991

The 1980s was a decade of slow progress for Aboriginal and Torres Strait Islander peoples. While the outcomes of the Mabo decision were still pending, the victories of the 1970s had inspired many to seek the return of their land. However, few native title claims had made any meaningful progress. On 26 January 1988, more than 40 000 people, including Aboriginal and Torres Strait Islander peoples and non-Indigenous people from across Australia, protested as Australia celebrated its **bicentenary**. It had been 200 years since the landing of the First Fleet. The size

23 *Royal Commission into Aboriginal deaths in custody – Creative Spirits*, retrieved from https://www.creativespirits.info/aboriginalculture/law/royal-commission-into-aboriginal-deaths-in-custody

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of this protest was significant, marking a date that many Aboriginal and Torres Strait Islander peoples see as the start of an invasion, and also criticising the lack of action from the Australian Government towards improving the lives of Aboriginal and Torres Strait Islander peoples.



↑ Source 8.6.28 Sydney, 26 January 1988: Aerial view of a flotilla of ships in Sydney Harbour as part of the Parade of Sails, an event in honour of Australia's Bicentennial




↑ Source 8.6.29 Protestors at a rally during the 1988 Australian Bicentennial year

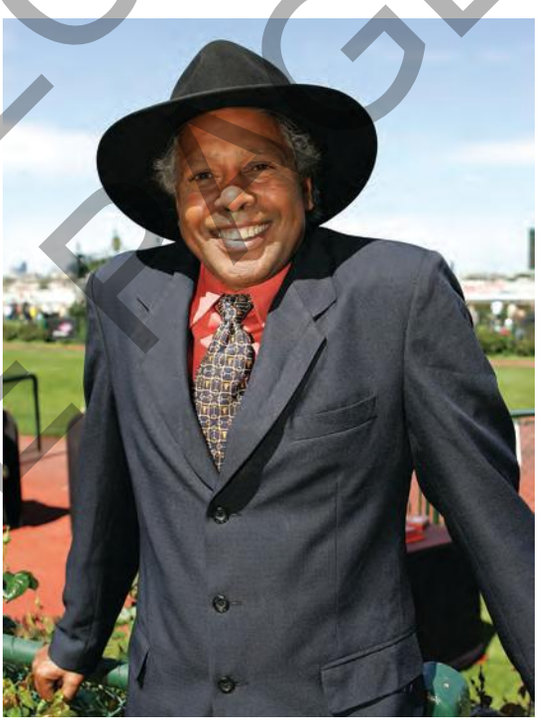
**Council for Reconciliation** organisation created by the Australian Government in 1991 to raise public awareness and consult on a 'Document of Reconciliation' within a 10-year period

The **Council for Reconciliation** was established in 1991 as a direct result of the *Report into Aboriginal Deaths in Custody*. It was obvious that much deeper social problems needed to be tackled within the Australian community. This needed to start with a process of reconciliation. Over its 10-year existence, the council created media campaigns, public information services and education programs that sought to bring the wider Australian community together with Aboriginal and Torres Strait Islander peoples so that they could share a dialogue about the past and the future.

Years later, Australian actor Ernie Dingo would sum up the need and purpose of the reconciliation movement, particularly the purpose it served for non-Indigenous Australians.

> *Reconciliation is not for Aboriginal people. Reconcile the injustices that your forefathers have done, sit down, think about it, talk about it, get it out of the way and we'll acknowledge your apology and move on. You want to bridge the gap? Try it from our angle.*

↑ Source 8.6.30 Actor Ernie Dingo on the reconciliation movement (https://www.sbs.com.au/nitv/article/2016/05/27/10-selfdeterminationvic-take-away-moments)



↑ Source 8.6.31 Ernie Dingo, Aboriginal activist, actor and media personality

## The Redfern Speech: 1992

On 10 December 1992, Australian Prime Minister Paul Keating made a landmark speech in Redfern. It was the first time an Australian political leader had acknowledged the devastating impact of white settlement on Aboriginal and Torres Strait Islander peoples.

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> *... the starting point might be to recognise that the problem starts with us non-Aboriginal Australians. It begins, I think, with that act of recognition. Recognition that it was we who did the dispossessing. We took the traditional lands and smashed the traditional way of life. We brought the diseases. The alcohol. We committed the murders. We took the children from their mothers. We practised discrimination and exclusion. It was our ignorance and our prejudice. And our failure to imagine these things being done to us.*

↑ Source 8.6.32 Australian Prime Minister Paul Keating

## Activity 8.14

**Check your understanding**

1. Examine Paul Keating's Redfern Speech. What stands out to you?
2. Consider what you have learned to this point. What events and practices of the past is Keating referring to?
3. What do you see as the main significance of this speech?

**Key concepts:** sources, evidence, significance

**HASS skills:** analysing, evaluating

## Reconciliation in sport

Aboriginal and Torres Strait Islander peoples and migrants to Australia have long excelled in sporting fields. Sport is a central pillar of the Australian identity. Aboriginal and Torres Strait Islander athletes who played in the Australian Football League (AFL) – pioneers like Polly Farmer, Maurice Rioli and the brothers Jim and Phil Krakouer – were trailblazers who forged legendary careers despite all of them suffering racist abuse from beyond the fence.

By 1993, Aboriginal and Torres Strait Islander players had been well established within the AFL, but a 1993 players' survey found that 36 per cent of all AFL players had racially abused an opponent.

Collingwood player Tony Shaw later stated:

> *I'd make a racist comment every week if I thought it would help win the game.*

↑ Source 8.6.33 Collingwood footballer Tony Shaw (https://www.theguardian.com/sport/2018/apr/17/black-and-proud-remembering-the-day-nicky-winmar-changed-footy-forever)

↓ Source 8.6.34 Melbourne, 1990: (left to right) Dale Kickett, Gilbert McAdam and Nicky Winmar of the St Kilda Saints pose following an AFL match




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**Noongar** collective term often used to refer to Aboriginal people from south-western Western Australia

On 17 April 1993, legendary St Kilda footballer and **Noongar** man Nicky Winmar decided to take a stand against racism. His team were playing against the Collingwood Football Club at their home ground of Victoria Park. The Collingwood supporters' cheer squad had a reputation for racial abuse. Winmar and his teammate Gilbert McAdam were watching the reserves game (a curtain-raiser to the senior game) on the sidelines when the crowd began abusing them. As McAdam recalls:

> *I don't want to say what it was, but it was full-on. I'll just say that it was racial and it was bad – it was terrible.*

↑ Source 8.6.35 Gilbert McAdam (https://www.theage.com. au/sport/afl /the-day-nicky-winmar-drew-the-line-20130416- 2hydd.html)

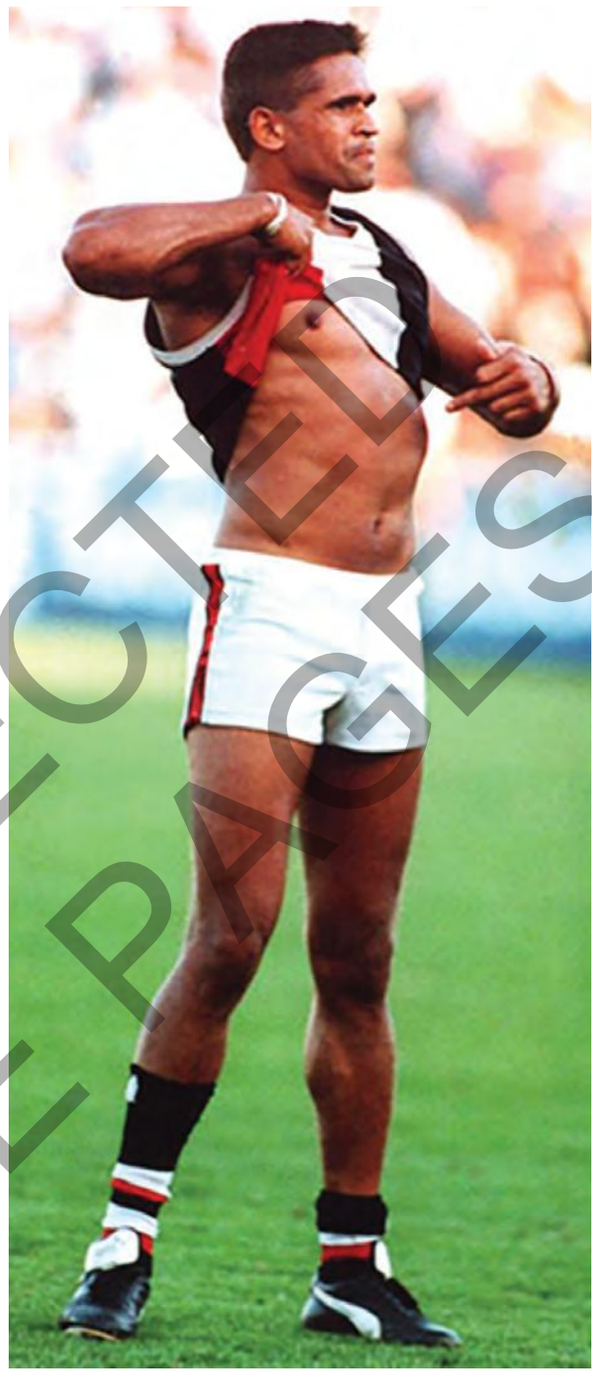
Winmar went on to star in a 22-point win over Collingwood. The abuse from the cheer squad and around the ground only intensified after the final siren. The St Kilda player decided to make a clear stand. Facing the cheer squad, he lifted his jumper and pointed to his chest, stating, 'I'm black and I'm proud to be black!'

The image was captured by a newspaper photographer and plastered across the front page of the following day's paper. The reaction to the incident was varied. While the majority of the public came to support Winmar's stance, Alan McAlister, the President of Collingwood Football Club, issued a statement that said, in part:

**blackface** racist act in which a non-black person paints their face black to caricature black people – blackface's origins come from the US, where white performers often played derogatory representations of African Americans while wearing black makeup

> *As long as they conduct themselves like white people, well, off the field, everyone will admire and respect . . . As long as they conduct themselves like human beings, they will be all right. That's the key.*

↑ Source 8.6.37 Alan McAlister, President, Collingwood Football Club (https://www.smh.com.au/opinion/afl-the-ugly-game-of-enlightened-racism-20130416-2hy9b.html)



↑ Source 8.6.36 The iconic moment Nicky Winmar raised his jumper and pointed to his chest in the face of racist abuse from the crowd

Winmar would play in an AFL grand final years later and end up playing for the Western Bulldogs in following years. As a Bulldogs player, he was set to appear on the controversial *Footy Show* television program in 1999. When he did not turn up for his interview, panellist Sam Newman appeared before the audience in **blackface**.

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## Activity 8.15

### Check your understanding

1 Reflect on the words of Collingwood president Alan McAlister and the actions of popular television personalities like Sam Newman. Compare them with what you have learned about attitudes towards Aboriginal and Torres Strait Islander peoples over the previous decades. What stands out to you?

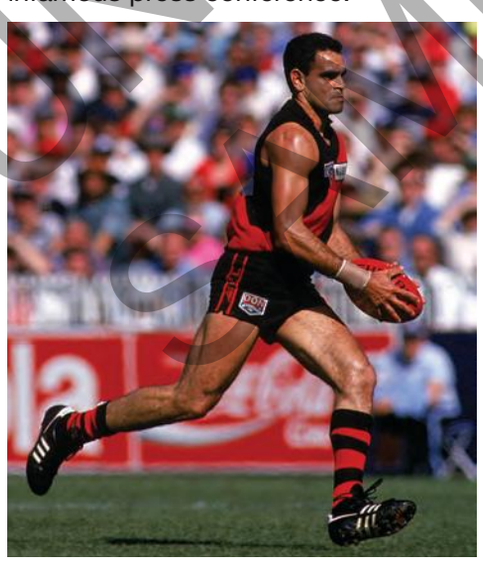
2 How do attitudes like this help explain the inaction of Australian politicians in recent decades when Aboriginal and Torres Strait Islander peoples have demanded an improvement in their lives?

**Key concepts:** sources, evidence, empathy

**HASS skills:** analysing, evaluating

### Michael Long: 1995

Tiwi Islander Michael Long was a longstanding star player of the Essendon Football Club. In 1995, during the first-ever AFL match held as part of national Anzac Day celebrations, Collingwood player Damien Monkhorst racially abused Long on the field. Long decided to make an official complaint to the AFL. At the time, the AFL had no policy to deal with racist abuse on field. After a long meeting between the two players and AFL management, the two men were asked to shake hands for news media cameras. Long appeared furious. Ross Oakley, CEO of the AFL in 1995, remembers the infamous press conference.



↑ Source 8.6.38 Melbourne Cricket Ground, 1993: Michael Long in action during the AFL Preliminary Final match between the Essendon Bombers and the Adelaide Crows




↑ Source 8.6.39 Damien Monkhorst and Michael Long immediately after the two players met with the AFL to discuss Monkhorst's on-field racist abuse of Long

> *It all went wrong from that point. When the two players came out of the room, after what seemed ages, to face the impatient media, our assumption was that the matter had been resolved and an apology had been offered. It later emerged that this was not the case, and Long was seething. Monkhorst had not apologised. Long made no comment to those of us waiting outside the room. Without further discussion, Long, Monkhorst and I went to a press conference. It turned out to be an embarrassment for all present. Long remained deeply angered by what had happened and it clearly showed on his face.*

↑ Source 8.6.40 Ross Oakley, former AFL CEO (https://www.essendonfc.com.au/news/710993/long-incident-was-a-turning-point)

Long did not give in to the staged gesture of reconciliation. Migrant and Aboriginal and Torres Strait Islander players across the league began to

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demand action. Oakley describes the response to these demands:

> *Long's actions set in motion a profoundly transformative chain of events. The League's Indigenous players were beginning to demand action . . . Immediately afterwards I organised to interview every Indigenous player in the League. I wanted to understand first-hand the scope of the problem and get a sense of how we could handle any future racial abuse.*

↑ Source 8.6.41 Ross Oakley, former AFL CEO (https://www.essendonfc.com.au/news/710993/long-incident-was-a-turning-point)

***Bringing them Home*** Australian Government report dedicated to uncovering the impact of the Stolen Generations

As a result of Long's protest, Oakley was to learn of the scale of racial abuse faced by migrant and Aboriginal and Torres Strait Islander players. He immediately introduced the league's Racial Vilification Code, which coupled penalties for serial offenders with educational support. The AFL followed up with an advertising campaign to educate supporters of the game, including the threat to evict supporters who racially abused players.

## Activity 8.16

### Check your understanding

1 Why did Michael Long take a stand against racist abuse?
2 What do you think Long learned from Nicky Winmar's experience? How do you think that guided his actions?
3 Read through the reflections of AFL CEO Ross Oakley. What was the significance of Michael Long's protest?
4 What do the experiences of players like Long, Winmar and others tell us about the broader struggle that faced Aboriginal and Torres Strait Islander activists in the 1990s?
5 What is the significance of the protests made by AFL players in the 1990s? Consider the popularity of sport in the Australian community and the potential it has for moving the cause of reconciliation forward.

**Key concepts:** sources, evidence, continuity and change, cause and effect, significance, empathy

**HASS skills:** analysing, evaluating

## The *Bringing them Home* report: 1997

In 1997, an Australian Government report into the effects of the policy of removing Aboriginal and Torres Strait Islander children from their families was read in Federal Parliament. The ***Bringing them Home*** report revealed the statistical and personal impact of the forced removal of the Stolen Generations. A key plank in the path towards reconciliation, this report was instrumental in sharing the stories of forced removals with the wider Australian public, who would have otherwise been unaware. Several politicians wept as they read personal accounts from individuals as the policy was, for the first time, properly examined and questioned in public.

Among the *Bringing them Home* report's key findings were:

- between 1910 and 1970, approximately between 1 in 3 Aboriginal and 1 in 10 Torres Strait Islander children were forcibly removed from their families
- 1 in 5 of those Aboriginal and Torres Strait Islander children were fostered or adopted
- 1 in 10 of those Aboriginal and Torres Strait Islander children were sent to institutions, and had reported being sexually abused at those institutions
- many of those children were never paid wages for their labour as apprentices, domestics and farm boys
- under international law, policies of forcible removal amounted to genocide after 1946, and racial discrimination after 1950.

Significantly, the report highlighted the generational impact of forced removal – the children and grandchildren of the Stolen Generations had also suffered

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as a result of these policies. The report found that descendants of the Stolen Generations were:

- 50 per cent more likely to be charged by police
- 30 per cent less likely to be in good health
- 10 per cent less likely to have a job.

The authors of the report recommended that the Australian Government fund and establish a service that allowed members of the Stolen Generations to find and connect with lost family members. It also recommended an official acknowledgement of these policies and an apology for their effects from all Australian state and federal governments. All states and territories issued apologies soon after, but there was a long period during which the Australian Government refused to apologise.

## Activity 8.17

### Class discussion

1 Search online for a copy of the *Bringing them Home* report and download it (you don't need to read the whole report – it's long!). Search through the report for the section titled, 'The effects of separation from the Indigenous community'. Read this section and collect two examples that detail the impact of the forced removals. Report back to your class and share what you have found. What is your reaction?

2 The report's use of the word 'genocide' was controversial. Why was the word used? What are your thoughts? Do these policies and their effects compare with other genocides that have taken place in other parts of the world in the past? How are they different? How are they similar?

**Key concepts:** sources, evidence, perspectives, empathy

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

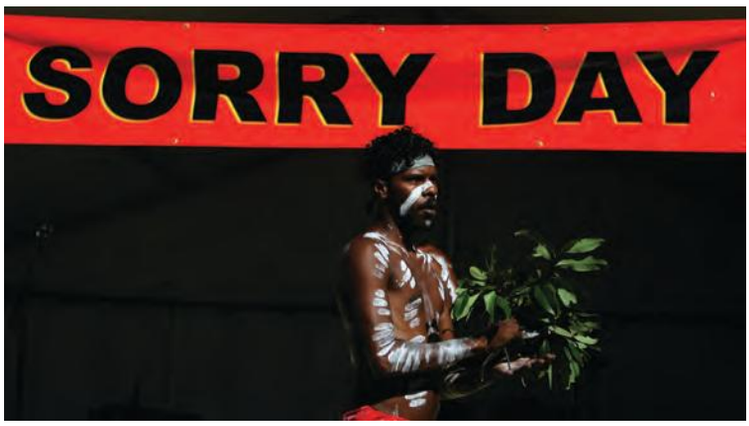
## Saying Sorry: 2001–08

In 1997, Australian Prime Minister John Howard refused the report's recommendation to apologise to Aboriginal and Torres Strait Islander peoples on behalf of the Australian Government. He issued a statement that expressed regret for the actions of the past, but stopped short of apologising. Howard's position was that modern Australians should not be made to feel sorry for the actions of their ancestors, a position he called 'a black armband view of history'. At the time, he stated:

> *The Australian people know that mistakes were made in the past, the Australian people know that injustices occurred, the Australian people know that wrongs were committed . . . But for the overwhelming majority of the current generations of Australians, there was no personal involvement of them or of their parents and to say to them that they are personally responsible and that they should feel a sense of shame about those events, is to visit upon them an unreasonable penalty and an injustice.*

↑ Source 8.6.42 Australian Prime Minister John Howard

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↑ Source 8.6.43 National Sorry Day 2007 marked 10 years since the release of the *Bringing them Home* report into the Stolen Generations

At the **Aboriginal Reconciliation Convention** in the same year, Howard gave a speech on reconciliation. As his speech began, Aboriginal and Torres Strait Islander peoples and non-Indigenous members of the audience stood and turned their backs on the Prime Minister as an act of protest.

**Aboriginal Reconciliation Convention** 1997 forum for Australians to gather and discuss Indigenous issues. Almost 1800 people attended, including lawyers, teachers, health workers, religious leaders, government officials and students.

**Sorry Day** national march in 1998 to demand an official apology to the Stolen Generations – Sorry Day still exists today to remember and commemorate Aboriginal and Torres Strait Islander peoples

## Activity 8.18

### Saying sorry – class discussion

1 Stop and share Prime Minister John Howard's quote with a partner in your class. Howard's position was controversial, but it is one he still stands by today. What is your view? Why would Howard make such a claim? What would be the counter-argument to his position?

2 Why do you think attendees at the Aboriginal Reconciliation Convention turned their backs on the Australian Prime Minister?

**Key concepts:** sources, evidence, perspectives, empathy

**HASS skills:** analysing, evaluating, communicating and reflecting

## The Sydney Olympics: 2000

The refusal of the Australian Government to offer an apology to Aboriginal and Torres Strait Islander peoples led to the first national **Sorry Day** protest in 1998. These protests would continue annually for 10 years. It was in 2000, however, that the demand for an apology placed Australia on the world stage.

With Sydney as the host of the 2000 Olympic Games, Australia was on the global stage, ushering the world into the new millennium. Months earlier, at the annual Sorry Day protest, 300 000 Australians had marched across Sydney Harbour Bridge and in other capital cities around the country, seeking an apology. During the Olympics, many people took the opportunity to raise their demands for an apology before a global audience. At the Olympic opening ceremony, rock band Midnight Oil took to the stage in black clothing branded with the word 'Sorry'. Later, after winning the gold medal for the 400 metres race, Aboriginal athlete Cathy Freeman ran a victory lap carrying both the Australian and the Aboriginal flags. Public debate was once again stimulated about the rights of Aboriginal and Torres Strait Islander peoples to express their identity and to push the case for reconciliation forward.




↑ Source 8.6.44 Sydney, 2000: Sky-writers trace the word 'Sorry' above the Sydney Opera House during the Sorry Day protests

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↑ Source 8.6.45 Sydney, 25 September 2000: Cathy Freeman after winning the 400 metres race at the Sydney Olympics

## The Intervention

In 2007, in response to reports of child neglect in Aboriginal and Torres Strait Islander communities in the Northern Territory, one of the last acts of the Howard government was to launch **The Intervention** into Aboriginal communities. Directly targeting 73 Aboriginal and Torres Strait Islander communities in the Northern Territory, the results of this policy included:

- withholding and controlling the spending of 50 per cent of welfare payments from Aboriginal and Torres Strait Islander welfare recipients
- banning alcohol and pornography
- increasing police presence in Aboriginal and Torres Strait Islander communities in the Northern Territory
- enforcing compulsory health checks for all Aboriginal children
- granting power to the Australian Government to ignore the property rights of Aboriginal and Torres Strait Islander people, and act in direct contravention of the *Racial Discrimination Act*.

The Intervention was a controversial act. While some saw it as an attempt by the Australian Government to control the lives of Aboriginal and Torres Strait Islander peoples, the 2007 ***Little Children are Sacred*** report painted a picture of a genuine emergency in some communities. Others believed that some action, rather than none, was important. Interestingly, The Intervention only acted upon two of the 97 recommendations made in the *Little Children are Sacred* report.




↑ Source 8.6.46 Large sign detailing acts of criminally offensive conduct in the Northern Territory, part of the Northern Territory Intervention effort initiated by the Australian Government

Aboriginal activist Marcia Langton was one voice who came out in support of The Intervention.

> *There's a cynical view afoot that the emergency intervention was a political ploy – a Trojan Horse – to sneak through land grabs and some gratuitous black head-kicking disguised as concern for children. These conspiracy theories abound, and they are mostly ridiculous. Those who did not see The Intervention in the Northern Territory coming were deluding themselves.*

↑ Source 8.6.47 Professor Marcia Langton (https://www.abc.net.au/news/2008-02-13/long-journey-to-national-apology/1041564)

***Little Children are Sacred***
2007 Australian Government report which stated that neglect of children in Aboriginal communities had reached crisis levels, demanding that it 'be designated as an issue of urgent national significance by both the Australian and Northern Territory governments'

**The Intervention**
set of Australian Government policies enforcing strict controls on the lives of Aboriginal and Torres Strait Islander peoples in the Northern Territory, established in response to the *Little Children are Sacred* report, which found conditions for Aboriginal and Torres Strait Islander children in remote communities to be at 'crisis levels'

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The Intervention would be built upon by Australia's next Prime Minister, Kevin Rudd. A decade later, a review of The Intervention reported some improvements in the health of children and adult members of these communities, but many people point out that very little had changed socially and economically, and that many of the problems outlined in the 2007 report remained. Issues with community violence remain a concern, and in recent years the prison population of Aboriginal and Torres Strait Islander peoples in the Northern Territory has exploded.

## Activity 8.19

### Check your understanding

Compare the intentions of The Intervention and Marcia Langton's response.

1 What do the intentions of The Intervention remind you of?
2 Why do you think Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians may have been concerned by The Intervention?
3 What do you think Marcia Langton means by the term 'Trojan Horse'?
4 What do you think about her response to The Intervention? What message is she trying to communicate?
5 What impact do you think The Intervention would have had on the process of reconciliation?



↑ Source 8.6.48 Activist and academic Marcia Langton

**Key concepts:** sources, evidence, continuity and change, cause and effect, perspectives, empathy

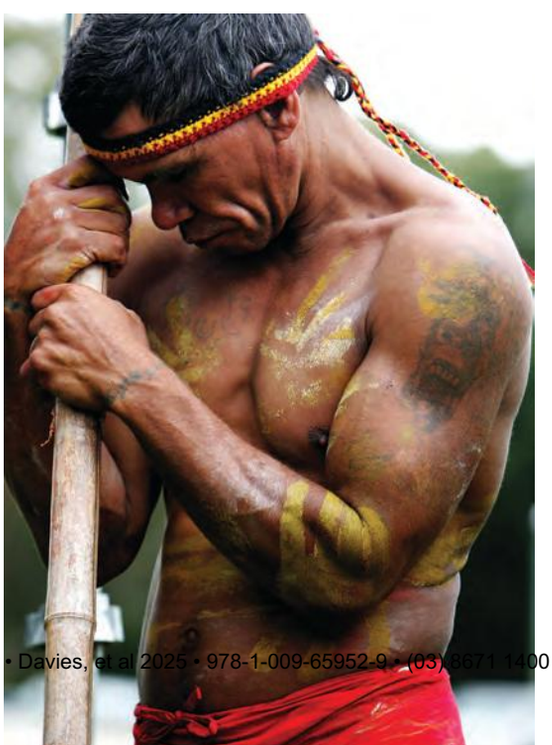
**HASS skills:** analysing, evaluating, communicating and reflecting

## The Apology: 2008

**Video**

↑ Source 8.6.49 Extract from former Prime Minister Rudd's 'Sorry' speech

In 2008, newly elected Prime Minister Rudd made good on an election promise and moved a motion in the Federal Parliament that, in recognition of the recommendations of the *Bringing them Home* report, apologised to the Stolen Generations.



➜ Source 8.6.50 Canberra, 13 February 2008: A man bows his head on the Australian Parliament lawn as Australian Prime Minister Kevin Rudd delivers an apology to Aboriginal and Torres Strait Islander peoples for injustices committed over two centuries of white settlement

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'The time has now come for the nation to turn a new page in Australia's history by righting the wrongs of the past and so moving forward with confidence to the future.

We apologise for the laws and policies of successive Parliaments and governments that have inflicted profound grief, suffering and loss on these our fellow Australians.

We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their country.

For the pain, suffering and hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry.

To the mothers and the fathers, the brothers and the sisters, for the breaking up of families and communities, we say sorry.

And for the indignity and degradation thus inflicted on a proud people and a proud culture, we say sorry.

We, the Parliament of Australia respectfully request that this apology be received in the spirit in which it is offered as part of the healing of the nation.

For the future we take heart; resolving that this new page in the history of our great continent can now be written.

We today take this first step by acknowledging the past and laying claim to a future that embraces all Australians.

A future where this Parliament resolves that the injustices of the past must never, never happen again.'[24]

**Australian Prime Minister Kevin Rudd, 'Apology to Australia's Indigenous Peoples'**

Around the country crowds gathered in front of big screens. Schools held assemblies and people stopped what they were doing to watch the speech that finally, it seemed, made a crucial step forward in the process of reconciliation.




← Source 8.6.51 Melbourne, 13 February 2008: Thousands of people gather in Melbourne's Federation Square to watch Prime Minister Kevin Rudd deliver an historic apology to the Aboriginal and Torres Strait Islander peoples of Australia for injustices committed over two centuries of white settlement

24 https://www.australia.gov.au/about-australia/our-country/our-people/apology-to-australias-indigenous-peoples

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## Activity 8.20

**Check your understanding**

1 Examine the Apology speech in detail. What did Prime Minister Kevin Rudd apologise for?
2 Consider what you have learned so far. Why is this apology so significant?
3 Some people within the Aboriginal and Torres Strait Islander community did not feel the apology went far enough. What do you think could be missing from this apology?

**Key concepts:** sources, evidence, significance, perspectives

**HASS skills:** analysing, evaluating, communicating and reflecting

## Continuity and change

In Kevin Rudd's famous Apology speech he stated that:

> *The time for denial and the time for delay is over ... human decency demands we step forward and right a historical wrong.*

↑Source 8.6.52 A quote from Kevin Rudd's Apology speech in 2007

Has this taken place?

Since the Apology to Aboriginal and Torres Strait Islander peoples, the fight for rights and freedoms has been somewhat completed. However, many argue that the fight is not over. Should the Australian Government sign a treaty with Aboriginal and Torres Strait Islander peoples? Should Aboriginal and Torres Strait Islander peoples officially be acknowledged and recognised within the Australian Constitution as the original inhabitants of the country?



↑ Source 8.6.53 Prime Minister Kevin Rudd delivering the Apology speech to parliament and the nation

These debates have continued while the plight of ordinary Aboriginal and Torres Strait Islander peoples still requires urgent attention.

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## Lesson 8.6 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

Go online to access the interactive section review and more!

### 8.6 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 Why was the Council for Reconciliation established in 1991?
2 What was the Redfern Speech?
3 Why was Nicky Winmar a significant individual?
4 Why was Michael Long a significant individual?
5 What did the *Bringing them Home* report investigate?
6 Why did Australian Prime Minister John Howard refuse to apologise to Aboriginal and Torres Strait Islander peoples?
7 What was significant about the 2000 Olympics for Aboriginal and Torres Strait Islander peoples?
8 What did The Intervention aim to achieve?
9 Who did Australian Prime Minister Kevin Rudd apologise to in his 2008 speech?

#### Interpret

10 What do Nicky Winmar 's and Michael Long's protests against the behaviour of AFL players and crowds say about the changes that need to occur in society to realise reconciliation?
11 Explain the relationship between the *Bringing them Home* report and subsequent actions of the federal government.

#### Argue

12 Kevin Rudd's apology did not go far enough. To what extent do you agree?

### Apply

1 Cathy Freeman's historic win at the 2000 Olympics was significant for her celebration of Aboriginal and Torres Strait Islander peoples' culture. Investigate Freeman's motivation for celebrating with both the Australian and Aboriginal flags. What does it tell you about the momentum that had grown for Aboriginal and Torres Strait Islander peoples' recognition by 2000?

**Key concepts:** continuity and change, cause and effect, significance, perspectives

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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8.7

# Contemporary developments in Aboriginal and Torres Strait Islander rights

## Focus question

**What are the most recent developments in Aboriginal and Torres Strait Islander rights?**

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Since the Rudd Apology, efforts to improve the position of Aboriginal and Torres Strait Islanders in society have continued. Governments, and institutions such as schools, have developed policies and programs to promote acceptance and understanding of Indigenous culture. Most of us are now familiar with 'Welcomes to Country', NAIDOC week and the AFL's Indigenous round. However, Aboriginal and Torres Strait Islander people still face many challenges that relate to their race, and the historical treatment their communities faced. The recent Voice Referendum defeat and the curfews in Alice Springs have deflated the movement to address these challenges. There are, however, a number of recent developments that have had a considerable impact in furthering reconciliation and combating the disadvantage experienced by Aboriginal and Torres Strait Islander people.

**Closing the Gap** Australian Government strategy that aims to reduce disadvantage among Aboriginal and Torres Strait Islander peoples with respect to life expectancy, child mortality and access to early childhood education

## Closing the Gap

An Australian Government initiative has endeavoured to 'close the gap' between Aboriginal and Torres Strait Islander peoples and non-Indigenous people. The 'gap' refers to the statistical difference between Indigenous and non-Indigenous Australians in many different areas of Australian society – for instance, in life expectancy, school graduation or incarceration rates. Targets are set, and policies are developed to reach these targets. The National Indigenous Australians Agency monitors the impact of these policies, and a report is delivered each year, outlining progress towards the targets.

> ***Closing the Gap*** *aims to improve the lives of all Aboriginal and Torres Strait Islander Australians. Since 2008, Australian governments have worked together to deliver better health, education and employment outcomes for Aboriginal and Torres Strait Islander people, and to eliminate the gap between Indigenous and non-Indigenous Australians.*

↑ Source 8.7.1 From the 2019 *Closing the Gap* report

The 2019 *Closing the Gap* report to Federal Parliament indicated that improvements had been made with respect to enrolling Aboriginal and Torres Strait Islander children in early childhood education and that Year 12 graduation

rates have improved. However, the following targets were still, over a decade in place, not on track:

- Aboriginal and Torres Strait Islander peoples' life expectancy was still significantly lower than that of non-Indigenous Australians.
- School attendance rates for Aboriginal and Torres Strait Islander children were still significantly below those of non-Indigenous children.
- Targets for increasing Aboriginal and Torres Strait Islander peoples' literacy, numeracy and employment were not on track.

Over two decades on from the *Bringing them Home* report, a significant number of Aboriginal and Torres Strait Islander children are living away from their families in state or 'out of home' care. A 2017 report to the Federal Parliament noted that Aboriginal and Torres Strait Islander children are about nine times more likely to be removed from their families by authorities, compared with their non-Indigenous peers, and that around 15 000 Aboriginal and Torres Strait Islander children are in state care.[25] Aboriginal and Torres Strait Islander community Elders have warned that another Stolen Generation is being created. However, the response from the federal government in 2017 was:

> *Where children are genuinely at risk, are being neglected or abused, the state has a responsibility to take action and that should be regardless of whether a child is Indigenous or non-Indigenous.*

↑ Source 8.7.3 From 'Bringing Them Home: 20 years after report, Indigenous children worse off than before', ABC News

The most recent targets were set in 2020, to be achieved by 2031. A snapshot of these targets can be seen in Source 8.7.2.

## Activity 8.21

**Check your understanding**

1. Examine the statistics in Source 8.7.2, taking careful note of the Legend. Overall, how successful has the government been in recent years in improving the lives of Aboriginal and Torres Strait Islander peoples?
2. Why do you think some targets are not being met?
3. What links can you see between some of these targets? For instance, there would seem to be a link between the proportion of children in out-of-home care and the low result in children being developmentally on track when they start school.
4. How might historical factors be influencing these staistics?

**Key concepts:** sources, evidence

**HASS skills:** analysing, evaluating, communicating and reflecting

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← Source 8.7.2 The 2024 Summary of progress towards Closing the Gap targets, from the Australian Government's Productivity Commission

## Connecting History and Economics

Use the data in Source 8.7.4 to identify, describe and explain the government's role in the economy. What government spending or policies could be reviewed to achieve more of these goals in the target time frame?




↑ Source 8.7.4 Understanding the data landscape and Life expectancy gap nationally

**Key concepts:** economic performance, living standards, making choices, cause and effect

**HASS skills:** analysing, evaluating

25 https://www.abc.net.au/news/2017-05-26/bringing-them-home-report-20-years-on-children-worse-off/8560568

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## Contemporary debates

Where to from here? The process of reconciliation has been slow to acknowledge the crimes and mistakes of the past. There still remain a number of challenging issues that serve to create social, legal and economic gaps between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians.

Read about the following contemporary issues and choose one to investigate in the digital edition of this book.

### Adam Goodes

Two-time AFL Brownlow medallist and Australian of the Year Adam Goodes spent two years being booed by crowds around the nation. This booing started immediately after Goodes had stopped play to call out racist abuse from the crowd, and after, in a later game, he had performed a traditional Aboriginal war dance in response to scoring a goal.

Public debate exploded over exactly why Goodes was being booed. Was it racism? In 2019, the documentary *The Final Quarter* was released, attempting to explain the public's reaction to Adam Goodes and the issues of racism in Australian society.

### Change the date

In 2017, popular national youth radio station Triple J announced it would no longer play its annual Hottest 100 list of the most popular songs of the year on Australia Day. Given the rising debate about what Australia Day (or Invasion Day) means to Aboriginal and Torres Strait Islander peoples, the station asked their listeners to vote. Around 60 per cent of Triple J listeners voted to move the Hottest 100 to another date. Significant public debate immediately followed. Should all Australians respect the concept of Invasion Day? Or should the day the British First Fleet arrived on Australian shores remain Australia's national day of celebration?

Adam Briggs, a prominent Aboriginal musician and activist, summed up the debate from the Aboriginal and Torres Strait Islander peoples' perspective:

> *They tell us to 'get over it, forget it and move on!' Move on? Well, Gallipoli was about 100 years ago, so let's f—ing move on from that too!*

↑ Source 8.7.5 Adam Briggs (https://www.smh.com.au/entertainment/lunch-with-briggs-its-a-new-conversation-20180111-h0gt7q.html)



↑ Source 8.7.6 Rapper, writer, comedian, actor and activist Adam Briggs

## First Nations peoples and the law

In 2010, 21-year-old Josh Warneke's body was found by a road in Broome, Western Australia. Two years later, police interviewed 20-year-old Aboriginal man, Gene Gibson, about the death. Gibson has a cognitive impairment and limited English language proficiency. No interpreter was present at the interview and no camera was used to record it.

After three hours, Gibson admitted assaulting Warneke. Mr Gibson sought legal advice at his interview, and Legal Aid suggested that no further questions be answered. The interview continued. A further interview, and a re-enactment took place in Broome, without interpreter or legal advice.

FPO

**Additional content**

For a case study on contemporary social debate about Indigenous issues, centred on former AFL footballer Adam Goodes, access the Interactive Textbook.

FPO

**Additional content**

For a case study on contemporary legal debate about Indigenous issues, centred around the 'change the date' movement, access the Interactive Textbook.

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At trial, the Supreme Court judge ruled the interviews inadmissible, but Gibson pleaded guilty to manslaughter, rather than face a murder charge, and was sentenced to over seven years imprisonment. Warneke's mother, Ingrid Bishop, later became convinced the police had made a mistake, and used the media to pressure police and the government to revisit the case and hold an inquiry.

In 2017, after five years in jail, Gibson had his conviction overturned by the WA Court of Appeal, where it was ruled that he had no proper understanding of the legal process, and had confessed under persuasion, without proper legal advice.

In 2023, a 16-year-old Aboriginal boy in Perth's Casuarina Prison was found dead in his cell by prison officers. This was after he had twice used the intercom seeking assistance. An inquest into his death found 'significant' failures in the treatment of juveniles, and Aboriginal juveniles in particular, in Western Australia's prisons. Since the inquest, the Corrective Services minister has been replaced and a prison officer suspended. Unit 18, which had been used to house juveniles in the otherwise adult prison, has been closed.

> *The inquest into the death of 16-year-old Yamatji boy Cleveland Dodd in Casuarina Prison has unveiled systemic failings in the Western Australian government's management of youth justice. The former head of the Department of Justice deemed it 'institutional abuse'.*

↑ Source 8.7.7 Chris Cunneen, Fiona Allison and James Beaufils

The two cases above indicate some of the issues faced by Aboriginal and Torres Strait Islander people in the justice system today. One of the key issues for Aboriginal and Torres Strait Islander people lies in the methods used in police questioning, and giving evidence. Indigenous people often face difficulties at this stage of the adversarial process. These difficulties relate to:

- language barriers
- cultural body language having different meanings in non-Indigenous environments
- shyness and submissiveness
- cultural taboos
- lack of understanding of court processes
- different methods of dispute resolution in Aboriginal and Torres Strait Islander cultures
- economic and geographical barriers to support and representation.

Another issue is the use of mandatory sentencing in Australia. Since the 1990s many states – Western Australia and the Northern Territory, in particular – have had some form of mandatory sentencing. Usually, this means that judges have no choice but to imprison those who have committed multiple offences. Such legislation often results from the perceived electoral benefits of being 'tough on crime', and parties legislating to take away judicial discretion, which is sometimes seen as delivering 'slap on the wrist' sentencing. The legislation, however, can be seen to have an unequal impact on society, especially on Indigenous youth, and has been criticised for:

- targeting offences that affect Aboriginal and Torres Strait Islander people more than others – focusing on breaking and entering, more than crimes such as fraud, embezzlement or organised crime
- having greater impact in remote areas where the crimes are more likely to be detected
- resulting in Aboriginal and Torres Strait Islander people living in remote areas being imprisoned hundreds, if not thousands, of kilometres away from family, and traditional lands, in living conditions totally foreign to those most used to living in remote communities with traditional cultural practices.

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*The Law Society of Western Australia is firmly opposed to mandatory sentencing in any form as there is no evidence that it works to deter criminal behaviour and is in fact more likely to result in harsh and disproportionate sentences.*

*For almost 25 years, mandatory sentencing has been used by successive governments in Western Australia (WA) as a 'populist approach to sentencing' to counter media hysteria, attract voter support and to give the perception of being 'tough on crime'. However, the judge is the only person who has all of the evidence of a case and an offender's circumstances available to them, and mandatory minimum sentences unnecessarily limits the judge's options to consider all the circumstances.*

*Mandatory minimum sentencing disproportionately impacts upon particular groups within society, including Indigenous peoples, juveniles, persons with a mental illness, cognitive impairment, and the impoverished. Such regimes are costly and there is a lack of evidence as to their effectiveness as a deterrent or their ability to reduce crime.*

↑ Source 8.7.8 The Law Society of Western Australia, 18 January 2021

Two positive developments for Aboriginal people in the legal system are the use of First Nations Specialist Courts, and the concept of justice reinvestment. First Nations Specialist Courts or First Nations Sentencing Courts (also referred to as 'problem solving courts') are sentencing courts for First Nations persons convicted of summary (low-grade) offences. The purpose of the courts is to address the overrepresentation of Aboriginal and Torres Strait Islander people in the justice system through the use of community Elders in courts, who can suggest alternative sentencing options to custodial sentences. The courts were introduced to combat mistrust felt by Aboriginal people towards the justice system, with many reporting that the court processes were difficult to understand, intimidating and not taking into account the cultural differences of, in particular, Aboriginal people living more traditional lifestyles in remote communities. First Nations Courts are able to consider 'on-country' sentences, where the focus is often on community service and support mechanisms for offenders. One such court is currently operating in Western Australia's Yandeyarra Community, in the Pilbara. Described as a 'circle court', the Magistrate hears cases alongside two Elders from the community, who may contribute sentencing ideas. The offender is allowed to speak freely, and most minor offenders are able to serve their sentences on Country, rather than travelling hundreds of kilometres to the nearest prison.

***Breaking the cycle***

*Research by the NSW Bureau of Crime Statistics and Research in 2020 found that 8.7 per cent of offenders undergoing circle sentencing received a prison sentence compared with 18 per cent in traditional sentencing.*

*The study also showed that offenders were less likely to re-offend within year – 36.6 per cent of those in circle sentencing compared to 40.5 per cent in traditional sentencing.*

*Ms Hosking said that outcome had the potential to generate long-lasting change.*

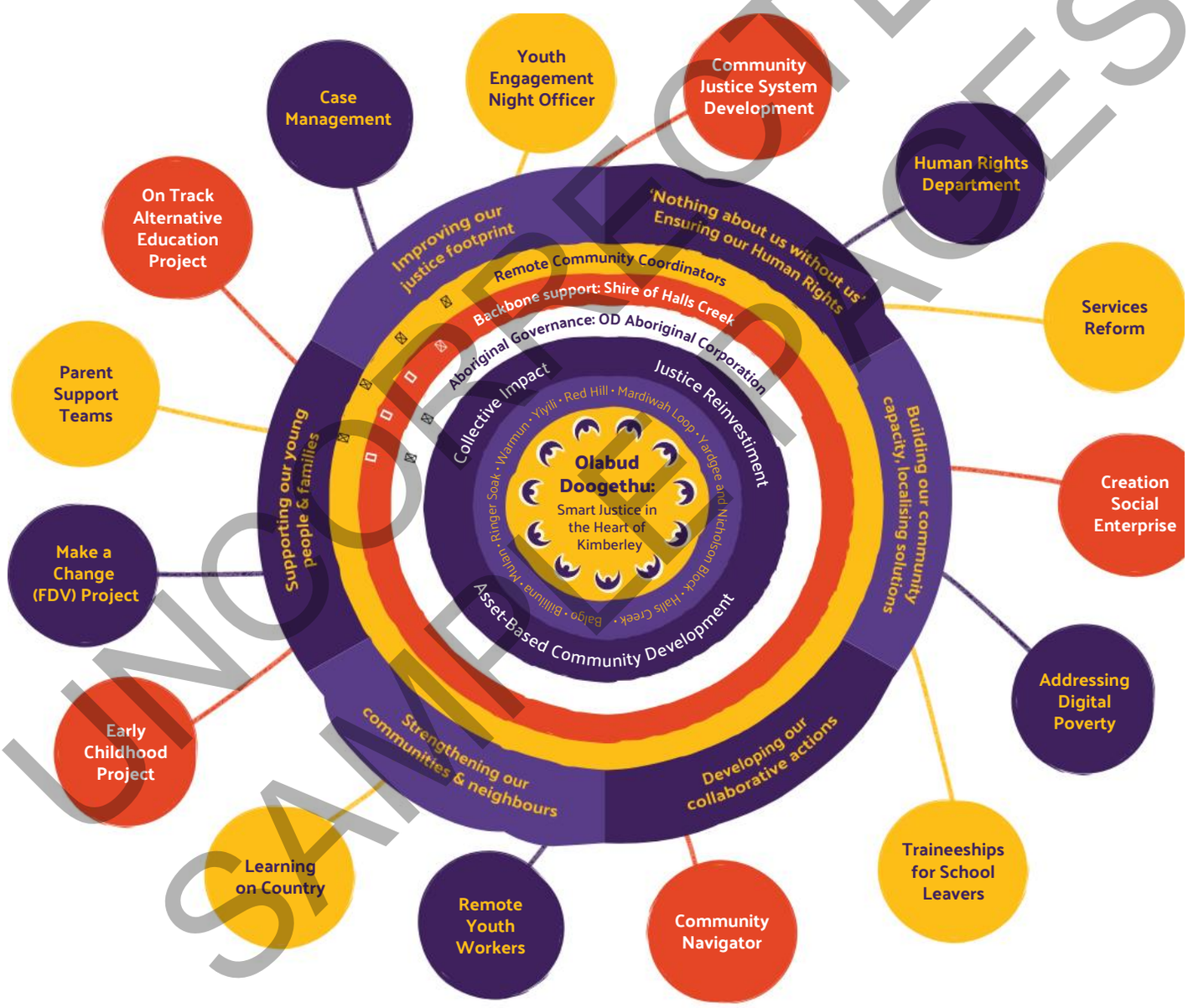
*'What we do see is generational crime, we see families returning at three different generations,' she said.*

*'Even small percentage points can, in the long run, have a very significant impact.'*

↑ Source 8.7.9 Emily Doak, ABC, 13 October 2023

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Justice reinvestment is the concept that prevention of law-breaking is preferable, and cost-saving, compared with the courts and the prison system. It is considered that investing in community infrastructure, such as schools, employment schemes and recreation facilities, can prevent crime and therefore save millions of dollars spent in the justice and corrections system. Recent examples of this concept include the Halls Creek 'Olabud Doogethu' project. This scheme began after a deterioration of community safety in the town, and high numbers of arrests and imprisonment of Aboriginal youth. It involves cooperation from all levels of government, local Aboriginal corporation Olabud Doogethu, and corporate sponsors. Positive effects have included a significant decline in burglaries and motor vehicle theft in Halls Creek, and the various programs have created employment for over 40 First Nations peoples.




↑ Source 8.7.10 The Olabud Doogethu overarching framework for action

**Source:** https://olabuddoogethu.org.au/

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## Activity 8.22

### Check your understanding

1. Consider the way Adam Goodes was treated after 'calling out' the racist actions of a young spectator. Why do you think many other examples of racism are not reported?
2. Explain in your own words the argument of Adam Briggs about Australia Day.
3. What do the stories of Gene Gibson and Cleveland Dodd suggest about the treatment of First Nations peoples in the justice system compared with others? Were there other contributing factors in their treatment, besides their racial backgrounds?
4. Why do politicians pass laws on mandatory sentencing? Do you think this is a good reason? Explain.
5. Some people have criticised First Nations, or Circle, Courts. What do you think their arguments would be?
6. Halls Creek had extremely high crime levels before the Justice Reinvestment programs began. What factors contribute to high juvenile crime levels in regional and remote Aboriginal and Torres Strait Islander communities?

**Key concepts:** sources, evidence, cause and effect, perspectives

**HASS skills:** analysing, evaluating, communicating and reflecting

## The Voice referendum

In 2023, the Australian people voted in a referendum to add a new section to Australia's Constitution. This was known as 'the Voice' referendum. The wording that was proposed can be seen in Source 8.7.11.

**2023 REFERENDUM: PROPOSED ADDITION**

**Chapter IX Recognition of Aboriginal and Torres Strait Islander Peoples** – *Section 129 Aboriginal and Torres Strait Islander Voice*

In **recognition** of Aboriginal and Torres Strait Islander peoples as the **First Peoples of Australia**:

1. There shall be a **body**, to be called the **Aboriginal and Torres Strait Islander Voice**;
2. The Aboriginal and Torres Strait Islander Voice **may make representations** to the Parliament and the Executive Government of the Commonwealth on **matters relating to Aboriginal and Torres Strait Islander peoples**;
3. The Parliament shall, subject to this Constitution, have **power to make laws** with respect to matters relating to the Aboriginal and Torres Strait Islander Voice, including its **composition, functions, powers and procedures**.

**FOUR PARTS OF THE CONSTITUTIONAL AMENDMENT**

| | |
|---|---|
| **Recognition** | In **recognition** of Aboriginal and Torres Strait Islander peoples as the First Peoples of Australia: |
| **Guarantee** | There shall be a **body**, to be called the **Aboriginal and Torres Strait Islander Voice**; |
| **Purpose** | The Aboriginal and Torres Strait Islander Voice **may make representations** to the Parliament and the Executive Government of the Commonwealth on **matters relating to Aboriginal and Torres Strait Islander peoples**; |
| **Detail** | The Parliament shall, subject to this Constitution, have **power to make laws** with respect to matters relating to the Aboriginal and Torres Strait Islander Voice, including its **composition, functions, powers and procedures**. |

↑ Source 8.7.11 Voice referendum wording, from Reconciliation Australia

**Source:** https://www.reconciliation.org.au/reconciliation/support-a-voice-to-parliament

The referendum was the culmination of a long process of consultation with Australian Aboriginal and Torres Strait Islander peoples. With support from both major parties in Australia, representatives met in 2017, in what was called the First Nations Constitutional Convention, at Uluru in the Northern Territory.

This convention saw First Nations delegates from all around the country develop the *Uluru Statement from the Heart* – a document that called for a number of reforms to help counter the statistical disadvantage of Indigenous Australians, such as those identified in the Closing the Gap program. Two key ideas were to form a 'Makarrata Commission' to establish recognition of past actions, described as 'truth telling', and a constitutional amendment to form a First Nations

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advisory body for the Commonwealth Government – known as the 'Voice'. In the lead-up to the 2022 election, Opposition leader Anthony Albanese committed the ALP to implementing the proposal in full, as part of his election campaign. When his party won the election, preparations for the referendum began.

The campaign for the 'Yes' vote was set back almost immediately when Liberal Opposition Leader, Peter Dutton, announced that the Coalition would no longer be supporting the proposal. Other groups included those that believed the proposal went too far and could cause legal obstacles to government. Jacinta Nampijinpa Price, Liberal spokesperson on the Voice, described the proposal as dangerous, divisive, expensive and unfair.

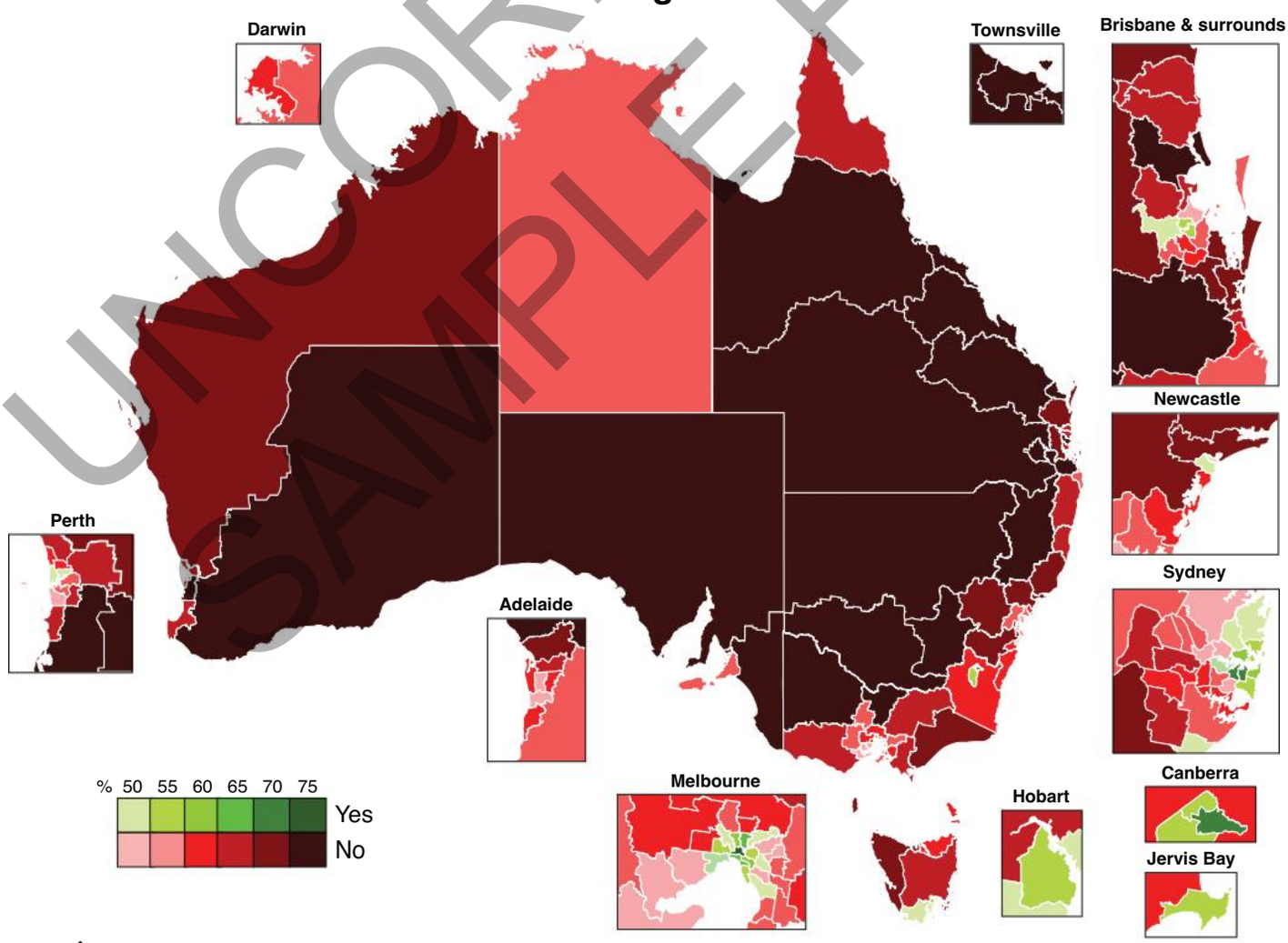
Others opposed the proposal for not going far enough. Senator Lidia Thorpe was one, along with the Blak Sovereign movement, who advocated a formal treaty with Indigenous peoples that would enshrine Indigenous rights, similar to New Zealand's Waitangi Treaty.

Supporting the Voice campaign were many Aboriginal leaders and groups, including Noel Pearson's Cape York Institute, and former Member of the House of Representatives, Ken Wyatt. Some academics argued for the change, such as Professor Megan Davis, as part of the 'Uluru Dialogue', along with Indigenous Australians Minister Linda Burney and Prime Minister Albanese.

The result was an overwhelming 'No' vote, with only the Australian Capital Territory recording more than 50 per cent of voters opting to say 'Yes'. The results can be seen in Source 8.7.12. Many Indigenous people were saddened by the

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## 2023 Australian Indigenous Voice referendum




↑ Source 8.7.12 Voting figures from the Australian Electoral Commission

result, and it has been suggested that it indicated continuing racism in Australia. Others have argued that changing the Constitution was seen by most people to be the wrong way to address Aboriginal disadvantage, and that other forms of self-determination should be pursued.

## Self-determination

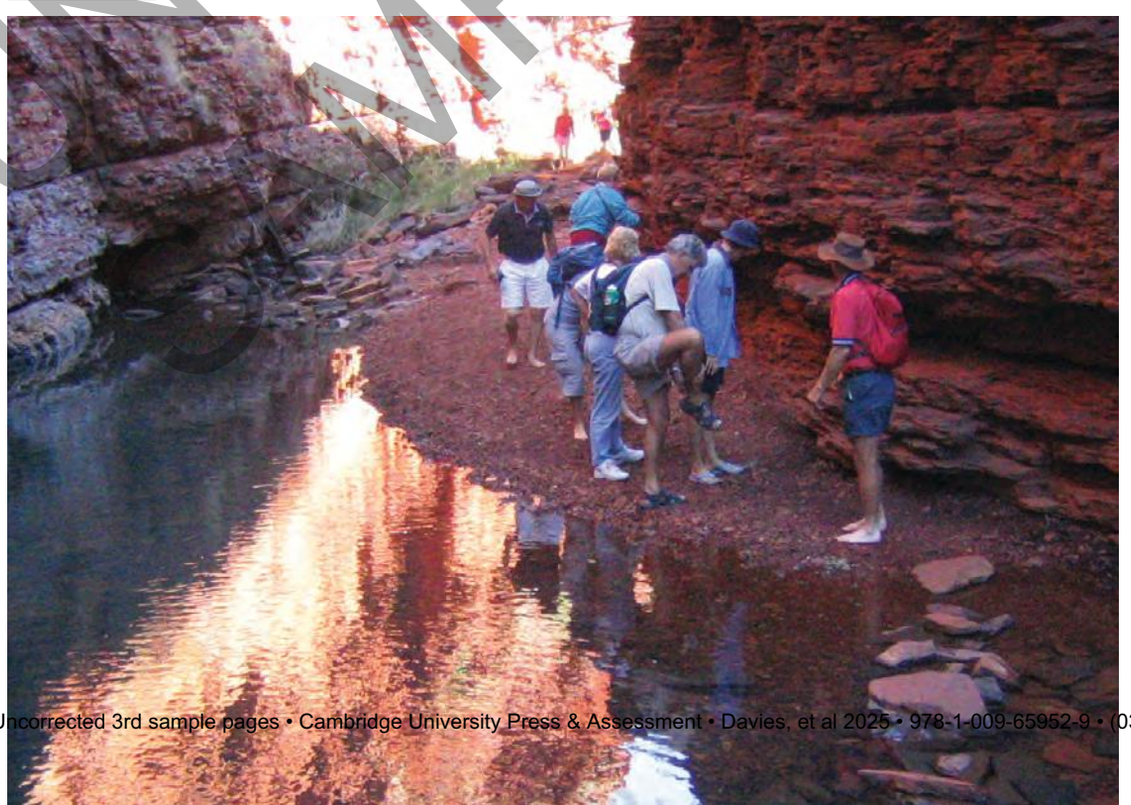
Self-determination means making your own decisions and controlling your own life, rather than have someone make decisions for you. The UN regards self-determination as one of the most important aspects of Indigenous rights. Partly as a result of the native title application process, many Aboriginal and Torres Strait Islander communities have been encouraged to form Land Councils, or Aboriginal Corporations. In this way, Indigenous groups have a stronger voice, and greater opportunities to win land, financial grants, or form their own businesses to generate incomes and employment. These corporations have been incredibly effective in improving the lives of their community members. While the Voice could have been the ultimate form of self-determination, these corporations have provided many opportunities, even if they are acting independently, rather than as a united voice.

In 2022, there were 3521 such corporations in Australia. The things they provide for their communities include:

- securing land
- education and health care facilities
- housing and infrastructure
- cultural facilities and events
- legal assistance
- employment
- small business opportunities.

An example of a successful Aboriginal Corporation in Western Australia is the Wintawari Guruma group, representing people in the area of Tom Price and Karijini in the Pilbara. One program run by the group is an aquaculture business, providing fresh food for the community. Another is a 'Healthy Country Plan', which includes Indigenous rangers and protecting cultural sites, as well as endangered flora and fauna. The corporation also owns civil engineering and mining businesses. Another concern is managing tourism in Karijini National Park.

Source 8.7.13 Tourism in Karijini National Park



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## Activity 8.23

### Check your understanding

1 Examine Source 8.7.13. What concerns do you think the Wintawari Guruma people may have about tourism in their area?

2 What benefits may come from an Aboriginal Corporation owning its own engineering business?

**Key concepts:** continuity and change, cause and effect, significance

**HASS skills:** analysing, evaluating, communicating and reflecting

Go online to access the interactive section review and more!

## Lesson 8.7 review

Online quiz | Review questions | Apply questions | Teachers can assign tasks and track results

### 8.7 Review questions

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

#### Recall

1 What is meant by 'closing the gap'?

2 What happened to Adam Goodes after he made a stand against racism in the AFL?

3 Why do some people want to change the date of Australia Day?

4 Identify a case of a miscarriage of justice concerning an Indigenous person in Australia. What factors contribute to higher levels of crime among Indigenous youth in Australia?

5 What was the proposal in the 2023 Voice Referendum?

6 What is meant by 'self-determination'?

#### Interpret

7 Why do you think that successive governments have not been able to close the gap more effectively in areas such as health and the justice system?

8 What are the benefits of greater self-determination in an Aboriginal Corporation?

#### Argue

9 Australia Day could be moved to another date. To what extent do you agree?

### Apply

1 Research the Adam Goodes story, and perhaps watch the documentary, *The Final Quarter*. What does this tell you about racism in Australia today? What difficulties are faced by First Nations people in Australia?

**Key concepts:** continuity and change, cause and effect, significance, perspectives

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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## 8.8 Conclusion: why does it matter?

Until the 1960s, First Nations peoples were not permitted to be in central Perth after 6 p.m. This is known as a curfew. Many who worked in the city, or needed to go into the city for services such as health care, took to sleeping rough on the city's outskirts before returning each morning. When the Western Australian Government ended the 'protection policies' of the 1905 *Aborigines Act*, such curfews also ended. The *Racial Discrimination Act 1975* (Cth) also made such segregation illegal. There were similar curfews in other parts of Australia up until this time and, in the Northern Territory, Aboriginal people were banned from entering Alice Springs after dark until 1964. In 2024, a curfew was reintroduced in Alice Springs. In this case, it was a ban on any person under 18 years being in the 'high risk area' of the city.

The federal government had acted after a number of instances of violence and property damage caused by young people at night. These events were widely reported in the media. The first curfew lasted from March to April, and the second went for three days in July. Special laws were passed that enabled the government to ignore certain human rights, and also its own *Racial Discrimination Act*. While the laws did not specifically target Aboriginal youth, the large amount of homelessness among the Aboriginal population meant that they were most affected. The laws allowed the police to order a person to leave an area, groups to disperse or an individual to stay in a safe location for up to two hours. Penalties for non-compliance included arrest and fines.

To many observers, the decision to enforce the curfew was a direct attack on Aboriginal and Torres Strait Islander peoples' rights, and a political decision, rather than one made by police. Critics have called for a long-term solution to the situation, rather than curfews. Others have welcomed the greater public safety when the curfews are in place. For some First Nations peoples, however, the curfews are a clear reminder of life 60 years ago, suggesting that despite the improvements in First Nations rights over that time, some things have not changed.




↑ Source 8.8.1 Police gather in Alice Springs after a brawl involving 150 people in March 2024

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8.9

# End of chapter activities

## Reflection

### Self-assessment

That just about wraps up this topic. How did you feel you went working through the chapter? Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic via a downloadable checklist.

### Key terms

For each key term or name from the chapter, write a sentence explaining its significance:

- smallpox
- dispossession
- missions
- protection policy
- the Stolen Generations
- civil rights
- referendum
- radical activism
- reconciliation
- curfew
- Freedom Rides
- self-determination.

### Flow of main ideas

What ideas have you learned about the Aboriginal and Torres Strait Islander civil rights movement? Copy the table below and fill it in by explaining, in a few dot points, what each topic means for understanding the whole topic (one has been done for you).

| | |
|---|---|
| **The arrival of the British in 1788** | • Aboriginal and Torres Strait Islander peoples had been living in Australia for 60 000 years<br>• Diseases like smallpox ravaged the local populations<br>• James Cook did not declare *terra nullius*, but it was a concept used to later dispossess Aboriginal and Torres Strait Islander peoples of their land and impose British laws |
| **Dispossession of Aboriginal and Torres Strait Islander peoples from their land** | |
| **Protest in the United States** | |
| **Protest before 1967** | |
| **Protest after 1967** | |
| **Reconciliation** | |

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## Making thinking visible

### Circle of viewpoints

Complete the following statements to consolidate your understanding of the topic. Be an actor – take on the character of your viewpoint. What questions do you have from this viewpoint? What new ideas do you have about this topic that you didn't have before? What new questions do you have?

1 I think the arrival of the British, from the point of view of Aboriginal and Torres Strait Islander peoples, was …
2 I am thinking about the *Aborigines Protection Act* from the point of view of …
3 I am thinking about the American civil rights movement from the point of view of …
4 I am thinking about the 1967 Referendum from the point of view of …
5 I am thinking about the Apology speech from the point of view of …

## Analysis

### Source analysis

**Source A**

> *My mother and brother could speak our language and my father could speak his. I can't speak my language. Aboriginal people weren't allowed to speak their language while white people were around. They had to go out into the bush or talk their lingoes on their own. Aboriginal customs like initiation were not allowed. We could not leave Cherbourg to go to Aboriginal traditional festivals. We could have a corroboree if the Protector issued a permit. It was completely up to him. I never had a chance to learn about my traditional and customary way of life when I was on the reserves.*

↑ Source 8.9.1 *Bringing them Home*, Confidential submission 110, Queensland: woman removed in the 1940s

1 Using Source A and your own knowledge, explain why Aboriginal and Torres Strait Islander children were removed from their families between 1910 and 1970.
2 Using Source A and your own knowledge, explain the impact of forced removal on individuals.
3 Explain why the Apology speech of 2008 was an important step in the process of reconciliation.

**Source B**

4 Using Source B on the following page and your own knowledge, explain the events relating to the 'Little Rock Nine'.
5 Using Source B and your own knowledge, explain how non-violence was used in the US civil rights movement.
6 Explain the influence of the US civil rights movement on events and protests in Australia.

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**Source B**



← Source 8.9.2 A commemorative statue in Arkansas, USA. It is in memory of the nine African American students who overcame intense opposition to study at Little Rock High School in 1957 and exercise their civil rights.

**Source C**

*On this great day, I, Prime Minister of Australia, speak to you on behalf of all Australians who honour and love this land we live in. For them, I want: first, to congratulate you and those who have shared your struggle on the victory you have won in that fight for justice begun nine years ago when, in protest, you walked off Wave Hill station;*

*Second, to acknowledge we have still much to do to redress the injustice and oppression that has for so long been the lot of black Australians; third, to promise you that this act of restitution we perform today will not stand alone. Your fight was not for yourselves alone, and we are determined that Aboriginal Australians everywhere will be helped by it; fourth, to promise that, through their government, the people of Australia will help you in your plans to use this land fruitfully for the Gurindji;*

*Finally, to give back to you formally, in Aboriginal and Australian law, ownership of this land of your fathers.*

↑ Source 8.9.3 Australian Prime Minister Gough Whitlam, 1975

**7** Using Source C and your own knowledge, explain how the Wave Hill walk-off began in 1966.

**8** Using Source C and your own knowledge, explain the events that contributed to the Wave Hill walk-off's resolution in 1975.

**9** Analyse the significance of land rights struggles between 1963 and 1996.

**Source D**

**10** Analyse Source D from 2013.

- What is the message of cartoonist Chris Johnston?
- What might be the significance of the dates for the Aboriginal memorial?
- What is the significance of the dates on the soldier's memorial?
- How might different people react to this cartoon? Consider the view of:
  - an Aboriginal or Torres Strait Islander person
  - a veteran soldier from a recent overseas war
  - the Australian Government
  - the wider Australian public.
- What is your own view of this cartoon?




↑ Source 8.9.4 Aboriginal War Memorial by Chris Johnston, *Eureka Street*, 21 April 2013

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## Writing

### Extended response

1 Explain how an individual campaign of the Aboriginal rights movement was able to highlight the cause of Aboriginal and Torres Strait Islander peoples' civil rights between 1945 and 1972.

2 Explain the significance of individuals and/or groups in the course of the Aboriginal and Torres Strait Islander civil rights movement.



↑ Source 8.9.5 On 13 February 2008, students from Our Lady of Mount Carmel in Sydney gave a celebratory cheer after watching the live television broadcast of Australian Prime Minister Kevin Rudd delivering an official Apology to Aboriginal and Torres Strait Islander peoples, apologising in particular to the Stolen Generations.

### Essay

Debate the following statement. In your answer explain the extent to which you agree and/or disagree.

*Australia's reconciliation process was completed by the Apology speech in 2008.*

**Key concepts:** sources, evidence, significance

**HASS skills:** questioning and researching, analysing, evaluating, communicating and reflecting

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# Making connections

## History and the other HASS topics

**History** has many connections with other subjects in the Humanities. Have you considered how what you have learned about World War II, and the Aboriginal rights movement in Australia relates to the other topics you will cover this year? Here's a sample:




### Civics and Citizenship

#### Austerity measures in Australia during World War II

- How did the austerity measures introduced during World War II, such as rationing, affect politics in Australia, including after the war?
- What other measures did Prime Minister Curtin introduce?
- Do these measures reflect socialist principles?
- How did World War II affect Australia's roles and responsibilities at a global level? Consider the UN and ANZUS.
- Explain why the federal government introduced income tax during World War II. Why was this contested in the High Court after the war?

#### The Aboriginal civil rights movement and Australia's democracy

How important was Australia's involvement in the UN, and the Declaration of Human Rights, in changing policies and laws at home towards First Nations people? Research the Mabo decision, and explain the role of the High Court in developing Aboriginal land rights in Australia, in comparison with the state/territory and federal parliaments. Use the Aboriginal civil rights movement to demonstrate the importance of protest and dissent in Australia's democracy.



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## Economics and Business

### Economic management during World War II

- How did World War II affect the economic indicators of inflation, unemployment and economic growth?
- What measures were introduced by the Australian Government to manage the economy at this time?
- What impact did the war have on the Australian economy in the late 1940s and 1950s?
- How did industry and business respond to World War II?

### Living standards for Indigenous and non-Indigenous Australians

How do the living standards of Aboriginal and Torres Strait Islander peoples compare with those of non-Indigenous Australians? What economic factors are responsible for these differences, and how could they be addressed through government economic policy?



## Geography

### The growth of the environmental movement after World War II

- Why did the environmental movement grow after World War II?
- What effect has nuclear science had on the world environment?
- How did their experiences in World War II affect the standards of living and economic development of the countries involved? In particular, you may want to consider the USA, Germany, Japan, Australia and the USSR.

### Aboriginal and Torres Strait Islander relationships with the environment

How can you characterise the relationship between Aboriginal and Torres Strait Islander peoples and the environments in which they live? Explain how sustainability concepts are evident in traditional Aboriginal and Torres Strait Islander society and beliefs.

How can geographical concepts explain inequalities in Australia's Aboriginal and Torres Strait Islander communities, particularly those in remote areas? How has development, especially in mining, affected the wellbeing of some Indigenous peoples in recent times?



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# Glossary

**abdication** to formally resign from a royal position of authority

**Aboriginal civil rights movement** collective term for the various individuals and groups who have worked towards Aboriginal and Torres Strait Islander civil rights in Australia

**Aboriginal Reconciliation Convention** 1997 forum for Australians to gather and discuss Indigenous issues. Almost 1800 people attended, including lawyers, teachers, health workers, religious leaders, government officials and students.

**Aboriginal Tent Embassy** unofficial embassy set up on the lawn of Parliament House in Canberra to represent the Aboriginal and Torres Strait Islander peoples of Australia in government

***Aborigines Act 1905*** the official name for the laws targeting Aboriginal people and their rights in Western Australia. It became known as the 'Protection Act', and was similar to those in other states. It replaced an earlier Act from 1886.

**Aborigines Advancement League** the oldest Aboriginal organisation in Australia, both a welfare body and an activist body for Aboriginal and Torres Strait Islander peoples' rights

**Aborigines Progressive Association** civil rights group involved in political organisation, rallies and protests in both Aboriginal reserves and major cities

**Aborigines Protection Board** Australian Government institution responsible for regulating the lives of Aboriginal and Torres Strait Islander peoples

**absolute wealth** wealth compared to a fixed standard; for example, whether a person is above or below the national poverty level

**acidity** measure of the amount of acid in water, measured using the pH scale

**activism** activities and efforts aimed to support or oppose a controversial issue

**adjudicate** to make a decision on an issue after hearing information and evidence

**adult literacy rate (ALR)** proportion of adults in a population who can read and write

**advocacy** to help protect and promote the rights of an individual or group

**ageing population** population in which the proportion of people 65 years old or older is growing

**algorithm** a set of mathematical instructions or rules that, especially if given to a computer, will help to calculate an answer to a problem

**Allies** political and military alliance of the British Commonwealth, France, the United States and the USSR (Russia), who eventually forged an agreement to fight National Socialist Germany

**amended/amendment** a change to legislation

***Anopheles*** genus of mosquito containing 460 species, 100 of which can spread malaria

**anthropocentrism** a belief in humans and their existence as the most important and central fact in the universe

**anthropogenic** caused by human activity

**apartheid** ('separateness') a system of laws in South Africa that legally separated non-white people from white society

**appeasement** practice of making concessions to satisfy someone with a greed for power

**appellate jurisdiction** a court's right to hear a trial on appeal from a lower court

**Arnhem Land** largest area of Indigenous-owned land in Australia, located in the north- eastern corner of the Northern Territory

**artificial** something produced by people, as opposed to something that occurs naturally

**artificial intelligence (AI)** the study of how to produce machines that have some of the qualities that the human mind has, such as the ability to understand language, recognise pictures, solve problems and learn

**Aryanism** discredited theory that the so-called race of 'Europeans' were responsible for all of the progress that has benefited humanity, and were thus superior to all other races

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**asylum** a country providing protection to a refugee from another country

**asylum seeker** person who flees their home country and enters another country to apply for protection as a refugee

**atmosphere** the mixture of gases that surround the Earth

**atomic bomb** a bomb that derives its destructive power from the rapid release of nuclear energy – the atomic bomb was developed by the top-secret US-based Manhattan Project between 1939 and 1945

**Axis** name given to the political and military alliance of Germany, Italy and Japan during World War II – unlike the Allies, these nations did not coordinate their fight against their enemies

**balance of power** a concept where a small number of individuals or members of a group can determine if a bill will pass or government remain in power

**Beer Hall Putsch** violent attempt, begun in a beer hall, to overthrow the Bavarian Government

**berm** long, narrow ridge of sand or gravel running parallel to the shoreline

**bicameralism** when two chambers of parliament share law-making responsibility

**bicentenary** 200-year anniversary

**Bill of Rights** a list of rights of citizens of a country that is usually incorporated into a constitution

**biocentrism** a belief that ethical treatment should be given to all living things

**biodiversity** the variety of living things within an environment, including plants, animals and microorganisms – the more types of living things in an environment, the higher its biodiversity

**biosphere** all living things on the Earth which rely on the other three spheres (atmosphere, lithosphere, hydrosphere) for survival

**blackface** racist act in which a non-black person paints their face black to caricature black people – blackface's origins come from the US, where white performers often played derogatory representations of African Americans while wearing black makeup

***Blitzkrieg*** ('lightning war') a media term for a coordinated military attack involving heavy aerial bombing followed by a rapidly moving and highly mobile force of tanks and infantry

**Bollywood** nickname for India's film industry, based in Mumbai (formerly Bombay – 'Bombay' + 'Hollywood' = 'Bollywood')

***Bringing them Home*** Australian Government report dedicated to uncovering the impact of the Stolen Generations

**brown out** in an attempt to deny the enemy the advantage of lights at night in potential raids, citizens were instructed to cover windows, and even car headlights, at night. While not a complete 'black out', it was still considered useful in confusing the enemy.

**Bung Yarnda** Indigenous nation from eastern Victoria

**business cycle** the regular fluctuations in economic activity over time. It is categorised with distinct phases and is measured in real GDP.

**bycatch** fish and other marine animals that are unintentionally caught in commercial fishing operations

**cabinet** a group of senior ministers responsible for determining government policy

**canopy** uppermost layer of a forest at the top of mature trees

**cartogram** type of map in which the sizes of countries are manipulated to represent the variable being mapped

**caste** a hierarchical structure of social status formerly used in Hindu society and determined by birth

**censorship** deliberate prevention of information appearing in the media

**change fatigue** a condition characterised by lingering mental and physical tiredness associated with organisational change

**choropleth map** map that uses shading or colours within defined areas to show the average value of a statistical variable within that area

**civil rights** rights aimed at ensuring equal opportunities for all races, genders and religions in a society. They may include the right to vote, to attend schools or receive equal pay.

**climate** long-term trends in the weather conditions of a place, for example average rainfall and temperature

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**Closing the Gap** Australian Government strategy that aims to reduce disadvantage among Aboriginal and Torres Strait Islander peoples with respect to life expectancy, child mortality and access to early childhood education

**Cold War** period of 45 years of hostility between the United States and the Soviet Union (Russia), characterised by threats, propaganda and small military conflicts around the globe

**common law** court-made law, a body of law derived from the decisions of cases tried in court

**common law rights** rights individuals have within court, such as the presumption of innocence, in addition to decisions made in courts that set precedent for future cases

**communism/communist** an economic ideology in which the factors of production or resources are owned by the state or the community

**composite statistic** measure that combines several other measures or variables into one value

**compulsory voting** an electoral system where eligible citizens are legally required to vote in elections

**concentration camp** prison where political prisoners or members of persecuted minorities are deliberately imprisoned in a relatively small area with inadequate facilities, sometimes so that they can provide forced labour

**constitutionalism** an idea in which governments and countries are bound by the limits written in a constitution

**consumer price index (CPI)** a measure of the average change over time in the prices paid by households for a fixed basket of goods and services

**continental shelf** part of the edge of a continent that is submerged beneath shallow ocean

**controlled burns** (also known as prescribed burns) use of fire for forest management purposes, such as the reduction of fuel load

**correlation** relationship between variables – for example, if one variable increases when another variable increases, there is a correlation between those two variables

**corruption** abuse of power or criminal action through dishonest means, for personal benefit or that of vested interests

**cost of living** amount of money needed to afford basic necessities such as housing, food, clothing and health care

**Council for Reconciliation** organisation created by the Australian Government in 1991 to raise public awareness and consult on a 'Document of Reconciliation' within a 10-year period

**coverture** a legal principle of a husband and wife forming one entity. This resulted in women relinquishing ownership of their property upon marriage, becoming joint assets belonging to both

**crusade** war of religious significance

**death march** forced march of prisoners of war in which those who die are left to lie where they fall

**debt trap** a situation in which a debt is difficult or impossible to repay, typically because of high interest payments

**deforestation** process of clearing land to turn a forest environment into a different type of land for uses such as agricultural, residential or urban

**degradation** reduction in the quality and health of a natural environment due to natural processes or human activities

**demobilisation** moving towards peace through disarming soldiers and disbanding military and militia groups

**demographic dividend** potential economic growth that can occur when the largest proportion of the population is of working age

**demonstration** a public gathering of citizens in support of a change to the law

**dependent variable** variable whose value can be calculated based on the value of an independent variable

**developed country** country with a high GDP per capita, higher standards of living and greater access to medical care and technology

**developing country** country with a low GDP per capita and a low level of industrialisation

**disarmament** reducing, limiting or abolishing weapons

**discretionary goods or services** those nonessential items that people could easily cut down or replace with cheaper alternatives if their income falls

**dissolved oxygen** amount of oxygen contained in water, used by aquatic organisms for respiration

**dive-bombers** planes that fly directly down towards their target to increase the accuracy of their bombs

**drainage basin** area of land in which all precipitation collects and drains into a river system

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**Dreaming stories** Aboriginal beliefs about how the universe came to be, how human beings were created and how people should function within the world

**due process** the concept in which everyone is allowed 'a day in court' to resolve disputes or present their case, as well as the fair and equal trial process for both parties

**ecocentrism** a belief that humans are a part of nature and should act to care for its health

**economic bubble** (or 'asset bubble') situation in which the rising prices for stocks, goods and other property appear to be based on over-enthusiastic views about the future

**economic growth** an increase in the value in the goods and services produced by an economy over time. It is usually measured as a percentage change in real GDP.

**economic inequality** differences in the wellbeing or wealth within a population, especially when the differences are uneven

**ecosystem** community of living organisms that interact with the non-living components within an environment

***Einsatzgruppen*** ('deployment group') group of SS soldiers who acted as mobile killing units during the invasion of Poland and Russia – their orders were to identify, arrest and murder all enemies of the Reich: Jewish people, communists and any religious or political leaders who might oppose the National Socialist Government

**elevation** the height of a place above sea level

**embargo** when a nation bans trade with another nation

**emigrant** person leaving their country of origin

**emigration** to leave your country of origin and live elsewhere permanently

**endemic** species that found only in a particular place and nowhere else on Earth

**English Channel** stretch of ocean that separates England from France

**environmental worldview** an opinion, belief, idea or way of thinking about the value of the environment

**equilibrium** the balance of living and nonliving things that keep an ecosystem functional

**erosion** gradual wearing away and removal of rock, soil or sediment by wind, water or other natural forces

**espionage** to spy on others to gain information incitement to provoke negative or criminal behaviour

**estuaries** environments in which the mouth of a freshwater river meets the open sea

**eugenics** pseudoscience (since discredited) of improving a population by preventing people who are seen as 'physically inferior' from having children, sometimes by sterilising or murdering them

**evaporation** process of a liquid becoming a gas when it is heated

**excreta** faeces, urine and other waste material discharged from the body

**executive** the branch of government responsible for governing and enforcing the laws. In Australia, this includes the King, Governor-General, Prime Minister and government.

**exotic species** non-indigenous plant species that have been introduced to an area

**extradite** hand over a person to foreign authorities due to a crime being committed in their area or jurisdiction

**family planning** services that help women to gain greater control over the number of children they have, and the timing between births

**Federal Council for the Advancement of Aborigines and Torres Strait Islanders (FCAATSI)** organisation dedicated to lobbying the Australian Government to improve conditions for all Indigenous people

**Final Solution** *Endlösung* – the term used by the Nazis for the genocide of the Jewish people of Europe

**fire regime** pattern of fires that occurs within an ecosystem, classified by the frequency, intensity, size and seasonality of fire

**flow regulation** controlling a river's flow, water level and variability to meet the demands of domestic, industrial and agricultural use

**fluctuate** change or vary periodically between one level and another

**food security** measure of people's access to enough food to meet their dietary needs

**food web** links between what each organism eats, and what it is eaten by, within an ecosystem

**fossil fuels** resources such as coal and gas that were formed from the buried and decaying remains of organisms

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**fuel load** amount of flammable material within an area

**Gadigal** members of the Eora nation, whose land stretched north and south of modern-day Sydney, and who were among the first to encounter the British First Fleet in 1788

**Gai Wurrung** language group of the Dhauwurd Warrung people from western Victoria

**GDP per capita** a measure of a country's economic output that accounts for its number of people. It divides the country's gross domestic product by its total population.

**Geneva Convention** series of agreements made in 1864 by various countries relating to the way wounded and captured soldiers, as well as civilians, were to be treated in wartime

**genocide** deliberate killing of an entire group of people because of their national or ethnic identity

**geographic characteristics** physical and human characteristics of a place

**Geographic Information System** digital tool used to collect and analyse spatial data using layers on an interactive map

**geotagged photo** photo that contains information about where it was taken, such as latitude, longitude and elevation

**Gestapo** German secret police force dedicated to finding, arresting and often torturing enemies of Hitler's National Socialist Party

**ghetto** the term 'ghetto' originated from a sixteenth-century Jewish neighbourhood in Venice, Italy. Over the centuries, walled-off crowded and heavily policed communities of Jewish people in European cities were referred to by this term. In National Socialist Germany, the term became synonymous with overpopulated, run-down areas of cities, where Jewish people were forced to live.

**greenhouse effect** an increase in the amount of carbon dioxide and other gases in the atmosphere that is believed to be the cause of a gradual warming of the surface of the Earth

**groundwater** water located below the Earth's surface in porous soils and rocks

**Gurindji** Indigenous people from the Victoria River region of the Northern Territory

**habitat** area of an environment in which an organism lives

**half-caste** outdated and offensive term that identifies a person whose parents are from different national or racial backgrounds

**Heinrich Himmler** leader of the SS, or 'Reichsführer SS'. Himmler was chief of the entire SS structure, which included the SS, the German Police and the whole concentration camp. He reported directly to Hitler.

**Hermann Goering** Head of the *Luftwaffe* (Germany's Air Force), Goering was one of Adolf Hitler's closest advisors and an extremely powerful member of the National Socialist Party

**hierarchy** a structure arranged from low to high based on importance or power

**high-intensity bushfire** fire that generates very high heat, burning both the ground surface and trees, and eliminating all fauna

**Hopalong Cassidy** fictional cowboy hero from Hollywood films of the 1930s and 1940s

**House of Representatives** lower house of the Australian Parliament, in which new laws can be introduced and debated

**human capital** the skills, knowledge and experience possessed by an individual or population, viewed in terms of their value or cost to an organisation or country

**Human Development Index (HDI)** a statistic composite index of life expectancy, education and per capita income indicators

**human wellbeing** overall measure of the health and quality of life of a group of people

**human-induced** changes caused by human activities (in contrast to natural changes)

**humanitarian aid** short-term assistance to people who need help recovering from natural or human-made disasters

**hydrosphere** the water on the Earth's surface, including water in gaseous, liquid and solid form

**hyper-arid** extremely dry and barren region receiving less than 100 mm of precipitation each year

**hyperinflation** when the prices of goods and services rise by more than 50 per cent every month

**identity** the qualities, beliefs, traits and appearance that make an individual who they are or the above in addition to; the experiences, history and values that are common to a group of individuals

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**impetigo** a highly contagious type of skin infection caused by bacteria

**inauguration** swearing an individual into an official government position, like minister or governor

**income** the flow of money a person earns from providing their labour or other productive resources

**independent variable** variable whose changes in value are not determined by other values under consideration

**indicators** measures used to assess and track changes in progress and performance

**Indigenous Protected Area** an area of land or sea that is voluntarily managed by First Nations groups in accordance with Traditional Owners' objectives

**indigenous species** number or amount of the particular species that occurs naturally within an environment

**Indochina** collective name for the countries of Vietnam, Cambodia and Laos when they were under French colonial rule

**industrialised** country or region that has transformed its economy from one based on agriculture to one dominated by industries such as manufacturing

**infant mortality rate (IMR)** measure of the number of children per 1000 children born who die aged under one year of age

**infill development** development of an area of vacant urban land within an already existing city

**infiltrate** when water above the ground soaks into the soil

**inflation** a general rise in the level of prices in an economy over time

**injunctions** legal methods to stop someone from doing something

**interest/pressure groups** groups of people formed to promote change to the law in a particular area or issue

**intergenerational trauma** psychological theory that suggests trauma can be transferred between generations. It has been recorded that trauma experienced by grandparents as members of the Stolen Generations may be passed on to parents and children in the form of mental illness, substance abuse and a cycle of disadvantage.

**international organisations** organisations with a membership of two or more countries established to manage and resolve international issues

**Internet of Things (IoT)** objects with computing devices in them that are able to connect to each other and exchange data using the internet

**internment camp** prison camps for detaining people during times of war, based on the fear that they will help enemy nations carry out acts of war

**inventory** the array of finished goods waiting for sale or materials used in production held by a company

**isolationism** a policy of remaining independent from the affairs of other countries and not being involved in international activities

**Joseph Goebbels** Propaganda Minister of National Socialist Germany, Goebbels was responsible for the spread and control of National Socialist messages and ideologies through the media system.

**judiciary** the branch of government responsible for determining the validity of laws as well as making decisions when individuals break the law

**jurisdiction** the type of cases a court has the right to hear

**just-in-time inventory (JIT)** a strategy of managing inventory and/or production that links the ordering of raw materials to production scheduling

**Koori** collective term often used to refer to Aboriginal people from New South Wales and Victoria

**Kremlin** the symbol of Russian power and authority, as it is the residence of the President of Russia

**Labour Force Survey** a monthly survey that collects information about the employment status of Australians aged 15 and over

**land cover** the physical land type covering the Earth's surface, including vegetation, water, ice and bare soil

**latitude** measure of geographical position north or south of the equator, measured from 0° at the equator to 90° at the North and South Poles

**latrine** communal toilet or a simple form of sanitation; for example, an open trench

UNCORRECTED SAMPLE PAGES

***Lebensraum*** ('living space') the concept that Germany needed to expand its borders into other countries' territory so it could use those countries' resources, which were seen as Germany's by right of the National Socialists' perceived natural superiority of German people

**legislative** the branch of government responsible for developing and amending statute laws

**lend-lease** a strategic wartime policy of the USA between 1941 and 1945 where the US provided food, oil and war materiel (military equipment and supplies) to its allies

**liberalism** the idea that individual freedoms are important in a society, and all people should be regarded as equal under the law

**lithosphere** the mixture of rocks that make up the Earth's mass, including the solid land mass on the Earth's surface, the molten rocks beneath the crust and the mantle and the liquid rocks near the Earth's core

***Little Children are Sacred*** 2007 Australian Government report which stated that neglect of children in Aboriginal communities had reached crisis levels, demanding that it 'be designated as an issue of urgent national significance by both the Australian and Northern Territory governments'

**lobbyist** a person employed to persuade members of government to make decisions in favour of a particular group or individual

**local extinction** when a species no longer exists in a particular place or region

**longshore drift** transportation of sediment, such as sand, along a coast parallel to the shoreline owing to wave action

**low-intensity bushfire** fire that burns mainly grasses and low-lying vegetation rather than trees

**macroeconomics** the study of the overall economy, which encompasses markets, businesses, consumers and governments

**Maginot Line** line of concrete fortifications designed by the French to defend their borders with Belgium and Germany

**malnutrition** medical condition resulting from a lack of nutrition by not eating enough food, eating an imbalance of foods or eating an excessive amount of food

**measles** a highly contagious viral disease that can cause severe illness, complications and even death. Symptoms include a high fever, cough, runny nose and a widespread rash.

**Menindee Mission** Aboriginal peoples' mission located in western New South Wales

**migration** temporary or permanent movement of people from one place to another

**military junta** a government led by a committee of military leaders

**militia** informal force of volunteer soldiers recruited from the civilian population and used to support the formal army of professional soldiers

**mindfulness** technique for achieving a calm mental state by focusing awareness on the present moment

**missions** closed communities created by churches or religious individuals (in Australia) to house Aboriginal and Torres Strait Islander peoples, train them in Christian ideals and prepare them for work

**Molotov–Ribbentrop Pact** controversial treaty between Germany and the USSR to refrain from attacking one another. Also known as the Nazi-Soviet Pact, or the Non-aggression Pact.

**multinational corporations (MNCs)** companies that are located in several different countries, or businesses producing and selling goods in several different countries

**nanotechnology** an area of science that deals with developing and producing extremely small tools and machines by controlling the arrangement of separate atoms

**national** a citizen of a country immigrant person moving to a foreign country

**native species** species that are from a particular country, but not necessarily indigenous to the local region

**native title** a system of ownership by Indigenous people over their traditional lands

**natural justice** the concept of due process or fair court process for anyone who seeks to resolve a dispute

**natural rate of unemployment** the rate at which there is only cyclical and structural unemployment, or zero per cent cyclical unemployment

**nature strip** area of public land between private property and the footpath or road

UNCORRECTED SAMPLE PAGES

**Nelson Mandela** political activist and anti-apartheid campaigner who became President of South Africa after serving 27 years in prison for his activism

**Ngaanyatjarra** Indigenous nation that stretches between the Sandy and Great Desert regions of Western Australia and the Northern Territory

**Ngiyaampaa** Aboriginal peoples inhabiting the area around the Darling River in New South Wales

**NGOs** non-government organisations created by citizens, often in support of community building or humanitarian projects

**Noongar** collective term often used to refer to Aboriginal people from south-western Western Australia

**not-for-profit organisation** organisation that does not operate for the profit or personal gain of its members

**noxious weed** weed that is considered to be harmful to the environment

**objective** result or judgement that is not influenced by personal feelings or opinions

**offshore detention** where asylum seekers arriving in Australia are sent to another country, such as Nauru or Papua New Guinea, and detained for processing

**original jurisdiction** a court's right to hear a legal dispute for the first time

**overfishing** the taking of fish at a rate that the species cannot replenish itself

**paean** song of praise

**parameter** a guideline, boundary or outer limit

**paramilitary** unofficial military organisation that behaves and is organised in an almost identical fashion to a legitimate military force

**paratroopers** highly trained soldiers who parachuted out of planes, often under fire and behind enemy lines

**Passover** key Jewish religious festival that commemorates the liberation of the Israelites from slavery

**peri-urban** regions located on the outskirts of a city where there is a transition between urban and rural land use

**petition** a collection of signatures from citizens in support of a proposal or law

**phenomena** facts, circumstances or situations that can be observed; for example, GDP or life expectancy in each country

**photosynthesis** process by which plants convert solar energy and carbon dioxide into glucose and oxygen

**physician** medical practitioner, such as a doctor, nurse or surgeon

**pincer movement** military tactic in which an army splits in two and circles around an enemy to trap them

**pluralist society** a society comprised and tolerant of a diverse range of cultural and social groups

**policy** course of action proposed and carried out by a governing body

**political parties** groups of people with similar views who join together with the aim of having their members elected to parliament or forming government

**population density** number of people per square kilometre

**post-traumatic stress disorder (PTSD)** a mental health condition that is caused by experiencing or witnessing a terrifying event – symptoms can include flashbacks nightmares and severe anxiety

**precedent** a decision or judgment made by a higher court that must be followed in similar cases and/or lower courts unless a difference can be proven

**precipitation** any type of water that falls from the atmosphere onto Earth's surface, such as rain, snow, sleet or hail

**predation** the action of one animal hunting, killing and consuming another

**primary data** information collected in the field by the person undertaking research

**prisoner-of-war (POW) camps** hastily assembled prison camps for holding captured enemy soldiers – imprisoned soldiers were held in such camps for the duration of the war to prevent them from fighting against their captors

**process** series of natural steps or human actions that lead to change

**progressive tax system** imposes a greater percentage of taxation on people at higher income levels

**propaganda** deliberate spreading of biased information, usually political, to influence the behaviour and thought of a population

UNCORRECTED SAMPLE PAGES

**protectionism** an economic policy of supporting domestic or homegrown industries by taxing goods bought from other countries

**provincial/province** a region within a nation

**public housing** housing provided by governments for people with low incomes, including those who have experienced homelessness or family violence

**qualitative** data not based on numeric quantities, usually measured using techniques including observations, interviews and surveys

**qualitative indicator** information that cannot easily be counted or measured numerically; often subjective measures

**quantitative** data based on numerical quantities that can be counted or measured

**quantitative indicator** information that can be counted or measured numerically

**quintile** a group of 20 per cent or 1/5 of a population

**racial discrimination** treating people differently simply because of their racial background, usually to their disadvantage

**ratification** a process of officially and legally approving a concept or proposal

**ratify** a country agreeing to be bound by the terms of a treaty and to incorporate them into its own laws

**Rats of Tobruk** nickname German propagandists gave Australian soldiers at Tobruk, adopted by the Australian soldiers as their name for themselves

**real GDP** a measure of a country's gross domestic product that has been adjusted for inflation

**real wages** income expressed in terms of purchasing power as opposed to actual money received

**recession** a period of two successive quarters (six months) of negative GDP growth

**reconciliation** the process of restoring peaceful or friendly relationships after a period of conflict or trouble

**Redfern** inner-city suburb of Sydney, home to one of Australia's largest urban Aboriginal and Torres Strait Islander populations

**referendum** general vote on a single political question that has been referred to the electorate for a direct decision

**refugee** person who has fled their home country and is unable or unwilling to return due to fear of being persecuted

**region** area with particular characteristics that distinguish it from other areas

**rehabilitation** restoring an area of land back to its original state after it has been damaged

**Reich** ('realm' or 'empire') the Reich, or more specifically the Third Reich, was a National Socialist concept that sought to establish the third great German empire, after the Holy Roman Empire of 800–1806 and the German Empire of 1871–1918. National Socialist propaganda claimed that the Third Reich would be established through war.

**relative wealth** how a person's wealth compares with the other people around them

**remittances** money that an international migrant earns and sends back to an individual or family in their home country

**reparations** payment or other assistance given by those who have done wrong, to those they have wronged

**replacement rate** a total fertility rate (TFR) of 2.1 is the average number of babies women need to have within a country for its population to remain stable (this does not take into account population changes due to migration)

**representative democracy** citizens vote for representatives to act on their behalf in parliament (legislative body)

**reserves** parcels of unwanted land set aside for Aboriginal people to live on

**respiration** inhalation and exhalation of air by humans and animals, during which oxygen is absorbed and carbon dioxide is released

**responsible government** a political principle in which a government must maintain a majority of support in the lower house (House of Representatives) to retain executive power. The government is therefore responsible or accountable to the parliament and through it to the people of Australia.

**Returned and Services League (RSL)** support organisation for men and women who have served or are serving in the Australian Defence Force

**revegetation** process of replanting vegetation on land that was previously degraded

UNCORRECTED SAMPLE PAGES

**right to appeal** the right to have the outcome of a trial reviewed by a higher court

**righteous among the nations** name given to the non-Jewish people who risked their lives to save Jewish people during the Holocaust

**riparian** relating to the banks of a river or lake

**robotics** the science of making and using robots

**Romani** sometimes referred to as Roma or Gypsies (now considered a derogatory term), the Romani people are one of the European ethnic groups that were targeted by the National Socialists as part of their eugenics policies

**rural** region located outside of cities, towns or other urban areas

**sabotage** to deliberately destroy or damage for political or military advantage

**sacred sites** physical locations of great spiritual or historical significance to Aboriginal and Torres Strait Islander peoples

**salinity** measure of the amount of salt in water or soil

**same language subtitles** television or movie subtitles that are in the same language as the audio

**satellite imagery** images taken by satellites orbiting the Earth

**scabies** skin condition caused by microscopic mites burrowing under the skin

**scapegoat** a person who is blamed for something that someone else has done

**sceptic** a person who doubts accepted beliefs, values or ideas

**scorched earth policy** the act of an army destroying everything in an area such as food, buildings or equipment that could be useful to an enemy

**secondary data** information collected from research, such as studies, statistics and satellite imagery

**self-determination** the ability of a group or individual to make decisions about the governance of their own life/lives

**sign** signing a treaty demonstrates a country's support for the intention of a treaty

**signals** military communication using tools like radio and telephone

**smallpox** contagious, life-threatening viral disease with symptoms that include fever and pustules that usually leave permanent scars

**social Darwinism** discredited theory that individuals, groups and peoples are subject to the same Darwinian laws of natural selection as plants and animals

**social security** financial assistance, usually provided by the government, for people without an income (for example, elderly people or unemployed people)

**social welfare** a type of government support intended to ensure that all members of a society can meet basic human needs

**socially progressive** belief that changes in society, such as in education, health and social organisation are vital to the improvement of society. It is the opposite of conservatism, and may result in resistance from those fearing change.

**soil erosion** wearing away and removal of the topsoil layer, usually by wind or water

**soil fertility** ability of soil to grow plants, especially in agriculture

***Sonderkommando*** prisoners in German concentration and death camps who were forced to work in the gas chambers

**Sorry Day** national march in 1998 to demand an official apology to the Stolen Generations – Sorry Day still exists today to remember and commemorate Aboriginal and Torres Strait Islander peoples

**sovereignty** a nation or country that is able to govern itself

**spatial association** degree to which the spatial distribution of two phenomena are similar

**spatial scale** referring to various sizes in space; for example, local, regional, national or global scales

**stalemate** situation in which neither side in war can win or in which no progress is possible

**standard of living** the quantity and quality of material goods and services available to a given population

**Star of David** six-pointed star, consisting of two overlapping triangles, used as a symbol to identify and represent Jewish people

**state** the organisation of a community or society that is governed, such as a country or nation

**state of equilibrium** a balance between all of the components within an ecosystem

UNCORRECTED SAMPLE PAGES

**statutes** parliament-made law

**'stiff upper lip'** British wartime ideal of showing fortitude and strength in the face of adversity

**Stolen Generations** collective name for the children of Australian Aboriginal and Torres Strait Islander descent who were removed from their families by Australian federal and state/territory government agencies and church missions, under protection policies, between 1910 and 1970

**strafing** the use of machine guns, rather than bombs, by planes in combat

**subjective** result or judgement that is influenced by the personal feelings or opinions of an individual

**sub-Saharan Africa** term for countries in the region of Africa located south of the Sahara Desert

**subsidiary** a company that is owned by a larger company

**suburb** smaller region of a larger city, usually dominated by housing

**suffragette** member of a political group of women seeking the right to vote through protest

**sustainability** whether or not an environment is able to maintain current needs without compromising its ability to meet the needs of future generations

**sustainable economic growth** a rate of growth that can be maintained without creating other significant economic problems, especially for future generations

**synagogue** Jewish place of worship

**tariff** a tax on goods coming into or going out of a country

**temporal scale** measurement of periods of time; for example, weeks, months, years or millennia

***terra nullius*** (meaning 'land of no-one'), a legal term for land that is unoccupied or uninhabited

**terrestrial** relating to dry land

**terrestrial fauna** land-based animals in a particular area

**the Blitz** intense bombing attack on London by German planes in 1940

**The Intervention** set of Australian Government policies enforcing strict controls on the lives of Aboriginal and Torres Strait Islander peoples in the Northern Territory, established in response to the *Little Children are Sacred* report, which found conditions for Aboriginal and Torres Strait Islander children in remote communities to be at 'crisis levels'

**theatre of war** the entire area of land, sea and air that is – or may become – directly involved in a war

**thermal expansion** increase in the volume of a material due to an increase in temperature

**topography** the relief, or shape, of the surface of a landscape

**totalitarian** the political system where control of government is absolute and no opposition party/ies are allowed, with strict control over society

**transpiration** process of a plant absorbing water through its roots and releasing water vapour through pores in its leaves

**treaty** binding agreement between two or more countries that has been proposed and accepted by government

**trend** the overall direction of movement in a set of information or data. Trends are usually increasing, decreasing, stable or fluctuating.

**tributary** river that flows into a larger river or lake

**tube** underground train stations that connect London's rail network

**turbidity** measure of the transparency, or cloudiness, of a liquid, caused by the concentration of suspended particles within it

**turning point** an event during a war that is pivotal to the eventual outcome or next phase of the war. Historians may disagree on the key turning points of a conflict.

**ultra vires** when a parliament or government acts beyond the authority given to them

**underemployment** when a person works fewer hours than they would ideally like or takes a job that does not reflect their actual training and skills

**unemployment** those of working age who are not in employment and are willing and able to work

**UNESCO** United Nations Educational, Scientific and Cultural Organization, an agency seeking to build peace through international cooperation in education, science and culture

**United Nations (UN)** international organisation, made up of over 150 countries, that seeks to maintain peace between nations

UNCORRECTED SAMPLE PAGES

**Universal Declaration of Human Rights** an internationally recognised document that outlines the fundamental rights and freedoms of all people

**urban** area with at least 1000 residents and a population density of more than 200 people per sq km

**urban renewal** redevelopment of an area within a large city that was previously run-down and underutilised

**urban sprawl** growth of cities outwards into surrounding rural and bushland areas

**urbanisation** movement of people from rural areas to urban areas, causing the urban area to grow in size

**variable** characteristic, factor or quantity that increases or decreases over time

**vegetation** all the types of plants found in a place, for example grasses, shrubs and trees

**vested interests** individuals or groups that benefit directly from a government decision or change in the law

**vet** examine or investigate something to ensure it meets requirements

**veto** to decide against or reject a proposal

**virtual reality (VR)** a set of images and sounds produced by a computer that seem to represent a place or a situation in which a person can take part

**vote of no-confidence** a vote that occurs in the lower house of parliamentary democracies if representatives believe the executive or government is not performing its duties. Requires a majority to pass.

**war bonds** a way for a nation's citizens to invest their savings in their government in order to pay for the material requirements of war, in return for earning interest on the investment after the war has concluded

**war effort** mobilisation of a nation's population to work and provide support for a war – in Australia during World War II, thousands of women took on jobs normally done by men (who were fighting overseas in the war) to ensure that food, supplies and ammunition were being produced

**water quality** condition of water in terms of its chemical, physical and biological properties

**water table** the level below the surface of the ground at which you start to find water

**wealth** the stock of assets a person owns, including savings, properties, shares or valuable items

**wetland** place where stagnant or flowing water covers the soil at various times throughout a year

**Wurundjeri** Indigenous nation in Victoria where territory extends between the Great Dividing Range, Mount Baw Baw, Mordialloc Creek and the Werribee River

**Yolngu** Indigenous nation inhabiting north-eastern Arnhem Land

**Yorta Yorta** Indigenous nation inhabiting the areas in Victoria and southern New South Wales that surround the Goulburn and Murray rivers

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